

Demand on the New Teacher/Administrator for the Implementation of Inclusive Education in Nigeria Schools

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Abstract: *Inclusion refers to placement of pupils with special needs in regular classrooms setting. There are problems which are encountered in inclusive education processes. These among others include curriculum, mode of evaluation, teaching learning approaches, perspectives of teachers and learners. An attempt to provide solution to the above problems, calls for the efforts of the new teacher or and school administrator. This paper, therefore, examined the concepts of inclusive education, the new teacher/administrator, and curriculum implementation. It examined the new teacher's tasks in implementing the curriculum. Based on the reviewed work, it was recommended among others that teachers should be current in implementing curriculum by ensuring that they update their instructional knowledge, use new methods and practices in their course of implementing curriculum. They should also employ the services of some experts in education, health, and social workers to render their required services in the course of curriculum implementation. Teachers as well as school administrators should also consider the needs, interests, abilities, nature, etc of the learners and provide many and varied techniques and materials to cater for these differences.*

Keywords: New teacher, inclusive education, special learners, curriculum implementation, Nigeria schools.

1. Introduction

Sound educated individual is a product of effective curriculum implementation. This is enhanced through the provision of adequate materials and personnel that are needed, as well as utilization of modern and practical methods that provide for varied interaction of the learners.

Education is an instrument for development. This shows clearly, why the National Policy on Education (2013) advocated free and compulsory basic education. This includes primary one to six and junior secondary one to three, bringing it to a total of nine years of basic education. Furthermore, it tends to identify the need for early education which takes place at the foundation stage of the child/learner. This helps to fortify the child academically and renders basic knowledge that guideline child in life. Basic education is not meant for the normal children of the nation alone but also children with special needs. Gordon (2010) observed that in the last 50 or 60 years, we developed a process of special education that separately worked with the children that regular school refused to teach. These children are special needs children. Teaching them together with regular pupils is taken care of with Inclusive Education. But there are rigidities on the progress to inclusion; some schools rigid timetabling, inflexible staff and lack of inventiveness, innovations and initiatives were handicaps to effective development (Osuorji, 2008). In the discussion of Peithanuer and Gordon (2010) on inclusive education, identified how this education is linked with human rights, its lack of implementation and why its implementation is not a matter of costs.

Following this review, there is the need for its implementation to be handled by the new teacher who is known for his/her effective curriculum delivery. This discourse there for highlights the following under these sub-headings:

- The Concept of Inclusive Education
- Who is the New Teacher?
- The concept of Curriculum Implementation
- The New Teachers Roles in Curriculum Delivery.

2. The Concept of Inclusive Education

Inclusive Education simply means that all children, no matter their disabilities or special needs, attend the same school as their brothers and sisters, (Gordon, 2010). By this, each child belongs to a regular classroom and on no condition should the child be excluded from that education environment. Inclusive Education refers to "full time" placement of children with moderate and severe disabilities in regular classrooms (Garuba 2003).

Furthermore, Iheanacho and Osuorji are of the view that each child belongs to the regular classroom and therefore there should be no condition to exclude him from that environment. There is need to restructure the curriculum by providing content with the provision of needed resources for the purpose of achieving equal opportunities. Inclusion of all pupils in the mainstream schools is part of an international agenda which calls for the full inclusion of all pupils with disabilities, into all aspects of life.

Inclusion education has a positive influence for both special needs children, who are included in neighbourhood schools, as well as for typically developing children, who are provided the opportunity to interact with children who have special challenges and to learn how children deal with such challenges (Gordon, 2010) are restructured for inclusion to register a remarkable progress. In the words of Garuba (2003: 4), inclusion is based on the assumption that:

- The original place of the child with special needs is in the regular classroom. Therefore, no condition should be allowed to remove him/her from that environment.

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- All children have the right to learn and play together. Inclusion is a fundamental human right, for instance, the Nigerian constitution makes provisions for suitable education for all children.
- Denying opportunity for children to learn under the same roof with other children is devaluing and discriminatory.
- Exclusion is Inhuman and Indefensible.

The above led to the conclusion by Potenzied (2010) that what is needed in inclusive Education is systematization and articulation of policy. This therefore requires the efforts of the new teacher.

3. Who is the New Teacher/administrator?

The new teacher or even the administrator stands to be known as the teacher in addition to utilizing the methods and techniques not existing before but recently introduced or invented to effect changes in the teaching - learning situation also oversees effective implementation of curriculum. He ignores traditional or conventional method and embraces modern methods and techniques in his curriculum delivery.

