

An Overview: principles of inclusive education

Ms. Sukhveer Kaur¹, Dr. Diljeet Kaur²

^{1,2}Guru Gobind Singh College of Education

^{1,2}Guru Kashi University, Talwandi Sabo

ABSTRACT

Inclusion is defined as a process of addressing and reacting to all learners' diversity through expanding involvement in the learning community. Counselors, instructors, parents, and students should ensure that inclusive practise is practised in all elements of the educational environment, and the kind of classroom atmosphere should do as much to develop collaboration and acceptance as the teaching tactics. Students should feel comfortable asking questions and sharing their thoughts and feelings in a teacher-created climate of mutual respect.

Keywords: Inclusive Education

I. INTRODUCTION

All kids are supported to study, contribute, and participate in all elements of the school's life through inclusive education, which implies that all students attend and are accepted by their local schools in age-appropriate, normal courses. Inclusive education refers to how we plan and build our schools, classes, programmes, and activities so that all kids may learn and participate in the same way. Neighborhood schools are the beating heart of our communities, and Inclusion BC thinks they are critical to a high-quality, inclusive education system. As a result, we feel it is critical to support BC's public education system.

II. BENEFITS OF INCLUSIVE EDUCATION

All children benefit from inclusive education. It allows them to:-

- Develop each child's specific talents and gifts while maintaining high and acceptable expectations.
- Work on a personal goal while engaging in classroom activities with children their own age.
- Engage their parents in their kid's future and local school events.
- Encourage a respectful and inclusive school atmosphere. Lessening the effect of harassment and bullying, inclusive education gives opportunity to learn about and appreciate individual differences.
- Develop friendships with a diverse group of other kids, each with their unique set of needs and strengths.
- Having a positive impact on their school and community in terms of appreciating diversity and inclusion on a larger scale.

We also know that just mixing disabled and non-disabled children does not result in favourable outcomes. When there is continual advocacy, planning, support, and dedication, inclusive education occurs. The following are the guiding principles for high-quality inclusive education.

All Children Belong.

Inclusive education is founded on the fundamental principle that every child and family is valued equally and is entitled to the same opportunities and experiences. Inclusive education entails students participating in ordinary activities as if their impairment did not exist. It's about making friends, becoming a member, and having the same possibilities as everyone else.

All Children Learn in Different Ways.

Inclusion refers to giving children the support they need to learn and engage in meaningful ways. Help from friends or teachers can be beneficial at times, while specifically created materials or technology can be beneficial at other times. The trick is to just provide as much assistance as is required.

It is Every Child's Right to be Included.

Inclusive education is a right, not a privilege, for all children. All children with disabilities should be educated alongside non-disabled children their own age and have access to the general education curriculum, according to the Individuals with Disabilities Education Act.

Strategies for Using Inclusion in the Classroom.

A modified classroom structure will be required for some children in an inclusion classroom. This could include modifying physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating chart so that a student with auditory problems can lip read more easily, or structuring classroom time so that students with behavioural or learning disabilities feel more secure.

The most significant change you can make to your classroom organisation is to instil in your students a sense of inclusiveness and diversity as a good ideal. Never tolerate insults or discriminatory statements, encourage kids to collaborate in a variety of groups, and give each student the opportunity to shine in his or her own unique way.

Get to Know Your Students and Let Them Get to Know You

It takes time to form a relationship with your students. Providing chances for students to discuss their interests, difficulties, and goals with you, as well as sharing your own, fosters a bond that may expand over time. Some instructors like conducting surveys or keeping notebooks to learn more about their pupils. Consider what has worked and what hasn't in the past; what is something you can do on a regular basis to connect with each student?

Create a Safe Space for Students to Share

Students also require dedicated time to form bonds with their peers. Split students into fresh small groups on a regular basis and utilise the "I see, I think, I wonder" method to help them process something they've learned or a current issue that's on their minds. Students may conduct effective dialogues that foster empathy and express differing perspectives in a courteous manner by showing how this should operate and setting group standards. In your classroom, reinforcing social-emotional qualities such as empathy and compassion encourages pleasant connections amongst your pupils.

