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ETHICAL ISSUES FACING TEACHERS IN THE MANAGEMENT OF INCLUSIVE CLASSROOM IN SUB SAHARAN AFRICA

Elizabeth Nduku

16.1 Abstract

All persons have a right to basic education as enshrined in art 26 of the universal declaration of human rights of 1948 and efforts must be made by governments to ensure that every child has access to education without discrimination⁵¹². For this to happen, inclusive education which is based on the respect for the inherent dignity of the human person must be enhanced by all states. To achieve inclusion it is imperative that teachers are given skills that enable them to understand and cater for the varied needs of all types of learners irrespective of any physical, social, intellectual or emotional challenges. Unfortunately not all states and nations have managed to train teachers in these different skills thus raising ethical challenges in the implementation of the policy on inclusive education. The paper which is conceptual in nature will explore some of

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the ethical challenges facing teachers in the management of inclusive classrooms by focussing on the foundations of inclusive education, teachers management of inclusive classrooms, ethical challenges facing teachers and finally propose some practical ways of addressing these issues.

16.2 Introduction

Sub Saharan Africa is a region that suffers a myriad of challenges ranging from social, political, economic, environmental and educational which affect not only the individuals but the entire community. To some extent these have affected the region making it lag behind in keeping abreast with the implementation of inclusive education. Cherema, in his writing felt that the major factors that retard progress in implementing Inclusive Education (IE) in these countries are ‘lack of funding for informative research, lack of adequate resources to equip, facilitate and expand the provision for children with special needs, misdirection of funds towards political security, corruption, limited personnel training programs, inadequate qualified personnel, the absence of enabling legislation and limited support services’⁵¹³. Despite the presence of these challenges, it is important to emphasise the fact that every person is entitled to certain basic rights such as education irrespective of one’s social, cultural, religious, race or economic status. It is in recognition of this that governments have put a lot of efforts to ensure equitable and quality provision of education to all her children as they strive to achieve sustainable development goal number 4 which focuses on Ensuring inclusive and equitable quality education and promotion of lifelong learning

⁵¹³ Cherema (2010). Inclusive education in developing countries in the Sub Saharan Africa: From theory to practice in the *International journal of special education* Vol 25, no 1

opportunities for all . To meet this goal, inclusive education is central and for this reason, Mittler (2000b) calls for “a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, and level of educational achievement or disability”⁵¹⁴. Teachers must therefore be willing to take the lead as they are the key stakeholders in the implementation through teaching learning process if this vision has to be attained. In support of this claim, Rose says that “teachers must be able to cater for the needs of the most diverse student populations academically, socially and culturally”⁵¹⁵. It calls for a change of mind-set and overcoming all the barriers that hinder every child from accessing education in the same schools without discrimination of any form. Although inclusive education is a desire for many, its attainment remains a challenge and no wonder is seen as “a vision, a road to be travelled, but a road without ending since it is a process rather than a destination and a road with all kinds of barriers and obstacles, some of them invisible and some of them are in our own heads and hearts. Such a process needs change of attitudes, new ways of thinking, manner of teaching and assessment of students”⁵¹⁶ so that no learner feels left out or discriminated against. All stakeholders must understand their roles in such a system so that they can support its attainment.

⁵¹⁴ Mittler, P. (2000b). Working towards Inclusive Education. London: Fulton Publishers.

⁵¹⁵ Rose, R (2010). Understanding Inclusion interpretation perspectives and cultures. In: *Confronting Obstacles to Inclusive Schools*, Abingdon, Routledge. 1-6.

⁵¹⁶ Miller, 2000, Mittler, P. (2000a). Time to stop being special, in Miller, C. *Effective Change for People with Special Educational Needs: A Celebration of the Contribution of Professor Ronald Guilford*. Tamworth, NASEN.