He is current in his teaching and braves the new world in a very good condition. His instructional activities are properly channelled, quite detached from the previous and old ones to freshly introduced ones. Information Communication Technology (ICT) is a modern device for ensuring clarity of instruction through active participation of the learners. It is a new device for teaching and a teacher who fondles with it in classroom situation is a new teacher. He assists the learner to interact adequately with the provided learning materials, thinks critically and rationally as well as being highly creative. The new teacher, therefore, talks less and do more of supervision. Relating more on the nature of the new teacher, Obiefunq, Okoro and Iwuamadi, (2010: 5).¹ indicated that, For effective learning to be achieved, the learning activities to be handled in the teaching - learning situation have to be orderly and logically arranged. commencing from known to unknown, simple to complex, concrete to abstract ideas.

The above make for effective teaching and learning. Somebody who has completed his teacher training programme and is starting teaching job newly is also called a new teacher but this paper focuses on the former teacher discussed.

The Concept of Curriculum Implementation

Curriculum implementation recognizes the administration of the content of curriculum to the learners by the teacher. This actually takes place in the classroom with the teacher as the implementer. When curriculum content undergoes modifications by the teacher and is rightly tailored into the classroom with special consideration of relating the learning activities to the nature and level of the learner, it is said that curriculum is being implemented. Okoro, (2008) observed that curriculum implementation can be referred to as the execution of organized planned educational experiences by the school and mostly through the teacher. It is seen as an aspect of curriculum development, which concerns materials and ideas being put into practice, (Nwosu, 1995). Furthermore, Ekpo (2006) indicated that to implement a

curriculum means to teach for the realization of some predetermined aims, goals, and objectives. So care should, therefore, be taken in carrying it out so as to produce functional members of the society.

Comprehensively, Mkpa (1987:258) clarified that, "education experiences when still on paper in the planning stage, can best be called the curriculum document, but the actual execution of the curriculum document is referred to as curriculum implementation".

Curriculum implementation is thus largely the classroom efforts of the staff and students of a school in putting into operation the curriculum document. Put more precisely, it is the task of translating the curriculum document into the operating curriculum by the combined efforts of students, learners and others concerned.

The above clarification by Mkpa tends to bring to knowledge, people that share the responsibility of implementing curriculum, for its effectiveness to be recorded. The above factors indicated by Mbakwem greatly determine the success of implementing curriculum and, therefore, should be made prime factors of consideration in implementing curriculum. It should also be noted that the learner who the learning experiences are administered to, should not be left out in the above consideration especially as it relates to their level of maturity, need, interest and capabilities. This is very imperative especially how that the new teacher needs to handle both normal and special need children. Are there certain things the new teacher needs to consider in his content delivery in inclusive education?

4. The New Teacher's Roles in Curriculum Delivery

Achievement of instructional objectives in inclusive education is greatly dependent on the activities of the new teacher who stimulates learning. The success or failure of the entire classroom activities lies largely on the effectiveness of the new teacher's competence (Ikegbunarn, 2006).

This competence ranges from planning, developing, implementating and evaluating of content and learning experiences as well as the learners. The step-by-step arrangement below, summarizes the order through which the new teacher executes the contents delivery activities;

- Objectives to be achieves
- Content selection
- Selection of instructional materials
- Syllabus/Scheme of work/ unit plan
- Lesson plan/note
- Carrying out the teaching
- Evaluation

The above step can be effectively handled by the new teacher in inclusive education as follows:

i) **Objectives to be achieved:** Setting of objectives is a pre-planned activity of the new teacher before the actual teaching. The objectives are made to be specific and precise enough to be considered during instruction as well as

evaluation. The needs, interests, capabilities, aspirations, nature and maturity level of the learners are given adequate consideration.

ii) Selection of Content: Specific objectives give rise to the realization of learning areas to be taught which are otherwise called content or subject matter. They signify skills, altitude, knowledge, and values to be learned. The new teacher here selects appropriate content through the stated objectives, in relation to the needs and interests of not only the learners by also the society.

iii) Selection of Instructional Materials: The new teacher who is current with issues concerning education knows the appropriate and current materials that stimulate and command authentic information and uses them to effect teaching - learning situation. These materials which include book and non-book materials should be provided in a varied form, to cater for the differences in the class. The new teacher should mostly focus on ICT materials which are ideal for effective instruction- He also selects some other materials that take care of different handicaps eg Braille, hearing aid etc. By using variety of materials, the new teacher talks less while the learners do more, through interaction with the materials

iv) Syllabus/Scheme of Work/Unit Planning: Here, the new teacher studies the syllabus given to him by the school. In consideration of the age, ability, nature, etc of the learners, he breaks the broad topics, arranges them in order, as well as lists them down in the scheme of work, week by week, term by term and yearly. A scheme of work is contained in the school diary, and one side of the school diary is record of work. This is where the new teacher records the work done for the week and this is to be marked by the head teacher at the end of that week.

