

INCLUSIVE EDUCATION AND TEACHERS' RIGHTS

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The issues of organizing inclusive education within the framework of the existing legal regulation seem to be one of the most difficult and confusing. Here, educational, administrative, budgetary and labor laws come together, which causes a lot of contradictions in relation to each other. In this article, we will try to explain in simple terms the most difficult issues that a teacher may encounter in the process of organizing an inclusive environment in an educational institution.

Federal Law No. 273-FZ "On Education in the Russian Federation", Article 2, Clause 16: "A student with a disability is an individual who has deficiencies in physical and (or) psychological development, confirmed by a psychological, medical and pedagogical commission and prevented from receiving education without special conditions" .

The concept of a "child with special educational needs" is used in modern scientific research and in some legislation of foreign countries as a more modern and accurate analogue of a child with disabilities.

Disability is not always related to limited health capabilities in the sense of the federal law "On Education". Inclusive education is the education of a child in a general educational institution who has special educational needs due to his health characteristics. Not all children with disabilities need special accommodations.

Accordingly, for the purposes of inclusive education in modern Russia, the term disabled child or student (disabled child) is important as the main document that should guide educational institutions within the scope of inclusion.

At work, there is a psychological, medical conclusion. and Pedagogical Commission. It is this document that determines what conditions should be created in the school so that the child's education meets the federal standards. The conclusion of the Psychological-Medical-Pedagogical Commission is mandatory for admission to any educational institution. Creating the necessary working conditions is the responsibility of any school.

Contrary to popular belief among teachers, inclusive education does not simply mean including a child with a disability in the classroom with the teacher's workload. A huge additional responsibility. This is a whole set of measures related to the creation of an inclusive environment, in which a large number of specialists participate.

The first group of employees of educational institutions involved in creating an inclusive environment are the teachers themselves. They include subject teachers, primary school teachers and tutors. Their main task is to organize trainings, develop materials and work programs.

The second group is support workers. Among them, first of all, assistants. Their task is to physically help the disabled child overcome the difficulties of the environment where he studies.

The third group is specialized workers. These are various teachers and doctors who work with specific skills necessary in the educational process and health conditions: psychologists, speech therapists, speech pathologists.

Thus, creating an inclusive environment in an educational institution does not mean transferring all the work to one particular teacher. It is also necessary to involve other specialists in the work, who must jointly participate in such a complex process, share duties and responsibilities with each other.

In the process of organizing inclusive education, the legal basis of the teacher's responsibility is the professional standard "Teacher". It includes the following duties of the teacher:

1. Development of an adapted general education program (together with an educational psychologist)
2. Development of the work program of the subject taking into account the individual characteristics of students with disabilities
3. Adaptation of classes and extracurricular activities to the needs of a particular child
4. Selection of specially adapted teaching aids for classes
5. If necessary, use special technical means (if any in the educational institution)

Thus, the teacher's area of responsibility includes only the adaptation of his usual lessons for the purposes of working with a disabled child. This includes not only change Pedagogical methods themselves, but also correction of tasks for children. Everything that the school administration usually tries to fill the standard workload of a teacher is not related to his direct responsibilities.

Tutor tasks

It is the tutor who is the most important guide of the disabled child in the world of inclusive schooling. He bears the main burden related to the problematic issues of adaptation of children in regular classes. His immediate duties include:

1. Revealing individual characteristics, interests, abilities, problems and difficulties of students in the educational process.
2. Development of individual study routes
3. Adaptation of the learning process
4. Open educational environment design
5. Development and selection of methodological tools
6. Reflection of the learning process by its participants

It is clear that the development of individual educational routes, helping teachers to prepare lessons and participating in the development of specialized methods are the keys to the success

of inclusion, especially when we consider that the tutor's workload can be no more. 6 children on salary. He understands the disabled better

Difficulties and problems of children, for which he is responsible for the educational process. Assistants are classified as support workers, but at the same time they also bear a great responsibility for the adequate inclusion of children with disabilities in the educational process. They are largely responsible for functions related to the physical support of children. Among other things, their duties include:

1. Providing technical assistance to a disabled child (dressing, undressing, cutlery, etc.)
2. Creation of comfortable conditions
3. Maintenance of rehabilitation equipment
4. Ensuring students' access to infrastructural facilities
5. First aid, communication with medical professionals and legal representatives in emergency situations
6. If necessary, provide the student with updated information about the surrounding reality in an accessible form

As can be seen from the list of duties of the assistant, the responsibility of the teacher is not to physically ensure the comfortable stay of a child with disabilities in an educational institution. He only has to control and direct the learning process himself. In turn, the assistant will help the child overcome the physical difficulties associated with studying in a regular school.

