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INTERPROFESSIONAL COLLABORATION AND INCLUSIVE CLASSROOM IMPLEMENTATION AMONG REGULAR TEACHERS IN AN ELEMENTARY SCHOOL

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Abstract. Despite the growing emphasis on inclusive education and collaborative teaching practices, empirical evidence remains limited on the relationship between interprofessional collaboration and inclusive classroom implementation among regular teachers in Philippine public elementary schools. This study determined the extent of interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers at Bagong Lipunan Elementary School during School Year 2025–2026 and examined the relationship between these variables to inform an inclusive education action plan. The study employed a descriptive-correlational research design involving 30 regular teachers selected through total enumeration. Data were collected using an adapted and validated questionnaire that measured interprofessional collaboration and inclusive classroom implementation. Data analysis used frequency counts, percentages, weighted mean, standard deviation, and the Pearson Product-Moment Correlation Coefficient. Findings showed that interprofessional collaboration was generally evident among regular teachers (WM = 3.05), particularly in recognizing other professionals' expertise and maintaining communication with specialists. Inclusive classroom implementation was likewise evident (WM = 3.12), with strengths in creating supportive learning environments and encouraging learner participation. However, teachers implemented differentiated instruction and assessment adaptations less consistently. Correlation analysis indicated a weak positive relationship between interprofessional collaboration and inclusive classroom implementation ($r = .298$, $p = .089$), which was not statistically significant. The study concluded that while both interprofessional collaboration and inclusive classroom implementation were evident among teachers, collaboration alone was not significantly associated with differences in inclusive classroom implementation. The findings highlight the need for structured multidisciplinary collaboration, professional development in inclusive pedagogies, and institutional support mechanisms to strengthen inclusive educational practices.

Keywords: Elementary school, inclusive classroom implementation, interprofessional collaboration, special education

Introduction

Inclusive education has become a central priority in educational systems worldwide, emphasizing the right of all learners, regardless of ability, disability, or learning needs, to participate meaningfully in quality education. Implementing inclusive education successfully requires not only effective instructional practices but also collaboration among educational professionals who collectively support diverse learner needs. In inclusive school environments, regular teachers often work alongside special education teachers, guidance counselors, school administrators, therapists, and other support personnel to ensure learners receive appropriate

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academic, behavioral, and social support. As a result, interprofessional collaboration has increasingly been recognized as a key component of effective inclusive education.

Interprofessional collaboration refers to the process through which professionals from different disciplines work together, share expertise, coordinate services, and engage in joint decision-making to achieve shared educational goals. Educational scholars have emphasized that collaborative relationships among professionals contribute significantly to instructional improvement, learner engagement, inclusive participation, and overall educational effectiveness. According to Jeremy et al. (2024), structured collaboration between teachers and occupational therapists enhances classroom inclusion by integrating specialized expertise into daily instructional practices. Similarly, Abdullah et al. (2025) identified collaborative planning, co-teaching arrangements, and stakeholder engagement as essential mechanisms for promoting successful inclusive educational environments.

The growing complexity of classroom instruction has made collaboration increasingly important. Teachers must address diverse learner characteristics, including varying academic abilities, developmental needs, disabilities, learning styles, and behavioral concerns. Meeting these demands requires coordinated efforts among educational professionals. When teachers implement collaborative practices effectively, they gain access to specialized knowledge, shared instructional resources, and collective problem-solving opportunities that improve teaching effectiveness and student success. Conversely, inadequate collaboration may lead to fragmented support systems, inconsistent instructional interventions, and less effective inclusive practices.

Recent international studies continue to demonstrate the importance of collaborative professional practices in supporting inclusion. In Finland, Paju et al. (2021) found that collaboration between regular and special education teachers was essential in balancing instructional responsibilities and ensuring equitable support for learners with diverse needs. Likewise, Jeremy et al. (2024), through a scoping review of teacher-therapist collaboration, reported that regular communication, mutual respect, role clarity, and shared goal-setting were among the strongest contributors to effective inclusive educational practices. Furthermore, Ainscow (2020) emphasized that sustainable inclusion largely depends on schools' ability to build collaborative cultures where educators collectively address barriers to learning and participation.

