

**TEACHERS' PREPAREDNESS IN INCLUSIVE EDUCATION:
BRIDGING THE GAP FOR LEARNERS WITH SPECIAL
EDUCATIONAL NEEDS**

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Inclusive education puts an emphasis, on providing high quality education to all students, including those learners with special educational needs within classrooms. Internationally, the Salamanca Statement (UNESCO, 1994) established the principle that every child should have the chance to reach and sustain a satisfactory level of education within a mainstream schooling setting (Cretu & Morandau, 2020). Articles, Kozleski, Dorn, and Christenesen (2006) have pointed out that inclusive education is focused on the transformation of school cultures to increase access, acceptance, maximize participation and achievement for all students, particularly for students with special needs. To ensure that inclusive education is effective it is crucial for teachers to have trainings for them to be well-knowledgeable and prepared. It is necessary for teachers implementing inclusive education amongst their learners requiring special educational needs to possess a specific range of skills and knowledge about this type of education.

The process of education starts at kindergarten which establishes fundamental building blocks for children to build their learning approach and classroom connection. Teachers must understand special needs while developing customized teaching practices and establishing supportive classroom environments. To become a qualified teacher in education programs, require teachers to learn special education strategies with assistive technologies alongside methods to deliver individualized instruction and trainable behavior management strategies. The identification of individual student learning requirements requires prepared teachers to create unique educational plans which address their abilities and disabilities. Identifying teacher readiness allows student

education to improve for everyone while supporting inclusion and ensuring preparedness to teach modern diverse learners in classrooms.

Additionally, it is crucial to focus on preparing kindergarten teachers to create teaching environments which enable successful outcomes for all students particularly for students with learner special educational needs. Teachers have a critical responsibility to develop learning environments which meet all learners' requirements especially regarding the establishment of supportive and just educational environments. It is vital to investigate how learners need matter as teachers create important supports for both fair learning environments and student success. The setting of important guidelines should focus on learners' diversity and teacher responsibility for building supportive and balanced educational spaces. The main emphasis for teachers should be on developing collaborative and communicational competencies that enable them to work with their peers and parents. Every student needs an environment which values their unique experience because empathy alongside patience and understanding form a background for students to feel supported.

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