

Cultural Sensitivity and Ethical Practices in Inclusive Education: A Practical Guide for Educators to Foster an Inclusive Classroom Culture

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Abstract: *This guide explores the importance of cultural sensitivity and ethical considerations in inclusive education. It offers practical strategies for teachers to create a welcoming and respectful learning environment that values diversity. By adapting teaching approaches to accommodate different cultural backgrounds and upholding ethical principles, educators can promote equity and participation for all students. The guide emphasizes the role of cultural awareness in fostering an inclusive classroom culture where every learner feels valued and supported.*

Keywords: *Inclusive education, cultural sensitivity, equity, justice, diversity ethics, diversity, equitable teaching, classroom inclusion.*

Introduction.

An inclusive culture in education is one where all are valued, differences are appreciated, and every student participates fully in the learning process. It gives central ethical guidance to educators. Ethical values demand that educators treat students fairly and respectfully in creating an all-inclusive educational environment. Educators need to understand the social, cultural, and individual needs of students now and be sensitive to their needs in attitude since that time of writing (Asatovna, 2023). Gajewski, in her research, which reflected the ethical aspects of inclusive education and its influence over education systems, dwelled on how such ethical issues could be addressed within the teacher fraternity and possible mechanisms for overcoming them (Gajewski, 2017). Other authors who offer cogent views on how such ethical dogmatism may be incorporated within the all-encompassing framework of inclusive education as a precursor to ethical negotiations in special education include (Howe and Miramontes, 1991).

An inclusive approach in education combines cultural and moral values to ensure sensitivity to each student's individuality and to allow for the realization of social cohesion. Teachers and school administrators need to develop an inclusive understanding of education and be proficient in handling cultural heterogeneity.

Infusing cultural harmony and ethical values into inclusive education would make the environment fair, supportive, and motivating for learning. This approach further promotes social cohesion and global awareness among the students. Therefore, it is indeed essential that everyone related to the field of education should focus on these issues to bring about an inclusive educational environment.

Methodology

The Role of Teachers in Creating an Inclusive Culture

Inclusive education redefines the roles and responsibilities of a teacher. Teachers are the principal agents of an inclusive culture. The essential spirit of creating an inclusive culture lies in generating a learning

environment conducive for every student—those at different levels of skills, cultural backgrounds, and special needs.

Teachers need to take on a variety of roles in the establishment of an inclusive culture. They make it possible to structure the construction of an inclusive learning environment into the classroom. For example, Florian (2014) and Loreman et al. (2013) elaborate that it is through teachers that learners and the community around them behave inclusively with the help of practical cognitive and social settings. For the most part, Avramidis et al. (2000) and Slee (2011) ascertain that teachers structure the learning of the language, culture, and special needs environment of the students, and it is thus imperative to make the learning experience meaningful for the learners. Teachers work with other educational stakeholders to create a supportive academic environment through cooperation with families, guidance services, school administration, and other teachers (Thomas, 2017; Forlin et al., 2009).

Based on building an inclusive culture, consideration should be taken while educating the teachers and supporting the same. There should be continuous support and training of the teachers to acquire knowledge regarding the use and practice of the multifaceted educational strategies which are being used.

They must be equipped with up-to-date information on special education techniques, management of cultural diversity, and how to consider some ethical issues (UNESCO, 2009; Loreman et al., 2013). Teachers should also be equipped with the relevant equipment and materials that can aid them in accommodating all learners in the class. They must be supported with pertinent materials to a class with diverse needs and learning styles (Florian, 2014; Şimşek & Yıldırım, 2011). Teachers must also advocate for societal support and awareness to inculcate an inclusive culture. Therefore, being aware of the value of a complete education and cultural concordance within a broader society (Hofstede, 2001; Strike and Soltis, 2009) makes their work easier.

Ethical Conduct Codes for Teachers in Inclusive Education

Ethics in inclusive education deals with securing all the learners' rights to education and ensuring justice and social equality. Moral behavior and decisions are the essential constituents of inclusive education because it provides an equal and just learning environment by admitting students with diversified cultural, linguistic, and educational needs. Therefore, teachers have to act with moral values.

