

Attitudes of Teacher Educators in The Academy Towards the Inclusive of Children with Special Needs in The Regular Classroom

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Abstract

This study examines Teacher Educator's (TE) attitudes towards the Inclusive of children with special needs in the regular classroom. The need for this research arose in light of the change in the special education law in the State of Israel. The revised law states that parents can decide whether their child will be placed in a regular or special education school. Therefore, the role of Teacher Educators in teacher training colleges is vital because they significantly influence the pre-service teacher. This research is a case study based on a qualitative phenomenological paradigm. 11 pedagogical instructors participated. The research tools included a focus group and in-depth interviews with six pedagogical instructors. The data collected were analyzed according to the cognitive-thematic approach. The following findings emerged from the analysis of the research data: The decision-making process regarding the amendment of the law was not carried out satisfactorily; there is no uniformity in the attitudes of the Teacher Educators; their attitudes reflect their perceptions as teachers simultaneously with their work as Teacher Educators; the pedagogical instructors themselves do not have enough knowledge of the field. The study concludes that it is necessary first to give the Teacher Educators appropriate training, to include in the practical experience teaching in the framework of special education, and to hold joint courses for students in training for special education with students in training for the regular school.

Keywords: attitudes and positions, Teacher Educators, Special Needs, Teacher training