Mapping CoP for inclusion: a Knowledge Base

Erasmus+ Project
I CO-COPE: Inclusion through Interprofessional Collaboration in a Community of Practice in Education

Co-funded by
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Table of contents

Introduction

Project general goals

Promoting inclusive education systems has been a unifying goal between European countries. The main target-action is to promote policies and practices for enabling quality contexts of learning for all students, including structured responses for students in risk or already experiencing any kind of disadvantage.

As proposed in the Eco-system Model for Inclusive Education published by the European Agency for Special Needs and Inclusive Education (EASNIE, 2017), the achievement of inclusion in schools encompasses processes that involve different levels of the system: (i) national/regional including policies that frame the school-work; (ii) community, building relationships with others beyond the school; (iii) school or learning community such as the tradition, culture, values or patterns of collaboration; and (iv) individual involving classroom practices that directly impact on students' development and learning.

In all levels of the system, collaboration is a critical value and practice for promoting inclusive contexts of learning, specially creating conditions to engage school community in learning and problem-solving processes around inclusion-related dilemmas or needs. Lessons learned from other European projects (e.g., ProuDToTeachAll - https://proudtoteachall.eu/) and from literature (Silveira-Maia *et al.*, 2023) showed that "working with others" is still undervalued and difficult to operate within schools' routines.

I CO-COPE is an Erasmus+ project - Inclusion through interprofessional COllaboration in a Community Of Practice in Education (Grant number: 2022-1-BE02-KA220-SCH-000089287) – that aims to create knowledge on how to make the collaboration processes more transparent, effective and inclusive in terms of including everyone's voice - through a specific approach called Communities of Practice (CoP).

In CoPs, all stakeholders are included in school development with a defined goal based on the specific needs of each school. The creation of CoPs enables teachers and other school professionals to establish connections and networks with each other, share their challenges, and provide ways to manage more demanding situations, whether involving

migrant children, children with behavioral issues, learning difficulties, pervasive developmental disorders, or children with disabilities. The commitment of this project is also to ensure that everyone's voice is heard, including the students themselves.

What is the goal?

The I CO-COPE project focuses on school development through the Communities of Practice (CoP) approach, in which teachers, principals, students, and other professionals and educational support staff (including special educational needs/additional support needs coordinators, mentors, pedagogical counsellors, school psychologists…), cooperate to promote the well-being and learning of all students, including those with complex needs.

What is the main product?

The main product of the I CO-COPE project consists in the development of a professional package with modules to prepare schools for establishing CoPs for inclusion in which also students are actively engaged.

Who is involved?

Four countries are involved in the project: Belgium (University Colleges Leuven-Limburg and Arteveldehogeschool), Portugal (Porto Polytechnic Institute), Austria (Chance B Holding GMBH and University College of Teacher Education Styria), and Slovakia (Univerzita Komenskeho V Bratislave).

What concrete results are expected?

The expected concrete results include:

  (i)   develop the capacity of schools to cope with the challenge of providing inclusive education for pupils with diverse abilities and backgrounds,

  (ii)   generate and disseminate knowledge of how interprofessional collaboration at schools can contribute to inclusion and diversity,

  (iii)   create knowledge of how school development for inclusion can be conducted within and across the four country contexts,

  (iv)   promote pupil agency and active participation in democratic life,

  (v)   promote pupil inclusion by preventing early school leaving and failure in education.

The project' general and specific goals converge to the need of having a common base of knowledge, not only, about the target concepts of the project, but also about critical studies, successful practices and tools concerning interprofessional collaboration through CoP approach, involving and promoting students' agency.

Mapping CoP – in a literature, a practice, and a contextual oriented analysis - is the driven force of this report, providing a knowledge base that can promote the sustainable development of CoP at schools to cope with inclusive education challenges through interprofessional collaboration and students' agency.

Chapter 1. Background: Key Concepts' Definition and Contextualization

Concepts definition is always a challenge due to the diversity of points of views and perspectives and, also, to the timing and culture variations which are subjected to. That is especially true for inclusion-related concepts in which wide gaps are found within and between countries, along time, and according to different theoretical and philosophic perspectives.

In this chapter we intended to provide a comprehensive approach to the 4 main concepts of the I CO-COPE project:

1. Inclusive Education
2. Interprofessional Collaboration
3. Students' Agency
4. Communities of Practice - CoP

Figure 1. I CO COPE four main concepts.

The method we adopted to approach the concepts in a comprehensive way, relies on the assumption that these four concepts are strongly grounded in three main dimensions: an (i) ethics and values-oriented dimension; a (ii) policies-oriented dimension; and a (iii) practice and measurement-oriented dimension.

This multidimensional approach to the concepts (**Figure 2**) will bring into the discussion the main conventions, statements and international rights-reference documents; the policy and jurisdiction documents of the four involved countries; and practice-oriented tools published or mentioned by reference authorities.
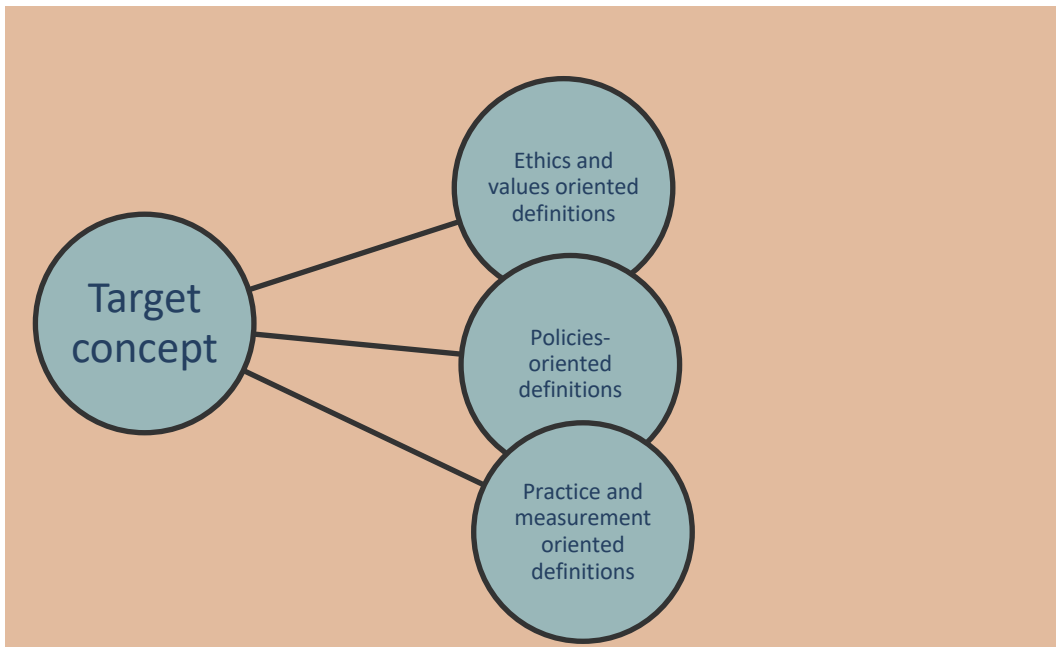
Figure 2. Multidimensional approach to the four key concepts.

That multidimensional approach will also base the drawing of "Concepts Definition Maps", mapping the key elements in each dimension (ethics, policies and practices) contributing to the concept understanding.

1.1 Inclusive Education

Despite the wide scope of evidence on inclusive education, within the scientific community there is not a full consensus on a unique definition. The understanding of inclusive education has been varying according with contextual, cultural, historical, and methodological aspects (Florian, 2014). Therefore, as a concept the definitions on inclusive education have been receiving different formats depending on the perspective and methodological approach (Goransson & Nilhom, 2014).

Ethics and values-oriented definitions

From an ethics and values perspective, inclusive education has been defined in terms of a human right and a moral imperative, profoundly related with democracy, participation

and equity (Silveira-Maia & Santos, 2020). The rights perspective defines inclusive education as societal goal aligned with the commitment of social justice (Haug, 2017) – referring to "promoting a society which is just and equitable, valuing diversity, providing equal opportunities to all its members, irrespective of their disability, ethnicity, gender, age, sexual orientation or religion, and ensuring fair allocation of resources and support for their human rights" (Bhugra, 2016, p. 336).

A summary of the main rights reference documents is presented in **Table 1**, underlying the definition of inclusive education as a societal goal, as a way to reduce inequalities and to promote each one's potentiality regardless of any form of diversity.

Table 1. Definitions of the inclusive education concept from human rights reference documents.

Convention on the Rights of Persons with Disabilities (UNESCO, 2016, p.7)	"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"
World Forum on Education Incheon declaration (UNESCO, 2016, p.7)	''Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all"
European Commission's Education and Training Monitor (European Commission, 2015, p.7)	''Effective education is about inclusiveness, ensuring every citizen has an opportunity to develop their talents and to feel part of a shared future. Building effective education and training systems requires a focus on inclusion as part and parcel of the broader quest for excellence, quality and relevance."
Council Recommendation on Promoting Common Values, Inclusive Education, and the European Dimension of Teaching (European Union, 2018, p.6)	''Ensuring effective equal access to quality inclusive education for all learners, including those of migrant origins, those from disadvantaged socio-economic backgrounds, those with special needs and those with disabilities - in line with the Convention on the Rights of Persons with Disabilities - is indispensable for achieving more cohesive societies"
UNESCO, 1994 –Salamanca Statement (p.11-12)	"Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities."

Policies-oriented definitions

Drawn from the ethics and the values inputs, the policies in each country intend to regulate inclusion as a way of acting, with structured responses and supports that can promote the engagement of all students attending to their specific needs.

National policies of European countries differ considerably on the organizational and methodological meaning of inclusive education. Nevertheless, across different legislations inclusive education is referred to as a cumulative circumstance of providing:

- access - creating common learning environments for all students;
- and quality education - diversifying strategies and supports to engage all students.

Both conditions – access and quality – are clearly reflected in the agreed position on Inclusive Education Systems presented by the European Agency for Special Needs and Inclusive Education. From the analysis of 35 European jurisdictions the following definition was reached (EASNIE, 2015, p.1):

> *"(…) inclusive education systems aim to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers".*

The inclusive education policies (**Table 2**) of the four European countries involved in I CO-COPE are in line with that agreed position.

Table 2. Countries approach to inclusive education according to current legislation/policy documents.

Country	Inclusive legislations	Definition / understanding of inclusive education
Belgium – Flemish community	M-decree, 2014 (Link: https://www.european-agency.org/country-information/belgium-flemish-community/legislation-and-policy; https://www.european-agency.org/sites/default/files/CSM_Country_Report_Belgium_%28Flemish_community%29.pdf)	In this decree, a new model for supporting students with special educational needs (SEN) in mainstream education is defined: the learning support model. The decree aims to strengthen mainstream education, learning support and special education. The Flemish Government aspires to create: (i) strong whole classroom support and extended support in mainstream education (phase 0 and phase 1 in a continuum of support); (ii) a sustainable learning support model for additional support and individual curriculum support (phase 2 and phase 3 in a continuum of support), with appropriate employment conditions for support staff; (iii) a strengthening of the quality of special education. An independent committee of experts, academics, educational professionals and experts by experience has been established with the task of formulating an advice on the evolution towards inclusive education and the role of mainstream and special education.

Country	Inclusive legislations	Definition / understanding of inclusive education
Portugal	Decree-Law No. 54/2018 (Link:https://www.european-agency.org/country-information/portugal/legislation-and-policy)	"The decree-law has as central axis of orientation the need of each school to recognize the added value of diversity of its students, findings ways to deal with that difference, adjusting teaching processes to the individual characteristics and conditions of each student, mobilizing the means at its disposal so that everyone learns and participates in the life of the educational community" (preamble, pg. 1)
Slovakia	Act no. 245/2008 Coll. amended by the no. 182/2023 Coll. (Link: https://podporneopatrenia.minedu.sk/vseobecne-informacie/)	The intention of the Ministry of Education, Science, Research and Sport of the Slovak Republic is to increase the quality of inclusive education through the support measures listed in the Catalog of Support Measures by ensuring equal opportunities for all children and pupils in education and training, adapting education and training to their individual educational needs and their special needs educational needs, which result either from a disadvantage in a certain area of development, or, on the contrary, from giftedness and talent.
Austria	Compulsory Schooling Act (Schulpflichtgesetz) (Link: https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/special-education-needs-provision-within-mainstream-education)	The Compulsory Schooling Act stipulates that pupils have special educational needs (SEN) when, as a consequence of physical or mental disabilities, they cannot follow teaching in a regular class at compulsory school without additional support measures. Pupils are provided with appropriate special needs education by using specific curricula and also, if necessary, by using an additional qualified teacher.

Practice and measurement-oriented definitions

The concept of inclusive education has been subjected also to workable and measurable definitions. One important effort has been conducted by the European Agency Statistics on Inclusive Education (EASIE) to enable comparisons between European countries and to better support the decision-making on policies and practices fields - describing *where we are* and *what we should look toward*s.

The operational concepts reflect students and process-focused perspectives (Ramberg and Watkins, 2020). In students focused operational definitions, inclusive education has been approached as cumulative conditions of (Ainscow, 2016): presence; placement; participation and progress. As formulated by Slee (2018, p.2):

> *'inclusive education seeks to identify and dismantle barriers to education for all children so that they have **access to, are present and participate in and achieve optimal academic and social outcomes** from school'*

The inclusiveness of the systems has been then approached not only in terms of *who is included and who is excluded from schooling,* but also, in terms of the *experience of different groups within an education system* (**Table 3**).

Table 3. Operational definitions as systematized by Ramberg & Watkins (2020).

Operational constructs	Meaning
Presence Is the learner in a common school?	Learners' access to and attendance within the inclusive education system
Placement While at school, is the learner in inclusive settings most of the time?	Where learners are placed within the education system, meaning to what extent they are enrolled and educated in inclusive or segregated settings
Participation Within the inclusive settings, is there a positive experience of participation?	Quality of the learning experience from a learner perspective, and school level factors that promote (or not) the learners' sense of belonging and of autonomy, as well as a sense of meaningful participation with peers of the same chronological age.
Progress While participating, is the learner progressing?	Learner' achievements (academic and social), school well-being, future opportunities for the learner

In process-focused operational definitions there are different models used to translate the inclusive education concept to a set of actions performed at different levels of the system, as example, the Input-Process-Output Model (Kyriazopoulou & Weber, 2009) or the Multidimensional Model (Ramberg & Watkins, 2020).

Recently the European Agency for Special Needs and Inclusion Education (EASNIE) proposed a Model of an Ecosystem of Inclusive Education Systems. Built on

Bronfenbrenner & Ceci's model (1994), the model was firstly adapted as part of the Agency' project on Inclusive Early Childhood Education (EASNIE, 2017). In 2019, the model was broadened to all school levels through the Supporting Inclusive School Leadership (SISL) project (EASNIE, 2019).

The spectrum of actions defining inclusive education are organized in 4 system levels (**Figure 3**).

Individual Level

Adapt the curriculum and assessment frameworks to ensure they serve as a basis for authentic learning activities.

Develop inclusive pedagogy that attends to individual differences and increases the capacity of all learners

Ensure all learners have opportunities for social interaction with their peers.

Involve learners in a personalised process

Provid learners with multiple ways to receive, process and respond to information

Listen learners' voice in matters that concern them in their education

Create a platform or a space for democratic discussions with learners, both individually and in groups

School Level

Build professional learning communities

Engage with parents and the local community

Sustain a welcoming, supportive school culture with trusting relationships

Resources allocation and providing a continuum of support for all learners and teachers.

