



Teaching for All: Inclusive Pedagogy and Curriculum Development for Diverse Learners

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Abstract

The aim of this research was to see if teaching and curriculum that values inclusion allows students from different groups an equal opportunity to learn. The report explored how to include people with different needs in classes, the difficulties teachers experience and new teaching methods. Evaluating information provided by over 100 teachers shows that Universal Design for Learning achieved the greatest increase in student progress. Students benefited more from using cultures theories and approaches in the classroom than traditional ways of teaching. How inclusive educators were tended to be connected to how many issues they experienced. If teachers are trained better, courses are designed differently and school policies are more suited to students, all needs may be fulfilled, as indicated by these examples.

Keywords: Inclusive pedagogy, Curriculum Development, Diverse Learners, Universal Design for Learning, Differentiated Instruction, Inclusive Education, Teacher challenges.

1. Introduction

If a person has a special background or strengths, this should not hold them back as the goal of inclusion is to meet all needs. UNESCO's main argument is that every student should be able to study in a positive and protected environment (2020). Because today's students come from many backgrounds and abilities, teachers must use strategies that support everyone in the classroom. Inclusive teaching is more than putting different ability students together in one class. In particular, teachers use information of students' abilities, what motivates them and possible hurdles, supplied by Florian and Black-Hawkins (2011), to ensure students achieve academically. This means that schools ought to focus on fairness and individual cases instead of singling out a group by how many members they have. These methods assist all students in doing their best at school. Students feel valued when the curriculum makes them feel included which promotes equitable education. Most curricula emphasize one culture and the goals do not reflect the range of students. It's equally possible to select a curriculum that celebrates diversity, looks after each child's needs and encourages thinking about fairness and justice. Students improve their relationships and friendships with classmates by discussing what has happened and what they think. When teachers are well prepared, helped by their school and continue to gain more knowledge, they build the best

inclusive approaches. Administrators should ensure staff are caring, understand what they teach, have powerful teaching skills and appreciate other cultures (Ainscow, 2020). Inclusive practices can function well to a large extent depending on how the institutions are set up. Benefitting all students must always be part of how teaching and curriculum created. They notice differences in where kids come from and support opportunities for all. For every person to benefit from learning, experts in policy, writers of curriculum and educators must join in on changes, as SDG 4 demands that everyone has access to education(United Nations, 2015).

1.2. The Statement of Problem

Children from poor families, those with another language other than English and those with disabilities get fewer educational opportunities, talk less in classes and may feel cut off from their peers. Not to mention that typical, cookie-cutter approaches to curriculum design fail to take into account the unique experiences and perspectives of individual students, leading to insularity and unfair disparities in academic performance. The purpose of this research is to identify the challenges faced by educators, the ways in which current pedagogies and curriculum designs help all students, and the ways in which these challenges manifest for students from different backgrounds. Thus, the study entitled as "**Teaching for All: Inclusive Pedagogy and Curriculum Development for Diverse Learners.**"

1.3. The Significance of the Study

Its discussion of strategies to guarantee the presence and implementation of inclusive education policies in schools makes it significant. Educators, legislators, and training institutions may all benefit from the study's findings on how to accommodate diverse student needs in the classroom and beyond. All kids may benefit from a high-quality education, and the research can influence the development of education professionals and classroom management. Schools may take use of the chances presented by this research to appreciate, respect, and aid each and every kid, and the endeavour to include all pupils gains support.

1.4. The Objectives of the Study

O₁: To examine the current pedagogical practices used in diverse classrooms in promoting inclusive education.

O₂: To analyze the extent to which existing curricula address the needs of learners from diverse backgrounds.

O₃: To examine the relationship between the challenges faced by educators and their level of implementation of inclusive pedagogy and curriculum adaptation for diverse learners

1.5. The Hypotheses of the Study

H₀₁: There is no significant difference in the effectiveness of current pedagogical practices used in diverse classrooms in promoting inclusive education.

H₀₂: Existing curricula do not significantly address the needs of learners from diverse backgrounds.

H₀₃: There is no significant correlation between the challenges faced by educators and their level of implementation of inclusive pedagogy for diverse learners.