It is worth mentioning that the foundation of inclusive education is the classroom, in which “students regardless of ability are educated together in common educational contests”⁵¹⁷, and teachers must see themselves as the prima stakeholders in its implantation. As such, a change of attitude among the teachers is urgent since inclusive classrooms comprise learners with different abilities and capabilities and teachers must be empowered to manage and cater for the needs of all the learners. Teachers must take care of the individual differences of learners and be open to embrace changes that come with inclusion. Unfortunately teachers who are at the centre of the attainment of inclusive education are not trained to cater for the individual differences thus face a lot of challenges especially in the management of inclusive classrooms and particularly in the teaching learning process. “All teachers in regular schools must be prepared to teach all children irrespective of the children's individual differences”⁵¹⁸ for in most of the Sub Saharan countries many children attend regular schools. Preparation of the teachers has to be a consorted effort between the governments and all those involved in education.

16.3 Inclusive Education

Though education is a basic human right, we still realize that not all children have access to education. For a long time, children with special needs and especially disabilities have been taught in separate schools. This led to social exclusion and to some extent made the children with special needs feel discriminated and deprived of some rights and yet every child is valued equally and deserves the same opportunities. This attitude of educational exclusion was addressed during the Salamanca

⁵¹⁷ Loreman, T. Deppeller, J.M. & Harvey, D, H.P (2010). *Inclusive Education Supporting Diversity in the Classroom*, 2nd ed. Sydney: Allen and Unwin.

⁵¹⁸ Cherema (2010). Inclusive education in developing countries in the Sub Saharan Africa: From theory to practice in the *International Journal of Special Education*, Vol 25, no 1.

Conference in 1994 where the issue of inclusive education was discussed. The conference expounded on the fact that “every child has unique characteristics, interests, abilities, and learning needs and that regular schools must accommodate children with special needs. They felt that a child-centered pedagogy be adopted in order to meet the needs of all the children”⁵¹⁹. This approach focusses on the needs of the individual learner and makes sure that the curriculum is developed to respond to these needs. The conference resolved that all children should learn together, wherever possible, regardless of any difficulties or differences they may have hence inclusive education. For UNESCO, inclusive education is “a dynamic approach of responding positively to pupil diversity and seeing individual differences not as problems but as opportunities for enriching learning. It is a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.”⁵²⁰ All these point to the fact that children have different needs, backgrounds, religions, culture, capacities, talents and capabilities and in any school and classroom all these must be considered by teachers especially in the preparation of teaching content, methodology and assessment processes. To cater for this diversity, the whole education system must facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity.

In support of the above argument, Forlin stressed that “inclusive education is based on the principle that local schools should provide for all children, regardless of any perceived difference, disability, or other social, emotional, cultural or linguistic difference”⁵²¹. These change pro-

⁵¹⁹ Salamanca Conference in 1994.

⁵²⁰ UNESCO (2005).

⁵²¹ Forlin (2008).

cesses towards inclusion often begin on a small scale and involve overcoming some obstacles such as:

- Existing attitudes and values. It is common to find out that the people have negative attitudes towards the persons with disabilities and therefore discriminate them. For inclusion to be realised, these attitudes must be changed and see each person as unique, created in the image and likeness of God, capable of contributing to the development of the society and therefore deserving equal treatment.
- Lack of understanding. It is critical for all stakeholders to acquire the basic knowledge that will enable them to appreciate the differences among the learners and treat them with dignity.
- Lack of necessary skill. Owing to the fact that inclusion entails diversity, skills of addressing the diverse needs of the learners must be acquired. This is a process which requires training on the part of the teachers and the care takers and all those who support the learners. In-service training can be adopted for those already in the field but for those yet to be trained, the curriculum offered to the teachers must include these skills.
- Limited resources. The governments must ensure that adequate resources are availed so that learners can be engaged in teaching and learning process without difficulty. The infrastructure should also be friendly and creation of conducive environment.

