Role of Teacher in Promoting Inclusive Education

Monika Abrol

Assistant Professor, Bawa Nihal Singh B.Ed College, Sri Muktsar Sahib

Abstract

Inclusion in education is considered as an approach where education is provided to physical and cognitive disabilities as well as to the human diversity with regard to ability, language, age, culture, gender, and of human differences. Here needs the Special needs education as a phenomenon by which students experience difficulties in learning, both included in and excluded from the forms of schooling. In this way, policy of inclusion is difficult to implement as teachers are not sufficiently well prepared and supported to work in inclusive ways. The responsibility lies on teachers for creating schools in which all children can learn and feel they belong. The role of teachers are crucial where they help in promoting, participation and reducing under achievement, especially with children perceived as having difficulties in learning. Though there are some barriers to the development of successful inclusive schools, yet the way of overcoming these difficulties is only to reconsider the roles, responsibilities and identities of teachers. Certain practices implemented for enhancing Inclusive Education like suitable Support and services to special needs pupils, well-deliberated Educational Programme, addressing them with disabilities in teacher preparations. The paper also suggests by providing the role of teacher education thereby enhances the development of teacher's skills, knowledge, attitudes, and beliefs.

Keywords: Inclusive Education, SEN, Effective Practices, Teacher collaboration, Student Collaboration

Introduction:

Education is taken as a basic human right from the Universal Declaration of Human Rights to the UN Convention on the Rights of the Child. They provide a vision by providing a set of goals, reflect the barriers and opportunities related to education within our own changing society. If we value all our citizens equally thereby recognizing their fundamental rights, it is ensured that all have equal access to education. National education systems exclude many children and young people, either by making inadequate provision, or by excluding them from education altogether. UNESCO (1994) found that from the early 1990's, a worldwide initiative has been taken toward the inclusion of all students in regular schools that commended governments to design such educational system that could cater to the diverse needs of all kinds of students. Later on, it would enable them to attend regular classes. UNESCO (2000) added that Education for All desired to overcome inequalities in educational systems by 2015, while the UN convention on the Rights of Persons with Disabilities (2006) acknowledged the inclusion of student's rights of all by providing them individual support they may require. The successful implementation of inclusive practice largely depends on teachers. (Norwich, 1994; Shade & Stewart, 2001; World Health Organization, 2011) studied that teacher having the main responsibility for implementing inclusion policy, their characteristics ensure the success of inclusive practice among pupils.

Borg, Hunter, Sigurjonsdottir, &D´Alessio, (2011) further studied that the European Agency for Development in Special Needs Education mentions for teacher's appropriate skills, knowledge, certain values and attitudes for working effectively in inclusive settings. Avramidis& Norwich, 2002; de Boer, Pijl, &Minnaert, (2011).explained that teachers´ competence has been correlated with their attitudes toward students with special educational needs (SEN.). (Blanton, Pugach, & Florian, 2011).found that Different kinds of student populations experience various challenges for teachers where they feel less willing to accommodate students with special needs. Buysse& Bailey, (1993); Odom, Buysse, &Soukakou, (2012) students with SEN whenever taught in inclusive classes provide better academic progress in comparison to students in isolated classrooms. Buysse, Goldman, & Skinner,(2002) added that even they also showed better in case of acceptance, interaction as well as peer relationships.

Role of UNESCO in Inclusive Education:

Laura & Ashman, (1985) studied that Special Needs Education is a domain of education prepared for satisfying the learning of pupil's requirements. This field of Special Needs Education is termed as Inclusive Education covering different groups of diverse services like mentally retarded, visually impaired, hearing impaired, pupils with behavior disorders, gifted or talented or learning disabled or pupils having learning difficulties. In the past, the learning requirements of pupils were provided in special classes, special schools or special residential schools or institutions. Later on, the necessity of inclusion was felt that appears as the constitutional provision of equal opportunity for all the individuals. This concept of integration' was taken from democracy viewpoint.

UNESCO IBE (2008), explained that in 48th International Conference on Education identified teacher education as a key area for future development where six actions recommended specific for teacher education and development.

1.   Strengthen the role of teachers so that working may improve their status as well as working conditions.
2.   Train teachers with the appropriate skills like Professional development at the school level, pre-service training about inclusion, as well as instruction for further development through emerging strengths of the individual learner.
3.   Promote higher education in both pre-service as well as professional training of teachers through enhancing inclusive education practices supported byadequate resources.
4.   Introduce the innovative research in teaching and learning processes associated with inclusive education.
5.   Prepare the school administrators with the necessary skills to cater the diverse needs of all learners effectively thereby promoting inclusive education in their schools.
6.   Consider the protection of learners, teachers, and schools in times of conflict.

Review of Related Literature

Valmiki, (2003) &Tomlinson, 2003.confirmed that kind of teaching preferred to be respond to the culture and facilitate disabled students' learning outcomes in that kind of environmentfound it mandatory that

regular classroom teachers should use instructional strategies like activity-based learning and culture specific pedagogy.

