

CHALLENGES OF INCLUSIVE EDUCATION

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First Steps

Our school happily accepted the challenge to introduce inclusive education.

At the Pedagogical Council, we discussed the difficulties that may accompany this process.

We formulated them, identified key issues, and identified ways to eliminate them.

The introduction of inclusive education showed several directions of the need to transform the school environment; In order to determine the physical environment, educational process, resources, community relations and the needs of teachers and students.

Challenges:

physical environment

Universal design of instruction

involvement

Awareness of teachers

school curriculum

Inclusive education involves everyone's involvement. As you know, it is equally useful for both special needs and typical students.

That is why all the changes we planned took into account the needs of both special education students and typical students.

Six special needs students are currently studying in the school. For each of them, a special education group is established in the school and establishes the most flexible curriculum adapted to it. The special teacher, parents, teachers of the subject, the student himself actively participate in the planning.

Involvement of students

Part of the students intensively missed the lesson process due to difficulties related to transport. The situation was especially deplorable in winter, when they actually had to go out in the dark, in bad weather, etc.

The school is served by the transport designated by the Ministry of Education, which is also used by students with special needs. (Kurdglauri village is located 4-5 kilometers from the school)

Providing transportation has a positive impact on the attendance, academic performance and success of these students

Adaptation to the physical environment

Adaptation of the physical environment requires a lot of financial and material resources. Since the budget of the school with a small contingent does not allow for the reorganization of the

entire school, we modified the school space and moved all the key facilities such as the library, assembly hall, conference room, small gym and science office to the first floor.

The administration allocated money from the school's budget and we built a ramp for the school, and the arrangement of an adapted toilet was financed from the school's budget.

Adapted school ramp, toilet

Adaptation of classrooms

At the pedagogical council, we discussed a more comfortable, inclusive arrangement of the environment of the primary level classes.

We decided to get rid of the extra visuals from the walls and free up space for the exhibition of the students' works, separating the rest area in the room with small seats.

In order to promote a diverse learning environment, we discussed the ways of adaptive arrangement of furniture in the classrooms, distributed various resources on the chairs in the form of plasticine, kinetic sand, sculpting clay, colored sheets, cubes, scissors adapted to right-handed and left-handed children, puzzles, coloring pages, magnetic boards.

Universal design of instruction

We discussed the teachers' needs at the school's pedagogical council.

One of the challenges of inclusive education is highly qualified teachers. That is why we identified the needs of teachers in the school, planned to attend inclusive education trainings in order to raise their qualifications, and introduced the "Critical Friend" institute to the departments.

The school has a quality management group. It is staffed by competent teachers who attend the classes of their colleagues, learn about their reflections, and give timely and necessary feedback.

At the departments, at the beginning of the academic year, taking into account the school curriculum, the work plan of the department was made.

We decided that the current year should be adapted to the development of students' learning - teaching, cognitive and social skills, critical and analytical thinking. In the teachers' subject curriculum, the material, resources and methods take into account the abilities of the students. Special attention was paid to the planning of project-based teaching at the departments.

non-formal education

There are clubs in the school, which contribute to the informal education of students.

"The road to success" is very popular among primary school students. In the club, students get to know a variety of literature, develop speaking, reading, and critical thinking skills. The club works closely with the school library.

Multicultural education

Multicultural teaching is one of the interesting proposals and challenges of inclusive education. Within this initiative, the school planned and implemented several social projects.

The school is located in a multi-ethnic community, therefore many Roma students study in the school.

The following clubs are functioning in the school: reading and handicrafts. The students copied aphorisms from the "Tigerskin" and decorated them beautifully, created a textile ground doll "Goose". They decoded a plate with a Roma theme and others.

Such projects are the best promotion of multicultural education, so the school plans to continue such activities again.

Future plans

The school's one-year and six-year strategic plan is focused on deepening the implementation of inclusive education in the school and is ready for new challenges and successes.

Thank you for your attention