

CONNECTING CLASSROOMS

THE ROLE OF SPECIAL EDUCATOR IN INCLUSIVE SCHOOL

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The role of special educator should be developed on inclusive school model basis and adapted continuously according to the progress of each inclusive school status



Inclusive School

The inclusive school is a school that works on the following six areas to reach the general outcome mentioned in each area:



Inclusive School

1. Educational Principles and School Policies

The inclusive school is a school that its stakeholders adopt and comply with educational principles and school policies that are inclusive.



Inclusive School

2. Culture of Inclusion

The inclusive school is a school whose curricula include inclusive culture education.



Inclusive School

3. Partnership with Parents and Local Community

The inclusive school is a school that fosters partnership with parents and local community and its bodies.



Inclusive School

4. Non-academic Aspects

The inclusive school is a school whose curricula include adapted programs and adequate services targeting non-academic aspects of all students including those with additional educational requisites.



Inclusive School

5. Curriculum and Instruction

The inclusive school is a school that takes measures to make curriculum and instruction appropriate with the capacities and educational needs of all students including those with additional educational requisites.



Inclusive School

6. Human Resources and School Administration

The inclusive school is a school that continuously reinforces its human resources and develops its administrative systems so as to assume its functions and roles as inclusive school.



Principles of Tasks

The tasks of the special educator have to be elaborated on the following principles and according to the present status of the inclusive school.



Principles of Tasks

The special educator provides technical support to the teacher inside and outside the classroom to support the learning of students with additional educational requisites.



Principles of Tasks

The special educator provides technical support to students with additional requisites to facilitate their learning inside and outside the classroom.



Principles of Tasks

The special educator develops skills, concepts and behaviors related directly to the disability or challenges of students with additional requisites that should take place inside the school.



Principles of Tasks

The special educator initiates individual educational planning for students with additional requisites and ensures its implementation.



Principles of Tasks

The special educator ensures the involvement of parents of students with additional requisites in the educational processes of their children.



Principles of Tasks

The special educator collaborates closely with teachers, other professionals and administrators to foster the teaching and learning of students with additional requisites.



Principles of Tasks

The special educator participates in the process of fostering the inclusive school development.



ETPD: Education, Training and Professional Development of Special Educator

The outcome of the university program on special education ensures that the graduates are capable to support the teaching and learning of students with additional requisites in inclusive school



ETPD: Education, Training and Professional Development of Special Educator

A training program should be designed by collaborative efforts between the special education department in university, practitioners and inclusive schools to provide special educators with the knowledge, skills and abilities needed for immediately used to perform their current job in inclusive school and for solving short-term skill gaps.



ETPD: Education, Training and Professional Development of Special Educator

A professional development program should be designed by stakeholders that focus on preparing for future responsibilities in inclusive schools.



Conclusion

The role of the special educator is critical in schools where the general educational system is not yet inclusive; either the role may lead to segregation inside the regular schools or can foster inclusive policies and practices.