The new teacher draws his unit plan from the scheme of work. Each unit is a sub-topic of that taken from scheme of work. It is a small teachable topic. The new teacher shows the unit plan clearly as a projected plan for carding out learning activities and providing pupils activities. He sees the following as the essential features of a unit plan;

- Entry behavior
- Objectives
- Content
- Methods and activities,
- Instructional materials
- Evaluation.

v) Lesson Plan/Note: This is the new teacher's last phase of preparing for instruction. A lesson plan is usually more specific and detailed than unit plan. One lesson is part of a unit, and encourages the development of the next lesson in the unit. At this stage of planning, she/he makes sure that mistakes are eliminated, no part of the lesson is neglected or over-emphasized at the expense of the other. She/he teaches with simple English, she/he writes new notes for new lessons and incorporates new ideas and innovations that make his teachings current thereby providing authentic information for the pupils. The new teacher sees the following as the essential features in planning a lesson.

- Instructional objectives
- Entry behaviour
- Instructional procedure
- Evaluation.

All these are strictly considered by the teacher within the period of 35 to 40. The new teacher recognizes that his duty is not merely to teach but, to stimulate learning, (Afanjideh, 2009). She/he is clever in finding ways of doing things. He should be imaginative, and should combine different styles (methods) of teaching in order to produce intended useful results, (Okoro, 2007). This shows that the new teacher uses flexible styles accompanied with varied strategies. He is therefore flexible democratic readily adaptable to situations. With his high level of flexibility, effective teaching and learning are bound to be experienced. Supporting this, Mbakwem (2005) stated that the teacher is firm but not rigid. She/he does not rely solely and absolutely on one single methodological approach and/or technique in teaching. Effort is made to draw her/his delivery mode from a variety of approaches, skills, strategies and abilities to match the particular situation and need of each learners. The above statement identifies, among others, how flexible, creative, and critical in reasoning the new teacher is in teaching - learning situation. He carries out his instructions using modern methods and techniques. He integrates methods with technologies which are channelled towards learning activities. He accommodates the individual differences and nature of the learners by employing many and varied special and non-special materials and equipment. Such as Braille machine, typewriters, computers and other ICT objects, hearing aids, prescribed glasses, conducive classroom environment, tape recorders, text and other non-text materials. His/her teaching is always child-centred, which requires active involvement of the learner.

Effective teaching of those with special needs has direct relevance to effective teaching in general. It has long been acknowledged that a key element in teaching and learning approaches is the recognition of the learner as an active rather than a passive participant (Iheanacho and Osuorji, 2009). The new teacher interacts highly with other experts who can render help as well as give adequate information about the learners. Such experts can be medicals, sociologists, counselors, psychologists, etc. This was also indicated by Dayson, Farrell, Hatcheson, Polat and Gallanaugh (2003) that a joint work between the education, health and social services be advocated.

The new teacher carries out effective evaluation using realistic evaluation tools to obtain information regarding the required behavioural change of the learners in-relation to the set objectives. The pupils are assessed continuously and the feedback got guides the teacher in his modifications. Evaluation carried out at the end of the programme should aim at identifying the general strength and weaknesses of the pupils. Evaluation results, put together, guide the school and teachers in their decision making about the pupils.

5. Conclusion

Inclusive education requires the education of our regular and children with special needs to be carried out in the same

classroom. The success of this mode of education can be realized through the services of the new teacher who is flexible, innovative, current, creative, resourceful, particularly in effecting changes in the classroom situation. These changes, she/he can earn/out in the following order; setting of objectives, content selection, selection of instructional materials, development of scheme of work, unit plan, and lesson note, carrying out the actual teaching as well as evaluation of the intended learning outcomes.

6. Recommendations

In order to maintain quality inclusive education, the following recommendations are made;

- 1) Teachers should always bear in mind the national conscience which resulted in the Education for all Movement and put maximum interest to ensure that effective curriculum implementation is carried out in inclusive education irrespective of the pupils disabilities.
- 2) Teachers and school administrators should consider the four pillars of learning (teaching to know, learning to do, learning to be and learning to live together) that were reported to UNESCO and widely adopted (Mbogoni and Me, 2002) as well as bearing in mind that inclusive education is challenging and frustrating (Gordon, 2010). They should equip themselves with the necessary knowledge and materials needed for adequate curriculum delivery.
- 3) Teachers in inclusive Education should work with a team of related services which should incorporate speech pathology, parents, psychological services, physical assessment of disabilities in children, counseling, social services, and medical services providers.
- 4) Teacher should be current and adopt new methods and practices their course of implementing curriculum.
- 5) Teachers should always consider the need, interest, ability, and nature of the learners in the course of implementing curriculum and ensure that the required materials for instruction are made available to cater for the differences in teaching - learning situations.

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