

EDITORIAL

NEW SCENARIOS OF *INCLUSION PEDAGOGY* BETWEEN TRADITION AND INNOVATION. CULTURES, POLICIES AND PRACTICES

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The challenges that schools and society face to support and improve the processes of inclusion of all people - learners and citizens - intercept, on a global level, the challenges posed by the emergencies on human rights, health, digital, solidarity, social justice. *Within this scenario, equitable and inclusive quality education and learning opportunities for all* are an essential indicator for inclusive school development and global sustainability (UNESCO 2030 Agenda). "Never as at this moment, education after being kicked out the door has returned through the window" (Zamagni, 2020) and, as Bertagna (2020) points out, it is not possible to govern and solve the problems of education, training and instruction in the new millennium by proposing only an adjustment of the current organization and approach; it is therefore necessary to reinvent the school.

Special Pedagogy "thinks about education and continuously elaborates its own theory of education" (d'Alonzo, 2003, p.15), thus representing an essential resource to reinvent the school starting from the co-construction of a sustainable inclusive paradigm, in an inter and transdisciplinary perspective. This perspective, functional and necessary to the paradigm of complexity, is also essential to promote an integrated vision between the different declinations and pedagogical sensibilities of the concept of inclusion and its areas of application, where disciplinary boundaries can meet and feed off each other without losing their identity.

As Caldin (2020) notes, special pedagogy has made the processes of integration and inclusion factors of innovation, social change and prevention in areas of particular complexity, through a continuous research approach, with attention to those areas in which "the work to be done is still enormous (multidisability, migration, trauma, employability, etc...)" (p. 2). Indeed, the literature and the daily experiences of students, families, teachers, and other professionals testify to the many difficulties and risks of drifts in the implementation of "authentic" inclusive processes that are still present even in our country's schools.

It is essential, therefore, to continue to reflect on the development of a culture of inclusion updated and shared, in order to orient policies and practices in a prospective direction - able to respond to educational needs dictated by emergencies - open to the unexpected, but well rooted in the values and founding principles "essential".

In the title (of the call), the reference to tradition is not meant to be an invitation to maintain a status quo, an invitation to habit or - worse - to the restoration of cultures and practices, but it is intended to be a reminder of the value of memory as an essential element - together with utopia - of the pedagogical perspective and inclusion, in order to "take up some nodal issues that have historically characterized the debate on school and social inclusion of people with disabilities: questions that constitute a signal of continuous renewal to which society is called with all its resources - educational, social and economic" (Caldin, 2020, p. 13).

The objective of the call, in line with the spirit of the magazine and the previous calls, is to stimulate the inter and transdisciplinary comparison necessary for the development of a sustainable inclusive paradigm (also from the epistemological point of view) and for its realization and implementation in the contexts of life, with particular reference to school and training in different national and international scenarios.