The Role of Teacher in the Success of Inclusive Education

Makris Anthos
MPA University of Paphos, Cyprus

ABSTRACT: The process of adopting and implementing inclusive education is endless with the aim of continuously increasing children's participation in cultures, schools and curricula and not a stage that a school can reach at some point in its operation. It consists of a constant effort to discover, adopt and formulate good practices in the direction of continuous improvement in providing equal opportunities to students (Angelidis, 2011). The goal of a democratic school, a school of equal opportunities, is, that is, permanently active. Moreover, the inclusion does not only concern the teaching practice, but reflects the whole school life (Tsagalidis, 2016). Essential part in giving equal opportunities to all students is the role of teacher in a school settings. Thiw paper will examine the role of the teacher in the success of inclusive education.

KEYWORDS: special education, inclusion, teacher education

INTRODUCTION
The school according to the systemic approach is perceived as a social system of high complexity consisting of subsystems, such as students, student classes, general or special education teachers, specialty teachers, etc., which interact with each other, as well as the supersystems, such as the local and wider community, etc., which it affects and by which it is affected. In other words, it receives inputs from the wider environment which it transforms through various processes, such as e.g. teaching methods, communication etc. and produces results, such as e.g. the attitudes of the students, the knowledge, which then flows into the environment (Pasiardis, 2004. Keke-Mylonakou, 2006).

THE ROLE OF SCHOOL TEACHER IN SPECIAL EDUCATION SCHOOL SETTING
Teachers are perhaps the most important quality factor in effective inclusive education. General education teachers are now called upon to support a broader role that is a prerequisite for being able to meet the needs of all students and be effective at all levels of their work. At the level of psycho-pedagogical support, it is out of their obligation to manage their classroom, avoiding the stigmatization of students with special educational needs or disabilities, as well as students from different cultural backgrounds (Doikou, 2000: 74).

A basic need to achieve this goal is, first of all, the acquisition of knowledge of special education and the special needs of students with disabilities (Hammond & Ingalls 2003), as well as the adoption of a positive attitude / respect towards otherness, because only then will it be possible to then every teacher should ensure the acceptance of diversity by his students without educational needs and the response of his students with special needs (Jakupcak, 1998). In other words, it is the duty and responsibility of the teacher to ensure that students without problems will accept students with special educational needs or disabilities, so that they feel safe and gain in a relatively short time the feeling of belonging. It is his duty to take care of the creation of constructive relationships between classmates, in order to make the classroom environment a fertile field for development in all areas of all students without exception (Stainback & Stainback, 1996). Emotional support for students with learning disabilities or those with special educational needs / disabilities from teachers makes them feel more secure and able to more easily receive more academic support from their classmates (Pavri & Luftig, 2001; Murray, 2001) . In addition, it seems to increase the ability of these students to self-regulate emotionally and behaviorally and to invest more in interactions related to the fulfillment of goal activities, within the school context (Patrick, Rayan, & Kaplan, 2007).

The teacher must show special care to enhance the students' self-esteem. The new role of the teacher includes the need to strengthen the self-esteem of students with special educational needs as his main goal (Dellasoudas, 2005) as well as all children, since self-esteem is in any case the main factor for development and this has been aptly described as the "immune system of consciousness" (Branden 2000).

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In terms of the curriculum, improvements are needed that take into account modern social needs and requirements, in order to achieve the goal of cultivating dynamic and active citizens capable of working together. Emphasis should be given to the meaning of teaching according to the needs and level of students, to the deepening of selected interests and useful topics, as well as to effective teaching methods, such as e.g. teamwork. The expansion of the role of the teacher in the general school where students with special educational needs, disabilities or other specialties study, creates the need to cooperate with special education teachers, but also other specialists, such as school psychologists, social workers, teachers' physical education, etc. At the same time, it is considered necessary to achieve the best possible cooperation with the school principal (Evans, 2000), in whose role we will refer below. Effective cooperative relationships need to be established with the parents of both children without disabilities and special problems, as well as with those of children with problems. Informing parents about their child's difficulties and identifying his or her weaknesses on a social and cognitive level is part of the teacher's responsibility and must be done systematically and with particular sensitivity. The teacher must be aware of the basic difficulty of the parents in accepting their child's problem and the time and help they need for the painful acceptance (Doikou, ibid.). Care is needed on the part of the teacher to create a climate of mutual trust between him and the parents, as well as for the equal treatment of all parents, in order to ensure the best possible cooperation with them for the benefit of the children in the context of inclusive philosophy and practice (ibid.).