Recognise the importance of contextual analysis and the need to engage in self-review and use qualitative and quantitative data (including information and feedback from all key stakeholders for on-going improvement).

Community Level

Build relationships with others beyond the school – for example, families, employers, support agencies, other schools, colleges and universities in the community

Work jointly (e.g. with the health and social sectors)

Access to human and financial resources within and beyond the school

National/ Regional Level

Legislation that takes a rights-based approach

Policy that provides

>> access to a local school for all learners,

>> teacher education for diversity,

>> governance and funding that support inclusion and equity,

>> curriculum and assessment framework with flexibility, and quality

>> assurance and accountability systems that support inclusive practice

Figure 3. Ecosystem Model for Inclusive Education (EASNIE, 2019).

This understanding of inclusive education as a multidimensional process, is translated in the different inclusion-related terms used which refer to different levels of the system (**Table 4**).

Table 4. Inclusion-related terms.

Inclusion-related terms	Meaning
Inclusive education (closer to national level of the system)	Political, social and cultural processes which maximizes learning and increases the engagement of all students providing opportunity to participate and share educational and social experiences with peers in ordinary contexts (Ainscow *et al.*, 2006; Messiou, 2016; Slee, 2018)
Inclusive practice (closer to school and community levels of the system)	Actions carried out by and between educational professionals in order to give meaning to their understanding of inclusive education fostering the learning and engagement of all students through as example implementing cooperative learning approaches, positive behaviour support, 'lesson study' (Moriña, 2023)
Inclusive pedagogy (closer to individual level of the system)	Teachers' actions and skills to extend what is ordinarily available to everybody and to respond to learners' individual differences (Florian & Black-Hawkins, 2011).

Inclusive Education - Concept Definition Map

Putting together the insights on defining inclusive education concept from the three dimensions – ethics/values + policies + practice and measurement - as a summary we draw the following concept definition map (**Figure 4**).
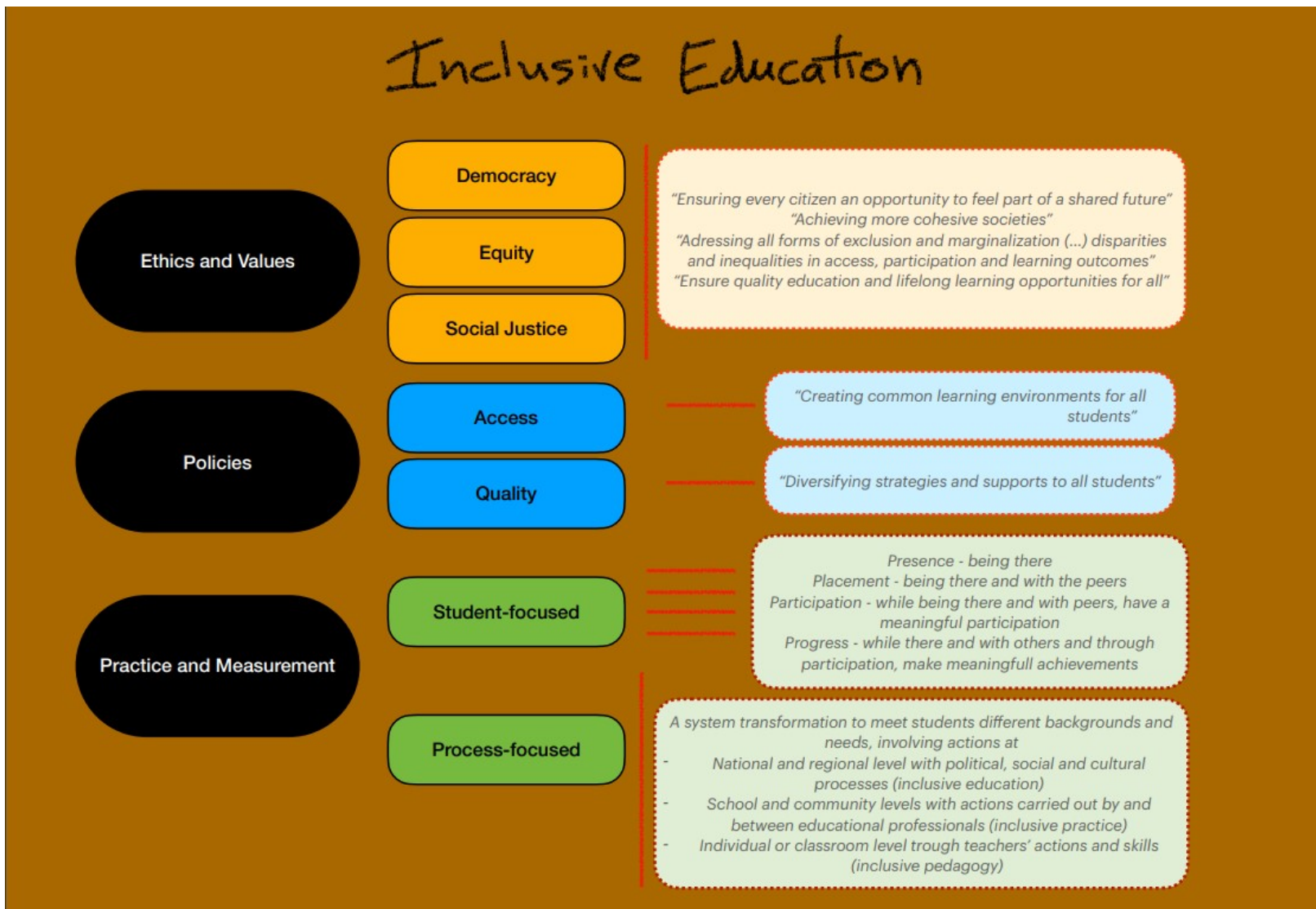
Figure 4. Inclusive education Concept Definition Map.

1.2.   Interprofessional Collaboration

Interprofessional collaboration as a concept has been receiving attention across different professional and disciplinary areas. Initially it emerged in healthcare, aiming to enhance the quality of the services to populations (WHO, 2010), extending then to the fields of education and research as well (Green & Johnson, 2015; Alberto & Herth, 2009).

Transversally – without reference to any specific disciplinary area or aim – interprofessional collaboration can be defined as underlined in the study of Borg & Drange (2019) grounded on literature such as the Canadian Interprofessional Health Collaborative report (2010) and Gajda & Koliba (2007).

Interprofessional collaboration refers to joint interprofessional efforts in teams to achieve mutually desired outcomes through shared decision-making (Borg & Drange, 2019, p.252).

Within the context of education and of inclusive education particularly, the approach to interprofessional collaboration has been immersed in the commitment to address dilemma related to the duty to promote a quality education for all students. Again, towards the understanding of the concept of interprofessional collaboration within the field of inclusive education we can distinguish contributions from ethics and values, policies and practice perspectives.

Ethics and values-oriented definitions

In all the reference resources/ authorities (**Table 5**) that address ethical practice in education, the interprofessional collaboration is identified as a common ethical principle defining *inclusive professionals'* commitment and habits, including generally: (i) developing relationships of mutual respect with active engagement of families and learners; (ii) encourage and support colleagues to build and maintain high standards; (iii) cooperate with community agencies in using resources and building comprehensive services in support of learners' diverse needs. Indeed, in the Framework for Ethical

Decision-Making proposed by Molfenter & Hanley-Maxwell (2017) the collaboration with other professionals on behalf of students' best interests is identified as a key principle.

Table 5. Principles of collaboration in key authorities' Code of Ethics.

Code of Ethics	Principles of collaboration
Council for Exceptional Children (CEC) professional ethical principles (2015) *https://exceptionalchildren.org/sites/default/files/2020-07/Code%20of%20Ethics.pdf*	*Practicing collegially with others who are providing services to individuals with exceptionalities.* *Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.*
Code of Ethics of the National Association of Special Education Teachers *https://www.naset.org/about-naset/mission-statement/code-of-ethics*	*Principle 3C. NASET members engage in a variety of individual and collaborative learning experiences essential to develop professionally, drawing on and contributing to various forms of educational research to improve their own practice.* *Principle 4: NASET Members respect, support, and collaborate with colleagues and other professionals in the interest of children with special needs with whom they work.* *4-A. NASET Members encourage and support their colleagues to build and maintain high standards.* *4-B. NASET Members respect fellow professionals and work to maintain a collegiality with the individuals in their respective professions.* *4-C. NASET Members shall not maliciously injure the professional reputation or practice of colleagues.* *4-D. NASET Members shall not make false or malicious statements regarding a colleague's competence, performance, or professional capabilities.* *Principle 5: NASET Members collaborate with parents of children with special needs and community, building trust and respecting confidentiality.* *5-A. NASET Members cooperate with community agencies in using resources and building comprehensive services in support of children with specials needs.* *5-B. NASET Members partner with parents of children with special needs and other members of the community to enhance programs for children with special needs.* *5-C. NASET Members understand how cultural diversity, family dynamics, gender, and community shape the lives of the individuals with whom they collaborate.* *5-D. NASET Members understand that relationships between and among people are an important vehicle for change.* *5-E. NASET Members respect the private nature of the special knowledge they have about children and their families and use that knowledge only in the students' best interests.*

Defining *Inclusive profiles* has been a research and political target to guide educational professionals' development. The European Agency for Special Needs and Inclusive Education (EASNIE) recently published the Profile for *Inclusive Teacher Professional Learning* (2022) built on the previous profile of 2012. *Working with others* and *collaborative professional development* are defined as core values and areas of competence for an Inclusive Profile, implying - beyond knowledge and skills - a set of attitudes and beliefs (**Table 6**).

Table 6. Area of competence and attitudes and beliefs in the core values of working with others and personal and collaborative professional development (EASNIE, 2022).

Core value	Area of competence	Attitudes and beliefs
Working with others - Advocacy, collaboration and teamwork are essential approaches for all teachers and other education professionals.	Giving learners a true voice	… learners are a resource for quality education; … learners' opinions must be heard on matters that concern their school experiences, support for learning and planning for their future; … learners' personal dreams, goals and fears matter and must be heard, particularly those of learners with complex needs or who belong to vulnerable and hard-to-reach groups, and including those of learners who are out of formal education or in pre- or post-school education
	Working with a range of education professionals	… an awareness that teachers do not work in isolation; … awareness of colleagues' professional backgrounds, experience and perspectives; … inclusive education requires all educators to work in teams, to share and to recognise different needs, interests and concerns; … in developing team agency, inclusive education requires flexible role-taking among different professionals, in view of the common goals; … collaboration, partnerships and teamwork are essential approaches for all education professionals and should be welcomed; … collaborative teamwork supports professional learning with and from other professionals.
Personal and collaborative professional development - lifelong learning activities for which teachers and other	Teachers and other education professionals as members of an inclusive professional learning community	… teaching is a problem-solving activity that requires on-going and systematic planning, evaluation, reflection and then modified action; … reflective practice facilitates educators to work effectively with parents, as well as in teams with others working within and outside of the school; … evidence-based practice is important to guide a school team's work; … teaching and collaborative practice in education are unpredictable, multidimensional and always unfinished; … valuing the importance of developing a personal pedagogy to guide an educator's work; … valuing the importance of peer-to-peer feedback in professional learning.

Core value	Area of competence	Attitudes and beliefs
education professionals take personal and shared responsibility.	Professional learning for inclusion that builds on initial teacher education and the competences of other education professionals	… teachers and other education professionals are responsible for their own continuing professional development; … initial teacher education is the first step in teachers' professional lifelong learning; … teaching competences are a crucial element of the professional learning of all education professionals involved in inclusive learning communities; … teaching and providing learner support are learning activities; being open to learning new skills and actively asking for information and advice are a good thing, not a weakness; … an educator cannot be an expert in all questions related to inclusive education; basic knowledge for those beginning in inclusive education is crucial, but continuous learning is essential; … educators need the skills to manage and respond to changing needs and demands throughout their careers.

Yet in the field of values, for Friend (2000) collaboration is a style of interaction characterized by an equal status of all parties engaged and the willingness to reach a common goal. So, one of the defining values is that everyone in the team has a valuable input for reaching the common goal. Working in an egalitarian, non-hierarchical relationship is a key defining element of collaboration (Kampwirth, 2006). Another defining value is taking as a common goal the students' best interest, targeting highest possible learning outcomes and quality life potential in ways that respect their dignity, culture, language, and background.

Policies-oriented definitions

From policies' standpoint interprofessional collaboration has been approached as an effective and cost-efficient way of integrating services that work with children and young people. Students spend a significant part of their day in school, making it an ideal place to promote health, development and education (Mellin, 2009; Porter *et al.*, 2000; Welch *et al.*, 1992; Winitzky *et al.*, 1995). Beyond efficiency purposes, the interprofessional collaboration is also acknowledged as a way for finding innovative solutions to complex challenges (Paulsrud & Nilholm, 2020).

Paulsrud & Nilholm (2020) pointed the interprofessional collaboration as an organizational pre-requisite for inclusive education, as meaning (p. 542):

> *… "joint decision-making and the involvement of all school personnel as an organizational prerequisite for a success school's transformation towards inclusion"*

The policies of the different partner countries reflect the importance of interprofessional collaboration as a prerequisite for inclusive education, mentioning different disciplinary and professional areas involved in the implementation of support measures within educational contexts (**Table 7**).

Table 7. Countries' approaches to interprofessional collaboration according to current legislation/policy documents about inclusive education.

Country	Inclusive Legislations	Approach to interprofessional collaboration
Belgium – Flemish community	M-decree, 2014 (Link: https://www.european-agency.org/country-information/belgium-flemish-community/systems-of-support-and-specialist-provision)	Support staff from the previous systems of 'integrated education' (GON) and 'inclusive education' (ION) and staff from special schools could choose to become support staff in the new 'learning support centers'. A basic principle of the learning support model – between special and mainstream schools - is co-creation in supporting learners with SEN. Mainstream teachers and specialist 'learning support staff' work together to guide learners with SEN in mainstream schools. The focus is on collaboration and strengthening mainstream teachers and schools in their work with learners with special needs. The support provided is based on the needs of teachers, learners and school teams.
Portugal	Decree-Law No. 54/2018 (Link: https://www.european-agency.org/country-information/portugal/systems-of-support-and-specialist-provision)	Each school shall have a multidisciplinary team to support inclusive education. Members of the multidisciplinary team are all related to the student being: a special education teacher, one of the teachers that assists the school director, the head teacher, other teachers of the student, technicians of the resource centre for inclusion (RCI) and other technicians who intervene with the student. Among other things, the responsibility of the multidisciplinary team is to raise awareness of the educational community towards inclusive education; and to propose the learning support measures to be mobilized (article 12th).
Slovakia	Act no. 245/2008 Coll. amended by the no. 182/2023 Coll. (Link: https://www.european-agency.org/country-information/slovakia/assessment-within-inclusive-education-systems)	There is a network of educational counselling and prevention centres (special educational centres and centres of educational-psychological counselling and prevention), where the team of experts comprises physicians, psychologists, special pedagogues, rehabilitation workers, social workers and technicians, and other specialists. These professionals carry out a complex evaluation of the child/pupil with disabilities, learning difficulties (specific learning difficulties, specific behavioural difficulties) or disadvantages. Finally, a special pedagogue determines the final special educational diagnosis,

Country	Inclusive Legislations	Approach to interprofessional collaboration
		after an assessment of all examinations and special educational interventions. At the same time, special educational needs are defined by stating the educational prognosis.
Austria	Compulsory Schooling Act (Schulpflichtgesetz) (Link: https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/special-education-needs-provision-within-mainstream-education)	In the educational regions, specialist areas for inclusion, diversity and special education (Fachbereiche für Inklusion, Diversität und Sonderpädagogik or FIDS) have been established. These have the task of supporting the quality management of the schools with special technical expertise to promote "diversity management". Also, upon the parents' or legal guardians' request, instruction of children and young people can be held in integrative/inclusive classes. Inclusive classes are regular classes in which disabled and non-disabled pupils are taught together according to their level of development. Teaching in an integrative/inclusive class is done in the form of team-teaching by the corresponding compulsory school teachers and by an inclusive teacher/special education teacher.