2. The Review of Related Literature

Kaur, J., & Bhatia, R. (2024). Pedagogical Practices: A Potential Strategy for Inclusive Classrooms to Support Students from a Variety of Backgrounds. In order to ensure that every student has the opportunity to grow into a contributing member of society, country, and the globe, teachers should use certain pedagogical practices rather of relying just on the talk-and-chalk approach of delivering course material. Without straying from the tried-and-true "One Size Fits All" method, mentors owe it to the next generation to consistently use a hopeful and deeply committed approach in the classroom. This will inspire and motivate students to pursue their own ambitions.

Akintayo, O. T., Eden, C. A., Ayeni, O. O., & Onyebuchi, N. C. (2024). The goal of inclusive curriculum design is to better society by catering to students' different requirements. To create inclusive learning environments where every student feels valued, respected, and encouraged to achieve, educational institutions may play a crucial role in promoting societal progress via the adoption of inclusive curriculum design. Teachers can help raise caring, socially aware individuals who will be able to make a difference in the world by creating curricula that values diversity and fairness.

Jacquart, M., Scott, R., Hermberg, K., & Bloch-Schulman, S. (2019). Diversity alone is insufficient: In this paper, we present five principles of inclusive pedagogy based on our own teaching experiences and research on student-centered, inclusive best practices. These principles include: promoting transparency; encouraging flexibility; examining inclusive conceptions of authority; fostering a growth mindset; and finally, continually promoting self-reflection for both teachers and students.

Moss, J., & Harvie, K. (2015). Curriculum and pedagogy that span disciplines: creating an inclusive learning environment. The publishing house Emerald Group Limited. To that end, this chapter presupposes that the theoretical foundations of successful teaching connected with the cross-curriculum design may have some bearing on any of the other subject areas covered in the book.

Makoelle, T. M. (2014). Trying to make education more inclusive by using the approach of inclusion. For this reason, this qualitative research aims to give an overview of the talks ongoing on the evolution, definition, conceptualization and operationalization of inclusive pedagogy. Based on the results of the study, how inclusionary pedagogy is seen depends on the environment, ways of thinking and work requirements within a company. Further exploration is required to understand inclusive pedagogy, say the study's authors.

2.1. The Research Gap of the Study

Many conversations take place on applying inclusive pedagogy, but not enough proof shows progress is being made. There is not a lot of research that looks at their effect on inclusive schools. Many studies on inclusive curriculum design agree with the idea, yet few assess if current curricula meet the needs of every student. Many teachers run into problems, but seldom is the link between these problems and the way inclusion is managed considered. So, these gaps make to look at what is taught, who teaches it and the collected data to check how true our hypotheses are.

3. The Methodology of the Study

Research Method

As for the study's technique, the researcher settled on the Descriptive Survey approach.

Research Design

For this one-time test, the researcher used a cross-sectional study design.

Sample of the Study

Ten different schools were surveyed. Researchers used a random sample technique to choose one hundred teachers from various West Bengali schools.

Tools of Study

The researcher used three self made tools to collect information like,

- Self-made tool on Current Pedagogical Practices in Promoting Inclusive Education.
- Self-made tool on Existing Curricula and Addressing the Needs of Learners.
- Self-made tool on Challenges Faced by Educators and Implementation of Inclusive Pedagogy.

4. The Analysis and Interpretation

H₀₁: There is no significant difference in the effectiveness of current pedagogical practices used in diverse classrooms in promoting inclusive education.

Table 4.1: Difference in the Effectiveness of Current Pedagogical Practices Used in Diverse Classrooms in Promoting Inclusive Education

Current Pedagogical Practices	N	Mean Effectiveness Score	S.D	Std. Error
Universal Design for Learning (UDL)	25	44.16	1.214	.243
Differentiated Instruction	25	37.92	1.824	.365
Culturally Responsive Teaching	25	31.84	1.841	.368
Cooperative Learning	25	24.08	2.308	.462
Total	100	34.50	7.681	.768

There were varying effects on inclusive education from each classroom strategy which can be seen in Table 4.1. Since Universal Design for Learning (UDL) scored the highest among all the approaches, it was seen as the best approach. Cooperative learning scored the lowest with 24.08 points and differentiated instruction and culturally responsive teaching got mean scores of 37.92 and 31.84, respectively. To help all students learn well, Universal Design for Learning (UDL) is recommended, the facts say. You can say that UDL ensures all students, whether they need more support or not, get a fair chance to learn. According to Tomlinson (2014), the method helps teachers to understand each student's ability, level of understanding and things they are interested in. For some teachers, Culturally Responsive Teaching or Cooperative Learning do not help enough because instructors are not well-prepared or are not including many different resources and practical activities. Also, not every teacher had enough time, met new cultural difficulties or saw shifts in how much students were present, so they mostly

did not carry out family visits. Since these techniques were getting noticed, more people chose to use them in their teaching approaches.

