

Towards a support structure for the implementation of inclusive education in rural secondary schools in Limpopo

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DECLARATION

I the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



Signature

3 May 2017

Date

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First, I thank God for giving me the strength to pursue this task even when obstacles seemed insurmountable. Glory to the Saviour!

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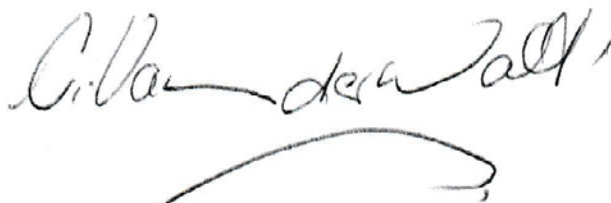
The Limpopo Department of Education for granting me the permission to conduct the research in the schools.

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Kirchner van Deventer

ABSTRACT

The Departments of Education and Basic Education in South Africa have taken steps to implement inclusive education (IE) in public ordinary schools. However, research evidence depicts various reasons responsible for ineffective implementation of inclusive education in these schools. This study investigated conditions in rural secondary schools in the Capricorn District of Limpopo. It sought to expose context-specific factors responsible for the ineffective implementation of inclusive education in rural secondary schools and to make recommendations as well as develop a support structure to overcome these barriers in the implementation of inclusive education in rural secondary schools in Limpopo.

Against the above background, the central research question and research aim were stated. The central research question was stated as: How can the challenges of ineffective implementation of inclusive education in the rural schools of Capricorn District in Limpopo be resolved? The central research aim was therefore stated as: To develop a support structure to respond to the challenges of ineffective implementation of inclusive education in the rural schools of Capricorn District in Limpopo.

To answer the central research question and achieve the central research aim, a qualitative research approach based on constructivism was adopted using case study as a strategy of inquiry. Purposive sampling was used to select two rural ordinary secondary schools, grade ten teachers, the principals of the selected schools and the departmental officials servicing the selected schools. Direct observation, documentation and interview were used to collect data from the research sites and research participants. General surroundings and conditions of the schools' buildings as well as lesson presentations in classrooms were directly observed using video camera with the exception of lesson presentations. School documents were collected and photocopied. Group interviews and individual interviews were used with teachers and principals respectively to collect data in the research sites.

Qualitative data analysis revealed factors creating barriers to the implementation of inclusive education in the schools and in the classrooms. These factors were grouped in the following categories: Rural school communities; Resources and infrastructure; School support; School conditions for teaching and learning; Teacher training, class size and workload; Methods and techniques of curriculum delivery; Language of learning and teaching; and Parental involvement.

Based on the findings, a support structure was developed and recommendations made. The Support structure was put forward for the implementation of IE in ordinary rural secondary schools in the Capricorn District of Limpopo. Recommendations were made with a view to advance the implementation of IE not only in these two schools but also in other rural secondary schools in South Africa.

In conclusion, this research study contributed to the existing body of knowledge and practice concerning IE. It is the first to: establish contextual rural factors impacting on the implementation of inclusive education in rural secondary schools in the Capricorn District of Limpopo and provide a practicable support model to implement inclusive education in the schools. Furthermore, this research study challenges the inadequacy of the South African policy on IE (EWP6). Finally, this research study highlights a proactive approach to addressing barriers to learning through universal design for learning and instruction at micro-level planning for curriculum delivery in ordinary rural secondary schools.

KEY WORDS: *Inclusive education, barriers to inclusive education, inclusive schools, full-service schools, rural secondary schools, stakeholders' perceptions of inclusive education, eco-systemic perspective*

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CHAPTER 1 INTRODUCTION AND MOTIVATION, PROBLEM STATEMENT, AIMS, LITERATURE OVERVIEW AND RESEARCH DESIGN

1.1 INTRODUCTION AND MOTIVATION FOR THE RESEARCH

The Legislature and the Departments of Education and Basic Education in South Africa have taken steps to implement inclusive education in public ordinary schools. Section 5(1) of the South African Schools Act 84 of 1996 stipulates that public schools must admit all learners and provide for their educational needs without any form of unfair discrimination (ELRC, 2003:5). Section 22 of the National Education Policy Act 27 of 1996 states that ordinary public schools must admit learners with special needs and provide needed support services and physical facilities (ELRC, 2003:10). Education White Paper 6 (EWP6): Special Needs Education, Building an Inclusive Education and Training is South Africa's policy document that describes the framework to build the intended inclusive education and training system (Department of Education, 2001:5). The Guidelines for Full-service/Inclusive Schools documents the criteria for inclusive schools (Department of Basic Education, 2010a:1-2). The Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements Grades R-12 provide teachers and other stakeholders with curricular related strategies to accommodate learner diversity in the classrooms (Department of Basic Education, 2011a:2). The principle of inclusivity in the Curriculum and Assessment Policy Statement (CAPS) Gr R-12 (2011:5) highlights inclusive teaching and learning in the classrooms. Scholar transport, no fee schools, exemption from school fees and the school feeding scheme are strategies to ensure that learners from poor socio-economic backgrounds attend school.

The above outlined departmental pursuits of inclusion in schools and classrooms seem ineffective for various reasons. The infrastructure and support provided at some schools is substandard (Sapa: 2010). Wheelchair access and toilet facilities for disabled learners in most South African schools are lacking and teacher preparatory in-service training is inadequate (Eloff & Kgwete, 2007:353). Inadequately resourced schools, high drop-out rate, unemployment, poverty and psychology of defiance contribute to ineffective implementation of inclusive education in South Africa (Mashau *et al.*, 2008: 5-8). Teachers are not trained on inclusive curriculum strategies and teaching methods (Nel *et al.*, 2011:78). Lesson plans and assessment tasks are not adapted (Xitlhabana, 2008; 36, 38). Learning in a second language is a barrier to learning (Department of Education, 2005:11) and is associated with communication problems (Nel, 2005:152). There are socio-economic factors like Poverty and HIV/Aids pandemic which according to Prinsloo (2005: 28, 31), create barriers to learning in South African communities.

Schools and teachers often view parents of children with barriers to learning as incompetent and responsible for their children's problems (Swart & Phasha, 2005:225) This view of parents manifests a negative attitude which damages family-school partnerships that are, according to the Department of Basic Education (2009:17), critical success factors in the implementation of IE. Teachers in public ordinary schools are often resistant to inclusive education because they are not trained to teach learners experiencing barriers to learning, they do not understand what inclusive education is about and they do not know that the ways learners are taught is the classroom and social issues in the schools, homes and communities can cause learning problems (Department of Education, 2002a:13). The general understanding in public ordinary schools seems to be that learners who experience barriers to learning are those with disabilities only, and should be referred to special schools. This perception is reinforced by the fact that these learners are assessed by District Psychological Services Officers, and based on this assessment, the type of disability and the level of need these learners are then referred for placement at an appropriate special school in the Province. However, special schools are often too far away from the home, and parents also cannot afford to send their children away to the special schools. These learners will then attend the ordinary schools but not actively participate in the teaching and learning activity, which confirms the teachers' perceptions that these learners should not be in the regular schools.

EWP6 provided for the establishment of District Based Support Teams (DBSTs) and School Based Support Teams (SBSTs) to capacitate schools to identify and address the preceding factors in public ordinary schools and classrooms (Department of Education, 2001:29, 47). Moreover, the Guidelines for Full-service/Inclusive Schools and the Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (CAPS) Grades R-12 have provided the criteria for inclusive schools and curriculum strategies in public ordinary classrooms (Department of Basic Education, 2010b:1 and Department of Basic Education, 2011a:2). *The impact of these support teams and compliance with these guidelines on inclusive schools and classroom teaching and learning in public ordinary secondary schools in Capricorn District of Limpopo has not yet been investigated.*

The Capricorn District of Limpopo, depicted in Figure 1-1 below, is named after the Tropic of Capricorn that runs through the district.

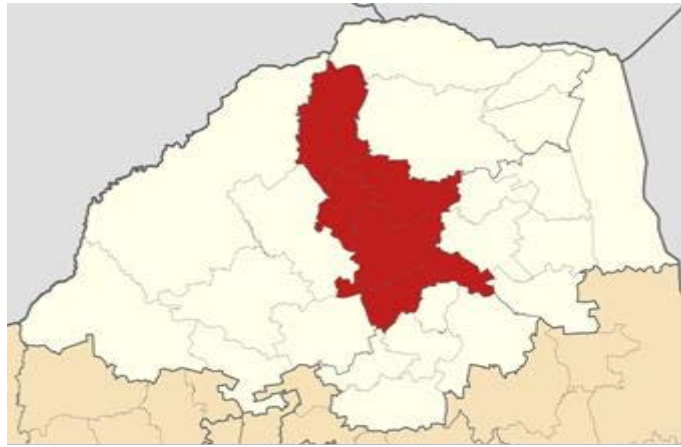


Figure 1-1: Map of the Capricorn District (Source: Wikipedia Encyclopaedia 2011)

This District is divided into five local municipalities, viz, Blouberg, Molemole, Aganang, Polokwane, and Lepelle-Nkumpi. Each local municipality has a number of education circuits: Blouberg has six circuits, Molemole: two circuits, Aganang: five circuits, Polokwane: eleven circuits and Lepelle-Nkumpi: eight circuits (Limpopo Department of Education, 2011). A research inquiry into context-specific barriers to implementation of IE in Capricorn District is necessary because the progress towards implementing IE in Capricorn appears very slow. Teaching and learning seem inadequately informed by the Guidelines for Full-service/Inclusive Schools and the Guidelines for Responding to Learner Diversity in the Classroom through (CAPS). DBSTs and SBSTs seem either inadequately established or dysfunctional. Xitlhabana (2008; 36, 38), for instance, indicates that short-, medium- and long-term steps to implement IE in accordance with stipulations of EWP6 are behind schedule. EWP6 specified eight years as a period to introduce strategic changes to establish an inclusive education and training system in South Africa (Department of Education, 2001:45). The achievement of this goal is behind schedule by six years in 2014. One of these strategic changes was to establish district support teams in thirty school districts (Department of Education, 2005:3). Capricorn is one of these designated school districts but has not sufficiently established a functional district support team as yet.

Besides the above-mentioned policy related inadequacies, studies establish negative teacher attitudes towards inclusive ethos and practices in schools in Capricorn District. Kubyana (2008:11 and 37-40), for instance, conducted a qualitative study on teachers' attitude towards IE in two special schools in Capricorn district and the findings from this study included negative teacher attitudes towards inclusion with perceived inefficiency, low morale and fear of failure. Participants in the same study linked their negative disposition, low spirits and aversion towards failure to factors like lack of teacher consultation when the policy on IE was developed, teacher

unpreparedness regarding inclusive teaching methods, impossible curriculum adaptation because of overcrowded classrooms and understaffed schools, lack of financial resources to drive an expensive type of education (IE), lack of educational support services and teacher in-service training on IE by the Department of Education, special schools not operating as resource centres for teachers and learners in mainstream schools in accordance with EWP6 and Lack of collaboration between teachers and the community. Most empirical studies appear to focus on either primary or combined special schools. Xitlhabana (2008: 119, 120 and 125) studied implementation of IE in primary special schools for learners with hearing impairment in Sekhukhune, Mopani, Vhembe and Capricorn Districts of Limpopo. Kubyana (2008:6 and 12) focused on the teachers' and principals' attitudes towards IE in primary and combined special schools for the physically and mentally challenged learners in Capricorn District. Siewe (2012:3 and 14) investigated parents' perceptions towards IE in Capricorn District, focusing on parents of children with special needs in primary special schools, children with special needs in primary ordinary schools and children with special needs not attending school.