The importance of inclusion is well articulated in art, 26 of the Universal Declaration of Human Rights (UDHR) of 1948 which stresses that all children have a right to education. According to this declaration, inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning

and ensuring quality education to all through appropriate curricula, arrangements, teaching strategies, resource use and partnerships with their communities. There should never be any discrimination against children as stated in art 2 and 23 of the convention on the rights of a child of 1989 hence need for full inclusion. Inclusion as a process therefore must respond to the diverse needs of students and reduce exclusion. If this is to be achieved, changes and modifications in content, approaches, structures and strategies must be given priority by all nations. The approach should focus on how to transform education system and other learning environment in order to respond to the diversity of learners.⁵²²

Inclusion must be embedded deeply in the very foundation of the school, in its missions, its belief system, and its daily activities. This already points to the fact in any school motto, vision or mission, the aspect of inclusiveness must be reflected so that every child begins to assimilate and embrace inclusiveness⁵²³. A good example of a mission statement that embraces inclusiveness could be stated like this “The school will offer all students a safe and nurturing environment, with a core curriculum that is rich and rigorous and which respects diversity” or “Our mission is to inspire, challenge and support every student to achieve academic excellence by embracing the full richness and diversity of our community”. Such statements speak to the entire school system and all the stakeholders. In such a school, the teachers for instance are expected to prepare content and plan for activities that cater for the needs of all learners. It also focusses on the methodology to be applied in the teaching learning process. The students too learn to work together and support each other in order to acquire the necessary knowledge and do away with any form of discrimination. The environment too is prepared in a manner that takes care of all the children’s physical, social,

⁵²² UNESCO Guidelines (2005).

intellectual and spiritual needs. For proper implementation of an inclusive education, ministries of education in various countries must ensure that full inclusion forms part of the policy documents. It must begin from curriculum development process to its implementation and preparation of the human resource (teachers).

The following four key elements must be considered by nations as they look into inclusion namely.

- Inclusion as a process, a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference.
- Inclusion as the identification and removal of barriers which involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- Inclusion is about the presence, participation and achievement of all students. All students must be considered in all activities of teaching and learning indiscriminately.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. Groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system⁵²⁴.

To stress on the importance of inclusion, the Dakar conference of 2000 on Education for all clearly identified Inclusive Education (IE) as a key strategy for the development of EFA. It has also been stressed in the different international conventions and treaties and further reinforced by

⁵²⁴ UNESCO (2006).

The Education 2030 Framework for Action which has been adopted by the global education community to advance progress towards SDG4 and its targets. The Framework stresses the need to address all forms of exclusion and marginalization. It specifically calls for addressing inequalities related to access, participation, and learning processes and outcomes, paying particular attention to gender equality. SDG 4 supports this notion when it emphasizes on the need for building and upgrading education facilities that are child friendly catering for the needs of all. All States therefore have an obligation to respect, protect and fulfil the right of all learners to education (UNESCO, 2014). This should start with inclusive education systems.

Forlin in his research on issues in inclusive education in the 21st century points out that the development of effective inclusive schools requires a school to have the capacity for implementing systemic policy. To be effective in doing this there are a range of approaches that could be taken including:

- Developing a positive school ethos that values diversity
- Developing a positive and collegial attitude towards inclusion
- Providing appropriate and relevant training for teachers
- Employing continuous problem-solving or Response To Intervention;
- Applying universal design for curricula;
- Employing effective child focused pedagogies;
- Providing alternative assessments to cater for different learning styles;
- Use diverse outcomes to demonstrate learning;
- Develop good support structures;

- Ensuring the use of learner-centred approaches which recognize that each individual learns differently⁵²⁵

If the above issues are embraced, inclusive education will become a reality.

