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TEACHERS' PROFESSIONAL IDENTITY FOR INCLUSIVE EDUCATION: AUSTRALIAN AND UKRAINIAN APPROACHES

ABSTRACT

The paper is devoted to analysing teachers' professional standards in Australia and Ukraine to reveal the essence and role of inclusive competence as a significant component of quality teacher professional identity. This study aims to examine and compare current policies and practices in both countries to explain why social justice is such a critical element in preparing qualified teachers and is crucial for enhancing quality teaching. According to the current research, quality teaching for inclusive education in Australia, as in Ukraine, has long been a hotly debated national issue – a subject of concern for politicians, lawmakers, the media, and society. A comparative analysis allows us to compare the Ukrainian and Australian contexts in inclusive education by considering professional teacher standards and policy documents that have impacted quality education. An analysis of Australia's theoretical and practical achievements in defining the professional competencies and personal characteristics of a quality teacher capable of successful work in an inclusive school setting allowed us to map out favourable ways to enhance teacher training and promote inclusive education in Ukraine. The research results may have broad applicability in improving quality teaching in Ukraine as it reaches global education.

Keywords: *teacher professional identity, inclusive education, diverse educational environment, professional teacher standards, teacher inclusive competence, Australia, Ukraine.*

АНОТАЦІЯ

Стаття присвячена аналізу професійних стандартів вчителів в Австралії та Україні з метою розкриття сутності та ролі інклюзивної компетентності як важливої складової якісної професійної ідентичності вчителя. Це дослідження має на меті вивчити та порівняти сучасну політику та практику в обох країнах, щоб пояснити, чому соціальна справедливість є таким важливим елементом у підготовці кваліфікованих учителів і має вирішальне значення для підвищення якості навчання. Згідно з дослідженням, якісне навчання для інклюзивної освіти в Австралії, як і в Україні, вже давно є гостро актуальним національним питанням – предметом занепокоєння політиків, законодавців, ЗМІ та суспільства. Порівняльний аналіз дозволяє співставити український і австралійський контексти розвитку інклюзивної



освіти, розглянувши професійні стандарти вчителів та політичні документи, які вплинули на її якість. Аналіз теоретичних і практичних досягнень Австралії у визначенні професійних компетентностей та особистісних характеристик вчителів, здатних успішно працювати в умовах інклюзивної школи, дозволив авторам окреслити сприятливі шляхи підвищення рівня підготовки вчителів та популяризації інклюзивної освіти в Україні. Результати дослідження можуть мати широке застосування для покращення якості шкільної та педагогічної освіти в Україні.

Ключові слова: професійна ідентичність вчителя, інклюзивна освіта, різноманітне освітнє середовище, професійні стандарти вчителя, інклюзивна компетентність вчителя, Австралія, Україна.

INTRODUCTION

Quality education has long been seen as a strategy for attaining socio-cultural harmony and economic growth by the world community. At the beginning of the twenty-first century, the significant difficulties of educational advancement were efficiency, accessibility, and quality. No country in the world is entirely satisfied with the quality of its education system today. Everyone is looking for new ideas that will provide results.

Continuing efforts to define and promote excellence in teaching in Australia and Ukraine are being made by establishing national frameworks for professional teaching standards, which have considerable advantages in terms of quality assurance. Ensuring the quality of school and pedagogical training is especially important in today's diverse educational environment, which is marked by a wide range of ethnic, economic, educational, gender, psycho-physical, and the various capabilities of learners in the teaching practice. The building of inclusion-based education systems is intended to harmonize such a learning environment and ensure all participants' achievement.

The phrases "difference" and "diversity" are commonly used in current scientific discourse to refer to pupils who are not the same as those defined in the literature as mainstream (Boethel, 2003). However, a specific class or school population does not always imply a diverse collection of pupils in education. Legislation prohibiting discrimination based on race or ethnic origin, religion, age, or sexual orientation has considerably impacted educational policy combatting prejudice in Europe. As a result, teachers' roles in the control of discrimination are becoming increasingly important. With teachers' assistance, students' engagement from diverse backgrounds in school can help them become active participants and explore the environment based on their interests and requirements.