Deliver Instruction in a Variety of Ways

Gamified classes appear to have a favourable impact on student engagement, according to a growing body of studies. Reimagine old classes, especially those that feel lecture heavy, using new videos, books, and gamified digital activities to appeal to varied learning styles. Students showed higher class average scores for both focus and attentiveness during digital game-based learning six out of eight times, according to a study published in the Canadian Journal of Action Research(opens in new tab) comparing student engagement with gamified lessons vs. alternative traditional lessons.

Choose Relevant Literature

Students are given literary texts that illustrate the human experience as part of culturally sensitive instruction. Include stories of indigenous peoples, African-Americans, refugees, and individuals with physical or intellectual disabilities.

Invite Guest Speakers to Share Their Stories

According to a research published in the Economics of Education Review, pupils who can identify with the racial or ethnic origin of a teacher or guest speaker are more likely to do better and be more engaged because they consider that person as a possible role model or mentor. You're giving your kids a genuine learning experience they wouldn't have otherwise by inviting a guest speaker.

III.ADAPTING TEACHING METHODS

You'll need to change your teaching approaches in addition to changing the classroom arrangement, depending on which kids are in your class. For example, it may be critical for you to include ELL students' cultural experiences into your curriculum, give tactile manipulatives wherever feasible, and practise topics regularly while ensuring that students who have previously mastered those concepts get enrichment.

You may need to pre-teach difficult vocabulary before reading or teaching about a topic if you provide them stuff to read. Encourage pupils to preview literature before reading it (and provide them advice on how to do so)

Provide extension tasks for talented kids who complete reading ahead of their colleagues by writing assignments or noteworthy points on the board. Depending on their ability, you might wish to have different pupils read various portions of the material.

IV. ADAPTING CLASS WORK AND HOMEWORK

Adaptations to classwork or homework may be required for students with various impairments. Pairing or grouping students with various disabilities with other students who can compensate, allowing students extra time to complete class work if possible, reducing the length of the assignment for students who cannot complete the entire task, and allowing some students to demonstrate mastery through verbal responses rather than written responses are all possible strategies for adapting these types of work.

V. ADAPTING QUIZZES AND EXAMS

- If a student's reading or writing skills are impaired due to a disability, you may want to record as much of the class as possible so that students may study utilising aural methods. Allowing these pupils to dictate their replies is another option (especially those students with visual disabilities). You may also offer certain students extra time to do quizzes and exams, hold some students accountable for less content, and supply notes or outlines for students who have trouble taking notes on their own.

- Your expert instructors will be one of the most valuable tools for developing new inclusion initiatives. Spend time talking with professionals on a daily, weekly, or monthly basis, depending on the extent of classroom adjustments required.

Peer tutoring: In peer tutoring, a student is shown assisting one or more of his peers with their learning and growth. Because they are the same age and grade, it is only natural for a peer tutor to have better rapport, closeness, and simplicity in his relationships with his fellow students. In terms of experience, ability, and education, there isn't much of a difference between them. The sole difference between a peer tutor and a fellow student is that the former knows a bit more or is somewhat more competent than the latter, and may aid the latter in a more desired way because of his proximity and acceptability. In this regard, the famous Russian Psychologist Lav Vygotsky attempted to convey through the concept of 'Zone OF Proximal Development' that a child can be well assisted in receiving instruction from peers who are close to him respecting the possession of desired knowledge, resulting in appropriate instruction and cooperation that is very helpful for the success of the instructional process. It is why the peer tutoring proves a better alternative from many of the students in their instruction and training in comparison to help rendered by parents, teachers and experts in this regard.

- **Cooperative Learning:** As the name implies, cooperative learning is a learning method or approach in which students are given opportunities to study independently in a group in a cooperative manner. They exchange all information and assist one another in gaining the necessary knowledge, comprehension, and application of one or more areas of the topic material or course units in their syllabus. It appears to be in direct opposition to the existing educational system's teaching-learning practises. Our current classroom instruction is completely dominated by the instructor and concentrated on the topic. Teachers are considered as the reservoirs of subject information in this system, and their task is to simply pour their huge reservoir of knowledge into the open, vacant, and eager minds of pupils. Instead of collaborative and cooperative learning, it promotes individual and competitive learning. Students are enticed to study more in order to improve their grades, division, certificate, and admiration, among other things.

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