16.3.1 Rational for Inclusive Education

Education is a basic right for all people irrespective of their physical, mental, emotional or social economic status. This right is enshrined in the Art 26 of UDHR, 1948. Following this declaration, different nations and states have endeavoured to ensure that all children access education indiscriminately. A number of conventions and treaties have been signed to allow all the children access education. This is also reaffirmed in different international laws and treaties such as African Charter on the rights and welfare of the child Art 11 (ACRWC), Article 1 Convention against Discrimination in Education 1960, convention on the rights of persons with disabilities and optional protocol Art 1 and 3, and United Nations Convention on the Rights of Persons with Disabilities - Articles 24, 31 and 33, which requires countries to develop an inclusive education system for all children, Children's Act 2001 of Kenya, section 4 and 5,, section 7- every child shall be entitled to education, and Kenya's 2010 constitution Art,53). All these conventions and parliamentary statutes emphasize that every child is entitled to education and to equal opportunities without discrimination on the basis of sex, race, color, religion, physical or mental challenges etc. A good example of the stress given to inclusive education can be found in the United Nations Convention on the Rights of Persons with Disabilities. This convention especially Articles 24, 31 and 33, requires countries to develop an inclusive education system for all children as well obliging them to implement

⁵²⁵Forlin, C. (2013). Issues in inclusive education in the 21st century in *Journal of Learning Science*, Issue no 6, 67-81. Available on <http://ir.lib.hiroshima-u.ac.jp/en/00035243>

and monitor the process, for it presents both a challenge and an opportunity to the countries of the world.

Further, the Dakar conference of 2000 on Education for all reaffirmed the importance of education and identified Inclusive Education (IE) as a key strategy for the development of Education For All (EFA). It was reinforced further by the Education 2030 Framework for Action. The Framework emphasizes the need to address all forms of exclusion and marginalization. SDG 4 supports this position through its emphasis on the need for building and upgrading education facilities that are child friendly catering for the needs of all. To advance IE, inclusive classrooms are inevitable. They must be well managed so that all children benefit from it.

All these documents form the basis of IE but despite all these efforts, some Sub-Saharan African countries like Lesotho, Malawi, Botswana, Namibia, Mozambique and Zimbabwe, the educational opportunities for all, including Learners with Special Educational Needs (LSEN) remained at a policy statement level within general education policies⁵²⁶, challenges of its implementation have continued to be experienced. All these challenges should not discourage the different nations but they must work hard to embrace and strive to achieve and maintain IE in the best interest of all its children. Teachers must be well trained to adopt the different teaching methodologies and be able to appreciate diversity. Schools should foster environments where teachers learn from experience in the same way that they expect their pupils should learn from the tasks and activities in which they are engaged. Teachers who regard themselves as learners in the classroom are more likely to successfully facilitate the learning of their pupils. The sensitivity they acquire as a result of reflecting on their own attempts to learn new ideas or new ways

⁵²⁶ Cf. Booth & Pather, (2010) quoted by Awoniyi, S.A. & Karen N. E (2015) in *European Scientific Journal*, May 2015 edition, Vol.11, No.13.

of working is influential in terms of the way children are dealt with in their classes. It is paramount for nations to rethink and evaluate teacher preparation since teachers are the key drivers of inclusive education.

16.4 Management of Inclusive Classroom

An Inclusive classroom is defined as “one in which continuing emphasis on valuing individual differences lead all pupils irrespective of social or cultural background, disability or difficulty in learning to succeed in terms of the fulfilment of academic and social goals, and in the development of positive attitudes to self and others.”⁵²⁷ It is a place where diversity is at the centre and where curriculum should be planned in such a way that all needs of the students are met the curriculum must not only be content or subject based but must be learner centred where all the varied needs of learners are considered. In such a classroom diversity is valued throughout all environments, activities and events that take place therein. Inclusive classroom puts more demands on the teacher in relation to the teaching methodologies, content coverage, classroom organization, and environmental factors if all the needs of the learners have to be met. It is incumbent that the teachers learn different skills of teaching and learning in order to manage inclusive classrooms. Since management entails planning, coordinating, organizing and controlling events to achieve the intended goals through the use of the available resources, teachers of inclusive classrooms must have these skills. To manage inclusive classroom, the teacher must plan the content, activities and the time to be taken to ensure that the students learn. They must develop skills that help them to organize, coordinate and control all the classroom activities. If the teacher has the capacity to carry out these activities then he/she will ensure that classroom lessons run smoothly despite disruptive behaviour by students. For this to happen, the teacher

⁵²⁷ Alban-Metcalf (2001:20)

must be prepared to understand what an inclusive classroom is. Classroom management can therefore be seen as the actions and activities of planning, coordination and directing what teachers use to create a successful learning environment.