The principal value of a person and maintaining equal rights are the world's developed countries' goals for social growth. Yet, while many nations appear to be devoted to inclusive education in their discourse and legislation and regulations, practice frequently falls short. The reasons for the policy/practice gap in inclusive education are numerous and include societal values and principles; economic factors; a lack of steps to ensure policy compliance; the distribution of responsibility for education; socially moderate traditions among teachers; parental resistance; an inadequate training among teachers; tight curriculum design and examination systems; weak democratic institutions; insufficient educational infrastructures, especially in rural and remote areas. It implies classroom management, opposition from the inclusive education sector (exceptional schools), and a top-down integration of inclusive education without sufficient training of communities and schools.



THE AIM OF THE STUDY

In light of both nations' continuously changing educational policies, this article examines modern interpretations of "inclusive education" in Ukraine and Australia. The initiatives are defined by their emphasis on increasing kids' academic performance and closing the achievement gap between typical "high achievers" and children who have received less benefit from public education. The demand for educational performance equality is redefining educational equality in both countries. The paper investigates the similarities and differences between Ukraine and Australia regarding how inclusive education policy and practice are evolving within the shifting concept of equity. In particular, with a focus on how policies are curbing the uncertainties about the idea of "inclusive education" and how the requirements of inclusive settings influence teacher professional identity. Both nations' educational policies for students with disabilities are powerful affirmations of educational equality and individual rights. Both countries have profound cultural norms that encourage employee efficiency, competition, social awareness.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Teachers of the 21st century face challenges in their classrooms, not the least of which is meeting the varied learning needs of all their students, including those with typical, outstanding, and different exceptionalities. In addition, students with special needs face a range of learning difficulties, requiring teaching staff with advanced experience and understanding of the issues associated with inclusive education. Educational policymakers believe that through redeveloping and reforming the school system, current teaching practices will radically alter (Ball, Maguire, Braun & Hoskins, 2011). As a result, they tend to disregard the reality that policy enactment is dependent mainly on teachers' sense of ownership over the policy and the many interpretations they attach to it based on their beliefs, expertise, and experiences (Alfrey, O'Connor & Jeanes, 2017). In this study, we suggest that for the successful implementation of inclusive agendas, policy and research should recognize that teachers' professional identities impact. Their actions and how they understand educational policies, create images of their environment, and then conceive and evaluate artificially imposed policy plans based on these images. Teachers' professional identities are typically concerned with how teachers perceive themselves based on their judgments of their ongoing engagement with their setting. This interaction, it is believed, expresses itself in teachers' job satisfaction, professional commitment, self-efficacy, and change in motivation level. These categories are frequently identified as relevant to teacher behaviour in the literature, where it reflects a personal viewpoint on how instructors see themselves as professionals in their work (Watt and Richardson, 2008).

In this paper, "identity" is defined as how teachers view themselves based on the significance, they assign to their ongoing engagement with their working environment at a given time. The authors conducted a detailed examination of related literature on professional identity to examine this idea. According to this comprehensive literature study, various empirical research studies identity and focused on a specific area linked to professional identity. Specifically, numerous studies have looked at teacher identity related to their commitment, autonomy, motivation, attitudes, satisfaction, sensitivity, and self-efficacy (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011). Furthermore, while many studies have looked at teachers' identities connected to their job, little study has examined teachers' identities concerning current educational policy. We consider that the professional identity is expressed through a set of professional competencies and is laid



down at the level of state policy and public demand in the professional standards of a teacher.

The study's findings are based on integrated literature evaluations on particular subjects, which R. Torracco created as a research approach. It enables the integrated review, study, critical analysis, and synthesis of representative literature in order to develop new conceptual ideas and exciting areas of research challenge (Torraco, 2005). A comparative study allows us to evaluate the inclusive education environments in Ukraine and Australia by considering yearly state assessments and policy directives that influence quality teacher education. Examining Australia's theoretical and practical achievements in defining a quality teacher's professional competencies and personal characteristics capable of working successfully in an inclusive school setting enabled us to map out good ways to improve teacher education and promote inclusive education in Ukraine.

