Inclusive Education in Schools of Rural Areas

On the whole

FAMILIES and ADMINISTRATION
Important task

TEACHERS
Have not developed a teaching-learning process aimed at inclusion

2.
Rural teachers and inclusion
- They show a favorable attitude but lack initiative
- The effort they are making must be taken into consideration
- They give a general and exclusively theoretical response, which is: they carry out the pre-planning and the preparation before the administration
- They maintain the integration classroom as an educational equity solution
- The methodology is based on a textbook which sets the times of action inside the classroom
- The textbook goes against teachers who train themselves, have their own resources, apply a project-based working methodology and use ITPs

3.
Proposals of inclusion
- ADDITIVE APPRAISAL in the inclusion process
- RESOURCES for teachers in the classroom as a substitute for the school resources

4.
The path to follow

A COMMITTED HEADMASTER
DOING AWAY WITH TRADITIONAL METHODS

TRAINING TEACHERS
COORDINATING THICKNESSES AND REAL DRAWINGS

THE COMMITTED PROCESS
teacher: every student's educational journey

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we are only pretending to apply inclusion