16.4.1 Components of an Inclusive Classroom

In any inclusive classroom, the following elements must be considered as important.

16.4.2 Teachers

Teachers are at the heart of the teaching and learning process and are responsible for quality of education at all levels and as such they are most probably the most critical, expensive and valuable resource in the school. They are the ones who are responsible for the daily learning of the students and they should be trained to manage themselves first in order to manage inclusive classrooms. In inclusive classrooms, teachers have a key role in creating a classroom atmosphere conducive to learning which may be related to student outcomes. Mackenzie argued that effective teaching is also adapted instruction⁵²⁸ often referred as differentiated instruction⁵²⁹ which aims to support all learners through a variety of approaches and strategies. To do this, teachers require proper teaching and learning skills that can be able to take care of the needs of all the learners. They must possess analytical and decision making skills as they are dealing with persons with diverse characteristics. It is important to note that collaborative and support skills are essential for the success of an inclusive classroom. In an inclusive classroom, the teachers play a number of roles to ensure that all learners' needs are taken

⁵²⁸ Cf Mackenzie DE (1983) Research for school improvement: An appraisal of some recent trends. *Educational Researcher* 12: 5-17.

⁵²⁹ Tomlinson CA (2001) *The Differentiated Classroom: Responding to the needs of all learners*. Association for Supervision and Curriculum Development, Virginia.

care of which include the following: “Identification of the children with disabilities in the classroom and referring the identified children to the experts for further examination and treatment. They have a responsibility of accepting the children with disabilities and developing positive attitude between normal and disabled children. They are also engaged in placing the children in the classroom in proper places so that they feel comfortable and can benefit from the classroom interaction. Further they see to it that architectural barriers are removed wherever possible so that children with disabilities move independently consequently involving the children with disabilities in almost all the activities of the classroom and making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability”⁵³⁰.

Children are unique and when they exhibit a particular learning, emotional or behavioural problem, and teachers should gather information from different sources to understand every possible factor that may be attributed to the children’s behaviour. When teachers identify the needs of the students, it is easy for them to plan and coordinate the activities that will involve the children with disabilities. It also helps the teachers to identify the stakeholders in the school who could help and support them as they ensure all the needs are met without any form of discrimination.

It is important to identify these children and offer specialised support since many times children with disabilities are often forgotten. Owing to the fact that not all learners have the same challenges, when teachers discover that there are some students who need special attention, they usually refer them to experts for further diagnosis. It is the experts who are able to give the right advice and help the teachers know how to deal with them and place them in the right classroom.

⁵³⁰ Cf Gunjan Tyagi (2016). Role of Teacher in Inclusive Education Susana Methodist Girls B.Ed. College Roorkee, Uttarakhand, India. *IJEAR* Vol. 6, Issue 1, Jan-June 2016.

16.4.3 Collaboration and Co-teaching

Since an inclusive classroom is diverse and no teacher can have all the knowledge and skills, collaboration with the different stakeholders is of paramount importance. As such the formation of partnerships between the different stakeholders in the classroom is critical if quality learning has to take place. These stakeholders include teachers, students, parents, students themselves and support staff. All of them must work together to support the learners which is possible through collaboration. Collaboration is a “system of planned cooperative activities where general educators and special educators share roles and responsibilities for student learning”⁵³¹. Each stakeholder is expected to play their roles diligently and with dedication. As they do this it is important to note that the virtue of respect is essential as it will enable each party to appreciate the roles played by the other for the good of the learner. These stakeholders mentioned above have varied responsibilities. Teachers for instance play the co-teaching role and are therefore expected to “share the roles of planning, implementing, classroom management, and assessing to ensure that the learners have met the goals of their objectives”⁵³². Planning is not an individual effort but must be an inclusive activity where all members take part. They must discuss the achievements of their learners as well as their strengths and weaknesses, the methodology appropriate for the good of all the learners and the areas that they need to correct to enable them meet the needs of all the learners and must be done on daily basis for “when teachers work collaboratively with one

