

Special Education Conference, 2015

16th international Conference on issues related
to Individuals with Specific needs

TITLE

**Inclusive education the future for Fiji schools and
Student Teachers Perception at Fiji National
University (Lautoka Education Campus)**

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Presentation Outline

- **Title**
- **Introduction**
- **Methodology**
- **Design and participant**
- **Results**
- **Discussion**
- **Conclusion**
- **Reference**

Definition of Inclusive Education

- Inclusive education is ‘all children and young people with or without disabilities or difficulties learn together in any education setting (Rustemier, 2002: Center for studies on IE)**
- Inclusion is the incorporating of children with disabilities into regular class or regular education settings (Shelvin, 1995)**
- Its aim is to educate and accommodate all students in the general classrooms (Stainback 1990)**

Inclusion: Needs and benefits

- **All children belong and have the right to be included.**
- **All children learn in different way.**
- **Children develop a positive understanding of themselves and others.**
- **Children learn by being together.**
- **Friendships develop.**
- **Families' visions of a typical life for their children can come true.**

RESEARCH METHODOLOGY

- A Case Study research.
- Mixed Method approach was used
(Quantitative and Qualitative data collection was used)

RESEARCH TOOLS

- Gathering of data was amassed through questionnaires and interviewing /talanoa with student teachers.
- The survey tool was designed in sub-sections to seek perceptions about:
- The content knowledge of teaching students with special needs.
- Support they get from their current courses in terms of teaching students with special needs
- Support they got from associate teachers from the practicum school in teaching students with special needs and inclusive education

Participants

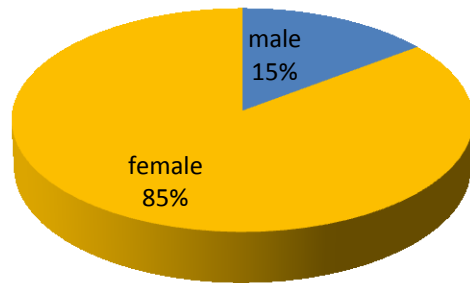
Year 3- Bed Pre –service students enrolled in primary education at Lautoka campus

Results

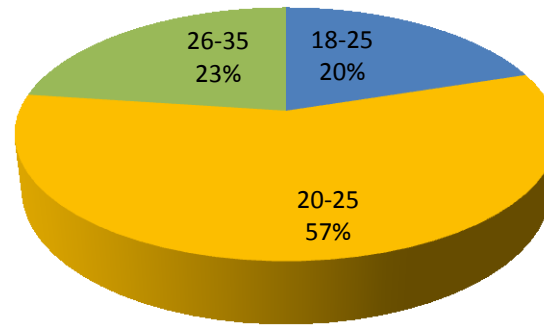
- **The data collected included the response from year 3 students teachers enrolled in Bed primary Education (n=35)**
- **The data were entered in three parts**
 - 1. Demographic information**
 - 2. Likert scale response**
 - 3. Qualitative response**