An important aid in this direction is the Index for Inclusion, a tool for the development of actions that promote unified education (Symeonidou, 25 2012). It is based on axes, areas, indicators and questions, which can facilitate the school staff to collectively form an effective school for all children by promoting the idea of inclusive school. The axes on which it is based are a) culture, b) politics and c) practice. The axis of culture is composed of the creation of a single community (inclusive society) and the establishment of single values (inclusive values). It aims to create a school culture to promote the acceptance of all. "The school culture is based on values that promote unified education and are expressed by all staff (school management, teachers, children, support staff) and parents / guardians. Principles and values lead to decisions about politics and practice in the classroom, so that the development of the school becomes a continuous process "(ibid.). The policy axis is composed of the development of a school for all and the organization of support for diversity throughout the school. "Planned policies encourage student and staff participation and thus exclude exclusion. Clear strategies for change are included. All activities that increase the school's ability to respond to student diversity are important. All forms of support are developed in accordance with the principles of unified education "(ibid.). Finally, the axis of practice is composed of the creation of a Curriculum for all and the "orchestration" of learning. Promotes teaching practices that reflect the unified culture and politics of the school. "The Curriculum is developed in a way that respects diversity and allows for differentiation. Students are encouraged to actively participate in all aspects of education, which is based on their knowledge and experiences outside of school. Teachers identify material that can be used to support the learning and participation of all children"(ibid.).

To achieve this goal teachers must have the knowledge and ability to organize the educational process in alternative ways. Learning should not only take place in the static space of the school classroom, but also through informal environments, such as research in the physical and social space, and not only (Angelides & Avraamidou, 2010). Also, the teaching methods must include the principles of modern pedagogy that are also used for typical children, such as the collaborative method, the exploration and construction of knowledge, the museum pedagogy, the learning through the use of material means and the supervisory material, the utilization of daily experience (Spyropoulos, 2014).

Of course, the school is organized with modern technological specifications, such as interactive whiteboards, "software created based on special educational needs, assistive technology, so that the educational environment becomes more flexible and accessible, where the term access acquires new and modernized content "(Stasinos, 2013. Spyropoulos, op. cit.).

The inclusive approach to providing education to the entire student population is particularly concerned with "the well-being of all students and sets as a prerequisite the transformation of schools into an organization ready and willing to welcome this student population" (Barton, 2000). Of course, the application of such an approach and practice presupposes the reduction of the obstacles and the exclusion that the "disability" implies in the removal of prejudices, in the increase of the participation of the students in the cultural life, in the curricula, as well as the wider community activity of the school . According to Zoniou-Sideris (2000) "if the goal of an effective education for all children is to become a reality, it is necessary to develop an education system that will be based not only on good intentions and humanitarian ideals, but also on the effort of a a more substantial understanding of the possibilities offered by integration classes ". In summary and in accordance with K. Christoforaki (2008), in order to have the possibility of a successful outcome to the accession process to some extent, the following criteria - conditions must be met, at least to some extent:

i. Involvement, participation and cooperation of all stakeholders in the design of the educational and integration process, ie teachers, parents, school principals and administrative services.

ii. Training of educators in internships, integration programs for students with special educational needs.

iii. Assistance, support and exchange of information between the primary school teacher and the special education teacher, in particular the person responsible for the design and implementation of the early intervention or rehabilitation program.

iv. Adequate counseling and support services from the school Special Education counselor, the school psychologist, as well as from the special rehabilitation staff, such as physiotherapists, occupational therapists, speech therapists.

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v. Changing the school curriculum but also adapting the curriculum so as to serve the needs but also to promote the special skills of students with mobility and / or learning difficulties.

vi. Evaluation and redefinition of the results of the redesign of the programs, always in relation and relevance to the educational goals that are set, both short-term and long-term.

vii. Positive attitude, dedication and commitment of teachers, as well as removing prejudices and stereotypes.

viii. Appropriate equipment, modernization of the logistical infrastructure that the general school must have to address and support the educational needs of all children without exception.

ix. Ensure parental intervention, so that there is a more complete treatment of the child's difficulties, which will start at home and continue at school.

Each of these criteria has its own dynamics and its influence on the success of the integration program seems to fluctuate significantly. However, experience shows that "the basis of success lies in the classroom and the key factor of action is the teachers themselves, their background and perceptions" (Sarason, 1995, Scruggs and Mastropieri, 1996, ref. Christoforakis, p. Pi.).

CONCLUSION

Referring to the role of the class teacher in the success of the inclusion, we will repeat that we include the special education teacher, which is addressed to all children in the class, having the additional role of supporting the class teacher in the educational process and to help him understand and practice inclusive education. He also participates in informing all parents by answering many questions. In other words, he has on the one hand the role of educator and on the other hand the social curator.

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