

Embodied Emotion and Tinkering in the Training of Support Teachers. An Exploratory Study

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Abstract: This paper explores the relationship between emotion and cognition in the training of support teachers, adopting embodied learning and tinkering as a theoretical and operational framework to understand the role of the body, action and reflection in teacher professionalism. The study is based on an exploratory survey conducted with TFA SOS/INDIRE trainees through a composite questionnaire addressing perceived stress, teaching self-efficacy, motivation, perceived emotional competence, emotion regulation strategies, self-compassion and the management of complex professional situations. The dataset includes 497 valid responses; the T1-T2 longitudinal reading was conducted on 132 matched cases. The approach is descriptive and exploratory: frequency tables, summary measures, variances, internal reliability indices and descriptive correlations are used to describe the observed sample, without generalizing findings to the whole population. The data show high scores in autonomous motivation, context reading, teaching self-efficacy and relationship management. Correlations indicate inverse associations between perceived stress and professional dimensions, especially stress/anxiety management and goal/priority orientation. The paper proposes an embodied-tinkering practical framework centered on bodily engagement, exploration, emotional resonance, guided reflection, documentation and transfer to inclusive practices.

Keywords: Embodied learning; Tinkering; Emotion regulation; Teacher education; Inclusion.



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¹ **Vincenza Barra** contributed to the conceptualization of the study, the pedagogical and methodological design, and the definition of the theoretical framework. She authored Section 1, “Introduction”; Section 2, “Tinkering as an embodied training device”; Section 3, “Study design and EDA analytical strategy”; Section 5, “Discussion: from data description to the practical framework”; and Section 6, “Conclusions, limitations and future perspectives”. She was responsible for framing the research within experimental pedagogy, defining the educational dimensions investigated, interpreting the findings from a pedagogical perspective, developing the embodied-tinkering framework and supervising the manuscript.

Antonio Giannone contributed to the methodological implementation, data organization, exploratory data analysis, descriptive statistics, tables, figures, and graphical visualizations. He co-authored Section 3, “Study design and EDA analytical strategy” and authored the statistical reporting in Section 4, “Descriptive results: sample, composite scores and correlations”.

Both authors contributed to the interpretation of the data, the critical revision of the manuscript and the approval of the final version.

1. Introduction

The training of support teachers is a strategic field for rethinking teacher professionalism in inclusive, situated and transformative terms. The increasing complexity of school contexts, the plurality of educational needs, the centrality of participation and the need to design accessible learning environments require competences that cannot be reduced to theoretical knowledge or procedural expertise alone. The professional action of the support teacher is a complex practice in which cognitive, emotional, bodily, relational and decision-making dimensions are continuously intertwined. Inclusion, from this perspective, is not only a matter of adapting teaching settings or applying specialized strategies; it also concerns the teacher's ability to read variability, sustain participation and transform educational complexity into situated action.

Inclusive professionalism is therefore not constructed exclusively through declarative competences. It takes shape through experience, interaction with the context and the ability to face non-linear educational situations. Teachers are required to observe, interpret, design, mediate and regulate their actions within scenarios marked by uncertainty, relational intensity and decision-making responsibility. Emotions cannot be considered marginal elements or interferences with pedagogical rationality. They orient attention, perception of the context, the quality of the educational relationship and didactic decision-making. The possibility of recognizing and regulating emotions becomes an essential component of professional competence.

In this regard, special education teacher training should be viewed as an essential component of inclusive professionalism, as it allows for the integration of pedagogical knowledge, teaching skills, reflective abilities, and situated awareness of educational action (Muscarà, 2018). This perspective is connected to the Italian debate on inclusive teaching, which has highlighted the role of perceived effectiveness, attitudes toward inclusion, and training as relevant factors in building inclusive educational practices (Aiello et al., 2016; Sibilio & Aiello, 2015).

The reference to embodied learning makes it possible to overcome a view of learning as an abstract, individual and disembodied process. The embodied perspective interprets cognition as rooted in the body, action and interaction with the environment. Learners do not construct meaning only through mental representations; they also do so through perceptions, movements, postures, gestures and situated forms of participation (Varela, Thompson, & Rosch, 1991; Barsalou, 2008). In this direction, body and cognition are not separate domains but co-constitutive elements of experience. In teacher education, the body is involved in attention, voice, spatial management, proximity, relational posture and the ability to intercept contextual signals.

