



Rethinking teacher training from an inclusive and community dialogical perspective

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Abstract

This quantitative survey using a structured questionnaire with closed questions and a sample of 340 participants from 20 courses (bachelor's and master's degrees) at public higher education institutions in the Trás-os-Montes e Alto Douro region of the Portuguese university (University of Trás-os-Montes e Alto Douro) and polytechnic (Polytechnic Institute of Bragança) subsystem aims to list a group of proposals for reflection and future implementation that can fill or mitigate gaps and weaknesses identified in the disciplines of the curricula related to internships. The analysis of the data reveals indicators indicating the need for a (formal and conceptual) rethinking of inclusive intervention in the context of supervision in the field of teacher training. These indicators include problems with operating in a multifaceted educational setting, enhancing an interdisciplinary, integrated and inclusive approach, rearranging curriculum and reconsidering the functional profiles and competencies of teaching staff. Therefore, the construction of a professional culture that favors an integrative and inclusive approach through the assumption of a broad profile of professional competence capable of training the teacher in a multidimensional educational context is crucial. We evaluate the necessity of encouraging research of this type involving additional factors, populations and samples in order to enable the extrapolation of data and findings to a national level providing significance and technological foundations for decisions made within the context of public education policy.

Keywords: Higher education, Inclusion, Internship, Pedagogical supervision, Teacher training, Legal framework.

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Contribution of this paper to the literature

The study combines in an unprecedented way, a reflection and perspective on two different subsystems in terms of rules and legislation that have the same training courses on offer in the area of (initial and advanced) teacher training, in particular induction to professional practice in the various specializations.

1. Introduction

The need for this research comes from the necessity to consider teacher preparation in light of the frequent legislative modifications implemented by the ministry over the past ten years specifically concerning teacher qualifications through the Legal Framework for Professional Qualifications for Teaching in pre-school education and basic and secondary education (Ordinance No. 260-A/2014, 2014). The Legal Regime of Higher Education Institutions (RJIES) provides different dynamics, structures of operation and tasks to every higher education institution including university higher education and polytechnic higher education. As a result, there is a need to consider how teacher training is conducted in these different types of institutions (Law No. 62/2007, 2007).

2. Theoretical Framework

The transfer of diverse experiences based on mutual understanding and a convergence of knowledge, frequently resulting in learning, significantly promotes personal and social development. It is not astonishing to accept the perspective that diversity is what brings people together: differences, when understood and properly incorporated are like a shapeless group of stones that add to the harmony that comes from a wonderful temple structure. The temple metaphor does not disappoint us, it helps us infer that acceptance of diversity is a sine qua non condition to favour the development of every man.

Adopting the hypothesis is extremely important when evaluated in the context of educational practice because we want to be as plural and diverse as possible, just like the result in painting of the mixture of colors on a painter's palette. When someone has the guts to translate theory into reality and adopt a selfless and accountable attitude, they ultimately leave an enduring impression on the teaching-learning process as actors. People live in a time when attending an allegedly inclusive and integrative school is highly valued. The education of students with special needs is conducted in regular classes under the slogan of a school for all (Buckley & Quinlivan, 2023; Correia, 2013; Friend, Cook, Hurley-Chamberlain, & Shamberg, 2010; Morgado, 2015; Sasaki, 2010; Shouse & Strutchens, 2020; UNESCO, 2009, 2015; Völlinger & Supanc, 2020) aiming to secure a quality education. In most cases but especially when it comes to integration and inclusion, the teacher plays a crucial role because of the demands and difficulties that a student with particular traits may have (Morgado, Silva, & Rodrigues, 2018).

The teachers' role must never be ignored or devalued as they are specifically educators. Education is defined as the awakening and development of all the innate capabilities of human beings to realise a personal project of life or preferentially, the integral development of the human person. Teachers can and should be the lever for the success of their students, overcoming difficulties and countless barriers that are often difficult to subdue in the path of fulfilling their duties particularly social and educational ones (Morgado et al., 2018). The complete educational activities and the teaching-learning process performed by the teacher and the school and upheld by the community (Beckford & Lekule, 2022; Correia, 2013; Cosgrove, Jewell, & Payne, 2020; Furlan, Faria, Lozano, Bazon, & Gomes, 2020; Hammond & Ingalls, 2003; Konečná, Smolka, Trčková, Václavíková, & Žáček, 2023; Leatherman, 2009; Mantoan, 2015; Navarro-Varas & Núñez-Pomar, 2018; Wilkins & Niefeld, 2004) will only be fruitful if they know the critical and human mass they confront and for whom they culminate working. Otherwise, they may have to intervene.