Kalyanpur, (2008). reported that specific groups like children with mental retardation, in rural areas, girls/women, got lesser opportunities to be got services, thereby the problem of identification persists there.

Watson, (2009) recognized that the pupils are provided Internationally access to mainstream environments that resulted in improvement for many children. Still, lack of resources enables the teachers to develop their mind set towards inclusion.

Mastropieri& Scruggs (2010) studied that teachers should possess knowledge about the learning styles and motivational structures. Teacher should utilize different resources that are available to them for assist them with pupils with disabilities.

Vaughn &Bos (2012) proposed various strategies for school teachers to accommodate pupils with disabilities in their regular classroom environment. These include, cooperative learning, mastery learning and peer tutoring.

Adera &Asimeng - Boahene, (2012) studied that pupils with disabilities continue to be segregated from the main stream education in different domains. Society is able to recognize their abilities. More than 90% of learners with disabilities in India remained unnoticed and cared of.

Sharma et al. (2013) studied about various countries where inclusive education is not being prioritized. They faced a lot of challenges like scarcity of teachers, insufficient resources, enormous classes. Those countries even have inflexible national curriculum that makes them struggle to implement reform in education that would enable all learners to access schooling.

Issues of Inclusive Education at Higher Education level

Fuller, Bradley, and Healey (2004;) studied that Inclusive education is a continuous and changing phenomenon affected by change in society at both short and long-term. Increased inclusivity within universities considers the university's responsibility for needs of all students. The principles of inclusive education is also a big challenge in the way of higher education. Thomas (2016) proposed that student's participation in the university is due to the progressive assimilation of colonies that were traditionally marginalized from higher education. These consisted of students of different nationalities, ages, cultures and socio-economic status. This emergent diversity transforms the classrooms, helps in increasing scientific advancement in higher education. Weedon and Riddell (2016). studied that provision of students in need of additional support i.e with disabilities or from minority cultural groups or a low socio-economic background. (Pumfrey 2008; Liasidou 2014; Seale et al. 2015)added that the enhancement in number of students with disabilities in higher education is likely to be continued year after year the aim of which is to promote inclusion thereby affecting increase in number of students. European Commission (2010) proposed an European Strategy, the kinds of support plans and services result in improving the access and educational inclusion of those students of diverse needs. Barnes 2007; Jacklin et al. (2007) explained that

different universities were in favor of the educational needs of students with disabilities as well as the usage of new technologies for executing these inclusive educational practices effectively. Oliver (1990) explained that the social model, postulates the society for inclusion of the university students with disabilities.

Effective practices in Inclusion:

Inclusive Education is a challenge for teachers whose task is to train pupils including a combination of them with diversified needs and children with special needs. Teachers have to arrange Inclusive classroom such a different way so that mastery can be attained in learning among a diverse group of learners. Buli-Holmberg (2008) discussed that in some inclusive schools, the earlier traditional classroom practice was employed where there was no change in the instruction as well as material. Some schools have the concept of inclusion with the cooperation of teachers in planning and delivering the instruction and study material that enhances the process through preparing and using those instructional materials for meeting the needs of children with special needs where need of special teachers was felt to assign them for assisting the children with special needs within as well as outside the classroom.. Different forms of practices are usually followed in inclusive set up for promoting the mastery in learning among children with special needs. As there are lot of practices followed in an inclusive setting, it is needed to find out the effective practices pertaining to significant structures for encouraging mastery in learning among pupils with special needs. For this, teachers should interact with those pupils in special kind of teacher as well as students' collaboration, student should be supported and providing a variety and flexibility in instructional and substantial adjustments.

Different Ways or Modes to Attain Effective Inclusion Programmes:

Further, different modes or ways can be utilized for promoting Inclusion practices among pupils are given below:

Table 1: Criteria of Effective Inclusive Practice

Interaction Criteria	Support Criteria	Adaptation Criteria
Teacher collaboration	Teachers General Role	Learning Mastery
Teacher and Pupil Collaboration	Teachers Specific Role	Classroom Facilities and Learning Materials
Pupil collaboration	Participation of Pupils in learning Community	Different kinds of Instructions Given

1. Teacher's collaboration: Lederer, (2000) found teacher Collaboration, a strategy or an instructional technique has proved to be fruitful in various classrooms of special needs classrooms. It is more operative in inclusive classrooms as it takes advantage of the talents and skills of the participating teachers. (Boudah, Schumacher, 1996; Pugach & Seidl, 1995;) studied about the collaborative learning model as the ultimate model employed in inclusive classrooms. Teachers are themselves showing their talents and skills in inclusive classrooms. (Friend &Bursuck, 2006; Gable & Hendrickson, 2000). added that the roles and responsibilities provided to teachers are the result of collaborative provisions that enable to learn,

communicate and having skill in solving their problems. Collaboration needs planning of lesson as well as in instructional strategies. In Inclusive classrooms. It further takes benefit for the talents and skills of the participating teachers. For this, collaborative programs should be well- planned on a platform where the teachers' roles and responsibilities are specially mentioned beside the management, instructional decisions as well as classroom interactions.