RESULTS

A pedagogical discourse of inclusive education in Ukraine

Ukraine is stepping up its efforts to reform national pedagogical education, intending to create an environment for the growth of each child's aptitude, including the tools of inclusive education in the introduction of the New Ukrainian School (MON, 2016). The importance of inclusive education in Ukraine stems mainly from the fact that the number of children who require physical and mental development correction is continuously increasing. According to current statistics, 19345 children with special educational needs will be enrolled in inclusive courses in January 2020. This figure is seventimes greater than it was five years ago. In Ukraine, 13,782 inclusive classrooms were formed at the beginning of 2020. Inclusive education was implemented at 35 % of public secondary school institutions for the 2019/2020 academic year. Apart from this, the issue of educating highly trained teachers to engage with inclusive education in Ukraine is acquiring national and governmental relevance. However, the reality of implementing inclusive education in secondary schools is exceptionally complex, owing to general education teachers' lack of training (didactic, psychological, and personal) for inclusive education and teaching of students with special educational needs (MON, 2020).

The current situation in Ukraine concerning teachers who work in an inclusive educational environment does not satisfy social demands. The quality of inclusive education in secondary schools is inadequate, schools lack specialists (psychologists, speech pathologists, speech therapists), and their rates are high. The problems associated with overworked school psychologists are a methodological and psychological lack of preparation of teachers, both in primary and general secondary school. Secondary school teachers' motivation to implement inclusive education is low due to inadequate salaries and workload.

On the other hand, Ukraine's recognition of international standards for ensuring access to high-quality education for all children serves as an effective mechanism for intensive development of domestic legislation to ensure the development of inclusion. The outlined in the UN Conventions on the Rights of the Child (1989) and "On the Rights of Persons with Disabilities" (UN, 2006), as well as the final document of the UN General Assembly's Special Session for Children "A World Fit for Children" (UN, 2002). These include the arrangements governed by Ukraine's legislation "On Complete General Secondary Education" (MON, 2019), "Law on Education" (MON, 2017), "On Higher Education" (MON, 2014); in the instructional documents of the Ministry of Education and Science of Ukraine, in particular, "Concept of Inclusive Education Development" (MON,



2010). The study of these documents concluded that they intended to improve the legislative framework for inclusive education in Ukraine. They highlight the implementation of the constitutional rights of people with special educational needs; strengthening all social institutions' actions to attract public attention to the challenges of inclusive education; and enhancing teachers' professional and pedagogical training by providing social justice and equality, providing a suitable environment for getting pedagogical education.

Quality teacher training for inclusive education, in our opinion, should take into account two significant factors: requirements for the educational process organization of professional training, also known as "input" indicators, and requirements for teacher professional competence, also known as «output» indicators.

The following indicators were considered in Ukraine's contemporary continuing pedagogical education system. The first is the state higher education standards in the field 01 "Education / Pedagogy", and the requirements for accreditation of higher education educational programs wherein teacher training is performed. The second includes the professional standards for the following areas of work: "Primary school teacher of general secondary education", "Teacher of general secondary education", and "Primary education teacher (with a junior specialized certificate)" (Profesiinyi, 2020).

Considering that higher education training standards are based on professional standards, which reflect vital stakeholders' demand for specialist qualifications for practical work in society, we regard commitment to working in an inclusive education to be specified in this professional standard as specific and professional capabilities. As a result, the document declares that a teacher's professional activity aims to arrange students' training and education throughout their primary, secondary education. Furthermore, students are acquiring essential skills and perspectives based on universal and national values and cognitive, creative, and physical abilities necessary for effective identity and future education. Therefore, particular focus is placed on encouraging the development of students' talents, developing healthier lifestyle skills, and building respect for public morals and social ideals such as truth, fairness, humanism, and tolerance. Simultaneously, the emphasis is on preserving the integrity of the teaching, education, and growth processes due to educators' general and professional skills (Profesiinyi, 2020).

For our research, it is critical to examine the professional competencies that enable the quality of job requirements in a diverse educational setting. For example, the professional standard for «Primary school teacher of general secondary education», "Teacher of general secondary education", and «Primary education teacher (with a junior specialized certificate)" includes five primary job functions, namely: educating students; partnering contact with children, parents, and other teachers; involvement in the construction of a safe, healthy, inclusive educational environment; administration of the educational process; and ongoing professional growth.

