



Teacher Beliefs Shape Inclusion

Summary of Woodcock & Anderson (2025)

Excellent Educator, 3(5), 3, 2026

Academic Insights

This summary examines how teachers' understanding of inclusion influences classroom practice and student participation. According to the researchers mostly educators generally support inclusive education, uncertainty about implementation often leads to inconsistent practices. Teachers' beliefs about inclusion affect their instructional decisions, classroom culture, and willingness to adapt lessons. Challenges such as limited time, resources, and increasing learner diversity contribute to implementation difficulties. The findings highlight that effective inclusion depends not only on policy but also on teacher clarity, confidence, and system-wide support. Building shared understanding across schools is essential for creating learning environments that respond to diverse student needs.

Apply This Now

Teachers should reflect on their beliefs about inclusion and identify practical adjustments that support diverse learners.

Add This in Your Lesson

Use flexible teaching methods and varied assessments that allow multiple ways for students to participate and demonstrate learning.

Avoid This Mistake

Do not assume that placing all learners together automatically results in meaningful inclusion.

Keywords

Inclusive education, teacher beliefs, classroom practice, diversity, teacher self-efficacy

Reference

Woodcock, S., & Anderson, J. (2025). Conceptions to classrooms: The influence of teacher knowledge on inclusive practice. *International Journal of Educational Research Open*, 8, 100412.

Suggested Citation

Excellent Educator. (2026). *Teacher Beliefs Shape Inclusion*. Excellent Educator, 3(5), p. 3.