Table 4.2: Anova Calculation of the Pedagogical Strategies in Diverse Classrooms Encourage Both Equal Opportunity and Inclusion

Current Pedagogical Practices	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5516.600	3	1838.867	544.178	.000
Within Groups	324.400	96	3.379		
Total	5841.000	99			

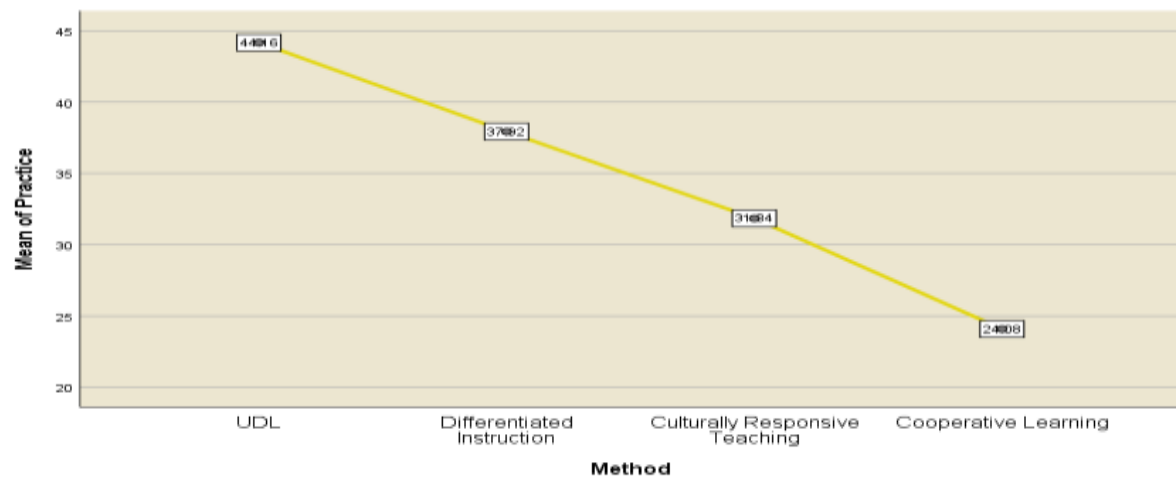


Figure 4.1: The Mean Plot in the Differences of the Effectiveness of Current Pedagogical Practices Used in Diverse Classrooms in Promoting Inclusive Education

There is a table and a chart (in figure 4.1) that describe the outcomes of a one-way ANOVA for UDL, Differentiated Instruction, Culturally Responsive Teaching and Cooperative Learning. From the results of the ANOVA, it was found that the way of teaching made a significant difference ($F(3, 96) = 544.178, p < .001$), meaning that the effectiveness of inclusion depended on the teaching practice. As the large F-value indicated and because the p-value was very small, we can tell that people thought UDL and Differentiated Instruction were usually more effective than other methods. CAST (2018) and Tomlinson (2014) report that educators found it simpler to use UDL and differentiated teaching because the techniques are structured by science. Culturally responsive teaching and group learning may not have been used as well as expected, since not all educators had proper training in cultural competence or because time was limited during group projects (Gay, 2018; Johnson & Johnson, 2009).

H₀₂: Existing curricula do not significantly address the needs of learners from diverse backgrounds.

Table 4.3: The Current Curricula Meet the Needs of Learners from Diverse Backgrounds

Existing Curricula	N	Address Learner's Needs	S.D	Std. Error
Traditional Curriculum	25	24.08	2.414	.483
Competency-Based Curriculum	25	31.76	1.739	.348
Culturally Responsive Curriculum	25	37.84	1.864	.373

Inclusive Curriculum	25	43.72	2.354	.471
Total	100	34.35	7.610	.761

From the table, certain courses were found to meet students' needs better than some others. The Inclusive Curriculum received an average score of 43.72, the Culturally Responsive Curriculum got 37.84 and 31.76 and 24.08 were given to the Competency-Based and Traditional Curricula. Inclusive teaching curricula succeeded in acknowledging and supporting diverse learners because they were open to all, just and easy for teachers to use; so, most instructors agreed they were beneficial (Florian & Black-Hawkins, 2011). Everyone (Gay, 2018) recognized teachers skilled at recognizing their students' backgrounds and its effects. Nevertheless, this traditional approach was considered insufficient because it did not consider how students' cultural backgrounds, language skills and learning habits affected them in the classroom (Banks, 2015). Certain courses were demonstrated in the table to be better matches for students than some others. That said, even though it wasn't needed to follow cultural or traditional norms, since it could be changed, but could also stop it from being successful. The research focused on how to make sure that education is fair and equal for all kids and explained why different learning methods are important.