The second job function distinguishes inclusive competence, which incorporates the threefold requirement for teachers' professional identity. Specifically, the ability to perform in an inclusive educational environment, to provide pedagogical support to people with special educational needs, and the ability to provide a comfortable climate in the academic environment for each student based on their individual needs, attributes, skill sets, and interests, to collaborate with children, parents, and other teachers. Teachers are generally required to understand their own emotions, the emotions of students, and the emotions of others. Teachers should be able to respond and consider the ability to cooperate



on a partnership and teamwork; to engage in the management of a safe, healthy, inclusive educational environment. Teachers should have the ability to consider the needs and appreciate the individual characteristics of each student, care for his health and safety, participate in the organization of a safe, inclusive educational environment, and enhance teaching methods (Profesiinyi, 2020).

An evaluation of the State Standards for Primary and Elementary Schools revealed intended for all pupils. The only thing that should be established for each student is a particular educational path, its route that corresponds to its talents, needs, and capacities. As a result, teachers must understand and be able to use the following concepts in their everyday work:

- inclusive education tools (inclusive culture, inclusive policy, inclusive practice);
- universal design principles and techniques in education and equality of opportunity
- appropriate forms and methods of assistance for persons with special educational needs; forms of adjustments/changes in the educational process as a result of pupils' specific academic requirements;
- individual and differentiated learning tools;
- strategies to identify students' talents, interests, and real-world learning prospects (Profesiinyi, 2020).

As previously stated, professional standards are one of the elements in the reform of pedagogical education, as claimed in the Ministry of Education and Science of Ukraine's Concept for the Development of Pedagogical Education (2018). According to the same legislation, higher education standards are developed based on professional standards. As a result, higher pedagogical education institutions should modify existing teacher training programs and establish programs for their professional growth in the framework of ongoing professional development.

The Regulations on the Accreditation of Educational Programs (2019), which provide training for higher education, commit to the first essential steps in monitoring the consideration of individual requirements in teacher training (Pro zatverdzhennia, 2019). Ukraine's National Agency for Quality Assurance in Higher Education developed this document. It establishes compliance with the quality of the educational program and educational activities under this program with specific criteria applied while taking into account the Standards and Recommendations on Quality Assurance in the European Higher Education Area (2015). According to Criterion 7, "Educational environment and material resources", the financial and material resources of institution of higher education ensure the attainment of the educational program's goals and program learning outcomes. At the same time, the academic environment is safe for the lives and health of higher education students participating in the educational program, and it allows them to satisfy their needs and interests. Furthermore, the intention of a higher education institution to create sufficient conditions for acknowledging the right to education for persons with special educational needs who are enrolled in the educational program is emphasized (Standards, 2015).

In the analysed document we can observe the shift in the priorities of Ukraine's state policy in higher pedagogical and inclusive education, the democratization of educational policy, and citizens' awareness of their civil rights attest to the relevance and prospects of research to ensure quality teacher training study. In addition, the professional standards of pedagogical staff outline the requirements for their professional qualification.



Australian policy and practice of teaching in an inclusive environment

In Australia, comprehensive schooling is an educational initiative rather than a policy, and it has been implemented in various ways by both state and territory education authorities.

Recent data show that in 2018, 7.7 percent of children under the age of 15 were reported to have a handicap, up from 6.9 percent in 2012 (ABS, 2019). After 45 years old, the proportion of persons living with a disability rises fast, despite a reduction in the prevalence of autism and other particular forms of impairment (ABS, 2019). From childhood until middle age, the incidence of persons with disabilities fluctuates. Around one in twenty-two (4.5 %) of children in Australia have a cognitive disability; other frequent forms of disability affecting school children include sensory and speech difficulties (3.1 %), psychosocial (2.7 %), and physical (1.8 %) (ABS, 2019). Statistics from several sources show that students with disabilities (and their families) experience exclusion and, in some cases, victimization in Australian schools. Concerns about mental health, suicide, bullying, and emotional abuse were more significant among these young people than those who did not identify as having a disability. This study also demonstrates that young people with disabilities are knowledgeable about their own lives and needs. When questioned about their postsecondary intentions, young people with disabilities wish to go to university (48 %), obtain a job (40 %), attend TAFE or college (20%), or acquire an apprenticeship (15 %) (Hall et al., 2020).

