



CONSTRUCTING INCLUSIVE AND SAFE LEARNING ENVIRONMENTS

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Abstract:

First of all, we learn about what is inclusive education. Inclusive education is an education system that includes all children despite their physical, intellectual, social, sensitive, etymological, or other conditions. In inclusive education, we can count children with different capabilities, and as they are from different backgrounds they have to be met by creating a child-centered pedagogy accomplished of magnificently educating all children. This Present research article emphasizes the right to education and its aim of counting ALL children in conventional education. It elaborates on the concept of inclusive education. It also tried to discover how to make an inclusive learning-friendly classroom and safe learning environment and also contracts with the aspects of creating an inclusive classroom. It is also able to acquire and access equal prospects for education and learning.

In very simple meaning we can say that inclusion in education means believing every child, doesn't matter what their personal requirements or difficulties with learning, they have an equal opportunity to learn and the same opportunities to attain. Inclusion in schools doesn't mean only providing supplementary support to children with special educational needs. It's about generating a cultural atmosphere that works for all children, whether they have an incapacity, learn English as a supplementary language, are a member of a minority community, come from a middle-class low-income family – or find it difficult to learn and achieve for other reasons.

To meet the particular requirements of children in our class, it is generally necessary to keep some special strategies, there are a number of things that all teachers can do to build a safe, happy, determined, and inclusive environment. To construct an inclusive and safe learning environment all-purpose examples of inclusion in the classroom are covered in this article.

Key Words: *All students, Inclusive education, interaction, learning, friendly classroom, inclusive teaching*

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Introduction:

One of the important aspects of classrooms in our nation is student diversity. If all learners have to take advantage of quality education, a melodramatic swing from exclusiveness to inclusivity is required. Since the last so many years, the term 'inclusive education' has come to exchange for the term 'integrated education'. Inclusive systems have the possibility to respond to the learning styles of each and every student, teach them values and ethics of respect for different cultures, foster collective approaches, and build social responsibilities. This underscores the important role inclusive education has to play in the current scenario. Inclusive Education as a movement got motivation since the adoption of the 1994 Salamanca statement in the 'World Conference on Special Needs Education: Access and Quality', organized by UNESCO in Salamanca, Spain. At the conference it is officially



adopted for the first time, inclusive education as the most effective means of securing education for all (UNESCO 1994). The Indian Constitution also guarantees the provision of equal access to opportunities. The Government of India has announced numerous policies since the country's independence in 1947. The Right of Children to Free and Compulsory Education (RTE) Act 2009 passed by the Indian Parliament in 2009 mandates free and compulsory education for all children of 6-14 years of age until they complete elementary education in a neighborhood school. If we want to make inclusive education a success and build our nation's social responsibility, all the inclusive schools, parents, and society community have to make hands in hands This is possible when we understand what exactly inclusive education means.

Concept of inclusive education:

Inclusive education is the most popular way to give an equal chance to all children to go to school and learn and develop their potential. An inclusive class may have amongst others, children with disability or gifted children, street or construction site working children, children from remote or nomadic populations' children belonging to ethnic, linguistic, or cultural minorities, or children from other disadvantaged or marginalized groups. 'Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to attain and enjoy. Inclusion is an educational approach and philosophy that provides all students to excel them with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique requirements and learning styles are attended to and valued. Inclusion has been defined as the getting of all pupils within the conventional education system, taught within a common framework, and identified as the responsibility of all teachers. Inclusive education is based on the principle that

- All students are equivalent and should be appreciated and valued.
- Every child has the right to go the school.
- All the children in the school are greeted.

Inclusive education is an important way towards the development of Education for All (EFA) and life-long learning. It is an approach to the entire education system (from education policy to schools and classes) to strengthen and accelerate energies in order to help achieve a proper amalgamation between equity and quality.

Why inclusion in education?

Inclusion in education refers to all students being able to access and gain equal opportunities for education and learning. It is considered in the framework of special education built on the idea that it is more effective for students. It refers to the context also that with special attention, they can get more experience and can become more successful in social relations. With the help of this, they can get more success in their life. The philosophy behind the implementation of the inclusion model does not prioritize but still provides for the consumption of special classrooms and special schools for the education of students with disabilities.

But what does inclusion actually mean, in the context of schools and education? What does inclusion look like in the classroom? **And most importantly, how can teachers create an inclusive classroom that benefits all students, no matter what their individual requirements?**



Why Inclusion is Important?

Inclusion classroom works because it gives children what everyone wants and desires: a bond of togetherness. Creating an inclusive classroom where everyone feels important is unbelievably influential. One might not consider himself or herself to be the best teacher in the world, but one can be the best role model in a student's life—the one they always remember, who had the greatest impact on them—by including them and making them feel safe and overwhelmed and important.

The aim of inclusive teaching is to improve each child's participation and learning, rather than concentrating on the subject matter assessment and examinations. There are no easy methods and straight ways solutions to follow. The important thing is to have a positive attitude toward change and a firm commitment to creating an Inclusive, Learning-Friendly Environment.

Strategies of an inclusive classroom:

Describe strong least ethics of behavior.

Every child in a class should absolutely know about what the minimum, basic acceptable levels of behavior are. In a class, rules should be made and implemented by both teacher and student. After that, every student is to sign a class contract. By signing this contract they are sure enough that they understood the rules and regulations of the class and to follow the rules of a class is everyone's responsibility. A teacher should keep the rules short and sweet, so everyone can understand them. Try to make these rules not about learning, specifically, but about ensuring everyone feels safe and respected. Some Examples of rules that might be followed are:

- Students should be kind and polite to everyone
- Don't fight and argue with anybody. Keep your hands and feet to yourself.
- Always use kind words and be humble
- One should not harm the property of others.
- Create an atmosphere to feel safe and respected

Enforce those ethics consistently.