Vilela-Ribeiro, Benite, and Vilela (2013) affirm that the ideal of an alleged inclusive society "goes beyond the limits of the ideals of a democratic society and fundamentally consists of a society striving to accommodate the differences of all subjects". The provision of sufficient and genuinely inclusive programmes (2020) is advantageous for everyone involved as it facilitates "the cultivation of constructive attitudes, advancements in academic and social competencies, readiness for community life, compulsion for social engagement and enhancement of the teacher's technical abilities" (Ainscow & Sandill, 2010; Correia, 2013; De Silva & Wijesekara, 2021; Dingle, Faver, Givner, & Haager, 2004; Downing & Peckham-Harding, 2007; Florian, 2014; Furlan et al., 2020; Haug, 2017; Medina, López, & De Britto, 2022; Perlado Lamo de Espinosa, Muñoz Martínez, & Torrego Seijo, 2021; Sarraj & Alshehri, 2021; Stainback & Stainback, 1999; Völlinger & Supanc, 2020, Vilela-Ribeiro et al., 2013). This global perspective depending on "respect and protection for these individuals still requires considerable room for improvement where these issues are simply forgotten or hidden by communities, families and political power" (Morgado, 2015).

Internships specifically curricular internships can be reasoned as privileged spaces of articulation between the theoretical and practical domains (Alarcão & Tavares, 2013; Albuquerque, Silva, Resende, Gonçalves, & Gomes, 2015; Álvarez, 2013; Baeten & Simons, 2014; Caine & Estefan, 2017; Caires & Almeida, 2003; Calvo & Almarza, 2018; Dall'Alba & Sandberg, 2016; He, 2017; Hernández-Sánchez & Gutiérrez-Martínez, 2018; Iza & Souza Neto, 2015; Navarro-Varas & Núñez-Pomar, 2018; Pimenta & Lima, 2019; Schön, 1983; Zeichner, 2010), permitting future teachers to confront the work reality and the profession. Explicitly, it enables them to realise some of the knowledge acquired in their initial training (Caires & Almeida, 2003; Caprara, Barbaranelli, Steca, & Malone, 2006; Cyrino & Souza Neto, 2015; Feiman-Nemser & Buchmann, 1987; Gonçalves & Marques, 2016; Ollila & Onnismaa, 2014; Pérez-Montoro, Guerrero-Solé, & Mauri-Castelló, 2017; Pimenta & Lima, 2019).

The renowned lack of sensitivity and, on occasion, insufficient training for Special Educational Needs (SEN) in the classroom setting is taken into consideration by eminently diverse stakeholders within the school community. Therefore, the purpose of this study is to determine and understand the views of the groups that follow: Cooperating Teachers from the Higher Education Institutions (CTHEI), supervisors from Higher Education Institutions (SHEI) and Students Interns (SI) of two Portuguese public higher education institutions (Northeast Portugal).

Therefore, the theoretical framework and introduction presented here are intended to substantiate the background and purposes of the research and to make clear the main object and the research questions raised in this research as mentioned in the summary, aims, overall, to fulfill the central objective and to assess by identifying a range of improvements and recommendations for future implementation within the framework of supervision particularly in the spectrum of specific training in the areas of the teachers taking part in this study (bachelor's and master's degrees). The goal is to provide a list of several enhancements resulting from the flaws found in this and other comparable research based on the questionnaire's questions and the expertise of specialists in the field who supervise others.

3. Pedagogical Practice and Initial Teacher Training

Pedagogical practices in initial teacher training have a critical role concerning questioning and experimenting with procedures and theories because they consider the educational institutions' projects, activities and plans and the related students. Zabalza (2004), Formosinho (2009), Grossman, Hammerness, and McDonald (2009), Hamilton-Jones and Vail (2014) expound on their crucial curricular meaning and Vonk (1985), Loiola and Tardif (2001), Cochran-Smith and Zeichner (2005), Darling-Hammond (2006), Flores and Day (2006), Johnson (2009), Zeichner (2010) and Benites, Sarti, and Souza Neto (2015) assert that they are central to teacher education.

