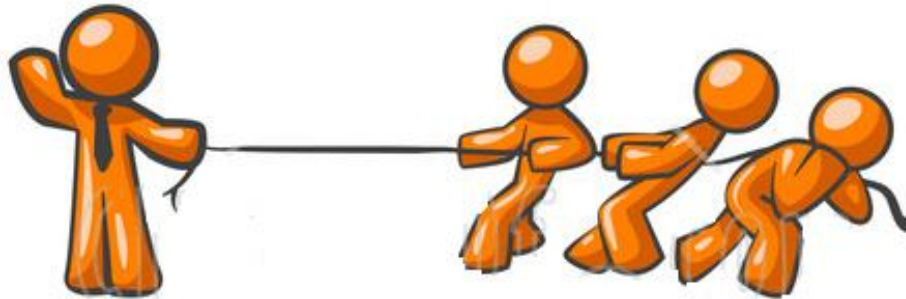


# TEACHER EDUCATION FOR INCLUSION



**FLORA PANAYIOTOU-TSIAKKOU (5<sup>TH</sup>&6<sup>TH</sup>  
GRADES)**

**ELEMENTARY SCHOOL OF SAINT  
THEODOROS, LARNACA, CYPRUS**

**22/03/2011**

# PROFILE

- Graduate of the University of Cyprus (2004)
  - Specialization route of 'Inclusive Education'
- Masters in Applied Linguistics (2009)
- Seven years of teaching experience in schools
- Secretary of the board of the day care centre 'Illiaxtida'
- **Main interests and concerns**
- Inclusive education
- Education for all
- Vocational rehabilitation of people with disabilities
- Literacy practises in teaching



# STUDYING AT THE UNIVERSITY OF CYPRUS

- Challenging
- Followed the specialization route of 'Inclusive Education' with Dr Helen Phtiaka
- Legislation
- Contacts with disabled people
- Research
- Teaching methods for all students
- Equal opportunities
- The University of Cyprus gave me the background knowledge and skills to deal with different types of learners



# DIFFICULTIES OF A SCHOOL WITH JOINT CLASSES

- Two class levels in one classroom
- Easier for the students to get distracted
- Teacher needs to be well organized for both classes
- Stress for following the curriculum

However

- Joint classes do allow students to learn from each other



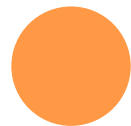
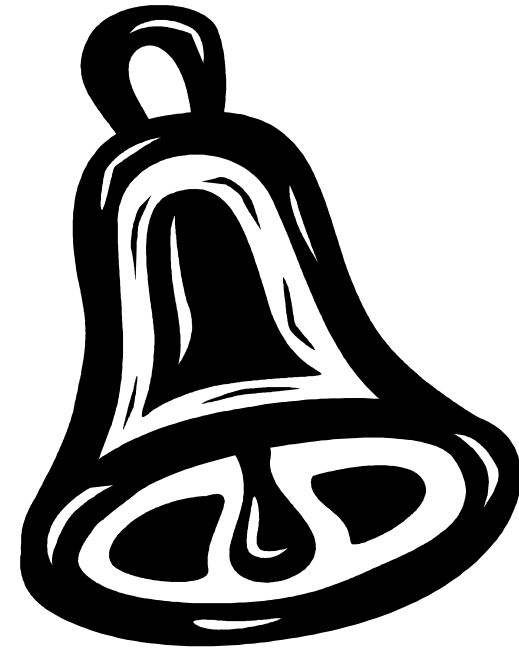
# IN THE CLASSROOM, TAKING STUDENTS IN MY HANDS...

- Things are still difficult
- Many students fall behind
- Refined all the teaching methods and the background that my bachelor degree offered to me
- Effective learning outcomes
- Use of methods that respond to students' learning styles, personalities, needs



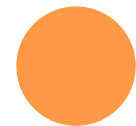
# METHODS THAT I USE

- Differentiated handouts
- Structured handouts
- Visual aids
- Use of information technology
- Tape recorder
- Write-on response cards
- Choral responding
- Pre-printed response cards
- Clarifying questions
- Real objects
- Quick activity changes
- Structured small-group activities



# HAVING A STUDENT WITH AN IDENTIFIED LEARNING DISABILITY PROFILE

- Boy
- 6<sup>th</sup> grade
- 12 years old
- Learning disabilities and behavioural problems
- Gaps in learning
- He has improved academically as a result of the rules that have been set
- Difficulties in written work
- Difficulties in oral expression (syntax)
- Emotionally immature



- Unstable behaviour within a lesson timeframe
- Does not know how to control his emotions
- Accepted from his peers this year because he actively takes part in the lessons
- Usually feels embarrassed in front of unfamiliar persons and he does not take part in the lesson





# EFFECTIVE BEHAVIOUR/CONTROL TECHNIQUES

- Routine tasks and rules that allow good lesson flow
- Generous use of reward system
- Positive behaviour is rewarded to encourage repetition and reinforcement of accepted behaviour
- Regular communication with the mother (on a daily basis) has strongly influenced the students' continuous effort and progress



- The process of learning needs to be accessible to all. Education is not a privilege but a human right. What is necessary is to find the appropriate methods and teaching material.



o THANK YOU FOR YOUR ATTENTION!

