

Model of Development of Teacher's Readiness to Work for Inclusive Education

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ABSTRACT

The study was conducted to create a model of development of teacher's readiness to work for inclusive education in general secondary education. This model consists of four blocks: 1) a conceptual one (defines methodological approaches and principles); 2) a semantic one (provides a set of knowledge, skills and competencies that are acquired, developed and mastered in higher education, as well as in non-formal and informal education; it provides development of a system of methodological, theoretical, practical and technological knowledge, along with design, gnosis, organizational, communicative, control and assessment skills); 3) a procedural one (is considered to be a pedagogical system which includes diagnostic, motivational, activating and analytical stages, along with a set of forms, methods, technologies and teaching aids); 4) an effective one (determines the success of the model on the basis of scientifically sound criteria and corresponding indicators of teacher's readiness to work for inclusive education). The effectiveness of this model has been tested on the basis of the center for postgraduate education and pre-university training at Drohobych Ivan Franko State Pedagogical University. The data of a final section of a quantitative distribution of the teachers (in %) by the levels of their readiness to work for inclusive education according to the criteria of motivational, valuable, cognitive, activating, emotional, volitional and reflexive components confirm the effectiveness of this model.

Keywords: *inclusive education; general secondary educational institutions; teacher's readiness to work for inclusive educational.*

1. INTRODUCTION

Nowadays, common effective approaches to an implication of inclusive education as an important stage in global development of educational systems have been identified. They are considered to be a result of international cooperation, scientific and practical activities of scientists and teachers. The novelty of the study has been primarily determined by the trends of educational policy towards the development of potential opportunities for all students, including those with special educational needs (hereinafter - SEN). Scientists consider a problem of inclusive education for children with SEN quite fresh and new one. This problem predetermines some solutions of numerous problems in a legal, financial, logistical, organizational and methodological, didactic, educational and social field. Until now, scholars have not yet shown a unified approach to an implication of inclusion in general secondary educational institutions (hereinafter - GSEI), although they agree on an urgent need for serious

transformations in this area, including some radical changes in educational system, reorientation of values, public understanding of a role of teachers in this process, etc. Professional demand for a quick reaction, which is reflected in an interpersonal interaction of the subjects in educational process, determines new requirements for the qualification of the teachers, the level of their competence and readiness to work for inclusive education. That is why it is necessary to have a holistic scientific solution to the problems of inclusive education, which involves changes in educational programs of professional training of future teachers and professional development of school-teachers. The above mentioned is associated with the changes in organization and implementation of inclusive education in GSEI and also increasing a role of the media that can help promote equality of children in the process of getting education.

2. RESEARCH METHODS

A problem of professional training of the teachers to work for inclusive education has been insufficiently

studied in pedagogical science. The analysis of the scientific research has proved that most scientists define readiness for professional and pedagogical activity in inclusive education as a result of professional training of teachers [1; 2]. A primary and important factor in the development of inclusive education is training of competent teachers who are able and willing to work effectively with children with SEN [3; 4; 5]. Taking this into account, it is necessary to create a system of development of teacher's readiness to work for inclusive education. In the context of the study, we should rely on the experience of the developed countries that have already begun to reform their educational sector in the field of higher education [6], have introduced changes into professional standards, have developed new educational programs, curricula [7], have improved the content of academic subjects [8] according to a new paradigm and strategic approach to the development of an inclusive school and inclusive resource centers [9].

To identify the peculiarities of this problem a thorough analysis of general scientific approaches to the term "readiness" has been involved. Thus, readiness as a phenomenon has been a subject of scientific research and it has been defined differently: a mental state of an individual [10] behaviour (activity) of a certain kind under the social factors influence [11]; an orientation of professionally significant and valuable qualities of personality [12]; a professional self-education of teachers as a qualitative indicator of self-regulation of human behaviour [13]; a developed system of personal attitudes related to the absence of mental stereotypes in consciousness (cognitive barriers) [14]. The analysis of psychological and pedagogical sources has shown us different approaches to a term "teacher's readiness for professional and pedagogical activities". This

pedagogical phenomenon has been studied by scientists mostly from two points of view: a) a generalized result of readiness for professional and pedagogical activity (professional choice, professional education, professional self-determination) [15; 16]; b) a set of special knowledge, skills and abilities which enable to perform professional functions at a sufficiently high level, an ability to investigate factors influencing the success of pupils [17; 18].