Emotion occupies a central place within this framework. Damasio (1994) contributed to questioning the rigid separation between emotion and reason, showing that emotional processes are deeply involved in decision and action. In education, this view allows emotions to be interpreted not as disturbance or subjective residue but as constitutive components of teacher professionalism. Emotions orient what teachers notice, how they interpret a situation, the quality of their relational response and their ability to maintain or change a decision. Emotion regulation, therefore, does not coincide with suppression; rather, it concerns the ability to recognize, name, modulate and transform emotions into resources for action.

Gross (1998, 2015) distinguishes several regulatory strategies, including cognitive reappraisal and expressive suppression. The former involves reframing the meaning of a situation and modifying its emotional impact; the latter concerns the modulation of emotional expression. In teacher education both strategies deserve attention, since they may play different roles depending on context, role and the complexity of the educational situation. Expressive suppression may sometimes support professional posture, but, if not accompanied by awareness and re-elaboration, it may also become a form of emotional containment that increases subjective burden.

This paper offers an exploratory reading of the relationship between embodied emotion, tinkering and the training of support teachers. The purpose is not to test a causal model, but to describe emotional, regulatory and professional configurations that emerged in a sample of TFA SOS/INDIRE trainees through a descriptive statistical approach. Starting from the observed data, the paper proposes an embodied-tinkering training framework aimed at supporting emotional awareness, self-regulation and inclusive professional agency.

2. Tinkering as an embodied training device

Tinkering is understood here as a training device rather than as a simple laboratory activity. Its relevance does not lie only in the use of materials or tools, but in the possibility of activating exploratory, iterative, collaborative and reflective processes. In continuity with the constructionist tradition inaugurated by Papert (1980), tinkering values learning through the construction, manipulation and transformation of objects, ideas and representations. This approach shifts attention from the final product to the process, from correct answers to paths of inquiry, and from execution to the capacity to reformulate problems and strategies.

Resnick and Rosenbaum (2013) define tinkability as a design quality of environments that allow open exploration, progressive adjustment, experimentation and re-elaboration of error. Error is not interpreted as a sign of failure but as a trace of the process. It allows learners to question their strategies, modify hypotheses, redesign solutions and make their way of thinking visible. For support teacher education this is particularly meaningful, since inclusive practice often requires progressive readings, adaptations, negotiations, attempts and revisions.

In the training of support teachers, tinkering has a specific pedagogical function. Manipulating materials, constructing representations, simulating educational problems and documenting the steps of the process make it possible to work on competences that are not easily observable through frontal teaching or purely declarative assessment. These include tolerance of uncertainty, management of error, emotional regulation, negotiation within a group and the ability to transfer a laboratory experience to inclusive planning. In a tinkerable environment, future teachers can experience constraints, frustrations, operational choices and reformulations, transforming doing into an occasion for reflection.

Tinkering also makes the bodily dimension of professionalism visible. Through making, teachers in training experience postures, gestures, timing, hesitations, forms of collaboration and modes of presence. The activity does not only produce an artefact; it also generates interpretive traces of how the subject faces a problem, revises a choice, asks for support, regulates frustration or makes a decision. The body thus becomes a site of professional learning: not merely a vehicle of action, but a space in which attention, intentionality, emotion and decision are manifested.

In the Italian context, Sibilio's contribution has highlighted the value of didactic corporeality, understood as a constitutive dimension of educational action and not as a simple expressive or motor support. The perspective of simplicity teaching allows us to understand the teacher's action as an adaptive process, situated and oriented towards managing educational complexity (Sibilio, 2011, 2014, 2015).

The literature on maker education has shown that maker environments can support participation, creativity, agency and collaborative learning (Halverson & Sheridan, 2014; Sheridan et al., 2014; Clapp et al., 2016). However, the focus of the present study is not the maker movement in general, but the possibility of translating tinkering into a training grammar for inclusive professionalism. This grammar is based on four actions: manipulating, iterating, co-constructing and reflecting. Through these actions, future teachers can transform experience into professional awareness.