2. **Teacher and Students collaboration**: Further teachers-pupils interaction increases pupil's confidence as well as motivates the pupils to learn better and better. This kind of interaction in turn helps them to evaluate their strengths and weaknesses. (Bateman & Bateman, 2002; Hitchcock et al., 2002) explained that the teacher can adjust the teaching techniques as well as instructional materials in accordance with the pupils' ability level.

3.**Students' collaboration**: Students' interaction plays a vital role in the concept of inclusion. To Improve collaboration between students with and without special needs it is necessary realizing the vision of inclusion. The inclusion is successful when the students without special needs accept the students with special needs which lead for peer acceptance and peer tutoring (McGregor, Halvorsen, Fisher, Pumpian, Bhaerman, & Salisbury, 1998; Tichenor, Heins, &Piechura-Couture, 1998). Interaction within students promotes peer guidance in learning process. Interaction within learning community helps them to learn together and identify their competencies.

4. **Accountability:**
The *Lamb Inquiry* (2009) in the UK made many approvals that were truly on the basis of school accountability for the education of pupils with special educational needs in order to achieve successful evaluation at all levels especially a wide range of people in all aspects of education for weak learners. For Example: In UK, the *Framework for School Inspection* (Office for Standards in Education, 2009) recommends that school inspections should focus on three elements to make up-to-date decisions about the success of the schools. Secondly, the role of government is no more neglected as through their accountability framework to ensure the minimum standards should be met. Thirdly, school inspectors also help in assisting in promoting the development of schools and the education system as a whole.

5. **Cultural Diversity**

Harris & Enflied, (2003) added that some developmental agencies have employed Disability Equality Training (DET), that aims to promote the understanding of disability among people, enhancing the capacity building of people with disabilities from a social model perspective. Gronlund et al. (2010) proposed a number of assistive technologies and various kinds of practices like use of the internet to access support, materials, and training of teachers for inclusion to overcome the problem of isolation and access issues among different kinds of pupils with special needs to adopt a systematic method by addressing five management challenges.

Different Barriers for Effective Inclusion Practices:
1. Funding is used only for identifying and applicably supporting the needs of students.
2. Two kinds of Education: General and Special education were of different nature.

3.There is also lack of responsibility for collecting data objectively.

4.There can be Low or no expectations for students with special needs.

5.Karagiannis, Stainback, &Stainback,(1996).explained teachers feel scared thatstudents with special needs will affect general educationclassrooms.

6. Walford& Srivastava, (2007) affirmed that the establishment of private, non–government schools as well as local independent government schools are at an alarming rate. The stand – alone schools are the biggest concern is the inclusion movement,the need is to ensure equity of education for all kinds of learners.

Conclusion

Inclusive education is a complex issue that reflects the right to include all learners with their different needs to access education. Teacher's role in this context is no more neglected as they help the students of different needs by providing them effective inclusion practices in the school environment. Implementing inclusion at higher education is the lack of local research that is still a challenge for the teachers who deal with these special educational needs. Little research should be on the causes of inequities or on the potential effectiveness of children with special educational needs. Due to lack of suitable trained support as well less commitment to work for inclusion, research proposing strategies are difficult to implement. Therefore, a lot of attention to be paid in this context for ensuring fruitful results. Here needs the reframing of Policies for promoting inclusive practice among pupils in regular classroom environment. Different issues of providing equity to pupils with normal pupils are still challenging when the basic educational pattern of pedagogies and curricula are not willing to change. For ensuring inclusive educational approaches, the needs of learners as well as their implementation should be taken into considered. Policy development is practicable through a systematic approach that could make recognition to the mainstream teachers as well as pupils in inclusive settings. These kinds of polices need to be firmly encountered through research that further addresses the specific needs of the pupils by considering their support structures as well as the capabilities of their teachers who implemented these for their future perspective.

Suggestions for Promoting Effective Inclusive Practice among Pupils

To sustain long term goal of Education for inclusive, policy processes are required:

- Basis of a clear and spoken concept of equity that enhances inclusive practices among pupils.
- Thorough and systematic planning including the recognition of teachers in achieving better educational outcomes for equity groups.
- Based on research and inquiry in different situations where educational practice functions.
- Evaluated before being spread widely.
- Reid (2011) found that Reinforcement provides inequities that are designed to discourse.
- Kibria,(2005) affirmed that a planned effort is needed at a national level that considers both rural and urban pupils, with different limited needs. Charema, (2010) proposed those pupils with their different needs in different localities where they are provided the facilities for sustain their inclusive education goals.

The roles and responsibilities of teachers becomes critical in classrooms where the attitudes, concern and supporting values hold by the teachers decide that they are willing to support this reform effort regarding inclusion. Positive attitudes, beliefs and constant endeavors of teachers will emerge as a powerful force, the schools are to reduce the differences between the constitutional rights and them so that education should be provided to all children as par as excellence. Only then, the goal of sustainable development for all kinds of learners can be attained.

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