

Role of Teacher Educator in Inclusive Education in 21st Century

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Abstract— From the very beginning, disabled children were considered unwanted and not treated like other children due to lack of knowledge, educational access and technology. After some time education was done in special schools. In present times there has been a drastic change towards disabled children. They joined the same schools where normal students go. Now educationists felt that every child has a right to learn according to his own will. With the Salamanca statement, inclusive education has been spread everywhere. It stated that Governments have to adopt inclusive education as a law where all children enrolled in regular schools. In inclusive education, we required skilled and competent teachers who are skillful to tackle the problem in the classrooms. Due to the lack of competent teachers, the dream of inclusive education cannot be fulfilled. Inadequate training of the teachers is one of the leading factors in the failure of the inclusive programs. The administration should organize in-service training for success of inclusive education. These training are arranged by DIETs, CTEs, IASEs and other national level institutes. But this is not possible without the help of teacher. With more competent, skilled and confident teachers the inclusive education has a very positive impact on the community people. It also helps in increasing the attendance of disabled children in regular school and it also contributes the growth and development of the society. Another important thing is that curriculum in during pre-service teacher education is not sufficient to fulfill the special education needs of differently able children. Therefore, teachers were incapable to fulfill the demands to modify the curriculum. Now in recent times, the teachers himself demands for the training for getting perfection in giving inclusive education.

Keywords: Disabled Children, Inclusive Education, Teacher Educators, Inclusive Programs, Educational Access

I. BACKGROUND

Education is very important for the development of every human. Education provides many things like our nation with man powers, promotes unity of the nation and spread awareness among the public. Different types of man powers needs for a country like doctors, teachers, engineers, administrative officials, judges and many professional and technical people, (Shephard, 2001). If people of the nation are well educated, they will follow and understand their rights and duties. For the upliftment of society, every person should be able to understand other people. If people will understand each other, they always remain united. Therefore education only promotes the unity of the nation. The educated people will never follow the old & conservative tradition. People who are educated definitely reform and change society. They know the difference between wrong and right. They preserve the right traditions. Education brings prosperity to the nation.

Education means guidance which provides to children. Education is the activity and effort done by a human for personality improvement which inculcates the potential of many personal things like fine thoughts, active participation, creativeness and kindness, good conscience and in physical five senses of human and development of the skills, (Ertmer, 1999). Education means the agencies which are responsible for educational objectives & aims, curriculum, material and this includes the family, society, school, and state. According to Abraham Maslow, a child is considered to have sufficient potential and capable, experience and education tasks are to actualize. It is a conscious effort for the development of personality and ability inside and outside the school which lasts for the long life, (Abu, 1991).

Article 45 in the directive principle of state policy states that there is free and compulsory education for all the children until they complete the age of 14. The 93rd amendment Dec. 2001 of Indian Constitution confirms the Government's commitment to Education for All or Sarva Shiksha Abhyaan. The preamble explicitly states and includes children with disabilities. The SSA provides significance to (ECCE) i.e. early childhood care and education and intervention for children with special needs. Later it becomes Education Act which includes a relevant clause means education for "ALL" includes children with disabilities, (Rainforth, 2000)

Sarva Shiksha Abhyaan (SSA) declares that every special child regardless of the kind, category & degree of disability has a right to get education in a proper, appropriate and suitable environment. SSA will adopt zero rejection policy that means no child can be denied for getting admission on any grounds so that no child is left out of from the education system.

II. INTRODUCTION

Effective learning and teaching are very much important for all students, and especially for students with special educational needs. Inclusion means that all the students are taught by teachers in the classroom which is stimulating & supportive for special children. They should be properly respected and valued by other students and teachers. Teachers in the classroom should ensure that the lesson plans are carefully addressed to the students who fulfill the diverse needs for all in the classes.