Tinkering therefore becomes a space in which body, emotion and cognition are not treated as separate domains, but as interdependent dimensions of professional learning. Manipulative action activates the body; the uncertainty of the task solicits emotions; the encounter with constraints and possibilities requires decisions; and documentation transforms experience into an object of reflection. This is the basis for considering tinkering as an embodied device for the training of support teachers.

3. Study design and EDA strategy

The study was designed as an exploratory-descriptive investigation conducted with TFA SOS/INDIRE trainees. It aimed to describe perceived emotional, regulatory and professional dimensions, with particular attention to the relationship between perceived stress, self-efficacy, motivation, emotional competence, emotion regulation strategies and the management of complex educational situations. Consistent with this aim, the work does not intend to draw general conclusions about the population of support teachers. Rather, it describes the observed sample and the trends emerging from the collected data.

The dataset includes 497 valid cases used to compute composite scores. A subsample of 132 matched cases, identified through an individual code, was used for a T1-T2 longitudinal reading. This reading was not treated as causal evidence of the effectiveness of the training pathway, but as a descriptive indicator of variations observed between the beginning and the end of the course. Data were collected through a composite Likert questionnaire administered online. The dimensions considered were: perceived stress, teaching self-efficacy, autonomous motivation, perceived emotional competence, cognitive reappraisal, expressive suppression, goal/priority orientation, context reading, stress/anxiety management and relationships/conflict management.

The timing of the data collection is a central element of the design. The questionnaire was administered at the beginning of the course and again at the end of the training pathway. Between the two administrations, trainees took part in laboratory, embodied and tinkerable activities: analysis of complex educational cases, simulations, manipulation of materials, peer discussion, micro-debriefing, reflective writing and documentation of practices. These activities were designed to create training conditions in which participants could observe how they act, feel, decide and regulate emotional responses in complex educational situations.

The data were analyzed using an Exploratory Data Analysis strategy, coherent with the exploratory-descriptive nature of the study. EDA allows distributions, fre-

quencies, measures of central tendency, dispersion and associations between variables to be described, privileging a descriptive reading of observed data (Tukey, 1977). Absolute frequencies and percentages were calculated for socio-demographic variables. For quantitative variables, means, variance, standard deviation, minimum, maximum, quartiles, median, skewness and kurtosis were considered. Cronbach's alpha was calculated for composite scores to assess internal consistency.

Composite scores were also normalized to the theoretical maximum of each scale. This decision made it possible to compare dimensions measured on different ranges, such as 0-4, 1-5 or 1-7. The percentage reported therefore does not indicate the proportion of positive answers; it indicates the ratio between the observed mean score and the theoretical maximum of the specific scale. Correlations between perceived stress and professional dimensions were interpreted as descriptive associations within the observed sample. No causal interpretation was attributed to the observed relationships, and no inferential generalization to the wider population was formulated.

This methodological choice maintains coherence between the pedagogical purpose of the study and the statistical treatment of the data. Frequency tables, charts and summary measures were not used to demonstrate effects, but to construct an ordered representation of the sample and its configurations. In this sense, statistical data become a support for training design: they make visible areas of strength, points requiring attention and descriptive relationships that can orient a practical framework.

