

Role of Teacher in Inclusive Education

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Abstract

Inclusion in education was once desired as an approach where in students with special educational needs spend most or all of their time with non-disabled students. Now it is crucial that all policy makers, school boards, administrators, guidance counsellors, teachers, parents and students ensure inclusive practice in all aspects of educational environments. Inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respects to ability, language, age, culture, gender, and of other of human differences. Positioning of special needs education as both a problem for and a solution to injustice in education. Highlighted the dilemmas of access and equity inherent in education system. Special needs education is widely seen as one of the mechanisms by which students who experience difficulties in learning are both included in and excluded from the forms of schooling that are otherwise available to children of similar ages. Although there is widespread support for inclusion at the philosophical level. There are some concerns that the policy of inclusion is difficult to implement because teachers are not sufficiently well prepared and supported to work in inclusive ways. Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong. In this task teachers are crucial because of the main role they play in promoting, participation and reducing under achievement, particularly with children who might be perceived as having difficulties in learning. Some of the barriers to the development of successful inclusive schools and suggests that one way of overcoming these difficulties is to reconsider the roles, responsibilities and identities of teachers. It also provides some suggestions about the role of teacher education in development of teacher's skills, knowledge, attitudes, and beliefs.

Keywords

Inclusive Education, Teacher's Dilemmas, Environment, Mechanism

I. Introduction

The concept of inclusive education is a very new concept, which originated the phenomenon of respect for an inherent dignity of all human beings. Under the inherent dignity or all human beings concept, the active participation of all the people in the society irrespective of their characteristics is emphasized. Inclusive education refers to "to all learners, young people with or without appropriate network of support services" [1]. In this, it is believed that if a child is not able to learn it is not due to the disability of the child but due to the school system. It is responsibility of the school to manage teaching in such a way that the needs of all the children are met.

The success of every educational programme depends on the quality of the teachers and their attitudes. An inclusive curriculum recognizes the need for the schools, to organized with the individual differences of students in the mind and adopt flexibility to the enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in the present day teaching practices, curriculum content, evaluation procedures and available resources at the school level without

which the goal of providing quality of education would remain elusive. It is also important to mobilize support from parents, the community and special schools. All over the world, there is now a growing trend to move away from the special schools model to an 'inclusive education'. Model for the education of the disabled children [7].

Inclusive education system views that if a child is not learning, the problem lies in the education system and not in the disabled child. The difficulties arise because of rigid methods and curriculum, inaccessible environment, untrained teachers and poor quality of teaching, lack of proper attitudes on the part of the teachers, lack of support from public agencies etc. thus, the focus shifts from making the education system responsible [3]. The abilities of children vary, some learn fast while some are slow understanding things. The understanding of various subjects also varies from student to student. Some children can understand the concept of mathematics much faster than their counterparts while other may be good in language skills [2]. The teacher's role is not only to teach the subject but also to provide other training such as mobility training, self-care training, preparation of teaching material according to the needs of the disabled children, training in use and maintenance of aids and so on. Teaching strategies in respect of specific disabilities have been indicated [8].

It is often argued that a lack of knowledge on the part of classroom teachers, attribute to a lack of training, is the main barriers to inclusion. Inclusion involves the use of support, the ways in which teachers respond to individual differences during whole class teaching, the choices they make about group work and they utilise specialist knowledge [5].

II. Types of Disabilities

1. Visual impairment.
2. Hearing disabilities.
3. Mentally retarded.
4. Physically handicapped or orthopaedic handicapped.
5. Learning disabilities (Dyslexia, Aphasia etc.)
6. Speech disabilities.
7. Emotional disturbance leading to behaviour problems [6].

III. Role of Teacher in Inclusive Education

1. Identification of the children with disabilities in the classroom.
2. Referring the identified to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing positive attitude between normal and disabled children.
5. Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
6. Removing architectural barriers wherever possible so that children with disabilities move independently.
7. Involving the children with disabilities in almost all the activities of the classroom.
8. Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their

ability.

9. Preparations of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.
10. Parental guidance and counselling and public awareness programme through school activities.
11. Collaborating with medical and physiological pannals, social works, parents and special teachers.
12. Construction of achievement and diagnostic tool.
13. Adaptation in evaluation for children with special needs.
14. Providing remedial instruction to the children who require it.

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