The foregoing factors discovered in special schools working towards inclusion appear echoed in public ordinary secondary schools. The prospective researcher is employed as a curriculum advisor in the Further Education and Training (FET) Band in the Capricorn district of Limpopo. In this capacity, the researcher was at one stage at a public ordinary rural secondary school when a group of health personnel from a local clinic visited the school to address learners on teenage pregnancy which is (Department of Education, 2005:14) one of the sources of barriers to learning. One of the teachers introduced the health personnel to the learners, but then went back to the staffroom to join other teachers for a lunch-break. One would have expected all the teachers to be present during the presentation by the health personnel. In the opinion of the researcher, the teachers' absence during that presentation indicates disinterest and lack of collaboration between the school and education stakeholders in the community. Another pointer to Capricorn teachers' apparent apathy towards IE practices is the absence of EWP6 as a policy document in the teachers' portfolios although this policy document is available in the schools. The researcher confirmed the presence of EWP6 in the schools and its absence in teachers' files during his support visits to schools in his official capacity as curriculum advisor. Entries in school journals and delivery notes left by district officials when they delivered copies of EWP6 are available in the schools. Furthermore, most public ordinary schools in Capricorn are not user-friendly to accommodate learners who are in wheelchairs. Learners using wheelchairs are forced to attend special schools kilometres away from their neighbourhoods. This is however difficult as parents are unlikely to afford the transport and accommodation fees given the poverty often associated with rural communities.

The factors narrated in the above-mentioned paragraphs alerted the researcher to the need to investigate IE in public ordinary schools in Capricorn District. Lack of investigation on the impact of support teams and guidelines on inclusive teaching; negative teacher attitude towards inclusivity; inadequate empirical studies of inclusivity in ordinary rural secondary schools; and the personal experiences of the researcher have motivated the researcher to undertake this study. This study will investigate context-specific barriers to the implementation of IE in public ordinary rural secondary schools through classroom teaching and learning informed by the guidelines for full-service/inclusive schools, guidelines for responding to learner diversity in the classrooms and district and school based support in Capricorn District. Based on the findings of this study, a support structure will be developed for the implementation of IE that may be appropriate not only for the context of this study but for other rural contexts as well.

To sum up: the following indicators from the previous passages point towards the contribution this study as a PhD study will make in the field of inclusive education:

- Education Support structures either do not exist or the impact thereof has not been investigated yet. A sub-standard level of support is provided at these schools.
- Most teachers in Capricorn District are either not trained or are inadequately trained to teach in inclusive classrooms. Teacher preparatory in-service training is inadequate. Curriculum adaptation envisioned by Departmental guidelines is not addressed in this District.
- Schools in Capricorn are not user-friendly to accommodate diverse learners. Physically challenged learners cannot attend schools in their neighbourhood.
- Teachers have negative attitudes towards Parents of children with barriers to learning. Teacher-parent relationships are unhelpful.
- All these factors combine to slow down the progress towards implementing IE in Capricorn.

This study will investigate the specific barriers to the implementation of IE that exist in Capricorn District of Limpopo Province and then endeavour to develop a support structure regarding the implementation of IE, that may be regarded as appropriate not only for the context of this study but for other rural contexts as well.

1.2 PROBLEM STATEMENT

Against the above background, the central research question can be stated as follows:

How can the challenges of ineffective implementation of inclusive education in the rural schools of Capricorn District of Limpopo be resolved?

The following sub-questions are asked regarding the implementation of IE in the rural secondary schools in the Capricorn District of Limpopo:

- What level of training and the knowledge, skills and attitude do teachers in ordinary rural secondary schools in Capricorn District have concerning IE?
- What specifically do teachers do to implement IE in the classrooms in ordinary rural secondary schools in Capricorn District?
- What effects do district and school based support structures have on the implementation of IE in the classrooms in rural secondary schools in Capricorn District?
- What improvements occur for the learners and the rural secondary schools from implementation of IE in rural secondary schools in Capricorn?
- What is the relationship between what teachers do to implement IE and the improvements in rural secondary schools in Capricorn District?
- What are the context-specific barriers in the implementation of IE in rural secondary schools in Capricorn District?
- What recommendations can be made to overcome the barriers and to improve the implementation of IE in rural secondary schools in Limpopo?
- How can a support structure be developed for such implementation, to suit the needs of the specific rural settings?

1.3 RESEARCH AIMS

In concomitance with the main research question, the central research aim can be stated as follows:

To design a support structure to respond to challenges of ineffective implementation of inclusive education in the rural schools of Capricorn District in Limpopo.

Following from this primary aim, the following sub-aims pose to establish:

- The level of training and knowledge, skills and attitudes that teachers need to successfully implement IE in the classrooms in ordinary rural secondary schools;
- The manner in which IE is currently implemented in the classrooms in ordinary rural secondary schools in Capricorn District;
- The impact of District and school-based support structures on the implementation of IE in the classrooms in ordinary rural secondary schools in Capricorn District;
- The benefits that accrue to the learners and the school from implementation of IE in the classrooms in ordinary rural secondary schools in Capricorn District;

- Context-specific barriers in the implementation of IE in the classrooms in ordinary rural secondary schools in Capricorn District;
- Recommendations that can be made to overcome the barriers and to improve the implementation of IE in the classrooms in rural secondary schools in Capricorn District;
- A support structure for the implementation of IE, to suit the needs of the specific rural settings.

1.4 LITERATURE OVERVIEW

IE became an international agenda after proclamations by two main world Conferences (Ainscow & Miles, 2008:12). The 1990 Jomtien Conference committed world countries to attain Education for All (EFA), while the 1994 Salamanca Conference declared IE as a strategy to achieve EFA (Williams *et al.*, 2009:296). The spirit of EFA as captured in article 1 of the Jomtien Conference entails meeting the basic learning needs for all: learning tools which include numeracy, literacy, oral expression and problem solving; and learning content consisting of skills, knowledge, attitudes and values (UNESCO, 1990:3). The Salamanca Statement commits governments, non-governmental organisations (NGOs) and the international community to education for ALL (EFA) and a Framework for Action which provides guidelines on the implementation of IE (UNESCO, 1994:7-13).

The preceding international declarations engendered a global EFA Movement manifesting in inclusive initiatives in the education systems of world countries (Williams *et al.*, 2009: 296). Establishment of Comprehensive Schools in England, Common Schools in the United States of America (USA) and Folkeskole in Denmark are examples of the inclusive attempts following international commitment to EFA and inclusive education (Ainscow *et al.*, 2006:21).

In accordance with the world-wide inclusive trend, South Africa (SA) embarked on a series of policy documents and Departmental publications which culminated in Education White Paper 6 (EWP6): Building an Inclusive Education and Training System (Department of Education, 2001) and Full-Service/Inclusive Schools (Department of Education, 2005:7). According to the Department of Basic Education (2009:1), EWP6 describes the procedure to establish an inclusive education system in South Africa. In formalising this inclusive system, the Ministry of Education is obliged to provide structures and processes that would address barriers to learning including school drop-out due to systemic inability to accommodate special needs (Department of Education, 2001:6). The goal of EWP6 as a national policy on inclusive education is for learners to access and progress in quality education within the context of a flexible inclusive education system (Landsberg in Landsberg *et al.*, (2005:63). Full Service/Inclusive Schools are

mainstream schools structured to implement IE while pursuing access, equity, quality and justice in the provision of education for all (Department of Basic Education, 2009:7).

Implementation of IE is defended by benefits documented in literature (Loreman, 2007:22). Examples of these benefits are improved communication; social and cognitive skills of children with special needs; acceptance of children with special needs by their peers and teachers; reduced discriminatory attitudes; inclusive societies; cost-effective education systems; and social cohesion; (Ajodhia-Andrews, 2007:5-8; Ainscow & Miles, 2008:1; Asian Development Bank, 2010:8-11). According to Ryan (2008:371) and Polat and Kisanji (2009:5), the global shift from special schools to full-service schools in low-income and rich-income countries are further gains from the IE movement.

Despite the aforementioned world commitment to IE and the associated benefits, Ainscow and Miles (2008:5-6) argue that progress in implementing IE is dissatisfactory due to uncertainties and contradictions in the field of IE: some countries regard special residential schools and nonformal education as appropriate strategies to implement IE, disability-focused organisations argue for separate schools according to type of disability and some educationists do not accept the inclusive philosophy while others resist the idea of inclusion. Perpetual marginalisation of children and youth in many countries counteracts the global shift from special education (Polat & Kisanji, 2009:1-5). Educational opportunities in many countries still do not reach the marginalised although the international community adopted the attainment of EFA through IE ten years ago (UNESCO, 2010:14). There are disconnections between societal visions of inclusion and actual classroom inclusive practices in some countries (Frankel, Gold & Ajodhia-Andrews, and 2010:12). The EWP6 in South Africa strives for access to a single inclusive education system (Geldenhuys & Wevers, 2013:3) but provides for perpetuation of special schools for learners who cannot be accommodated in ordinary schools (Department of Education, 2001:21). A further constraint in the implementation of IE is the multiplicity of meanings often attached to IE. For example, Landsberg in Landsberg *et al.*, (2005:3); Maher (2007:13; and Angelides (2008:318) indicate that the concept IE is debated and people use it differently. Ainscow and Miles (2008:2-4) vividly capture the different and potentially riddling conceptualisations of IE: providing education for learners with special education needs within mainstream schools, teaching children with behavioural problems, educating vulnerable and disadvantaged learners, and creating common schools. The full-service/inclusive schools in SA would be the case of such common schools.

Naicker (2006:4) focuses on the situation in SA and claims that limitations in the policy and IE plan are responsible for the slow progress in implementing IE in the country: the policy lacks pedagogical revolution and is arrested at a political level. Lack of pedagogical revolution in SA's

IE policy is perhaps explained by the provision for segregation according to the intensity of support that children need. While IE is about including everyone irrespective of any kind of diversity (Polat & Kisanji, 2009:2), the policy on IE in SA perpetuates a dual system of education by providing for the existence of special schools. Children with disabilities still attend separate special schools after fourteen years of EWP6 in existence in South Africa (Donohue & Bornman, 2014:1 and 2). According to Ford-Shubbrook (2007:12), there is complete segregation in a dual system of education, in that besides mainstream schools there are special schools where children are taught by expert special education teachers. Even the presence of low intensity children in mainstream schools constitutes partial segregation because teachers are not adequately trained on inclusive teaching practices. Mashau *et al.* (2008: 5-8) indicate that the schism between policy and implementation is a general problem in many fields in SA including education.