4. Descriptive results

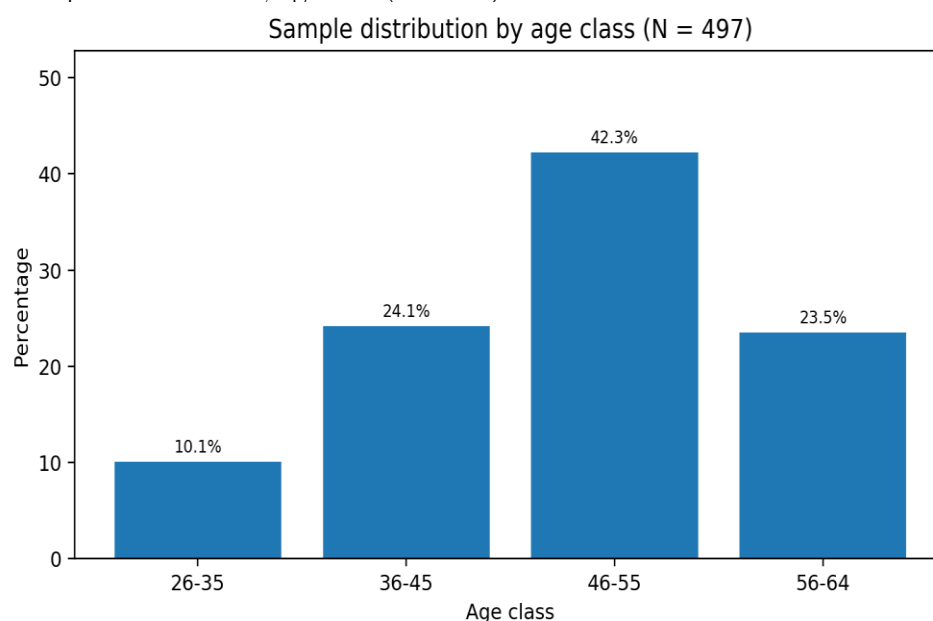
The observed sample consisted of 497 participants. The mean age was 48.04 years, with a standard deviation of 8.26 and a variance of 68.16. The minimum age was 26 and the maximum age was 64; the median was 49. The distribution by age class shows a concentration in the 46-55 age group, which represents 42.25% of the sample, followed by the 36-45 group with 24.14% and the 56-64 group with 23.54% (Figure 1). The sample was predominantly female: 412 participants declared themselves women, equal to 82.9%, while 85 declared themselves men, equal to 17.1%.

Regarding marital status, the most represented category was married, with 222 cases (44.7%), followed by single with 132 cases (26.6%), cohabiting with 73 cases (14.7%), separated/divorced with 64 cases (12.9%) and widowed with 6 cases (1.2%). Overall, 65.4% of participants declared that they had children. As regards education, 282 participants (56.7%) held a master's degree or PhD; 188 (37.8%) held a high school diploma; and 27 (5.4%) held a bachelor's degree. From a professional point of view, 438 participants (88.1%) declared that they were teaching, 43 (8.7%) declared that they were teaching and were tenured, and 16 (3.2%) were awaiting assignment, qualification or competition procedures. The observed profile is therefore predominantly female, adult, professionally active and characterised by a medium-high educational level.

Table 1. Socio-demographic characteristics of the sample.

Variable	Category	n	%
Sex	Female	412	82.9
Sex	Male	85	17.1
Marital status	Married	222	44.7
Marital status	Single	132	26.6
Marital status	Cohabiting	73	14.7
Marital status	Separated/Divorced	64	12.9
Children	Yes	325	65.4
Children	No	172	34.6
Education	Master degree/PhD	282	56.7
Education	High school diploma	188	37.8
Education	Bachelor degree	27	5.4
Employment	Teaching	438	88.1
Employment	Teaching and tenured	43	8.7
Employment	Awaiting assignment/qualification/competition	16	3.2

Figure 1. Sample distribution by age class (N = 497).



The analysis of composite scores shows an articulated profile (Table 2 and Figure 2). The highest dimensions, expressed as a percentage of the theoretical maximum, were autonomous motivation (87.5%), context reading (80.3%), teaching self-efficacy (78.8%) and relationships/conflict management (78.8%). Goal/priority orientation also presented high values (77.7%). Perceived emotional competence had a mean of 3.69 on a 1-5 scale, equal to 73.8% of the theoretical maximum, while cognitive re-

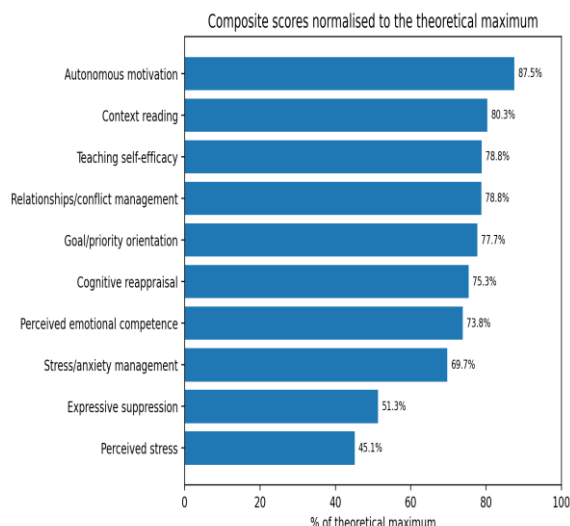
appraisal had a mean of 5.27 on a 1-7 scale, equal to 75.3%. Stress/anxiety management presented a mean value of 3.49 on a 1-5 scale, equal to 69.7%.