Research also suggests that collaborative environments positively influence teacher confidence and instructional competence. In fact, Zhang et al. (2025) found that cross-sectional collaborative support can address diverse learners' needs and promote inclusive educational environments. Similarly, Florian and Black-Hawkins (2021) argued that inclusive classroom practices become more effective when teachers are supported through collaborative professional learning communities and shared instructional decision-making.

Within the Philippine educational context, inclusive education has gained considerable attention following national efforts to strengthen educational access and equity. However, numerous implementation challenges remain, including limited resources, insufficient specialized personnel, and varying levels of teacher preparedness. Studies conducted in the Philippines have highlighted the role of collaboration in addressing these challenges. Kyamko et al. (2024) found that teachers who perceived stronger collaborative relationships with colleagues and specialists were more likely to implement inclusive instructional practices effectively. Their findings also

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indicated that institutional support plays a significant role in sustaining collaborative initiatives within schools.

Despite the growing body of literature on collaboration and inclusion, important gaps remain. Existing studies have largely examined interprofessional collaboration and inclusive classroom implementation as separate constructs. While previous research has shown that collaboration supports inclusive education and that inclusive practices improve learner participation and achievement, empirical evidence remains limited on how teachers' perceptions of interprofessional collaboration relate directly to their implementation of inclusive classroom practices, particularly in Philippine public elementary schools. Furthermore, studies examining this relationship from the perspective of regular classroom teachers remain scarce, creating a need for context-specific evidence to inform school-based interventions and policy development.

The present study is anchored in Collaborative Consultation Theory, which emphasizes shared expertise, communication, and collaborative problem-solving among professionals in addressing complex educational needs. The theory suggests that collective professional engagement enhances instructional quality and promotes positive learner outcomes. In relation to inclusive education, the theory provides a useful framework for understanding how collaborative interactions among educational professionals may influence classroom implementation practices.

Given these considerations, this study sought to determine the extent of interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers at Bagong Lipunan Elementary School during School Year 2025–2026. Specifically, it examines whether a significant relationship exists between these variables and provides empirical evidence to support developing an action plan to strengthen collaborative practices and enhance inclusive education outcomes within the school setting.

Methodology

Design

This study employed a descriptive-correlational research design to determine the extent of interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers and to examine the relationship between these variables. The study used descriptive research to describe the current status of interprofessional collaboration and inclusive classroom implementation, and correlational research to determine whether a statistically significant relationship existed between the two constructs. According to Creswell (2020), correlational research examines the degree and direction of association between variables without manipulating them. The design was deemed appropriate because the study sought to investigate naturally occurring perceptions and practices among teachers within their existing educational setting.

Locale

The study was conducted at Bagong Lipunan Elementary School, a public elementary school located in Cebu City, Philippines. The school serves learners from Kindergarten to Grade 6 and implements inclusive education practices that accommodate students with diverse learning needs, including those requiring specialized educational support. The school environment provides opportunities for collaboration among regular teachers, special education teachers, school

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administrators, guidance personnel, and parents, making it an appropriate setting for examining interprofessional collaboration and inclusive classroom implementation.

Respondents

The study respondents consisted of 30 regular teachers employed at Bagong Lipunan Elementary School during School Year 2025–2026. Because the total population of regular teachers who met the inclusion criteria was limited, the researcher employed total enumeration, allowing all qualified teachers to participate in the study. Total enumeration was considered appropriate because it ensured comprehensive representation of the target population and minimized sampling bias.

To qualify for participation, respondents were required to: (1) be currently employed as regular classroom teachers at Bagong Lipunan Elementary School, (2) have at least one year of teaching experience, and (3) have experience in implementing inclusive classroom practices and collaborating with other educational professionals such as special education teachers, guidance counselors, or therapists.

The study excluded teachers who were on leave during the research, had less than one year of teaching experience, or had no involvement in inclusive classroom practices or collaborative educational activities. These criteria ensured the data came from respondents with relevant experience and sufficient familiarity with the study variables.

Instrument

The study collected data using an adapted survey questionnaire with two parts.

