Special education has rested in particular ways of thinking and understanding. It has long been bound with an individual with personal shortcomings. Surprisingly, in special education difference and its’ ontology has seldom been studied. Difference is received as a matter of course but not natural.

Institutions of education are micro worlds of society, they have been constructed on “normal” discourse that has divided education as normal and special with different kinds of children. This is a part of childhood policy and it has impacted on curriculums, pedagogies and hidden curriculums as practices creating social inequalities. It has impacted on social relationships too, with normal and special education pupils but with all people in the societies. This has been the context where difference is defined as “not normal”, defects and deficiency strengthened by media. This is called as cultural database within which people encounter ”difference” and ”different” people. It just interaction building difference and identity. One of the most enduring features of the world of special education is the construction and management of difference. In noting that educators’ language around difference has seldom been studied, in this paper, it is meaning to pay attention to this unknown, and clarify difference in a new way. The perspective chosen is socio-constructivism with an emphasis on the role of language in creating, maintaining and even reconstructing cultural meanings. Inclusion is seen as a chancing paradigm reflecting both on general and special education removing barriers to learning, supporting inclusion of all and emphasizing equality. Here, difference will be explained through a discourse analysis research where data is collected by essays written by educational science students (N=87). The interpretations of the repertoire forms from four discourses, as over-individualisation, generalisation, socialisation, and engagement in otherness. They are examined as a hierarchy in a square matrix and, they open up lacked perspectives to difference as an inevitable part of inclusive education. Early childhood educators are in ideal position to make positive difference in the lives of children. Inclusive education has had over 30 years thinking diversity and social justice just as much as mainstreaming and disability.

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