Literature and research-based evidence expose conditions that seem to explain the dissatisfactory progress in implementing IE. Negative social and teacher attitudes, physical barriers, inflexible curriculum, learning in a second and teaching, social disadvantage, HIV/AIDS pandemic, lack of collaborative teaching and inadequate teacher training, support services and parental involvement among others retard the implementation of inclusive education (UNESCO, 2006-2009:8-9; Department of Education, 2005:11; and Sugiharto, 2008:1). Landsberg in Landsberg *et al.*, (2005:3); Maher (2007:13) and Angelides (2008:318) indicate that the concept IE is debated and people use it differently. Ainscow and Miles (2008:2-4) for instance, vividly capture the different and potentially riddling conceptualisations of IE: providing education for learners with special education needs (LSEN) within mainstream schools, teaching children with behavioural problems, educating vulnerable and disadvantaged learners, and creating common schools. Insufficient resources in terms of teacher and learner support services including learner support materials; large class sizes that teachers have to contend with; negative attitudes of general educators towards inclusion, especially the educators without experience in teaching ; inadequate teacher training and perceived lack of competence to teach in diverse classrooms; disciplinary problems and poor teacher-learner relationships that reduce the time for actual learning and teaching; and non-involvement of parents and other stakeholders in the education of children (Agbenyega, 2007:50-52; Short & Martin, 2005:1-7; Leatherman, 2007:596-607; Kalyva, Gojkavic & Tsakaris, 2007:34; Ajodhia-Andrews, 2007:31; Eloff & Kgwete, 2007:353354; Mashau *et al.*, 2008:5-8; Davita, 2009:27-29).

Other studies have further illuminated the link between the above-mentioned factors and the implementation of IE. For instance, Talmor *et al.*, (2005:225) established a significant correlation between teacher burnout and lack of teacher support, the number of LSEN, and disciplinary

problems in inclusive classrooms. A study in SA established that stress related to learner discipline problems caused teachers' unhappiness in their workplaces, tension in their families and health problems. Teacher attitude appears to play a comparatively more important role in that it tends to correlate with the other factors. Teacher pre-service and in-service training on inclusive practices, teacher support through provision of resources in inclusive schools, and teacher experience in working with diverse learners in mainstream classes, engender perceived teacher self-efficacy and confidence which in turn results in positive attitude toward inclusive classrooms (Lambe & Bones, 2006:168). The dominating role of teacher attitude is perhaps summarily clarified by Rouse (2008:12-14): teachers who have a positive attitude towards inclusion will include diverse needs in their classrooms. This develops the teachers' knowledge about inclusive practices. Conversely, teachers who know about inclusion will feel capable to teach in inclusive classes and this will improve the teachers' attitude toward inclusion.

The link between similar conditions and the implementation of inclusive education is resonated by empirical studies focusing on the South African context.

Zulu (2007:84) conducted a pilot study among a sample of 200 teachers at schools in the KwaMashu Circuit in the KwaZulu-Natal Province, on problems experienced with the implementation of IE and how educators perceive the implementation of IE. Findings from this qualitative study showed the following as impediments in the implementation of IE:

- Overcrowded classrooms
- Inadequate teacher training on learners with special educational needs (LSEN)
- Lack of knowledge about LSEN
- Inadequate or no support systems
- Lack of appropriate competencies to deal with LSEN

Maphula (2006:4-5 and 83-84) conducted a qualitative study among 35 members of school management teams (SMTs) and three teachers at selected schools in the Johannesburg South Mega District of Soweto, on managing the implementation of IE in schools. Findings from the study included:

- SMTs and teachers' lack of knowledge regarding the concept IE, its management and implementation.
- Trainers lacking understanding, direction and confidence regarding the implementation of IE.
- Duration of workshops too short to provide adequate training on the implementation of IE.

- Teachers forced to implement IE without sufficient understanding of its principles and approach.

Mayaba (2006:4-5, 70-78 and 81-90) undertook a mixed study of teachers' perceptions, attitudes and experiences of IE with thirty-five teachers at selected schools where inclusive education is implemented in Pietermaritzburg under the Kwa-Zulu Natal Department of Education, on educators' perceptions and experiences of inclusive education in schools where it is being implemented. A brief exposition of the results is as follows:

- Insufficient time and other resources for inclusion.
- Negative attitudes towards inclusion.
- Increased teacher workload, class size and stress.
- Communication problems due to language as a barrier for some learners.
- Teachers feeling compelled to implement a policy to which they did not make any contribution.
- Mainstream learners bullying and teasing learners experiencing barriers to learners.

The preceding various studies on inclusive education in other countries and South Africa allow for cumulative knowledge about inclusive education and generate innovative measures to facilitate effective implementation of IE. For instance, research findings and recommendations by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) informed the final policy on IE in SA, viz. Education White Paper Number 6 (EWP6). Furthermore, the principles and criteria of full-service/inclusive schools in SA (Department of Basic Education, 2009:7-8) are formulated around factors identified by studies on potential sources of barriers to IE. These factors include accessibility, resources, participation, support; and ethos which would include positive attitudes, parental involvement, teacher collaboration and trained educators. Peters (2004:10) outlined research-based best practice characteristics which can be regarded as the building blocks of a strategy to implement IE: a sense that all children belong and are capable to learn, active participation by school leadership in the implementation of IE, setting high but appropriate standards for all children, children learning collaboratively and cooperatively, provision of multiple services in the schools, ensuring access to schools, involving parents as equal partners in the education of their children, providing flexible learning environments, and on-going teacher development and support.

Most studies on inclusion seem to focus on teacher attitude towards learner diversity in classrooms. Van Middelkoop et al. (2017:5) studied teachers' attitudes towards learner diversity and their impact on learner performance, Forlin and Sin (2010:13) investigated teachers'

dispositions and perceived self-efficacy in implementing IE, and Mayaba (2006:4-5) explored teachers' perceptions of IE in inclusive schools in the Kwa-Zulu Natal Department of Education. The possible reason for this is that teachers appear to be at the forefront in implementing IE teaching and assessment activities in the classrooms. While literature appears to correlate teacher attitude with other factors (Ahmmed et al. 2012:137-138), reliance on the relationship is prone to invalid generalisations, as contexts are not the same. This is especially true because most of the studies on teacher attitude towards inclusion were conducted in income-rich countries whose contextual factors differ from the factors in developing countries. This argument is supported by the way in which the concept special education needs is used in SA to embrace both external and internal factors. According to Walton *et al.* (2009:107), external factors refer to the barriers arising outside the learner, while internal factors are intrinsic to the learner. Socio-economic constraints, poverty and family violence are examples of external barriers, while physical, sensory and neurological impairments are instances of internal barriers. Booth (2000:190) is of the opinion that the concept special educational needs be replaced with the concept barriers to learning and participation. The contention is that while special educational needs tacitly promotes the tendency to attribute educational difficulties to learner deficits, barriers to learning and participation is helpful in that it captures those who constitute the essence of IE: learners infected with or affected by HIV/AIDS; street children; learners in poverty; abused children; children subjected to child labour; pregnant girls, and learners whose home language is not the language of learning and teaching of the school.

A further limitation of the studies is perhaps noted in their restricted focus on factors associated with learners, teachers and schools, with minimal reference to factors in the ecological environment of the schools. The 48th International Conference on IE isolates eco-systemic factors that play a determining role in the implementation of IE: social inequality; poverty; urbanisation; demography; migration; health; political issues; economic factors and consultation of all stakeholders (UNESCO, 2008:18 and 25). The Global Monitoring Report hails poverty, malnutrition and insufficient basic services in the school communities as systemic challenges that retard progress toward the 2015 millennium goal of EFA (UNESCO, 2010:7-14, 20, 25-26).

Given the limitations, the researcher contends that a contextualised eco-systemic perspective will expand the focal area of IE research in SA. The focus of this research will be on both internal and external factors in the context of the teachers and learners engaged in the teaching/learning process, to incorporate factors that seem far removed from the school while their impact is felt in the teaching and learning process. These are environmental and societal factors that can create barriers to the implementation of IE in schools and classrooms. They include poverty, lack of shelter, pollution, lack of basic services and amenities, parental illiteracy

and non-involvement, political issues such as uprisings against corruption and non-service delivery, and other societal problems like broken families, child abuse and teenage pregnancy.

Consequently, it is necessary to understand barriers in the implementation of IE systemically in order to obtain rich data that will add to the body of knowledge on contextually relevant inclusive teaching and learning strategies, and as such inform the purpose of the study.

The eco-systemic perspective is necessary to understand the implementation of IE because teaching and learning activities in the classrooms are affected by factors in the schools and the surrounding communities as the ecological environment of the schools. According to Bronfenbrenner (1994:39-40), this ecological environment consists of a set of nested structures which can be described as follows:

- *Micro-system:*
Developmental settings consisting of patterns of activities and interpersonal relationships that are potential factors that can enhance or inhibit sustained engagement of the child with the immediate environment. Examples of these developmental settings are families, schools, classrooms, peer groups and study groups. These settings can be sources of barriers to the implementation of IE.
- *Meso-system:*
Interactive processes between developmental settings that contain the developing person are further sources of influential factors. Linkages and processes between schools and families are examples of interactive processes that can create barriers to the implementation of IE.
- *Exo-system:*
Interactive processes between developmental settings containing the child and other settings such as the parents' workplace. Events in the parents' workplace indirectly influence processes in the child's immediate setting. Such processes can create barriers to the implementation of IE.
- *Macro-system:*
The enveloping pattern of events and processes of the micro, meso and exo-systems that ultimately affect conditions and processes within the micro-systems. Examples of these events and processes are societal cultural and sub-cultural elements that can create barriers to the implementation of IE. They include belief systems, customs and lifestyles, bodies of knowledge, material resources, structural opportunities and political, economic and health policies.
- *Chrono-system:*

Changes or consistencies over time in the characteristics of children and their environment that can be sources of barriers to the implementation of IE. Changes regarding family structures, the socio-economic status of the family, residential place, migration, urbanisation and employment are examples of the chrono-system.

According to Swart and Pettipher (2005:17), barriers to the implementation of IE arise from interaction of system factors in the ecological environment of schools. These system factors are the events and processes in the micro-, meso-, exo-, macro- and chrono-systems. The development of barriers to implementation of IE from interactive system factors in rural settings in SA is indicated in the following paragraphs:

- Poverty indicated by inability to afford transport and basic facilities such as electricity, water, health and shelter (Khatun, 2015:10) is a socio-economic factor in families as micro-systems. This factor interacts with inadequate salaries and wages in the exo-system and the education department's lack of funding to provide for school transport in the macro-system. This interaction among the various systems creates a barrier to learning. After travelling long distances to and from schools, children must still go fetch firewood and water far from their homes. This situation impacts negatively on their learning and participation through lack of time to complete school homework and projects and often leading to scholastic backlogs, poor performance, failure and eventual school dropout.
- General attitudes in the form of lack of knowledge and distorted beliefs and opinions (Rombo, 2006:2) about physical disabilities often prevalent in rural communities are exosystemic factors that interact with physically disabled children as micro-systems to create barriers to learning. For instance, some people in rural communities still explain physical disabilities solely in medical terms while others hold traditional beliefs that physical disability is a punishment by God for having committed something evil. These attitudes lead to discrimination against disabled children in school communities. This kind of discrimination may manifest in some parents keeping their disabled children at home or sending the disabled children to special boarding schools far away from home.
- Globalisation and SA's socio-political transformation (Prins & Van Niekerk, 2001:6) represent chrono-systemic factors which interact with all systems in the ecological environment of the schools. The inclusive education movement engendered the inclusive education policy which couples with inadequate teacher training and redeployment to create barriers to learning in rural schools with large class sizes, lack of resources and inadequate infrastructure. Retrenchments and unemployment resulting from restructuring and downsizing of institutions lead to crime in the form school vandalism in rural settings.