Our thorough analysis of research in the framework of inclusive education provides us with an opportunity to summarize numerous interpretations of the term "teacher's readiness for inclusive education", "inclusive competence" and to determine pedagogical conditions for development of teacher's readiness to work with pupils with SEN. Thus, we associate the category of "teacher's readiness to work for inclusive education" with an ability of the subject to perform professional pedagogical activity, which consists of an integrated personal need for an organization and implementation of inclusive education on the basis of value orientations, special knowledge, skills, professional qualities and practical experience. The category of "inclusive competence" is an ability of a teacher to solve professional problems by organizing inclusive education and creating conditions for teaching children with SEN [19]. Inclusive competence of a teacher is a component of a professional competence and a result of systematic, purposeful professional training in higher educational institutions (hereinafter - HEI), as well as in non-formal and informal education. The sequence and continuity of the process of development of inclusive competence and teacher's readiness to organize and implement inclusive education is shown in Figure 1.

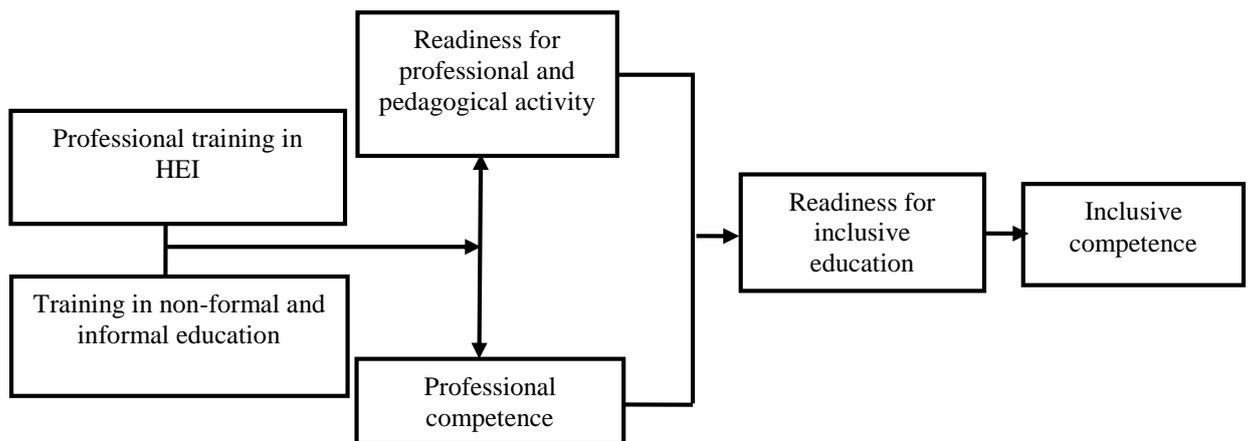


Figure 1 Inclusive competence and teacher's readiness to work for inclusive education as a result of professional training in higher pedagogical educational institutions.

Teacher's readiness to work for inclusive education is ensured by the development of a structural and

functional complex, which has a component structure. The structure of teacher's readiness to work for

inclusive education includes the following components: motivational, value, cognitive, activating, emotional, volitional and reflexive ones.

The development of the model involves compliance with numerous criteria (scientific, systematic, purposeful, design, consistency of system components, structural interdependence, rationality, effectiveness, etc.) as the objective features. These features accordingly help us to assess quantitative measure of a phenomenon, the degree of a goal achievement. Taking into account these criteria, we have created an author's model of development of teacher's readiness to work for inclusive education in GSEI, which consists of four blocks (Figure 2): 1) a conceptual one (methodological approaches, principles); 2) a semantic one (fundamental, applied and methodological training; methodological, theoretical, practical and technological knowledge; design, gnostic, organizational, communicative, control and assesment skills); 3) a procedural one (stages, forms, methods, technologies, teaching aids); 4) an effective one (components, criteria and indicators, levels of readiness).

We have determined the purpose of our study by using scientific approaches to a goal-setting. In the course of the study the answers to the following questions were sought: 1) How to involve pedagogical approaches, tools, forms and methods of working with children with SEN into the process of practical skills and abilities development; 2) How to find out basic technologies of inclusive education; 3) How to increase knowledge on development and realization of an individual program of development for pupils with SEN; 4) How develop the ability to cooperate with members of psychological and pedagogical support team for a child with SEN; 5) How to implement reflection of professional activity and to design individual trajectory of personal development in the framework of inclusive education [20].

