

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.

INTRODUCTION

Persons with Disabilities are those persons whose physical functions, mental capacity or psychological condition tend to be avoided for more than six months from the typical state of affairs for the age, resulting in restrictions on their participation in social life.

Children with disabilities are those whose physical (including sensory), mental, intellectual or emotional impairment combined with external environmental factors creates difficulties in performing daily life functions independently for a long-term period, which lasts more than 6 months.

The 1990 Convention on the Rights of the Child fully protects the rights of children with disabilities, mainly the right of children not to be restrained and the right to be equal with other children, the right to non-discrimination,

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.

Disability can be classified as:

1. Physical disability
 2. Sensory disability
 3. Intellectual disability
 4. Emotional and mental health disability
- Limited developmental abilities.

We can mention a long list of definitions without any difficulty. The greatest difficulty lies in supporting these persons through health, social and educational services.

After the nineties, in our education system, a qualitative step towards achieving the right of children with disabilities, like all other children, the right to education was achieved, enabling these children to learn in schools common, not in specialized schools. The goal was to integrate this category of children with other children, not isolated and excluded from society. This was a qualitative step that gave another dimension to school and education as an institution where the motto of inclusiveness was at the center. It was therefore up to the heads of school institutions and teachers to first accept these children in ordinary schools, to work with them for socialism in the first place and then for their education.

It was seen that in this initiative, the presence of more specialized teachers was necessary to work with these children, but not excluded from ordinary classes, but working with other students. So, in mainstream schools, besides the subject teacher, auxiliary teacher was introduced, in those classes where students with disabilities were also taught.

Guidance No.38 on the criteria for auxiliary teachers for pupils with disabilities in public institutions of pre-university education clearly defines the tasks that will be provided by the assistant teacher at the school institutions. The presence and work of auxiliary teachers, in addition to class or subject teachers, will significantly facilitate the integration of children with disabilities in ordinary school environments, will enable a much higher quality education for these children and more training their best for life.

Auxiliary teacher is appointed to the school based on the number of pupils with disabilities that the school has. His main task is to teach students with disabilities both individually and in small groups, in cooperation with other school teachers. He applies this duty not only by being involved in teaching in collaboration with the classroom or subject teacher and by staying with disabled students at special classes where they need more help but also providing specific help in other areas needed for students with disabilities, such as social skills and life skills.

The Assistant Teacher, in co-operation with the disabled teacher's teacher / subject teachers and parents, develop and implement the PEI's individual education program, approved by the School Commission for Children with Disabilities. He collaborates with the subject teacher

for the assessment of disabled pupils according to the objectives set in the PEI. It assisted the disabled with the needs of the learning process, both internally and externally, to enable her / his full participation in school activities

The Auxiliary Teacher follows and keeps track of aspects of progress as well as maintains and respects the confidentiality of information for the disabled student. The subject teacher and the tutor cooperate with the parents so that the activities that take place at the educational institution and at home complement and reinforce each other.

Assistant teacher works with disabled students alongside teachers in all or part of their classes, also outside the classroom, with special students with disabilities or small groups, preferring class I-III, IV-VI classes and VII-X.

Another task of the assistant teacher is to attend all the trainings offered for his professional development with the principles of inclusive education and special education. He or the tutor instructs the child's parents with CA for the state rehabilitation services offered to these children. He reports to the school committee on the performance of the child and the achievement of the objectives.

So its main task is to teach students with disabilities at the individual level (only with the child with ac) as in small groups, both in special classes and in cooperation with other school teachers. He applies this duty through the following routes:

- Being involved in teaching in collaboration with the subject teacher. -To stay with disabled students at special hours where there is more need for help. - Providing specific assistance also in other areas of need for disabled students such as social skills and life skills

Some of the methods that help in the inclusion of students are:

- Interactive learning
- Learning in patronage
- Partly interactive learning

Partial interactive learning, as another variant of interactive learning, provides new collaborative spaces. For example, in cases where a disability student has serious physical difficulties or obstacles, partial participation is recommended as a benefit. In this case, the assistant teacher intervenes actively by assisting disabled students for most of the assignment. In collaboration with the teacher, the assistant instructs or changes the "rules of the game" or how the activity is organized. In this way, disabled students have been given the opportunity to participate and benefit from the interaction and social cooperation with other students.

Methodology

The study is based on the importance of introducing auxiliary teachers to mainstream schools, aiming at not only the integration of children with disabilities in school with other children, but the benefit of equal and quality education for these children, such as all children other.

This study is based on inclusive education, as there are many people with disabilities in our country. If no attention is paid today to their education, as a fundamental right, like all other persons, without separating them in special schools, these tomorrow's children find them isolated from society. A society advances when all its members have the opportunity to give all their potential potentials. This is achieved through co-operation between one another, which sets the first steps in the years of education through comprehensive education.