Results

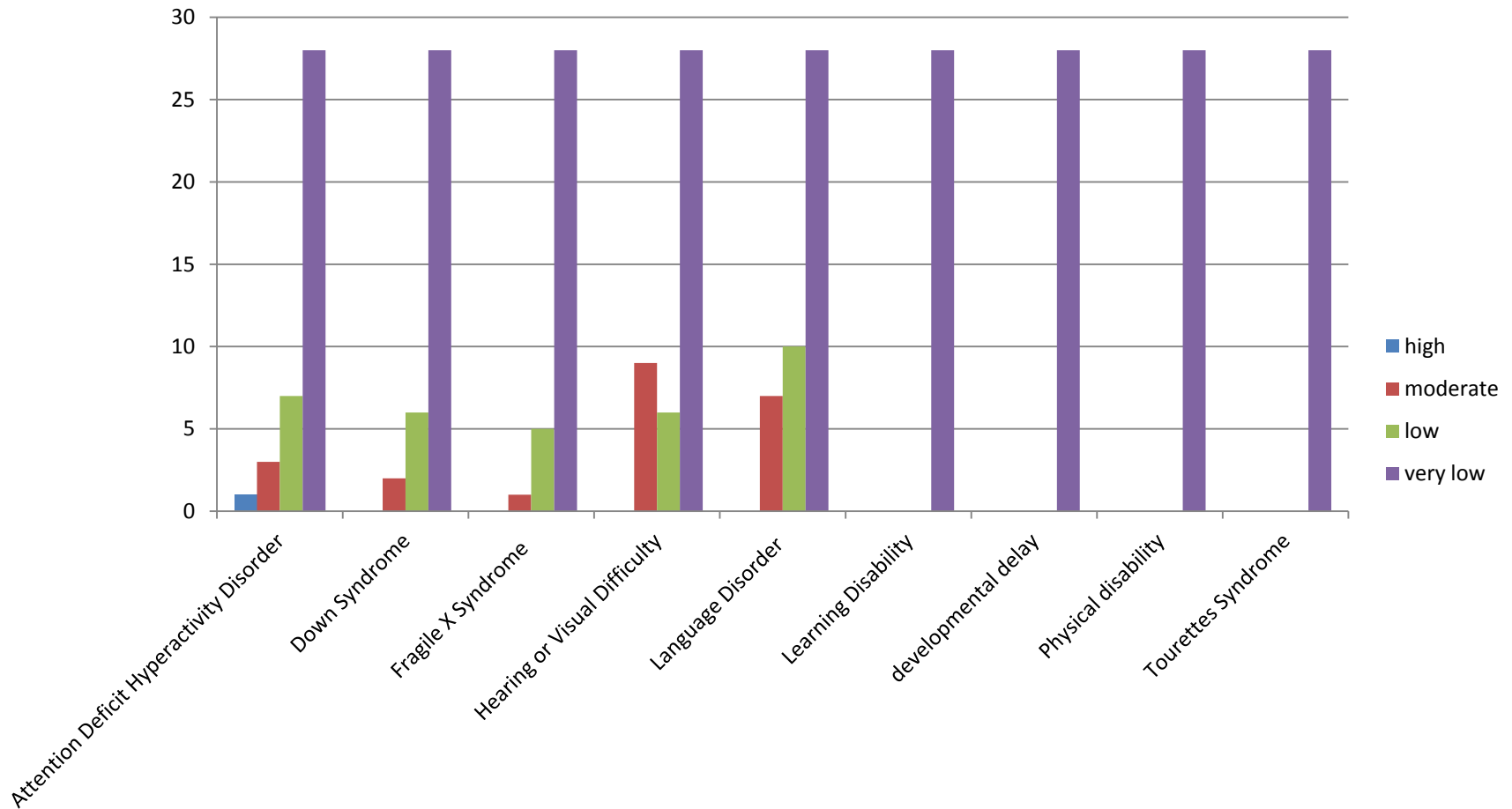
Gender Analysis



age group



Results – Rate of student teachers knowledge in working with students with special needs.



Discussion

- **Majority of the student teachers at Fiji National University do not have content knowledge and skills to teach children with special needs.**
- **They need to gain knowledge expertise in the following areas**
 - a. **Classroom management.**
 - b. **Behavior intervention.**
 - c. **Social skills.**
 - d. **Language skills.**
 - e. **Academic Modification**
 - f. **Fine/Gross Motor skills**
 - g. **Memory.**
 - h. **Sensory**

According to the student teachers Associate teachers in the mainstream classroom they deal with special need students, they really want to help but they lack the necessary skills of intervening and providing extra support for the students

Challengers faced during teaching practice in terms of integrating students with special needs in the classroom.

- **Difficulty in managing classroom**
(Huge class size, lack of resources, coverage of work).
Difficulty implementing an IEP (workload, time, no proper training)
Lack of support from staff members
(Psychologists, resource, teachers)
Lack of resource materials and early intervention tools
Lack of funds to implement specialized programs for students with developmental disabilities

Inclusion requires change

- **Foreman (2008) states, “effective schools are those that recognise the need for, and are able to facilitate desirable change”.**
- **Change is a dynamic process**
- **There are two types of workers**
 - 1. Reluctant worker**
 - 2. Innovative worker**

Ways to enhance change

- **Empathetic listening skills as leaders and educators**
- **Ethical/shared leadership**
- **Staff development programs**
- **Networking (with all the stakeholders of education)**
- **Establish clear goals**
- **Positive attitude towards inclusion**
- **Relevant curriculum**

Recommendation

Therefore to facilitate inclusion in regular classrooms

- **Student teachers and teachers should be trained**
- **Resources should be available.**

Specialized programs books , curriculum and visual materials should be provided to schools

- **Funding should be allocated for students with special needs in mainstream classroom.**
- **TAC approach to be implemented in Fiji schools**

Conclusion: Inclusive Education: The future For Fiji Schools

- **Way forward of education in this 21st century.**
- **Equal participation of diverse learners**
- **It enhances respect and understanding towards nearly all the human values that one possesses.**
- **It can only succeed if all the stake holders play as a team**
- **Further research in this field is required.**

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