⁵³¹ Cf Wiggins, K.C. & Damore, S.J. (2006). “Survivors” or “friends”? A framework for assessing effective collaboration. *Teaching Exceptional Children*. 38(5).49-56

⁵³² Holliday, Lindsay (2011). *Effective Co-Teaching within the Inclusive Classroom* (M.S. Special Education). School of Education St. John Fisher College.

another, both teachers and learners can benefit from the opportunities to learn and work together”⁵³³.

Parents on the other hand must make sure that the basic needs of the students are met, make them feel appreciated and loved and collaborate with the teachers and other stakeholders to support the education of their children. The parents must ensure that their children have appropriate clothing, pay their school fees, take care of the medical issues and provide good shelter as these contribute a great deal to their learning. The support staff who generally take care of the wellbeing of the learners while in school play a very important role of ensuring that the classrooms are well kept, that the arrangement of the class does not hurt the learners who are challenged, the toilets are cleaned regularly and the meals well done for without proper hygiene, the children get contract many diseases. The school nurses also see to it that the children are in good health which support teaching and learning. The learners in an inclusive class must accept and appreciate each other. They support each other to learn and create a homely environment. Those that are not physically or mentally challenged ensure that they understand and attend to the needs of their colleagues in the class.

16.4.4 Conducive Class Environment

The type of a class that a teacher creates either supports learners or destroys it. It is the role of the teacher to create an atmosphere that is warm which enables the learners to want to learn. The learning classroom environment must be organized to allow proper learning space for all. Considerations must be made to allow free movement of the learners and be well decorated. The wall pictures must capture the diverse images that speak to all learners. The room must be barrier free taking into

⁵³³ Cf. Brownell, M.T., & Adams, A., S. Indelar, P., Waldron, N., & Vanhover, S. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*. 72 (2).169-185.

account special needs or pupils with disabilities. “Teachers should apply the strategy of universal design for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students. Teachers should also expand safety procedures to all students, including those that are identified with a disability and when teaching, repeat printed directions orally”⁵³⁴.

Some of the questions that a teacher must ask according to Scott, Leach, & Bucholz, as quoted by Jessica L. Bucholz and Julie L. Sheffler, include the following: Is the classroom warm and inviting? Are all areas of the classroom accessible to all children? Are the walls bleak and lacking in color or do the decorations help to make the students feel comfortable? Are areas well defined as to their design and purpose?⁵³⁵ All these and others if well taken care of help the learner to be keen and interested in learning.

16.4.5 Individualized Curriculum

At the centre of an inclusive classroom diversity is at the centre and therefore it is imperative for educationists to think about individualised curriculum. This is important because the learners have diverse needs and as such the curriculum must be individualized to cater for the learners needs. The curriculum that can respond to the needs of an autistic child will not be relevant to a gifted child hence each need a tailor made curriculum. The teachers must therefore plan well to ensure that all learners are attended to. Inclusive education requires letting go of classi-

⁵³⁴ Jessica L. Bucholz and Julie L. Sheffler (2009). Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome. *Electronic Journal for Inclusive Education* Volume 2 Number 4.

