

## Actions taken by teachers co-organizing education in integration classes in the process of supporting students with special educational needs

### **Abstract**

The dissertation focuses on the analysis of pedagogical practices of teachers co-organizing the educational process in integrated classes, with particular emphasis on their activities to support students with special educational needs (SEN) during lessons. The study presents the multidimensional nature of the work of special educators in this model of education, which – although still important in Poland – is relatively rarely explored in pedagogical literature, especially in comparison with inclusive education.

The research was based on two key theoretical concepts: the model of the classroom space as a place of integration (Zenon Gajdzica) and the model of the teaching function (Manuela Rodriguez- Dorta and Africa Borges). The qualitative research was ethnographic in nature and included a year-long observation of teachers' work in two integrated classes, analysis of students' documentation and field notes, and additionally interviews with nine teachers of integrated classes. Thanks to this, a rich material documenting the daily activities of co-organizing teachers, their cooperation with leading teachers and decisions made in response to students' needs was collected.

The work shows the complexity of the role of a special educator in an integrated classroom, emphasizing the importance of adequate preparation of teachers for this function. The research results indicate that teachers' activities often focus on current support for students, such as maintaining their attention, solving everyday problems or organizing work in the classroom. Although these activities support the teaching process, they are more organizational than didactic, which limits the possibilities of building long-term independence of students. Engaging students mainly consisted of maintaining their activity on an ad hoc basis, and not deepening their understanding of the material. It also emphasized the fragmentation of support, because supporting teachers focused primarily on students with SEN, which limited their influence on creating a fully inclusive educational environment. These results indicate the need for a change in the approach to preparing teachers, placing greater emphasis on the development of didactic competences and the ability to create coherent educational strategies adapted to the needs of the whole class.

The work provides conclusions of significant practical importance, indicating the need to develop support systems for teachers and improve teaching tools adapted to the diverse needs of students. The collected material and presented analyses can contribute to improving the quality of integrated education, while at the same time constituting an important point of reference for further research.

**Keywords:** integrated education, special education teacher (teacher co-organizing education), special educational needs, ethnographic research, educational support

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