Part I measured the extent of interprofessional collaboration through indicators related to communication, coordination, multidisciplinary engagement, collaborative problem-solving, and professional consultation. The items were adapted from the instrument developed by Qin et al. (2025) and were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Part II measured the extent of inclusive classroom implementation through indicators related to differentiated instruction, classroom management, assessment adaptation, learner participation, and inclusive learning environments. The items were adapted from Kluge et al. (2025) and were likewise measured using a four-point Likert scale.

Before data collection, three experts in inclusive education and educational research content-validated the instrument to ensure clarity, relevance, coherence, and alignment with the study objectives. The researcher incorporated their recommendations into the final questionnaire. The researcher also conducted a pilot test among teachers from a nearby public elementary school with characteristics similar to the target respondents. Reliability testing using Cronbach's Alpha revealed 0.89 internal consistency for both scales.

Data Gathering Procedure

The study followed three phases: preliminary preparation, data collection, and post-data collection.

Preliminary Phase. Before data collection, the researcher submitted a formal letter to the school principal requesting permission to conduct the study. After approval, the researcher

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coordinated with school officials on the survey schedule and administration. The researcher explained the study's objectives, significance, and procedures to all prospective respondents. Informed consent was secured before participation.

Data Collection Phase. The researcher personally administered the printed questionnaires to all qualified respondents during non-teaching hours to avoid disruption of instructional activities. The researcher provided clear instructions to ensure consistent understanding of all questionnaire items. Respondents were given sufficient time to complete the instrument, and the researcher retrieved all completed questionnaires immediately after completion.

Post-Data Collection Phase. The researcher reviewed the retrieved questionnaires for completeness and accuracy. The researcher encoded, organized, and analyzed the responses. The researcher treated all data confidentially and stored it securely throughout the research process. Only the researcher had access to the collected information.

Data Analysis

The researcher systematically organized, coded, tabulated, and analyzed the data using appropriate descriptive and inferential statistical techniques to address the study objectives. To determine the extent of interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers, the researcher used the weighted mean. This statistical measure determined the average level of respondents' agreement with each indicator and established the overall extent of the variables under investigation.

To assess the consistency and variability of the respondents' perceptions, the standard deviation was computed. The standard deviation indicated the degree of dispersion of responses from the mean score, showing whether respondents shared similar perceptions or held varying viewpoints regarding interprofessional collaboration and inclusive classroom implementation. Lower standard deviation values reflected more homogeneous responses, whereas higher values indicated greater variability in respondents' perceptions.

To interpret the weighted mean scores, the following scale was used: 3.25–4.00 (Strongly Agree), 2.50–3.24 (Agree), 1.75–2.49 (Disagree), and 1.00–1.74 (Strongly Disagree). These descriptors served as the basis for determining the extent of interprofessional collaboration and inclusive classroom implementation among the respondents.

To determine whether a significant relationship existed between interprofessional collaboration and inclusive classroom implementation, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. This statistical test measured the strength, direction, and significance of the relationship between the two variables. Before conducting the correlation analysis, the study examined assumptions of normality, linearity, and the absence of extreme outliers to ensure the test was appropriate. The study used a significance level of .05 to determine whether the relationship between the variables was statistically significant.

Ethical Considerations

In conducting this study on the extent of interprofessional collaboration and inclusive classroom implementation as perceived by regular teachers at Bagong Lipunan Elementary School, the researcher strictly observed ethical principles to protect the rights, privacy, and welfare of all teacher-respondents. The researcher ensured that the study adhered to established ethical

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standards in educational research by promoting transparency, respect for respondents, confidentiality, voluntary participation, and responsible management of research data.

The study adhered to the fundamental ethical principles of respect for persons, beneficence, non-maleficence, confidentiality, and voluntary participation.

Before participating, respondents received a clear explanation of the study's purpose, procedures, benefits, and potential risks. All respondents provided informed consent, and participation remained entirely voluntary throughout the research process. Participants were informed of their right to decline participation or withdraw at any point without penalty.

Confidentiality and anonymity were strictly maintained. No personal identifiers were collected, and all responses were coded to protect participants' identities. Data were used exclusively for academic and research purposes and were stored in secure electronic and printed formats accessible only to the researcher.

The study ensured that participation would not result in physical, psychological, professional, or social harm. The school administration also approved the study before data collection began. All procedures complied with accepted ethical standards in educational research.

