



## **THE ROLE OF INCLUSIVE EDUCATION TOWARDS DYNAMIC SOCIETIES AND SOCIAL CHANGE**

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John Dewey (1939) believed that democratic movements for human liberation were necessary to achieve a fair distribution of political power and an “equitable system of human liberties.”

### **Abstract**

*This conceptual paper discusses the need of inclusive education for the development of a dynamic society and to bring about a social change. It is based on the philosophy and demands of the growing international movement for inclusive education which help and teach all children, whatever their needs and abilities. Taking into consideration the main elements for change are: Inclusion is not primarily an educational or professional issue, but an issue of basic human rights concerning everybody. Children's rights to inclusion take precedence over parents' choice. Inclusion is an on-going process of increasing participation, not a fixed state. Inclusive schools help the development of inclusive communities where all people are equally valued. The voices of disabled adults and children have key roles in developing inclusion. These works for Social Change will lead to action at local, national and international levels to enhance the case for inclusive education.*



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**Introduction:** An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction.

To create and sustain inclusive societies, it is important that all members of society are able and encouraged to participate in civic, social, economic and political activities, both at the local and national levels.

Growing focus has been placed on inclusion as the key strategy for promoting the right to education, including for children with disabilities. Inclusion can be understood, not merely as a vehicle for ending segregation, but rather as a commitment to creating schools which

respect and value diversity, and aim to promote democratic principles and a set of values and beliefs relating to equality and social justice so that all children can participate in teaching and learning

The first step in improving education is to recognize that the problems existing in our schools are rooted in the way our society is organized. We live in a competitive economy where businesses and individuals continually seek advantage and higher profits, and where people on the bottom rung of the economic ladder are stigmatized as failures and blamed for their condition.

*UNESCO* is particularly concerned by the issue of indigenous peoples as it deals with questions relating to their situation in terms of human rights, discrimination, gender equality, poverty eradication, democracy, sciences and social transformations, including urbanization and migration. The focus is put on comparative policy analysis of the level of inclusiveness of policies.

**The role of the teacher:**Teacher competencies are understood to include skills, knowledge and understanding, as well as values and moral sensibilities, and professional identity, Teacher educators should prepare teachers as ‘agents of change’ have become common in policies and literature around the world, endorsed by a social justice agenda that is concerned with educational inequalities and a desire to raise educational attainment and improve outcomes of teaching learning scenarios.

**Collaboration:** Collaboration is the process of merging the knowledge, experience and skills of all partners to meet common goals.

Such collaboration may involve:

Problem solving around program planning, choice of instructional strategies, interpretation of assessment data to inform instruction participation on service delivery teams, program planning teams preparation and/or follow up regarding parent-teacher conferences sharing resources common planning such as grade level or department meetings

### **Co- Teaching**

Although co-teaching can occur between two classroom/subject teachers or other education professionals, co-teaching in this document refers to a classroom/subject teacher and an instructional resource teacher: working collaboratively in the same physical space collaborating on the delivery, assessment and evaluation of outcomes devoting time for planning, reflection and /or problem solving instructing a heterogeneous class.

**Pull-out instruction** refers to implementation of individualized programming for alternate programs, courses, and curriculum which occurs outside of the classroom. Instruction should

be offered in the least restrictive, most inclusive environment respecting the dignity of the student.

**Connection with Best Practices** These initiatives facilitate the inclusion and development of students with disabilities within general education. School leaders should clearly communicate to educators and families that best practices to facilitate inclusion are identical to best practices for educating all students. This message will help members of the school community understand that inclusion is not an add-on, but a natural extension of promising research-based education practices that positively affect the teaching and learning of all students.

### **Promoting Inclusion in the Classroom**

Several curricular, instructional, and assessment practices benefit all the students in the classroom and help ensure successful inclusion. For instance, in a study conducted by the National Centre on Educational Restructuring and Inclusion (1995), the majority of the districts implementing inclusive education reported cooperative learning as the most important instructional strategy supporting inclusive education. Some other general education theories and practices that also effectively support inclusion are

- Current theories of learning (such as multiple intelligences and constructivist learning).
- Teaching practices that make subject matter more relevant and meaningful (for example, partner learning, project- and activity-based learning, and service learning).
- Authentic alternatives to paper-and-pencil assessment (such as portfolio artefact-collection, role playing, and demonstrations).
- A balanced approach to literacy development that combines whole-language and phonics instruction.
- Thematic/interdisciplinary curriculum approaches.
- Use of technology for communication and access to the general education curriculum.
- Differentiated instruction.

Inclusivity acknowledges that re-forming communities of practice is a project that is continuous since new forms of difference emerge from intersectionality. Education provides the opportunity to in -still values of respect and appreciation of diversity.

Teachers' views of the inclusion task

The current context in which teachers are working is one of rapid change. All areas of education have changed during the past decades, with major changes to the role of teachers, together with the introduction of new approaches to the curriculum and assessment. In

addition, the legislation has changed in how difficulties in learning are conceptualised from special educational needs to additional support for learning. These changes have involved the development of new understandings about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child?' to 'what does the child need to support their learning?' Such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers. It also has implications for how teachers are trained and supported in their professional development.

**Conclusion:** In the above discussion we see that if the teachers are educated and enabled to build an inclusive society it would work for the benefit of the society on the whole. The national progress would develop in a great way as the diverse needs of the students could be met successfully. There would be a social change and the society would be dynamic indeed, but this is possible with the co-operation and work from all parts of society and education. Inclusive education is the key to make the up-coming generation more able and capable. We can make the change if we try.

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