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Preschool teacher and their role in inclusive education

Abstract

In this paper we present some theoretical expectation of this problem in preschool education and its practical realization. We try to explain the differences between terms integration and inclusive education and to accent the big role of preschool teacher in inclusive education, especially in activity realization for child with special needs. Also, we explain professional competences which each preschool teacher must possess, especially competences which are necessary for work with child with special needs.

Also, we will present the results of investigation of teacher’s abilities for work with child with special needs, and what we must do to strengthening teacher’s abilities to work with these children.

Keywords: inclusive education, teacher’ professional abilities, preschool education,

Changes are all around us. Always listen to and advocating changes in the macro and microstructure of our educational system, innovations in teaching, the quality of the education system. All this would not have been possible without the changes in education, treatment and training of teachers in preschool and primary educational system. Known Distervag thought that school is worth as much as it is the teacher in the days to come more and more expressive. Nature of teachers call is a specific, especially in the days when initiating fundamental changes in the function, position and role of teachers, contemporary role of the teacher is directed to developmental and independent student work and creativity.

K. Ninisto (1996), look at today's teachers as initiators of change, as a man who comes pupils learning, teachers who are caring for their professional refinement, teachers as part of a development school organization.

In the analysis prepared from service Eurydice (2003) have identified five areas of competencies that are expected of teachers like:

- learning for the use of modern technology for education
- integration of children of special educational needs
- work with a group of children and multicultural children groups
- management in schools and various administrative activities
- conflict management

During the initial education teachers gained at the teachers' training faculty, there are a number of generic competencies in the general frame which included: ability to problem solve, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum); abilities for communication, collaboration and team work; flexible knowledge using in practice; etc., and *Particular competences* which are consist from: knowing the contents and methods of concrete educational area; understanding and using the programs theory and common and didactical knowledge from the subject area; interdisciplinary correlation between different subject contents; using special pedagogy knowledge for work with child with special needs; pedagogical leads of the group; collaboration with parents; understanding the relation between educational institution and social environment- sistematical looking and work.

As can be seen from the frame of competences which need to have teachers in primary and preschool is the competence: the capacity to work with children of special educational needs.

In this way, set the key question in this effort, how teachers are trained to work with children of special educational needs and what is their role in inclusive education.

The need of inclusive education stems from two reasons:

International documents which are required elevation of education system to include all children regardless of their individual differences and difficulties:

- (1948) Universal declaration of human rights
- (1989) Universal Convention on the Rights of Children
- (1994) Statements of Salamanka / Framework principles for action
- (1993) OON standard rules for the equal possibilities of persons with disabilities
- (Dakar 2000) World Forum for Education for all and framework for action

- (2002) Century declaration
- (2006) OON Convention on the Rights of persons to prevent the development of
Home documents

Law on primary education

- Low for preschool education
- National strategy for education
- Law discrimination barring

Economy reasons-greater financial disburse;

Social reasons- joint education provides opportunities for outrivaling conflict situation, the realization of education for peace and cooperation without regard, religion, sex, ethnicity, wealth differences

In the first instance we'll answer the following questions: what they are understand in the notion- children with special needs, what is that inclusive education, which competences should have a teacher to work with children of special needs and what is the situation on the ground, what is necessary to have the tutor to work with child with special needs, what is their role in inclusive education, such as their attitudes and thinking of inclusive education?

In the literature the children with special needs, (the term is taken from english – child with special needs) imply:

- children with physical disabilities and physical;
- children with disabilities in their opinion;
- children with several chronic diseases and other sick children in home and long-term inpatient treatment;
- children with emotional disabilities of children in social, cultural and poor material environment;
- children without parental care;
- abused children, refugees and internally displaced children;
- gifted children

or the last time for all of them accepted the term children with special educational needs that includes children with learning difficulties that may occur like an effects of

interference or other adverse conditions and they need special support and help in the education-individual help and support.

What means inclusion, inclusive education?

We recap that includes the inclusion of the educational system is open to all, directed towards the development of individual potential, with special emphasis on their ability to participate in the everyday life of school and local environment, as well as deletion of physical or social barriers in the environment in which they live. However, inclusion does not mean simply assimilation, but includes compulsory changes and acclimate into the regular system, but and in the society, to the quality of education were included, and children who are disabled because of poverty, ignorance of language, sex, national and religious affiliation.

What competencies do general education teachers and special education teachers need to be competent inclusive teachers?

- Thinking and working with the idea that every child in the class is their responsibility.
- To know variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.
- Form a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.
- To view each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.
- Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- Ability to make appropriate expectations for each, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part.
- Ability to learn how to value all kinds of skills that students bring to a class;

- Ability to provide daily success for all students.
- High tolerance and flexibility for ambiguity

But, what is with real situation? What is the situation with the courts? How much and what kind of training teachers receive pre-institution, and necessary for the implementation of activities with children with special educational needs?

In R.Macedonia started several years before the implementation of the project Inclusion children with special educational needs in regular schools in R. Macedonia-project which included the five pilot schools and preschool institutions. All is for the need of additional training of the teaching staff. Elaborated the draft standards in the frame of the project Standards for effective inclusive school.

