

Pre-service teacher's Skilfulness for the wellbeing of CWSN in Inclusive Education

Umesha G.R.*, C.L. Pinto and T.V. Somashekar

Department of Education, Regional Institute of Education (NCERT), Mysuru (University of Mysore), Mysuru-570006, India

*Corresponding author: umechn1@gmail.com

ABSTRACT

Educating children with and without abilities together in the formal set up schools is known as inclusive education. Steady progress has been made to integrate students with disabilities into general schools rather than total segregation. The teacher education is hasn't open up enough to prepare for it. The present paper is an attempt to indicate where does inclusive education stands with regard to its pre-service teacher's preparedness in other words how skilful are they to handle children with diverse nature either positively or negatively. Beside that to check on the scope for such skilful learning through their syllabus and teaching practices. If the in-service teachers are already making a slow effort which need to be accelerate as the student's number of CWSN is on rise in general schools, as every child need to be welcomed into the portals of education. There are number of ways where teachers in general education could be prepared to meet the needs of CWSN. Pre-service teachers need to be much more skilful to handle these issues. How a teacher need to be skilful to handle those children who equally require time, space and care for learning along with those who are in the general school upbringing. It is likely that the student may experience segregation even in regular schools, unless teachers themselves build a welcoming personality towards the wellbeing of these CWSN. This is need of the hour that teachers are prepared with both knowledge and ability to be fit into inclusive setup schools. We as a country India have embraced inclusive education beside the diversity and disability. Educators or teachers need to prepare for the wellbeing of CWSN in inclusive education.

Keywords: Pre-service teachers, Skilfulness, wellbeing, CWSN and Inclusive education

Beginning of the twenty-first and end of previous century sees many initiatives with regard to education to meet the growing challenges. Inclusive education is one such principle that was getting a place of understanding of its need because of 'Education for all' in the international arena. The awareness, knowledge and skilfulness of teachers and administrators about it had to undergo and transformation with regard to including children with diverse population. India as a democratic country, committed to peace, justice, equality and protection of every citizens with their right to live into a peaceful society with diversity.

Hence, classrooms which are micro societies had to navigate notion of inclusion positively from negativity of its students. Accordingly from pre-school to the university student centric curriculum and/or syllabus started emerging into the system. The system of education which was more focused on students with ability had to welcome diverse population more and more, even without ability or children with special Needs (CWSN). So, pre-service teachers and in-service teachers had to prepare themselves to meet this challenge of inclusive education.

Inclusive education

“*Inclusive education*” is a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities; Inclusive education means that “schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions”. Inclusive Education was adopted at the Salamanca World Conference focusing on Special Needs Education (1994).

Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.

Challenges in switching over to inclusiveness of Children with special needs CWSN

- ⊙ Philosophy, Policies, curriculum and syllabus-concept awareness, skills and attitudes of teachers towards inclusion,
- ⊙ Infra-structure facilities, accommodation and support material provided in the school
- ⊙ Arranging and organising school set up
- ⊙ Preparing teachers to face the challenges in-service or pre-service education programmes
- ⊙ Teacher’s capacity to identify CWSN their acceptance, skilfulness, knowledge and support system towards them in the classroom.
- ⊙ Willingness and spirit of pre-service teachers to get into the system of education and not as last solace of all profession.
- ⊙ On the part of teachers, inclusion of CWSN is a feeling of unusual responsibility or compulsions to meet the needs of all children irrespective of their status with or without ability.
- ⊙ Full participation and equality of people with disabilities for action towards an inclusive and barrier-free society.

