

Inclusive Education and Role of Teacher

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Structured Abstract:

Purpose: The purpose of the researcher is to review the role of teachers in Inclusive Education.

Design/Methodology/Approach: The study is mainly analytical in nature. The secondary information has been collected from various publications, reports, monographs, books, journals and newspaper etc. Further internet source and websites are also consulted for purpose.

Findings: The researcher found that teachers play the vital role in Inclusive Education. There were no sufficient training programme for teachers about children's with special needs.

Originality/Value: How to make the Inclusive Education programme is more effective by the teachers.

Keyword: Inclusive Education, Teacher.

Paper Type: Theoretical Research Paper.

Introduction

According to Right to Education Act 2009 all child have the right to take education freely without any kind of barrier. It is clear that all children are not equal according to their potentiality. In some cases few children have some special needs; they are somehow different from the normal child and in that cases some extra care is necessary. If we separate some child and care them separately then the Childs think that they are some lag and have no potentiality to take education and in that cases some psychological stress may appear in those students. In that sense in concept of inclusion developed. So inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments and 25 international organizations in June1994. The Statement affirms: "those

with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs”.

India was a signatory to the Salamanca Statement. In this perspective the Human Resource Development minister of India Sri Arjun Singh on the 21st March 2005 assured in the Rajya Sabha that MHRD has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. The government is committed to provide education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020.

Review of Related Literature

Rogan, J. and La Jeunesse, C (1995) conduct their study on ‘Facilitating inclusion: the role of learning strategies to support secondary students with special needs’. They found that students with learning disabilities can succeed in intermediate English classes when they are provided with strategies training. In addition, the inclusion of students with LD did not seem to have a negative impact on the students without learning disabilities

Tralli, R and Colombo, B. (1996) performed their study on ‘The Strategies Intervention Model: A Model for Supported Inclusion at Secondary Level’. The main findings are successful inclusion of students with mild disabilities was accomplished by giving teachers considerable time for planning and administrative support throughout the change process. A high level of collaboration between general and special education teachers was needed. The process of building an environment that is conducive to inclusion takes considerable time and broad base faculty and administrative support and commitment.

Bhatnagar Nisha and Das Ajay (2013) conducted their study on ‘Attitudes of secondary school teachers towards inclusive education in New Delhi, India’. They found that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. This study also indicated that the teachers who were more positive about inclusive education were male, younger teachers (less than 40 years of age), less experienced (less than 10 years) and had postgraduate qualifications. In addition, the teachers who had a contact with a person with a disability and those who did not have a focus on disability during their pre- service teacher education programmes were more positive towards inclusive education.

Objective of the Study

- To study the meaning of Inclusive Education
- To study the roles of the teachers in Inclusive Education
- To study the responsibilities of the teachers in Inclusive Education
- To study the problems of teachers related to Inclusive education

Research Questions

1. What is Inclusive Education?
2. What are the roles of the teachers in Inclusive Education?
3. What are the responsibilities of the teachers in Inclusive Education?
4. What are the problems of teachers related to Inclusive education?

Methodology

The study is mainly analytical in nature. The secondary information has been collected from various publications, reports, monographs, books, journals and newspaper etc. Further internet source and websites are also consulted for purpose.

Discussion

1. What is Inclusive Education?

Inclusive Education is a system that caters for all excluded children who are currently not supported to achieve their potential at school. These include children from ethnic and linguistic minorities, girls, nomadic and street children, children suffering extreme poverty and living in rural areas as well as children with disabilities. Inclusive Education will entail the development of schools, teachers and the community at large to successfully support all learners in acquiring quality education. In other words, instead of treating all learners the same, we must develop a system that meets their individual needs.

“Inclusion is seen as a process of addressing and responding to the diverse needs of all children and the youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications to content, approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a

conviction that it is the responsibility of the regular system to educate all children.”
UNESCO, 2009

According to Rogers (1993), inclusion is “the commitment to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend” (p. 1).