Regarding eco-systemic barriers to the implementation of IE in rural secondary schools for learners with hearing impairment in Limpopo Province, Xithlabana (2008:9, 200-201) conducted a qualitative study. Participants were circuit managers, principals, educators, learners and parents. The results of the study entailed educator inefficiency, inadequate monitoring and support by education officers and poor participation by parents and SGB members. The learners complained that the educators lacked knowledge about communication modalities often used in SLHI such as sign language and finger spelling. This factor could be microsystemic as it involved interpersonal relationships in schools and classrooms. Also in this study, the education officers rarely visited the schools for curriculum monitoring and support except only to deliver circulars. This would be an exo-systemic barrier because it involved linkages between schools/classrooms and circuit offices/district offices. Most parents and SGB members in this study were illiterate. Parents lacked interest in children's school work and did not sign children's books. SGB members did not participate fully in management. They could not draw constitutions and policies of the schools. This situation could be regarded as a micro-systemic barrier to IE involving linkages and processes between schools and families.

A similar study was conducted in another province. Ford-Shubrook (2007:9) investigated why children with disabilities in Orange Farm in Gauteng were not attending rural primary and secondary schools. Research participants were parents, school principals, disability activists, social workers and government officials. Research findings indicated inaccessibility to education because of transportation, attitudes towards disability and family income. Generally, public transport was unavailable, and in areas where it was available, it was inaccessible to wheelchair users. Wheelchair users using taxis were charged three times for transport i.e. the wheelchair user, the wheelchair and the carer. Also in that study, the children with disabilities were not sent to school but were hidden from society because the parents adhered to the cultural belief that the forefathers were punishing them for their sins and that these children were bewitched. Others believed the disability was the will of God. These attitudes towards disability are a societal cultural element constituting part of the macro-system. Most parents were also unemployed.

The above-mentioned studies highlight eco-systemic barriers to the implementation of IE in rural secondary schools. These barriers will be explored and identified in the prospective study, in order to develop a support structure that will be tailor-made to rural settings. Such studies have not been performed before, hence the contribution of this study will lie in not only expanding the understanding of contextual rural factors impacting on the implementation of IE, but also in how

a support structure can be developed to overcome the barriers in the implementation of IE; moreover, in a context-specific rural school setting.

The conceptual framework on which the research is based, is presented next.

1.5 CONCEPTUAL FRAMEWORK

According to Hays and Singh (2012:32-34), conceptual framework entails the research paradigm and research tradition that give direction to the enquiry process. Examples of research paradigms are positivism, post-positivism, critical theory and social constructivism (Hays & Wood, 2011:288). Every research paradigm has ontological, epistemological, axiological, rhetorical and methodological assumptions (De Vos, 2011:311 & Hays & Wood, 2011:288-289).

This research study was informed and guided by social constructivism because its ontological, epistemological and methodological assumptions befitted the study in the following ways:

- *Ontological:*
Reality (knowledge) is circumstantial and constructed by individuals and groups of people as they interact in social contexts (Guba & Lincoln, 1994:109-111). This means that the social context, norms, conventions, values and subjective meanings of the people in interaction should be interpreted in order to understand the behaviour of the people. Context-specific barriers to the implementation of IE are relative and constructed as participants interact within the various levels of system in the education process. The aim of the study is to understand and reconstruct the participants' constructions (perceptions and meanings) concerning context-specific barriers to implementation of IE.
- *Epistemological:*
The relationship between the inquirer and the inquired is transactional (Guba & Lincoln, 1994:109 and 110). The researcher's subjective constructs transact with participants' subjective constructs in the relationship. The aim is to create research findings based on consensus (Guba & Lincoln, 1994:111).
Context-specific barriers to the implementation of IE were reconstructed through a transactional relationship in which individual perceptions and meanings of the participants and researcher were reconstructed as they moved towards agreement on the phenomenon of interest.

- *Methodological:*

The procedure to find knowledge about the subject of study is a dialectical interchange between and among the researcher and the participants (Guba & Lincoln, 1994:111).

The aim is to extract a consensus construction of the phenomenon of study.

The researcher analysed and interpreted individual perceptions and meanings to identify context-specific barriers to the implementation of IE that were agreed upon.

The conceptual framework informs the research design and methodology. This section is presented next.

1.6 RESEARCH METHODOLOGY

1.6.1 Literature review

In accordance with the above-mentioned objectives, EBSCO-host and Google Scholar searches were conducted to identify recent literature related to the research topic. This literature included newspaper articles, articles from scientific journals, books and published research reports. Departmental policies and guidelines were included provided they were still applicable.

The key words in the literature research were as follows:

Inclusive education, barriers to inclusive education, inclusive schools, full-service schools, rural secondary schools, stakeholders' perceptions of inclusive education, eco-systemic perspective.

Against the motivation for the research as indicated above, the conceptual framework on which the research is based, is presented next.

1.6.2 Research design and methodology

The research approach is qualitative. According to Erickson (in Denzin & Lincoln, 2011:43), qualitative research is a social and educational inquiry that seeks to uncover, describe and report in words the actions of a specified people and the meanings that these people ascribe to their actions. A qualitative researcher uses emergent design, gathers information in a natural setting, analyses the information inductively and interprets the information in order to explore and understand a social problem (Creswell, 2009:4). The features of qualitative research are natural setting, researcher as key instrument, multiple sources of data, inductive data analysis, participants' meanings, emergent design, theoretical lens, interpretation and holistic account (Creswell, 2009:175-176; Ary *et al.*, 2006:453-454 & Ary *et al.*, 2010:423-425). In this study, qualitative research is operationally defined as an inquiry process into an educational problem where a researcher, using a particular view (theoretical lens), flexible questions and procedures

(emergent design) and focusing on people's meanings of the problem (participants meanings), collects data himself/herself (researcher as key instrument) from various sources (multiple sources of data), analyses the data into categories and themes (inductive analysis) and interprets the data to identify the various factors that are involved in the educational problem.

Qualitative research was chosen for this study because it appropriately connected with the central research aim: To establish how a support structure can be developed to overcome context-specific barriers in the implementation of IE in the classrooms in rural secondary schools in the Capricorn District of Limpopo. The researcher sought to explore and identify context-specific barriers to IE in rural secondary schools as natural settings. Findings from the study were used to develop a structure that would facilitate implementation of IE in the selected schools and perhaps in other schools in the Capricorn District of Limpopo as well. According to Hancock *et al.* (2009:7), qualitative research is suitable when people's concepts and views regarding phenomena and their implementability are explored in real life contexts. Teachers' perceptions about implementation of IE in the classrooms in rural secondary schools constituted the focus of this study. According to Guba and Lincoln (1994:106), qualitative research is the best in providing rich insight into human behaviour. Two of the distinguishing features of a qualitative inquiry are the emic perspective and contextualisation which allowed the researcher to view and understand participants' practices and the factors involved in the context through the eyes of the participants themselves (Babbie & Mouton, 2001:271-272).

The case study is selected as the research design for this study. Case study research originated in anthropology and became popular in other social sciences and humanities including law (Creswell *et al.*, 2007:246). The features of a qualitative case study are that the research questions are of the "how" and "why" type; researcher has no control over the actions of participants, the research phenomenon is contemporary and studied within its natural setting, the focus is on the unit of analysis that can be a person, a programme or an event; the case is either single or multiple bounded by time and space; data collection forms are multiple consisting primarily of interviews, observations, documents and artefacts; and data analysis comprises rich case descriptions and establishment of themes, cross-case themes in multiple cases and subthemes (Creswell *et al.*, 2007:239-241; Hancock & Algozzine, 2006:15-16; Yin, 2009:8-10).

A case study was chosen because it was commensurate with this study. The central research question in this study asked how a support structure could be developed to overcome the context-specific barriers in the implementation of IE in rural secondary schools in Limpopo. This study focused on the implementation of IE in the classrooms in rural secondary schools.

Implementation of IE was the unit of analysis. This unit of analysis was contemporary (currently implemented by teachers through the National Curriculum Statement Gr R-12 in the classrooms). The sampled rural secondary schools were multiple cases in this study. The classrooms in these sampled rural secondary schools provided “boundedness” and were real-life settings in which the unit of analysis was investigated by the researcher. The researcher used multiple data collection methods. Data analysis entailed coding to establish within- and cross-themes and sub-themes from data collected from the cases.

1.6.2.1 Selection of participants

Teachers are implementers of inclusive practices in schools and classrooms, the principal and curriculum advisors monitor and support teachers on curriculum implementation in the classrooms. For these reasons and in accordance with the aim of this qualitative case study, the target population in this study were the principals and teachers in ordinary rural secondary schools in the Capricorn District of Limpopo province. Two rural secondary schools in one Circuit were purposively selected for this study. Teachers in Grade 10, the school principals and the curriculum advisors offering support in these schools participated in this study.

Selection of the participants was purposive and based on the following reasons:

- The prospective researcher is a curriculum advisor servicing the schools in the Circuit concerned. It was the belief of the prospective researcher that the teachers and gate keepers in the selected school were likely to cooperate and participate in this qualitative case study because of the working relationship already established.
- Curriculum advisors servicing the selected schools provided more information about the schools because they support curriculum implementation by teachers in these schools.
- School principals monitor the implementation of curriculum in their schools.
- Teachers in secondary schools seemed to focus on Grade 12 learners while learners in the lower grades were neglected. This neglect of lower grades appeared to lead to learners' inadequate participation in teaching and learning activities, non-achievement and high dropout rates. Of the total 89000 learners who started Grade 1 in 2002, only 21000 of those learners were in Grade 12 in 2013 which meant that 68000 learners seemed excluded from the education process (Torera, 2013:23).

1.6.2.2 Data collection

A researcher's choice of information gathering methods was informed by the research strategy (Denzin & Lincoln, 2005:25). Yin (2009:99 and 101) debated on complementary information gathering methods commonly engaged in qualitative case study: documentation, interviews, archival records, direct observation, participant-observation, physical artefacts and video recording. The researcher used interviewing, direct observation, documentation and voice recording to gather information about implementation of IE through the National Curriculum Statement (NCS) Gr R-12 in the classrooms of the selected rural secondary schools.