⁵³⁵ Scott, J., Leach, D., & Bucholz, J. L. (2008). Organizing the inclusive classroom for grades K-3. In M.LaRocque & S. M. Darling (Eds.), *Blended curriculum in the inclusive K-3 classroom: Teaching all young children* (pp. 91-127). Boston: Pearson Education, Inc.

cal teaching methods and embracing possibilities of differentiation. To do this, teachers' must develop individual learning routes for children. The process of individualizing instruction consists of four primary steps : namely getting to know each child's interests, needs, and abilities, creating opportunities for learning that build on children's interest, scaffolding children's learning through supportive interactions and monitoring children's progress toward achieving important goals⁵³⁶. These factors enable the teachers to make decision on how they plan and develop the curriculum implementations and the strategies to be put in place to ensure that all the needs of the learners are met. The teacher's role must become that of guiding and facilitating engagements and learning rather than instructing. "They must create individual goals that relate to student academic, behavioural and social achievement, engagement, wellbeing and other relevant areas. Goals should be specific, realistic and achievable that should include observable actions, a reasonable time frame for accomplishing these and criteria that make it possible to measure the student's progress. It is critical to collaborate with colleagues as well as parents, carers, families and students to moderate and finalise the goals"⁵³⁷. The interest of the teacher is on how he/she can support a learner to be successful Teachers must learn new ways of developing lessons, material and the teaching that help the learners understand hence the need for training teachers on inclusive education.

⁵³⁶ Pretti-Frontczak & Bricker (2004). *An activity based approach to early intervention* (3rd Ed). Baltimore, MD. Brookes.

⁵³⁷ State of Victoria, Department of Education and Training (2018). *Personalised learning and support inclusive classrooms for students with additional needs*. Available on https://researchmgt.monash.edu/ws/portalfiles/portal/245337890/245337834_oa.pdf, 21/12/2018

16.4.6 Diversity

Diversity is central in everything the school does: in its admission policy, in how classes are managed, in the way of looking at what level learners can achieve, how teachers work together and teaching methods. In an inclusive classroom diversity is respected. There are differences exhibited by the nature of the learners. There is an acknowledgement that all humans are different and that difference in itself is valuable. Support, development and growth are fundamental for the entire school and all people involved. It is the teacher who ensures that all learners have been taught. However there are some difficulties that teachers face and bring about ethical issues which must be dealt with if IE is to be achieved.

16.5 Ethical Concerns Facing Teachers in the Management of Inclusive Classrooms

Though many governments have stressed on the importance of embracing inclusive education and inclusive classroom, teachers are not prepared for such tasks. In an inclusive classroom there are children with different needs and the teacher is expected to understand them and respond appropriately to each. The child is expected to be at the centre of any teaching and yet they are diverse in their capacities and capabilities. There are those who are fast and slow learners, others who may be physically or mentally challenged.

From the aforementioned, some valid ethical concerns are derived such as: Are teachers able to adapt materials and lesson plans for diverse learning styles and abilities? Are the teachers well prepared to handle inclusive classes considering learners with different needs in the same setting? The resources available in the hands of the teacher are not catering for the needs of all, the classroom setting is also a challenge, and the language used may affect some of the learners. Are the teachers able to use multiple methods to deliver course content and provide students with a variety of opportunities to share what they know?

16.5.1 Curriculum Implementation and Coverage

Curriculum implementation requires that the teachers are trained to cater for the needs of all the students in the class. Unfortunately in most cases the curriculum is not inclusive. The implementation is time bound and requires that the teachers follow a specific time frame and factor in the needs of all. Is the teacher able to understand that each student brings unique experiences, strengths, and ideas to our classroom and that these must be factored in curriculum development and implementation? Are they able to embrace diversity in the exploration and incorporation of these differences to enrich learning and in our classrooms? Because of such situations, ethical issues arise from the way the curriculum is set, the time frame provided for coverage and the training of the teacher in inclusive curriculum.

16.5.2 Teaching Methodologies

According to UNESCO (2009), inclusive education involves changes and modifications in content, approaches, structures, and strategies, with a common vision that covers all children and a conviction that it is the responsibility of the regular educational system to educate them all. Unfortunately this is not the case in most inclusive schools and particularly in inclusive classrooms. As a result, some ethical issues may arise and some of the learners may feel discriminated. If for instance the teacher does not have knowledge in the use of braille, how does he help the blind learner in? The class? Will they not feel discriminated at some point? How will he deal with the fast and slow learners without some feeling that their needs are not taken care of? Will the teacher be able to complete the syllabus? How about the time allocated for a specific lesson or unit to be covered. How will the assessment be conducted? Will all the students be treated equitably? All these and more raise ethical issues.