Expressive suppression showed a mean of 3.59 on a 1-7 scale, equal to 51.3% of the theoretical maximum, with a standard deviation of 1.29 and a variance of 1.66. Perceived stress had a mean of 1.81 on a 0-4 scale, equal to 45.1% of the theoretical maximum, with a standard deviation of 0.63 and a variance of 0.39. The internal reliability indices were generally adequate or high. Teaching self-efficacy showed $\alpha = .96$, perceived emotional competence $\alpha = .94$, autonomous motivation $\alpha = .92$, context reading $\alpha = .91$ and goal/priority orientation $\alpha = .90$. Stress/anxiety management, perceived stress and cognitive reappraisal also showed satisfactory values, while expressive suppression presented $\alpha = .71$, acceptable for a short four-item dimension.

Table 2. Composite scores: summary measures, variance and internal reliability.

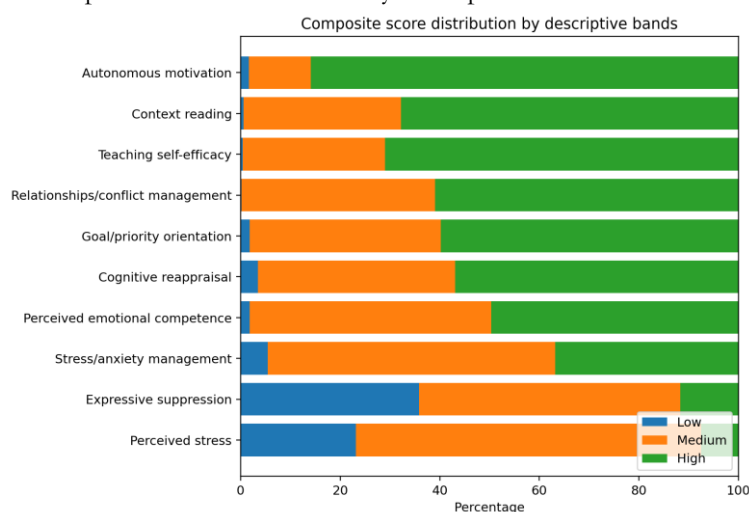
Dimension	Items	Mean	SD	Variance	Alpha	Scale	% max
Perceived stress	10	1.81	0.63	0.39	0.87	0-4	45.1
Teaching self-efficacy	24	3.94	0.56	0.32	0.96	1-5	78.8
Autonomous motivation	6	6.13	0.96	0.92	0.92	1-7	87.5
Perceived emotional competence	27	3.69	0.65	0.42	0.94	1-5	73.8
Cognitive reappraisal	6	5.27	1.09	1.18	0.84	1-7	75.3
Expressive suppression	4	3.59	1.29	1.66	0.71	1-7	51.3
Goal/priority orientation	6	3.88	0.73	0.53	0.90	1-5	77.7
Context reading	6	4.02	0.67	0.45	0.91	1-5	80.3
Stress/anxiety management	6	3.49	0.77	0.60	0.88	1-5	69.7
Relationships/conflict management	6	3.94	0.67	0.45	0.82	1-5	78.8

Figure 2. Composite scores normalised to the theoretical maximum. Percentages indicate the ratio between the observed mean and the theoretical maximum, not the percentage of positive responses.



The distribution of composite scores by descriptive bands further clarifies the observed profile (Figure 3). Autonomous motivation was concentrated in the high band for 85.9% of the sample; teaching self-efficacy was high for 71.0%; context reading was high for 66.8%; and relationships/conflict management was high for 63.2%. Perceived emotional competence was more balanced, with 49.7% of participants in the high band and 48.5% in the medium band. Expressive suppression showed a different configuration: 52.5% of participants were in the medium band, 35.8% in the low band and 11.7% in the high band. Perceived stress was mainly concentrated in the medium band (69.4%), followed by the low band (23.1%) and the high band (7.4%).