Practice and measurement-oriented definitions

In the field of practice and within educational context, interprofessional collaboration has been operationally defined in 4 main domains of actions (**Figure 5**) as reported in the review of Paulsrud & Nilhom (2020).

Cooperative Teaching

Teachers collaborate and teach together within the classroom.

Collaborative consultation and learning

Reflective and cooperative conversations between professionals to reach alternative instructional approaches, attitudes and behaviours.

Consultation is marked by professional dialogue and problem solving through mutual sharing of expertise.

Group belonging and participation in collective learning activities

Mixed forms of cooperation

Teacher leadership teams – consisting of regular teachers, special educators and administrators – which organised meetings and workshops in order to support teachers in their efforts to differentiate instruction, along with other forms of collaboration as cooperative teaching.

Organizational prerequisites

The importance of common planning time

Provision of professional development - training for cooperative decision-making and problem-solving

Figure 5. Domains of action of interprofessional collaboration as systematized by Paulsrud & Nilhom (2020).

According to the OECD report, other underlined domain of action is the cross-sector collaboration as defined by Bryson, *et al.* (2006):

"…the linking or sharing of information, resources, activities, and capabilities by organisations in two or more sectors to achieve jointly an outcome that could not be easily achieved by organisations in one sector separately (p. 44)".

Within the school spectrum of collaborative practices, the recent OECD Teaching and Learning International Survey (TALIS) distinguishes between simpler and deeper forms of collaborations among professionals.
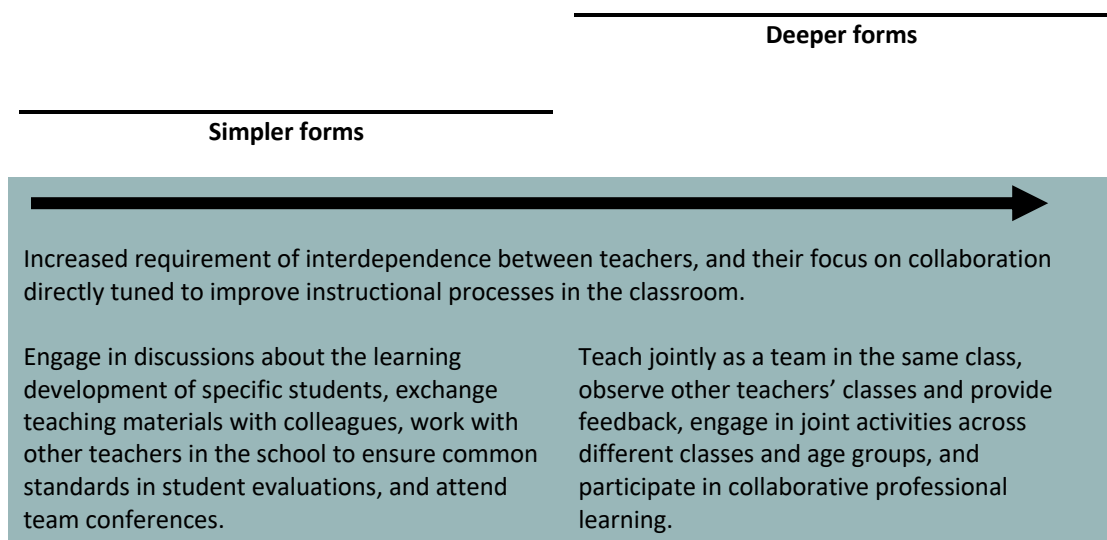
Deeper forms

Simpler forms

Increased requirement of interdependence between teachers, and their focus on collaboration directly tuned to improve instructional processes in the classroom.

Engage in discussions about the learning development of specific students, exchange teaching materials with colleagues, work with other teachers in the school to ensure common standards in student evaluations, and attend team conferences.

Teach jointly as a team in the same class, observe other teachers' classes and provide feedback, engage in joint activities across different classes and age groups, and participate in collaborative professional learning.

Figure 6. Forms of collaboration among teachers as reported on Price & Carstens (2020).

In that logic of classifying interprofessional collaboration in its intensity also De BruÏne & Gerdes (2018) distinguished collaboration as a deeper level of relation between professionals and organisations in a flow that varies from cooperative to collaborative relationships - as summarized in ProuD website (https://proudtoteachall.eu/en/professional-development-package/professional-development-package-detail/exchange-assignment-levels-of-cooperation).

Collaboration

Coordination

Cooperative relationship

| The contact is formal and low intensity. People stay out of each other's way and hardly learn from and with each other. | The exchange of information is coordinated and there is a sustainable connection between school, youth aid and parents. Support processes fit together, people are aware of each other's goals and plans. At this level of cooperation, more is learned from each other, and people occasionally enter each other's professional domain, thinking along with each other. | The working methods and knowledge are linked back and forth. There is expansive learning from and with each other. Approaches are designed and implemented integrally, and people work together in an interprofessional way. Goals are set together, and people jointly look for possible solutions to complex problems. Care, development and well-being of the learner are paramount. |

Figure 7. Three levels of Interprofessional Collaboration as proposed by De BruÏne & Gerdes (2018).

Interprofessional Collaboration - Concept Definition Map

Putting together the insights on defining the interprofessional collaboration concept from the three dimensions – ethics/values + policies + practice and measurement - as a summary we draw the following concept definition map (**Figure 8**).
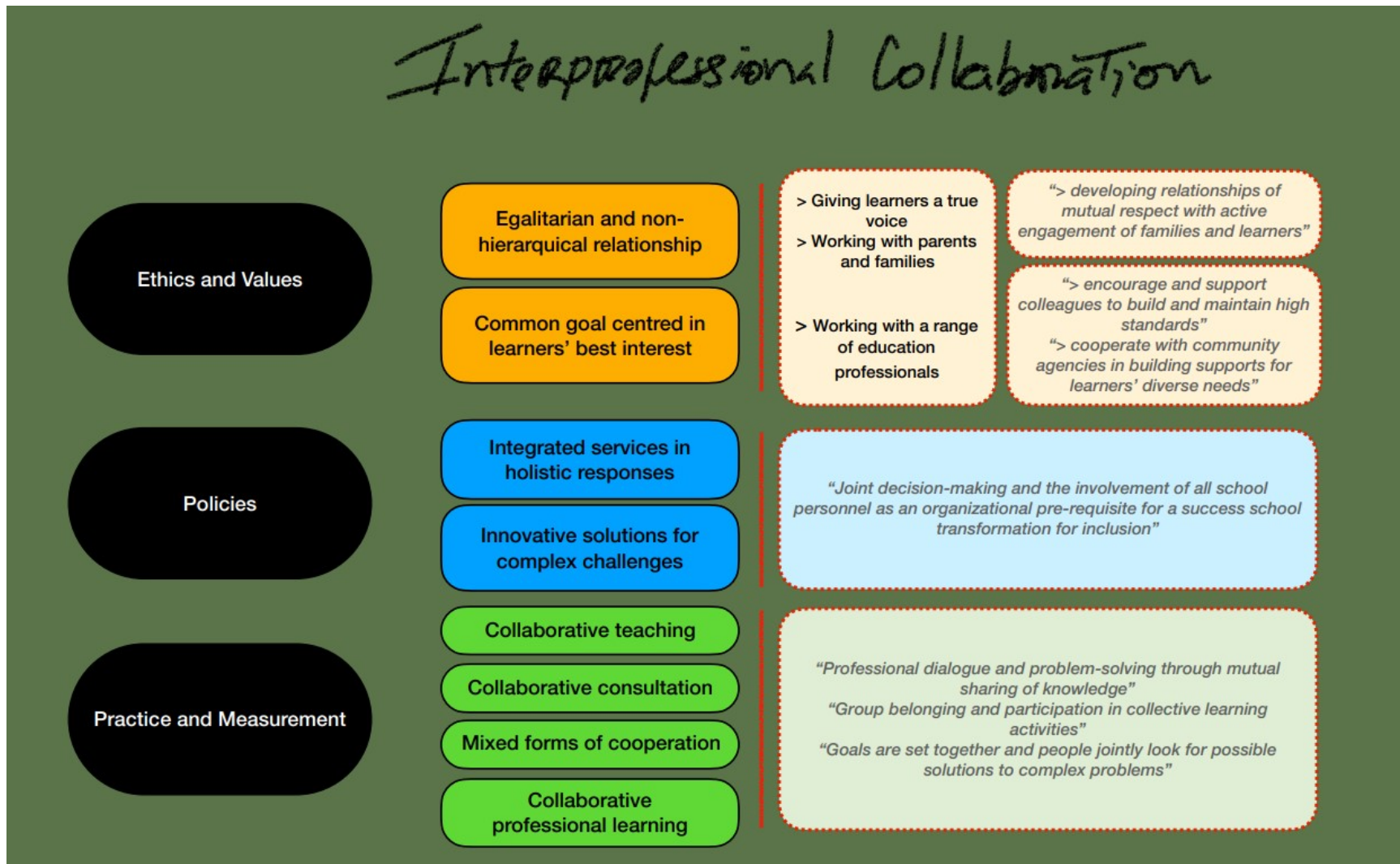
Figure 8. Interprofessional collaboration concept definition map.

1.3.   Students' Agency

The concept of human agency relates to the capacity "to become agents of their own action, or causal agents over own lives (…) individual acts with an eye toward causing an effect to accomplish a specific end or to cause or create change" (Shogren *et al.*, 2015, p. 258). The agentic self has a "sense of personal empowerment, which involves both knowing and having what it takes to achieve one's goals" (Little *et al.*, 2002, p. 390).

Although the intrinsic nature of human agency – as an action of which determinants are inside the person – the development of an agentic identity and exercising agency depends on the relationship with the others – specifically on the recognition as agents by the other (Edmonds, 2019; Erstad *et al.*, 2021; Sutterlüty & Tisdall, 2019; Thomas, 2007). That relational nature of the human agency has been causing exclusionary actions towards minoritized groups, which are not recognised and consequently do not participate in decision-making (González Coto, 2012). It's in this context that the student's agency is also a concept approached from rights, policies and practices perspectives.

Students' agency

"The term 'agency' means having influence to make transformational change within the educational environment. Learners and families have agency when their voices are given weight in educational discussions. Furthermore, 'active agency' is when learners or families are able to initiate discussions, take action and have shared power to influence decisions and bring about transformative change." (EASNIE, 2022, p. 23)

Ethics and values-oriented definitions

The students´ agency has been widely discussed and associated with their right to civic participation, in which schools have a role on preparing learners for life in democracy by creating a context in which they experience and participate democratically.

In this sense Esteban (2022) proposed an epistemological broadening of the expression inclusive education to cover, not only, the meaning of "reaching all learners", but also, the sense of reaching all *as learners and also as partners*.

The inclusion of all children – regardless of their circumstances – as participatory social actors in their communities, in which their voices are heard and heeded on decision-making is underlined in several international rights-related agreements (**Table 8**).

Table 8. Approach to students' agency from human rights reference document ("the right to be agentic").

Sustainable development goals (SDGs) (UNESCO, 2017)	Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels 16.7 ensure responsive, inclusive, participatory and representative decision-making at all levels
United Nations Convention on the Rights of the Child (UNCRC; United Nations, 1989)	Art 12.1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. Art 15.1 1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
United Nations Convention on the Rights of the Child – General Comment no12 (2009)	III. The right to be heard: a right of the individual child and a right of groups of children 11. States parties should encourage the child to form a free view and should provide an environment that enables the child to exercise her or his right to be heard. 12. The views expressed by children may add relevant perspectives and experience and should be considered in decision-making, policymaking and preparation of laws and/or measures as well as their evaluation.
Charter of Fundamental Rights of the European Union (European Parliament, 2000)	Article 24.1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.
Bucharest EU Children's Declaration (Romanian Children's Board, Children and Experts From the EU, 2019)	School is the place where we receive information, acquire knowledge, and develop skills. Therefore, we believe that it should become a place where we learn about participation and can exercise participation outside our family. This can only happen if, in school, we are involved in the education process as partners. (p. 2)

Policies-oriented definitions

From a policies standpoint the right for the students to be agentic, is claimed as a transformation towards inclusive systems characterized by democratic educational communities that include children in "decision-making on those aspects that affect them, according to their progressive autonomy, while validating their knowledge and

experiences" (Esteban, 2022, p. 43). Democratisation of school life is then a main driven force of policies concerning students' agency.

The echoes of such commitment in the legal documents related to inclusive education - in each of the partner countries - are resumed **on Table 9**.

Table 9. Countries' approach to students' agency according to current legislation/policy documents about inclusive education.

Country	Inclusive Legislations	Approach to students' agency
Belgium – Flemish community	M-decree, 2014 (Link: https://www.european-agency.org/country-information/belgium-flemish-community/) Decree concerning participation in school, 2004	Learning support is defined as support that promotes the maximum development, learning gains, well-being, independence and full participation of students with special educational needs in mainstream primary and secondary education. "The school community has the societal task to : 1° promote and support the organization, functioning of and involvement in participatory bodies, including promoting a representative representation of the school population in the composition of those bodies; 2° contribute to the development of a participatory school climate."
Portugal	Decree-Law No. 54/2018 (Link: https://www.european-agency.org/country-information/portugal/)	1 - This decree-law establishes the principles and norms that guarantee inclusion, as a process that aims to respond to the diversity of the needs and potential of each and every one of the pupils, by increasing participation in the processes of learning and educational community life (art 1 – object and scope) f) Self-determination, the respect for personal autonomy, taking into account not only the needs of the students but also their interests and preferences, and the expression of their cultural and linguistic identity, creating opportunities for the realization of their right to participate in decision-making (art 3 -guiding principles) 4 - The individual transition plan must be dated and signed by all the professionals involved in its preparation, by the parents and, whenever possible, by the student himself (art 25 – individual transition plan).
Slovakia	Act no. 245/2008 Coll. amended by the no. 182/2023 Coll. (Links: https://commission.europa.eu/system/files/2023-11/C_2023_8208_1_EN_annexe_acte_autonome_nlw_part1_v1.pdf & https://podporneopatrenia.minedu.sk/katalog-podpornych-opatreni/)	Methodological materials have been prepared to facilitate: >Adaptations in education and training according to the needs of the child and the pupil (relevant to support measures), including special forms of communication in inclusive and special pedagogy, allowing students to be heard and participate. >Implementation of the Buddy program in schools. The "Buddy" measure is taken in case a new classmate will join a class. During the classroom lesson, the teacher will discuss the topic of diversity in a safe environment - what is the benefit of diversity for society and what can society do in relation to diversity. The teacher will then offer the students the opportunity to be the newcomer's "buddy" - i.e. "partner", whose task will be to help the newcomer feel good in the new team.