Table 4.4: Anova Calculation of Current Curricula Meet the Needs of Learners from Diverse Backgrounds

Existing Curricula	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5303.950	3	1767.983	395.817	.000
Within Groups	428.800	96	4.467		
Total	5732.750	99			

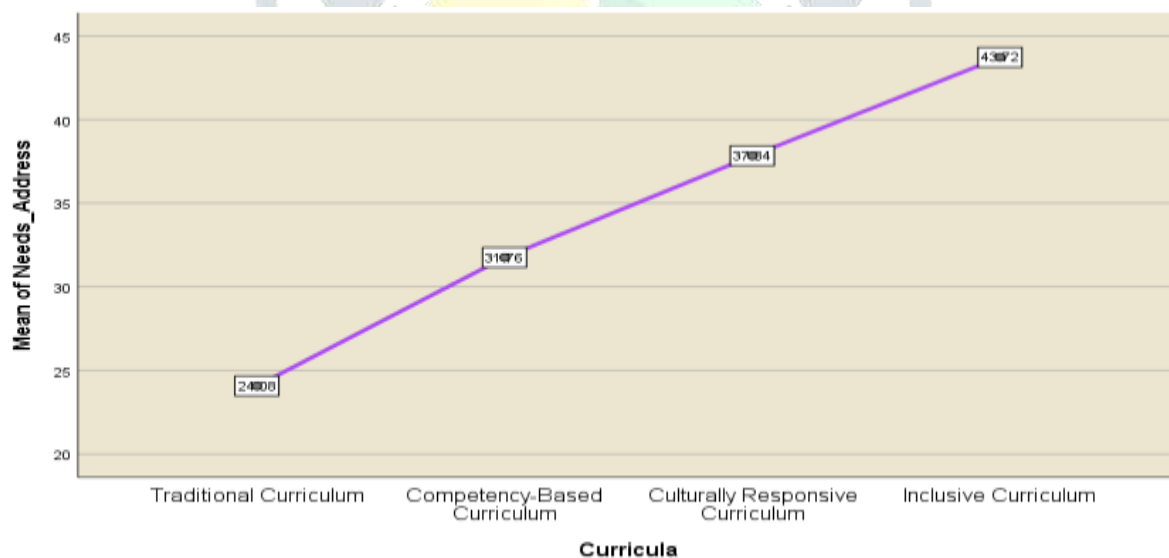


Figure 4.2: The Mean Plot in the Extent to Which Existing Curricula Address the Needs of Learners from Diverse Backgrounds

To investigate if Traditional, Competency-Based, Culturally Responsive and Inclusive curricula make diversity in students more important, a relevant one-way analysis of variance was performed. The data analysis found a large difference for the effect of curriculum, $F(3, 96) = 395.817$, $p < .001$, indicating that the choice of curriculum clearly influenced how students with different abilities learned. With so many different types of curriculum, the

variation in the test was a large F-value. Using inclusive teaching methods might explain their good outcomes in the classroom. When lessons were altered to suit each student, they had better results. Since the previous results supported this idea, it was recognized as beneficial and well-accepted (Gay, 2018). An explanations for the failures of early curricula could be that they did not acknowledge the diverse backgrounds and beliefs of students. It was suggested for teachers to adapt their courses to suit a variety of student needs.

H₀₃: There is no significant correlation between the challenges faced by educators and their level of implementation of inclusive pedagogy for diverse learners.