- *Documentation:*

The following school documents were collected from the schools as sources of evidence: lesson plans, admission registers, school improvement plan, records of learner assessment, learner attendance registers and minutes and attendance records of parent meetings. Lesson plans provided information on planning in line with inclusive strategies in the NCS policy statements and guidelines. Admission registers were used to check inclusive or exclusive tendencies in the admission of learners. School improvement plans revealed strategies to accommodate LSEN in the school. Records of learner assessment shed light on inclusive assessment strategies. Minutes and attendance records of parent meetings determined involvement of parents as collaborative partners to facilitate implementation of IE. Information from these documents revealed patterns in the schools' ethos, cultures and practices with regard to the implementation of IE in the school. For example, lack of policy guidelines on inclusion, absence/presence of items on inclusion in school improvement plans and planning/non-planning for learning support and expanded opportunities such as enriched programmes had meaningful implications on the implementation of IE in the school.

- *Interviewing:*

Teachers, the school principal and curriculum advisors were interviewed. Teachers teach and assess learners in the classrooms as real life contexts. The school principal monitors and supports teachers on curriculum implementation in the school as the context of the research phenomenon. District curriculum advisors train, monitor and support teachers on curriculum content and implementation. These interviews at different levels enabled the researcher to obtain an emic perspective on implementation of IE in classrooms and an eco-systemic understanding of factors impacting on the implementation of IE in the classrooms: the classrooms, the school and the district are levels of system in accordance with the systemic perspective used in this study. A video camera was used

during the interviews to ensure that both verbal and non-verbal aspects of the settings were captured.

- *Direct observation:*

Direct observation consisted of formal and casual observations in the research setting. An observational checklist was developed and used to formally record teaching and assessment activities during lesson presentations by teachers in the classrooms. The observation checklist focused on inclusive teaching and assessment strategies that teachers used in the teaching, learning and assessment in the classrooms. This enabled the researcher to determine inclusionary and exclusionary practices in the classrooms. Informal recordings and taking pictures of incidents of interest and landscape in the external school environment enabled the researcher determine social and physical conditions in the school that hamper and facilitate inclusivity in the school.

1.6.2.3 Data analysis and interpretation

Data analysis does not proceed in one correct way provided it is systematic (Koshy, 2010:112). In this study, data analysis consisted of organisation and preparation, reading, coding, categorising, reviewing categories, interpretation and reporting (Koshy, 2010: 112 and Creswell, 2009:185-186 and 189-190).

- *Organisation and preparation:*

Data was organised according to the methods of data collection (documentation, interviewing and direct observation).

- *Reading:*

Organised data was read, transcribed and translated where necessary.

- *Coding:*

The read and transcribed data was read again and divided into meaningful segments which were assigned descriptive words (codes). This process continued until all the data from the various sources was segmented. The researcher kept a list of all the generated codes. Same codes were assigned to similar segments of data to establish categories and sub-categories (themes and sub-themes) and their descriptions.

- *Description of setting and participants:*

The school, classrooms and teachers were described and the descriptions coded for thick-descriptions in the case study.

- *Reviewing themes and sub-themes:*

The themes and sub-themes were revised, interrelated and compared to establish connections, contradictions and confirmations regarding the sources of data and the research questions.

- *Interpretation:*

The connections, confirmations and contradictions were revisited to identify lessons learned and aspects that answered the research questions, presented challenges to the present and future research and provided guidelines for future research as well as development of a support model for the implementation of IE in rural secondary schools.

1.6.2.4 Trustworthiness

Trustworthiness refers to the quality of a study in terms of qualitative research results that represent participants' perspectives on the research phenomenon within its context (Lietz & Zayas, 2010:1191). Qualitative Researchers use particular strategies to establish trustworthiness (Mertler & Charles, 2011:199). Some of these strategies are triangulation, member-checking, research question and sampling strategy appropriate to the style of research, thick descriptions, low-inference descriptors, multiple researchers, Mechanical data recording, peer debriefing, verification, and systematic data collection (Farmer *et al.*, 2006:377-378; Bashir *et al.*, 2008:43; Baxter & Jack, 2008:556; Creswell, 2009:191).

The researcher used triangulation, member checking, thick descriptions, prolonged engagement and audit trail to establish trustworthiness in this research project. Triangulation entailed using multiple methods and sources of data collection to allow for convergence of ideas regarding research questions (Ary *et al.*, 2010:525). Member-checking referred to sharing data interpretations with participants for clarifications, confirmations or disconfirmation and addition of new perspectives on the research phenomenon (Baxter & Jack, 2008:256). Thick-descriptions signified accurate descriptions of the research phenomenon in terms of the participants' actions and the context to create verisimilitude (the readers' statements of feelings that they have experiences or could almost experience the actions and the context) and transferability (the applicability of the research findings to other similar settings) (Lietz & Zayas, 2010:194-195). Prolonged engagement pertained to spending extended period of time with participants in the research setting by conducting multiple interviews (Lietz & Zayas, 2010:198). Audit trail encompassed recording the events, incidents and processes in the life cycle of the research project (Lietz & Zayas, 2010:198).

1.6.2.5 Research ethics

According to Creswell (2009:88), research ethics pertain to the research problem, research purpose, data collection, data analysis and interpretation and the writing and dissemination of research results. The following aspects of research ethics were adhered to in this study:

- Establishing trust and respect with the participants so signs of marginalisation could be detected in advance.
- Obtaining permission from the Limpopo Department of Education through the local district and circuit offices.
- Obtaining written permission from the teachers to participate in the study.
- Informing teachers that they participated voluntarily as co-researchers in the research project.
- Ensuring confidentiality and anonymity by not using names of the teachers and the schools both in recording and reporting the findings.
- Informing the participants about the purpose and duration of the research, procedures to be followed, how the data was be used and the possible benefits of the research for both the researcher and the participants. Informed consent was obtained after all issues have been cleared out.
- Indicating to the participants that the findings of the research were not to be used to compare the schools.
- Assuring the gate keepers and teachers that group discussions were to be conducted outside teachers' contact time and teaching schedules.
- The researcher complied with the standards prescribed by the North-West University (NWU) Ethics Committee.

1.6.2.6 Role of the researcher

The researcher adhered to the above–mentioned research ethics, was the primary instrument in collecting data from an etic stance as objective viewer, made his values explicit, attended to his relationships with the participants and kept a reflective diary of the steps taken in the research process and the reasons for those decisions.

1.7 CHAPTER OUTLINE

Chapter 1: Introduction, motivation, problem statement, aims, literature overview and research design

Chapter 2: Conditions impacting on the implementation of IE in rural secondary schools

Chapter 3: Strategic implementation of IE in schools

Chapter 4: Research design and methodology

Chapter 5: Results

Chapter 6: Discussion of the results

Chapter 7: A support structure for the implementation of IE in rural schools

Chapter 8: Findings, limitations, contribution, recommendations and conclusions

1.8 CONTRIBUTION OF THE STUDY

- *Field of study:*
The study will provide findings regarding contextual rural factors impacting on the implementation of IE, and how a support structure can be developed to overcome the barriers in the implementation of IE, and in a context-specific rural school setting.
- *Focus Area Sub-programme ELSEN:*
The data will be used to construct a learner support structure, as part of the ELSEN subproject 'developing support strategies for barriers to learning' that will facilitate context-specific implementation of IE in rural schools.

1.9 CONCLUSION

This chapter gave an overview of the background to the study, the problem statement, the research aims and specific questions as well as the research methodology. In Chapter 2 an overview of IE is presented and rural communities in SA and Limpopo are discussed. The chapter ends with a discussion of conditions impacting on the implementation of IE in rural secondary schools.

CHAPTER 2 CONDITIONS IMPACTING ON THE IMPLEMENTATION OF IE IN RURAL SECONDARY SCHOOLS

2.1 INTRODUCTION

This chapter presents an overview of inclusive education and approaches to the implementation of IE. It further describes rural communities in SA and Limpopo and discusses conditions impacting on the implementation of IE in rural secondary schools.

2.2 OVERVIEW OF INCLUSIVE EDUCATION

2.2.1 Perspectives on IE

IE is multi-dimensional and best understood in terms of its perspectives and approaches. Education for all is articulated in the Universal Declaration on Education for all (UNESCO, 1990:2-3). Article three of the Declaration is about universalizing access to basic education by not only all children but youth and adults as well. Article five emphasizes broadening the scope and means of basic education to include learning from birth through early childhood care, education outside the family through primary schooling/education with support programmes for children with limited or no access to formal schooling and education for youth and adults through various delivery systems including secondary education with support programmes such as literacy, life skills and school guidance programmes.

According to SA policy on IE, it is about acknowledging that all children can learn with support; accepting, respecting and valuing learner differences as an ordinary part of human experience; developing education structures, systems and methodologies to meet diverse learning needs; acknowledging that learning occurs not only in formal schools but in the homes, communities and formal and informal structures; changing attitudes, behaviours and environments to meet the needs of all learners; maximizing all learners' participation in the culture and curricular of the schools; minimizing barriers to learning; acknowledging and respecting learner differences of any kind and empowering learners to critically participate in learning activities (Department of Education, 2001:16).

Inclusion in education involves valuing all students and staff equally; increasing the participation of students in the cultures, curricular and communities of local schools; restructuring the cultures, policies and practices in schools to respond to learner diversity; viewing the differences between learners as resources to support learning rather than as problems to be overcome; reducing barriers to learning and participation for all learners including those with disabilities and fostering mutual relationships between schools and communities (CSIE, 2008-2012).

Inclusive education shifts the focus from learners with impairments to learning and participation by all learners vulnerable to exclusion from full participation; creating inclusive cultures, policies and practices at all levels of the system; and developing the capacity of schools to respond to learner diversity (Booth in Savolainen *et al.*, 2000:18). According to Mitchell (2005:4) and Ainscow (2004:9), there is a growing consensus on the principal features of IE:

- IE is a continuing *process* of searching for ways to accommodate learner diversity.
- IE entails *identification and removal of barriers* to learning and development.
- IE is about the *presence, participation and achievement* of all learners.

IE seemingly implies creating single schools for all learners and disbanding segregated special schools. According to Thomas *et al.* as cited in Topping and Maloney (2005:22), the idea central to IE is that LSEN belong to mainstream schools where mainstream teachers teach with the belief and confidence that these children will learn. Examples of these schools are Comprehensive Schools in England, Common Schools in the United States of America and Folkeskole in Germany (Ainscow & Miles, 2008:4). Full Service Schools in SA are equipped and supported to accommodate and equitably provide for the full range of learner diversity in terms of learning needs (Department of Basic Education, 2010b:6 and 8).

The asset-based approach can be used to identify resources that can be used to address the barriers to learning and participation in IE. The asset-based approach to assessment for learning support emphasizes learner's personal strengths and assets (Bouwer in Landsberg *et*

al., 2005:51-52) as resources to consider when determining the learner's support package. Personal strengths are intrinsic resources of positive dispositions like interest, openness to options, sustained attention; ecological resources such as cognitive abilities, skills, knowledge and experience that can be engaged in a process of development and demand characteristics of qualities that provoke growth enhancing reactions from the social environment. Assessment techniques to determine learner's personal strengths and assets include portfolio assessment, continuous assessment, work sampling, checklists, discussions with teachers and parents, tests and observations (Bouwer in Landsberg *et al.*, 2005:58-59).