Results and Discussions

Extent of Interprofessional Collaboration of Regular Teachers

Interprofessional collaboration plays a critical role in promoting inclusive education by facilitating communication, shared decision-making, and coordinated support among educational professionals. Examining the extent of collaboration among regular teachers offers insight into how effectively schools foster professional partnerships that address learners' diverse needs. Table 1 presents the extent of interprofessional collaboration as perceived by regular teachers.

Table 1.
Extent of Interprofessional Collaboration of Regular Teachers

Indicators	WM	SD	Verbal Description
I coordinate with special education teachers when planning instruction for learners with diverse needs.	3.12	0.63	Agree
I participate in regular meetings with other professionals (e.g., SPED teachers, counselors, therapists) regarding learners' needs.	2.88	0.72	Agree
I share classroom information with other professionals to support learners with disabilities.	3.08	0.65	Agree
I collaborate with other professionals in developing intervention strategies for struggling learners.	2.95	0.70	Agree

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I openly communicate with school specialists about learners' progress.	3.20	0.61	Agree
I seek advice from other professionals when handling complex learner concerns.	3.05	0.67	Agree
I contribute actively during multidisciplinary team discussions about learners.	2.82	0.75	Agree
I work together with other professionals to monitor learners' academic and behavioral progress.	3.10	0.64	Agree
I respect and consider the expertise of other professionals when making decisions about learners.	3.30	0.56	Strongly Agree
I participate in joint problem-solving with other professionals to address classroom challenges.	2.98	0.69	Agree
Aggregate Mean	**3.05**	**0.56**	**Agree**

Table 1 shows the descriptive results of the extent of interprofessional collaboration among regular teachers in an elementary school in Cebu City, indicating that regular teachers generally demonstrated interprofessional collaboration, as reflected in the aggregate mean of 3.05 (SD = 0.56), interpreted as Agree. This finding suggests that collaborative practices among teachers and school professionals were evident within the school setting. The relatively low standard deviation indicates consistent perceptions among respondents about their collaborative experiences.

Among the indicators, the highest-rated item was respect for and consideration of other professionals' expertise when making decisions about learners (WM = 3.30, SD = 0.56), interpreted as Strongly Agree. This finding implies that teachers recognize the value of multidisciplinary expertise in addressing complex learner needs and acknowledge that effective inclusive education requires contributions from various professionals. Such findings support Collaborative Consultation Theory, which emphasizes mutual respect, shared responsibility, and joint decision-making among professionals working toward common educational goals.

Conversely, the lowest-rated indicators involved active participation in multidisciplinary discussions (WM = 2.82, SD = 0.75) and attendance in regular meetings with other professionals (WM = 2.88, SD = 0.72). Although these indicators remained within the "Agree" category, the relatively low ratings may suggest limited structured opportunities for collaboration. Time constraints, teaching responsibilities, and scheduling conflicts may reduce teachers' participation in formal collaborative activities despite their positive attitudes toward collaboration.

These findings suggest that although teachers show positive dispositions toward collaboration, the effectiveness of interprofessional partnerships may be limited by the infrequent nature of formal collaborative engagements. Consistent with Roa and Villaver (2026), Ufermann et al. (2024), and Yngve et al. (2026), effective collaboration thrives in environments characterized by structured communication, mutual trust, and clear professional roles. The lower ratings for

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multidisciplinary discussions and formal meetings suggest that these structural elements may not yet be fully institutionalized. As Kimura and Yoneda (2025) and Lavery et al. (2026) emphasize, the lack of organized collaborative opportunities may hinder coordinated decision-making and comprehensive learner support. Therefore, schools may need to strengthen formal collaborative processes that promote regular communication, shared planning, and collective problem-solving among educational professionals to support inclusive education initiatives better.

Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers

Inclusive classroom implementation refers to the extent to which teachers use instructional, assessment, and management strategies that support all learners' participation and success. Understanding current implementation practices provides valuable information regarding the effectiveness of inclusive education initiatives within the school. Table 2 presents the extent of inclusive classroom implementation as perceived by regular teachers.

Table 2.