The Disability Discrimination Act (1992) and its state branches provide good enforcement laws, making it unlawful to discriminate against people with disabilities. The DDA refers to impairments that individuals face, have faced in the past, or may face in the future. After nearly ten years of discussion, the Act was extended in 2005 to adopt Disability Standards for Education, which give more information about educational providers' objectives. The Act extends to all forms of schooling, from nursery to university (but not child-care providers). It refers to public sector schools, schools licensed by private sector registration institutions, post-compulsory education and training providers, and higher education providers (DDA, 1992). The aspects specified by the guidelines are:

- enrolment and admission – a person with a disability must seek admission and receive advice and support as a person without a disability and discrimination;
- participation – students with a disability must be able to take part in courses or programs without discrimination;
- curriculum development, delivery, and accreditation – all students must participate appropriately in gaining learning experiences;
- provision of student support services – a student with a disability must use specialized services if necessary;
- harassment and victimization procedures must be developed to prevent harassment or victimization of students with a disability.

The Disability Standards for Education (2005) comprise seven criteria, ranging from «complete or partial loss of a physical component» to “a condition, sickness, or disease that impairs the person’s mental processes, sense of reality, emotions, or judgment, or that results in disordered behavior” (DEEWR, 2005, p. 9). Teachers, schools, and support systems all share responsibilities for educating a student with a disability. Teachers participate in the precise, day-to-day cycle of planning, teaching, and assessing their students’ progress as part of executing agreed-upon plans and modifications. Because children arrive in the classroom with a wide range of learning requirements, teachers



require various techniques to address these needs. The methods listed below can be intended to enable in delivery of education for students with disabilities.

It was agreed that the Australian governments, in collaboration with all school sectors under the Melbourne Declaration on Educational Goals for Young Australians(2008), must provide all students with access to excellent education opportunities that allow each young Australian to accomplish his or her highest capability, without regard to gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health, or disability (MCEETYA, 2008). The Melbourne Declaration demonstrates inclusive ideas and values by employing terms such as equality, diversity, and respect sprinkled throughout the declaration and related to words or phrases such as excellence, every/all students, full potential, and high standards. Indeed, in the preamble, education is entrusted with the fundamental function of “creating a democratic, equitable, and fair society” (p. 4) related to the growth of prosperity, cohesion, and cultural variety, with Indigenous culture being integral to these activities. The connection between equality, type, and wealth is of particular relevance here and throughout the text. We can observe the overlap of democratic, humanistic, and economic rationalisms, all of which are interdependent. To be democratic and wealthy, Australians must accept their society’s variety, with education serving as a medium for fostering these ideals. However, there are improvements to be made in the Australian education system if equity and excellence are to be achieved. These are identified as enhancing outcomes for Indigenous Australians and those from lower social classes, particularly regarding Year 12 completions.

The educational goals of the Melbourne Declaration and the resulting emphasis on educator professional learning have resulted in the development of several official national documents to embrace and support the professional education of school leaders and teachers. The Australian Charter for the Professional Learning of Teachers and School Leaders (Australian Institute for Teaching & School Leadership AITSL, 2012), which sets the tone for professional learning and teacher quality in Australia, is central to these documents. It was created following extensive international and national consultations. The charter “describes the significance and features of high-quality professional development in enhancing the practice of teachers and school leaders” (AITSL, 2012). The charter emphasizes three critical aspects of professional learning: the importance of professional education in improving student outcomes; the expectation that teachers and school leaders actively participate in professional learning; and characteristics of a high-quality professional learning culture and effective professional learning. The Australian Teacher Performance and Development Framework works with this charter. Among these are a focus on student outcomes; a clear understanding of effective teaching; leadership; and coherence and flexibility (AITSL, 2012).