Country	Inclusive Legislations	Approach to students' agency
Austria	Circular No. _ 7/2019 Guidelines for the organisation and implementation of special educational support in schools (Link: https://rundschreiben.bmbwf.gv.at/rundschreiben/?id=808)	Describes special education requiring the design of learning environments that enable students – based on their individual skills and strengths – to acquire the greatest possible autonomy and to acquire learning content, key qualifications and skills.

Practice and measurement-oriented measures

In the field of practice, the right of learners' agency is translated in creating necessary conditions for the learners to be heard and to be agents that take part of their community, involving a participation in school management, from micro to the macro levels (from classroom management to school governance).

> *… "a full range of everyday opportunities in which young people can listen and be listened to, make decisions and take responsibility for both the day-to-day and for creating a better future" (Fielding, 2011, p. 50).*

The expression of progressive autonomy is attached to the students' right of participation and of agency, defining their gradual participation in school decision-making: "*children as participatory social actors of the school community whose voices are heard and heeded, and who participate in the decision-making based on their rights to participation and according to their progressive autonomy*" (Esteban, 2022, p. 44). The underlying meaning is that the children's exercise of this right is of progressive nature, which can raise concerns of ambushing this right – if only those considered "more able" will end up participating.

According to Molins i Paronella (2020) autonomy is built on accountability, responsibility, and otherness. That means that children shall receive appropriate direction and guidance in the exercise of their rights as stated in the Convention on the

Rights of the Child (United Nations, 1989). Its why, within an inclusive context, it is critical to conceive students' agency has a collaborative interaction - with a progressive nature - between learner-partners, teachers and other adult staff. Within the pedagogical relationship, students and teachers work together as partners in their relationships (Fielding, 2012), including interactivity in the activities proposed by teachers. When students are agents in their own learning and play an active role in making decisions about the "how," "what," and "when" of their learning, they tend to demonstrate greater motivation for learning (Zmuda, 2015).

As proposed by Esteban (2022), that gradual nature of participation can be translated in opportunities starting with spaces for joint deliberation in the context of class-group management and progressively moving towards the co-design of the curriculum and school spaces.

This progressive partnership and co-leadership between children and adults within inclusive democratic educational communities is represented **in Figure 9** reproduced from Esteban study (2022).

school governance	Co-governance: children are informed and consulted and proactive in management, make their proposals, and their voice and vote are given equal consideration to those of adults.
school management	Co-leadership in the school management: children participate in teacher and management coordination meetings and make decisions on issues directly affecting them.
classroom management	Joint deliberation and co-design of the curriculum and spaces:

> making decisions in co-responsibility with their peers and with adults at the classroom on aspects linked to classroom management or activities in their free time. |
| own learning process | > making decisions about their learning processes; they define their objectives both individually and collectively, and the time they will devote to the subject to achieve them. Children can also make proposals regarding the use of spaces and their distribution, adapted to their individual and shared needs. |

Figure 9. Recognition of children's agency as proposed by Esteban (2022).

Students' Agency - Concept Definition Map

Putting together the insights on defining students' agency concept from the three dimensions – ethics/values + policies + practice and measurement - as a summary we draw the following concept definition map (**Figure 10**).
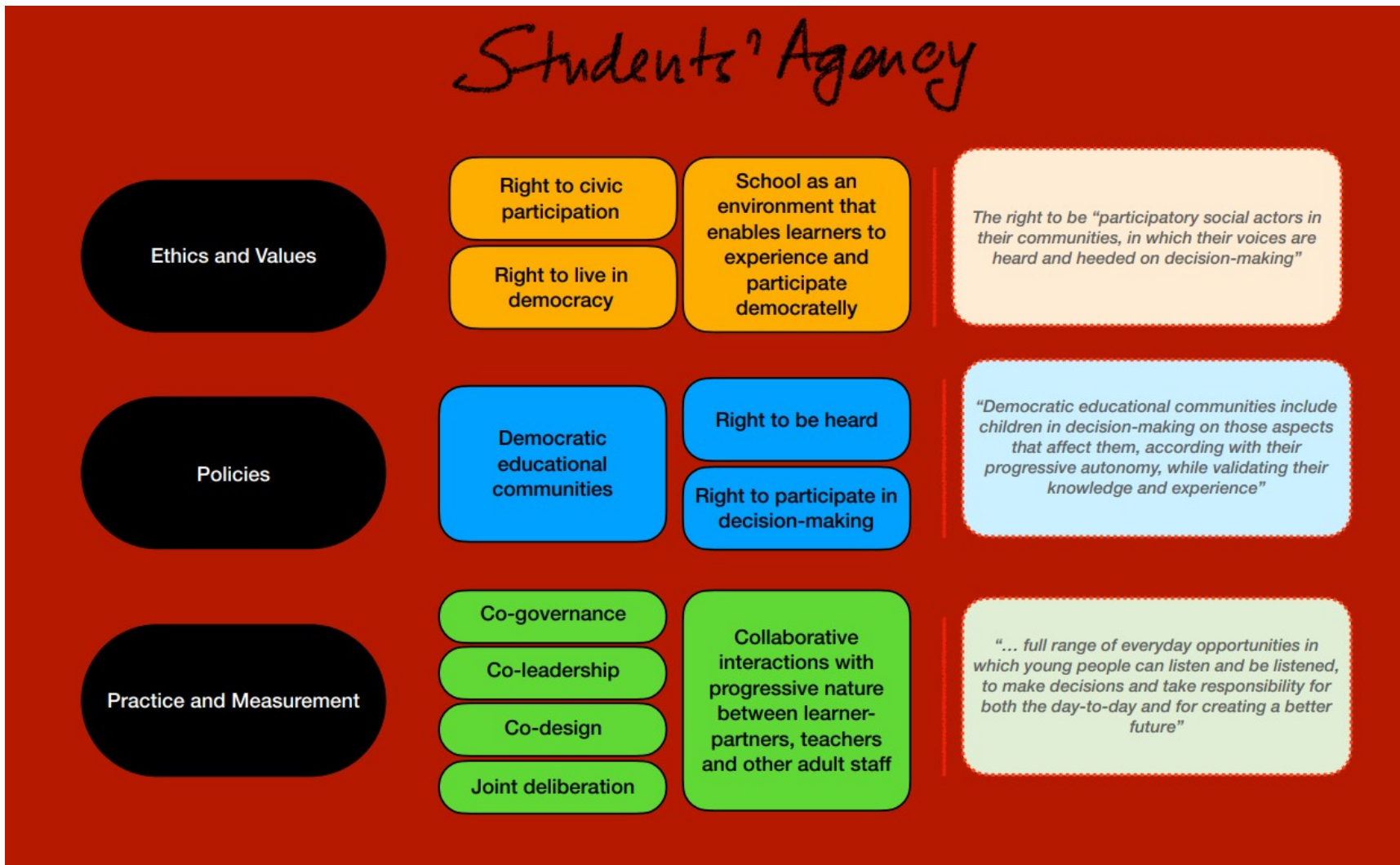
Figure 10. Students' agency concept definition map.

1.4.   Communities of Practice (CoP)

The concept of Communities of Practice (CoP) was first elaborated by Lave & Wenger (1991) in the textbook "Situated Learning – Legitimate Peripheral Participation". The authors underlined that learning is a social phenomenon and that it happens through the execution of tasks within a given community or context. According to Lave and Wenger, the CoP was defined as *consisting of people who share a passion or a concern and deepen their knowledge by interacting about it on an ongoing basis* (Wenger *et al.* 2002, p.4). As a structure that facilitates the sharing and circulation of knowledge through practice, the CoP was defined as a learning promoter through *situated action*.

The communities of practices for inclusion are naturally embedded in the ethics and values, policies and practices defining inclusive education itself, but also, interprofessional collaboration and students' agency. Below we approach values, policies and practices perspectives that are attached specifically to the CoP for inclusion.

Ethics and values-oriented definitions

As underlined by Moss (2009) one of the most important values for CoP is the assumption of *not knowing*. This is the trigger element to *create a space of experimentation*. Another important value is to embrace doubt, curiosity, and subjectivity *to develop knowledge* – to move forward with the day-to-day practice of inclusive education. *Trust* is another value for the collective and transformative process prompted by CoP - trust in one's own ability and in that of others, and trust in the joint enterprise. That is linked with *valuing dialogue and power sharing*, including the relationship between parents and school.

These main values are reinforced in Mortier and colleagues' study (2010), in which CoP is defined as a constructive process entailing:

> - *an open attitude* – flexibility to adjust to the environment

> - *a safe environment* with an equal input – allowing to learn from each other and for all participate in the construction of ideas

- commitment to successful inclusion – to maintain an effective support system and to promote a positive atmosphere.

From this process, the knowledge produced is, by essence, practical (directly linked with the context), flexible (experimental – trying to find out whether it works) and coming from the teams themselves (coming up with supports/responses based on the needs and possibilities defining their own circumstance) (Mortier *et al.*, 2010).

Policies-oriented definitions

The building of CoP has been approached as a strategy to respond on professionals' continuous learning requirements for inclusive education, particularly addressing the need of professional learning and support to (Walton *et al.*, 2019):

- take place in natural environments (i.e, schools);
- consider contextual needs;
- include professional collaboration and problem-solving.

Such embedded contextual learning is not yet expressed in concrete political tendencies to reinforce sustainability and support for teacher efficacy. Political directions for professionals' education and continuous learning for inclusion **– Table 10** - are generally stated without an explicit recognition of collective forms of learning (Silveira-Maia *et al.*, 2023).

Table 10. Policy approach to teachers' professional learning for inclusion.

Country	Initiatives	Approach to professional development for inclusion
Belgium – Flemish community	Link: https://www.european-agency.org/country-information/belgium-flemish-community/teacher-education-for-inclusive-education	*"A main challenge for the years ahead will be to establish an appropriate and continuing training system for teachers, other staff members and parents.* *New 'Pilot projects to strengthen teacher training' aim to strengthen teacher training programmes and their co-operation with the professional field. The projects target teacher training institutions, schools and professionalisation organisations.* *Pilot projects can be developed within one of three areas: (i) Professional knowledge and didactics; (ii) Flexible training programmes; (iii) Diversity."*
Portugal	Link: https://www.european-agency.org/country-information/portugal/teacher-education-for-inclusive-education	*"In-service training can be implemented by higher education institutions, by school clusters in training centres, training centres of scientific or professional associations, or by central or local administration centres. All of these are accredited by the Scientific Pedagogical Council for Teacher Training. Most teachers reported greatest need for professional development in teaching learners with special educational needs (Source: Financing of Inclusive Education – Portugal Country Report).* *Training boards are either public or private. Teachers or other professionals (with relevant experience in a particular area and suitable accreditation) can be chosen as trainers. Lifelong training modalities entitle those who attend them to a certificate and to some credits which are vital to progress in their teaching careers."*
Slovakia	Link: https://www.european-agency.org/country-information/slovakia/teacher-education-for-inclusive-education	*"Teacher training and education focus on different educational areas and professional development. The training focuses on how to increase the level of a particular group of pupils (e.g. pupils from a socially disadvantaged background; pupils from Roma communities). The issue of understanding and supporting learners with diverse and additional educational needs is included in each university accredited training programme. Initial teacher education also includes preparation for work in partnership with families"*
Austria	Link: https://www.european-agency.org/country-information/austria/teacher-education-for-inclusive-education	*"Austria's university colleges of teacher education provide evidence-based vocational continuing education and training in all areas of teaching, specifically for teachers. Fourteen university colleges of teacher education offer teacher training courses, with the option to focus on and specialise in different areas.* *The university colleges of teacher education can provide further training in-school, regionally or supra-regionally. Teachers can attend further training for free. It is funded by the federal government and the provinces."*

The CoP also implies a commitment to institutional policies. At organizational level that implies creating time and opportunity for staff to learn and work with each other, specifically to share conversations, to reflect on practice, and to plan how to respond to challenges in context (Messiou *et al.*, 2016).

From a political standpoint, the CoPs are also perceived as an alternative to top-down innovation – allowing members to build their own meanings for change. The process change is then becoming part of their practice and is not externally imposed.

According to Mortier (2018):

"A Community of Practice (a) provides an alternative to a traditional top-down approach to innovation, (b) allows space for uncertainty and trust, (c) closes the gap between espoused theory and theory in use about special expertise, and (d) dilutes the effects of power imbalances and competing priorities among parents and educators. Adopting this framework of fluid knowledge based on local narratives can help inclusion teams recognise the unique ways in which they can move their practice forward" (p. 329)

Practice and measurement-oriented definitions

A CoP is not a particular strategy – it refers to the unique knowledge that results from a shared focus and practice, and continuous dialogue.

Mortier (2018) refers to the fact that CoP can open up new perspectives by its focus on the basic competencies of reflexive professionalism (Vandenbroeck, 2012, p. 337): *(a) the ability to look for (always provisional) solutions in contexts of dissensus, (b) the focus on meeting the other, the one we do not know, (c) the ability to co-construct knowledge with others (colleagues, parents, children), and (d) acting with a focus on change*.

This view is aligned with Wenger's (1998) definition of CoP as a learning based in a social participation that combines three basic elements: domain, community, and practice (**Table 11**).

Table 11. Three elements of a CoP.

Domain	A common and shared interest that drives the community of practice.
	"the area of knowledge that brings the community together, gives it its identity, and defines the key issues that members need to address" (Wenger, 2004, p. 13).
Community	Relationships among members that enable them to learn from each other.
	"The community creates the social fabric of learning … It fosters interactions based on mutual respect and trust. It encourages a willingness to share ideas, expose one's ignorance, ask difficult questions, and listen carefully" (Wenger et al., 2002, p. 28).
Practice	Members deepen their knowledge and skills by sharing resources, experiences, and strategies.
	"a set of frameworks, ideas, tools, information, styles, languages, stories and documents that community members share … The practice is the specific knowledge the community develops, shares, and maintains" (Wenger et al., 2002, p. 29).

As it is implicit in CoP elements, Wenger (1998) added that CoP entails a convergence of two processes: participation (acting and interacting) and reification (producing artifacts – tools, rules, documents….). The participation and reification as complementary processes are exemplified by Smith *et al.* (2017, p. 212): "*For instance, when reading about an idea does not make it clear to an individual, peers who have a better grasp of it may become a source for the individual's understanding through conversation, a form of participation. In the same way, giving shape to an idea through writing (a form of reification) may enhance one's meaning making in ways that discussing it with other people could not.*"

The three modes of expressing belonging proposed by Wenger (1998, p. 228) entail a good summary of CoP as social learning that involves mutual engagement:

>> engagement – doing things together, talking, producing artifacts;

>> imagination – reflecting, constructing an image of the practice and its members and seeing self as one of them;

>> alignment – following directions, aligning self with expectations/standards, coordinating actions towards a common goal.