Differences of special school and inclusive schools

Special schools	Inclusive schools
<ul style="list-style-type: none"> → Pre-service teachers are Specially trained as special teachers in the training programme with individual specialisation. → Resources, trained personnel and facilities are readily available based on the disabilities. 	<ul style="list-style-type: none"> → Pre-service teachers have rare opportunity to carry out practice teaching to classes of children with CWSN, only theory, a assignment and a visit to the special school is the focus when it comes to teacher’s preparedness of inclusive education. → Two days to week long training for the in-service teachers on inclusive education as a collect approach → Lack of resources, specially trained personals to meet the needs of the CWSN is scare.
<ul style="list-style-type: none"> → -Exclusively for special children with severe disabilities either one or multi-disabilities 	<ul style="list-style-type: none"> → Education for All-inclusive of CWSN. (Children with mild disabilities are considered who can have a learning in a stress free environment)
<ul style="list-style-type: none"> → School becomes an expensive affair Expensive for the students 	<ul style="list-style-type: none"> → Part of regular schooling hence less expensive
<ul style="list-style-type: none"> → Rare opportunity to have a peer group other than disables, 	<ul style="list-style-type: none"> → Has scope for peer group as a support system within the system
<ul style="list-style-type: none"> → Being different with disabilities accepted. 	<ul style="list-style-type: none"> → Student and teacher flock take time to understand students with disabilities before being supportive
<ul style="list-style-type: none"> → Since the system is specially for the differently able, the exclusively nature is accepted by the stakeholders for the differently abled 	<ul style="list-style-type: none"> → Constrained by a number of key factors such as the growing complexity of the role and workload for principals and teachers; → A shortfall in the range and level of skills required and opportunities for professional development for teaching and support staff; → Widespread confusion and concern regarding the proposed general allocation system.

REVIEW RELATED LITERATURE

The Hutchinson Encyclopaedic Dictionary (1994) defines competency as the capability to perform the duties of one's profession generally, or to perform a particular professional task, with skill of an acceptable quality. *Nagata* (2005) is of the opinion that a single university subject on inclusion or special education will not adequately prepare teachers to successfully implement the different aspects of inclusion as well as its associated practices. Some researchers assert that there is a definite body of knowledge and skills for working within inclusive classrooms and that the pre-service teacher training courses do not adequately cover these (Hodkinson, 2005; Jones, 2006). Some of the Pre-service teacher's comments highlighted the perceived importance that students give to information dissemination. Inclusive education is a very extensive subject area and in a one-session subject, time constraints can sometimes mean that some topics are omitted or given little attention.

Teacher's essential skills to inclusive education

Teachers need to have the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and which takes into account the different needs and abilities of learners. It enables the teacher to manage the energy levels, ensure appropriate learners participation and create pairs and groups that have a positive impact on learning. It supports to motivate learners and safeguards that different styles of learning are catered for and different needs. From the above one can perceive that teachers need to possess skills that make life of a learner more meaningful irrespective of the abilities/disabilities. Schools are inclusive to cater the basic right of its citizens and the other side an unpreparedness of teachers to receive these children into the fold. Currently pre-service teacher's preparedness for the well being of CWSN is though crucial and very much required one.

Present context

Pre-service teachers elementary or secondary school

teacher's training is of two year programme with 4 semester syllabus having one full paper on inclusive education. As these developments take effect, they supposed to have a significant impact on education provision for children with disabilities. However, the reflections of participants in this study, on the provision of inclusive education are reflected in the opinion shared. These views provide a benchmark against which any progress can be measured over the next few years.

The Views of Stakeholders

- ⊙ Teacher have notion that students physical disability are tend to have learning disability
- ⊙ The individual work of schools, principals, teachers and support staff on the ground to be boosted
- ⊙ The good will and work of teachers in mainstream was diluted by a shortfall in specific skills to cater the needs of children with certain disabilities, and the limited opportunities to avail of appropriate training.
- ⊙ Classroom teachers required in-service provision to ensure that their knowledge and understanding of the educational implications of particular disabilities could be significantly improved.
- ⊙ Structured support for whole school approaches was considered as essential to ensure the full participation of children with disabilities.
- ⊙ Large class sizes were also identified as a significant obstacle to effective teaching and learning. Inconsistent admission practices and unequal access to schools of choice for children with certain types of disability were seen as another consequence of a shortage in knowledge and understanding.
- ⊙ Inadequate identification, assessment and resource allocation processes were cited as systemic failures.
- ⊙ Resources are urgently required to build school capacity, professional expertise, support services for parents and a rich differentiated curriculum for the children.

Inclusive education Teachers: Skills and Training

Pre-service teacher's skilfulness obtained through syllabus and teaching practices. Having a check on these aspects of in-service teachers are already making a slow effort which need to be accelerate as the student's number of CWSN is on rise in general schools when these take up teaching in the normal schools, as every child need to be welcomed into the portals of education. Preservice teacher's exposure have a to theoretical learning and no practically teaching exposure to specially for inclusive teaching According to NCTE Regulations (2014) system of teacher education has reoriented and reconsidered its regulations and norms and standards for various teacher education programmes and advised new Regulations on 1st December, 2014, having scope for inclusive education for teacher trainees.