Equitable methods responsive to the educational needs related to the students in a manner that the students' academic rights would be upheld. The teachers should portray ethical conduct and not be discriminatory during inclusive education. They should treat the students without bias and put more emphasis on individual needs—the encouraging and promotion of every pupil in engaging in the learning. The student-centered orientation, influencing education toward need and manner of learning, is required. This provides students' confidence, promotes active student involvement, allows the student to be in charge of the learning process, and considers differences in the students. It also encourages the learning motivation of the students, enhancing the feeling of effectiveness. This, in turn, allows students to develop their communication, problem-solving, critical thinking, and collaboration skills and fosters a positive outlook on learning and habits for lifelong learning (Hattie & Timperley, 2007:85).

Honesty and transparency are an essential aspect of the professional ethics of any teacher. It allows the transfer of information between the teacher and students and other respondents. A teacher should, therefore, be open and honest in information delivery to the student and other respondents. There should be a clear and transparent management system capable of facilitating the activities of decision-making and evaluation. A truly communicational environment that raises trust between a teacher and a student is built from a genuinely communicational environment that is honest and transparent, which emanates from teachers and students (Çakmak, 2013).

Teachers have an obligation to handle the personal information of some prominent students, with some ethical qualities that assure confidentiality and privacy. These are qualities of a safe environment, and the rights of students are observed. Teachers should keep well private information about the health status of students, special needs, and family situations, among others. Most schools approximate confidentiality policies and laws, and teachers must follow them. They specify that teachers should not share any kind of information on students or learners with people not authorized to know such information. Teachers are required to respect personal rights, not to invade the individual limits of the students, and not to breach private information without permission. This is a reason which confidentiality and privacy are included in the professional responsibilities of teachers. Applying these principles, teachers respect rights and deal with professional ethical principles (التعليم لتقنيات العربي المركز والتدريب).

Professionalism implies the capacity of the teacher to conduct their activities in a principled and responsible way. Lifelong development guarantees that teachers can develop their careers further by maintaining their knowledge and skills in a relevant and up-to-date state. Teachers must constantly renew themselves and adapt to the latest educational techniques (Sahin, 2015:240). Simultaneously, technology must also help learning based on innovative approaches by the changing demands of students (Altun, 2013:25). Apart from that, professionalism enables teachers to relate and work with parents, the school community, other teachers, and other people (Akbaba-Altun, 2018;180). Teamwork ensures student success and dramatically contributes to the positive school climate. This makes the teacher more committed to professionalism and professional well-being, thus being able to work much more motivated and effectively. This also opens the way for teachers to develop new means and ways of ensuring student success.

Comprehensive education needs respect regarding cultural differences. Ensuring teachers understand the moral basis of respecting cultural differences and acting on them is of great importance. Only in this way will the teacher respect another culture and preserve the student's identity and values, which are essential. Empathy refers to feelings and understanding the point of view of others. Cultural awareness is respect and understanding of people's values from different cultures. Teachers who have cultural awareness and empathy can communicate more meaningfully with the students, and, in the end, an educational environment that is more inclusive is created (Batson, 2009).

Empathy is made evident in classroom communication. This will assist in getting the teacher to know the emotional states of the student and transform the classroom atmosphere in a way that is supportive of the same (Gay, 2010). Additionally, it prepares the teacher to learn more about the student's background and needs, positive feelings of appreciation by students, and an interest in the learning process.

Impartiality refers to being fair to all students without showing favoritism to some. Being impartial draws on the acceptance, value, and respect of the differences in students. It is based on these principles that teachers can have supportive and all-inclusive educational settings. Teachers need to desist from discrimination classifying students based on such things as ethnicity, gender, or religious beliefs, among other things students use to identify themselves (Karasar, 2014;22). Teachers should empower their students to achieve their potential and to express themselves. Impartiality is also shown in understanding the emotional states of students and what they need (Banks, & McGee Banks, 2010: 35-40). A student learns about societal awareness and cultural tolerance from impartiality, thereby learning the art of accepting and respecting differences. One of the most pertinent aspects of the educator's work is to make effective communication, collaboration, and healthy inter similar relations with students, stakeholders, and other public members. The needs of the students are understood well and addressed only when there is adequate, cristal-clear, and efficient communication among all (al-Yahmadi and al-Shammakhi, 2021). More importantly, principles that direct effective, cristal-clear communication and collaboration

assist the teachers in most effectively optimizing the learning processes and producing success among students. These principles facilitate the empowerment of both students and the school community and hence can be endowed to work towards a common goal. Such ethical codes of conduct are very crucial to the true success of teachers in inclusive classrooms and to guarantee the rights of the students to learn. Such codes ensure that the teachers adhere to the social and moral norms during professional responsibilities.

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