Critical Issue Teacher Training into Inclusive Education

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There was a paradigm shift globally concerning the adoption of inclusive education rules and processes. The teachers, nevertheless have varying views, anxieties, and preconceive misconceptions about a successful implementation of inclusive schooling practices inside the trendy training school room. The implementation of inclusive schooling creates challenges for classroom teachers who’ve to meet the scholars of getting to know disability with literature with a purpose to establish which tasks have been undertaken and supported the inclusion of students with disabilities. Thus, preparing teacher training application to regular teachers for this alteration in inclusive training could be critical if they may be to have the know-how, skills and understandings so one can end up inclusive educators. The general classroom teacher training will play a essential function in supporting this inclusive education program studies has revealed that teachers’ readiness and willingness to house the learning wishes of students with SEN turned into determined with the aid of their education. The majority of training programs targeted on attitude, know-how and abilities.

Keywords: Teacher Training Program, Inclusive Education, Inclusion.

1. INTRODUCTION
Inclusive education has become an official education outcome in many countries as well as a cornerstone of the Education for All agenda of the UNESCO.¹ Teachers face constant dilemma that includes pace, learning styles, seating arrangements, and individual attention. Last decade, increasing inclusion of students with disabilities in general education classes, it has become essential to create pathways for pre-service teachers to develop skills to teach more diverse groups of students. In this sense, many teachers consider that the teaching staff are the key actors when it is question of developing inclusive education practices. For this reason, teacher training must be considered as being an essential factor when it comes to steering education proposals in the construction of inclusive schools: an initial training for inclusion. Teacher attitudes towards inclusive education into a systematic review² highlights three components of teachers’ attitudes towards inclusion: first; teachers do not rate themselves as very knowledgeable about educating students with SEN, second; in general, they are undecided or negative in their beliefs about inclusive education; they tend not to feel competent and confident in teaching these students, third; they hold negative or neutral behavioral intentions towards students with SEN.

1.1. Problem Statement
From this investigation it can be substantiated that there are obvious gaps in teacher preparation programs. Concerns commonly expressed by both pre-service and in service teachers relate to lack of time to plan and teach in inclusive classrooms and a lack of adequate resources for effective inclusion to take place.³

A major challenge today is to analyze the role that teacher education curricula should play in responding to teacher training program⁴ the diversity of SEN students’ into inclusive education.

1.2. The Aim of Research
Teacher preparation courses that have focused on attitude change towards inclusive education, as well as the knowledge and skills required, have resulted in new graduates being more supportive of students with special educational needs (SEN). To ensure a better match between teacher preparation and the realities of inclusive classrooms, changes to the current approaches are necessary and critical.

1.3. An Urgent Challenge is Teacher Training
This lack of attention to diversity also applies to the preparation of other education professionals who work in schools, such as those who study educational methods and child development, for example pedagogues. These reports document the view that teachers are not sufficiently prepared for inclusive education.⁵,⁶