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Bottleneck Analysis and Teacher Trainings for Inclusive Education: Interventions of students with Special Educational Needs or Disabilities

Inclusive education is internationally recognized as instrumental to facilitating equity and quality in education for all students. The concept of inclusive education is the theoretical framework of the educational program "Bottleneck Analysis and Teacher Trainings for Inclusive Education", which aims to improve the educational conditions of students with special educational needs or disabilities and students coming from minority or marginalized groups. The aim of the research is to highlight the model of differentiated instruction, which used in classrooms, in order to enhance participatory learning and integrate all students into the learning process, regardless of their difficulties. The sample of the survey consists of two schools: the 10th Primary School of Vyron and the 3rd High School of Glyfada. The project involves 3 teachers and 3 classes from each school (the average number of students per class is about 22 students). The two schools have only students with special educational needs, of which 7 children are included in the population participating in the program. Interventions based on differentiated instruction are implemented in the classroom. The results of the interventions have shown that teachers perceive their classroom holistically and integrate differentiated activities into their teaching, according to objectives of the Curriculum. The interventions also enhanced students' motivation to participate in the classroom and encouraged student interaction by improving critical thinking and social, communication and cooperative skills.