The target group was the students of pedagogical HEI, and the teachers in GSEI who work for inclusive education: administration, teachers of primary school (class teachers), subject teachers, psychologist, social pedagogue, teachers-defectologists, rehabilitation specialist, teacher's assistant.

The conceptual block of the model defines methodological approaches and principles that ensure the effectiveness of development of teacher's readiness to work for inclusive education in GSEI. The main approaches are systemic, synergetic, anthropological, axiological, personality-oriented, subject-subject oriented, competence and environmental. The developed model is based on the principles of system, activity, subjectivity, cooperation, facilitation, value-

oriented approach, reflexivity, which are determined by the features and special conditions of inclusive education.

The semantic block is represented by a set of knowledge, skills and competencies that are formed and developed at pedagogical educational institutions, as well as in non-formal and informal education. A practical realization of the tasks of teachers' training for inclusive education is impossible without optimum development of the semantic block of a model which consists of educational and methodical materials, development of programs of advanced training courses, workshops, trainings, master classes, etc.

A fundamental, applied and methodical preparation has been allocated in the structure of a system of development of teacher's readiness to work for inclusive education in GSEI. The *fundamental* training is aimed at the development of teachers' ability to master methodological knowledge and be able to use it creatively in inclusive education. The *applied* training complements the fundamental one and is realized in the subjects focused on the development of inclusive competence. The *methodical* preparation of teachers to work for inclusive education determines didactic and methodical orientation of inclusive thinking of teachers.

The procedural block of the model of development of teacher's readiness to work for inclusive education in GSEI is considered as a pedagogical system and includes diagnostic, motivational, activating and analytical stages. It is also a complex of forms, methods, technologies and means of training. The *diagnostic and motivational stages* are aimed to determine conditions for improving the system of pedagogical education of teachers and development of appropriate educational and methodological support. During the *promotion activity* stage, the most effective educational forms, methods, technologies and teaching aids are being used, which promote mastering scientific, normative, psychological, pedagogical and correctional support for inclusive education. *The analytical* stage involves making of conclusions, planning the prospects of inclusive education on the basis of reflection of teaching experience. The procedural block reflects a procedural side of a pedagogical system, the integrity and effectiveness of which is ensured by the consistency of the use of appropriate forms of organization, methods, technologies and teaching aids which are focused on the development of teacher's readiness to work for inclusive education.

