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Annappriya, J.

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Harmony in Education: Strengthening the Triad of Parents, Teachers, and Institutional Heads for Inclusive Learning

Dr. J. Annappriya

Assistant Professor

Stella Matutina College of Education (Autonomous), Chennai

Abstract

A variety of systemic components must come together for inclusive education to become a reality. It is true that a considerable amount of funding has been allocated by the Indian government to SSA in order to accomplish “Education for all.” However, in order for it to occur, the stakeholders must be appropriately informed and involved. Parents of children with special needs and parents of their classmates who may not have special needs, special education instructors, resource teachers, school officials, special education students, and children without special needs are a few of the stakeholders. All social groups, in other words, who are directly or indirectly interested in the education of children. All stakeholders must work together in a coordinated manner for inclusion to be successful.

Introduction

Many obstacles still stand in the way of children with disabilities participating fully in education, even though the idea of inclusive education has been promoted globally for more than ten years. Ignorance of the rights of individuals with disabilities to education is exacerbated by prejudice against them in society at large and ignorance. This helps to explain why children with impairments have made such slow progress in terms of enrollment and involvement in the educational process. The issues are diverse and extend beyond the school and classroom walls. It is tentatively predicted that less than 10% of children with impairments in underdeveloped Asia-Pacific nations attend school.

All students should get a high-quality education, according to inclusive education. The community as a whole, from decision-makers to end-users (students and their families), must support inclusive schools. All parties involved must work together and have a clear understanding of long-term goals, or the kind of young people that the community and school will “produce.” It is necessary to make changes to language, attitudes, and beliefs to reflect the value that diversity and equitable participation bring. Changes must be made

to all facets of training, including recruiting, funding, daily procedures, training programmes, and everyday practices, in order to prepare educators for inclusion. The next generation of educators and education specialists has to receive training in order to be equipped to instruct and educate all students.

Establishing Connections and Collaborating with Parents

Some scholars argue that a key principle of the inclusive education movement and a central component of recent educational reforms is the active involvement of parents in the classroom. Multiple studies have demonstrated that parents' engagement in various school programs significantly contributes to the success of inclusive education initiatives. Here are several ways in which parents can play a pivotal role in advancing inclusive schools.

1. **Developing a Positive Attitude and Broad Perspective**
Parents, whether of differently - abled or typical children, play a crucial role in nurturing a positive mind-set, fostering inclusivity, and ensuring all children actively participate and contribute to their education..
2. **Awareness of Rights**
Parents bear the responsibility of enlightening their children about their right to inclusive education, and even when faced with resistance from schools, they can influence policies by advocating for their child's rights and educating others.
3. **Providing guidance on Curriculum Adaptations and Teaching Methods**
Parents of children with disabilities offer valuable insights into curriculum adaptations and teaching methods, ensuring a more seamless integration of skills between home and school, benefiting not only children with disabilities but also those with specific educational needs. Parent aides should be viewed as general teacher assistance rather than assigned to specific pupils.
4. **Supplying Resources**
Parents can play a vital role in supporting their child's special needs, such as obtaining a hearing aid for a child with hearing impairment, alleviating the strain on underfunded schools to ensure inclusive participation.
5. **Encourage Inclusion Outside of Schools**
To enhance inclusion, parents need to actively promote inclusive practices beyond the classroom, addressing the social exclusion faced by children with disabilities in various settings and collaborating with schools to combat discrimination and stigma.

Effective Approaches for Engaging Parents in Inclusive Education Initiatives

Fostering inclusive education involves building strong connections and effective communication between educators and parents. Here are some strategies and resources that can help in networking and liaising with parents to promote inclusive education:

- Organize workshops or seminars for parents to discuss the importance of inclusive education, share best practices, and provide strategies for supporting diverse learners.
- Use parent-teacher conferences as opportunities to discuss individual student needs, share progress, and collaboratively plan for support.
- Establish parent support groups where parents can connect, share experiences, and learn from one another.
- Maintain open and consistent communication channels with parents. Use newsletters, emails, or a dedicated section on the school's website to share information about inclusive education initiatives, events, and resources.

- Conduct interactive workshops for parents on topics such as differentiated instruction, understanding learning styles, and creating inclusive home environments.
- Establish a parent advisory council that actively participates in decision-making processes related to inclusive education.
- Utilize digital platforms, such as online forums or social media groups, to foster communication and networking among parents.
- Set up a dedicated space within the school as a parent resource center. Provide materials, books, and online resources that educate parents about inclusive education and how they can contribute to their child's learning journey.
- Host events specifically focused on educating parents about inclusive practices. Invite experts, showcase successful case studies, and facilitate discussions to address any concerns or questions parents may have.
- Regularly seek feedback from parents through surveys or focus groups. This can help in understanding their perspectives, identifying areas for improvement, and tailoring inclusive education initiatives to meet the needs of the community.

