

INCLUSIVE PROCESSES IN THE MODERN EDUCATIONAL ENVIROMENT

*Hitryuk V. V.,
Director of the Institute of inclusive education
BSPU M. Tanka,
Doctor of Pedagogy*

General questions

- Inclusive education: accident or regularity?
- Inclusive processes in the education system of the Republic of Belarus: to be or not to be...
- Social and professional effects of inclusive education: advantages, risks, causes of problems
- New content of psychological and pedagogical support

- ▣ Universal Declaration of human rights (UN, 1948)
- ▣ Declaration of the rights of the child (UN, 1959)
- ▣ Convention against discrimination in education (UNESCO, 1960)
- ▣ Declaration of social progress and development (UN, 1969)
- ▣ The Declaration on the rights of mentally retarded persons (UN, 1971)
- ▣ Declaration on the rights of persons with disabilities (UN, 1975)
- ▣ Sanberg Declaration (UNESCO, Torremolinos, Spain, 1981)
- ▣ World program of action concerning disabled persons (UN, 1982)
- ▣ Convention on the rights of the child (UN, 1989)
- ▣ World Declaration on education for all-meeting basic educational needs (world conference on education for all, Jomtien, Thailand, 1990)
- ▣ UN standard rules for the equalization of opportunities for persons with disabilities (UN, 1993)

On the way to inclusive education

- ▣Salamanca statement on principles, policy and practice in education of persons with special needs (Salamanca, Spain, 1994, UNESCO adopted by the governments of 92 countries and 25 international organizations at the International conference on special needs education (Special Needs Education)),
- ▣Defines the target priority of inclusive education:
"every child, with unique characteristics, interests, abilities and learning needs, should have access to education in a regular school, where conditions are created to meet his or her educational needs»

On the way to inclusive education

- ▣ *Declaration of principles of tolerance (UN, 16.11.1995)*
- ▣ *Hamburg Declaration on adult education (V international conference on adult education, Hamburg, Germany, 1997)*
- ▣ *Dakar Framework for action. Education for all: fulfilling our common commitments (world education forum, Dakar, Senegal, 2000)*
- ▣ *Convention on the rights of people with disabilities (UN, 2006): the international community's response to centuries-old discrimination, social exclusion and dehumanization of people with disabilities*

On the way to inclusive education

- ❑ The concept of development of inclusive education of people with special needs of psychophysical development in the Republic of Belarus (Order of 22.07.2015 № 608 of the Ministry of education of the Republic of Belarus)
- ❑ Signing of the Convention on the rights of people with disabilities by the Republic of Belarus (Decree of the President of the Republic of Belarus No. 401, September 24, 2015)
- ❑ Action plan for the implementation in 2016-2020 of the Concept of development of inclusive education of persons with special needs of psychophysical development in the Republic of Belarus, approved by the Minister of education of the Republic of Belarus 29.01.2016
- ❑ The decision on ratification of the Convention by the House of representatives (03.10.2016), approved ratification of the Members of the Council of the Republic (06.06.2016), the Law of the Republic of Belarus on ratification of the Convention on the rights of people with disabilities (No. 424-W, 18.10.2016)
- ❑ Development and coordination of a National plan for the implementation of the UN Convention on the rights of persons with disabilities»

*Inclusive education:
Preconditions for development in the Republic of Belarus*

▣ aimed at creating an integrated system of inclusive education of people with special needs of psychophysical development **due to** :

▣ significant diversity and variability of educational needs of people with special needs of psychophysical development;

▣ long-term practice of training and education in institutions of special education;

▣ the most pronounced need to create an adaptive educational environment for them in educational institutions;

▣ training of a significant part of people with special needs of psychophysical development according to educational programs not of basic, but of special education

**Концепция развития инклюзивного образования лиц
с ОПФР в Республике Беларусь**

Inclusive education

training and education, which provides the most complete **inclusion in the joint educational process** of pupils **with different educational needs**, including people with special needs of psychophysical development, by creating conditions tailored to the individual needs, abilities, cognitive abilities of students (The concept of development of inclusive education of people with special needs of psychophysical development in the Republic of Belarus, 2015)

Polysubject of inclusive educational environment

- ▣ Children with different educational needs, abilities, opportunities
- ▣ Parents of children
- ▣ Educator
- ▣ Teacher-speech defectologist
- ▣ Educational psychologist
- ▣ Tutor / assistant teacher (tutor)
- ▣ The administration of the educational institution
- ▣ Technical staff
- ▣ ...