Today, the inclusion of children with developmental problems and special educational needs is a legal obligation.

Answer this question, we find in the research which included educators from preschool institutions that are related to their positions, proposals and suggestions for their capacity to work with children with special educational needs, and bearing in mind the modern world standards and models of inclusion and integration.

It is the empiric research conducted in several municipalities Štip, Berovo, Sv. Nicholas, Vinica, bearing in mind that the possibilities of researchers and cooperation with the institution in this part of Macedonia. Sample was intentional, involved were teachers in the educational group which included children with special educational needs. We realize interview with 15 teachers in the preschool institutions of the above municipalities. With him we came out under that identify their attitudes, their thinking for the role they play in inclusive education, as well as their proposals and suggestions in regard to education in this field. Calls are ran flow month of March and April 2009. Talk is implemented in the premises for the rest of teachers and is implemented entirely free, and with use the recorder. In this way, we came to present information about their education, their initial education, and their capability to work with child with special educational needs, their cooperation and communication with professional staff, their co-operation and communication with the family-parents of children..

The interview is to begin with some general information for them such as how their work experience, what are their initial education, why choose this call, whether their

theoretical and practical knowledge gain during their initial education is sufficient for successful work with children in their employment, whether they were need necessary training and other seminars for their successful involvement in the work with children and in the collective, and to be able to successfully do their work and so on.

From the obtained data from interviews can be found the following:

- work experience teachers is 10-15 years, which means that they are relatively young, but still with solid work experience;
- their initial education at the Teachers Academy department for Educators. Many of them extend their education in the academic studies for educators or primary department, which suggests that the desire for education and permanent professional training at present the majority of them;
- that they chose this call, because like many children, "Children are the greatest wealth in this light," say some of them, This was evident from their response and expression of people and non verbal reaction;
- During his initial education, they acquire general and professional knowledge and skills that would enable them more easily into the work with children of preschool age but that the support and help that they have of their older / experienced colleague of many of the great importance for the success of which they have for work with children of preschool age;

In the flow of interviews, we go to questions that are related to their attitudes and opinions about inclusive education and the way in which they be implemented in pre-school institution.

Answered by the respondents can be provided to present the following:

- Each of them different understand and define inclusive education - the education of children with crossbar in the development included in the regular education system, education of talented and their including in the mainstream education system and so.
- As regards their education to work with children with special educational needs, except the knowledge of the subject methods for work with gifted children as an optional subject and knowledge that are gained in the field of psychology and those who own gain on the basis of study, knowledge from cooperation with other

- colleagues other organized acquire knowledge do not have. All this points to the fact that teachers from preschool institutions necessary training in this field-work with children with special educational needs;
- The different educational groups have children with autism, children with barriers to physical and mental development of children with barriers to their attitude. All the teachers agree to work with this child really difficult and fag work, especially bearing in mind the number of children in the educational group, and expect to work with him search for individual work, in the mean time every child has the right to education and education, and in this way they give them all the necessary love and security when they need. “We have a really difficult task. Our role is not only educational, the role of all. We offer them all the necessary love, support, support. It often happens to us to call with ‘Mom’”. We are their second parents, persons with whom to identify. We accept them as our children. We always put a question how we can enable them to feel comfortable in this environment, to socialize. Other children do not object, taken as equal with him, helping to record whenever they need help. Also, they work to create a positive climate in group which means that they include them in all activities implemented with all group, also tend to over use of positive examples emphasizes the right of love, respect and friendship between them a positive influence on their social group.
 - used differentiated approach to work, prepare own individual programs to work with the children, or the same work in cooperations between teacher, psychologist and teachers, if such persons employ in pre-school institution.. In their work with children using this different method - the most common method of demonstration and play as a method that has a special role to socialize children.
 - In his work usually get help from professional services-the most common teacher and psychologist. Emphasizes that the work with the children needed their assistance and technical assistance defectologist that would direct them to correct them.
 - Cooperation with the family goes to adequacy level. Always communicate with parents, family realize the visit, jackets friendly connection between them to remain long-term connections.

- As for their proposals and suggestions that are related to the extension of pre extant capacities, cooperation with fellow team-only paper is the perspective of, advanced cooperation between facilities and family, the need of continuous education in this field-Seminars, of adequate specialist in this field, employment of special pedagogues and defektolog in the pre-school institution, developing new models and strategies for working with children of special educational needs / collaboration with local authorities.

Conclusion

In R.Macedonia started several years before the implementation of the project 'Inclusion children with special educational needs in regular schools in R. Macedonia'-project which included the five pilot schools and preschool institutions. All is for the need of additional training of the teaching staff. What we must to do in the next time?

- Develop a cadre of educational personnel trained in effective teaching and learning strategies to work with overage students, children from ethnic minorities and children with disabilities, and a cadre of technical personnel to provide on-going support to ensure effective implementation of these strategies;
- Increase community involvement in disability awareness, by creating parent support groups and establishing and training community working groups;
- To developed systematical collaboration between preschool and the other institution who work and have experience in work with this children; etc...

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