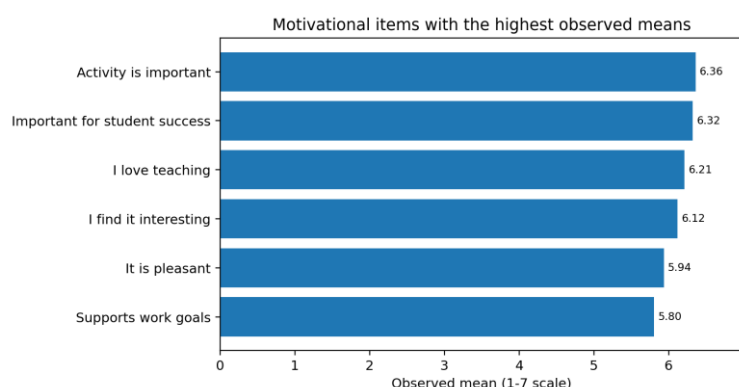
Figure 3. Composite score distribution by descriptive bands.



The item-level descriptive reading confirms the centrality of autonomous motivation (Figure 4). The highest observed means concerned the importance attributed

to teaching, its relevance to students' school success and the pleasure and interest associated with the activity. The item "Because it is an important activity for me" had a mean of 6.36 on a 1-7 scale; the item "Because I consider it important for the school success of my students" had a mean of 6.32; and the item "Because I love doing this activity" had a mean of 6.21. These results are coherent with the high composite value of autonomous motivation and suggest that the participants perceived teaching as meaningful, personally relevant and professionally valuable.

Figure 4. Motivational items with the highest observed means.

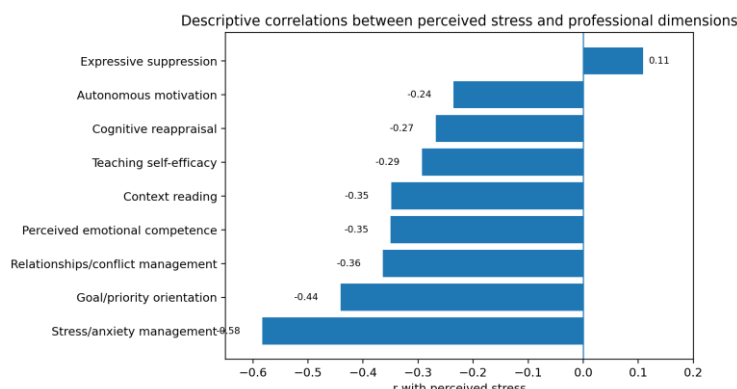


A central part of the analysis concerns descriptive correlations between perceived stress and composite scores (Table 3 and Figure 5). The observed relationships were predominantly inverse: as several professional and regulatory dimensions increased, perceived stress tended to be lower. The strongest correlation concerned stress/anxiety management, $r = -0.58$. This was followed by goal/priority orientation, $r = -0.44$; relationships/conflict management, $r = -0.36$; perceived emotional competence, $r = -0.35$; context reading, $r = -0.35$; teaching self-efficacy, $r = -0.29$; cognitive reappraisal, $r = -0.27$; and autonomous motivation, $r = -0.24$. Expressive suppression showed a weak positive association with perceived stress, $r = 0.11$.

Table 3. Descriptive correlations between perceived stress and professional dimensions.

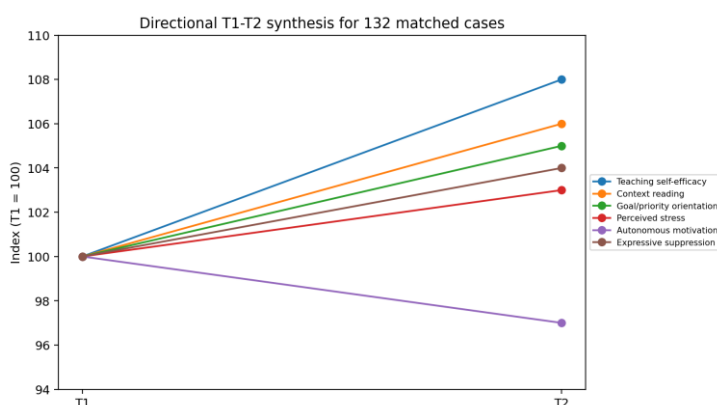
Dimension	r with perceived stress	p
Stress/anxiety management	-0.58	< .001
Goal/priority orientation	-0.44	< .001
Relationships/conflict management	-0.36	< .001
Perceived emotional competence	-0.35	< .001
Context reading	-0.35	< .001
Teaching self-efficacy	-0.29	< .001
Cognitive reappraisal	-0.27	< .001
Autonomous motivation	-0.24	< .001
Expressive suppression	0.11	0.015

Figure 5. Descriptive correlations between perceived stress and professional dimensions.