2. Role and Responsibilities of Teachers in Inclusive Education

Teachers play the major role in educational system. Modern education is child centred and teacher is ‘friend, philosopher and guide’, so teacher plays a curtail role not only within classroom, but also outside of classroom. In case of inclusive education teacher’s deals with normal students and children with special needs simultaneously. So in that case role of teacher is very vital.

a. Role of Teacher

According to Policy Guideline on Inclusion in Education the role of teacher is stated below.

- The way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil’s reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content. Teachers thus need to be educated in alignment with these expectations.
- Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing student performances. A child-centred curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning.
- Introducing inclusion as a guiding principle has implications for teachers’ practices and attitudes – be it towards girls, slow learners, children with special needs or those from diverse backgrounds (cognitive, ethnic and socio-economic). Teachers’ positive

attitudes towards inclusion depend strongly on their experience with learners who are perceived as ‘challenging’. Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers’ attitudes. Negative attitudes of head-teachers, inspectors of education, teachers and adults (parents and other family members) are major barriers to inclusion. Thus, empowering all of these individuals, equipping them with new confidence and skills in the process of introducing inclusion as a guiding principle, will have implications for teachers’ attitudes and performances.

- Teachers need to be trained and ready to assist children, youth and adults in their development and learning processes on a daily basis. Flexible teaching-learning methodologies necessitate shifting away from long theoretical, pre-service-based teacher training to continuous in-service development of teachers. It must be noted that all specific knowledge and competence cannot be given to the same individual. Several specializations are needed to cooperate with and support ordinary school staff. Moreover, national policies must address the status of teachers, their welfare and professional development.

b. In case of inclusive classroom teachers know about

- Teaching strategies
- Disability and special needs
- How children learn
- What children need to learn
- Classroom organisation and management
- Where to get help when necessary
- Identifying and assessing difficulties
- Assessing and monitoring children’s learning
- The legislative and policy context

c. The key responsibilities of a teacher for inclusive education are as follows:

- Overseeing the day to day operation of the scheme IEDSS (Inclusive Education of the Disabled at Secondary Stage) in particular and inclusive education in general.
- Coordinating the provision of support services for children with special needs
- Regular liaisoning and seeking advice from fellow special educators in regard to the education of child with special needs

- Liasioning with other special educators' of other schools for updating the information and knowledge.
- Keep constant liasioning with different Non-Government organisation working in this field for aiding support services for child with special needs?
- Maintain the database of child with special needs
- Develop the assessment portfolio of child with special needs
- Prepare a list of required materials and equipment before the beginning of the session
- Organize continuous, periodic and regular parent meeting
- Ensuring that a child with special needs joins in the activities of the school together with other pupils.

Some Problems About Teachers

Lewis and Sunit Bagree(2013), 'Teachers for all: Inclusive teaching for children with disabilities' IDDC stated that lack of proper trained teachers for inclusive classroom. Teacher training around inclusion (but also in general) needs to offer a balance of theoretical and practice-based learning. In relation to inclusive education this means that trainee teachers and experienced teachers need to learn about the concept of inclusive education, but then also need plenty of opportunities to both observe and implement the theories in practice, ideally with support from experienced colleagues or mentors.

Mitiku Wondwosen, Alemu Yitayal and Mengsitu Semahegn (2014) in their study found that teachers didn't give any additional time for the special needs child.

Conclusion

From the above discussion it is clear that teachers play the key role in Inclusive Education. They manage all the students within a classroom like as normal students and children's with special needs. Handlings of students with special needs are not easy for those teachers who are not trained properly. So in these case teachers tanning programme is an essential task to maintain the system in systematic way. The training programme not only in one time but also in-service training is essential in regular time interval. Some other problems also arise time to time like as teachers care about special needs children, negative attitude towards such students, teacher student ratio in a classroom etc. Handle the problem in friendly discussion with those teachers, policymaker and also government. Government also take the responsibility to provide financial support to those students as also as institution to overcome

the problems. Institution will prepare a well decorated friendly classroom for special needs children.

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