INCLUSIVE EDUCATION IMPLEMENTATION IN THE K TO 12 PROGRAM: INPUT FOR ACTION PLAN

RUDOLF C. CALIMAG
https://orcid.org/0000-0003-4865-5404
rudolfcalimag19@gmail.com
Paliparan Integrated High School _Department of Education
Philippines

ABSTRACT

This study aimed to assess the extent of Inclusive Education practices and unveil the best practices of the leading schools in implementing Inclusive education in the City Schools Division of Dasmarinas. Inclusive education is bounded by the principle that every education institution should be able to cater all children, including those with special needs. Thus, there should be no form of discrimination, segregation, or isolation of children with special needs in the provision of education services. Moreover, this study was anchored on the combined concepts of Index for Inclusion by Booth & Ainscow (2002), Department of Education Order No. 72, s. 2009 entitled Inclusive Education as Strategy in Increasing Participation Rate of Children, Leadership in Inclusive school, and UNESCO promoted inclusive education by Tang (2018), which has deemed it necessary to provide equal importance to the comprehensive practice of inclusive education in the holistic development of children with special needs. This study has adopted the use of Mixed-Methods Sequential Explanatory Design by Creswell in providing a deeper explanation of the practice of Inclusive Education on the selected schools. In this design, according to Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The respondents of this study were 180 teachers, 9 school principals, and 93 parents of learners with disabilities from the nine pilot schools in implementing Inclusive Education program in the City Schools Division of Dasmarinas. Moreover, based on the results of the statistical used, the finding reveals that the extent of the implementation of inclusive education practices in the nine-pilot public school in DepEd Dasmarinas in terms of curriculum modification, school facilities, learning assessment, teachers, provision of technology, students' Inclusion, parental involvement are practiced with great extent. On the other hand, Lack of facilities and Learning materials/resources, Lack of training for teachers to facilitate inclusive classroom and handling learners with special needs, Lack of Parental Involvement and Schools are not ready in implementing Inclusive Education are the common problems encountered by the nine pilot schools. Furthermore, based on the findings, it was concluded that there are three leadership styles espoused by the school principals in implementing Inclusive education namely Visionary Leadership Style, Transformational Leadership style and Instructional Leadership style. It was also concluded that there is no significant relationship between Educational Leadership style and the extent of Inclusive Education practices such as curriculum modification, school facilities, learning assessment, teachers, provision of technology, students' mainstreaming. However, there was a significant relationship between parental involvement and school head leadership style.

Keywords: Inclusive Education, Sequential Explanatory Design, Leadership Style