- ▣ implementation of educational programs of basic education
- ▣ adaptation of the educational environment
- ▣ group of psychological and pedagogical support of the child with special needs of psychophysical development
- ▣ development of individual
- ▣ curriculum teachers-assistants teacher's role and functions
- ▣ role and responsibilities of parents

*Inclusive education:
main distinctive features*

Benefits of inclusive education

- ▣ For children with special needs of psychophysical development
- ▣ For children with typical development
- ▣ For parents and children with special needs of psychophysical development
- ▣ For parents and children with typical development
- ▣ For educators
- ▣ ...

The causes of professional risks of the teacher of inclusive education

- ▣ inconsistency between the requirements of the education system to the content of the teacher's activities in an inclusive education and his personal interests, opportunities, professional stereotypes;
- ▣ lack of inclusive readiness and motivation of the teacher to work in new conditions (fear of a "special" child, fear of harm, etc.).);
- ▣ insufficient level of methodological, professional, inclusive culture, inclusive competence and thinking of the teacher;
- ▣ lack of competence in teamwork, development and adoption of joint decisions, distribution of functions and responsibilities in the organization of child support with special educational needs;

The causes of professional risks of the teacher of inclusive education

- ▣ the lack of formation of axiological foundations, communication, motivational and cognitive, emotional competences of the teacher;
- ▣ excessive dynamics of changes in the field of education, entailing a change in emphasis in professional functions, as well as a large workload, leading to overstrain and emotional burnout of teachers;
- ▣ fear of reducing the professional level achieved by the teacher in the implementation of inclusive education practices.

- ▣ "teacher -" special " child»“
- ▣ the child with features of psychophysical development (opfr) – the teacher»
- ▣ "teacher-a child with special educational needs (OPFR) in interaction and ordinary (and) child (children)»
- ▣ "teacher-teacher-defectologist, teacher-psychologist»
- ▣ "teacher – parents of children with Sens/opfr»
- ▣ "teacher-parents of ordinary children studying in conditions of educational inclusion»
- ▣ "teacher-implementation of the content of educational programs»

The main vectors of problems of professional and pedagogical activity of the teacher in inclusive education

Features of professional activity of the teacher in the conditions of inclusive education

- ▣ Multivariate and multi-vector nature of pedagogical action, deterministic polysubject inclusive educational space and multi-functionality of the solved pedagogical problems due to the content of the educational program (individual educational plan) of each child with the OOP.
- ▣ The design of the educational material base of the educational process involves the knowledge and use of a wide range of special educational, didactic tools and materials that create conditions for effective learning activities and meet the special educational needs of each child.

Features of professional activity of the teacher in the conditions of inclusive education

- ▣ Taking into account the individual capabilities of each child to participate in various activities (group, collective, educational extracurricular) in conjunction with the creation of a situation of success.
- ▣ Differentiated multi-level definition and formulation of educational results in a single inclusive educational space, determined by the opportunities and special educational needs of children.
- ▣ Expanding the boundaries of communicative competence, which implies, on the one hand, the acquisition and use in the educational process of means and techniques of alternative communication, on the other — the expansion of the range of communication partners.

Features of professional activity of the teacher in the conditions of inclusive education

- ▣ Selection of content, adaptation and composition of educational material on the basis of a comprehensive diagnosis of individual educational needs and capabilities of each student, conducted by a group of psychological and pedagogical support of the child with the .
- ▣ Planning of the educational process on the basis of the recommendations of the support group of the child with special educational needs, proposed taking into account individual opportunities, educational needs, as well as the dynamics of development of the student and his progress in mastering the intended competencies.