CoP - Concept Definition Map

Putting together the insights on defining CoP concept from the three dimensions – ethics/values + policies + practice and measurement - as a summary we draw the following concept definition map (**Figure 11**).
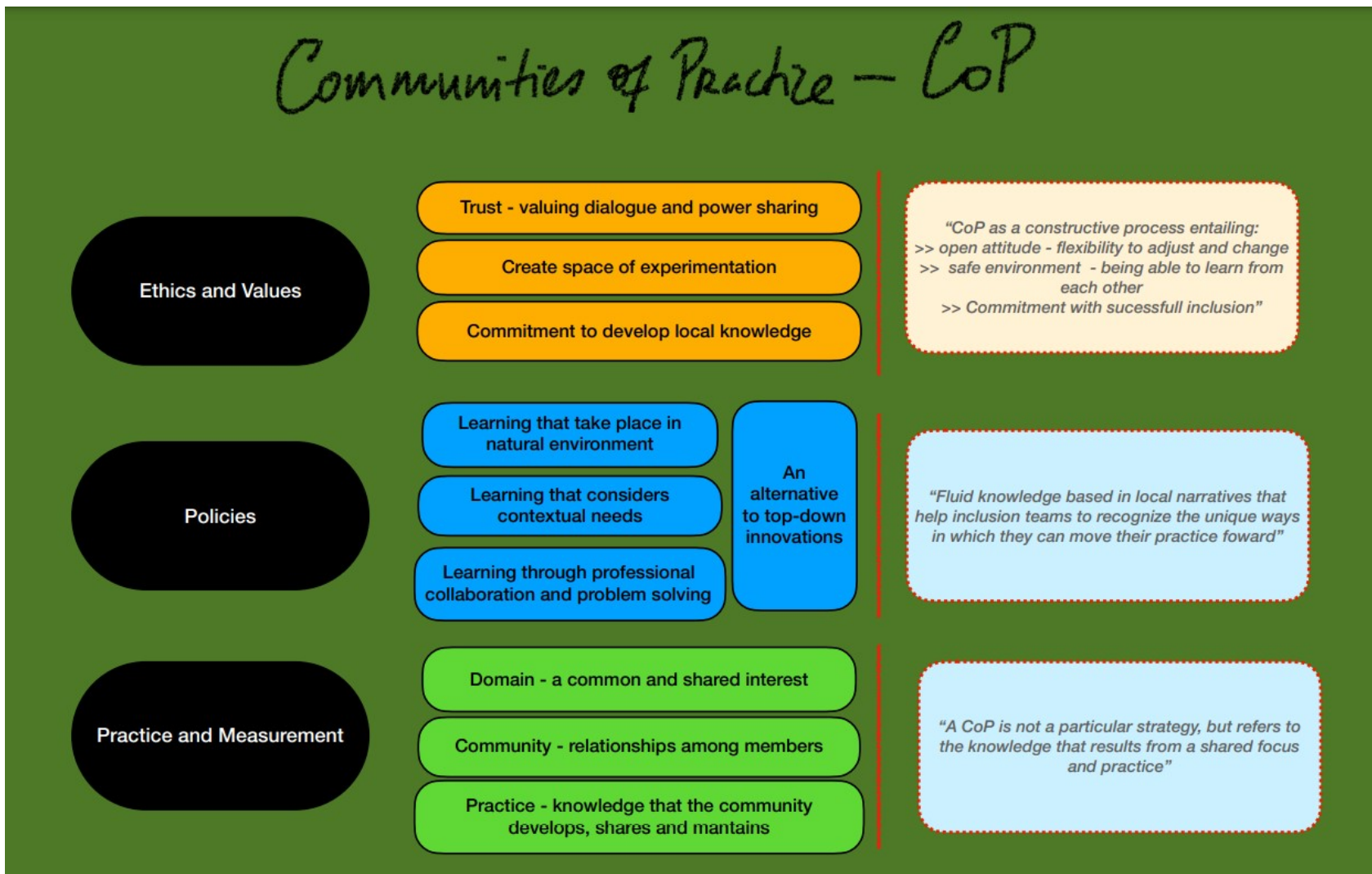
Figure 11. CoP Concept Definition Map.

1.5. Glossary

Inclusive education – *Political, social and cultural processes which maximize learning and increase the engagement of all students providing opportunity to participate and share educational and social experiences with peers in ordinary contexts.*

Inclusive practice - *Actions carried out by and between educational professionals in order to give meaning to their understanding of inclusive education fostering the learning and engagement of all students.*

Inclusive pedagogy – *Teachers' actions and skills to extend what is ordinarily available to everybody and to respond to learners' individual differences.*

> **Democracy** - *Ensuring opportunities for all persons to have a say and participate in the different areas of life and society.*
>
> **Participation** - *Quality of the learning experience, including sense of belonging and of autonomy, as well as a sense of doing meaningful activities with peers of the same age.*
>
> **Equity** - *Meeting communities where they are and allocating resources and opportunities as needed to create equal outcomes for all community members.*
>
> **Social justice** - *Everyone's human rights are respected, protected, and promoted.*
>
> **Diversity** - *Aspects of human differences such as cultural, linguistic, ethnic or developmental differences that represent some of the aspects of human's identity which are characteristic of individuals and groups and account for differences between individuals.*
>
> **Presence** - *Learners' access to and attendance within the inclusive education system.*
>
> **Placement** - *Where learners are placed within the education system, meaning to what extent they are enrolled and educated in inclusive or segregated settings.*
>
> **Progress** - *Learner' achievements (academic and social), school well-being, future opportunities for the learner.*

Interprofessional collaboration - *Joint interprofessional efforts in teams to achieve mutually desired outcomes through shared decision-making.*

    Cooperative teaching - *When teachers collaborate and teach together within the classroom.*

    Collaborative consultation and learning - *Reflective and cooperative conversation between professionals to reach alternative instructional approaches, attitudes, and behaviors.*

    Collaboration - *Linking or sharing of information, resources, activities, and capabilities by organisations in two or more sectors to achieve jointly an outcome that could not be easily achieved by organizations in one sector separately.*

    Cooperative relationship - *Contact is formal and of low intensity. People stay out of each other's way and hardly learn from and with each other.*

    Coordination - *Level of cooperation were more is learned from each other, and people occasionally enter each other's professional domain, thinking along with each other.*

Students' agency - *When learners are able to initiate discussions, take action and have shared power to influence decisions and bring about transformative change in schools.*

    Co-governance - *When children are informed and consulted and proactive in management, make their proposals, and their voice and vote are given equal consideration to those of adults.*

    Co-leadership - *When children participate in teacher and management coordination meetings and make decisions on issues directly affecting them.*

    Joint deliberation - *Making decisions in co-responsibility with their peers and with adults in the group-class on aspects linked to classroom management or activities in their free time.*

    Co-design - *Making decisions about their learning processes; they define their objectives both individually and collectively, and the time they will devote to the subject to achieve them.*

Communities of Practice - *Consist of people who share a passion or a concern and deepen their knowledge by interacting about it on an ongoing basis.*

Chapter 2. Literature and Practice-Oriented Review

2.1. Critical studies focusing on successful practices

The goal of creating an accessible knowledge base entailed also a literature and practice review that can enable the identification of good practices as well as tools for evaluating and reflecting on the concepts of interprofessional collaboration, students' agency and CoP for inclusion.

For selecting reliable sources, all partners were involved in the identification and sharing of international and national:

- theoretical and intervention-oriented articles or chapters published in peer-review journals or books (with high citation levels or of reference in national contexts);

- tools guiding reflection on students' agency and interprofessional collaboration (from reference authorities or with high citation levels);

- guiding documents, manuals, reports from reference authorities.

By assuming inclusive education as the "baseline concept" the search for critical studies and reference documents obeyed to the following criteria:

- to consider inclusive education as the core concept in the intersection with one of the other three concepts;

-to focus on processes approaching schools' needs related to students' diversity in its broad sense, i.e., including disability circumstances but also other forms of diversity (cultural, linguistic, socioeconomic…);

- to cover or to being applicable to secondary education contexts;

- to be published or available in English.

From the criteria above, there were considered 38 scientific texts for the identification and discussion of successful practices (**Table 12**). These texts were published between 2003 and 2023 and cover European and international contexts.

Table 12. Critical studies and reference documents considered for analysis.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
Inclusive education	European Agency for Development in Special Needs Education	2003	Inclusive education and Classroom practice – Summary report	Co-teaching, Collaboration, Community, Participation, Inclusion	- Teachers; - School community.	European educational context.
Inclusive education	European Agency for Development in Special Needs Education	2003	Special Needs Education in Europe – Thematic publication	Inclusion, Special needs education, ICT, Early intervention	- Teachers; - School community.	European educational context.
Inclusive education	Annet De Vroey, Elke Struyf, Katja Petry	2015	Secondary schools included: a literature review	Secondary education, Inclusive education, Inclusive school development, Literature review, Special educational needs	- Teachers; - School community.	Studies conducted at global level.
Inclusive education	Ivana Šuhajdová	2019	Inclusion and inclusive education through the eyes of the majority in Slovakia	Inclusion, Inclusive education, Conditions for inclusive education, Slovak Republic, Majority, Disability, Impairment, Human factor	- Representatives of the majority of the population who were not raising a child with a disability	Slovak educational context
Inclusive education	Frank Hellmich, Marwin F. Löper, Gamze Görel	2019	The role of primary school teachers' attitudes and self-efficacy beliefs for everyday practices in inclusive classrooms – a study on the verification of the 'Theory of Planned Behaviour'	Inclusion, Education, Attitudes, Self-efficacy beliefs, Perceptions, Intentions	- Primary school teachers	German educational context.
Inclusive education	Kathleen Bodvin, Karine Verschueren, Elke Struyf	2019	Different pathways to student guidance in mainstream primary and secondary education: Results from a parent survey	Student guidance, Socioeconomic status, Ethnic minority, Referral process, Parent	- Parents; - Children.	Belgium educational context.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
Inclusive education	Silvia Barnová, Slávka Hlásna–Krásna, Gabriela Gabrhelová, Slávka Čepelová	2020	*Inclusive education in Slovakia from the perspective of education 2030 agenda*	*Inclusion, inclusive schools, Education 2030 Agenda, Slovak educational policy*	*- School community*	*Slovak educational context*
Inclusive education	BEYOND consortium	2021	BEYOND: Study on the role of service providers in the transition towards inclusive education	Inclusive education, Voice, Collaboration	- Service providers; - Pupils with special needs.	European educational context.
Inclusive education	Barbora Sender, Vladimira Polackova Belikova	2022	Inclusion in the higher education in the Slovak Republic	Higher education, Inclusion, Student support centres, Students with specific needs, Universities	- Students with specific needs	Slovak educational context
Inclusive education	Government of Slovak Republic	2022	Action plans to the strategy of equality, inclusion and participation of Roma until 2030, for 2022-2024	Roma, Inclusive education, Programs, Equality	- School community	Slovak educational context
Inclusive education	Government of Slovak Republic	2022	Evaluation and Monitoring of the strategy for equality, inclusion and participation of roma until 2030	Roma, Inclusive education, Evaluation, Equality	- School community	Slovak educational context
Inclusive education	Mariana Cabanová, Bronislava Kasáčová, Marian Trnka	2022	Slovak Teachers' Attitudes Towards Inclusive Education	Teachers, Attitudes towards inclusive education	- Kindergarten and elementary school teachers	Slovak educational context
Inclusive education	Edvina Bešić, Silvana Aureli, Andrea Holzinger, Katerina Todorova, Daniela	2023	Inclusive digital education – The case of Austria	Digital technologies, Inclusion, Special needs education, Education system	- Teachers teaching in inclusive settings	Austrian educational context.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
	Ender, Martina Kalcher, David Wohlhart					
Interprofessional collaboration	Marilyn Friend	2008	Co-Teaching: A simple solution that isn't simple after all	Co-teaching, Educators, Inclusion	- Education teacher; - Special education teachers; - Students.	Global educational context.
Interprofessional collaboration	Marilyn Friend, Lynne Cook, DeAnna Hurley-Chamberlain, Cynthia Shamberger	2010	Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education	Co-Teaching approaches, Collaboration, Special education	- Education teacher; - Special education teachers; - Students.	Global educational context.
Interprofessional collaboration	Markus Gebhardt, Susanne Schwab, Mathias Krammer, Andreas Gegenfurtner	2015	General and special education teachers' perceptions of teamwork in inclusive classrooms at elementary and secondary schools	Teamwork, Inclusion, Special needs education, Education system, Individual educational planning	- General teachers; - Special education teachers.	Austrian educational context.
Interprofessional collaboration	Pronet	2015	Pronet quickscan[2]	Instrument	- School teachers	European educational context.
Interprofessional collaboration	Lea Suc, Boris Bukovec, Damir Karpljuk	2017	The role of inter-professional collaboration in developing inclusive education: experiences of teachers and occupational therapists in Slovenia	Inter-professional collaboration, Inclusive Education, Children with special needs, Occupational therapy, Primary school teachers	- Primary teachers; - Occupational therapists who work with students with special needs.	Slovenian educational context.
Interprofessional collaboration	Susan I. Stone, Jessica Charles	2018	Conceptualizing the problems and possibilities of interprofessional collaboration n schools	Conceptualization, Interprofessional collaboration, School social work	- School social workers; - School professionals.	U.S.A. educational context.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
Interprofessional collaboration	Caroline Breyer, Katharina Wilfling, Christoph Leitenbauer, Barbara Gasteiger-Klicpera	2019	The self-efficacy of learning and support assistants in the Austrian inclusive education context	Learning and support assistants, Teaching assistants, Inclusive education, Self-efficacy, Qualification, Professional development	- Learning and support assistants; - Teachers.	Styrian (Austria) educational context.
Interprofessional collaboration	Elin Borg, Ida Drange	2019	Interprofessional collaboration in school: Effects on teaching and learning	Collaboration, Interprofessional, learning, School, Teaching	- Elementary school staff; - Municipality contact.	Norwegian educational context.
Interprofessional collaboration	Caroline Breyer, Julia Lederer, Barbara Gasteiger-Klicpera	2020	Learning and support assistants in inclusive education: a transnational analysis of assistance services in Europe	Inclusive education, Learning and support assistants, Teaching assistants, Qualification, Europe	- Learning and support assistants; - Teachers; - Stakeholders from the Ministries of Education; - Students with disabilities.	Austria, Bulgaria, Portugal, Slovakia and UK educational contexts.
Interprofessional collaboration	Kamila Angelika Hynek, Ira Malmberg-Heimonen, Anne Grete Tøge	2020	Improving interprofessional collaboration in Norwegian primary schools: A cluster-randomized study evaluating effects of the LOG model on teachers' perceptions of interprofessional collaboration	Interprofessional collaboration, Education, Teacher, Cluster-randomized study, Intervention, PINCOM-Q	- 5th–7th grade teachers.	Norwegian educational context.
Interprofessional collaboration	Daniel Nilsson Brodén	2022	Cross-sector and interprofessional collaborations: A powerful	Interprofessional collaboration, Teaching profession, Cross-sectoral collaborations	- Teachers; - Teachers Assistants; - School community.	Global educational context.

