



HELLENIC REPUBLIC

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Abstract

A central aspect of the demands for an inclusive society is the issue of social justice, equality, and democratic participation. The barriers to achieving these in an existing society must be identified, questioned, and removed. The ultimate goal is to improve the quality of education for all and create an environment that promotes participation, interaction and the development of each student's potential.

This research study is a qualitative study that explores and analyzes the perceptions of four (4) primary education support teachers and four (4) secondary education support teachers regarding their views on inclusive education and the forms of collaboration developed within their respective schools. Specifically, the methodological tool used in this thesis is the semi-structured interview, while data analysis is based on content analysis.

According to the findings of the research, it is observed that support teachers theoretically recognize the importance of inclusive education and the acceptance of diversity in educational practice. However, there appears to be a persistence in diagnostic, categorical, and at times segregative approaches. At the same time, the implementation of differentiated teaching practices is characterized by fragmentation and a lack of systematic application, which limits the potential of the inclusive model in daily school practice.

The role of support teachers continues to be defined mainly as auxiliary and marginalized in relation to the central planning of the teaching process—an element that undermines the development of meaningful conditions for the inclusion of students with disabilities and/or special educational needs. Despite a favorable disposition toward collaboration with general education staff, the lack of institutional recognition of their role, the vague delineation of responsibilities, and the limited access to specialized training hinder the creation of a culture of shared responsibility and joint planning.

Moreover, the support provided by the educational system is evaluated as insufficient, limiting the effectiveness of inclusive practices. The use of Information and Communication Technologies (ICT) appears to be a potentially supportive tool in teaching practice, but it cannot replace the need for institutionally guaranteed time for collaboration and systematic pedagogical coordination among the involved educators.

Keywords: inclusive education, support teachers, forms of collaboration, co-teaching.