

Effective Teaching Methods and Strategies for Inclusion

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Abstract

Gender equality in education is a matter of social justice, concerned with rights, opportunities and freedoms. Unfortunately, there are many schools today that is still in education prioritize boys over girls in classroom. This article aims to present the significance of inclusive teaching in bringing together all groups and promoting gender equality. Observational method to present effective teaching methods and strategies for inclusion was applied as research method. Moreover, the research was qualitative in nature and used for explanatory research purposes. The findings indicate that inclusive learning brings about interest and motivation to students and also promotes gender equality. Teaching inclusively also helps children to learn and develop.

Keywords: *Dyslexia; gender equality; inclusive teaching.*

A. Introduction

Gender equality in education is a matter of social justice, concerned with rights, opportunities and freedoms. It is crucial for sustainable development, for peaceful societies and for individual well being. At local, national and global levels, gender equality in education remains a priority area for governments, civil society and multilateral organizations.

Unfortunately, there are many schools today that is still in education prioritize boys over girls in classroom. In Indonesia, boys are still very much prioritized over the girls in

education.

The role of the curriculum is critical to ensuring that boys and girls are given equal opportunities for success and advancement in schools.

Gender bias in the curriculum and teaching and learning materials are commonplace in developing and middle-income countries, strengthening gender stereotypes through gender-biased text and pictures.

B. Research Method

The research was conducted by applying observational method to present effective teaching methods and strategies for inclusion (George, 2022). Moreover,

the research was qualitative in nature and used for explanatory research purposes.

C. Results and Discussion

The Significance of Inclusive Learning

Inclusive learning brings together all groups and promotes gender equality. Inclusive teaching means teaching in a way that:

1. Respects the diversity of students.
2. Ensures different students' learning needs are met, regardless of their gender, background, abilities or learning style.
3. Removes barriers that prevents a student from learning.
4. This type of teaching provides students with the support they need to continue learning in a general education classroom.

Many researches prove that correlation between inclusive learning and gender equality is pertinent. Gender equality occurs in classroom. When a teacher actually practices, when inclusive learning takes place, then magic tends to happen. It enable students to take part and to reach their full potential and when teachers teach inclusively it

generally dictates the sets of the tone of the classroom.

It actually means that most the time there is no discrimination against the students that are not marginally for their learning differences. That maybe dyslexia, dyscalculia, autism, ADHD, the disability, gender, sexual orientation, the race or their religion.

Impact of Teaching Inclusively

It is a great responsibility to skill up local teachers and provide them with knowledge on how to teach inclusively so that everyone can be involved and by doing so the teachers can also help to find and to identify children in education for all ages who have learning difficulty such as dyslexia.

Once identified, those students may come onto remedial literacy program. The following charts show the impact of remedial literacy program.



The impact of teaching inclusively is incredibly powerful and the number of girls that the researcher has on her program far outreach the boys. The ratio between the boys and the girls is 70% girls. Therefore, the program that the researcher rolls out underpins inclusive education which the researcher is incredibly mindful about gender and equality to the girls.

This is the impact that the researcher is creating. The students' end of semester results before the program are taken. Some of the results that can be seen starts at about 60% to 64%. The blue represents math. The orange represents *Bahasa Indonesia*. The gray represents English.

It is interesting that the program whose the students are predominantly girls is to provide remedial literacy program, to have them the soft skills that will allow them to move on and to create successful lives for themselves and their families.

When the students come on their scoring between 60 and 65% and when they firstly came to join the program, they are failing in the fundamental basics of literacy. After

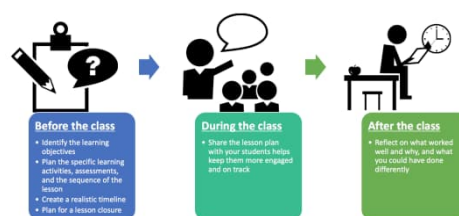
joining remedial literacy program for 2 or 3 semester, the students' test results are now scoring between 70% and 95%. All students who have being taught inclusively have increased their end of semester test results by 35%+.

Some of those students who are coming into the program are exposed to inclusive teaching practices. They are mainly girls and given access just as much access to the boys.