47

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
			tool for the teaching profession?			
Interprofessional collaboration	David Paulsrud, Claes Nilholm	2020	Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support	Inclusive education, Special needs, Cooperation, Collaboration, Research review	- Regular teachers; - Special educators.	Studies conducted in U.S.A. and Europe.
Students' agency	Estyn	2016	Pupil participation: a best practice guide	Pupil participation, Voice, School council	- Children; - School community.	Welsh educational context.
Students' agency	Wendy Eerdekens, An Raes, Elisa Vandenbussche	2017	Children in youth care: participation is more than talking	Youth care; Social services, Participation, Families, Young people.	- Families; - Social services; - Children; - Youn people.	Belgium educational context.
Students' agency	European Agency for Special Needs and Inclusive Education	2022	Voices into Action: Promoting learner and family participation in educational decision-making	Children's /learners' rights, Family involvement, Learners' voices, Stakeholder involvement	- Children; - School community.	Norway, Malta and Iceland educational contexts.
Students' agency	Marta B. Esteban	2022	Children's Participation, Progressive Autonomy, and Agency for Inclusive Education in Schools	Agency rights, Children's agency, Children's participation, Children' rights, Evolving capacities, Inclusive education, Progressive autonomy, Sustainable development goals	- Children; - School community.	Global educational context.
Students' agency	Stephanie Lewis-Dagnell, Sarah Parsons, Hanna Kovshoff	2023	Creative methods developed to facilitate the voices of children and young people with complex needs about their education: A systematic	Complex needs, Education, Experiences, Voice, Methods	- Children and young people with complex needs about their educational experiences and preferences.	Studies conducted in Europe, Canada and New Zealand.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
			review and conceptual analysis of voice			
Community of Practice	S. Anthony Thompson	2007	A community just for practice: a case of an inclusive/special education course	Community of practice, Inclusive/special teacher education	- Students; - In-service/preservice teachers; - Developmental therapist; -	Canadian educational context.
Community of Practice	Kathleen Mortier, Pam Hunt, Mieke Leroy, Inge Van de Putte, Geert Van Hove	2010	Communities of practice in inclusive education	Communities of practice, Inclusive education, Parent–teacher partnerships, Supports, Knowledge construction	- Parents; - Teachers.	Belgium educational context.
Community of Practice	Etienne Wenger	2015	Communities of practice: a brief introduction	Community of practice, Inclusive/special teacher education	- School community	Global educational context.
Community of Practice	Lani Florian	2017	The heart of inclusive education is collaboration	Inclusive education, Collaboration, Diversity	- School community	European educational context.
Community of Practice	Kathleen Mortier	2018	Communities of Practice: A Conceptual Framework for inclusion of students with Significant Disabilities	Inclusive education, Significant disabilities, Communities of practice, Teacher education, Theoretical framework of knowledge	- Teachers; - School community.	Studies conducted in U.S.A. and Europe.
Community of Practice	M. Holmqvist, B. Lelinge	2020	Teachers' collaborative professional development for inclusive education	Systematic literature review, Collaborative professional development, Inclusive education, Teachers' professional development	- Elementary school K-9 (ages 6–16) community.	Global educational context.
Community of Practice	Elizabeth Walton, Suzanne Carrington, Beth	2019	What matters in learning communities for inclusive	Inclusive education, Communities of practice, Professional learning	- Teachers; - Facilitators of the PLCs.	Australia and South Africa educational contexts.

Key concept	Author(s)	Year	Title	Keywords	Target group(s)	Context of assessment and intervention
	Saggers, Chris Edwards, Wacango Kimani		education: a cross-case analysis	communities, Professional learning, Complexity theory		

According to the inclusion criteria all texts were devoted to inclusive education, although presenting a different emphasis on the other key concepts: interprofessional collaboration (n=12), students' agency (n=5) and CoP (n=7). Therefore, the results from the critical studies examination are organized in three main themes: (i) interprofessional collaboration for inclusion; (ii) students' agency for inclusive schools; and (iii) CoP for inclusion.

2.1.1 Interprofessional Collaboration for Inclusion

Within a total of twelve studies focusing on interprofessional collaboration for inclusion, we distinguished four that provided detailed information on good practices - which presented guidelines for practices and/or tools for implementing interprofessional collaboration (**Table 13**). The others – that embodied a more theoretical approach – were used to ground the previous knowledge base.

The Bróden (2022) study addressed some promising types of interprofessional collaborations that may strengthen the teaching profession, by reducing workload and stress for teachers while increasing student outcomes. Since the position of teachers' assistants is already prevalent in schools in several systems, the focus is on how interprofessional collaboration can be improved to meet its primary goal: increased inclusion for the students. The suggestions for implementing interprofessional collaboration in school contexts emerge from the analyzed research on interprofessional collaboration in education and other contexts and identifies common facilitating elements or processes.

The study concludes that interprofessional collaborations may be a powerful tool for strengthening the teaching profession under certain conditions, if they are warranted for everyone involved and implemented well. Some dimensions of good practices refer to guiding principles to design and run a successful interprofessional collaboration, and examples of simple and deeper forms of interprofessional collaboration that allow to plan a gradual collaboration between the interprofessional team.

Similar guiding principles were also mentioned by Friend (2008) and Friend *et al.* (2010) when describing the form of co-teaching, highlighting the needed planning and

definition of roles beforehand; an item that was also identified in a transnational study carried out in Europe, recommending a concise outline of the roles and responsibilities of learning and supporting assistances (LSAs) and teachers to prevent discrepancies in expectations between parents and educators regarding LSAs (Breyer *et al.*, 2020).

A tool – Personas - is also shared to enable reflection moments in the interprofessional team about how different policy and implementation choices may affect different members of the team.

The study of Paulsrud & Nilholm (2020) refers specifically to a review of qualitative research on interprofessional cooperation between regular teachers and special educators, to gain knowledge about how different forms of cooperation take shape as a means of achieving inclusion.

The study concludes that adhocracy (i.e., organizational structure where power is handed to groups of professionals in the form of interdisciplinary teams who cooperate based on their expertise) is a possible way forward to achieve more inclusive classrooms, but professional, and above all, rigid bureaucratic structures hinder professionals' opportunities for flexible cooperation. Some of the reported good practices included a list of facilitating and constraining factors from reviewed experiences of interprofessional collaboration that may support a feasible design and implementation of interprofessional collaboration's forms, these identified by the authors as cooperative teaching, special educational consultations and mixed forms of interprofessional collaboration. An example for the mixed form of collaboration is the monthly multidisciplinary meetings, highlighted by teachers and special educators but rarely conducted (Gebhardt *et al.*, 2015).

Borg & Drange (2019) provided examples of interprofessional collaboration in school and highlighted that the interventions in which social workers and school nurses were involved gave positive, though small-to-moderate, effects on a range of outcome measures. However, interventions that targeted the whole school were found to be the most promising for making changes that persist over time. This conclusion is also supported by a case study here presented as a best practice and that counted with different moments of intervention carried out by researchers in collaboration with the school and the local municipality. The monitoring and evaluation tools are also shared

to support future assessments of similar interventions, and the study results present different schools' decisions in terms of the implemented form of interprofessional collaboration. A similar initiative is shared by Hynek *et al.* (2020), implementing a model to facilitate interprofessional collaboration within Norwegian schools and across organizational levels. The study concludes that interprofessional collaboration was defined differently in the literature, and that research is lacking on interprofessional collaboration which involves multiple professions in school.

Finally, the study of Suc *et al.* (2017) focused on interprofessional collaboration and its contributions to the inclusion process of children with special needs in Slovenia.

The need for this study is related to the fact that although Slovenian teachers assessed their self-efficacy and attitudes towards inclusive education as positive in a recent study among Slovenia teachers, it was also found that they were least confident in the area of collaboration with others. Breyer *et al.* (2019) conducted a study examining the self-efficacy of learning and support assistants in the Austrian inclusive education context, concluding that teachers' self-efficacy can predict teachers' attitudes towards inclusive education.

The study concluded that the collaboration between different professionals working with children with special needs must be strengthen in Slovenia in order to fully implement inclusion in schools, but this also depends on significant organizational, cultural and personal transformations. Some of the good practices referred to in this study were related to a comparison between two examples: internal collaboration and external collaboration. For each form of interprofessional collaboration, a description of its implementation is provided, as well as the monitoring instruments used to gather feedback from team members. The results from each form are presented and inform about their strongest and weakest points.

Table 13. Synthesis table of main inputs about interprofessional collaboration for inclusion.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Brodén, D. N. (2022). Cross-sector and interprofessional collaborations: A powerful tool for the teaching profession? OECD Education Working Papers No. 283	To consider interprofessional collaboration as a powerful tool for strengthening the teaching profession. To introduce, and showcase, personas as a useful tool in the consideration of different policy- and implementation choices.	Five guiding principles: 1. Collaboration needs to be continuously warranted for everyone involved. 2. Teachers and other stakeholders need to be involved in planning and developing the collaborative effort. 3. Trust-building leadership is vital. 4. Clarity facilitates collaboration. 5. Good interprofessional collaboration needs to be learnt. The simpler forms of collaboration are: - to engage in discussions about the learning development of specific students, - to exchange teaching materials with colleagues, - to work with other teachers in the school to ensure common standards in student evaluations, - to attend team conferences. The deeper forms are: - to teach jointly as a team in the same class, - to observe other teachers' classes and provide feedback,	-Personas: as lifelike characters that combine patterns of users' behavior and motivations, where the rich information of an amalgamation of users is synthesized into a set of user archetypes or personas (Madsen et al., 2014). It used published data from the 2018 iteration of TALIS and ideas on generational characteristics to inform/create the personas. For each collaboration, a set of personas is used to consider how different policy and implementation choices may positively or negatively affect teachers' views/practice. The personas are plotted on a line with the endpoints "negative" on the left-hand side and "positive" to the right. The closer they are to either of the endpoints, the more strongly the change as enacted in the situation is expected to affect their willingness to stay in the profession in a negative or positive fashion. A position close to the centre of the line indicates an indifference to

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		- to engage in joint activities across different classes and age groups, - to participate in collaborative professional learning. Some examples of these practices between teachers and teachers' assistants include: - Moment for the discussion on values and beliefs on teaching and learning as well as curriculum, pedagogical and assessment practices. - Moment for co-designing a shared curriculum plan for implementation. - Visits to each other's settings, where close observations took place.	the change, in terms of willingness to stay in the profession. The main purpose is to introduce personas as a tool to consider how different policy and implementation choices may affect different teachers.
David Paulsrud & Claes Nilholm (2020). Teaching for inclusion – a review of research on the cooperation	To gain knowledge about how different forms of cooperation take shape. To gain knowledge about factors at multiple levels that facilitate or constrain cooperation as	Cooperative teaching: where special education and regular teachers collaborate and teach together within the classroom. Tending to rely on models that required fewer instructional modifications, such as parallel teaching or one teach, one assist. Special educational consultations: where a special educator helps the regular teacher with planning, assessment,	Facilitating factors: - personal chemistry; - an equal distribution of power and responsibilities; -support from the school management through provision of professional development and adequate planning time; - active learning experiences; - strong connections to the community; - shared interest in a specific career.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
between regular teachers and special educators in the work with students in need of special support, International Journal of Inclusive Education, 27:4, 541-555, DOI: 10.1080/13603116.2020.1846799	a means of achieving inclusion.	developing material, and adapting instruction, rather than working directly with students. Mixed forms of cooperation: examples of schools with different models, such as (i) co-teaching and monthly multidisciplinary meetings, (ii) teacher leadership teams (consisting of regular teachers, special educators and administrators organising meetings and workshops to support regular teachers), (iii) collaborative consultation model at a high school where two special educators mixed teacher consultations with temporary co-teaching and direct work with students through coaching and additional teaching after school.	Constraining factors: - flexible cooperation was argued to be hindered by curricular constraints and standardised testing; - centrally determined guidelines and rules can make teaching difficult to change towards a more inclusive direction.
Borg, E., & Drange, I. (2019).	To identify, develop and understand interprofessional	To develop the interprofessional collaboration practice in the schools, a researcher, in collaboration with the schools' board, arranged two dialogue conferences at each school where the	A second researcher conducted observations in the group discussions to map the dynamics between professions in the groups, their discussions on obstacles to collaboration

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Interprofessional collaboration in school: Effects on teaching and learning. Improving Schools, 22(3), 251–266. https://doi.org /10.1177/1365 480219864812	collaboration practices in schools.	staff (including social workers), the school nurse and representatives from the Educational and Psychological Counselling Service participated. In these meetings, the participants were organized into groups to discuss obstacles for collaboration and make plans for improving collaboration between professions. To follow up on the development work in schools, two researchers had meetings, and spontaneous communication with the school leader and municipality contact. Key elements when developing interprofessional collaboration in schools: - educational staff and collaborating partners participate in the decision-making processes to develop new and better practices in student-oriented work. - allow schools to choose different strategies for developing interprofessional collaboration, due to each school's specific framework conditions.	and their plans for promoting interprofessional collaboration. The plans were documented and followed up at the next dialogue conference meeting. Two members of the research team kept field notes during the dialogue conferences. The researchers' meeting with the principal and the municipality used a template to record the purpose of the interaction, the individuals present, the content of the interaction and reflections. Different forms of interprofessional collaboration were implemented in schools: - hire a social work assistant part-time in school, to help teachers addressing day-to-day challenges, thus freeing time for teachers to concentrate on teaching and being an available adult that students could contact during school. - create a more systematic collaboration culture between teachers, the school nurse, the Educational and Psychological Counselling Service and the Child Welfare Services in the municipality, with difficulties in making the contact frequently.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
			- develop a new manager model to facilitate closer collaboration between school management and teachers, assistants, students and parents, which allowed to also develop a systematic sharing of practices among teachers in such a way that teachers could develop their own practice in collaboration with colleagues, including the school nurse. The study found that when the principal and the staff are active and engaged in the development work, this promotes better collaboration between professions in the school.
Lea Suc, Boris Bukovec & Damir Karpljuk (2017). The role of inter-professional collaboration in developing inclusive education:	To reflect on primary teachers' experiences and opinions regarding collaboration within the Slovenian educational context. To reflect on the experiences of occupational therapists who work with students with special needs	Internal collaboration between teachers and other professionals in school. Teachers shared that they consulted their colleagues, in meetings arranged by themselves, regarding: (1) the most appropriate ways of implementing the inclusion process; (2) experience with effective methods of teaching children with special needs; and, (3) preparation of individualised programmes for children with special needs. Additionally, teachers also sought support and advice from their colleagues and other professionals employed at the	Data were collected from: - focus group interviews, with the following questions: How do you ensure that the needs of all students are met? What kind of help and support is available to you? How would you evaluate the collaboration between different professionals? How do you collaborate with parents? - individual interviews with two teachers selected from each focus group, if (1) the researcher felt that they did not manage to contribute as much as they wanted to during the focus groups and/or (2) a discrepancy was

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
experiences of teachers and occupational therapists in Slovenia, International Journal of Inclusive Education, 21:9, 938-955, DOI: 10.1080/13603 116.2017.1325 073	regarding their collaboration with schools and teachers.	school when it came to establishing authority and confidence in the classroom. External collaboration between teachers and occupational therapists. Occupational therapists, supported by the Slovenian government, work in the Developmental Units of Primary Care Centers and visit schools once or twice a year to collaborate with teachers; meetings take place in the school or in the Primary Care Centre. Teachers perceived that collaboration with other professionals and institutions was not working due to external reasons and bureaucratic delays.	observed in their views compared to other members of the focus group. Questions included: how they implement inclusion in their classroom; how they cooperate with parents; and, if and how they collaborate with other professionals. - individual interviews with occupational therapists, with the following questions: Based on your experience, when does the collaboration between the school and the occupational therapist usually develop? Could you tell us about your collaboration with schools? How would you evaluate this collaboration? Outcomes: Internal collaboration was strongest at the start and end of academic terms and school year; during these periods, teachers exchanged information and feedback on the progress or stagnation of a particular student, and their plans for inclusive activities. In external collaboration, both professional groups expressed frustration with organisational and systemic

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
			factors that often prevented a better exchange of knowledge and information. The roles of certain professionals are not recognised, suggesting the need for more promotional work.