When organizing an inclusive environment, we should not forget professional specialized work with children. It is conducted by specialists of various profiles: psychologists, speech therapists and speech pathologists. Among the latter are, for example, teachers of the deaf, typhlopedagogues, oligophrenologists, etc. Their responsibilities include:

1. Timely identification of children with disabilities
2. Development of remedial support recommendations
3. Determination of the type of educational program and the option of providing remedial assistance
4. Lesson planning, individual and group remedial lessons
5. Organization of educational environment for persons with disabilities
6. Organization of control over the development of educational programs

The activities of these specialists contribute to the adaptation of children in society and the development of their social skills, which may have certain specificities due to their health characteristics. Without these specialists, the progressive effect of inclusive education will be much less noticeable, and the amount of additional efforts spent by various workers to support the child's educational process will remain at the same level throughout the school year.

Changes in working conditions during the transition to inclusive education

Inclusive education includes a number of changes related to the working conditions of workers who are involved in creating an environment for children with disabilities. This includes

reduction of working hours: 36 hours – educational psychologist, tutor; 20 hours - speech pathologist teacher, speech therapist teacher; 25 hours – caregivers who take care of disabled children; 18 hours - speech therapists of medical and social service organizations.

Organization of inclusive education requires changes in the composition of study groups. In preschool education, the number of students with disabilities in the study group is determined by 15 people. A special teacher (teacher of the deaf, teacher of the deaf) is appointed for every 6-12 disabled students. Speech therapist teacher - for every 6-12 disabled students. Teacher-psychologist - for every 20 disabled students. Tutor, assistant (assistant) - for every 1-6 disabled students.

It is no secret that inclusive education requires significant additional costs, especially at the time of its creation. This is also due to the retraining and qualification of employees, the purchase of additional special equipment and the creation of a comfortable environment. In this regard, basic

In point 1.8 of the methodological recommendations for determining the standards of budgetary financing of general education programs, it is established that when determining the value of the coefficients, it is recommended to take into account the provision of children's education. disabled.

Of course, the salary of an employee working with a disabled child should be higher than his colleague working in a regular classroom. Given the modern teacher compensation system, these issues are within the jurisdiction of the educational organization itself, not higher government bodies. Through collective bargaining with the employer, teachers can influence changes in the collective agreement or wage regulations, incentive regulations. Given that in most regions there is an increased capitalization rate for children with disabilities, the employer should not have a financial issue and will likely agree to increase the hourly wage rate or give additional incentives to teachers. Involved in organizing an inclusive environment. The action of a teacher who comes to study with a disabled child

1. If a disabled child is admitted to your class, then you, as a teacher, can demand that your labor rights be respected and suitable working conditions be created.
2. Request a report from the administration of the educational institution where you work, from the psychological, medical and pedagogical commission, according to which the child was recognized as disabled. Carefully familiarize yourself with its health characteristics and necessary training conditions.
3. Find out to what extent the norms of the number of children in your class are respected regarding the arrival of a disabled child. If there are more children than usual, ask to either reduce the number of children in the class or place the child in another class.
4. Find out which specialists will work with a disabled child and how much. Is the tutor or assistant indicated in the PMPK report and is it provided to the child? If one of these specialists

is required but not provided, request the administration of the educational institution to provide the child with such a worker.

5. Find out whether your collective agreement, provisions on remuneration, provisions on encouraging material rewards for working with disabled children. If not, then together with other teachers involved in the organization of the inclusive space, demand collective negotiations and changes to the collective agreement and other local regulations.

6. Together with other specialists, tutors and speech pathologists, think about the methodology of teaching a disabled child in an inclusive class. Based on these guidelines, tailor your work program and practice tasks.

Used literature

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