The T1-T2 descriptive longitudinal reading on the 132 matched cases adds a further element to this configuration (Figure 6). Teaching self-efficacy increased from index 100 to 108, context reading from 100 to 106 and goal/priority orientation from 100 to 105. At the same time, perceived stress increased slightly from 100 to 103, autonomous motivation decreased from 100 to 97 and expressive suppression increased from 100 to 104. This pattern should not be read as a contradiction. Increased professional awareness may make the emotional complexity of the role more visible. Becoming more aware does not always mean perceiving less effort; it may mean better recognising the density of educational situations and the weight of professional decisions.

Figure 6. Directional T1-T2 synthesis for 132 matched cases. Values are shown as visual indices with T1 = 100.



5. Discussion and embodied-tinkering framework

The EDA returns a positive but not simplified profile. The observed sample presents high levels of autonomous motivation, teaching self-efficacy, context reading and relationship management. These elements indicate a significant professional ba-

sis, coherent with the composition of the sample, which is largely already engaged in teaching. At the same time, the data show that emotional and regulatory dimensions require a more nuanced reading. Perceived stress is mostly situated at medium levels, but it is inversely associated with many professional dimensions. This suggests that stress management cannot be treated as a separate or purely individual competence; rather, it should be considered in relation to context reading, priority definition, relational management and perceived efficacy.

The inverse relationship between perceived stress and stress/anxiety management is expected, but it is descriptively relevant because it confirms the internal coherence of the observed profile. More interesting is the association with goal/priority orientation: participants reporting a greater ability to organize goals and priorities tend to report lower levels of perceived stress. This suggests that emotional regulation may be supported not only by introspective strategies, but also by operational and decision-making competences. The inverse associations with context reading, relationships/conflict management and perceived emotional competence reinforce the idea that stress is not only an individual variable but also a situated dimension.

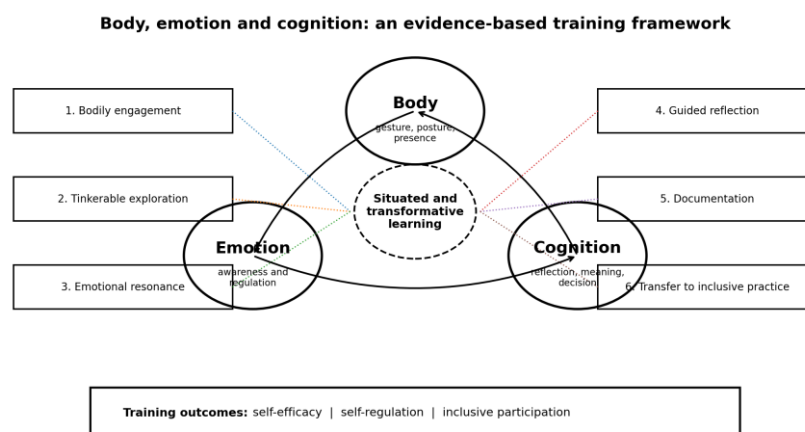
The finding concerning expressive suppression deserves specific attention. The weak positive correlation with stress suggests that a greater tendency to contain or modulate emotional expression may be accompanied by slightly higher perceived stress. It is not possible to infer a causal direction, but the result problematizes the idea of emotional control as a competence that is always positive. In educational contexts, containing emotional expression may be functional, especially in situations that require professional composure. However, if it is not accompanied by awareness, reappraisal and reflective spaces, it may become an ambivalent regulatory strategy.

The transition from data description to the training proposal is not causal but interpretive. The results do not demonstrate that tinkering automatically produces self-regulation or agency. Rather, they suggest the need for devices capable of making the emotional dimensions of professional action visible and workable. In this perspective, the proposed embodied-tinkering framework translates the observed tendencies into a pedagogical cycle. The framework is articulated into six phases: bodily engagement, tinkerable exploration, emotional resonance, guided reflection, documentation and transfer to inclusive practices (Figure 7).

