



Cultivating Inclusive Classrooms: Practices in Special Education

Guest Editors:

Prof. Dr. Mirna Nel

Faculty of Humanities, North-West University, Potchefstroom 2531, South Africa

Prof. Dr. Juan Bornman

Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town 8000, South Africa

Deadline for manuscript submissions:

closed (31 January 2025)

Message from the Guest Editors

Dear Colleagues:

A socio-ecological approach to implementing inclusive practices in special education classrooms should be embraced. It seems from global research reports that the medical model is still preferred and applied in most special education environments. Such an approach can result in stereotyping and “othering” a child with a disability. Without disregarding the importance of individual and specialised support, it is essential to acknowledge that all children come to school from diverse home and community contexts, as well as with their own vulnerabilities, characteristics and socio-cultural identities.

The aim of this Special Issue is to gather recent and high-quality research reports on a socio-ecological approach towards inclusive teaching and learning practices in special education. Papers may report on original research and systematic reviews. Submissions addressing the following themes are welcomed: advances in the development of theoretical frameworks, inclusive pedagogy, whole-school approaches, enhancing inclusive values and support strategies.

Prof. Dr. Mirna Nel

Prof. Dr. Juan Bornman





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Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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