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INCLUSIVE EDUCATIONAL MANAGEMENT AS A FUNDAMENTAL BASIS FOR IMPROVING LEARNING ENVIRONMENTS

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ABSTRACT

This article is based on an analysis of inclusive educational management. The main purpose is to examine how educational management practices contribute to strengthening an inclusive, equitable, and quality education. The methodology used is qualitative of a documentary type, developed through the review and systematization of theoretical sources, which identify the key elements that shape educational management oriented toward inclusion, such as teacher training, curricular adaptation, family participation, resource availability, and the construction of an institutional culture based on respect for diversity. The findings show that inclusive educational management not only involves the implementation of policies but also the transformation of daily practices within schools, recognizing and valuing the individual differences of students. The analysis concludes that truly inclusive management requires the collective commitment of all social actors involved in educational contexts, as well as the strengthening of institutional capacities to effectively meet each student's needs.

KEYWORDS: Inclusion, Educational Management, Transformation, Strengthening.

1. INTRODUCTION

Inclusive education is a pedagogical approach that recognizes, values, and responds to the diversity present in classrooms; that is, it considers all students who are part of a given context, ensuring that each of them, regardless of their personal, social, or cultural characteristics, has equal opportunities to learn and actively participate in the educational process. This model seeks to eliminate the barriers that hinder learning and participation, promoting a school for all.

Despite normative and pedagogical advances in favor of inclusive education, multiple barriers still persist that hinder the full participation and effective learning of students with diverse educational needs in school environments. According to Echeita (2020), in many cases educational institutions lack the resources, teaching strategies, and teacher training necessary to adequately address student diversity. In other words, significant barriers still exist today that prevent the creation of inclusive environments, due to the lack of essential elements needed to serve a diverse population.

Educational inclusion implies not only the physical integration of students with disabilities or other diverse conditions, but also their active participation, recognition, and meaningful learning within the mainstream classroom. However, in practice, traditional pedagogical models—focused on homogeneity and standardization—continue to reproduce exclusionary dynamics that affect both academic performance and the socio-emotional well-being of these students (UNESCO, 2020).

Furthermore, it is observed that in many schools there is no culture of collaboration among teachers, families, and specialists, which hinders the implementation of sustainable inclusive practices. Booth and Ainscow (2015) argue that the lack of awareness and curricular or methodological adaptations contributes to many students being labeled, marginalized, or unable to reach their full potential.

This scenario highlights the urgent need to rethink educational practices from an inclusive perspective, one that values diversity as an opportunity for enrichment for the entire school community.

2. METHODOLOGY

The development of this research is based on a qualitative documentary approach, as it relies on an exhaustive review of the literature focused on inclusive education and teaching strategies that emerge from the context of inclusion.

To this end, a detailed analysis of documents from

recognized scientific databases and doctoral theses was conducted.

The search terms used included concepts such as inclusion, diversity, methodological adaptation, and education.

For the review and analysis of the documents, both international sources related to the topic under study and national sources within the same context were considered, including primary-source literature and research published from 2020 onward.

The data and findings obtained through the exhaustive review were organized rigorously, as relevant sources were selected for the preparation of this article. Initially, 120 references were identified, from which 20 documents were selected as suitable for the development of this article.

3. RESULTS AND DISCUSSION

3.1. Inclusive Education

The challenges posed by contemporary pedagogical transformation require a profound review of school management models, particularly from the perspective of inclusive educational leadership. In this regard, Quizpe and Rendón (2022) argue that inclusive educational management plays a key role in promoting innovative teaching practices that go beyond traditional approaches to disability and diversity. According to the authors, inclusion cannot be understood merely as a normative or symbolic aspect, but rather as an active and transformative process reflected in teaching strategies, institutional organization, and school culture.

From this perspective, pedagogical innovation becomes an essential element in ensuring access, participation, and meaningful learning for all students. Overcoming exclusionary paradigms requires committed leadership that fosters collaborative environments, continuous teacher training, and processes of critical reflection on educational practices. In this way, education based on equity, justice, and respect for diversity is promoted.

On the other hand, Quintero (2020) examines teachers' attitudes and perceptions toward inclusive education, pointing out that one of the main obstacles to its effective implementation is resistance to change and the lack of specialized training. Additionally, the author highlights the importance of support networks and cooperative learning—both among teachers and students—as essential tools for strengthening an inclusive culture in educational institutions.

The author emphasizes that inclusion is not

merely a technical process but also a subjective one, involving transformations in the beliefs, values, and emotional dispositions of educators. In this sense, a teacher training approach based on inclusive pedagogical best practices is proposed, capable of integrating theoretical and practical knowledge with an ethical and critical perspective. The proposed curriculum aims to equip teachers with concrete tools to effectively address diversity, thereby promoting quality education for all.

Inclusive education has become a fundamental principle for guaranteeing the right to quality education for everyone, without distinction. This vision is based on recognizing diversity as an enriching value rather than an obstacle to learning. Inclusion is not limited to the integration of students with disabilities but also encompasses all those who may be in situations of vulnerability or exclusion due to social, cultural, linguistic, ethnic, or other factors (UNESCO, 2020).

Despite normative and political advances in inclusion, such as those established in the Convention on the Rights of Persons with Disabilities (UN, 2006), school practices still present barriers that hinder equitable participation and meaningful learning for all students. In this context, it is urgent to implement pedagogical proposals that promote a more just, participatory, and diversity-sensitive education.

Inclusive education is not only a technical model but also a way of understanding education as a fundamental human right and a commitment to social justice, equity, and diversity (UNESCO, 2008; Castillo, 2015). From an integrative perspective, inclusive education is conceived as a transformative praxis that reaffirms the humanistic nature of teaching, positioning it as an essential means to ensure the full recognition of each individual in equitable, fair, and culturally diverse educational contexts.