2.1.2. Students' Agency for Inclusive Schools

A total of five studies focusing on the concept of students' agency for inclusion are presented, providing detailed information on good practices. The information is summarized in **Table 14**.

The European Agency for Special Needs and Inclusive Education (EASNIE, 2022) promoted the project 'Voices Into Action' (VIA) and presented the findings from their intervention, examining how the voices of learners and their families can be meaningfully involved in educational decision-making processes.

The VIA project was conducted between 2021 and 2022 and included desk research and on-site interventions to validate aspects of the VIA Framework in school contexts of Norway, Malta and Iceland. This framework is presented as a good practice, including examples of implementation in each one of the intervened countries, as well as a monitoring and evaluation tool based on the Lundy's framework (2007) – Space, Voice, Influence, and Audience.

The study concluded that a top-down policy approach, supported by bottom-up initiatives at local and school level, is a way forward to increase learners' active participation on the design and implementation of inclusive policies.

The Lundy's framework is also presented in the study carried out by Lewis-Dagnell *et al.* (2023), exploring creative methods developed and used to facilitate the voices of children and young people with complex needs about their educational experiences and preferences.

The creative methods were analyzed conceptually in relation to Lundy's (2007) framework of Space, Voice, Audience and Influence to examine where, how and whose voices are heard, and what happens as a result. Some dimensions of good practices refer to arts-based resources that facilitate the participation of students, including those with special needs. The analysis of these creative methods is based on questions that follow the four areas of the framework.

Although findings emphasized how it is possible to access the views of children and young people with complex needs using multi-modal, flexible approaches, this study

showed that more has to be done to ensure that children's views are acted upon, given due weight, and influence change.

Esteban (2022) presented reflections on the concept of educational inclusion and the importance of the children's agency and their right to civic participation in schools as learners and partners, as agents who are part of their community and take part in it.

After exploring different models of progressive participation of learners in school, the study proposed a sequence of steps for the gradual increase in children's participation in decision-making, in their role as learners-partners following their progressive autonomy. The reported good practices include a four-steps model for students' gradual participation, with examples for the design (guiding principles) and implementation (activities).

The Estyn organisation (2016) provided a description of characteristics in Welsh schools with strong pupil participation and identified the contribution pupil participation can make to school improvement as well as the benefits to pupils themselves.

After analysing the practices of creating school councils, the study presented case studies, now shared as good practices, based on evidence, highlighting the characteristics of these schools as having strong pupil participation, roles and structures for schools' councils, vision, training and development opportunities, among others.

The study concluded that schools where pupil participation is strong report pupils' improved health and well-being, improved engagement and behaviour, and improvements in learning, achievements and school performance.

Eerdekens *et al.* (2017) interviewed children in youth care regarding their participation in the decisions of the centre. The intervention tested an approach to introduce the topic with children, including the use of videos and interviews, while collecting their opinions concerning the need to participate and co-decide when and how they can participate. The instruments used, the lessons learnt, and the resources are referred as good practices.

This study highlighted that participation does not mean being involved as much as possible but having the choice to be informed and to be able to (co-)decide how and to what extent to be involved.

Table 14. Synthesis table of main inputs about students' agency for inclusion.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
European Agency for Special Needs and Inclusive Education, 2022. Voices into Action: Promoting learner and family participation in educational decision-making. (A. Kefallinou, D.C. Murdoch, A. Mangiaracina and S. Symeonidou, eds.). Odense, Denmark.	To explore further effective ways of including the voices of learners and families. To identify and practice effective ways of involving learners and families in three countries: Iceland, Malta and Norway.	Good practices implementing the VIA Framework: >Iceland: workshop as a way of working with ideas and solutions to complex challenges and a way to co-create opportunities for learners to meaningfully participate in their schools. Assessed by learning walks, and group interviews with learners. >Malta: pilot units for learners on the autism spectrum; learners communicated their views about different aspects of their school experiences through a choice of an interactive whiteboard or a table activity, using symbols	VIA Framework for Meaningful Participation in Inclusive Education (Reflective Tool): >Space - Create safe and inclusive opportunities to form and express voices: Minimise selection bias by ensuring that marginalised groups are included; Make use of technology, intergenerational approaches and non-governmental organisations' community work; Pay attention to concerns around accessibility, assent/consent, safety, right to express a view and right to information. >Voice - Facilitate free expression of voices in the medium of choice: Discuss topics that are meaningful, relevant and beneficial to the individual/group; Provide accessible preparatory material and appropriate support to build capacity for participation; Pay attention to concerns around vulnerability, personal data and the right to guidance from adults. >Influence - Ensure clarity and transparency on how voices are acted upon and the expected impacts; Give appropriate feedback to all participants and involve them in the evaluation

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		adapted to their needs – with the support of the class teacher. Assessed by group and individual 'voice-elicitation' activities with learners. >Norway: The Ministry organised learner panel meetings with representatives from all of Norway's different regions, inviting them to give input to the White Paper on young people and school; after this kick-off seminar, 50 school visits were organised to collect students' input. Assessed by observations of 'learner panel' meetings, interviews with the School Student Union of Norway, and survey with 'learner panel'.	processes; Pay attention to possible misinterpretation of voices and unintended consequences. >Audience - Listen responsibly to the voices: Encourage and value the contributions of intergenerational and diverse perspectives; Access appropriate support and means to understand and interpret the views expressed; Pay attention to power imbalances and unconscious bias.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Lewis-Dagnell, Stephanie & Parsons, Sarah & Kovshoff, Hanna. (2023). Creative methods developed to facilitate the voices of children and young people with complex needs about their education: A systematic review and conceptual analysis of voice. Educational Research Review. 39. 100529. 10.1016/j.edurev.2023.100529.	To interrogate practices and methods designed to enable children to have a voice. To analyse if the voices of children and young people with complex needs have been authentically represented in the methods identified in the review.	Good practices in secondary schools: > 'Your Voice, Your Choice' toolkit (Bloom et al. ,2020b, England) - To explore children's feelings about their school learning and support experiences, through photographs or illustrations of children's experiences and emotion cue cards, used to indicate preferences. > Multimodal 'Talking Wall' (Richards and Crane, 2020, England) – adapted graffiti wall created by combining several elements from previously trialled methods in the literature (e.g. Photovoice, Talking Mats, School Preference Cards, etc.) to capture the	Lundy's (2007) framework: to help interrogate practices and methods designed to enable children to have a voice. > Has the child or young person been invited and encouraged to express their views, safely and inclusively? (*Space*) > Has the child or young person been given the opportunity to 'freely' express their views and, where appropriate, facilitated to form their views? (*Voice*) > Has the child or young person's views (both verbal and non-verbal expression) been listened to and given due weight? (*Audience*) > Has the child or young person's views been acted upon, as appropriate? (*Influence*)

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		experiences and preferences of autistic young people within a residential special school. Young people's collective voice was showcased on "interactive collection points" i.e., the walls contained text, artifacts, images photographs and audio-based evidence.	
Esteban, M. (2022). Children's Participation, Progressive Autonomy, and Agency for Inclusive Education in Schools. Social Inclusion, 10(2), 43-53. doi: https://doi.org/10.17645/si.v10i2.4936	To analyse the concept of inclusive education and a complementary approach to its scope based on the observation of three key elements: children's right to participation, support and accompaniment of children's progressive autonomy, and the recognition of their agency.	The articulation of the gradual nature of participation in schools should have a collaborative character between learner-partners, teachers and other adult staff and be rooted in the implicative action of children from an early age. Learner-partner gradually increased participation following their progressive autonomy: (i) joint deliberation -	Sequence of gradual increase in children's participation in decision-making, in their role as learners-partners following their progressive autonomy: (i) Joint deliberation with teachers and other school staff - children are recognised as agents capable of making decisions in co-responsibility with their peers and with adults at the group-class meso-level (e.g. definition of rules and sanctions, distribution of the school timetable or leisure time activities); (ii) Co-design of the curriculum and spaces - greater involvement in decision-making from the children's commitment to their learning process and responsibility at the individual micro-level and the management of spaces and

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		starting with spaces for joint deliberation in the context of class-group management; (ii) co-design of curriculum and spaces - moving towards the co-design of the curriculum and school spaces; (iii) co-leadership in school management - through progressively shared leadership that would allow children's increased accountability and responsibility; (iv) co-governance - culminating in the participation of leaners-partners in the school's governance not only from a representative democracy model but from a participatory one. Schools as inclusive educational democratic communities or	collective responsibility at the meso-level of the group-class (e.g. define their objectives both individually and collectively, and the time they will devote to the subject to achieve them. Children can also make proposals regarding the use of spaces and their distribution, adapted to their individual and shared needs); (iii) Co-leadership in the school management - children participate in teacher and management coordination meetings and make decisions on issues directly affecting them at a stage halfway between the meso-level of the group-class and the macro-level of the school; (iv) Co-governance implies that children participate directly in the school's management. This co-governance takes place on an equal footing with the management team, where children are informed and consulted and proactive in management, make their proposals, and their voice and vote are given equal consideration to those of adults.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		fellowships: (i) Own learning process - they are persons who can negotiate with others, who can alter relationships and decisions, who can shift social assumptions and constraints.; (ii) Classroom Management - children participating as partners and stakeholders; (iii) School Management - right to participate in decision-making in matters that affect them, which will gradually increase; (iv) School Governance - children's participation in decision-making is progressively implemented in the different school dimensions and in accordance with their progressive autonomy.	

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Estyn (2016). Pupil participation: a best practice guide. www.estyn.gov.wales	To explore the characteristics of schools with strong pupil participation. To identify the contribution pupil participation can make to school improvement as well as the benefits to pupils themselves.	School councils in secondary schools: > The headteacher and senior leaders work with focus groups on specific issues that arise. > Pupils lead whole school assemblies, work with senior staff to develop policy and protocols, and develop campaigns for pupils and parents. > The school council collects pupils' views on the effectiveness of the marking and assessment policy, and presents their conclusions and recommendations for improvements to the senior leadership team at the end of the review.	Characteristics of schools with strong pupil participation: > Pupil participation and building positive relationships are an integral part of the school's vision and ethos. >There are clear roles and structures in place across the school to capture the views of all pupils on a wide range of issues relating to school improvement. > Pupils have a breadth of opportunities to participate within and beyond the school to contribute to debate and influence decisions across a wide range of issues that affect them. > Pupils and staff access good quality training and continuous professional development that is well targeted to develop the skills, knowledge and understanding needed to have pupils' voice heard in discussions and in decision-making.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		> The school council conducts online surveys to gather pupil opinions, comments and feedback. >Where communication is an identified difficulty for individuals or groups of pupils, the school develops strategies to make sure that all pupils have an equal opportunity to participate and influence decisions (e.g. gestures where pupils give a preference, pictures or photographs that pupils can communicate through drawing their responses or pointing to the pictures, written accounts).	
Eerdekens, W., Raes A., Vandenbussche, E. (2017). Children in	To reflect about the way in which youth can or are expected to participate.	Researchers made a short and low-threshold movie to inform	Instruments: Interviews were conducted with children to assess their satisfaction with their caregiver and their knowledge about

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Youth Care: participation is more than talking. Sociaal.net, 22 mei 2017.		children in youth care about the purpose of their intervention. Open reporting: the child has an adapted booklet, which shows the child's care process (within the facility), records of conversations, and decisions in a visualised way. Important to ensure: openness, trust and autonomy (such as giving responsibility for the process, ensuring equivalence and reciprocity in the contact).	decision-making in the centre. During the interviews, children were taken seriously: having the possibility to make decisions during the research interview (e.g., children could choose whether they wanted to draw or talk about a certain topic, about the sequence within and the duration of the conversation); it was used a 'stop card' for children to show when they wanted to stop the interview; it was explicitly asked permission for the use and distribution of the photographs they were allowed to take; the results of the research were shared with them afterwards (again in the form of a video). Lessons learnt: - providing information is not enough: the information must be understandable, and children must also have the chance to ask questions and give feedback. - participation is not enough: it must give children the possibility to indicate on which topic and to acknowledge what this participation leads to and its purpose. - they need to be taken seriously, and their abilities and limitations into account: paying sufficient attention to preconditions that give children the possibility to really

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
			understand, to express their opinion and to ask questions (being aware of time and space, basic attitude, tailor-made information).

2.1.3. CoP for Inclusion

Concerning the studies of CoP, we analyzed five documents that developed information about good practices in Communities of Practice. We also analysed two articles (Florian, 2017 and Wenger, 2015) which provided theoretical information and reflections about this subject (**Table 15**).

Kathleen Mortier's article (2018) unfolds from the sustained idea that the inclusion of students with severe intellectual disabilities in regular education remains one of the most challenging changes in school systems worldwide. However, students with significant disabilities in mainstream education perform better and have more opportunities when exposed to an environment alongside their peers and qualified teachers.

This study analyses the outcomes of four studies, conducted in USA and Belgium. These examples of CoP included parents, teachers and special education teachers, that were engaged in brainstorming processes to develop support for students with severe intellectual disabilities in general education classrooms.

Drawing from Wenger's (1998) principles, this study proposes the use of CoP as an alternative dynamic theoretical framework of knowledge to address some of the persistent barriers to inclusive education for these students. Some of the good practices included the development of inclusive education by sharing opinions about students' progress and their needs among team members in a dynamic process that explores what educators need to learn to include students with disabilities in their classrooms.

The data presented in Mortier and colleagues (2010) result from an in-depth study of three educational teams that participated in a CoP, designing support plans for the inclusion of three students with intellectual disabilities in regular classrooms. These educational teams included both teachers and parents of the students. The study's dynamics involved connecting the domain, community, and practice components as basic elements of communities of practice (Wenger, 1998), to the process of developing Unified Support Plans (UPS), as implemented by the three educational teams.

The findings of this study highlight the potential benefits of partnerships and local knowledge in addressing the educational challenge of inclusion. Good practices defining

CoP included the importance of regularly scheduled meetings with people who know the child well in regular life environments.

The third study (Walton *et al.*, 2019) analyzed three CoP designed to promote inclusive teaching in two rural schools in Australia and one peri-urban school in South Africa. The data consisted in a cross-case analysis.

These learning communities were drawn on models of Professional Learning Communities (PLC) and CoP (based on Wenger's ideas). The main outcomes showed that learning communities connect teachers, leverage the expertise available in the school community, and develop a common language of practice.

The work of teachers in these communities focused on sharing ideas, exchanging teaching strategies, and planning lessons on a particular subject. PLCs emerged in this study and are distinguished from CoP as being specific to the educational context and having a specific focus on learning for the improvement of practice for the benefit of students (Vangrieken *et al.*, 2017).

The results indicated, as good practices, that the ability to respond to the demands of the context is important, as well as experience and support networks. Therefore, these CoP promoted a form of learning that values collaboration to support inclusive social cultures and practices in schools.

The study of Holmqvist & Lelinge (2020) aimed to systematically synthesize research of teachers' collaborative professional development (CPD) for inclusive education. This study was built upon the findings of the International Survey of Teaching and Learning, TALIS 2013 (Rutkowski *et al.*, 2013), which demonstrated strong support for professional development training in the regular learning environment with colleagues.