Teachers are usually overwhelmed with many tasks and professional responsibilities commissioned to them and claimed by society (Antoniou, Kyriakides, & Creemers, 2017; Azevedo, 2012; Benites et al., 2015; Hargreaves, 1994, 2000, 2019; Klassen & Chiu, 2010; Marcelo García, 2011; Nias, 1996; Nóvoa, 2014; Pantic & Florian, 2015; Tardif, 2013). They assume varied responsibilities but they are getting less respected socially (Cyrino & Souza Neto, 2015; Nóvoa, 2014; Sarti, 2009). It is consistent with the activities that take place in the educational setting (classroom and school which is meant to be the final and ultimate social temple that accepts everyone without distinction. For this reason, they are referred to as "quasi-professionals" in some literary works (Azevedo, 2012).

Nonetheless, many opine that the teacher's role is paramount to the success of teaching (Alarcão & Tavares, 2013; Azevedo, 2012; Morgado, 2015; Morgado et al., 2018). The creation of teacher training is an important issue since it is the most delicate idea in light of current developments in the education sector. Given the significance attached to training institutions, it is clear that "here not only professionals are trained but a profession is produced" (Nóvoa, 2014) specifically regarding the momentousness attributed to training institutions in addition to individual training, regular schools jointly produce the teaching profession allowing their members' socialization and the professional culture's genesis (p.15).

The training of teachers has continually varied between academic models (focused on institutions and knowledge considered "fundamental") and down-to-earth models (concentrated on schools and methods considered "applied"). Therefore, overcoming this outdated dichotomy requires implementing professional models relying on cooperative solutions between universities and schools and strengthening tutoring and alternate locations. (Nóvoa, 2014).

Teacher education "is a fundamental part of the success of any reform of the education system" (Martinho, 2000). Hargreaves (1998); Hargreaves (2000) and Hargreaves (2019) warn that all teacher education (training for teaching) needs restructuring and reassessment as a whole. Zeichner (2010), Hawkins and Shohet (2012) and Bruno and Dell'Aversana (2018) suggest reformulating the curriculum of teacher training courses and introducing theoretical-practical training centred on professional performance. Azevedo (2012) focuses on "supervision" alluding to teacher education particularly pedagogical supervision. He states clearly that when they quote, "supervision can give today a crucial method for recognizing the professional autonomy of teachers, increasing professional knowledge and reporting improvement in the quality of teaching, if at the service of boosting reflective and collaborative ability" (Azevedo, 2012). Otherwise, "the internship comprises a training scenario where many elements and challenges faced by the teaching quality of higher education intertwine" (Zabalza, 2014).

Consecutively, Nóvoa (2014) notes that "it is evident that universities and schools are incapable of individually responding to these needs" (p. 24). Additionally, it is imperative to view teacher education as professional university education, i.e., preparation for the practice of a profession like architecture, engineering or medicine (Nóvoa, 2017). "Attending a training course for a human profession including teaching and medicine is different from any other course. After giving them the profession's knowledge, they may be assessed to see whether they meet the conditions and dispositions to be teachers" (Nóvoa, 2017).

Zeichner, Payne, and Brayko (2015) report that "neither schools nor universities alone can train teachers and even together, schools and universities will not be able to train teachers well without resorting to the knowledge present in the communities the school has to serve" (p. 132). The findings of the present study readily agree with Nóvoa (2017) because he has posed that "the field of teacher education needs profound changes" (p. 1130).

Thus, this option might get practical support if it forms new mechanisms for regulating and supervising teacher training. Universities and schools should undergo a detailed process of autonomy allowing the celebration of agreements and protocols reflecting the diversity of interests and institutional facts.

4. Methodology

This research used a quantitative matrix. The participants were intern students (IS, n=245) from 20 courses in the domain of qualification for teaching who benefited from two subsystems of Portuguese higher education (University and Polytechnic), UTAD (12 courses) and IPB (8 courses), supervisors from Higher Education Institution (SHEI, n=38) and cooperating teachers from Higher Education Institutions (CTHEI, n=57). The total number of participants was 340. A closed-ended question (Google Drive) was the data collection technique. Statistical Package for the Social Sciences was used to process the data.

