

Role and Teachers in the Context of Inclusive Education

Teachers play a pivotal role in mainstreaming inclusive education. The literature on inclusive education is undisputed about no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to students with disabilities. The teacher has to provide high quality, holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding and networking. Teachers with the support of the principal of school, colleagues, special educators and parents should develop effective ways of overcoming barriers to learning and supporting effective teaching through observing the quality of teaching and standards of pupils' achievement and by setting targets for enhancement. Teacher works as a catalyst between the principal of the school and children with special needs and their parents. It is the teacher who sees new and innovative ways in order to fulfil the educational, social and emotional need of child with special needs. Whatever may be the type of resource room the teacher with her commitment, skill and knowledge can redesign it into useful, creative and interesting. One of the main roles is to support the teacher in meeting the needs of children with special needs. What appears clearly from the research is that inclusive education results from the leadership of teachers in the classroom. Child development research also confirms the centrality of the teacher's role and of environments that are rich with opportunities to learn. Sincere and responsive teachers who are dedicated to the inclusion of learners in stimulating learning environments are key to securing not only access to the classroom, but a quality of education that results in positive progressive outcomes. When teachers possess knowledge, classroom supports, leadership and support from their school administrators and the broader education system, an inclusive approach to quality education for all learners can take root in regular classrooms and schools.

The key responsibilities of a teacher for inclusive education are as follows :

- Overseeing the day to day operation of the scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) in particular and inclusive education in general.
- Coordinating the provision of support services for children with special needs.
- Regular liasioning and seeking advice from fellow special educators in regard to the education of child with special needs.
- Liasioning with other special educators' of other schools for updating the information and knowledge.
- Keep constant liasions with different Non-Government organization working in this field for aiding support services for child with special needs.
- Maintain the database of child with special needs.
- Develop the assessment portfolio of child with special needs.
- Prepare a list of required materials and equipment before the beginning of the session.
- Organize continuous, periodic and regular parent meeting.
- Ensuring that a child with special needs joins in the activities of the school together with other pupils.