

**PRESENTATION ON A DAY WORKSHOP ON INCLUSIVE EDUCATION FOR CIRCUIT  
SUPERVISORS, SOME SELECTED HEADS AND SOME SENIOR  
STAFF FROM MUNICIPAL EDUCATION OFFICE, HO**

BY

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## **INTRODUCTION**

Inclusive Education (I E) is a process of increasing access to and the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of needs in their locality. In effect, (I E) is an approach that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

An inclusion teacher is a Special Education teacher who works with inclusion students. Inclusion students are those students who have disabilities or special Educational Needs, but are able to function in the general education classroom. Inclusion teachers are usually state-licensed special education teachers who have completed an approved special education program. Inclusion teachers have the following duties.

### **The four main characteristics of (IE) are:**

- Acknowledges that all children can learn.
- Acknowledges and respect differences in children; age, gender, ethnicity, language, disability etc.
- Enable education structures, systems and methodologies to meet the needs of all children.
- It is part of a wider strategy to promote an inclusive society.

From the above introduction; it is quite clear that the education system will have to train people who should have the special skills in order to handle those children in our mainstream schools. That notwithstanding the mainstream teachers with their basic knowledge from the colleges of education and the University of Education will have to partner with the special educators in our education delivering in the inclusive education policy. Hence the need for special Education Resource Teachers to be assisting the mainstream teachers to provide quality education for children and the youth in the mainstream schools.

## **LEVELS OF COORDINATION**

1. National level coordinations
2. Regional level coordinations
3. District level coordinations
4. School level coordinations

## **SCHOOL LEVEL COORDINATORS OR RESOURCE TEACHERS**

Every school will have one special education teacher designated as the school based resource teacher, who will lead the planning, coordination and implementation of all IE programmes. He/she

will work under the supervision of the headteacher and involve other members of staff in his work to ensure sustainability of programme activities.

To ensure effective coordination of Inclusive Education activities at the school level, the District Committee will develop guidelines for headteachers to arrange minimized responsibilities for school-based Resource teacher. District Committees will also ensure effective capacity building of school Resource teacher.

#### **THE SPECIFIC DUTIES OF THE SCHOOL BASED RESOURCE TEACHERS WILL BE TO:**

- Lead the development of work plans for the term, which will include all other members of staff as appropriate.
- Coordinate and provide technical support for teachers
- Facilitate the planning and execution of Inclusive/quizzes and competitions, etc.
- Make input into the school end of term report by preparing the components on individual Education plan.
- Liase with relevant stake holders in the delivery of school based services.
- Liase with the District Special Education Coordinator to ensure that all pupils are regularly screened and assessed.
- Ensure that Individualized Education Plans (IEPs) are developed for each child with disabilities and other special needs (CEDs/CESENs)
- Ensures that educational interventions for children with disabilities and other special needs (CWDS, CESENS) are reviewed regularly to assess their impact and effectiveness.
- Ensure that curriculum is adopted to meet the diversity in children's learning.
- Ensure CWDS/CESENS have access to the relevant educational material, specialized equipment and assistive devices.
- Support school authorities and staff to develop inclusive schools and classrooms.
- Submit termly reports on CWDS/CESENS to heads of institutions and copy to District Education Office etc.

In fact, the Government of Ghana through the Ministry of Education and Ghana Education Service (GES) have adopted and implemented policies towards the achievement of Universal primary education for all over the years.

In this regard, Special Education Division has since 2013 experimented Inclusive Education Projects in different parts of the Country. The intention is to roll on these projects when the nation finally adopts the policy of Inclusive Education in 2015.

Below is the list of the Regions and MMDs running the Inclusive system of education in Ghana on pilot basis.

