

Review of: "Perceptions and Teaching Strategies for School Inclusion"

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The text addresses a pertinent pedagogical and policy issue that is becoming increasingly important in light of the demographics of today's schools. There are many factors that increase diversity at the school level, with the consequent need for schools - with particular emphasis on teachers - to respond to the social changes that have now occurred.

The work takes on particular importance by focusing on the critical element for the full development of inclusion: teachers and their visions and perceptions of the profession. This is a fundamental aspect not only of the teaching relationship, but also of the entire school organization and even of the educational policies applied at the school level.

The results of a study such as the one we are conducting are always particularly important because they provide a well-founded insight into the reality of the teaching profession and, on the basis of this knowledge, allow for practical intervention in school reality.

The study has a strong methodological design, which is singular - quantitative - and descriptive, with the aim of identifying teachers' attitudes towards inclusion and the strategies they use to promote inclusion.

It uses appropriate instruments and derives from them interesting results that could be extended in further field research. The small sample size makes it possible to explore the phenomena to be studied and to extend the scope of the study at a later stage of the research.

The most important conclusion is worth highlighting, as it points out that the light and cynical hypercriticism that interested social forces direct at teachers is always a powerful phenomenon, and fighting it is a constant and incessant task.

Congratulations to the author, and good luck with the future of his work!