



TEACHING AND LEARNING ENVIRONMENT WITH SPECIAL REFERENCE TO INCLUSIVE SCHOOL

Vani Nayaki D.C, Ph.D.

Assistant Professor, Kumadvathi College of Education

Shikaripura, Shivamogga, Karnataka, E-mail ID – vaninayaki@gmail.com

Paper Received On: 21 JUNE 2021

Peer Reviewed On: 30 JUNE 2021

Published On: 1 JULY 2021



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Inclusive education is a having with the SEN and disabilities children with the normal students, it is as a inclusive education. So we are the teachers in school, we should develop among to students to observe equally to students in the classroom, then only we develop educational systems in our places. So we are the teachers to create the environment for the disabled children's in the normal school environment.

“Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all” (Hocking, 2010)

For many students, school is a place fondly remembered for sparking their passion or connecting to them to a favorite mentor – but for others, school is a place in which discrimination made it harder to pursue their dreams. Inclusion can be promoted by designing and supporting environments that encourage each and every child's full participation. This is particularly critical in early childhood when learning through exploration, with peers and through the environment is so critical to a child's future learning as well as growth and development.

Design and Support for Inclusive Environment;

1. Communicating with parents on a daily or frequent basis, conducting parent/teacherconferences on an ongoing basis and involving parents in their child's development, learning and program.

2. Teaching, modelling, encouraging and rewarding positive behaviours. Give more attention for positive behaviour than for misbehaviour.
3. Providing support for maintaining social skills.
4. Using developmental assessments and observation to modify and adapt teaching and learning strategies so that all children grow and learn.

Differentiating:

- a) We know that everyone learns differently, so move past the “one-size-fits-all” approach to instruction and assessment. Try allowing students to engage with information in a variety of formats, such as websites, videos, Books, magazines, and periodicals provide ways for students to progress through materials as well.
- b) Provide small group or individual, direct instruction so you can tailor content delivery more accurately for specific learners’ needs.
- c) Customize students’ experiences in our classroom, we can build upon their strengths and help to develop and improve their understanding of topics with which they are struggling.

Healthy Grading:

- Stop talking off points for behaviors like lateness, unpreparedness, or talking out of turn. While these and other behaviors are important to manage, they shouldn’t be used to mask or reflect students’ understanding of a topic.
- Instead, focus on what the students do know and let that show in your grade book.
- The components of an enlightened grading philosophy include :
- Regular formative assessments in which quality, descriptive feedback is generated and personalized for each student.
- Once satisfactory understanding is demonstrated on formative assessments, students are ready to attempt a summative test. Ensuring that students are prepared for an exam increases the likelihood of initial success—which builds confidence and purpose.

Relationships:

- The most effective way to build an inclusive learning environment comes from forming meaningful connections with your students. Simple, time-honored techniques such as not raising your voice and saying their names correctly are great ways to start building relationships.

- By taking some extra time and effort to view each pupil as an individual and truly believing that each student can succeed, you'll become partners in success.
- The goals of education are the same for all children provided that these goals are balanced and brought in harmony with the individual needs of each child.
- Not all children with disabilities have SEN at the elementary level. They learn along with their peers with the help of aids such as wheelchairs, hearing aids, optical or non-optical aids, educational aids etc.
- Common Practices in Inclusive Education.
- Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships.
- Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on).
- This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.

Teachers use a number of techniques to help build classroom communities:

- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community
- One teach, one Support:
- One teach, one Observe:
- Station Teaching (Rotational Teaching):
- Parallel Teaching:
- Alternative Teaching:
- Team teaching (content/support shared 50/50):

Finally I conclude that this type of education we needed in present society and we also encourage that type of the students. And we give the education in normal schools with the normal children's and we as the teachers we should follow the some techniques and methods to involved in the study and reading in the class time. So we are the teachers, in our responsibilities are to develop the students knowledge and learning skill and modify the their behaviour through usage of different techniques and methods as well as strategies.

References:

- H, R. (2019). A Study On Attitude of Parents Towards Girls Higher Education. International Journal of Research and Analytical reweaves, Special Issue, 265-267*
- H, R. (2021). A Study on Awareness of Life Skills Among B.Ed. Student-Teachers of Kuvempu University. An International Refereed, Indexed & Peer Reviewed Bi-Annual Journal in Education, 7(2), 10-12.*
- Inclusive Education – Neena Das*
- Inclusive education – Dr.Shivakumar*
- Creating an inclusive school – Mangal S.K*