Extent of Inclusive Classroom Implementation as Perceived by Regular Teachers

Indicators	WM	SD	Verbal Description
Modify instructional strategies to accommodate diverse learners	3.08	0.66	Agree
Provide differentiated learning activities.	2.95	0.71	Agree
Use varied teaching materials.	3.12	0.64	Agree
Implement classroom management strategies that support all learners.	3.28	0.57	Strongly Agree
Encourage participation of learners with disabilities.	3.30	0.55	Strongly Agree
Adapt assessments to suit learners' needs.	2.90	0.75	Agree
Provide additional learning support.	3.05	0.68	Agree
Create an environment where all learners feel accepted and respected.	3.42	0.52	Strongly Agree

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Use collaborative learning activities.	3.00	0.69	Agree
Monitor learners' progress and adjust instruction.	3.10	0.67	Agree
Aggregate Mean	**3.12**	**0.65**	**Agree**

The aggregate mean of 3.12 (SD = 0.65) indicates that respondents generally found inclusive classroom implementation evident. This finding suggests that teachers actively employ practices intended to foster participation, inclusion, and support for learners with diverse needs.

The highest-rated indicator was creating a classroom environment in which all learners feel accepted and respected (WM = 3.42, SD = 0.52), followed by encouraging participation of learners with disabilities (WM = 3.30, SD = 0.55). These results indicate strong teacher commitment toward fostering inclusive classroom climates characterized by acceptance, belongingness, and learner engagement. These findings align with contemporary inclusive education frameworks that emphasize social participation as a fundamental component of inclusion.

However, differentiated instruction (WM = 2.95, SD = 0.71) and assessment adaptation (WM = 2.90, SD = 0.75) obtained comparatively lower ratings. Although still evident, these instructional practices appear to be implemented less consistently. This may suggest that teachers experience greater difficulty modifying curriculum content, instructional activities, and assessment procedures than creating positive classroom environments.

The findings support those of Lidner and Schwab (2020), Olsson and Hanson (2025), and Pablo (2026), who reported that successful inclusive education depends simultaneously on cultivating supportive, accessible school climates and delivering differentiated instructional modifications that address individual learning profiles. Likewise, research across general and special education indicates that physical presence alone does not guarantee equity without proactive pedagogical adjustments (Safder et al., 2026). The results imply that schools should continue supporting teachers through professional development programs focused on differentiated instruction, curriculum adaptation, and inclusive assessment strategies to strengthen the technical dimensions of inclusive practice.

Relationship Between Interprofessional Collaboration and Inclusive Classroom Implementation

Understanding the relationship between interprofessional collaboration and inclusive classroom implementation provides important insights into whether collaborative professional practices contribute to teachers' implementation of inclusive educational strategies. Table 3 presents the correlation analysis results.

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Table 3.

Relationship Between Interprofessional Collaboration and Inclusive Classroom Implementation

Variables	r	p	Interpretation
Interprofessional Collaboration and Inclusive Classroom Implementation	0.298	0.089	Weak Positive, Not Significant

Note. Significant at p < .05.

Table 3 reports the results of the correlation analysis between interprofessional collaboration and inclusive classroom implementation, showing a weak positive relationship (r = .298, p = .089). Although the relationship was positive, the probability value exceeded the .05 significance level; therefore, the null hypothesis was not rejected. This indicates that the observed association was not strong enough to establish a statistically significant relationship between the two variables.

The weak positive correlation suggests that teachers who reported higher levels of collaboration also tended to report higher levels of inclusive classroom implementation. However, the weak magnitude of the relationship and the lack of statistical significance indicate that collaboration alone may not sufficiently explain variations in inclusive teaching practices.

One possible explanation is that multiple factors beyond collaborative relationships influence inclusive classroom implementation, including teachers' knowledge of inclusive pedagogy, professional development experiences, resource availability, administrative support, workload, and institutional culture. Consequently, although collaboration may contribute to inclusive practice, it does not appear to be the sole determinant of implementation effectiveness within the present context.

