



education sciences



Special Issue Reprint

Cultivating Inclusive Classrooms

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The purpose of this Special Issue was to gather recent and high-quality research reports which integrated or investigated a socio-ecological approach towards inclusive teaching and learning practices in special education. Bronfenbrenner's original ecological systems model was regarded as the fundamental influence on how to understand and apply a socio-ecological approach. The socio-ecological approach acknowledges and incorporates contextual factors, as well as inter-relational aspects between contexts, both of which are quintessential in attaining successful learning for learners in special education. In this context, inclusive education remains both a global priority and an evolving challenge, particularly within special education contexts where diverse learner needs demand innovative, evidence-based classroom practices. This Special Issue brings together fifteen impactful studies that collectively deepen our understanding of how inclusive classrooms can be cultivated, supported, and sustained across a variety of educational settings worldwide. They highlight a range of critical themes, from intervention programs that foster autonomy in young learners to the importance of teacher efficacy, community collaboration, inclusive policy, and systemic support mechanisms. Together, these studies underscore the essential role of differentiated pedagogical strategies, strategic intersectoral partnerships, value co-creation, and ongoing professional development as foundational pillars of inclusive education.



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