Table 4.5: The Correlation between the Challenges Faced by Educators and their Level of Implementation of Inclusive Pedagogy for Diverse Learners

Variables	N	Pearson Correlation	Sig.	Status
Challenges Faced by Educators				
Implementation of Inclusive Pedagogy	100	-.428	.000	Rejected

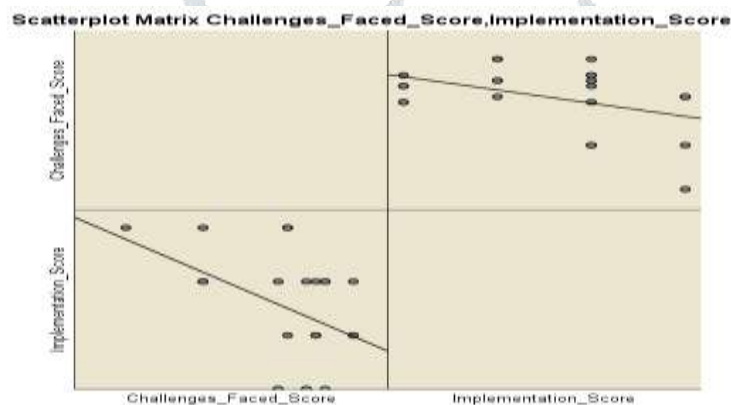


Figure 4.3: The Scatter Plot of the Challenges Faced by Educators and their Level of Implementation of Inclusive Pedagogy for Diverse Learners

Shown in table 4.5 and figure 4.3, a negative connection exists between educator worries and the practice of inclusive teaching, as seen in the correlation coefficient of $-.428$ and the p-value of $.000$. As shown in the findings, since they were focused on different tasks, educators did not rely on inclusive teaching strategies. Such investigations go against this idea and point out that inflammation also tends to rise when the risk of infection increases. As Sharma, Forlin and Loreman mention in their 2008 report, not having proper training, limited resources, an overwhelming number of students and not much school support tends to cause such issues. These challenges made it difficult for teachers to try different ways to help everyone which led to using fewer inclusive strategies. Most educators urged to be inclusive doubted they could achieve this as a result of the pressure to complete their time-pressed curriculum. Enhancing teaching skills, offering assistance and encouraging inclusion can lead teachers to be successful with students from different backgrounds.

5. Findings of the Study

- The way students learn varied and related to the different teaching methods used by teachers.
- Universal Design for Learning (UDL) was considered the main approach, while Differentiated Instruction, Culturally Responsive Teaching and Cooperative Learning were ranked after.
- The impact of teaching methods on inclusive education varies quite a lot.
- Current curricula were found to meet the needs of students from diverse groups to a very different extent than those of students from other backgrounds.
- Of all the curriculum styles, the Inclusive Curriculum did the best to address different needs, Culturally Responsive Curriculum was next, followed by the Competency-Based Curriculum and lastly the Traditional Curriculum.
- Certain curriculum models perform particularly well with a variety of students.
- In inclusive schools, teachers who had greater problems showed less use of inclusive teaching practices.
- In such circumstances (if there were joins, a small team of teachers or big class sizes), inclusive practices were less apparent.
- Results revealed that difficult situations teachers experience lead to more use of inclusive pedagogy.

6. Recommendations

- Each school should emphasize the use of UDL as its main method so all students feel included, no matter what their learning situation is.
- Programs preparing teachers for their careers and those already teaching should have modules on differentiated instruction, culturally responsive teaching and how to be more inclusive.
- People creating curriculum should move toward approaches that value and recognize the diversity of students, helping to ensure every student receives an equal chance at success.
- To ease the work of teachers following inclusive education, schools and government agencies should supply enough assistance like technology aids, teaching materials and support staff.
- Instructors can work better by participating in collaborative teaching and sharing communities, where they discuss and build inclusive teaching materials.
- Policies need to take into account issues like big classes, poor school facilities and strict ways of assessing students that stop inclusive education from working well.
- Create processes to check and support how effective inclusive teaching styles and curriculum adjustments are working in real classrooms.
- Work with families and the community by informing them, holding workshops and including them in making decisions about inclusive education.

7. Conclusion

Meeting the demands of modern students in any classroom requires, first and foremost, an inclusive learning environment, and second, curriculum that is both relevant and up-to-date. According to the results, children from varied backgrounds benefited more from inclusive and culturally responsive curriculum than from standard ones, and Universal Design for Learning had the best success rate among teaching approaches. It is critical to provide teachers with enough support and training since a substantial correlation was shown between educators' challenges and their level of inclusion practice. The results demonstrate that in order to achieve educational fairness, specific strategies, a redesigned curriculum, and an inclusive and welcoming environment are necessary.

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