From a transformative perspective, Ainscow (2003) conceives inclusion as a process aimed at identifying and eliminating the obstacles that prevent learning and full participation of all students. This vision goes beyond the mere inclusion of students with disabilities, emphasizing the need to redesign school practices to effectively respond to the heterogeneity present in classrooms.

Similarly, Booth and Ainscow (2011) state that a truly inclusive educational institution is characterized by actively promoting the participation of all its students, recognizing diversity not as a challenge to overcome but as a source of pedagogical and social enrichment. In this sense, heterogeneity is

understood as a fundamental value that drives transformations in school culture, rather than being seen as a barrier or limitation in teaching and learning processes.

According to Morejón et al. (2018), the goal of inclusive education is to help teachers and students feel comfortable with diversity and perceive it not as a problem, but as a challenge and an opportunity to enrich the learning environment from a perspective of appreciation and respect. From this standpoint, inclusion should focus on those groups of students who may be exposed to marginalization, exclusion, or school failure, and strategies must be implemented to ensure their presence, participation, learning, and academic success within the educational system.

UNESCO (2008) maintains that inclusion is a pedagogical dynamic that involves recognizing the particularities of each student and generating appropriate educational responses to address this diversity. This approach requires a sensitive and committed perspective toward equity, aimed at ensuring that school practices consider the different trajectories, abilities, and contexts present in the classroom, thereby promoting truly inclusive learning environments.

3.2. Inclusive Educational Management

Zhigue-Luna and Sanmartín-Ramón (2019) point out that educational leaders have the responsibility to implement actions that promote inclusive education, embracing the diversity present in the environment in terms of gender, race, beliefs, among other aspects. In this way, they can contribute to community development by generating a positive impact reflected in the reduction of social disparities and, consequently, in the improvement of the population's quality of life.

In line with the aforementioned authors, it is proposed that within educational management, there is a need to transform educational contexts by proposing strategies that contribute to inclusive education, where equal opportunities exist for all social actors who are part of an educational community. In this regard, Ruíz (2023) argues that public policies have directed their efforts toward inclusive education, focused on guaranteeing comprehensive education for all. However, significant barriers persist in the recognition and acceptance of cognitive differences within the educational system. There is a clear need to strengthen teacher training to effectively apply the principles of inclusion in pedagogical practice. Furthermore, the urgency of implementing public

policies that ensure respect for rights and equal conditions for all students is highlighted. Despite some progress, data reveal a significant shortage of specialists in inclusive education, deficiencies in educational resources and platforms, and limitations in pedagogical support, which particularly affect students with disabilities. National statistics show a relevant proportion of schoolchildren with different types of disabilities, whose academic results reflect significant gaps compared to their peers without disabilities. In this context, more effective and empathetic educational attention is required, as well as the strengthening of emotional and resilience skills in students with special needs.

On the other hand, Castro (2024) argues that inclusive education has brought about a significant transformation in education, particularly in response to the need to change classroom practices and adopt innovative methodologies, replacing traditional ones that, for a long time, have ignored the diversity of abilities present in educational environments. Therefore, the author highlights the urgency of solid teacher training in inclusive practices, the proper management of diagnoses to timely identify students who require specific support, and the need to implement active methodologies that promote autonomous and functional learning. Based on these emerging categories, the importance of teachers continuously understanding, analyzing, and researching their practices is emphasized, so they can apply effective methodological strategies that foster self-regulated learning and respond to the particularities of all their students.

Finally, Iriarte and Rojas (2024) argue that inclusive education is aimed at guaranteeing equitable learning conditions for all students, including those with disabilities. The authors contribute to the state of the art in inclusive educational management through theoretical contributions that strengthen the pedagogical practice of teachers responsible for this student population. They highlight important challenges in inclusive education, including limited teacher training in inclusive education, lack of adapted pedagogical resources, deficiencies in infrastructure, and low levels of family involvement.

4. CONCLUSION

A review of inclusive education shows how it has evolved from focusing solely on students with

disabilities to being understood as a strategy for ensuring equity and the right to quality education for all learners, addressing social, cultural, linguistic, and cognitive diversity. Recent research emphasizes that inclusion can no longer be reduced to individual adaptations or a welfare-based approach; instead, it requires transforming curricula, assessments, school organization, and institutional culture through shared leadership and coherent policies. In this process, inclusive pedagogical practices—based on active methodologies, cooperation, universal design for learning, the use of accessible technologies, and support within the mainstream classroom—are established as the core elements for guaranteeing meaningful presence, participation, and learning, especially for students with disabilities or in vulnerable situations.

At the same time, evidence shows that the main barriers are not only related to resources, but also to beliefs and training: conceptions that associate inclusion almost exclusively with disability still persist, along with resistance to change and a lack of coordination between support teachers and mainstream classroom teachers.

Therefore, studies converge in highlighting that progress toward genuine inclusive education requires educational management and school leadership that promote collaborative work, continuous teacher training with an inclusive approach, and operational regulatory frameworks, so that diversity is embraced as a source of richness rather than as a problem.

Through educational management focused on inclusion, educational contexts are transformed, enabling members of the educational community to teach and learn from diversity.

In addition, it is of utmost importance to focus inclusive educational management on teacher training, since there is a significant gap in teachers' preparation, and qualified personnel are required to create inclusive spaces within educational processes.

Finally, the need to implement structural and regulatory adjustments within institutional educational projects is highlighted in order to respond appropriately to the needs of students who face difficulties and diverse forms of learning. This underscores the urgency of a comprehensive transformation that includes both teacher preparation and institutional and family commitment in support of true educational inclusion.

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