



PREPARING TEACHERS FOR INCLUSIVE EDUCATION

Tasneem Bano

Assistant Professor. Al-Falah Univesity, Faridabad

Abstract

Inclusive Education is a new concept towards educating the children with disability & learning difficulties with that of normal ones within the same roof .it brings all students together in one classroom & community, regardless of their strengths or weakness in any area, & seeks to maximize the potential of all students .it is one of the most effective ways in which to promote an inclusive & tolerant society. What is the current staff structure of our country's education system, Do the regular Pre-Service teacher training curricula provide essential knowledge & skills with diverse needs ? What are the current policies in the country to support both education staff & children with disabilities. Keeping in view these questions, this article discuss in detail the concept of Inclusive education ,Attitudnal changes & awareness raising Activities among classroom teachers, Kewy teachers ,school principals & policy makers.

Keywords: *Inclusive Education, Inclusivedisabilities, Pre-Service, In-service training program, Key teachers.*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

Inclusive Education

Inclusive Education has been internationalall recognized as a philosophy for attaining equity, justice, & quality education for all children, especially those who have been traditionally excluded from mainstream education for reason of disability ,ethnicity, gender, or other characteristics. While inclusion education has been implemented successfully in many countries, other countries are still in the process of achieving this goal.

The effort of the government of India over the last five decades has been towards providing comprehensive range of services towards education of children with disabilities. In 1974 the centrally sponsored scheme for integrated education for disabled children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools & facilitate their retention .

The Government initiative in the area of Inclusive education can be traced back to National Education Policy 1986, which recommended as a goal, "to integrate the handicapped with general community at all levels as equal partners, to prepare them for normal growth & to enable them to face life with courage & confidence. The world declaration on education for all adopted in 1990 gave further boost to the various process already set in the country."

The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities.

The National Policy for person with disability 2006, which attempts to clarify the framework under which the state, civil society & private sector must operate in order to ensure a dignified life for person with disability & support for their caretakers. Most recent advancement is the Right of children for free & compulsory education (2009) which guarantees right to free & compulsory education to all children's between ages six to fourteen.

Inclusion is an effort to make sure that diverse learner—those with disabilities, different language & cultures, different homes & family lives, different interests & ways of learning. Inclusive Education denotes that all children irrespective of their strengths & weakness will be part of the mainstream education. It is clear that education policy in India has gradually increased the focus on children and adults with special needs and that inclusive education in regular schools has become a primary policy objective.

Three Essential Components for Capacity Building in Inclusive Education.

Attitudinal Changes and Awareness Raising:

For inclusive education to succeed, it is vitally important that teachers, principals and other education stake holders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if Inclusive Education is mandatory by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavioural and attitudinal change which is not quick or easy process. There are number of ways to accomplish such change.

- Organizing Training Workshops for educators on General Inclusive Education Techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching.
- Integrated awareness about Inclusive Education into schools regular professional development activities.

- Integrated education about the benefit of Inclusive Education into initial training programme for pupil teacher in college and universities.
- Develop mass media activities and materials that emphasize the value of Inclusive Education.
- Increase awareness of the many benefits of Inclusive Education through the interaction of educators with people with disabilities.
- Inviting members of existing disable peoples organization to discuss disability issues with teachers is also a good way to change attitude and provide knowledge.
- People with disabilities should also be encouraged and held to become trained teachers themselves.

Pre-Service Training Programme:

In order to built human resources in the field of education, training must be done both at the pre-service in service levels. Pre service training refers to training individual before they become teachers.

This includes training at teacher training colleges and universities at the both the national and provincial levels.

Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instruction accommodation and activity differentiation, should be provide widely to teachers trainees.

In Service Training Programme:

In service includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professional before entering the work force, it is essential that teachers already teaching be provided skills and techniques for Inclusive Education.

Pre-Service Approaches

- Focusing on the pre-school and primary school levels

While pre-service teacher training in Inclusive Education should be available for all levels of education.(Pre-school primary and secondary) in developing.

Targeting Local Needs:

When creating teacher training programmes or developing curriculum adaptations it is very important to find out about existing national educational guidelines.

In Service Approaches:

- Developing a Network of Key Teachers.

Students with disabilities need strong support from their teachers in order to fully participate in class activities with non-disabled peers. Inclusive Education requires that teachers have additional skills to be able to design inclusive lesson with the variety of activities that cater to diverse students' needs. In some countries, classroom teachers are supported by a network of Inclusive Education coordinators, or specialist teachers, whose only job is provide special support to both classroom teachers and students with disabilities.

They collaborate with regular school staff to provide technical counselling in lesson planning and provide direct support to student and teacher as well.

Key Teachers

The term 'key teachers' is used to refer to a group of educators, usually school vice principal or district educational officers who are selected based on their overall competency and interest in Inclusive Education.

Key teachers are mostly school based and often part of the local community, key teachers are the core human resource for Inclusive Education implementation in the field, once trained. Key teachers are usually assigned to a group of three to five neighbouring schools which they visit on a rotational basis. Their visits usually coincide with the schools' regularly scheduled meetings. These meetings take place in the school once a week usually for one or two hours.

Educational Management and School

The success of Inclusive Education will be limited if investment is only in classroom teachers. It is important to involve school leadership from the beginning so that they understand the basic concept of Inclusive Education and give its implementation their full support. School Principals and other management staff should be trained in inclusive education principles and techniques that they are qualified to develop Inclusive Education strategies at their schools, and lend support to teachers. School Principals have the authority to call regular meetings on the topic and to encourage learning among the teaching staff. However, if they have no background in inclusive techniques and philosophy they could prevent rather than promote successful inclusive.

Summary:

The success of Inclusive Education in any context depends upon many factors. Teachers themselves are an essential component to ensure the quality of students' inclusion in the school environment. Teachers have direct interaction with students and play a critical role in determining students' experiences in the classroom on a daily basis. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality

education to children with diverse learning needs. This requires the collaboration of classroom teachers, key teachers, school principals and policy makers.

Preparing teachers with essential knowledge and skills for Inclusive Education also requires the commitment of all actors.

Preparing teachers does not simply mean providing prospective teachers with Inclusive Education skills, it is important to provide training support, for existing teachers as well. Building the capacity for inclusive education must include awareness raising activities as well as integrated pre-service and in service teacher training programmes to ensure that teachers are aware, ready and willing to bring Inclusive Education into action.

Bibliography:

- Branllinger, E. (1996). Influence of pre-service teachers' beliefs about Pupil achievement on attitudes towards inclusion. Teacher Education and Special Education 19(1), 17-33*
- Kilgore, K.L. and Griffin, C.C. (1998). Beginning Special Educator: Problems of Practice and the influence of School context. Teacher Education and Special Education 21 (3) 155-73.*
- Lombardi, T.P. & Hunka, N.J. (2001). Preparing General Education Teachers for Inclusive Classroom: Assessing the process. Teacher Education and Special Education 24(3) 183-97.*
- Peters, S.J. (2004). Inclusive Education : An Education for All Strategy for all children. Washington DC. World Bank.*
- Stayton, V.D. & McCollum, J (2002). Unifying general and special education; what does the researcher tell us? Teacher Education and Special Education 25 (3): 211-18*