In 2009, Australia became one of the 92 nations to sign the Optional Protocol, which compels the Committee on the Rights of Persons with Disabilities to accept communication from individuals who believe they have been the victim of a violation of the Convention (UNGA, 2006).

Recommendation 3

Australian education systems need to increase efforts to provide appropriately resourced inclusive education to all students with disabilities. Students with learning needs may constitute around 30 % of the school-age population.



Recommendation 4

Teacher development for inclusive education needs to position teaching as a clinical-practice profession, in line with many allied health professions. In addition, it should prepare teacher candidates for interventionist and inclusive pedagogy.

Recommendation 5

The concept of universal design, rather than reasonable accommodations, should be promoted in future UN instruments and other documents.

In Australia, there have been several policy statements on educational inclusion at a national level. For example, the *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* (2006) reached the following conclusion:

Goal 3.1:

School education should be socially fair. As a result, students' educational results are free of the impacts of harmful forms of discrimination based on gender, language, culture and ethnicity, religion, or disability, and variations based on students' socioeconomic background or geographic location.

Each area specifies the rights of students with disabilities in education and training, educational providers' legal obligations or responsibilities, and feasible ways to meet the standards criteria. Educational providers are obligated to make «fair adjustments» to meet the requirements of students with disabilities. People with disabilities perceive their full potential via inclusion in an inclusive, high-quality education system that is attentive to their needs, according to the Australian Council of Governments (COAG) National Disability Strategy for Australia 2010–2020. To improve the ability of all education providers to provide inclusive, high-quality educational programs for persons of all abilities from early infancy through maturity, reduce obstacles to and simplify access for persons with disabilities to a high-quality inclusive education system that includes early childhood education, child care, school, and postsecondary education.

The research shows that, the National Curriculum Plan in Australia has developed a different framework for supporting inclusive practice. According to Berlach and Chambers, the Curriculum Framing Papers for English had nine inclusive descriptors, Mathematics had eight, History had six, and Science had two. The framework papers served as the foundation for developing the Curriculum (Berlach & Chambers, 2011). The Australian Curriculum, Assessment, and Reporting Authority (ACARA) have expressed a strong commitment to inclusive practice. The document recently stated its strong commitment to inclusive approach: “ACARA is dedicated to producing a high-quality curriculum for all Australian students, one that fosters consistency and equity in education” (ACARA, 2015). All children are eligible for comprehensive, relevant, and challenging learning programs chosen from a rigorous curriculum that suits their learning requirements. Notwithstanding these issues, it is undeniable that significant progress has been made in shifting students with disabilities from a situation in which they are either not educated or receive separate education to one in which they are far more likely to be educated in a regular school and receive the necessary support to maximize educational and social outcomes.

Teachers adopt the Australian Curriculum to create teaching and learning programs based on students' interests, strengths, objectives, and learning requirements and address all students' cognitive, emotional, physical, social, and aesthetic needs. All children have the right to rigorous, relevant, and engaging learning programs chosen from a demanding curriculum that meets their specific learning requirements. The principles that



influence the Australian Curriculum's development set expectations that the Australian Curriculum is acceptable for all pupils. Among these propositions are:

- that each student can learn and that each student's needs are crucial;
- that every student is entitled to learning, understanding, have skills that pave the way for effective and lifelong learning, as well as participating in the Australian community;
- that high expectations be established for each student, with teachers taking into consideration each student's present level of learning as well as the varied pace of study;
- that students' needs and interests will differ;
- Schools and teachers will develop curriculum-based activities that address such needs and interests (ACARA, 2015).

We can identify that Professional Standards for Teachers were introduced in Australia, and all states and territories have recognized them. All instructors are expected to be able to deliver inclusive education programs under these standards. The Focus area of Standard 1.6 is strategies to support full participation of students with disabilities, in particular, to demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disabilities. For example, proficient teachers in Australia are now required to be able to:

- develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities;
- design and implement teaching activities that support the participation and learning of students with disabilities and address relevant policy and legislative requirements;
- establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Analysis of the document showed its development orientation, because the requirements for inclusive teacher competence increase with each qualification level. Thus, highly accomplished teachers must be able to: collaborate with colleagues to get access to expert information, as well as applicable policy and law, and create instructional programs that promote the involvement and learning of students with disabilities. Initiate and direct the school review. A lead teacher should be able to encourage the engagement and full participation of students with disabilities and ensure compliance with legislation and system regulations. Professional Standard 4 focuses on establishing and maintaining supportive and secure learning environments by identifying ways to encourage inclusive student involvement and engagement in classroom activities (AITSL, 2012). Policymakers, teachers, school leaders, and school communities can help all students succeed by paying much attention to each student's learning progress and making needed adjustments. Creating an inclusive culture is a critical step in eliminating discrimination against students with disabilities in Australian schools.