When rules are made perfectly clear and understood one must also agree on consequences when those rules are broken. These consequences must be balanced and consistently applied

Obviously, there might have been some incidents when students will not follow the system which we have set for them. Try to find out the reason why they are behaving like this. You should get into the habit of being inquisitive to find out about this changing scenario. A teacher should connect and interact with the students to get in touch with them and to find out their behavioral changes. Through this one can find out the reason in a calmer and more positive manner

Deal with low-level disturbance in a sensitive way.

A teacher should not write the name of the child on the board. This is because it is an insensitive way of dealing with any matter, which brings a student's name in front of everyone. The other way to deal with this situation is that a teacher should write the name of the child on a piece of paper. They know that they have misbehaved. They will try to stop themselves and improve their behavior without further behavior



Bring an atmosphere to give a chance to all learners.

This strategy is mainly important when there are conflicts or fights among students in the class. To solve this problem this strategy should be implemented. A teacher should give the chance to every student to explain totally about the incident which happened in the class. She should also give the chance them to tell about their sadness. In this way, every child will feel his or her importance. This helps them in engaging with learning also. They also add it in their classroom rules. When students are given a chance to speak they feel respected and to have cared.

Be attentive to the special requirements of all the learners in a class.

To run a fair inclusive classroom, it's not enough only to know which children have Special Educational Needs and Disabilities (SEND). One should know which, are on Free School Meals (FSM), which are caregivers, which are in foster care, which have English as an Additional Language (EAL), and which children are from the particularly vulnerable Roma or traveller communities. Knowing this will help anyone consider every aspect of the classroom, and how one makes it inclusive, safe, and meaningful.

The support system in an inclusive classroom benefits all students in a class.

Some inclusion activities are so globally important for all learners that they can be done in every classroom. For example, many students with dyslexic personalities find it difficult to read pure black text on a pure white background. Simply changing the colors one can use on one's slides, avoiding black on white, can help not only children with a dyslexia diagnosis but *all* children.

This is only one example of an inclusive change that benefits all children, but there are many, more examples.

Build a peaceful, meaningful learning atmosphere.

This is one more strategy through which inclusion is promoted in a classroom. It should be in everyone's behavior that while learning one should remain calm. But promoting a calm atmosphere in a classroom is a difficult task. But for special children, it is necessary to create a calm environment. So for that make the classroom a paradise of calm where they can come to feel relaxed and able to learn.

Clearly present timetables and important information.

This is another strategy through which one can make changes and make it more helpful for the learners and makes all children feel included. Some children with dyslexic and dyspraxic traits struggle with organization, as do some with Autistic Spectrum Disorders (ASD). Clearly displaying timetables (visual timetables are great, especially for younger learners) helps them, and all the children, feel involved in the school day.

With a displayed timetable, students can find out their lovable activities and they can prepare for it mentally: they may think to themselves 'How will I show everyone how good I am at History later on?' or 'How will I cope with PE today?' Sharing the timetable for all to see includes children and authorizes them.

Give opportunity to learners to choose how to show what they have learned

As in inclusive education, all get equal opportunity for learning, so one should give them to showcase their talent and help them to find out their progress. One should give them many ways to express themselves and tell their success story to others also.



Don't compare the progress of one child to another; personal progress is key.

And so, our final, and possibly most important strategy for an inclusive environment that benefits all students is that don't compare them to one another. Learning is not a competition. It is a never-ending process, a journey.

Constructing a safe learning environment:

A protected classroom learning atmosphere environment is one where learners feel from every aspect comfortable. They feel safe physically, and emotionally. They also know that their requirements are taken care of. They also in this thought process that they are protected by loving caring mindful teachers and the members of society. Students can learn better when they find a safe environment around them; in fact, an unsafe classroom environment is not all that favorable to learning.

Physical Safety:

Physical safety is protecting students from bodily harm - throughout the day, and there are some following tips for making sure the classroom is a physically safe environment:

- Students should keep the classroom clean and organised.
- Consider physical transitions when arranging the classroom.
- Build in time for exercise and movement.

Emotional Safety:

Emotionally safe children are stronger and better achievers because they always feel happiness and easiness. Emotional safety is the safety to feel and express a range of emotions. Emotionally safe children don't mean that all the time they are happy but they feel supported. They can express their feelings and they can also ask for their requirement. In addition an emotionally safe classroom, children take care of one another's needs and feelings also help them and are careful also if they hurt any other student.

Conclusion:

We may conclude that constructing an inclusive and safe learning environment is a process in which one can remove the barriers in one's path and can participate and learn equally. In our society all students, young and old people have the right to learn equally so that they can interconnect with each other enhance their skills build relationships, and acquire knowledge for everyday life. They should not underestimate themselves in comparison to others. Inclusive education means that learners with and without incapacities take part and learn together in the same classes. Inclusive education follows the basic idea that every learner and his family members are important equally and deserves the same chances and experiences. It's about building friendships, membership, and having opportunities just like everyone else. Inclusive education is a dynamic process because it develops all aspects of child development – emotional, physical, intellectual, creative, social, etc. It is about celebrating assortment and changing the inflexible school system in order to meet the needs of all children and giving them equal opportunities

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