The study was raised around the research question: How essential is the auxiliary teacher in classroom classes, in the usual schools where there are disabled students?

To answer the research question, we have raised the hypothesis that:

Inclusion of children with disabilities, in the usual schools in our country, is achieved through the work of auxiliary teachers with these children and the cooperation of this teacher with the subject teacher.

The research was conducted through the qualitative method of semi-structured interviews. Two interviews with assistants, six interviews with subject teachers, two interviews with two students and two interviews with parents were conducted. The interviews were conducted in the 9-year school, Lleshan, and at the 9-year school Gjinar. These schools teach children with disabilities and have assistants.

The purpose of applying the interviews;

- Evidence of the work done in inclusive schools for the effective integration and inclusion in the educational process of children with disabilities;
- Evidence of the positive role of the assistant teacher in integrating children with disabilities into inclusive schools.

sampling

The number of teachers involved in this sample is 8. Of these, 6 teachers are subject teachers. Specifically, two are Albanian language teachers, 2 math teachers, 1 history teacher and one biologist. Also, the study included 2 assistant teachers.

The number of parents is 2. These are parents of students with disabilities.

The number of students participating in this sample is 2. Both students study in the same classroom with students with disabilities. Pupils belong to the eighth grade. Students learn at 9-year school, Lleshan.

So the number of respondents in this study is 12.

The study was conducted in ordinary public schools, where students with disabilities are trained by the assistant teacher.

Practical Findings

Theories from the theory help us to focus on and focus on the interviews given by respondents. Starting from work with the interviews, we find findings that contribute to verifying the hypothesis that the inclusion of children with disabilities in mainstream schools in our country is achieved through the work of auxiliary teachers with these children and the cooperation of this teacher with the teacher of the subject matter.

Interviews shed light on their content, resulting in the role of auxiliary teacher is key to achieving the inclusion of children with disabilities in ordinary public schools. The work of auxiliary teachers is not only efficient in the integration of children with disabilities in mainstream schools but also in quality education of these children, positively impacting on their productive learning.

Also, researching the content of interviews by teachers, students and parents selected in the sample shows that in comprehensive schools, although the work of the auxiliary teacher is obviously productive, again a number of problems have room for disaster.

Analysis and interpretation of research results

Through this research, the analysis of data shows that for a better integration in the society of children with disabilities, their education in comprehensive schools is very fruitful, the key

role that the assistant teacher has in cooperation with the subject teacher and with other students.

The positive role of the Auxiliary Teacher in the Inclusion of Children with Disabilities in Common Schools

□ **Selected learning strategies and techniques for children with disabilities by classroom teachers during the classroom by auxiliary teachers**

An important factor that positively influences the performance of work with disabled children, in the classroom, during the classroom, for their emotional and intellectual development, is the work of the teacher in selecting appropriate methods and techniques for these students. In the interviews received by two assistant teachers, it is emphasized how the stimulation with flags and stars, the evaluation with very good grades for any progress, however small, that they make increases confidence in these children.

"... to make the student feel good about the work he is doing and to encourage him to continue working, I value him in envelope-enriched notebooks, and to promote any small progress, I add to it a star. I notice that rejoices and tries to do the best ... "(auxiliary teacher)

"... knowing the inability of a student to read (dyslexics), based on the individual plan I have drafted, uses a differentiated working method and evaluation for it, giving little material to read and mainly selecting parts of easy and interesting. Moreover, the new material is adapted to be photocopied, enlarging the writing. Next, next time I work with him in ordinary text. I help him whenever he confuses the letters or finds it difficult to merge the syllables in question. I stimulate that for every word or sentence read correctly (and why slowly), say "Well done! I'm glad. I read very well ... I see that rejoices and tries to do better next time. "(Auxiliary teacher)

□ **Improve the learning of students with disabilities**

The integration of children with disabilities with other students in inclusive classes has made their intellectual development visible from year to year. This is stated not only by the assisting teachers, one of whom states that "student E. B at first, two years ago, did not know the letters and numbers. Today its intellectual development is pleasing. She reads, though with syllable, short sentences and shorts. She tries to collect one-digit numbers up to 10 ", but also from her mother's mother" I'm happy with the performance of the girl. The teacher guides me what to do and how to work with the child at home. Now the girl wants to come to school, she sees her reading. "

The role of auxiliary teachers in the intellectual development of children with disabilities is also affirmed by subject teachers, who emphasize that without the presence of auxiliary teachers work with these children would be difficult and unproductive.