Parents, teachers & educators continue to express their concern about the provisions of education and ongoing development of the staff for the different classrooms in the 21st century, and especially for disabled students, (Morton and Gordon, 2006). The main task of teacher education is to prepare the people to enter into the profession which accepts collective and individual responsibility for bringing improvement in the learning and children's participation, (Florian and Rouse 2009). (Savolainen, 2009) stated that

teachers play an important role in quality of education. (Baillleul, 2008) stated that the teacher's quality contributed more to learner achievement than any other factor, including class size, class composition, or background.

High-quality teachers are not only needed to meet the demand of all the learners but also for inclusive education. (Reynolds, 2009) stated that teacher's knowledge, values & beliefs create an effective environment for students and influence in student's education for inclusion and the development of inclusive school. Inclusion is considered to be part of the equality of education, and it is highly recommended in the educational system of many countries, (Clark, 1999). Inclusion means teaching in different classrooms with the students who have diverse individual needs, (Forlin, Loreman, Sharma & Earle, 2009).

The paper is divided into six sections. In the section I, II, III provides background, introduction & duration of the study resp. In Section IV and V gives the objectives and methodology of the study resp. Finally in last section VI provides conclusion of the study.

III. DURATION FOR THE STUDY

The detail analyses & study of the present paper had taken approximately six months.

A. Sample:

As, teachers are considered as builder of nation. In the 21st century there is strong need to focus on differently-abled children and for this the concept of inclusive education becomes more popular. So, the sample for the present study includes all the teacher educator & special students of all level including all streams. It also includes parents, educationist, stakeholders, leaders and government also.

IV. OBJECTIVES OF THE STUDY

- 1) To discuss the meaning and definitions of Inclusive Education.
- 2) To analyze the role of teacher educator in 21st century.
- 3) To discuss the different type of roles performed by teacher educator in Inclusive Education.

V. METHODOLOGY OF THE STUDY

The data for the research paper has been collected from various secondary sources and from online repository libraries.

A. Design:

The study was meta-analytic in nature.

B. Tools & Techniques:

We began this literature review process by gathering from various secondary sources and reviewing many books, reviews from online repository libraries, meta-analyses, and individual articles relating to the life-skills and academic performance of the students. Online resources like ERIC, Psychinfo, Shodhganga, Ebscohost was used for getting information related Life-Skills and academic performance. In addition, to these databases. Google Scholar was also used as it is a web site providing peer-reviewed papers,

books, abstracts, and articles from academic publishers, professional societies, universities, and other scholarly organizations.

1) Inclusive Education:

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality," (Hunt 2011), (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The Statement states that governments give the top priority for making education systems inclusive and according to law it follows the principle of inclusive education. This idea of inclusive education then further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all, (Elevke & Rhoda 2002). Inclusive Education (IE) is a process of addressing the different needs of all the pupils and also reduce the obstacles in their education and in their learning environment also. It also means join & attending the class in appropriate age in a regular way in a local school with individually tailored support, (UNICEF 2007).

Inclusive education is defined as a process to strengthening the education's capacity so that it reaches all the learners. Inclusion is an approach to education & philosophy that provides greater opportunities to students for social and academic achievement. It includes opportunities for participating in all activities like social, arts, recreational, sports, day care, music afterschool care, extra-curricular etc.

Inclusive education is a process of removing the obstacles in the education of differently-abled children and enable the students with different abilities and needs for getting education within common-school systems. Inclusive education is a process of satisfying the needs of all the learners, adults and youth especially those who are suffering from disabilities and often considered as excluded. Inclusive education tries to adjust in the mainstream of education of all those who are treated as marginalized, vulnerable and excluded. It also means giving education to all the students with or without disabilities together through easy and non-discriminatory approach to common school provisions with sufficient & proper services, facilities & infrastructure.

Inclusive education therefore, says a very flexible system of education that adjusts accepts & accommodates the diverse needs of learners and accommodate itself to full the diverse needs, (Ajuwan, 2008). Inclusive education helps all the stakeholders in the system which are made up of students, parents, society, educators, administrators, lawmakers to accept various abilities of pupils in learning environment & accept as a coming challenge to provide education to all the students including the learners with disabilities and provide the best solution for the problem.