Table 4. Embodied-tinkering practical framework.

Phase	Training node	Pedagogical function
1	Bodily engagement	Activating posture, gesture, attention and presence
2	Tinkerable exploration	Making trials, errors, constraints and choices visible
3	Emotional resonance	Recognising activations, reactions and emotional experiences
4	Guided reflection	Giving words to experience and decisions
5	Documentation	Transforming traces and narratives into training material
6	Transfer	Connecting laboratory, classroom, IEP and inclusive practices

Figure 7. Body, emotion and cognition: an evidence-based training framework.



Bodily engagement aims to activate conscious professional presence through posture, gesture, attention and use of materials. Tinkerable exploration allows participants to work with trials, errors, constraints and choices, making visible how they face obstacles and revise strategies. Emotional resonance concerns the recognition of emotional activations emerging during the process, such as frustration, satisfaction, conflict, hesitation or curiosity. Guided reflection gives words to experience by asking what has been done, felt, chosen, modified or avoided. Documentation transforms traces, narratives, rubrics and observations into training material. Finally, transfer connects laboratory experience to classroom practice, individualized education plans, Universal Design for Learning, participation and accessibility.

The framework is therefore not intended as a rigid sequence, but as a recursive cycle. It can be used to design activities in which body, emotion and cognition are jointly mobilized. In this sense, the framework responds to the descriptive evidence of the study: high professional motivation and self-efficacy need environments that can sustain complexity; medium levels of stress require spaces for recognition and regulation; expressive suppression requires reflective elaboration; context reading and goal orientation can be strengthened through situated tasks. Tinkering, when embedded in an embodied and reflective training design, can thus support a form of professional learning that is practical, emotional, cognitive and inclusive at the same time.

The proposed embodied-tinkering framework is consistent with a vision of simplicity of teaching, in which teachers are called upon to respond to complexity through flexible, corporeal, reflective, and contextually oriented strategies (Sibilio, 2014). From this perspective, the body is not merely a dimension of experience, but becomes a mediator of teaching decisions and the construction of inclusive environments.

5. Conclusions, limitations and future directions

This paper proposed an exploratory reading of the relationship between embodied emotion, tinkering and support teacher education. The descriptive analysis shows a sample characterized by high autonomous motivation, good perceived

teaching self-efficacy, context reading and relationship management. At the same time, dimensions requiring attention emerge, particularly perceived stress, expressive suppression and the ambivalence of emotion regulation strategies. The choice of an EDA approach made it possible to value the observed tendencies without forcing the data towards inappropriate generalizations. Summary measures, descriptive distributions and correlations provided an articulated representation of the sample, useful for orienting pedagogical reflection.

The practical embodied-tinkering framework proposed in the paper interprets tinkering as a device capable of making the emotional, bodily and cognitive dimensions of teacher professionalism visible and transformable. Through bodily engagement, exploration, emotional resonance, guided reflection, documentation and transfer, training can support not only the acquisition of knowledge but also the construction of an inclusive professionalism capable of acting within complexity. This interpretation is coherent with the theoretical premises of embodied learning and emotion regulation, but it remains grounded in the descriptive evidence produced by the study.

The study has several limitations. First, the design is exploratory-descriptive and does not allow causal relationships between training activities and observed variations to be established. Second, the sample is not probabilistic; consequently, the results cannot be generalized to the whole population of support teachers or TFA SOS/INDIRE trainees. Third, many dimensions were collected through self-report measures. This makes it possible to access participants' perceptions, but it does not coincide with direct observation of enacted competences. Finally, the longitudinal reading concerns 132 matched cases, a subsample of the total dataset, and must therefore be interpreted with caution.

Future research could integrate questionnaires with systematic observations, narrative rubrics, documentation products, reflective diaries and qualitative interviews. Such integration would make it possible to connect declared perceptions more closely with enacted practices and to better understand how embodied and regulatory competences are constructed in support teacher education. It would also be useful to explore how different kinds of tinkering activities affect specific dimensions, such as stress regulation, collaborative decision-making, context reading or inclusive design.

In conclusion, training support teachers also means training the capacity to feel, read and transform educational complexity into inclusive action. Body, emotion and cognition are not separate dimensions of teacher professionalism; they are deeply intertwined elements in the construction of accessible, participatory and transformative educational practices.

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