

INCLUSIVE EDUCATION AND PUBLIC-SCHOOL TEACHER'S PERCEPTION

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Providing special education among learners with special needs has been the long practice in the education department to accommodate learning difficulties and challenges of our pupils with special learning needs. But with the fast-changing landscape in the field of education provides greater opportunity and diversity for our LSENs to learn in a more embracing and adapting atmosphere. Diversity implies reality that we are all distinct and diverse (something that should be respected in a tolerant, liberal, and democratic society).

Diverse learning rates, abilities, interests, motivations, expectations, and needs all show in education. If we want to offer all children with a quality education while maintaining the idea of equal opportunity, we must turn our focus to diversity as a crucial concern for all children's education. Shaping schools into inclusive environments necessitates responding to learner's needs and generating teaching plans that inspire and promote all students' engagement. With Inclusive education, as part of the right to education, the goal was to ensure that everyone has access to high-quality, equitable, and effective learning results.

Important advancements in the education of learners with special needs and teachers must commit to creating mainstream schools capable of educating all students with learning problems. The introduction of Inclusive Education offers significant problems to educational systems in both developing and developed countries around the world. Public School Teacher's perception on the implementation of Inclusive education setting is one factor to be scrutinized. Several challenges were faced by teachers in the

regular education classroom in terms of readiness in handling children with special needs. In many regions of the world, a lack of qualified teachers and poor school conditions are compromising prospects for universal access to high-quality education thus affecting their perception in term of their readiness in handling children with special needs I the mainstream. At the same time, teachers must be encouraged in the face of a variety of structural and contextual problems that they may come across in the inclusive education setting.

Despite the challenges faced to become an Inclusive education, the department and the teachers are resilient enough to capacitate everyone to become a capable teacher to teach in a mainstream or inclusive education setting. It is true that a lot of preparation must be done to successfully achieved the aim of IE. While a holistic approach to adopting Inclusive Education across the country is necessary, seminars and in-service training alone are insufficient to help professionals. Perception of teachers has top be changed to a positive viewpoint to fully exercise inclusivity and promote diversity in learning.

References:

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