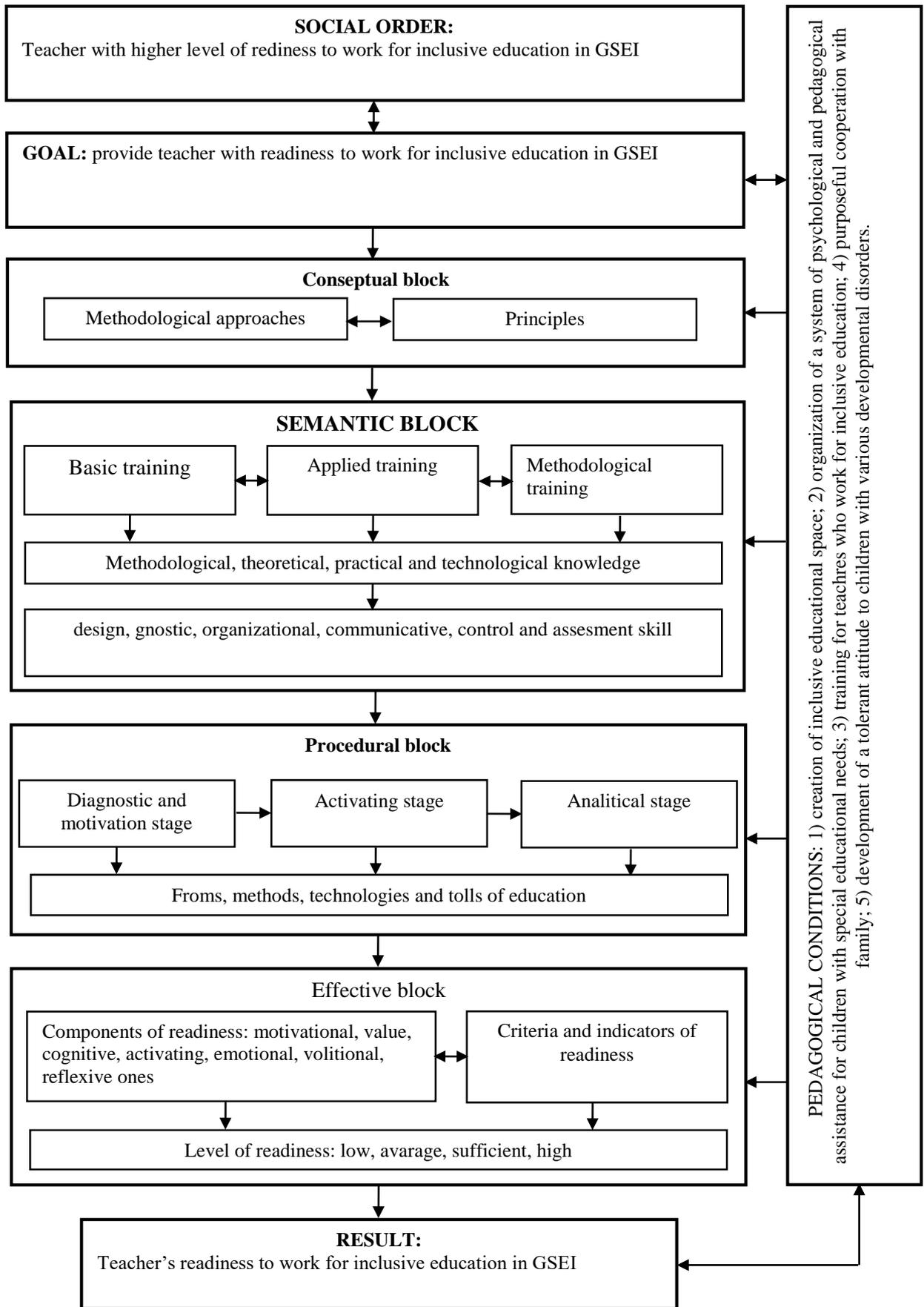


Figure 2 A model of development of teacher's readiness to work for inclusive education in general secondary educational institutions

The effective block of the model includes monitoring of educational process and measures related to its adjustment, along with a self-control of the participants

of interaction in education. This block is aimed to clarify the end result of inclusive teacher's training, e.g. at assessing the level of development of structural

components. This block determines the success of this pedagogical model on the basis of scientifically sound criteria and corresponding indicators of teacher's readiness to work for inclusive education in GSEI. Low, medium, sufficient and high levels have been determined based on the ratio of criteria and indicators of readiness.

We have checked the efficiency of the model by testing an educational program of an advanced training

course for teachers at Drohobych Ivan Franko State Pedagogical University "Pedagogical technologies for teaching pupils with special educational needs in primary school". 72 respondents took part in the research (35 teachers in a control and 37 in an experimental sample). A practical implication of an effective block of the model involved the use of diagnostic tools (Table 1), which were developed during an ascertaining experiment.

Table 1. Diagnostic tools for teacher's readiness development to work for inclusive education in general secondary educational institutions