The stages of the research took place sequentially as follows: 1. A survey of specific teacher training at the two educational institutions selected (based on the objective criteria initially formalized). 2. Preparation of the questionnaire. 3. Pre-testing. 4. Revision and drafting of the final version of the questionnaire. 5. Selection of contacts, sending and collection of data relating to the methodological instrument used and discussion of the results.

5. Results

The questions and respective answers were categorized based on their focus (by theme or subject) to have a more specific understanding of the data. In this case, [Table 1](#) shows us the formative offer of the institutions involved in the study:

Table 1. Formative offer.

UTAD courses	N	%
Preschool	7	2.9
Primary school	1	0.4
Pre-school and primary school	16	6.5
Teaching basic education's first and second cycles	14	5.7
Teaching Portuguese and Spanish in basic and secondary education's third cycle	6	2.4
Teaching English and German in basic and secondary education's third cycle	2	0.8
The teaching of Mathematics in basic and secondary education's third cycle	1	0.4
Biology and Geology teaching in basic education and secondary education third cycle	2	0.8
Teaching Physics and Chemistry in basic education and secondary education's third cycle	1	0.4
Teaching physical education in basic and secondary education (PETBSE)	62	25.3
Theatre classes	12	4.9
Computer teaching	11	4.5
Total	135	100.0
IPB courses	N	%
Preschool	19	7.8
Primary school	25	10.2
Pre-school and primary school	9	3.7
Teaching reading and writing	8	3.3
Science teaching	9	3.7
Teaching music education in basic education	14	5.7
Teaching English and Spanish in basic education	7	2.9
Teaching basic education's first and second cycles	19	7.8
Total	110	100.0

Teaching the First Cycle of Basic Education (IPB) was the least frequent course with no replies whereas PETBSE (UTAD) received 62 responses.

Table 2. Academic training and professional experience (SHEI and CTHEI).

Complementary academic training	SHEI		CTHEI	
	N	%	N	%
With university training in special education	7	18.4	18	31.6
Without a university in special education	31	81.6	39	68.4
Total	38	100	57	100
Experience in this role	SHEI		CTHEI	
	N	%	N	%
Up to 5 years	10	26.3	18	31.6
Between 6 and 10 years	8	21.1	12	21.1
>10 years	20	52.6	27	47.4
Total	38	100	57	100

Source: Morgado, Cardoso, Rodrigues, and Silva (2017).

CTHEI assumed that they possessed no higher education in special education (68.4% [n=39]) (see [Table 2](#)). The SHEI acknowledged that they did not invest in this type of training (81.6% [n=31]). The inadequate preparation of higher education teachers assuming supervisory roles in the special education area was beyond infamous. When it came to experience in this capacity, the majority of SHEI (52.6% [n=20]) were teachers with years of substantial and extensive expertise supervising students or interns. The majority of respondents to the CTHEI (47.4% [n=27]) have been in supervisory roles for more than ten years.

Table 3. Interest in the subject.

Students intern (At a higher education institution)	SI	
	N	%
Shows interest in and knowledge of the topic	234	95.5
Shows no interest in and knowledge of the topic	11	4.5
Total	245	100.0

Source: Morgado et al. (2017).

According to the data in [Table 3](#), the interest of the interns participating in this investigation is almost unanimous. 95.5% ([n=234]) of them consider they have concerns and information on the subject.

Table 4. State-of-the-art.