Promoting inclusive education is a continuous endeavour that necessitates cooperation, comprehension, and a dedication to establishing a nurturing educational setting for every student. Modify these tactics according to the particular requirements and circumstances of your school or educational establishment.

Building Connections and Collaborating with Teachers

Teachers play a vital role in fostering inclusion by providing relevant and meaningful instruction to all learners, ensuring inclusivity, and creating a learning-rich environment for every student.

Developing Positive Attitude

Teachers, as leaders, are pivotal in cultivating an inclusive learning environment by fostering positive attitudes among both educators and students. Serving as role models, they encourage a mind-set of cooperation, creating inclusive classrooms and institutions that respect the diverse needs of every individual.

Curriculum Revision

To meet the needs of special education students in inclusive classrooms, most teachers modify their curricula. Adaptations may involve delivering audio-taped texts, assigning shorter tasks, condensing textbook chapters, and utilizing tools like graphic organizers and color-coded materials to enhance understanding. Employing diverse techniques and approaches, teachers accommodate each student's unique learning style and pace, implementing individualized teaching methods to create a more inclusive learning environment.

Communication

Inclusion instructors require essential tools such as staff development opportunities, instructional assistants, peer tutors, and team teaching to effectively advocate for their students' needs. It is advisable for educators to maintain regular communication with the principal, ensuring awareness of each student's distinct learning requirements and the necessary academic supports for success in an inclusive classroom. Furthermore, it is imperative to design coherent policies that evaluate the progress of every pupil.

On-going Professional Development

To improve their proficiency in curriculum modification, instructional strategies, and cooperative teaching techniques, inclusion teachers regularly take part in in-service training and professional development sessions. This helps to promote successful team teaching among special education teachers, specialists, and mainstream educators. The ongoing acquaintance of teachers with the

latest developments and trends in inclusive education is the driving force behind the establishment of an inclusive school.

Collaborative Teaching

Collaboration is the process of uniting the information, expertise, and abilities of all involved parties to achieve common objectives. It also encompasses participation in program planning and service delivery teams, organizing parent-teacher conferences, pooling resources, and coordinating schedules, including department meetings or grade-level events..

Cooperative-Teaching

Co-teaching, an option involving two classroom/subject teachers or other qualified educators, typically involves a special educator collaborating with a classroom/subject instructor. Various approaches to co-teaching for inclusion include working together in close proximity, collaborating on the delivery, assessment, and evaluation of outcomes, and dedicating time for reflection, planning, and/or problem-solving.

Coordinating Provisions for Support Services

The teacher is in charge of laying the foundation for all government, community, and family-provided support services available for children with special needs. The teacher coordinates these services to meet the needs of the students, which calls for identification, organisation, and implementation on the part of the teacher.

Liasoning with Different Agencies

To facilitate the education of children with special needs and share insights about their learning, the inclusive teacher maintains ongoing communication with special educators. Furthermore, to enhance support services for children with special needs, the teacher collaborates consistently with various NGOs and private organizations operating in this sector.

Building Connections and Collaborating with Institutional Leaders

There are three themes that revolve around the role of head of the institution which share the common goal of uniting members of the school community in some form or fashion, while still recognizing and respecting individual differences.

Building Bridges

The administrator's primary responsibility is to foster community and provide an inclusive path among individuals with varying backgrounds and passions. This might occur between staff members, or staff members and pupils, or even a parent organisation and the community. Although there are differences among administrators in how this might be done, it usually entails formulating and disseminating a school's vision as well as providing opportunities for listening and sharing.

Support

The school administrator is considered as a support system for staff, offering any form of assistance that circumstances call for. Without adequate support, teachers may find themselves teaching in a bubble and isolated in their efforts to achieve the goals of inclusive education and address the day-to-day challenges presented to them. Providing whatever form of support is required, to assist teachers in facilitating the success of every student is a crucial role of inclusive administrators, and this goes a long way in the creation of inclusive schools.

Setting Direction (Visioning)

A leader sets agendas and goals, set discussions and brings things to the table and also creates conditions so that the staff can do what they have to do. But in the end, the administrator is someone who helps to share people's visions and builds understandings without building them for them. Inclusive administrators must identify themselves as being instrumental in facilitating the process of generating a shared vision than to simply develop a vision and imposing it upon others.

Conclusion

A key component of successful inclusion is networking. Networking is their collaboration for successful outcomes, involving all stakeholders in inclusiveness. Since it's crucial for various stakeholders to get to know one another and get the greatest outcomes from the plan, communication is key to networking. The centre and state governments bear equal responsibility for promoting the rights of all individuals with disabilities and are crucial in fostering inclusion. To put it simply, inclusion is a step towards mainstreaming this segment of modern society.

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