*Methodical recommendations for improving
the organization of integrated education
and training (Ministry of education,
26.08.2016)*

Assignment of PPS

- ▣ Provision access to education for children with OPFR, creating an adaptive educational environment
- ▣ Formation of the ability and readiness of all participants in the educational process to interact with children with OPFR
- ▣ Inclusion of children with OPFR in active interaction in the educational space

Forms of organization of the PPS

- ▣ Within the framework of the socio-pedagogical and psychological service (SBS) of the educational institution
- ▣ Within the framework of the group of psychological and pedagogical support (if the child needs more assistance)
- ▣ **Group of psychological and pedagogical support**-Association of specialists-participants of the educational process, carrying out the process of support.
- ▣ Participant of accompany groups:
- ▣ Substitute of the Director (head) in charge of integrated education and training;
- ▣ teacher-speech pathologist;
- ▣ School psychologist;
- ▣ social pedagogue;
- ▣ class teacher (teacher);
- ▣ subject teachers (narrow specialists);
- ▣ tutor (tutor, assistant teacher), etc.
- ▣ parents (legal representatives) of a child with OPFR may be included at their request.

Line of activity the activities of the service specialists PPS

- ▣ *Preventive*: prevention of difficulties in adaptation and education of the child with OPFR
- ▣ *Relevant*: providing specific assistance in overcoming the difficulties in learning and interaction

Documentation of PPS

- ▣ Diagnostic map of PPS
- ▣ Individual PPP card

The activities of the PPS group are reflected in :

- ▣ The work plan of the group PPS
- ▣ Individual PPP maps
- ▣ Working papers of the group meetings
- ▣ Analytical report

Diagnostic map of PPS

Teacher-speech pathologist:

- ▣ The need to create an adaptive educational environment (if yes, then which ?)
- ▣ Child resources (positive aspects that can be relied upon)
- ▣ Difficulties in learning the curriculum
- ▣ Behavioral problems
- ▣ Problems in the organization of activities

Diagnostic map of PPS

School psychologist:

- ▣ *Child resources*
- ▣ *Team status*
- ▣ *Features of emotional-volitional sphere*
- ▣ *Personality characteristics*
- ▣ *Motivation to learn*
- ▣ *Adapting to learning*

Diagnostic map of PPS

Class teacher(teacher):

- ▣ *Participation in events*
- ▣ *Features of behavior*
- ▣ *Relationships with class (group) children)*
- ▣ *Assignment in the team*
- ▣ *Interests and Hobbies*

Diagnostic map of PPS

Social pedagogue:

- ▣ Family characteristic
- ▣ Style of family education
- ▣ Level of pedagogical competence of parents
- ▣ Extracurricular employment

Diagnostic map of PPS

Subject teachers:

- ▣ Difficulties in learning the curriculum
- ▣ Behavior problem
- ▣ Problems in the organization of activities

Parents (to be completed with the words):

- ▣ Positive qualities that can be relied upon
- ▣ Behavioral problems
- ▣ Interests and Hobbies

Individual map of PPS

- ▣ Problems and difficulties identified
- ▣ Reasons
- ▣ The aim of the work (the result we want to get)
- ▣ Activities to achieve this goal
- ▣ Time constraints
- ▣ Responsible for implementation
- ▣ Notes (stamped on the run, comments)

**developed at a meeting of the PPS group on the basis of the diagnostic map*

**if necessary, a separate action plan is developed for each of the identified problems*

Importantly:

developed collectively by all specialists

parents are involved

developed for no more than one year

the individual planned results are determined (the goals must be specific, measurable and correspond to the level of development of the child)

responsibility and regulations of activity of all participants of educational process are fixed

agrees with the parents (legal representatives) of the child, who are also participants in the educational process and are responsible for achieving their goals

after graduation, the achievement of all planned results is collectively assessed, the dynamics and effectiveness of the assistance provided are analyzed adjusted as appropriate purpose of the PPS, determines the period of its validity.