16.5.3 Equity and Equality

Equity is about providing students with a fair learning environment that promotes excellence for all people while equality is about treating all learners in the same way. The fact is not all children are treated equally in a school system. The treatment is based on the ability of the students. Learners may see other learners receiving differentiated support which may create misunderstandings amongst the students therefore raising ethical concerns. Educators must develop curriculum that teaches learners about diversity and applying fair standards to their peers.

16.5.4 Management of Diversity

In classroom setting diversity means that each student brings unique experiences, strengths, and ideas to our classroom. Diversity can be conceptualized in different ways depending on the context. When it comes to our classrooms, we conceptualize diversity as understanding each learner brings unique experiences, strengths, and ideas to our classroom. These differences can be along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious or political beliefs, or other different ideologies. Diversity is the exploration and incorporation of these differences to enrich learning and in our classrooms.

These differences can enrich the learners or bring about conflicts in the class setting for each one needs to be understood from their perspective. As educators, teachers have a responsibility to ensure our students are prepared to work in a diverse environment and collaborate with others who bring new perspectives. The teacher is expected to factor the diverse perspectives into the course content since they come from different cultures, backgrounds, religions, races, age, political groups among others. Ethical issues may arise as one tries to respond to these questions: How does a teacher cater and manage these diversities? How do they ensure that no one is discriminated? How patient are the teachers?

16.6 Ethical Recommendations

To be able to manage inclusive classrooms, the author proposes the following ethical recommendations

16.6.1 From a Virtue Ethics Perspective

Teachers must practice virtue ethics by ensuring that they develop in the learner's virtues and values that will help them to become better citizens. Some of the virtues that can be imparted on the learners include love, care, tolerance and patience among others. This is possible when: Teachers help the learners to acquire values such as to be caring, loving, patient and tolerant with each. The teachers must set the standards through being role models of the virtues. They have the responsibility of ensuring that they provide broad activities that help the learners to develop and practice these virtues. Opportunities of arranging classroom conversations that encourage learners to discuss the different virtues, what they entail and how they can help them become better citizens should be planned for in the school programme. The school's rules, culture and organization should be in such a way that it builds a community that fosters good morals and virtues.

16.6.2 From a Deontological Perspective

The teacher must take it as his or her duty to take care of the needs of the learners in his or her class for the society has given them that responsibility. They should employ methods that respond to diversity and prepare content that is inclusive. There is need to collaborate with others to ensure that learners understand what they are expected to learn at various levels. To cater for all learners, it is imperative for teachers to use assessment methods that are appropriate to all learners. Learners must be helped to develop a series of rules that govern actions that they do. They should learn to do the right things because they are right and be helped

to understand that the morality of the action must be based on the rightness of the action not on the circumstances or intention.

16.6.3 From a Consequentialist Perspective

The content of the curriculum developed and taught to the learners must be geared towards making them useful in the society. The virtues imparted on the learners must help them create a sense of belonging for instance love, tolerance. These should help them unlock the potentials in the learners to make them more creative and innovative. The curriculum too should help the learners change their way of thinking, acting, affect their attitudes to be able to appreciate the diversity

The teachers must help the learners to make ethical decisions when faced with challenges and be able to solve ethical dilemmas. To do this, the teachers must acquire knowledge and skills of decision making. There is need to respect diversity in the class and learn to appreciate each other and use the giftedness of the class to create a better society. The teacher must ensure the learning environment is conducive for all the learners

16.7 Conclusion

Education is a basic right for every person though each person may be unique and different with varying talents values, behaviours, culture and characters among others. No one should be deprived of the opportunity to learn and therefore these differences must not be seen by educationists as challenges and threats but opportunities for growth and innovation.

The differences should be used for developing programs that can benefit the societies in different ways and that is why inclusion in educational system is key.

16.8 References

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