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Review on How Educational Systems Respond To Diversity, Inclusion and Social Justice

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ABSTRACT: Whether or whether formal education contributes to a more equitable and fair society is a matter of some debate. Regardless of the conclusion of the discussion, the chances of education succeeding in this process are higher if it is provided via a national system and through schools that are really inclusive in character, i.e., they accept difference and diversity, they work to fulfil the rights to a high-quality education, and they seek to assist children who are neither in school nor learning. While many schools have made progress in recent years, there are still many children who are not proficient in the basics. It's not uncommon for this to occur because of a confluence of variables, such as uninterested instructors, disengaged students, unfair rules, and a lack of data on the demographics and contexts of student exclusion. The phrase "inclusive education" has expanded beyond its original meaning to include any programme that eliminates obstacles to participation and education for all kids, not only those with disabilities or other special needs. Hence, it aims to increase student enrollment, attendance, and graduation rates while decreasing student repetition, dropout, and pushout rates, closing disparities between educational resources and student results, and fostering togetherness through the celebration of diversity. In order to achieve this, we must analyse the causes of marginalisation, "share the blame" when things go wrong, proactively look for those who have been excluded, and provide them the tailored support they need. There are a wide variety of reasons why someone may be marginalised in society, including migration and refugee status, armed conflict, natural disaster, poverty, language and culture, geographical isolation, sexual orientation, and physical or mental handicap. Many institutional and Ministry of Education-level policies and practises have the potential to create more inclusive classroom settings. high-quality, all-inclusive early childhood care and development (ECCD) programmes; legislative requirements and reform at the school level; targeted responses to marginalised groups; pedagogies that build strong social and emotional learning while celebrating differences and diversity; etc. To create a more fair, equitable, and cohesive society, it is essential that all children have access to a high-quality education, regardless of their background or ability

KEYWORDS: teacher autonomy, inclusive pedagogy, teacher competency, teacher education, and pedagogical transformation

I. INTRODUCTION

Inclusive education and social justice are both necessary for a healthy democracy. A socially equitable educational system will support inclusive schooling, therefore it is a crucial part of the curriculum. Both Nieuwenhuis (2010, pp. 280–283) and Pendlebury and Enslin (2004, p. 40) emphasise this point while outlining the characteristics of a fair educational system. Similar characteristics may also be seen in inclusive education, demonstrating the connection of these ideas. Based on these metrics, we may conclude that: Allows all youngsters to participate in schooling programmes. In the social justice setting, it upholds everyone's right to an education, while in the inclusive education setting, it encourages more opportunities for all students to take part in classroom activities. Prevents no students from having the opportunity to attend school and study. Self-improvement and self-determination are crucial in social justice and inclusive education for those who are at a disadvantage, such as persons who are disabled, from different socioeconomic backgrounds, different sexual orientations or religions, or who are illiterate or illiterate. They will be essential in assisting them in breaking the cycle of exclusion.

- Not excluding any kids from school. In the social justice setting, it upholds everyone's right to a good education, while in the inclusive education setting, it encourages more students to attend and participate in schools that welcome all types of students.
- Prevents no students from having the opportunity to attend school and study. In the realm of social justice, it serves as a barrier to internal exclusion, while in the realm of inclusive education, it promotes the shift away from discriminatory mindsets and towards openness, advocating for the emergence of inclusive communities and the advancement of a more accepting social order.
- Offers all kids the chance to practise the skills they'll need to become well-rounded adults, and helps them do it;

- Reduces or, ideally, eliminates institutionalised forms of oppression that deny individuals and groups the means to realise their full potential and take full advantage of the conditions in which they were born. Without equal access to education and social support, members of marginalised communities are denied the chance to acquire the skills necessary to flourish as human beings..
- Respects the autonomy of individuals by providing them with opportunities for personal growth and choice. People who are already at a disadvantage, such as those who are disabled, from different socioeconomic backgrounds, different sexual orientations, different languages spoken at home, or who are otherwise socially excluded, have a greater need for opportunities for personal growth and agency through social justice and inclusive education. This will assist them in breaking free from social isolation. tools to help break down institutional and cultural obstacles that prevent certain students from fully participating in class and studying.

II. TEACHER COMPETENCIES FOR INCLUSION AND SOCIAL JUSTICE

Many people believe that a teacher's competence encompasses not just their expertise but also their moral compass and feeling of calling to the field. Numerous researches back up this idea. Agents of change in the classroom need instructors with a wide range of knowledge and skills, including the capacity to engage with educational reform and reflect on one's own views and values. Teachers require guidance in selecting a training approach that will enable them to act as agents of change in favour of social justice and inclusion, and this includes not only what they should know, do, and believe, but also how they will put their authority as teachers to use. Scholars agree on the importance of teachers having certain dispositions and competencies when working with diverse student populations, but much less is known about how they are actually acquired, practised, and shown in the many different classroom contexts in which teachers operate.

III. TEACHER AGENCY

Others have characterised human agency as the potential to "intervene in the world," "act differently," "make a difference," or "exercise some form of power" (Giddens 1984, 14). (Giddens 1984, 14). Agents engage deliberately in behaviours which they know, or believe, will have a certain quality or consequence, and utilize their understanding of the act to attain this quality or aim. Purpose and determination to an ultimate objective guide an agent's activities and keep them continuing even when they meet obstacles (Bandura 2001). (Bandura 2001). Competency, in Giddens' meaning, is the knowledge of the act necessary to accomplish that desired outcome; in this situation, it is the understanding of how to apply an inclusive educational strategy, which defines who has agency. Giddens (1984) described agents' ability as "tech savviness" of norms and techniques of practical action in the environment in which they travel, which might or might not contain knowledge about all those who apply in settings away from their own situations (9092). (9092). (9092). To cite just one instance, agents from one cultural or economic group may be uninformed of the standards that apply in the disadvantaged area, and vice versa.

IV. ECOSYSTEMS AND SCHOOL SOCIAL WORK

First employed as visiting teachers, school social workers functioned within an ecological framework (Sherman, 2016). As a kind of intervention, school social workers reached out to the local community to discuss students' attitudes about school, how to improve their attendance, and what support services were available to them. Sherman argues further that school social workers were undervalued because of their focus on helping pupils at risk. In order to make a difference, social workers need to push for a more integrated position and be open to taking on leadership responsibilities inside educational institutions.

Professional social workers in schools need to recognise the value of their distinct set of skills, promote their offerings, and fight for equitable policies and procedures. Knowing what is "taken for granted" (Stone, 2017, p. 1240) in regular activities is also essential. While working with students, teachers, and parents, school social workers should always keep the bigger picture in mind and make use of all the tools at their disposal, including the ecosystems framework.

V. CONCLUSION

Certain long-held beliefs about teaching as a single construct between a teacher and a classroom are challenged by initiatives to train educators as agents of change in favour of inclusion and social justice. To be effective in their roles as agents promoting inclusion and social justice, educators must be able to collaborate with other agents and think systematically about strategies for changing practises, institutions, and systems. Every child in your classroom, no

matter what their cultural background may be, deserves your undivided attention and interest (den Brok et al. 2010). Teachers who are really invested in social justice and diversity must be professionals at forming collaborative connections between their pupils and the society at large if they are to achieve in serving the needs of the pupils they teach.

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