Indeed, inclusive teaching, creativity and innovation brings about interest and motivation to students.

3 Steps to teach Inclusively

All teachers and educators in all areas of Indonesia can make a transition from teacher centered to students centered approaches.



When it is broken down into 3 basic steps, the first focus is on before class to identify the learners and the learning objectives.

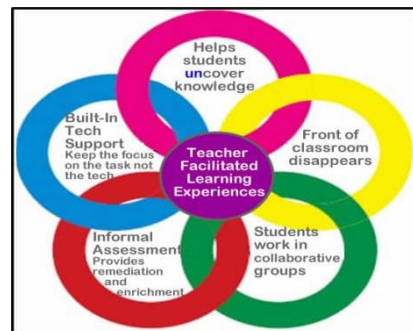
The second step is during the

class where the teachers share and do the lesson plan as well as formative assessment. The teachers check knowledge and what all learners have been reached, including the girls and the boys in the class room. That is the teaching inclusively is happening.

The third step is after the class. That is where the reflection occurs. That is where the teachers think about what worked well and what they can improve.

Tutor's Role as Facilitators

The tutor's role would come mainly away from being a standard teacher. Teacher should move a way from standard role and move more into a facilitator's role. It is a facilitator that promotes and provokes independent thinking and thought an imagination in creativity. A facilitator that helps students uncover knowledge. It means that the facilitator moves away from the desk and move around the class room. The facilitator facilitates knowledge occurring. Moreover, the facilitator should provide remediation and enrichment. .



The snapshot of an inclusive class room is as follows:



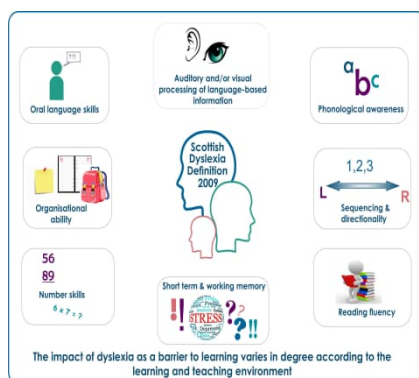
By teaching inclusively, teachers will discover and understand in a deep understanding of the students who have learning difficulties such as dyslexia.

The teachers will also discover students who normally struggle with traditional methods of teaching covering writing and reading as the fundamental literacy and start to improve and make progress.

If the teachers do not provide gender equality in the very basic literacy, in our curriculum, the girls are going to be significantly left behind.

What is Dyslexia?

By conducting inclusive teaching, the teachers will be able to identify the students who have problem with learning such as dyslexia. It is a condition where individuals have difficulties with the following aspects.



Symptoms of dyslexia in students from 7 to 17 years include:

1. Problems learning the names and sounds of letters.
2. Spelling that's unpredictable and inconsistent.
3. Putting letters and figures the wrong way round (such as writing "6" instead of "9", or "b" instead of "d").
4. Confusing the order of letters in words.
5. Reading slowly or making errors when reading aloud.
6. Answering questions well orally, but having difficulty writing the answer down.

7. Difficulty carrying out a sequence of directions.

8. Struggling to learn sequences, such as days of the week or the alphabet.

9. Slow writing speed.

10. Poor handwriting.

11. Problems copying written language and taking longer than normal to complete written work.

Dyslexia is not due to mental retardation, brain damage, or a lack of intelligence. The causes of dyslexia vary with the type. Researchers have recently identified specific genes (gen) identified as possibly contributing to the signs and symptoms of dyslexia. Therefore, to apply inclusive teaching is one of the right way to support and help students suffering from dyslexia.

D. Conclusion

To sum up, inclusive learning brings together all groups and promotes gender equality. Moreover, inclusive teaching, creativity and innovation brings about interest and motivation to students. Based on the research conducted, all students who have been taught inclusively have increased their end of semester test results by 35%+. It means that teaching inclusively helps children to

learn and develop.

References

George, T. (2022, October 10). *What Is an Observational Study? Guide & Examples*. Scribbr. <https://www.scribbr.com/methodology/observational-study/>