

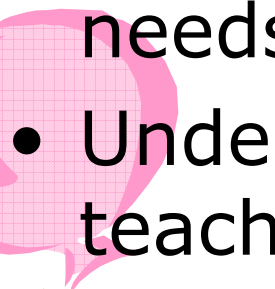
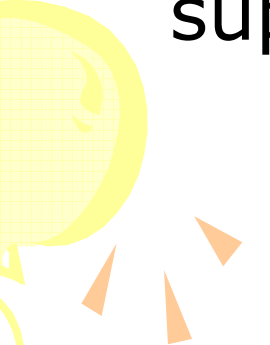
The background features several large, colorful, abstract swirls in shades of orange, yellow, and pink. Interspersed among these swirls are numerous small, light-orange triangles pointing in various directions, creating a dynamic and celebratory feel.

# Inclusive Education in Pre-school

Presented by  
Nasira Faiz



# Objectives

- Define inclusion and inclusive education
  - Understand why children with special needs are included in pre-school programs
  - Understand the role of a pre-school teacher
  - Become aware of ground realities
  - Work out ways of promoting and supporting inclusive education
- 
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# What is inclusion?

- A philosophy that supports the full participation of children and adults with disabilities, as equal and accepted members of the community and of society.



# What is inclusive education


- Inclusive education advocates that all children should be educated together, regardless of ability. Children with disabilities/ or other special needs have the right to receive schooling in mainstream schools along with their same age peers



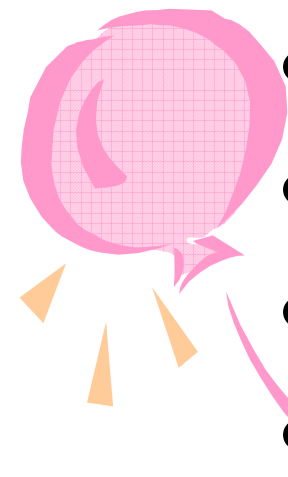
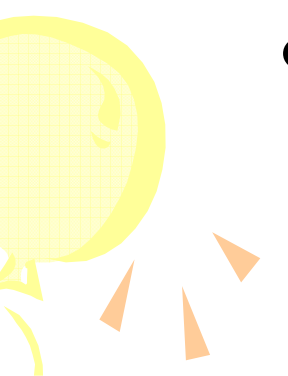
# Pre-school system

- Pre-school system is based on the concept that every child is individual and develop and learn at their own pace. Pre-school teacher plans learning activities for all the children





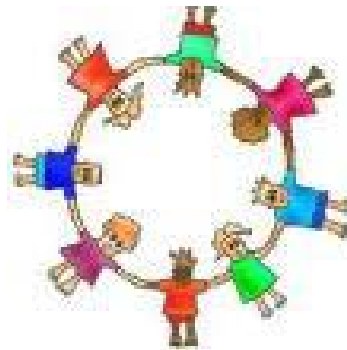
Learning objectives for pre-school children are in reference to:-

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- Language development
  - Social development
  - Cognitive development
  - Motor skills development
  - Adaptive behavior
- 



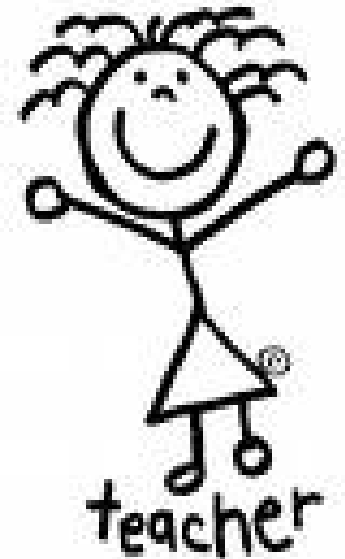
# Benefits of inclusive pre-school programs

- For children with special needs
- For children without disabilities
- For families and community
- For teachers and educators



# Role of a pre-school teacher

- Is responsible for creating environments that welcome and support all children
- Adapt material and activities to cater to the needs of each child
- Understand her role during:-
  - Group time
  - Snack time
  - Free play





# Promoting inclusive education for:-

- Students
- Teachers and educators
- Parents
- Community



# The ground realities

- A lot of talk and not enough action
- Lack of awareness
- Lack of co-ordination
- Lack of research and collection of data
- Lack of training
- Social stigma

# Supporting inclusive education

- Incentives and encouragements
- Training of teachers
- Collaborative efforts to identify barriers and find solutions



INCLUSION  
COLLABORATIVE

# Let's understand

- Children are more alike than different
- Children need to feel wanted
- Children can read body language.....  
they hear more than your words
- Remember what the world looks like  
through the eyes of a child



# Let's remember

- All children are special
- All children are important



Therefore, all students should learn together and from each other



# The teacher

- I've come to the conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

-- Haim Ginott