Components	Indicators	Diagnostic tools
Motivational and value	Motivation to work for inclusive education; interest in professional and pedagogical activities related to education and upbringing of children with SEN (I-1)	Test to diagnose teacher's interest in professional and pedagogical inclusive activities
	Professional focus on inclusion, sustained interest in research and practice in the framework of inclusive education (I-2)	Methodology "Diagnosis of inclusive professional orientation"
	Humanistic point of view, acceptance of the values of inclusion (I-3)	Test to determine the level of development of humanistic and pedagogical values of a teacher
Cognitive	Awareness of inclusive terminology (I-1)	Questionnaire for diagnosing teachers' awareness of inclusive terminology
	Systematization of knowledge, ideas, concepts on the content of inclusive education and psychophysiological features of children with SEN (I-2)	Test "Diagnosis of the system of knowledge, concepts on content of inclusive education"
	Ability to acquire new knowledge in interdisciplinary fields of human sciences and human development, information mobility in the framework of inclusive education (I-3)	Questionnaire to identify the level of information and communication mobility of a teacher
Activating	A set of relevant professional competencies for organization and implementation of inclusive education in general (I-1)	Test to determine the level of professional competence of a teacher in inclusive education
	Striving for continuous professional development, creative self-realization and social activity (I-2)	Questionnaire for self-assessment of teacher's identification with a sample of an inclusion specialist (modified method V. Bilan)
	Ability to ensure the effectiveness of inclusive education (I-3)	Test "Diagnosis of abilities of teachers to ensure the effectiveness of inclusive education"
Emotional and volitional	Complex of personal and volitional qualities of a teacher in inclusive education (I-1)	Diagnosis of emotional arousal control (adapted method by V. Boyko)
	Tolerance in relations with the subjects of inclusive education, emotional attitude to children with SEN (I-2)	Methodology "Diagnosis of professional pedagogical tolerance"
	Ability to be responsible for the results of professional and pedagogical activities (I-3)	Test to determine the level of responsibility of a teacher in inclusive education
Reflexive	Striving for cooperation and co-creation, professional and personal growth and self-improvement on the basis of self-analysis (I-1)	Methods for diagnosing reflexivity (questionnaire A. Karpov)
	Ability to self-regulation and a self-assess competence in the framework of inclusive education (I-2)	Test "Self-assessment of the ability to manage the work of an inclusive class"
	Ability to control the results of professional and pedagogical activities (I-3)	Diagnosis of teachers' ability to control the results of their professional activities (modified method of M. Schneider)

3. RESEARCH RESULTS

Using the above mentioned tools, we have obtained the data on a quantitative distribution of the teachers

(in %) according to the levels of their readiness for professional activity in inclusive education. The results of the study showed us that a number of the teachers in the experimental and control groups differs significantly

by their levels of readiness to work for inclusive education according to motivational, value, cognitive, activating, emotional, volitional and reflexive

components. The data of the ascertaining and formative experiments are illustrated in Tables 2-3.

Table 2. Distribution of teachers (in %) according to the levels of their readiness to work for inclusive education (an ascertaining experiment)

Components	Indicators	Level							
		Low		Average		Sufficient		High	
		CG	EG	CG	EG	CG	EG	CG	EG
Motivational and value	I-1	16,1	16,8	48,8	46,2	22,9	24,3	12,2	12,7
	I-2	20,9	22,1	44,2	40,9	28	28,9	6,9	8,1
	I-3	10,8	11,9	54,5	51	18,1	18,8	16,6	18,3
	Average value	15,9	16,9	49,2	46,1	23	24	11,9	13
Cognitive	I-1	15,9	17,2	50,1	45,5	23,1	24,5	10,9	12,8
	I-2	21,2	21,5	44,9	41,6	26,9	29,2	7	7,7
	I-3	11,1	11,7	54,2	50,6	17,5	19,9	17,2	17,8
	Average value	16,1	16,8	49,7	45,9	22,5	24,5	11,7	12,8
Activating	I-1	15,8	17,5	48,7	46,6	23,2	23,9	12,3	12
	I-2	11,1	12,3	53,8	51,1	17,9	18,6	17,2	18
	I-3	20,8	21,9	44,4	40,6	28,2	29,6	6,6	7,9
	Average value	15,9	17,2	49	46,1	23,1	24,1	12	12,6
Emotional and volitional	I-1	16,4	16,9	49,1	46,3	22,6	24,8	11,9	12
	I-2	21	21,8	43,9	40,4	28,5	29,9	6,6	7,9
	I-3	10,8	11,7	53,7	50,9	18,1	19,7	17,4	17,7
	Average value	16,1	16,8	48,9	45,9	23,1	24,8	11,9	12,5
Reflexive	I-1	16,2	17,3	49,1	45,9	22,8	24,1	11,9	12,7
	I-2	20,6	22,1	43,5	41,2	28,4	28,9	7,5	7,8
	I-3	11,3	12,2	54,2	50,8	17,8	18,8	16,7	18,2
	Average value	16,1	17,2	48,9	45,9	23	24	12	12,9
Average value		16,1	17	49,1	45,9	22,9	24,3	11,9	12,8

Table 3. Distribution of teachers (in %) according to the levels of their readiness to work for inclusive education (a formative experiment)