The various perspectives on IE imply that IE is a process. According to Topping and Maloney (2005:6), IE practice proceeds through four levels. Initially children with SEN are admitted in ordinary schools where they are taught separately from ordinary learners. This is followed by a situation in which children with SEN are taught together with ordinary children in mainstream schools without curriculum adaptation for them to access the mainstream curriculum. At the third level curriculum adaptation strategies are engaged for ALL children to participate and achieve in mainstream schools despite their differences. At the fourth level inclusion expands in that parents and other community members participate not only in the education of their children but in lifelong education through post school programmes.

2.2.2 Approaches to the implementation of IE

Literature indicates mainly three approaches to the implementation of IE. These are the sociological approach (Barton, 2003: 5; Stubbs, 2008:41), the whole-school approach (Peters, 2003:10), and the rights-based approach (Stubbs, 2008:41).

The social approach to IE holds society responsible for barriers to learning and development including disability due its failure to provide appropriate services (Oliver, 1990:2). Physical, organisational and attitudinal barriers in society prevent people from gaining access to opportunities like education (Carson, 2009:10). Barriers to learning and participation arise from interaction between learners and their environment in terms of schools, policies, cultures and socio-economic conditions (Booth in Savolainen *et al.*, 2000:19-20). Potential interventions in barriers to learning are located in the society and the education system (Stubbs, 2008:16-17). These include collaboration amongst stakeholders to develop strategies, unlocking local resources to produce aids and equipment from low-cost materials, promoting team teaching and developing and implementing policy to address learner diversity and combat discrimination.

The rights-based approach is mainly practised in the Central Eastern Europe and Commonwealth of Independent States Region that has ratified the Convention on the Rights of

the Child [CRC] (UNICEF, 2011:3 and 13). It regards inclusive education as a fundamental right to all categories of children (Stubbs, 2008:41). Article Twenty-Six of the Universal Declaration of Human Rights (UDHR) states that all persons have the right to free and compulsory primary education aimed at their full development, with parents having the right to choose the kind of education for their children (UN, 2008:10). While the UDHR highlighted primary education, Article Twenty-Eight of the United Nations Convention on the Rights of the Child binds signatories to develop and freely avail, through financial assistance if need be, various forms of secondary education (UN, 2010: 27).

The whole-school approach focuses on both the school as system and the learners (two-track approach) to identify and overcome barriers in the local culture, policies and practices and ensure that vulnerable and marginalized learners access resources and support in their schools, families and communities (Stubbs, 2008:41). According to Peters (2003:10), other variants of the whole-school approach include one-track approach and multiple-track approach which concern the placement of learners experiencing barriers to learning and development. One-track approach refers to the placement of learners with SEN in communal classrooms with other learners and within general education schools. Multiple-track approach is about a continuum of placement options depending on the level of support needed to address the barriers to learning experienced by learners. The multiple-track approach is seemingly followed in SA. The Department of Education (2001:10) and Landsberg (in Landsberg *et al.*, 2005:64) indicate different levels of support needed by learners experiencing barriers to learning on a continuum of placement from Level 1 (low intensity support) to Level 5 (high intensity support). These levels of support based on need, intensity, placement, and nature of support with examples (Department of Education, 2005:85; Department of Education, 2008:14), can be represented in Table 2-1 below.

Table 2-1 Continuum of support for learners experiencing barriers to learning

Levels 1-3	Level 4	Level 5
Low intensity.	Moderate intensity.	High to very high intensity. Support is provided to learners in ordinary schools, Full Service Schools and Special Schools as Resource Centres (SSRCs).
Support is general and provided to learners in ordinary schools: emphasis is on capacitating schools, teachers and SBSTs.	Learners are supported in ordinary and Full Service Schools.	Example would consist of curriculum differentiation with specialised LTSMs, assistive devices like Braille machines and specialised programmes on a full-time basis

Example can be implementation of curriculum differentiation in regular schools by adequately trained teachers.	There is specific, consultative support on individual cases. The support is provided on a part-time basis, either monthly or quarterly.	
	Curriculum differentiation can be supplemented by specialised programmes like psychological counselling and physiotherapy.	

2.3 RURAL COMMUNITIES IN SA AND THE LIMPOPO PROVINCE

There is no universal definition of a rural area despite common understanding of what is rural (Atchoarena & Gasperini, 2003:36). This situation is perhaps explained by the many criteria used in defining rural areas. The following are some of the criteria used in a multi-criteria approach to defining rural areas: *human settlement* occupies a small share of the landscape; there is a long *distance* between the area and the neighbouring towns/cities; *agriculture*, including farming and husbandry, is the main activity with poor *infrastructure*; and high prevalence of *poverty* (Atchoarena & Gasperini, 2003:37-38). Small *population size* of less than 400 per square kilometre, *labour market context* in terms of which the people are settled living outside the main community zone of a town or city and areas serviced by mainly *rural route deliveries* are some of the other criteria of rural areas (du Plessis *et al.*, 2001:7) According to Wikipedia (2010:), rural areas, also referred to as the country or country-side, are characterised by low population density, non- or less urbanization and devotion to agricultural activities.

Rural areas are sparsely populated areas including villages, traditional communities and farming communities on commercial lands. Rural people rely on farming and depend on natural resources and government grants to sustain a living (Gapoul, 2006:2). Subsistence farming is the main activity in traditional communities while farming on privately owned land is commercial. According to Food and Agriculture Organisation of the United Nations (FAO), Association for the Development of Education in Africa (ADEA) and International Institute for Educational Planning (IIEP), features of the rural profile from a SA perspective that can create barriers to learning and participation encompass distance to towns, conditions of roads (topography), transport infrastructure, access to services and facilities, social conditions in the community including health, educational and economic status and the activities of political and civil society organisations (Shibeshi, 2006:6).

Conditions in rural communities including commercial farms are educationally toxic and antithetical to the pursuit of EFA through IE. Indeed, circumstances in rural and farm school

communities are antagonistic to what Miles *et al.* (2003:7) and Ainscow (2004:9) consider the common elements of IE: presence, participation, acceptance and achievement of all children in their home schools. Authors and researchers have blamed the impact of globalization and technological innovations, urbanization and general neglect on rural communities for the creation of barriers to learning and participation in rural schools.

Migration of people to towns and cities is linked with a range of conditions such as violence, vandalism, homelessness and substance abuse (Prins & Van Niekerk, 2001:4-5). According to De Jongh (2003:2), for instance, shack-dwellers in urban informal settlements get more attention than rural communities from state efforts such as provision of houses and basic services while people residing in rural areas of the former homelands and white-owned commercial farms get less attention. Less attention given to rural communities by the state and development agencies often lead to educationally unfavourable conditions in rural communities (Sproat, 2004:2-3). Inadequate attention to villages and rural community schools in SA is evidenced in inadequate physical conditions in the schools, comparatively poor learner performance and lack of clean running water, libraries, laboratories and computers in most schools despite infrastructural improvements since 1994 (Gardiner, 2008:13).

Other factors impacting on the implementation of IE in SA include teenage pregnancy, in mainly rural SA provinces (Makiwane. *et al.* 2008:3); difficulty in recruiting and retaining qualified teachers in rural areas (Adedeji & Olaniyani, 2011:6); a high incidence of HIV in rural SA especially amongst women with low education (Hargreaves *et. al*, 2007:39) and poverty that puts learners at risk for school drop-out in Grades 8 and 9 onwards (Dieltiens & Meny-Gibert, 2008:3). Many people in rural areas in SA lack the basic skills in writing, reading and using numbers and therefore considered illiterate (Gardiner, 2008:25). Adult illiteracy is common in the predominantly rural provinces like Limpopo, where many adults have not attained at least Grade 7 (Gordon, 2000:25) and very few adults have completed Grade 12 (Gardiner, 2008:14). Data based on the 2001 Census indicated that the number of adults with no formal schooling increased significantly from 1996 to 2001 in the mainly rural provinces of South Africa including Limpopo (Aitchison & Harley in Mackie, 2006:96). In 2005 in rural Limpopo, twenty-three percent of women had no formal schooling, nineteen percent had level of schooling below Grade 7, sixteen percent left school at Grade 7 and less than twenty percent had completed Grade 12 (NMF, 2005:28).

Teenage pregnancy rates are seemingly high in rural areas. According to Makiwane *et al.* (2009:41), the number of teen pregnancies during the 2004-2009 period was 60.36 per 1000 learners in Limpopo, one of the mainly rural provinces. Limpopo together with Eastern Cape and Northern Cape has the highest number of teenage pregnancies: Limpopo had 10822 pregnant

learners mainly in Grades 10 and 11 out of a national figure of 49599, just after KwaZulu-Natal with 14677 pregnant learners (Department of Education, 2011b:39).

Teacher recruitment and retention appears challenging in rural communities. Many rural schools in SA lose teachers to urban and private schools (SACE, 2012:13). Rural community school related conditions appear to push teachers to urban schools. A study conducted by the Centre for Education Policy Development (CEPD) in Eastern Cape, KwaZulu-Natal and Limpopo discovered that teachers preferred urban areas to rural areas for a number of reasons including difficulty in owning houses and plots granted to the teachers as land is communal and owned by traditional leaders, remoteness due to poor physical conditions of the roads, inadequate basic services like clean running water and electricity and lack of educational facilities such as laboratories, libraries and computers (Gardiner, 2008:7, 11 and 13). A high HIV prevalence was recorded amongst both sexes in rural SA with less educated women showing the fastest HIV infection (Hargreaves, 2007:44-45). A study conducted by the International Organisation of Migration on twenty-three commercial farms at Tzaneen and Musina in Limpopo revealed that 39,5% of the farm workers were HIV positive with more women than men being HIV positive (M&G, 2010). The Provincial Decision-making Enabling (PROVIDE) project reported 67,36% poverty rate in Limpopo where 72,5 % of poor people lived in rural areas compared to 32,8% of poor people that lived in urban areas (Pauw, 2005:8). According to Armstrong (2008:9), the Income and expenditure survey of households 2005/06 (IES2005) and the General household survey 2006 by statistics SA 2008 indicated individual poverty rate of 64, 6% in Limpopo, higher than Gauteng (24, 9%), Western Cape (28, 8%) and Eastern Cape (57, 6%).

Adult illiteracy associate with limited intellectual development amongst adults in rural farming communities (Sproat, 2004:3-5). Most members of the SGBs in rural schools are semi-literate to illiterate women (Department of Education, 2005:33) and therefore their participation in school governance is likely to be constrained. Mestry and Khumalo (2012:102) studied perceptions of SGBs about managing discipline in rural secondary schools. One of the findings from the study was SGBs' lack of knowledge about legislation empowering them to design and enforce codes of conduct in their schools. This is attributable to the SGB member's inability to read provisions of the SASA (1996) which restricts their participation in the education of their children. Illiteracy in rural communities, especially amongst farm workers becomes a socially-inherited condition (Sproat, 2003:4). First, illiterate parents, unlike their counterpart, generally neglect and are therefore indifferent to the education their children. Second, children of educated progenitors do better than those whose parentage remains illiterate.

