

## UNDERSTANDING INCLUSIVE EDUCATION

*by:*

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Inclusive education is a conception that aims to give equal openings for all learners, anyhow of their capacities or disabilities. It promotes the idea that every learner has the right to be educated in a mainstream classroom setting, alongside their peers. This approach not only benefits learners with disabilities but also fosters a sense of acceptance and understanding among all learners.

“The State views it as its duty to uphold and advance every citizen's right to a high-quality education in all circumstances, and it will take appropriate action to make such education accessible to all. It shall uphold, protect, and promote the rights of all learners with disabilities, including those belonging to ethnic, religious, or verbal nonages or persons of indigenous origin, to education mandatory and accessible to them by guaranteeing that no learner with a disability is denied the opportunity to receive a high-quality, inclusive education, and by encouraging lifelong learning for them.”

One of the crucial principles of inclusive education is recognizing and valuing diversity. It acknowledges that each learner brings unique strengths and challenges to the literacy area. By embracing this diversity, inclusive education creates an atmosphere where all learners feel valued and admired.

Another important aspect of inclusive education is furnishing applicable support and security for learners with disabilities. This may involve conforming tutoring styles, modifying class materials, or furnishing fresh rewards to meet individual requirements. By doing so, teachers insure that every learner can laboriously share in the literacy process.

Inclusive education is when all learners, anyhow of any challenges they may have, are placed in age-applicable general education classes that are in their own neighborhood school to admit high- high-quality education, supports, and interventions to help them succeed in the core course.

“All schools' admissions procedures and curricula must incorporate inclusive education, as stipulated by RA 11560's rules and regulations.

The IRR, according to the law, shall include the provision of assistive bias, installations and structure in the admission process, and other forms of reasonable accommodation.

Under RA 11560, all learners with disabilities, whether enrolled in public or private schools, shall be accorded services and reasonable accommodation grounded on the Individualized Education Plan (IEP) and shall have the right to mileage of the applicable support and related services.”

Inclusive education also emphasizes collaboration among teachers, parents, and other professionals involved in a learner's education. This cooperative approach ensures that everyone works together to produce an inclusive ground where all learners can develop.

According to Friend and Cook (1992, p. 6- 28) collaboration takes place when members of an inclusive literacy community work together as equals to help teachers to succeed in the classroom. This may be in the form of assignment planning with the special requirements child in mind teaching a group or class. Friend and Cook cited the defining characteristics of successful collaboration as follows:

1. Collaboration is voluntary;
2. Collaboration requires equality among actors;

3. Collaboration is grounded on collective pretensions;
4. Collaboration depends on participated responsibility for participation and decision making;
5. individualities who unite partake their resources; and
6. individualities who unite share responsibility for issues.

Likewise, inclusive education goes beyond academic achievement; it aims to develop social skills and promote positive stations towards diversity. By fostering relations between learners with different capabilities, inclusive education helps break down walls and make empathy among peers.

Understanding inclusive education means recognizing the value of diversity in the classroom and ensuring equal opportunities for all students. It involves adapting teaching methods, providing support services when needed, promoting partnership among stakeholders, and fostering positive attitudes towards inclusion. Ultimately, by embracing these principles of inclusive education, we can create an educational system that celebrates differences and prepares all students for success in an increasingly diverse world. The driving principle is to make all students feel appreciated, appropriately challenged, and supported in their efforts. It's also critically important that the adults are source of strength, too which includes the regular education teacher and the special education teacher, as well as all other staff who are the key stakeholders – which also includes parents.

*References:*

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