Components	Indicators	Level							
		Low		Average		Sufficient		High	
		CG	EG	CG	EG	CG	EG	CG	EG
Motivational and value	I-1	14,2	10,2	45,1	25,7	26,5	41,3	14,2	22,8
	I-2	20,2	16,1	42,5	24,8	29,2	43,3	8,1	15,8
	I-3	10,1	7,1	50,5	36,6	20,1	29,6	19,3	26,7
	Average value	14,8	11,1	46	29	25,3	38,1	13,9	21,8
Cognitive	I-1	15,8	9,1	45,7	25,5	28,4	41,5	10,1	23,9
	I-2	20,2	15,1	40,9	24,6	29,5	43,2	9,4	17,1
	I-3	9,1	3	49,4	35,6	21,3	32,6	20,2	28,8
	Average value	15,1	9	45,3	28,6	26,4	39,1	13,2	23,3
Activating	I-1	16,9	11,5	47,7	29,5	26,1	38,9	9,3	20,1
	I-2	11,3	7,3	53,8	35,1	20,5	32,9	14,4	24,7
	I-3	20,9	15,9	41,4	24,6	29,1	41,6	8,6	17,9
	Average value	16,4	11,6	47,6	29,7	25,2	37,8	10,8	20,9
Emotional and volitional	I-1	15,9	8,2	44,7	27,3	25,3	38,7	14,1	25,8
	I-2	21,1	13,9	39,9	23,6	29,5	43,2	9,5	19,3
	I-3	11	2,9	50	34,6	21,4	32,9	17,6	29,6
	Average value	16	8,3	44,9	28,5	25,4	38,3	13,7	24,9
Reflexive	I-1	15,8	10,8	46,7	29,9	26,1	38,6	11,4	20,7
	I-2	20,9	14,9	41,9	24,8	31,4	43,3	5,8	17
	I-3	11,1	5,7	50,4	35,2	20,9	32,9	17,6	26,2
	Average value	15,9	10,5	46,3	29,9	26,2	38,3	11,6	21,3
Average value		15,6	10,1	46,1	29,2	25,7	38,3	12,6	22,4

4. DISCUSSION

It has become obvious that pedagogical staff of an experimental group has a high level of readiness according to the results of distribution of the teachers by the levels of their readiness to work for inclusive education according to the criteria of motivational, value, cognitive, activating, emotional, volitional and

reflexive components According to the data of an ascertaining experiment, this level is typical for 12.8% of teachers, according to the results of a formative experiment it is for 22.4%. The difference between them is 9.6%. Comparison of data of an ascertaining experiment shows us that a sufficient level of readiness is 24.3%, and according to a formative experiment it is 38.3% of teachers (which is 14% more). On the other

hand, the average level of readiness is 45.9% according to the data of an ascertaining experiment, and according to the data of a formative experiment – it is 29.2%, which is 16.7% less. Also in an experimental group, a number of the teachers with a low level of teacher's readiness to work for inclusive education decreased significantly, which was 17% (an ascertaining experiment) and 10.1% (a formative experiment) – which is 6.9% less. In a control group, the indicators of the levels of this readiness are much lower compared to an experimental one. Therefore, there is reason for us to state that the purpose of the study has been achieved, its tasks have been completed.

5. CONCLUSION

Based on the study, it has been found out that teacher's readiness to work for inclusive education is a systemic feature of the subject involved in professional and pedagogical activities. This feature includes integrated personal needs for organization and implementation of inclusive education on the basis of value orientations, special knowledge, abilities and skills, professional qualities and practical experience. The basis for the development of this readiness is the inclusive competence which is a result of systematic, purposeful professional training in pedagogical institutions of higher education, non-formal and informal education. Thus, we have substantiated the structure of teacher's readiness to work for inclusive education, which combines motivational, value, cognitive, activating, emotional, volitional and reflexive components. The model of development of teacher's readiness to work for inclusive education in GSEI has been created. The structure of this model consists of conceptual, semantic, procedural and effective blocks. Testing the effectiveness of this model in practice allowed us: 1) to study the content of subjects related to the worldwide ideas, values, features of inclusive education in order to add certain topics to the subjects offered in education; 2) to fill with inclusive content a set of organization forms, methods and technologies of teaching and education; 3) to develop an educational program of an advanced training course for teachers "Pedagogical technologies for teaching pupils with special educational needs in primary school" with full educational and methodological support and test it.

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