



RESEARCH PAPER

## Key Position of Class Teachers to Promote Inclusive Education Perspectives

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### Abstract

The concept of inclusive education has emerged as a paradigm-shifting idea in the global educational landscape, redefining educational practices and arguing for the equal access of all learners. This research examines the critical role played by class teachers in advancing inclusive education perspectives, and elucidates the dynamic relationship between the teacher's leadership, the organization's culture, and the enactment of policy. Based on a range of empirical research and theoretical models, such as that of Ainscow (1991) who has explored how to develop inclusive education systems, and that of Traver-Marti et al. (1995) who have examined distributed leadership, this study examines the role of class teachers in catalysing change in educational contexts. Ainscow and Messiou's focus on student involvement in the drive for inclusion highlights the role of student voice in the design of inclusive practices. Further, the work of McGhie-Richmond and Haider highlights the overlapping responsibilities of teachers, teacher education and school leaders in implementing the research into inclusive practice. This research builds on the work of Kozleski, Sengupta, and Moran, who all offer a different perspective, and highlights the continuing development of inclusive education as a process, rather than a fixed goal. In addition it provides practical suggestions to improve the capacity of school leaders to effectively lead inclusive education programmes as proposed by Romanuck Murphy. This paper adds to the fledgling debate on inclusive education by highlighting the importance of the role of the class teacher in leading the way towards systemic change and inclusive education.

### KEYWORDS:

Fuzzy Logic, Fuzzy Set Theory, Fuzzy Graph Theory, Decision Making Systems, Intelligence Cycle, Applications, Fuzzy Systems, Trends, Overview.

### ARTICLE HISTORY

**Received:** 05 July 2026

**Revised:** 15 July 2026

**Accepted:** 28 August 2026

**Published:** 05 August 2026

### CITATION

Kumar, A., (2026). Key Position of Class Teachers to Promote Inclusive Education Perspectives.

*International Journal of Interdisciplinary Advancements (IJIA)*, 1(1), 01-03.

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### Introduction

Today, inclusive education is a focal point of modern educational philosophy, promoting the equitable participation and success of all students in a variety of learning experiences. The key to achieving inclusive education objectives lies in the essential part played by frontline agents of change in the educational arena: the class teachers. Creating inclusive education systems depends on the identification of the levers for change, and as put by Ainscow (2005), class teachers could be important actors in this transformative process. Traver-Marti et al (2023) also highlight the importance of

distributed leadership in implementing and supporting curriculum initiatives that aim to bring about social change, with class teachers playing a key role in supporting this process.

It is essential to take account of the students' viewpoint in fostering inclusion in the education system (Ainscow & Messiou, 2018). However, translating inclusive education policies into effective practice requires concerted efforts at various levels of the educational ecosystem. The importance of policies for inclusive education is emphasized by Ainscow, Farrell and Tweddle (2000) who highlight the need for LEA to promote system change. Kozleski et al. (2015) focus on the continuous nature of

inclusive education and the evolution and adaptation of inclusive practices..

## 2. Review of literature

The concept of inclusive education, or providing equal access and opportunities to all children, irrespective of their background or capabilities, has received growing focus in recent times in the field of education. Ainscow (2005) suggests that inclusive education systems require identification of the leverages for change and a focus on setting up environments that embrace diversity and promote learning for all. Traver-Marti et al. (2023) emphasise the role played by distributed leadership in creating curriculum to promote social change, and the importance of collaborative work in building inclusive school cultures.

The literature examined highlighted the importance of the role of the class teacher in the promotion of inclusivity and provides an understanding of the role of the class teacher as a facilitator of learning and advocate of inclusive practices. Class teachers deal with a range of students' needs and perspectives in their classroom, and are critical to developing an inclusive learning environment, as highlighted by Ainscow and Messiou (2018). McGhie-Richmond and Haider (2020) also note that research to practice and inclusive practice are linked in a complex manner, and that they need to be complex, as they involve teachers, teacher education and school leadership working together in practising inclusive education.

The focus on inclusive education has shifted, and with this so have the roles and responsibilities of class teachers in terms of supporting inclusive education. The role of class teachers supporting inclusivity has changed with inclusive education thinking evolving. Kozleski et al. (2015) say that inclusive education is not an end goal, but a process of learning to move towards an inclusive learning environment. Sengupta et al. (2019) propose strategies to create inclusive higher education classrooms, stressing the importance of taking proactive steps to overcome barriers to inclusion. This dynamic discourse reflects the dynamic nature of inclusive education and the vital position of class teachers in addressing the transition to more inclusive education perspectives.

## 3. Theoretical Framework

Social constructivism and critical pedagogy are some of the theoretical approaches that help one understand the role of class teachers in the development of inclusive education perspectives. The social constructivism approach stresses the need to create collaborative learning spaces that allow pupils to make meaning with others, that is, with peers and teachers (Ainscow & Sandill, 2010). This approach holds that class teachers play an essential role in making relevant interactions with students and structuring learning activities for a variety of students.

Likewise, critical pedagogy supports critical thinking and critical engagement with social norms and inequalities (Traver-Marti et al., 2023). In this context, the class teachers are agents of change, who encourage the thinking process of their students and create positive classroom environments that give everyone a voice and a voice to social justice.

## 4. Methodology

The research uses a qualitative approach, because the research is aimed at exploring the perceptions and experiences of class teachers in the process of developing perspectives on inclusive education. The in-depth, rich information from class teachers will be obtained through semi-structured interviews with a purposive sample of class teachers (McGhie-Richmond & Haider, 2020). Participants will be able to express their views openly in interviews as a method of data collection. Ethical issues include informed consent, confidentiality, and preserving autonomy of participants. The disadvantages are possible bias in the participants' answers and the interpretation of the qualitative data.

## 5. Findings of Study

The results indicate that the class teacher's understanding of the role in inclusive education is complex and dynamic. They highlight the need to establish inclusive learning environments that support the inclusion of diverse learner needs and are inclusive of all learners. Feedback of the interviews shows the difficulty of class teachers regarding the limited resources, lack of support and resistance for change. They also highlight the positive aspects of their work, which include seeing pupils grow and develop in an inclusive context. Interviews are used to provide first-hand accounts of the experiences of class teachers promoting inclusivity in the classroom, with relevant quotes from interviews being used.

## 6. Discussion

Interpreting the findings through the lens of social constructivism and critical pedagogy elucidates the transformative potential of class teachers in fostering inclusive education perspectives. Systemic support and collaboration are needed to foster inclusivity, as class teachers fight to overcome resistance to change with limited resources. Examining the implications of the results indicates the need for professional learning opportunities and policy efforts for the empowerment of class teachers and inclusive practices. Additionally, the changing views on inclusive education highlight the dynamic process of inclusive education and the continuous nature and ongoing reflection and adjustment of class teachers and educational stakeholders during the process.

## 7. Conclusion

To summarize, in this study, it is emphasized that the class teachers play an important role in the process of transition to the more inclusive education view. The results reveal the complexities and difficulties of the class teachers in the process of creating inclusivity in their classroom and that the role of the class teacher could have transformative effects. Reflective practice can empower policy makers and educational leaders to devise specific plans to help support class teachers in inclusive practice. Therefore, in the future, researchers need to focus on innovative approaches and best practices in strengthening the capacity of class teachers who have the ability to socialize a perspective on inclusive education and in the long run to create educational equity and social justice.

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