"The Auxiliary Teacher enables disabled students not to remain as" appendix "to the abandoned class, but finding encouraging methods for these students to feel equal. His presence and work helped us all: these children, other children, but also me as a teacher ... "

The importance of assisting teachers in facilitating the work of parents with disabled children
The importance of auxiliary teachers appears not only in the school, harmonizing the work between disabled students and disabled students, in order to facilitate the easier and successful integration of disabled children into society, but as a facilitating opportunity for the work of parents these children in the family environment, so that the process of starting the comprehensive school with these children continues at home.

"... well that my child has auxiliary school teachers. She works with my baby. Also leave me the job of helping my child at home. For everything I consult with the assistant teacher ... ". (parent of a disabled child)

□ **Inclusion of disabled children in comprehensive artistic and sports activities, at the classroom and school level**

Cultural and sports activities, organized at the classroom and school level, develop students' skills, skills and skills in the field of sports and arts. According to Gardner's (1991) multiple intelligence theory, each individual possesses individual skills or tendencies of different kinds that may appear during various activities.

Through various activities that take place in inclusive classes, all students are beneficiaries. Everyone feels valuable and everyone benefits from each other. This is confirmed through interviews with students, teachers and parents. What they have expressed are illustrated below:

"... my classmate X does not understand the lesson, reads with difficulty. But drawing is the best. Her paintings are the best. In the painting competition that took place at school, she emerged second place winner. It also helps me to paint ... "(a student, a girlfriend with an AF student)

"... whenever we do activities we leave in the group of organizers the AK boy. He likes to organize. Feel appreciated. There are beautiful ideas as an organizer. Even friends love him. "(Albanian language teacher, at the same time sixth grade tutor)

"... when the school carries out artistic and sporting activities, as in the case of New Year's Eve, the holidays of 7-8 March, 1 June, I come to attend. When I see that the child is involved, she enjoys like all the other children, I feel very happy. I see that after all, my son is like all the other kids. Then my hopes are awakened that by hardship he will also be able to achieve something ... "(mother of an AK child)

Difficulties encountered during the work of auxiliary school teachers.

□ **Sufficient teaching aids for teachers**

One of the auxiliary teacher education criteria is that "Auxiliary teacher must be a graduate of special pedagogy, and have appropriate training and specialization in the field of psychology". The truth is that in our education system, most of the teachers are graduated in different profiles such as: Language - literature, history - geography or and fiskultura. So having no special training to work with children with disabilities. So teachers themselves express this "I'm done for history - geography. And though I've been attending trainings by the Education Department and World Vision, I had to be informed by the Internet or another psychologist, during these two years working as a tutor. "(Assistant Teacher)

"I often notice that in the classroom, the assistant teacher in the country to work with the disability student the theme of the lesson I work with the rest of the students gives them to work mathematical material as a mathematical little action, collect and discounts. This, I say, corientes the student. We agree that the counselor should have special education and specialty specially for the various disability symptoms. So more training is needed for this group of teachers ". (teacher of Albanian language)

□ **Assistant teacher intellectual abduction**

One of the problems that arise in practicing the profession as auxiliary teacher is the intellectual leap for these teachers. This is seen to be due to the fact that the expectations of students with disabilities are scarce. This is ascertained in the interviews received by both assistants. "... it seems to me that I have been expelled intellectually" or "taking every day with these children, I'm forgetting the scientific knowledge I've graduated ..."

CONCLUSIONS

From the results of this empirical study, it was found that the role of auxiliary teachers is key in comprehensive schools, in terms of integration of children with disabilities in ordinary public schools, and in terms of quality education of this category of students.

The research found that:

□ The necessity of auxiliary teachers in inclusive schools is due to some positive factors such as:

1. The selected teaching strategies and techniques for children with disabilities by the auxiliary teacher during the lesson time created the opportunity for inclusion and integration of disabled children in inclusive classes.

2. The presence of auxiliary teachers in inclusive classes is a key factor for the progress of integration, psycho-social and intellectual development of disabled students and for the continuity of the entire teaching process in the schools where there were auxiliary teachers.

3. Work done by assistive teachers with children with disabilities has made the students of this category to have positive development in their cognitive formation.

4. Involvement in classroom and school-level joint artistic and sporting activities helps in the overall development of disabled learners, taking into account multiple intelligences and creating a spirit of collaboration among students.

□ Difficulties encountered during the work of auxiliary school teachers

1- Sufficient training of auxiliary teachers is a factor that sometimes prevents not only achieving work productivity with students with disabilities, but also inhibiting the entire process of teaching in the classroom.

2- It is noticed that for assistant teachers there is intellectual decline in the exercise of profession as auxiliary teacher.

3- Auxiliary Awareness Necessity in Comprehensive Classes. Although in most of the comprehensive schools there are auxiliary teachers in rural areas, it is a necessary requirement for schools in rural areas.

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