

NATURE OF INCLUSIVE EDUCATION



Prin.Dr.Chandrakant Borse

M.V.P.Samaj's Adv.V.G.Hande College of Education,Nashik



Nature: Inclusive Education



1. Attitude of Teachers Towards students
2. Increasing quality level of Resources
3. External Supported Services
4. Draft of Inclusive Teaching



Contd....



--1. Attitude of Teachers Towards Students---

Inclusive Education depends on----

i.e. main base of Inclusive School

-Teachers attitude towards students

-Teachers attitude towards students having special needs

-If teachers of mainstream schools ignores the special students,

-If not play the efficient and proper role about special need students

THEN----- Inclusive education cant be suceed.



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2. Increasing quality level of Resources

----For Absorbing the Special need students in mainstream----

Teacher Should-----

-Improve the quality level of different resources

-- Prepare the resources by considering the needs of special students.

--- know what are exact discriminations of these students



Contd....



3.External Supported Services

Teacher can able to provide external supported services to Inclusive School like-----

e.g.- Counseling center, visit to expert doctors related to special needs, lectures, orientations, external and internal special academic services,



Contd....



4. Draft of Inclusive Teaching

Teacher should focus on the drafts like-----

- Teacher should motivate the special need students to learn in the class of general students.
- Teacher should engage the special need students in a learning



Contd.....



Inclusive education differs from separate education in special schools. It is where all children, regardless of differences have the opportunity to learn with and from each other. In inclusive settings differences are valued but the focus is on similarities which are common to all children. An inclusive school defines differences as an ordinary part of human experience, to be valued and organised for.



Definition: INCLUSIVE EDUCATION



1.Allen:

“Inclusive Education is about responding to diversity, it is about listening to unfamiliar voices, being open empowering all members and about celebrating ‘difference’ in dignified ways. From this perspective, the goal is not to leave anyone out of school”



Definition: INCLUSIVE EDUCATION



2. Cobbett and Sleeve:

“Inclusive Education is an unabashed announcement, a public and political declaration and celebration of difference. It requires continual proactive responsiveness to foster an inclusive education culture”



Principles of INCLUSIVE EDUCATION



1. Teaching All Students

Teachers should take several different approaches to teaching the same material so that information becomes more interesting and tangible to a greater number of students.

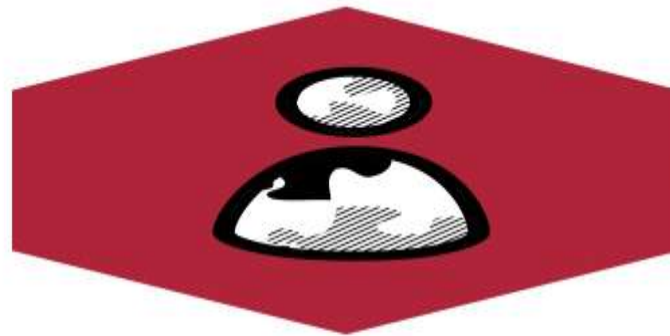


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2. Exploring Multiple Identities

Students who are proud of themselves and excited by the world around them will be more compassionate and understanding people; the same is true for educators.



**Exploring
Multiple
Identities**

Contd..



3. Preventing Prejudice

Teachers should take a proactive approach to debunking preconceived stereotypes and preventing them from escalating into prejudices and negative biases.



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4. Promoting Social Justice

Students are good judges of what is fair, especially when they are affirmatively challenged to consider issues of social justice. Teachers should talk to them about issues of social justice and injustice in terms of fair versus unfair, respectful versus disrespectful.

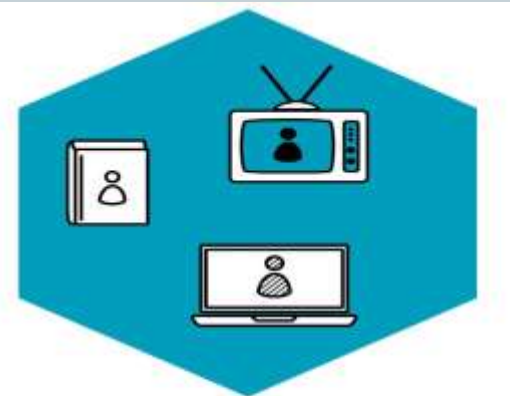


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5. Choosing Appropriate Materials

Inclusive classrooms use books and materials that reflect accurate images of diverse peoples and challenge stereotypes.



**Choosing
Appropriate
Materials**

Contd..



6. Teaching and Learning About Cultures and Religions

Teachers should create curiosity and expand students' horizons by teaching about others in a positive manner. Students should have the opportunity to learn from their peers as well as other cultures.



**Teaching And
Learning
About Cultures
& Religions**

Contd..



7. Adapting and Integrating Lessons Appropriately

Teachers should be flexible when using and adapting lessons in our curricula, as well as in prescribed curricula in general. Many of the most teachable moments are unplanned and unscripted.



**Adapting and
Integrating
Lessons
Appropriately**

THANKS

