

COLLABORATION OF AUXILIARY TEACHERS WITH SUBJECT TEACHERS FOR THE INCLUSION OF CHILDREN IN MAINSTREAM SCHOOLS

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ABSTRACT

This study presents the results of a research work, which aims to highlight the advantages of collaborative work between auxiliary teachers and subject teachers in the inclusion of children with disabilities in mainstream schools in our country. There are a considerable number of children with disabilities in our country. Children with disabilities have different needs from adults with disabilities due to different life cycle related interests. For them, the most essential needs relate to education, as a fundamental right legally sanctioned. The education of children with disabilities aims at the full development of intellectual and physical potential and the improvement of the quality of their lives to prepare them for full integration into society and the labor market. Inclusion and integration of these children into mainstream kindergartens and schools is paramount. In recent years, in our country, the presence and work of the auxiliary teacher, besides the class or subject teacher, the collaboration of the auxiliary teacher and class teacher or subject is seen to significantly facilitate the integration of children with disabilities in the premises of the usual schools, and consequently brings a much better quality education for these children and their better life-skills training. The purpose of this paper is to reflect on the role of the assistant teacher for the inclusion of children with disabilities in mainstream schools, the problems that are being raised in this innovation for Albanian schools, with the introduction of auxiliary teachers in the usual classes of learning. In order to prove the problem, we have also raised the research question: How important is the auxiliary teacher in the classroom classes, in the usual schools where there are students with disabilities? We have proved this problem through semi-structured interviews, conducted with teachers, school leaders, in two 9-year schools where they teach children with disabilities in the city of Elbasan. From the results of the research, we have come to the conclusion that, in mainstream schools, the introduction of auxiliary teachers is seen by subject teachers as a positive innovation for the integration of children with disabilities into mainstream schools and improving their learning.

Keywords: Disability, Inclusion, Auxiliary Teacher, Integration.