This finding partially differs from the results reported in previous studies, which consistently documented a positive relationship between collaborative practices and successful inclusive classroom implementation. For instance, Del Rey Morante et al. (2026), Lambrecht et al. (2020), and Yousefi et al. (2025) found that effective collaboration among teachers, specialists, and support personnel contributes to improved inclusive teaching practices and learner outcomes. However, these studies also emphasized that collaboration effectiveness depends on enabling conditions such as supportive leadership, clearly defined professional roles, adequate resources, and organizational structures that support sustained collaboration. In this study, the absence of a statistically significant relationship may suggest that while collaborative practices are present, the organizational and instructional conditions necessary to translate collaboration into substantial improvements in inclusive classroom implementation may not yet be fully established. This interpretation is consistent with the literature, which suggests that collaboration alone is insufficient and must be complemented by professional development opportunities, leadership support, and access to inclusive educational resources to produce meaningful instructional change.

These findings imply that school improvement initiatives should adopt a comprehensive approach to inclusive education. Beyond promoting interprofessional collaboration, schools

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should strengthen teachers' instructional competencies in inclusive pedagogy, provide adequate educational resources, establish supportive administrative structures, and offer continuing professional development opportunities.

Conclusion

The findings revealed that interprofessional collaboration among regular teachers at Bagong Lipunan Elementary School was generally evident, as reflected in teachers' positive perceptions of communication, professional consultation, collaborative planning, and shared decision-making with other educational professionals. Respondents particularly demonstrated strong respect for specialists' expertise and maintained communication with school personnel when addressing learners' needs. However, participation in structured multidisciplinary meetings and formal collaborative activities was less frequently practiced. Similarly, respondents generally demonstrated inclusive classroom implementation. Teachers demonstrated strengths in creating supportive and accepting classroom environments, encouraging learner participation, and promoting inclusive classroom management practices. Nevertheless, teachers implemented differentiated instruction and assessment adaptation less consistently, suggesting that the technical dimensions of inclusive pedagogy may require further enhancement.

Based on these findings, the study's regular teachers recognize the value of collaboration and generally implement inclusive classroom practices within their teaching contexts. However, while a positive association was observed between interprofessional collaboration and inclusive classroom implementation, the relationship was not statistically significant. This suggests that although collaboration may contribute to inclusive educational practices, it is not the sole factor influencing their implementation. Other factors, such as teacher competence, professional development opportunities, administrative support, resource availability, and school culture, may play equally important roles in facilitating effective inclusive classroom practices.

However, the study has several limitations that make future researchers cautious about adapting it. The study was conducted in only one public elementary school in Cebu City, limiting the generalizability of the findings to other educational settings. Furthermore, the sample consisted of only 30 regular teachers, which may not fully represent the perceptions and practices of regular teachers in other schools, districts, or regions. Self-reported survey data may also have introduced response bias, as participants may have provided socially desirable responses. Consequently, exercise caution when applying the findings beyond the study's specific context.

Recommendations

Based on the study's results, school administrators should strengthen institutional mechanisms that promote interprofessional collaboration among educational professionals. School administrators should hold regular multidisciplinary meetings, collaborative planning sessions, case conferences, and professional learning communities to encourage meaningful collaboration among regular teachers, special education teachers, guidance counselors, and other support personnel. These initiatives may help create a more coordinated approach to addressing students' diverse learning needs within inclusive classrooms.

Regular teachers should receive ongoing professional development focused on inclusive instructional practices, particularly differentiated instruction, curriculum modification, assessment

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adaptation, and evidence-based inclusive teaching strategies. Mentoring and coaching programs may also be established to help teachers implement more advanced inclusive classroom practices and translate collaborative efforts into effective instructional interventions.

School leaders and educational authorities should ensure adequate resources, specialist support services, and instructional materials are available for successful inclusive education implementation. Efforts should also focus on developing school policies that reinforce collaborative decision-making and shared responsibility among educational professionals to sustain inclusive educational practices.

Future research should include larger samples and multiple schools across districts or regions to improve the generalizability of findings. Researchers may also use mixed-methods or qualitative approaches to better understand teachers' experiences with interprofessional collaboration and inclusive classroom implementation. Future investigations may also examine variables such as teacher self-efficacy, leadership support, organizational climate, resource availability, and professional development experiences to determine their influence on inclusive educational practices. Longitudinal studies are likewise recommended to explore how collaborative practices and inclusive implementation evolve and contribute to educational outcomes.

As the primary output of this study, develop and implement an Inclusive Education Action Plan to strengthen structured collaboration, improve teachers' competencies in inclusive instruction, enhance stakeholder participation, and promote sustainable inclusive educational practices within the school community.

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