Rural farming communities rarely provide secondary education (Sproat, 2004:49, Gardiner, 2008:27; Department of Education, 2005:50). Children in rural communities and villages walk

long distances through valleys and hills to access secondary education and this puts the children at risk of road accidents and for the girls, rape (NMF, 2005:47). According to Hendricks (2008: 3), affordable scholar transport was negotiated to reduce the risk of rape rural learners face in their daily long walk to schools and to increase accessibility to isolated rural schools. But, unfortunately, the school transport service looks to be poorly monitored and controlled by both service providers and provincial departments of education. The consequences of inadequate management of scholar transport service in Limpopo are non-payment of service providers and a collapse of the service so that many children again walk long distances to schools in rural communities where most parents depend on government grants (Matlala, 2012). Children's limited access to secondary education on commercial farms in SA (HRW, 2004:42) seems attributable to (Sproat, 2004:41) the sparse location and inadequate number of rural secondary schools in farming communities.

Children's reading ability in the primary farm schools is poor (Sproat, 2004:41 and 49) and their performance in Annual National Assessments is disappointing particularly in the mainly rural provinces (Department of Basic Education, 2010c:23). The implication is that the few learners who brave the long distances to secondary schools in rural and farming communities are disadvantaged. These children are at risk of mere presence without active involvement, participation and achievement in secondary schools.

Most rural schools are remotely situated in areas that resources and facilities are difficult to reach (Herselman 2003:947). EWP6 provides for the establishment of District-based support teams to service all the schools in the districts (Department of Education, 2001:29). However, the teams' efforts to provide adequate support service in rural schools is compromised not only by lack of resources but lack of capacity and ability as well (Department of Education, 2005:31). There is a high vacancy rate in curriculum advisory services in the districts' and circuits' offices of Limpopo Department of Education (Limpopo Department of Education, 2011b:16). A chronic shortage of subject advisors is reported as one of the challenges that create a situation in which teachers only see subject advisors during CASS moderation in Limpopo, Eastern Cape and Mpumalanga (The Parliamentary Monitoring Group, 2012). Recently the Limpopo Education Department is amongst the five Limpopo departments placed under administration due to a R1,5bn deficit and a potential shortfall of R2 billion by the end of 2011/2012 (Molefe & Maponya, 2012). These conditions imply inadequate allocations of funds to Districts, Circuits and schools in Limpopo.

Teacher recruitment and retention is a challenge for many rural secondary schools. (Alliance for Excellent Education, 2010:5). Small school populations and geographic remoteness are obstacles to teacher recruitment and retention in rural school communities (Beesley *et al.*,

2008:4). According to Wofford (2011:27-28), preoccupation with urban social problems like drug abuse and addiction have led to inadequate educational opportunities in rural areas. These rural conditions can be seen as teacher repellent factors and include economic poverty, lack of educationally supportive services like libraries, museums and professional meetings and limited financial support. Besides rural-urban inequalities of educational opportunities, Hammer *et al.* (2005:4), note that not only geographic location of rural communities but working conditions in rural schools relate to the filling of posts in rural schools. Remoteness of rural communities, poor physical conditions such as bad roads and lack of resources and materials impair teaching in rural areas.

Of the difficulties in finding and keeping teachers in rural communities are many. Literature consistently indicates that teachers in rural areas tend to be young, under- and unqualified and inexperienced (Wofford, 2011:56; Alliance for Excellent Education, 2005:5; Department of Education, 2005:43). Teachers in rural secondary schools not only teach multiple subjects but teach out-of-field as well with increased workload (Hammer *et al.*, 2005:4). Teaching many subjects, often in different grades, and teaching subjects for which one is not certified discourage teachers from applying for teaching posts in rural secondary schools. Due to poor working conditions particularly inaccessibility of housing subsidies in tribal villages, rural schools experience a critical shortage of mathematics and physical science (Department of Education, 2005:43).

Besides the educationally unfavourable circumstances, rural advocates note positive qualities in rural schools and their communities on which improvement strategies can capitalise. According to Sproat (2003: 3-6), parents, NGOs, the state and business organisations as stakeholders are resources from which to seek and obtain the means to improve conditions in rural communities and their schools. Rural parents especially farm workers are characterised by positive qualities of integrity and respect for the rights of others (Sproat, 2003:3). These qualities would make it easy for teachers to involve the parents in the education of their children. Howley and Marty (2000:1-6), and Cotton (1996:2-3) report on rural education research findings in which the positive effects of large and small rural secondary schools overwhelmingly favoured the small rural schools in terms of effective performance, reduced impact of poverty, benefits for learners, positive learner behaviour and positive attitudes and feelings of learners, educators and school managers:

- Schools effective performance entailed improved achievement of general outcomes such as completion of grades.
- Impact of poverty defined by low socio-economic status was sharply reduced in secondary schools.

- Benefits for learners included positive personal and academic self-concepts, sense of belonging, internal locus of control, social bonding to teachers and better performance of at risk children.
- There was positive learner behaviour of increased extracurricular participation, higher attendance rates, lower dropout rates and reduced disruption in respect of vandalism, aggressive behaviour, substance abuse, truancy and gang participation.
- School managers' and teachers' positive attitudes toward work and management with cooperation and collaboration.

Wofford (2011:13-14) echoes assets of rural schools and communities providing opportunities for modern education programmes. These programmes have features of IE:

- Small schools, often features of remote rural communities, allow the rural teacher to intimately know not only the learners but their next of kin and family background. Such knowledge adds to the rural teacher's repertoire for providing personal, career and educational guidance of especially at risk learners.
- Small enrolments facilitate monitoring and control of subject performance and individual instruction.
- Rich rural community resources provide miniature laboratories in which rural children's mastery of natural sciences concepts and processes can be facilitated. The rural teacher can design small group projects in which the natural rural environment becomes a rich resource for completion of tasks.
- Learner diversity in terms of multiplicity of grades and interests allows for not only education for citizenship but use of peer tutoring and assessment as one of the techniques of assessment and learning in modern education. The rural teacher can assign grade mixed-group projects in which learners in higher grades become sources of information for lower grade learners in the completion of assignments.

The notion and engagement of positive qualities and resources in developing intervention strategies to address barriers to learning, participation and achievement in rural secondary schools is basically an asset-based approach to rural secondary school development. Bouwer (as cited in Landsberg *et al.*, 2005:51) describes the asset-based approach as about identifying and engaging personal strengths and school resources in order to provide support for learners experiencing BLD. The asset-based approach to rural education and community development would support the ecosystemic perspective on implementation of IE in schools: Identification of factors impacting on the implementation of IE would entail identifying not only barriers but

positive qualities in terms of strengths, resources and opportunities in rural schools and communities which would be capitalised on in supportive interventions to develop and provide quality education in rural secondary schools.

2.4 CONDITIONS IMPACTING ON THE IMPLEMENTATION OF IE IN RURAL SECONDARY SCHOOLS

Secondary schools offer education in the Senior Phase, grades 8-9 of General education and Training (GET) Band and Further Education and Training, grades 10-12 (FET) Band in rural areas (Department of Basic Education, 2011b:13 and 19).

Rural secondary schools offer GET and FET in rural areas. Literature exposes factors in rural secondary schools creating barriers to learning and participation (NMF, 2005:24 and 44; Department of Education, 2005:8; Beesley *et al.*, 2008:14; Department of Basic Education, 2011b:39; Gardiner, 2008:13). Some of these conditions pertain to access to education, resources and curriculum.

A number of access related factors impede learner participation and achievement in rural secondary school learners. According to Gordon (2000:24) and SACE (2011:6), there is increased dropout rate at secondary level with high level of over agedness due to increased failure rate and grade repetition. High dropout and repetition rates are reiterated by Herselman (2003:947). Other conditions of potential correlation with failure and grade repetition embody developmental lags in basic learning needs and large learner to teacher ratio (Herselman, 2003:964), general lack of learner discipline and respect for teachers (Mestry & Khumalo, 2012:105) and long distances learners walk to reach scarce FET schools especially in commercial farming communities (Department of Education, 2005:52).

Most community and farm schools lack resources and basic facilities (Gordon & Giang, 2000:24). Rural secondary schools experience inadequacies of physical/material and human resources including laboratories, classrooms and teachers due to rationalization and redeployment (Rammala, 2009:58-59 and 65). Equipment and teaching aids including textbooks and stationery, school buildings like libraries, laboratories and classrooms are inadequate or lacking (Gordon & Giang, 2000:24; Hendricks, 2008:2-4 and Herselman, 2003:947). A high proportion of underqualified teachers are in rural schools (Gordon & Giang, 2000:24). Lack of qualified teachers is one of the conditions existing in rural schools (SACE, 2011:6). Teachers with technical training and experience in subjects like Information and Communication Technology are either insufficient or lacking in rural secondary schools (Herselman, 2003:948). There is a critical shortage of qualified Mathematics and Physical Science teachers in rural secondary schools (Department of Education, 2005:42). Other debilitating resource related

conditions are inadequate facilities and services such as communication and computers including internet facilities (Herselman, 2003:948), poor conditions of service for teachers and adverse teaching environments (Department of Education, 2005:42 and SACE, 2003:7) and inadequate toilet facilities and sanitation, insufficient water and electricity supply, no sporting facilities, no security and shortage of school furniture (Mphahlele, 2008:40-41). Lack of resources and technological infrastructure frustrate teachers' efforts in rural secondary schools (Alliance for Excellent Education, 2010:10). Learners receive education of inferior quality as teachers teach without sufficient facilities and resources (Herselman, 2008:947).

Rural schools experience problems regarding curriculum implementation more acutely due to resource deficiencies, marginalization and isolation (Department of Education, 2005:38). An inflexible curriculum that does not meet the diverse needs among learners (UNESCO, 2009:9 and Department of Education, 1997:16) makes the list of barriers to learning, participation and achievement in education settings. According to the Department of Education (2005:37-38), curriculum issues often overshadowed by pressing needs for resources in rural schools incorporate difficulties in implementing the National Curriculum Statement Grades 10-12 (NCS Grade 10-12), due to inadequate resources, use of English as a medium of instruction when it is not home language and multi-grade teaching especially in farm schools. The obstructive impact of English as First Additional Language on learner achievement is amongst the challenges facing rural education in SA (SACE, 2011:7). Multiple-grade teaching frequently associates with multiple-subject teaching and out-of-field teaching (teaching a subject or subjects for which one is not professionally qualified to teach) to increase teacher workload in rural secondary schools (Hammer *et al.*, 2005:4). For instance, teachers in small rural schools become overstretched as one teacher plays different roles at the same time like that of subject teacher, head teacher, supervisor of extracurricular activities and sometimes head of the school. According to Ingersoll (1999:29), the consequences of out-of-field teaching for both teachers and learners are that children are not taught critical thinking and their interest is not engaged as the teacher overly relies on the textbook and lacks subject background, teachers spend more time on lesson planning and preparation and teacher morale and commitment are decreased. Teachers' stress experience and inadequate feelings were identified as some of the consequences of out-of-field teaching (Du Plessis, 2005:113, 115). Empirical studies highlight curriculum issues needing attention by virtue of their impact on rural communities and their schools (Wofford, 2011:229 and 236-237). A study on migration of educated youth from rural to urban areas linked school curriculum to youth out-migration (Huang *et al.*, 1996:1, 2 and 5): Out-migration of rural secondary school graduates to urban areas correlated positively with school emphasis on academic curricular while emphasis on vocational curricular related negatively to the outmigration. This is perhaps attributable to the relevancy of vocational curricular with practical

subjects like Agriculture in rural areas where primary economic activities dominate. According to Wofford (2011:236), out-migration of youth drains rural areas of social capital and threatens rural stability.