From a total of 21 articles that met the inclusion criteria, the study aimed to address predefined research questions that sought to analyse different definitions of inclusive education, definitions of collaborative professional development, and theoretical and methodological perspectives of communities of practice and principal outcomes.

The results showed that the definition of inclusive education differs between the conceptualization of being in the classroom from participating in the class. The most

significant CoP practices stated that professional involvement in communities has a greater effect when it is developed by the entire school community.

The last study analysed was from Thompson's (2007) experience with an innovative method in his inclusive/special education course. By using a reflective case study methodology, Thompson conducted a study with his students based on literature that describes Communities of Practice and interprofessional collaboration. The assignment was to support a learner with a disability by working as a CoP with the learner's teacher and other relevant professionals in a school. So, this study aimed to explore the opportunities promoted by CoP through a group task assigned to his students in a special/inclusive education course. Data were collected from focus groups, interviews, and planning meetings.

The results indicated that working within CoP from a professional collaborative perspective is effective. This study was carried out among university students and communities of practice already in place. In this circumstance, it was more difficult for the students to intervene – in an egalitarian manner -, as there were already very well-defined roles and statutes. The study suggests paying attention to this kind of difficulty when participating in an already established COP. Good practices were also considered in this study, particularly the combination of different fields of expertise.

Table 15. Synthesis table of main inputs about CoP for inclusion.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Mortier, K. (2018). Communities of Practice: A Conceptual Framework for Inclusion of Students With Significant Disabilities. *International Journal of Inclusive Education, 24*(3), 329-340. DOI: 10.1080/13603116.2018.1461261.	- To find out how Communities of Practice are an alternative theoretical framework of knowledge and can address some of the persistent barriers to inclusive education for students with intellectual disabilities. - This conceptual paper discusses how communities of practice, as an alternative theoretical framework of knowledge, can address some of the persistent barriers to inclusive	Principles reported Theoretical **principles** described in this paper when schools uses CoP, as an alternative theoretical framework of knowledge: (a) provides an alternative to a traditional top-down approach to innovation, (b) allows space for uncertainty and trust, (c) closes the gap between espoused theory and theory in use about special expertise, (d) dilutes the effects of power imbalances and competing priorities among parents and educators, (e) breaks through a binary model of the expert/non-expert,	Outcomes from the study This article refers to four studies in which Individualized Education Plans were developed using the COP format. The results from the four studies showed: . Higher learning achievements increased social interaction and greater student engagement. . Positive effects on the ability to teach and include students with significant disabilities. . New knowledge based on joint enterprise, mutual engagement, and shared practice. . Improvement of teachers' skills to work with students with severe disabilities. This conceptual paper suggests that adopting communities of practice as a theoretical framework of knowledge to promote inclusive education implies that instead of teaching future

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
	education for students with disabilities.	(f) helps inclusion teams to recognise the unique ways in which they can move their practice forward, (g) supports teacher education programmes by moving away from a diagnostic focus when preparing teacher candidates to include students with disabilities. (h) Give the ability to seek solutions in contexts of disagreement, (i) Focus on encounters with others we do not know, (j) Develops the ability to co-construct knowledge with others (colleagues, parents, children), and (k) Promotes acting with a focus on change. Successful practices » Diversity of members.	teachers about diagnoses and levels of support, teacher training could focus on the three basic elements of communities of practice: joint enterprise, mutual involvement, and a shared repertoire. **Tools:** team member reflections

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		» Regular brief meetings. »Sharing on student's learning and participation. » Equal partnership, joint implementation, and flexibility. » Implement actions and arrangements considered viable and feasible. » Build familiarity within the community through short, regular meetings on a common issue. » Share common knowledge and expertise. »Target students and their peers can be part of the community of practice. »Include the perspective and opinion of families as members of the community of practice. » Collaboration between the Special Education teacher and the general classroom teacher, who may have less expertise.	

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		»The emergence of ideas for actions naturally as part of the dialogue. » Adaptation of existing frameworks, assumptions, and theories and integrating them into one's identity. » The development of local knowledge to overcome barriers to inclusion. » Teacher training centered around three basic elements: joint enterprise, mutual engagement, and a shared repertoire. » A collective and transformative process in building trust—trust in one's own capacity and in others', as well as trust in the joint endeavor. » Because of its lack of a legal goal and structure it can take any shape and form.	

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Mortier, K, Hunt, P. Leroy, M., Putte, I. & Hove, G. (2010) Communities of practice in inclusive education. *Education Studies, 36*(3), 345-355. Doi: 10.1080/03055690903424816.	Evaluate the reflections of members of three collaborative teams in the process of knowledge construction regarding the development of support plans and the implementation of support for three students with intellectual disabilities in regular classrooms. The purpose of this investigation was to elicit and analyze team member perspectives on their own process as a group.	Principles reported: This article compares the communities of practice model with the way in which three work teams were set up for the research in this study. The following CoP principles are emphasised: » Involvement of parents and other professionals. » Agreement between all members. » Support plans are designed to develop natural support in any given context. » Focus on practice and support. » Knowledge of real-life (local) situations. » Inclusion of people who know the child well. » Sharing of experiences and skills. »Everyone had an equal contribution. Successful practices	Outcomes from the study The results of this study come from analysing the interviews with the members of the work teams who took part in this research. The aim was to understand their improvements as a group, based on the principles described by Wenger (domain, practice and community): - Concerning *domain*: the inclusion of a unique student with intellectual disabilities in a unique general education setting; - Concerning *practice:* a fluid connection between the ideas generated by team members during team meetings and their practice in implementing those ideas in classroom settings; - Concerning *community*: equality of the team members. The results from the interviews analysis shows that:

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		» Monthly meetings. » Small groups. » Sharing ideas, perspectives, and stories about how student was doing. » Sharing their current needs or worries. » All members offer their "expert opinion". » Agreement between all members. »An open attitude towards the child's potential. » Presentation of practical solutions instead of listing objectives. »Community members are people who deal directly with the student and know them well. » Members are parents, teachers, special education teachers and special education professionals.	» Parents' ideas and insights were considered by team members to be vital to the process. » CoP's promotes a safe and respectful environment among members. Every member is valued for what one says. » Working as a community of practice can be empowering to everyone involved and creates chances for the real and realistic inclusion of children with special needs in general education settings. » Working in a team where everyone improves their knowledge of disability allows for a more open attitude towards the child's potential. » Meetings developed in Cop contexts allow for more natural interactions. » Effective practices are often based in real-life (local) knowledge, mutual engagement and accountability, joint enterprise and shared repertoire of experiences with the child.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
			» Teachers describes improvement in their self-awareness, ability reflection and confidence in their competencies to work with students with disabilities. » Greater knowledge of inclusive education practices. » Implementation of support based on personal ideas rather than "one-size-fits-all" approaches. » The periodicity of the meetings (monthly) helps maintain a close relationship with the case. Tools: interviews and questionnaires (Interview questions in the appendix).
Walton, E., Carrington, S., Beth Saggers, B., Edwards, C. & Kimani, W. (2019). What matters in learning communities for inclusive education: a cross-case analysis. *Professional Development in Education. 48*(1), 134-148. DOI: 10.1080/19415257.2019.1689525.	A multi-case study involving a cross-case analysis of three learning communities, which are developing capacity for inclusive teaching to support learners with diverse learning needs. A	Principles reported Teachers were interviewed about their experience of the PLCs and their perceptions of their learning. In this cross-case analysis, a set of principles are suggested that result from the experience of three teams that worked together to improve their	Outcomes from the study This paper reports on a multi-case study that involves a cross-case analysis of three learning communities, drawing on models of Professional Learning Communities and communities of practice. Therefore, it does not refer to the specific data of each study. This analysis presents three factors which can be seen as necessary,

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes

	complexity theory framework is used to consider what matters in three learning communities for inclusive teaching in Australia and South Africa.	professional practices, i.e. to be more inclusive professionals.
		» Professional learning communities (PLCs) are sometimes distinguished from communities of practice as being specific to the educational context (Vangrieken et al. 2017) and having the specific focus on learning for the improvement of practice for the benefits of learners.
		» Through discussion in learning communities, teachers are able to contextualize their learning and consider how inclusive teaching strategies can be adapted to meet context specific challenges.
		» The learning community offers a generative space in which teachers can mediate knowledge that comes from outside the context, and finds ways to
			though perhaps not sufficient, for their functioning:
			» Responsiveness to contextual exigencies
			    Contextual specificities have an impact on inclusive teaching practices and the functioning of the learning community Through discussion in learning communities, teachers are able to contextualise their learning and consider how to how inclusive teaching strategies can be adapted to meet the specific challenges of the context.
			»Expertise, and
			    Knowledge development and sharing is important to ensure that communities are truly learning communities. External expertise is thus recognised by participants as crucial to their learning in communities and to their inclusive practice and for their inclusive practice.
			»Supportive networks

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		make it contextually relevant and applicable. » Knowledge development and exchange is important to ensure that the communities are in fact learning communities. » Learning communities provide the space where this knowledge can be recognised and developed to build contextually responsive instantiations of inclusive education. » PLCs create opportunities for teachers to share challenges and support each other collective way » Collaborative learning and mutual support in a learning community builds teacher confidence and contributes to better outcomes for learners. » The learning community provides support in difficult circumstances and builds capacity for improved practices.	Learning in a community breaks down isolation and builds professional practice through mutual support and collaboration. All three case study schools found mechanisms to sustain the communication and relationships that constituted the learning community. Tools- 11 semi structured individual interviews (not presented in the study)

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		» There are three factors which can be seen as necessary, though perhaps not sufficient, for their functioning: responsiveness to contextual exigencies, expertise and supportive networks. Successful practices » Groups of six to eight teachers of the same grade. » Meetings taking place on the same day every month. » Groups clustered around tables in the large staff room. » Value of expertise and community knowledge. » More or less structured in terms of time and frequency of meeting. » Ongoing communication among community members. » Should take place in the natural environment.	

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Holmqvist, M.& Lelinge, B. (2020). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education. 36(5)*, 819-833. DOI: 10.1080/08856257.2020.1842974.	Systematically synthesize research of teachers' collaborative professional development (CPD) for inclusive education.	Principles reported Some principles of interprofessional collaboration practices described in the studies selected by this systematic literature review are mentioned. » Participating in professional development training develops more positive attitudes towards inclusive education in teachers. » The development of collaborative practices promotes the exercise of more inclusive pedagogical practices and consequently improves student performance in class, as well as the development of learning. » This form of professional development has a greater effect for the entire school's development work than individual efforts based on the	Outcomes from the SLR This report did not find evidence of effective CPD models. Instead, the authors identified research gaps in systematic and evidence-based studies of collaborative professional development models for inclusive education. The aim of this study was to systematically synthesise research on teachers' collaborative professional development (CPD) for inclusive education. The results indicates that: » Most of the studies focused on collaboration between teachers, but four of the studies were based on collaboration between researchers and teachers from the teachers' perspective. This means that there is a gap in the research, as studies that identify and change practice from the teachers' perspective are rare. » The result indicates that CPD gives improved outcomes for both teachers and students.

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		individual teacher's interest and responsibility. Successful practices »The way teachers question students, and the use of small group discussions, shows significant changes in student's behaviour in the classroom. » Special schools help regular schools. » Teachers can be co-leaders of the projects. » Development in micro contexts.	» Teachers' attitudes change, concerning the acceptance of students with disabilities and impairment in regular classrooms. » Some studies indicate that CPD results in knowledge development for both teachers and students (in CPD's were students are included). » Studies also reported that teachers were more satisfied and pupils' knowledge scores improved in classes where teachers had attended the training, but not in the control classes. Tools (not presented in the study) . Eight studies used a qualitative approach with interviews. . In six studies tests, surveys or questionnaires were used in quantitative analyses based on a large data sample. . Four studies used observations.
Thompson, S. A. (2007). A Community Just for Practice: A Case of an Inclusive/Special	This case study research was conducted to explore	Principles reported	Outcomes from the sudy

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
Education Course [Abstract]. *Canadian Journal of Education / Revue Canadienne de l'éducation, 30*(1), 171–192. **https://doi.org/10.2307/20466631**	the possibilities and problems with interprofessional collaboration within a course designed to prepare students to support learners with special needs – mainly autism spectrum disorders. Will student groups involve stakeholders and, if so, will collaborative partnerships emerge and what might be their constitution and operation?	In this study, students (future teachers), working in groups, have completed an assignment designed to support a learner with a disability/exceptionality by by involving relevant professionals and community stakeholders in their plans. community stakeholders. Two major themes emerged: (1)the status of the members of the community of practice affected the leadership of the group and,(2) in order to work effectively, the promotion of interprofessional collaboration in a university course must take into account the communities of practice already established in the field.

Successful practices:
» Parents should be members of the CoP. | This study analysed the intervention of a group of students in teams of school professionals working with students with disabilities. This study was born out of a challenge from a university lecturer on a special education training course for future teachers. After analysing the interviews and the observations recorded during the Cops meetings, the following results were described:
» All students (from the course) remarked that collaboration among themselves was easily facilitated and generally agreeable.
» Teamwork facilitates the process.
» There are benefits of collaborating, specifically, in interprofessional collaboration.
» Collaboration is also between families and staff, even in pre-shool.
» CoPs work in both specialised developmental (segregated) classrooms, inclusive/mainstream environments. |

Reference of the source	Study goal	Main reported principles and successful practices	Critical assessment targets, tools, and/or outcomes
		» Researchers could contribute to CoP. » Members from CoP should be diverse: psychologists, therapists, teachers, parents… » Local members, with more experience, should lead.	» Project groups headed by in-service teachers tended to function more smoothly than those headed by preservice teachers. » Informal collaborative working groups sometimes receive new members from different professional areas of education and reorganise themselves into communities of practice. Tools Data consisted of tape-recorded focus group interviews and group planning meetings, as well as two researcher journals (not presented).

Final considerations

In this report, we mapped the understanding of the concepts: inclusive education, interprofessional collaboration, students' agency and Communities of Practice. Some successful practices can be highlighted – as a resume – from the literature review.

For interprofessional collaboration:

- installing regular and on-going simple (e.g., to engage in discussions about the learning development of specific students) and deeper forms (e.g., to teach jointly as a team in the same class) of interprofessional collaboration that allow to plan a gradual collaboration between the interprofessional team;

- planning and defining roles beforehand;

- reflecting on previous experiences of interprofessional collaboration, by evaluating the team perceptions and by listing of facilitating and constraining factors;

For students' agency:

- Designing a sequence of steps for the gradual increase in children's participation in decision-making, in their role as learners-partners following their progressive autonomy;

- Using arts-based resources (e.g., talking wall, photovoice) that facilitate the participation of students;

For CoP good practices, creating space for:

- experimentation – a in-between space in which teams can embrace doubt, curiosity and subjectivity to develop local knowledge;

- trust in one's own and of others' ability;

- the sharing of histories, describing concrete situations and focusing on practical solutions.

Inclusive education is a collaborative process in which we are continuously challenged to reflect and find solutions. All needs are individualized and dynamic – profoundly connected with the activities and environment that we experience in the classroom and in the school. Starting by the assumption of "not knowing" and that no educator is prepared in advance for inclusive education, in this report we contributed to map and

reflect on the importance of developing collaborative and situated learning as a model for professional development for inclusion.

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