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# Supporting Inclusive Classroom: Unveiling the Social Commitment of Teachers in Inclusive Education

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## Abstract

*The essential function of teachers in promoting inclusive education, as well as the profound social commitment required for its successful implementation, Inclusive education entails creating an environment in which every learner, regardless of abilities, feels valued and supported. This paper explores the multifaceted aspects of a teacher's social commitment in the context of inclusive education, addressing challenges, highlighting ideal practices, and highlighting the transformative potential of socially committed educators.*

**Keywords:** Inclusive Classroom, Teachers, Students, Social Development, Inclusive Education, Social Commitment, Student Supporting Programme.

## Introduction

The dedication of teachers to their student's learning, as well as their willingness to accept new teaching and learning methods, is critical to Making sure each student has the same opportunity for a quality education. However, due to the many changes that have happened in the field of education over the last few years, many educators have found it increasingly difficult to implement effective methods of improving educational outcomes while remaining committed to their philosophies and values. As a result, there is a greater need than ever for innovative strategies to empower teachers in the classroom. This article seeks to shine a spotlight on this issue by investigating how various academic institutions have implemented practices and policies that support and foster equality in both classrooms and schools.

## Inclusive Education

Inclusive education refers to the provision of education that is accessible to all pupils within a communal learning environment. As per UNICEF, inclusive education refers to the practice of placing all students in the same classrooms and schools, while also providing formerly marginalized groups with genuine learning opportunities. UNICEF asserts that inclusive education is crucial not only for children with disabilities but also for individuals who utilize minority languages.



### Definitions of Inclusive Education

“Inclusion is seen as reflecting the variety of needs of all learners through enhancing engagement, a process of dealing with and responding to the educational system, communities, and cultures, while decreasing excluding between and within education,” according to UNESCO (1994). It involves modifications and amendments in the content, methods, frameworks, and approaches, with a collective vision that encompasses all children within the appropriate age group and the belief that it is the responsibility of the mainstream system to offer education to all children”.

### Characteristics of Inclusive Education

1. Every child possesses an inherent entitlement to receive an education and the chance to participate in conventional schooling. Inclusive education ensures that all children have the ability to attend the same classrooms and groups.
2. Inclusive schooling is a method that reacts to individual learning requirements through proper assistance and the implementation of student-centered teaching approaches and ideas.
3. Inclusive education enables every student in the selected educational setting to take part in the learning atmosphere provided for all students.
4. Inclusive education aims to ensure every child’s full participation and educational attainment.
5. In a collaborative environment, the principle or head teacher, teachers, parents, and other stakeholders must cooperate to determine the most efficient methods of providing a high-quality education to students.
6. Academic objectives are formed and developed based on each student’s needs and abilities.
7. All pupils are not required to have the same academic objectives to learn during regular classes.
8. An essential aspect of inclusive education is offering a constructive reaction to the diversity and disparities among children.
9. Inclusive education refers to an educational environment where students with different abilities are taught alongside their peers in a community institution. This approach is flexible and caters to the particular learning needs of students, and is implemented for the majority of the student population. Standard instructional hours.
10. Inclusive education seeks to meet the educational needs of all children through the implementation of high-calibre teaching and learning activities. The variability and distinctions among children. Enrolment in schools is not the only factor.

### Scope of Inclusive Education

Inclusion in education needs an inclusive society, inclusive schools, inclusive teachers, and an inclusive curriculum. As a result, the scope of education for all expands. The scope of inclusive education is addressed in the following points:

1. Involve all children, including healthy children, Children with illnesses, children of migrant workers, children from tribal areas, and so on.
2. Inclusive education creates a welcoming environment for all learners.
3. Encourage the education of disabled girls.
4. Promote ICT-based technologies for disabled learners.
5. Include a strategy for curriculum adaptation.
6. All students receive education based on their needs.
7. The school will provide special programs for disabled students.
8. Disabled students will receive aid and equipment to meet their basic needs.

### **Need and Importance of Inclusive Education**

Qualitative education is more beneficial than quantitative education. Quality education necessitates inclusive education. Quality education is possible if all students have equal educational opportunities. The following are some of the reasons why inclusive education is necessary and important:

1. **Skill development:** An inclusive environment promotes the development of various skills in learners, such as cooperative skills, tolerance, and so on. In an open environment, students may learn about each other's personalities.
2. **Confidence building:** Inclusive education provides the least restrictive environment for disabled learners, allowing them to easily share their perspectives with other children and participate in activities like normal children. As a result, it assists disabled students in developing confidence.
3. **Social Development:** Society develops as the educational system's capacity is improved. Inclusive education allows for the improvement of the educational system. A stronger education system facilitates students' progress, and they can have a beneficial effect on society.
4. **National Development:** With marginalization, poverty, and discrimination, national development is extremely difficult. All of these factors can be eliminated through inclusive education, allowing the nation to progress in a positive direction.
5. **Self-concept development:** Inclusive education helps learners develop their self-concept. Learners can better understand as they are their self-concept develops. They can be aware of their strengths, and we
6. **Education Universalism:** Inclusive education is essential to accomplish education universalization. Education cannot be universalized without inclusion, according to the Sarva Sikhaya Abhiyan (SSA).
7. **To achieve social equality:** inclusive education is required. All students have equal access to education in an inclusive environment. In an inclusive environment, all learners, disabled and non-disabled, have equal opportunities and responsibilities. As a result, inclusive education contributes to societal equality.

