

CHANGE MANAGEMENT IN AN INCLUSIVE ENVIRONMENT

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The processes of change related to the reform and implementation of the Concept of the New Ukrainian School determine vectors of goals of the school principal, including: creation of such an educational environment that would ensure the implementation of new state standards of general secondary education; transition to the pedagogy of partnership for interaction between the subjects of the educational process; encouraging teachers to personal and professional growth by giving them the right to academic freedom; creating conditions for inclusive education with individual development programs for students with special educational needs.

The introduction of inclusive education is a challenge to the functioning of educational institutions and requires effective management, which is based on change management theory.

UNESCO defines inclusive education as «the process of addressing and responding to the diverse needs of students by ensuring their participation in learning, cultural activities and community life, and reducing exclusion in education and the learning process» [2].

That is, it is a way of getting an education where students with special educational needs study in the general educational environment at their place of residence - and this is an alternative to the boarding school system, where they are kept and educated separately from other children, or home and individual education.

The issue of inclusion should be considered not only in terms of creating an accessible educational environment for children with special educational needs. Inclusive education in a broad sense involves the creation of equal opportunities for all categories of children in Ukraine: for children from Roma families, for children from internally displaced persons, for children of other national minorities living in our country and therefore the problem of change management is relevant in education community.

Change management is a long-used concept in the economic sector. Education reform and focus on the development of educational institutions in an inclusive education requires effective implementation of change management in practice and is one of the promising innovations in the field of education. Effective change management in educational institutions is aimed at the development of an inclusive environment and requires methodological and theoretical justification.

Thus, successful implementation of the change process requires a systematic analysis of the current results of educational institutions, the search for new resources for change, psychologically and financially motivated performers, recruiting followers of change, a positive climate in the team. The purpose of change management is the successful implementation of change management models for the effective transformation of organizational goals, values of educational institutions, methods and forms of learning, educational processes and technologies.

We consider change management in educational institutions as a multifaceted process of influencing the managed system, in order to effectively implement change to improve current efficiency, use new opportunities to meet the needs of all participants in the educational process and educational institution development by minimizing resistance to change [1].

Finding ways to meet the learning of students with special educational needs can be a challenge and require additional material, technical and human resources. The purpose of educating

children with certain disabilities is specified in the tasks facing general secondary education institutions: to support children in realizing their own potential and to prepare for a productive life. Children with special educational needs should get specialized services and support to learn. Unfortunately, specialized education services take the form of segregation of students with disabilities in certain classes or schools without the ability to communicate with peers who do not have disabilities and often do not have access to the curriculum taught by those peers.

Research conducted by scientists shows that students with and without disabilities who study in inclusive classes have better academic results than students who study in non-inclusive classes [3; 4]. Other studies have found that the inclusion of students with disabilities in the general education class has led to either a positive or a neutral impact on students without disabilities [8]. However, there is no information that students with disabilities who receive education in certain conditions work better than students in inclusive conditions [5]. In fact, the amount of time a student with a disability spends in a general education class is positively correlated with higher grades in math and reading, less destructive behavior, and increased opportunities for future work.

Segregated classes or schools give the misconception that people with disabilities are fundamentally different from their non-disabled peers and need to be isolated or separated. This approach can negatively affect both the classroom climate and students' attitudes towards diversity and acceptance [6]. Many practitioners and researchers are reluctant to include children with disabilities in their general education programs. They are concerned that this may divert attention from the educational needs of students without restriction. The priority of education based on a child's disability or other factors, such as gender, race, ethnicity or sexual orientation, is discriminatory and should not be supported by the international development community [7].

To determine the effectiveness of the implementation of inclusive education, a study was conducted among the teaching staff of Ternopil. The purpose of the study was to determine the readiness of teachers to change in order to meet the needs of students with special educational needs.

Thus, the introduction of an inclusive form of education, according to 73% of respondents among teachers, has led to changes in the educational environment. According to 42% of respondents, this is most effectively reflected in the curriculum through integration and the search for interdisciplinary links, which contributes to the comprehensive development of a child with special educational needs, talents, abilities and cross-cutting skills according to his age and individual characteristics.

An important criterion for the effectiveness of the implementation of inclusive education is a change in the perception of students in the educational process as a whole, which was noted by 40% of respondents. The key figure in the process of implementing an inclusive form of education is the teacher and 61% of respondents are convinced.