Internship (Before, during and after)										
Q7: Do you consider the course units (bachelor's) of introduction to teaching practice (ITP), (context observations, institutions, and educational activities, observation methods and techniques, planning and evaluation) to be highly crucial in preparing the interns for their internship (STP) in their current course (post-graduate or masters)?										
Yes		No		Maybe		Don't know		No answer		Total
282	82.9%	21	6.2%	28	8.2%	6	1.8%	3	0.9%	340
Q8: Did your higher education institution provide accredited or non-accredited extracurricular training (seminars, lectures, training sessions, etc.) about STP or inclusion or exclusion in education in general?										
Never		Rarely		Adequately		Several times		Whenever necessary		Total
65	19.1%	119	35.0%	72	21.2%	61	17.9%	23	6.8%	340
Q9: Did your higher education institution provide accredited or non-accredited extracurricular training (seminars, lectures, training sessions, etc.) about writing a dissertation to defend in public, a required component of the internship?										
Never		Rarely		Adequately		Several times		Whenever necessary		Total
121	35.6%	91	26.8%	74	21.8%	20	5.9%	34	10.0%	340
Q10: Do you believe supervising professors, cooperating staff and interns only value the issue of inclusion when confronted with a real situation in the classroom?										
Yes		No		Maybe		Don't know		No answer		Total
155	45.6%	93	27.2%	73	21.5%	6	1.8%	13	3.8%	340
Q11: In your opinion, is the issue of inclusion in the classroom only related to integrating learners with SEN into regular classes?										
Yes		No		Maybe		Don't know		No answer		Total
80	23.5%	231	67.9%	20	5.9%	6	1.8%	3	0.9%	340
Q12: Do you think the supervising professor, cooperating teacher and intern can benefit from a broader type of training in the field of special education; thus, they may better address situations in the classroom demanding this type of training?										
Yes		No		Maybe		Don't know		No answer		Total
311	91.5%	6	1.8%	20	5.9%	-	-	3	0.9%	340
Q13: Do you think it is advantageous to have a supervisor or cooperating teacher with training in the field of special education when training intern students, specifically for promoting awareness to inclusion?										
Yes		No		Maybe		Don't know		No answer		Total
299	87.9%	6	1.8%	32	9.4%	-	-	3	0.9%	340
Q14: How often is the issue of inclusion or exclusion discussed (CTHEI and SHEI) during the preparation, planning and teaching of the interns' lessons?										
Never		Rarely		Adequately		Several times		Whenever necessary		Total
48	14.1%	136	40.0%	78	22.9%	48	14.1%	30	8.8%	340
Q15: Do you know and use any strategies and techniques applied in an inclusive classroom?										
Yes		No		Maybe		Don't know		No answer		Total
190	55.9%	78	22.9%	48	14.1%	12	3.5%	12	3.5%	340
Q16: Do you think that the curriculum (higher education) for teacher training (teaching qualification) includes adequate curricular units to prepare a future teacher to observe, assess and intervene (as part of the internship) in an inclusive manner?										
Yes		No		Maybe		Don't know		No answer		Total
74	21.8%	203	59.7%	51	15.0%	6	1.8%	6	1.8%	340
Q17: Do you think a manual for simple diagnostics, planning and monitoring would help prepare to teach staff to fulfil their duties more effectively regarding inclusion?										
Yes		No		Maybe		Don't know		No answer		Total
248	72.9%	8	2.4%	78	22.9%	3	0.9%	3	0.9%	340
Q18: Do you believe there is enough updated material to assist lesson planning with a more integrative and inclusive approach?										
Yes		No		Maybe		Don't know		No answer		Total
68	20.0%	156	45.9%	74	21.8%	36	10.6%	6	1.8%	340

Source: Morgado et al. (2017).

Table 4 presents the state-of-the art of the theme. The answer to question 7 by the respondents was obvious (82.9% [n=282]) concerning the relevance of the Curricular Unit (CU) in the Introduction to Teaching Practice (ITP) because they were CU preparatory for the internship (usually for STP). Question 8 revealed that the HEIs did not quit urging many training or extracurricular initiatives to assist or strengthen these study focus areas. However, the figures implied that the most representative answer (35.5% [n=119]) displayed the fragility of the same training offers. Institutions rarely conducted these initiatives for 119 respondents. The HEIs paid little or no attention (in extracurricular terms) to the training and preparation of students to elaborate on internship reports of a dissertation nature. 35.6% ([n=121]) opined never, or 26.8% ([n=91]) rarely, did these formations occur (question 9).

45.6% [n=155] suggested that the elements involved in the STP process (interns, co-operators, and supervisors) thought highly of inclusion only in specific cases (question 10).

An evident trend in responding to question 11 was present with 67.9% ([n=231]), not agreeing that inclusion meant integrating students with SEN into regular classes. If so, only 23.5% ([n=80]) assumed that this relationship existed.

In responding to question 12, no doubt existed about the need for the SHEI, the CTHEI and the SI (91.5% [n=311]) to include more comprehensive training. Thus, it covered the special education area to reinforce their capacity for action and intervention in the classroom context. Similarly, it deepened the training and pre-monitoring of students before entering the period specified for the STP.

In question 13, everyone thought they should gain from this specific training; the overwhelming majority (87.9% [n=299]) felt this situation might be an asset for everyone and the whole process.