### **The Importance of Effective Teaching Practices and Educational Principles**

As mentioned before, understanding educators' social commitments is essential when discussing their roles in supporting inclusive education. The first step in developing equitable programs in schools is identifying their strengths. Educators can develop plans that benefit both students and the school by considering this question. They should think about their strengths in terms of age, ethnicity, gender, sexual orientation, disability, and other characteristics that each student possesses. They can create a sense of belonging and a space that encourages them to engage with the diverse community around them by doing so (Kirkland & Kirkland, 2017). Another important aspect of empowering educators is ensuring that appropriate resources are available to those who may not be

able to participate in traditional classrooms. One method is to provide equal opportunities for all students. Finally, it is important to recognize that workplace diversity is an important part of any organization and should not be ignored simply because it does not align with one's personal beliefs or principles (Kirkland & Kirkland, 2017).

Allowing everyone, regardless of background, to freely express themselves has a favorable impact on one's self-esteem and overall well-being. As a result, educators have to accept these ideas and apply them to their daily lives. In addition to these fundamental concerns, teachers should consider the needs of children who are homeless or poor. While some may believe that providing adequate support to homeless families is unfair or cruel, it is critical to address specific aspects of their mental and physical health. Many children who are overlooked or isolated in society are victims of various forms of trauma and abuse. Their emotional, behavioral, and even cognitive development may suffer, resulting in poor academic performance and other areas of life. In addition, many people are impoverished for a variety of reasons. Furthermore, many people are impoverished for a variety of reasons. Lack of employment opportunities, insufficient housing, limited access to healthcare facilities, poor nutrition, and other factors are examples. These factors may result in negative childhood experiences, which can hurt adult academic success (Kirshman et al., 2019). Overall, supporting children from low-income families to achieve academic excellence can boost their confidence and make their lives easier. As a result, addressing child welfare issues and providing affordable housing is critical.

### **How Educational Institutions Can Implement Student Support Programmes that Promote Inclusion**

The concept of inclusion is frequently linked with discrimination and exclusion, especially within schools and communities. Despite being referred to as "a state of mind," inclusion is defined as the ability to treat everyone equally and with dignity and respect. Understanding that children are different and unique individuals lets educators provide various support mechanisms that take their cultural backgrounds into account. Furthermore, educators can use the term "inclusion" completely to mean anything helpful to a specific group's interests and values (Davies et al., 2018).

There are numerous approaches to implementing student support programs in various settings. To start with, all educators need to promote open communication among students to facilitate honest and respectful dialogue (Davies et al., 2018). Teachers should also encourage openness and transparency among students, which will help to build trust and mutual respect. When working with parents who are involved in their children's education, educators can implement approaches that aim to build trust between the two parties. Parents should be free to express themselves without fear of being judged by educators (Davies et al., 2018). Furthermore, parents should be able to express their concerns, share information about their children's academic progress, and make suggestions for what should be done differently. Educators should carefully consider their students' feedback and respond by their wishes (Davies et al., 2018).

Finally, they must make time to engage in meaningful conversations with their parents. Such activities should allow them to not only discuss their children's needs but also to investigate the best ways to deal with their problems. To ensure that every student receives the same level of support, educators must be willing to accept responsibility for their actions. When addressing the needs of vulnerable groups, such as LGBTQIA+ students, educators must be willing to collaborate with other members of our community (Kirshman et al., 2019). Educators, in particular, must be prepared to advocate for the rights and needs of underrepresented students. Their efforts can help to reduce systemic barriers to education and promote equity in the classroom. Finally, educators should be aware of potential threats to their reputation and personal safety. Educators should take care not to make decisions only based on the views and opinions of others (Kirshman et al., 2019).

## Education Implications for Social Commitment in Inclusive Education

**Diverse Learning Environments:** Inclusive education promotes diverse classrooms, resulting in a rich learning experience for all students.

**Education Access for All:** It assures that irrespective of disparities, all students have equitable access to excellent education, thereby reducing systemic inequities.

**Social Skill Development:** Inclusive circumstances foster social skills and empathy, assisting in the formation of socially responsible citizens.

**Preparation for a Diverse Society:** Exposure to different perspectives and experiences prepares students for a diverse society.

**Stigma and Stereotypes:** Inclusive education challenges stereotypes while also reducing stigma and fostering positive attitudes towards differences.

**Campaigning for Social Progress:** Inclusive education promotes advocacy for inclusive practices, curriculum modifications, and supportive services, demonstrating a commitment to larger social change.

## Conclusion

Teachers who are committed to creating inclusive environments emerge as societal change agents. The inclusive classroom becomes a microcosm of a peaceful and accepting society, challenging prejudices and removing learning barriers. The results emphasize the significance of inclusive education, as helped by actively involved teachers, in fostering not only academic achievement but also social cohesion and empathy. The study advocates for educators to be recognized as key agents in fostering social commitment. Their ability to accept diversity, adapt methods of instruction, and foster an inclusive environment contributes significantly to the creation of socially responsible citizens. The findings of this study emphasize the importance of continuous professional growth, policy support, and social awareness in realizing every potential of inclusive education. In essence, teachers' social commitment to inclusive education is a transformative force that shapes the foundations of our society. This study advocates for continued efforts to amplify educators' voices and roles, making sure inclusive education becomes a crucial component of our collective commitment to creating a more equitable, knowledgeable, and inclusive future.

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