It means that all children have the right to get a quality education according to their individual needs. Some countries got success in providing inclusive education and reduce barriers and generate new conditions which make all the children enable to learn. But in developing countries, the process of creating the atmosphere of an inclusive system is very difficult. Many rising factors like lack of money, administration and policymaker, well-trained personnel create challenges which reduce the progress in education.

a) Definitions of Inclusive Education:

Inclusive education is an approach that helps to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. (MHRD).

It is a process of addressing and responding to the different needs of all pupils by increasing the ratio of participation in learning and reducing the exclusion of differently-abled learners within and from the system of education. (UNESCO).

2) Role of teacher educator:

A number of studies conducted in both developed & developing countries suggest that attitudes of teachers is very critical which ensures successful implementation of inclusive education, (Agbenyega, 2007; Arbeiter & Hartley, 2002; Forlin, Earle, Loreman & Sharma, 2011; Kuyini & Mangope, 2011). Teacher's preparation programs & courses focussed on change of attitudes towards inclusive education. It also includes the teachers sufficient knowledge and development of skills to become more positive towards the inclusion of disabled students, (Dart, 2006; Forlin & Chambers, 2011; Forlin et al., 2011; Rouse & Florian, 2012). Required knowledge, beliefs, faith, attitudes & enhanced skills of teacher educators about inclusion has been identified as crucial for identifying & addressing learners, (Forlin, 2010; Rouse & Florian, 2012). Moreover, a number of studies in both developed and developing countries states that teacher educator are very much supportive attitudes towards special students in inclusive education, (Nketsia, Saloviita, & Gyimah, 2016).

3) Different type of role performed by teacher educator in Inclusive Education

a) Planning of the lesson:

In an inclusion classroom, the special educator and regular teacher should engage in co-planning. The regular teacher plans & design the lesson in such a way that caters to the needs of all learners discusses with the special educator for catering to the needs of special students. Sometimes, General teacher plans the classroom lessons & special teacher adapts those already prepared lessons & teach the special students, (Jordan, Schwartz, & McGhie-Richmond, (2009).

b) Modify the curriculum:

Mostly teachers who teach in an inclusive classroom modify their curriculum to cater the needs of their special students. For modifying the Curriculum there are many ways which include the facility of an audio-taped text, assignments and summary of the chapters of the book, graphic organizers & color-coded chapters to increase the comprehension level of the student.

c) Communication as a tool:

It is a very important tool for teacher educator to fulfill the needs of the special students by ensuring about resources like peer tutoring, instructional assistants, team teaching and opportunities for staff development are available along with different policies that help the student in his progress. Teacher educators also communicate in regularly manner with the principal for ensuring about special learning requirements of special students & the resources which are necessary for academics to experience success in the inclusive classroom.

d) The environment of the classroom:

According to Teacher's Vision, successful inclusion classrooms are those which are taught by the special teachers and school staff who strongly believe in the academic potential of their special education children. It is an important duty of teachers to create a harmonious & safe environment in the classroom that allows special students to learn along with their peer group and experience positive socialization.

e) Management of the Behavior:

Whether inclusive classroom promotes positive peer-group interactions for special education students even then behavioral issues arise which require a separate disciplinary approach rather than from mainstream students. Teachers should adopt the right method for managing the behavior of special education students. Common approaches should include in a system like self-regulation and behavior management, coupled with a prize & reward that reinforces the positive behaviors of the student.

f) Development in the profession:

Now many inclusion teachers join & attend in-service training or professional development courses to increase their skills for modifying the curriculum, instructional techniques & collaborative teaching techniques that allow special teachers, specialists & regular teachers in team teaching.

g) Collaboration:

Collaboration is the process of mixing the knowledge, experience and skills of all partners for attaining and meet common objectives or goals.

h) Co-Teaching:

Co-teaching occurs between two classrooms or between two subject teachers or any other professionals of education. Working with each other in the same physical space or on the delivery of lectures, assessment and evaluation time, etc.

i) Pull-out instruction:

Pull-out instruction defined as the implementation of individualized programming for alternate programs or courses, and curriculum which occurs outside of the classroom. Instruction should be offered in the least restrictive way mostly in an inclusive environment & respecting the dignity of the special student.

j) Change in attitude and Awareness Raising:

If we get success in inclusive education then teachers, educators, principals and professionals maintain and keep a positive attitude towards the system of inclusion. If inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Such type of support involves a change in behavior and attitude which is not a quite easy process. For these training, workshops should be organized for educators and teach the general inclusive education techniques. Spread awareness about inclusive education among the people through Mass media and material.

k) Pre-Service Training Programs:

Training of teachers must be done at both levels i.e. Pre-service and in-service. Pre-service training is defined as training to individuals before they become a teacher educator. It includes teacher training at colleges and universities for becoming a perfect and ideal teacher. Inclusive education should be a compulsory subject for all

teacher educators. Basic knowledge & skills in inclusive education like understanding the needs and abilities of special children with special needs and pedagogic skills like instruction, adjust and activities should be given to the pre-service teacher.

l) In-Service Training Programs:

In-service training includes professional development for teachers who are already working in the classroom. Many countries provide sessions to teachers for upgrading their professional skills on the regular basis so that they enhance their performance in teaching. Inclusive education techniques are child-centered, active employing and participation in learning techniques that improve the teacher's capacity to teach all the children of both types.

m) Focusing on the Preschool and Primary School Levels:

Pre-service teacher training should be available at all levels of education that is on the preschool, primary and secondary level. In earlier life when special children receive the educational support they become more successful in their schooling later years. It also high the quality of their life.

n) Target: Local Needs:

While creating training programs for teachers or curriculum development, it is very much important to know the present national guidelines for education which cater to the local needs of the students.

o) Responsibility of classroom teachers for Children with varying needs:

p) In not pay for specialized supporting staff, Regular classroom teachers take the responsibility for all children with and without disabilities. In that case, providing inclusive education to regular teacher training college countries, where there is a lack of resources they would curriculum would be more appropriate.

q) Network Creating:

Inclusive education is not a compulsory subject in various countries in the pre-service program, in these nations development of teacher training programs has been acquired when teacher-educator works in collaboration with local teacher training institutions and colleges. Working with local training institutions is an effective way of spreading information both at the pre-service and in-service levels.

r) Developing a Network of Key Teachers:

Disable Students need support from other Students and their educators to participate in class activities with other peers. Inclusive education needs teachers that have extra skills and which are capable to design and plan the inclusive lessons for catering the diverse needs of the student. Teachers in class are supported through a network of inclusive education by coordinators and special teachers whose job is to provide support to both types of classroom teachers and disable students. They join with regular school staff for technical assistance in planning the lesson. It is therefore, necessary to find out the local adaptations and suggest more appropriate ways of giving support to teachers and disabled students, (Giangreco & Doyle, 2007).

VI. CONCLUSION:

The need and demand for inclusive pedagogy have been based on the belief that inclusive education is about the acceptance, access and participation in the inclusive classroom. The teachers should create an environment in the classroom which is a golden opportunity for the growth of disabled students. Finally we can say the success of inclusive education sets with the belief that schools are not only for students but it is for the students with disabilities, teachers, educators, staff, families and members of the society. The teachers play a pivotal role in the implementation of educational programs & policies. It means that the inclusion of education of disabled children with the mainstream is possible only if teachers have a training of the skill in a common classroom. Therefore, a teacher's role is very important in providing quality education and brings quality change in an educational system. But all these things depend on teacher competencies and which can be developed with the assistance of appropriate teacher training programs in pre-service and in-service. All these programs are helpful for design the curriculum, fulfill important needs, to teach effectively in an inclusive classroom, for producing learning experiences and to teach differently-abled children in the regular classroom.

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