In question 14, 40% ([n=134]) of the respondents considered the inadequate address of the inclusion/exclusion issue/theme by the CTHEI and SHEI in preparing, planning and monitoring supervised classes inadequate. More than half (55.9% [n=190]) were supposed to perceive and use strategies applicable in inclusive classrooms (classrooms where cases are flagged and there are projects and intervention plans to this end) (question 15).

It was evident from question 16 that the majority (59.7% [n=203]) opined that the number of ECTS (European Credit Transfer System) in the qualification for teaching courses syllabuses was not adequate to equip future teachers with the required tools to acquire an inclusive professional practice.

In question 17, the overwhelming majority (72.9% [n=248]) stated that a manual would affect teachers to execute their functions. The existing support material in this area (question 18) was inadequate (45.9% [n=156]), only 20% ([n=68]) thought that the updated material was adequate.

Table 5. Issues related to inclusion and special educational needs.

Q19: In your opinion, how should learners with SEN be integrated?	N	%
Standard curriculum	112	32.9
Own and adapt the curriculum	197	57.9
Alternative curriculum	31	9.1
Total	340	100
Q20: In your opinion, which of the following options should a school take when there are learners with SEN?	N	%
Learner-centred perspective	311	91.5
Curriculum-centred perspective	29	8.5
Total	340	100
Q21: In the classroom, have you ever had contact with any learners with the following SEN (choose only the most relevant situation)?	N	%
Hearing deficiency	13	3.8
Motor impairment	28	8.2
Visual impairment	18	5.3
A slight learning disability	41	12.1
Moderate learning disability	62	18.2
Severe learning disability	32	9.4
Multiple disabilities	32	9.4
Serious behavioural issues	24	7.1
Never had contact with any learner with SEN in the classroom	58	17.1
Other	32	9.4
Total	340	100
Q22: If you consider inclusion to go beyond learners with SEN, in which of the following situations (Choose only the most relevant one) do you think an inclusive strategy might have a decisive and positive outcome?	N	%
Among learners of gipsy ethnicity	34	10.0
Among learners of different religions	3	0.9
Among learners with drug- or alcohol-related problems	27	7.9
Among foreign learners with difficulties adapting to the culture and language	27	7.9
Among learners with clear socio-economic difficulties	23	6.8
In all the situations listed above	209	61.5
Others	17	5.0
Total	340	100

Source: Morgado et al. (2017).

According to the data in Table 5, concerning question 19, the majority of respondents (57.9% [n=197]) consider that students with SEN should pursue a curriculum adapted to their needs. However, it is important to keep in mind that 32.9% ([n=112]) of respondents believed that students with special education should be included in the regular curriculum as corroborated by other writers.

The respondents agreed practically unanimously (question 20) that it was more beneficial for the student with SEN to follow a perspective focused on the student (91.5% [n=311]). Two essential points were relevant for question 21. Firstly, the majority (18.2% [n=62]) acknowledged that their contact with students with SEN specifically occurred for students with moderate learning difficulties. Secondly, the second largest portion (17.1% [n=58]) had no interaction with an SEN student in the classroom.

A significant number of respondents (61.5% [n=209]) believe that inclusive action should guarantee, develop, and execute more resolute and satisfactory practices when it comes to plans on this issue (question no. 21).

Table 6. Central question.

Q23: Do you feel personally and professionally prepared to help learners with SEN?										
Yes		No		Maybe		Don't know		No answer		Total
80	23.5%	155	45.6%	81	23.8%	21	6.2%	3	0.9%	340

Table 6 presents the central question of this research (question 23). In this case, it was evident that an essential portion (45.6% [n=155]) felt unprepared for this challenge of working with SEN students.

6. Discussion

We can conclude that the teachers have relevant experience in terms of supervision (SHEI 52.6% [n=20] and CTHEI 47.4% [n=27]) but they consider that in the area of special education their specific training is scarce and should be increased (SHEI 81.6% [n=31]; CTHEI 68.4% [n=39]) (Morgado et al., 2017). The primary shortcoming was the lack of preparation for higher education teachers to take on supervisory roles (Alila, Uusiautti, & Määttä, 2016; Markelz, Riden, & Scheeler, 2017). Hence, they were not able to assist with theoretical preparation which is a crucial practice for trainee students nor could they increase awareness because they lacked this knowledge. This training must be a part of future teacher supervisor preparation so that teachers can support their students' behaviour in special education intervention contexts.