The principles of the new Ukrainian school are based on the pedagogy of partnership. 35.1% of teachers claim that the involvement of parents in school changes their attitude to the educational process, including an inclusive environment. Open communication between students, teachers and parents promotes three aspects of interaction, which are united by common goals and aspirations of adaptation of all students.

Thus, we understand that school leaders must take into account the academic, social and life needs of each student; if necessary, use alternative teaching methods, such as Braille instructions or alternative communication devices; for students who do not hear to promote linguistic identity, the teaching of sign language should be provided; require inclusive education as part of the training of service teachers; require inclusive education as a component of teacher training; actively recruit teachers with disabilities; provide conditions in accordance with the needs of children with disabilities and inclusive education; develop a plan for the education sector in support of disability legislation detailing the implementation of an inclusive education system; make sure that teaching materials include people with disabilities and present disability positively and in an expanded way, which reduces stigma and supports inclusive education; consultations with parents of children with

disabilities and persons with disabilities on proposed laws and educational plans; create an outreach mechanism to raise awareness among parents and the community about issues related to inclusive education.

The administrations of the institutions or the head of the school are usually responsible for complying with the laws set by the Ukrainian regulations so that students with disabilities receive the necessary support from the teacher. The leadership of these educational institutions is crucial to improving educational opportunities for all students, especially those with disabilities or unique learning needs. Many studies have shown that administrators are the same, and sometimes greater, barrier to the inclusion of children with disabilities in the classroom. Thus, it is important to train officials and school leaders on issues related to inclusive education. Training in knowledge on the ethics, delivery and impact of inclusive education services is insufficient.

Many schools have a team of staff who work with children with special needs. However, in some schools, teacher assistants, psychologists, speech therapists, occupational therapists and physiotherapists may not be available in the classroom. These support staff can play an important role in the education of students with disabilities and should work with educators to help identify students who have specific learning needs. Because special educators may have the technical knowledge and experience, they should serve as resources and support for the general education teacher, who is ultimately responsible for teaching all students in his or her class.

As we can see, the use of teacher assistants, sometimes referred to as «paraprofessionals», to support teachers in inclusive classrooms is an effective approach in many educational institutions. Although the roles of teaching assistants in the classroom can vary significantly depending on the context. We believe that teaching assistants are most successful when assigned to support a class. With some exceptions, it may be necessary to appoint a teaching assistant to a student who, for example, needs communication support or who is medically weak. However, even in such cases, it is important that teacher assistants complement and support teachers, but do not replace them as the main source of learning.

However, in practice there is a strong shortage of teachers and assistants who can effectively support the individual needs of students with disabilities.

It is worth noting that the attitude of teachers to inclusion can significantly affect the success of the inclusion of students with disabilities in the general education class. For example, teachers are often more open to include students with physical or sensory disabilities than those with intellectual, learning, or behavioral disabilities. Teachers should involve parents as much as possible in the child's education and find ways to share with parents the achievements and problems in the classroom. The inclusion of parents of children with disabilities in the active life of the school is an important task of the head in the development of the educational institution.

The administration of the educational institution should pay attention to the formation of sensitivity among parents of children without disabilities. For effective inclusive education to become a reality, inclusive education reform must raise community awareness of the benefits and basic concepts of inclusive education. Such awareness-raising activities should not be limited to information exchange or sensitization, but should include opportunities for personal reflection and dialogue.

Preparing teachers for the teaching of children in an inclusive classroom is not only a school but also a national task. It will be difficult to achieve a truly inclusive education without developing skills and ensuring a positive attitude of teachers towards the new educational environment.

The curriculum in schools with inclusive environments should take into account the diverse needs of children, without prejudice to the ability of ordinary children with children with special needs, so that teacher-based learning planning can take this into account. The implementation of training should be able to meet all the needs of students, both regular and special. However, teachers in inclusive schools should be able to reach all students, regardless of the child's physical condition. In the context of change management, the leader has a new task – to protect the weak and

create a friendly atmosphere in learning. Educators must be able to build mutual respect among students to create a family atmosphere in the classroom.

Active integration of inclusion into the educational process of the school in practice is associated with change management mechanisms. The principles of change management are the priority aspects of the implementation of managerial activities in the development of an inclusive environment in the field of education. The quality of change is directly influenced by the personality of the teacher, who, using the provisions of academic freedom and integrity, makes adjustments to the educational process taking into account the capabilities of children with special educational needs. The head of the educational institution is forced to carry out its activities in the wake of rapid change and in conditions of uncertainty, to investigate the problem of change and its impact on all participants in the educational process.

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