Examining, reconsidering, and summarizing the achievements of leading countries that Australia relates to and the implementation of inclusive education against the background of the social human rights movement allows us to adjust its development in Ukraine, prevent mistakes, predict results, and streamline the process of effectively implementing principles, the direction of promoting an inclusive society.

The core values of equity, diversity, and respect were identified throughout the documents from both countries: equity in that «all» students be treated equally; diversity in that teachers must be aware of their students' backgrounds and individual learning needs;



and respect in that teachers acknowledge, value, and allow for these individual differences. However, while the Australian documents focused on inclusion in a societal sense, the Ukrainian documents concentrated more on the inclusion of the individual student. Although neither of these would be considered bad traits, they may imply that the two nations may be in different stages of their path toward inclusive education. International engagement between scholars, teacher training institutes, and Ministries of Education demonstrates the importance of exchanging ideas and advancing inclusive policy and practice. Thus, analysing and comparing policies and procedures across nations is essential. Despite legislation and corresponding documents in Australia and Ukraine expressing support for inclusive education, both governments have significant problems creating an appropriate implementation of teaching standards that support this idea. In both countries, identified challenges include insufficient professional development programs to help inclusive policy and practice leadership, gaps in pre-service and in-service training that support inclusive pedagogical practice, regional differences in teacher quality and quantity, and teacher training courses that overemphasize theory with insufficient practical application and gaps in policy and practice. The authors of this paper suggest the establishment and strengthening of international collaborations work towards developing inclusive practices in Ukraine and Australia, and other areas of the world. The power of these collaborations resides in the joint questioning of the underlying assumptions that underlie inclusive education policy and practice. To implement inclusive practices and pedagogies for «all» students, educators throughout the world must continue to discuss, collaborate, and communicate. This paper was attributed to the synergy of a professional development program shared by academics from Ukraine and Australia: a step forward in the movement toward global inclusive education.

CONCLUSIONS

An analysis of the theoretical and practical achievements of Australia in defining the professional competencies and personal characteristics of a quality teacher capable of successful work in an inclusive school setting allowed us to map out favourable ways to enhance teacher training and promote inclusive education in Ukraine. The research results may have broad applicability in improving quality teaching in Ukraine as it reaches the global education environment standard competencies professional standard. Professional standards for teachers are a relatively recent topic in both Australia and Ukraine, with the potential to impact teachers' thinking on inclusion and practice. Using critical discourse analysis, we examined the professional standards of teaching and important policy papers underpinning the professional standards in Australia and Ukraine and found evidence of an emerging inclusive education discourse backed by inclusive ideas and values. The pedagogical discourses about inclusive practice reflect an expectation of Curriculum for all and respect for a diversity of learners. The constraints of adopting an inclusive approach in classrooms in Australia and Ukraine persist, and we observe the deficit-based paradigm of special education progressing in teacher attitudes and practice. Nevertheless, it is encouraging that both nations focus on inclusion in supporting materials and professional standards for teaching that serve as a foundation for professional learning. A comparison of professional standards enabled us to compare the Ukrainian and Australian contexts in inclusive education by considering teacher competencies based on teacher professional identity, which are prerequisites for a contemporary teacher. Who prioritizes their students' education and is held accountable for upholding the highest possible standards of performance and behaviour? Teachers behave with honesty and integrity; have excellent



subject knowledge; maintain their knowledge and abilities as teachers up to date and are self-critical; establish healthy professional relationships, and collaborate with parents in the best interests of their students.

Further research should aim to find out the essential peculiarities of the problem in question in the EU countries.

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