Thus, most intern students (95.5% [n=234]) (see Table 3) assumed that they were keen on the subject and had relevant information. Moreover, it became more evident that the anticipated interest (because these interns coped with some cases and situations; they were not adequately ready to give the proper response and follow-up) reinforced that some had already gathered relevant information on the subject (Buckley & Quinlivan, 2023; Byrd & Alexander, 2020). Special education and inclusion interest and expertise can be combined in a unique way and students' concurrent broader beginning training in the field led to the SHEI receiving the right training to satisfy this demand and the lack of enthusiasm among intern students (Hoppey & Mickelson, 2017; Sundqvist, Björk-Åman, & Ström, 2023).

Table 4 suggests that the inclusion of this particular preparation in the programmes, contents and objectives of the institutions' linked course units (CU) was not common (McLeskey & Waldron, 2011; Takala, Nordmark, & Allard, 2019). Therefore, it might imply that no prior training to this end was required; solutions or strategies should be sought when confronted with these circumstances. Additionally, initial training could be void or inceptive in this case and the supervisor's preparation and follow-up failed to address these problems or issues. Hence, in equipping or monitoring the interns in the internship stages (observation¹, shared accountability² and accountability³), this matter was not part of the priorities of those overseeing and collaborating in the STP.

However, one may also attempt to understand whether, as in the initial training of the majority of respondents, special education and inclusion were not sufficiently strengthened concurrently and whether an inadequate interaction with pedagogical-didactic materials and instruments would account for the lack of particular content in the area (Opoku, Cuskelly, & Pedersen, 2021; Rasmitadila, Humaira, Prasetyo, Hasnin, & Rachmadtullah, 2023). The practicality of these recommended roles was exceptional. The challenges resulting from these choices regarding the whole school community were apparent supporting the respondents' unambiguous stance on the issue. Table 5 showed that the participants considered interacting directly with students who had moderate to serious difficulties with learning. The action depending on inclusive strategies could pose a critically broader, more decisive and reasonable role. However, they believed that students with SEN should incorporate their own and adapted curriculum from a student-centered perspective. One can do a lot for preparing and training in special education regarding teacher training (now called the area of qualification for teaching) (Alshahrani & Abu-Alghayth, 2023; Li & Ruppap, 2021; Rasmitadila et al., 2023; Saloviita, 2018; Sarraj & Alshehri, 2021; Winter, 2006).

7. Conclusion

The educational setting and higher education institutions must engage in a thoughtful and cooperative discourse in order to develop a comprehensive and well-articulated understanding of training. It is impossible to separate the continuing social and cultural changes from the professional training of teachers. These transformations constantly present global and conceptually broad challenges that are simultaneously more unique, specific and imminent in the short and long run. The teaching personnel's objectives, functions, roles and relevant performances continually pose daily challenges and exercises. The multitude of factors and challenges emphasize the need to unavoidably stimulate the professionals training.

This study's results produce some indicators depicting a contribution to reflection and enrichment in the quality of action and training in the milieu of special education. Accordingly, the relevance of favoring suggests developing a broad profile of professional competence rendering each teacher capable of acting in a multidimensional educational context. Professional culture-building may alleviate an integrative and inclusive curriculum approach. Moreover, the training and didactic perspective advancement can improve the disciplinary connection and sharing, encouraging fruitful discussions and devising new training profiles. It is crucial that the school, considering the sophistication and complexity of the present times revitalize its perspective on facts, reinforcing an inclusive approach and intervention pedagogically and claiming values without renouncing anybody.

8. Future Perspectives

The aim of this research is to gather and assess as much as possible the impact of the measures and legislative framework on the daily lives of teachers who, directly or indirectly are increasingly called upon to carry out more tasks, take on more responsibilities and perhaps devote much time and energy to matters that are neither central nor decisive in their performance in the school and academic context, namely in their teaching practice. Strategies, studies and research are carried out and developed so that the future professional who takes on supervisory duties can benefit from more in-depth and capable training and which this specific case can be based on a legal framework that protects and supports their autonomy on the one hand and on the other, can equip them with pedagogical-didactic tools capable of providing excellent public service.

¹ This phase is intended for observing classes (by the trainee student) taught by CTHEI.

² This phase is intended for observing classes (by the trainee student) taught by fellow trainees. Everybody watches everybody's classes.

³ At this stage, the trainee student autonomously assumes the classes.

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