Following are the three skills or competencies needed to be an inclusive teacher.

Foundational skills towards proficiency in teaching providing knowledge and understanding

- ⊙ Understanding the philosophy of inclusive education.
- ⊙ Understanding of inclusive education policy.
- ⊙ Understanding the nature of barrier to learning in inclusive classroom.
- ⊙ Learning styles of all students.
- ⊙ Nature of diversity in schools and community
- ⊙ Participation of all children who are vulnerable to exclusion not just with disabilities.

Essential practical skills in teaching process to perform action in creating conducive and barrier free environment

- ⊙ Skill to perform the action creating a learning environment.
- ⊙ Developing appropriate teaching learning material.
- ⊙ Undertaking analyses of barrier to learning.
- ⊙ Developing strategies.
- ⊙ Innovating ways to promoting inclusion in their classroom.

- ⊙ Participations well as drawing on diverse of instructional strategies
- ⊙ Assessment techniques.

Reflective skills to help teacher to have

- ⊙ Impact on learning on .language, disability, race, gender, geographical locations and other differences
- ⊙ Appropriate adaptation to teaching strategies,
- ⊙ Maximize participation of all learners and reflect on cultural roots and skills learner brings to the class.

Major observations

Today pre-service training calls upon to be more practical than ever before. Globally it is sensed low skilled teachers need more specific training than general one. Helping teachers to teach as individualised instruction has proven effective. It calls pre-service teachers to Think, Reflect and Discuss, and to Experience practically.

Though current system of education has adopted a positive and supportive move towards the inclusion of children with special educational needs in mainstream environments which is believed to be positive This benefits CWSN particularly in relation to socialisation, learning and peer inclusion, as well as increasing access to the general curriculum for many students who may not otherwise have such an opportunity.

- ⊙ A large number of Preservice teachers feel the burden of accepting inclusiveness with regard to CWSN in the classroom. Such attitudes emerge from the unpreparedness of the profession life one wants to embrace.
- ⊙ Their attitudes need to be changed from negative to positive.
- ⊙ Pre-service teachers reported that they felt poorly prepared to teach students with diverse needs.
- ⊙ Pre-service teachers are likely to become more aware of the realities and skilfulness of inclusive practice after certain experiences.
- ⊙ Each inclusive school need to have a associative

special school to address students with disabilities.

- ⊙ Respondents pointed out to an inadequacy in their training as teacher a hindrance to successful inclusion. Given that the respondents studied only one subject directly related to inclusive education, and that this was introductory in nature and more intensive work in inclusive education at the University level under investigation is required if pre-service teachers are to feel well prepared and more confident for their job.
- ⊙ A variety of speakers to share their the experience and including a special education teacher as participatory in team teaching,
- ⊙ A presentation on relevant software is recommended.
- ⊙ Involvement in conferences and other discipline issues.
- ⊙ Student teachers are to take a field trip to a local sheltered workshop, where they hear a presentation on transition services in the schools and community.
- ⊙ Assignments in the course including preparing a micro-teaching lesson in the student's content area with modifications visible.
- ⊙ Student teachers are to undertake project about a particular disability and then prepare a product aimed at advocacy for that particular disability.
- ⊙ Focus on pro-social behaviours such as beginning social skills (e.g., asking a question, making introductions), skills for dealing with feelings, skill alternatives to aggression, and skills for dealing with stress.
- ⊙ Education training colleges have to adopt a much more systematic and consistent approach for the wellbeing of CWSN.
- ⊙ Teachers need to be ready for multitasking in order to do good to the greater fold of CWSN.

CONCLUSION

Schools across the country may be moving toward more inclusive education. Both pre-service and in-service teachers must be prepared to meet this challenge through a sound knowledge base and development of appropriate dispositions and performances. These three aspects of successful teaching need to be encouraged through experiences gradually, which connect theoretical information to practical issues in the classroom. School administrators and teacher education personnel must search for new avenues to pursue this goal and establish field study or practice situations which meet the needs of in -service teachers, whether elementary or secondary in focus. Though M.Ed and M.Ed pre-service courses have been strengthened with required syllabus, there is a need of NCTE and RCI coming together for a cause of inclusive education in order to address diverse population. Preparing teachers is the heart of inclusive education initiatives. Student teachers need to learn different strategies, strengthen the knowledge, and create conducive environment for the learner. Unless these pre-service teachers are sensitized it is difficult to be effective.

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