1. GREATER ACCRA:      Accra Metro - Tudu  
                                 Tema Metro – Tema  
                                 Ga – West – Amasaman  
                                 Ga – East – Abokobi  
                                 Ga – South – Weija  
                                 Ashiaman  
                                 Ledzokuku – Krowor  
                                 Adenta

- |                    |  |
|--------------------|--|
|                    | Dangbe – East – Ada<br>Dangbe – West – Dodowa<br>Madina<br>Kpong   |
| 2. WESTERN REGION  | Sekondi – Takoradi<br>Shama<br>Nzema East<br>Ahanta West<br>Mpohor<br>Bia<br>Aowin Suaman<br>Amenfi East<br>Tarkwa – Nsuaem<br>Prestea Huni Valley<br>Bibiani- Anhwaso<br>Bekwai |
| 3. CENTRAL REGION  | Effutu – Winneba<br>Awutu-Senya-Breku - Cape Coast<br>Gomoa West – Swedru<br>Agona West-   |
| 4. EASTERN REGION  | Birim Central – Akim Oda<br>Lower Manya – Somanya<br>Manya Krobo – Odumase<br>New Juaben – Koforidua<br>Akuapem South – Nsawam   |
| 5. ASHANTI REGION  | Obuasi<br>Ejisu Juaben Municipal<br>Sekyere West<br>Kwabrebre West   |
| 6. BRONG AHAFO     | Tano South<br>Bechem<br>Atebubu  |
| 7. UPPER WEST      | Wa<br>Tumu<br>Lambussie – Karni  |
| 8. UPPER EAST      | Builsa<br>Kassena – Nankana<br>Sirigu  |
| 9. NORTHERN REGION | Tamale<br>Damongo  |

Bole

10. VOLTA REGION Ho Municipal

Number of Resource Teachers in Ho Municipal = 11

- a. Municipal Education Office - The Coordinator
- b. Circuits
  - Bankoe
  - Sokode
  - Housing
  - Ho Kpodzi
  - Klefe/Ziavi
- c. Mawuli SHS - 2
- d. Ho Heve E.P. Primary - 1
- e. Anglican Special Unit - 2

**OTHER INCLUSIVE SCHOOLS IN GHANA WITH RESOURCE TEACHERS**

- A. Higher Institution
  - University of Ghana, Legon
  - University of Cape Coast
  - University of Education, Winneba
- B. SECOND CYCLE SCHLS.
  - Wa SHS
  - Sirigu SHS
  - Mawuli SHS
  - Wenchi SHS
  - Okuepeman SHS
  - Presby SHS
  - Wesley SHS
  - Adidome SHS

For us to succeed in the Volta Region and with only one Municipality/District piloting among the ten Regions, we humbly appeal to our Directors, CSs, Headteachers and all other stakeholders in this regard to support the SpEd Unit to make a positive impact in the direction of Inclusive Education in the Region.

## DUTIES OF AN INCLUSION TEACHER

An inclusion teacher is a Special Education teacher who works with inclusion students. Inclusion students are those students who have disabilities or special Educational Needs, but are able to function in the general education classroom. Inclusion teachers are usually state-licensed special education teachers who have completed an approved special education program. Inclusion teachers have the following duties.

**Accommodate Inclusion Students:** Inclusion teachers must accommodate special education students as indicated on their Individualized education plans (IEPs). Each student will need different accommodations according to his disability. Accommodations may include larger print for a visually impaired student, preferential seating or adaptive equipment.

**Modify Assignments and Tests:** Most special education inclusion students will need modified assignments. Modifications may include reducing the number of problems or items, limiting multiple choice answers and omitting certain items.

**Collaborate With the Regular Education Teacher:** Inclusion students in the general education classroom will have a regular education teacher as well as inclusion teacher. Both teachers are required to work together to meet the needs of the inclusion students. The inclusion teacher and regular education teacher should frequently discuss and assess the progress of the inclusion students.

**Address Parental Concerns:** The inclusion teacher should be prepared to address parental concerns. While not all parents will be as involved as others, the teacher should always be willing to discuss the inclusion student's progress with the parents.

**Complete Required Paperwork:** Inclusion teachers are responsible for writing annual IEPs and for initiated re-evaluations as mandated by state regulations. Inclusion teachers may also conduct alternate assessments of those students who are not able to participate in the customary curriculum tests administered annually.

**IEPs:** Individual Education Programs, or IEPs, are individualized programs tailored to the needs of each special needs student. Required by law for every special needs student, IEPs are the responsibility of the special education teacher to implement.

**Documentation of Progress:** The progress of special needs students must be assessed and documented continuously to ensure the effectiveness of the IEP.

**Direct Instruction** Inclusion teachers also ensure that special needs students receive adequate individual instruction and attention.

**Teacher Collaboration:** Inclusion teachers must work in collaboration with the classroom teacher. Cooperation between teachers produces the most beneficial learning environment for the students