Literature points to a higher prevalence of children with disabilities and SEN in rural areas than in urban areas (Rao, 2003:3; Chuwa, 2010:15). A Department of Health Survey in SA found that not only many children with disabilities lived in rural areas but these children had more multiple disabilities compared to their urban counterparts (Lansdown, 2002:6). The high prevalence of children with disabilities in rural communities is corroborated by the findings of a case study undertaken by the Department of Social Development (Department of Social Development, 2009:7-8). Studies, though few with limited samples and generalisations, consistently indicate that rural children have comparatively low intelligence, high death rate from communicable diseases and tend to be individualistic, aloof and shy because of environmental deficiencies (Wofford, 2011:82). The plight of children with disabilities in rural areas is aptly captured by Simon-Meyer (1999:10). The hardships experienced by children with disabilities living in rural areas are many. Children wait for years before they can receive disability grant, the rocky sandy areas are wheelchair unfriendly, families dumping children with disabilities in hospitals instead of sending them to schools as they are unprepared to deal with incontinence and pressure sores and assistive devices are expensive with hearing aids, for example, costing more than R2000 while hospitals' and schools' funds are inadequate.

2.5 CONCLUSION

Chapter 2 describes perspectives on and approaches to IE and the factors impacting on the implementation of IE in rural schools with positive and negative aspects. The researcher will use the perspectives to develop participants' knowledge and understanding of IE. The factors of influence will be situated according to the perceptions of research participants to engage them in the design of a support programme to implement IE in rural secondary schools in the Capricorn District of Limpopo Province. Benefits associated with the factors will be the sources of motivation for the support programme. Negative aspects of the factors will be avoided in the support structure and recommended for further investigation.

CHAPTER 3 STRATEGIC IMPLEMENTATION OF IE IN SCHOOLS

3.1 INTRODUCTION

This chapter describes and evaluates systemic efforts targeting strategic change areas to facilitate implementation of IE in schools including rural secondary schools. It focuses on the framework of IE practice and the change efforts and areas in line with the SA policy on IE.

3.2 BASIC CHANGES IN IE PRACTICE

Literature on implementation of IE exposes systemic efforts to make fundamental changes in the core of educational practice which includes teachers' knowledge and understanding, learners' role in learning, the architecture of the schools, teaching/learning methods, relations amongst teachers and relations between teachers and learners and assessment and communication of results to stakeholders (Ferguson, 2008: 8-9). Peters (2004:28) describes a framework of strategic change areas in the implementation of IE that extends inclusion oriented efforts to include factors in the ecological environment of the schools. This framework consists of dimensions of inputs, process, outcomes, and the context as aptly illustrated in Figure 3-1.

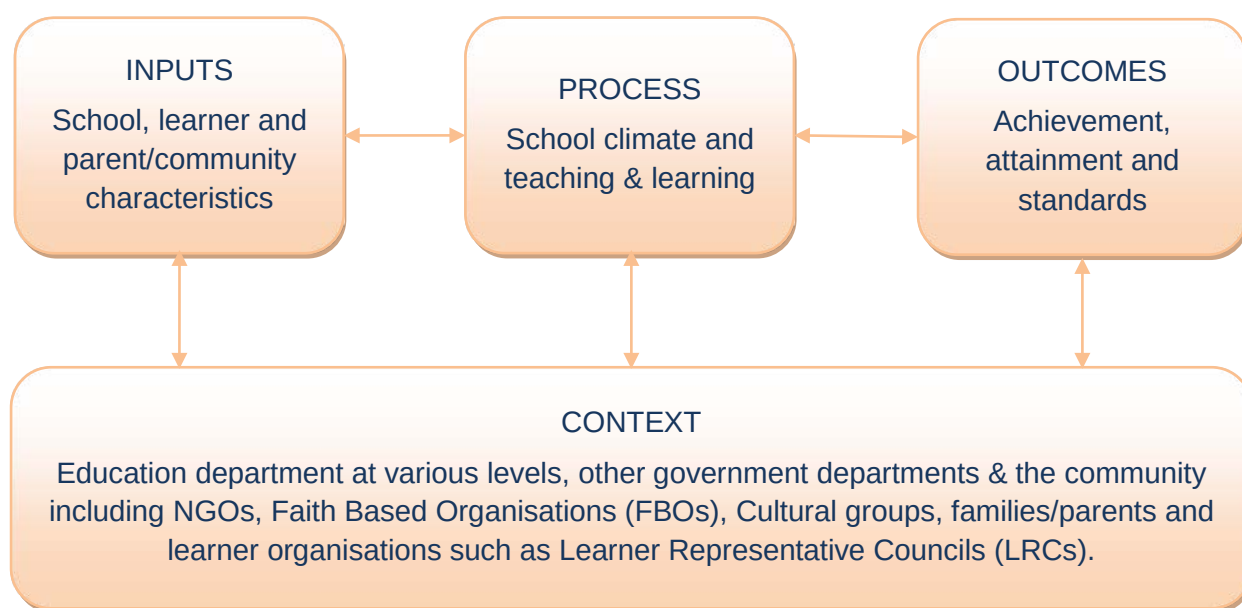


Figure 3-1 Framework of IE practice

According to USAID (2010:6), inputs include curriculum content, learner and teacher support material (LTSM), teacher training, and qualifications, teacher morale and commitment, learner diversity especially in terms of disabilities and learning styles, parental attitudes and level of literacy and socio-economic status of the family and cultural/religious factors; process entails elements of school climate and teaching/learning such as expectations of and respect for learners; school's vision and mission; teacher attitude; learning environment; curriculum; support; teaching methods and class size; outcomes embody literacy and numeracy, personal development, positive attitudes towards learning; supportive policy and independent living; and Context incorporates conditions in the meso- and macro-environments such parents and the community; politics and the media. According to Ainscow (2004:4-5), contextual factors influence implementation of IE in schools either by supporting the process or hindering the progress. The arrows represent reciprocal relations of influence between and amongst the dimensions of IE constituting the scope of strategic interventions.

3.3 SA POLICY ON IE

EWP6 is a policy on implementing IE in SA schools through change efforts in strategic areas of change (Department of Education, 2001:46-51). These areas of change stipulated in the SA policy on IE comprise the following:

- Strengthening provision of advisory service on matters relating to IE theory, research and practice.
- Establishing support teams at district and school levels to provide education support services. District-based support teams will develop curriculum, assessment and instructional programmes including programmes on infectious diseases like HIV/AIDS, capacitate school-based support teams to coordinate the programmes in the schools and facilitate mobilisation of public support for IE and its implementation. School-based support teams will identify and address BLD and provide appropriate support services for teaching and learning. Quality assurance units in the districts will quality assure service provision for learners experiencing barriers to learning, achievement and participation.
- Establishing resource centres and full service schools. Special schools will become resource centres to support teachers and service needy learners in mainstream and full service schools resourced to accommodate learners with diverse needs.
- Establishing school/community linkages by collaboration between the schools and the community where community-based NGOs and government institutions identify and facilitate admission of learners with difficulties to the schools.

- Sourcing funds from conditional grants, provincial budgets and donors to provide for efficiency and effectiveness in the implementation of IE at various levels of the education process.

The strategic change efforts include Screening, Identification, Assessment and Support (SIAS); curriculum differentiation; Multi-level teaching; scaffolding; inclusive assessment and cooperative learning.

3.3.1 Screening, Identification, Assessment and Support (SIAS)

SIAS is a national strategy to screen and identify learners who experience barriers to learning and development and establish a support package to address these barriers (Department of Education, 2008:9). It is a process of profiling the learners, identifying barriers to the learner's participation and achievement, determining the level and nature of support needed by the learner and developing an action plan to provide and monitor support (Department of Education, 2008:11). It is a tool for schools to plan learner support (Department of Education, 2010:9) and a core function of DBSTs (Department of Education, 2008:22). SIAS process starts when information is obtained about the learner's characteristics including basic needs, talents and aspirations in order to develop his/her profile (Department of Education, 2008:10) According to Wofford (2011:186-189 and 190-195) and Bouwer in (Landsberg *et al.* ,2005:58), possible sources of information about a learner are autobiography; the learner's scholastic work, achievement results and accomplishments; anecdotal and group achievement records; reports on health and interviews by role players and notes on observations of the learner's behaviour and emotions.

Learner profiling is followed by identification of barriers to learning. Factors of attention include teacher's and parent's attitudes toward the education of their children, learner support needs, on-going changes within the school, existing school support strategies, classroom arrangements, teaching and assessment practices and contextual circumstances including community resources. Sources of barriers to learning can permanent, developmental, learning and circumstantial problems (Prinsloo, 2001:345). Sensory, physical and multiple disabilities are instances of permanent shortcomings. Delays in aspects of development such as perception and language are examples of developmental problems. Learning problems embrace subject specific difficulties, general underachievement and disadvantage. Low socio-economic status, cultural deprivation, marginalization and under-privilege are instances of circumstantial problems. A support package for the learner is determined based on the identified barriers to learning and participation and the available resources to engage in developing support for learning.

The DBST in consultation with SBST and parents structure a support package varying from low through moderate to high package depending upon the intensity of the learner's need for support. Implementation of a differentiated curriculum by an adequately trained educator within a regular classroom in a mainstream school is an example of a low-level support package. A differentiated curriculum combined with specialized programmes like therapy is a support package at a moderate level. Curriculum differentiation with specialized teachers, devices, facilities and LTSM would be a high-level support package. Developing an action plan is the last phase in the SIAS process. The action plan is for the provision and monitoring of the support package. Verification of the SBST's decisions is an important part of the monitoring process. The SIAS process results in support packages at various levels of support. This ushers inclusive strategies to affect the needed support. According to the Department of Education (2005:98), inclusive strategies are interventions in learning, teaching and assessment to allow all learners to demonstrate competence and achievement commensurate with their needs. Some of the inclusive strategies are dividing long tasks into small chunks; providing clear instructions, deadlines and checkpoints in the teaching/learning process; controlling visual and auditory distractions in the teaching and learning environment; modelling activities to learners and highlighting important information.

3.3.2 Curriculum differentiation

Curriculum differentiation concerns modifying curriculum components to suit different learner needs (Department of Basic Education, 2010b:10). According to Anderson (2007:50) differentiated instruction is grounded in learner diversity regarding factors of influence in learning including readiness to learn, cognitive abilities, motivation and learning preferences.

Curriculum differentiation enhances curriculum accessibility to all learners (Department of Basic Education, 2010b:10) and entails: Modifying lessons, activities, materials to suit different learner needs, proceeding from the assumption that learners vary in their abilities (Department of Basic Education, 2010b:10). This will include modifications made to assessment tasks and techniques as well as the work schedule to provide for accessibility, participation and achievement by all learners with diverse needs in the school and classrooms (Department of Education, 2005:8). Presenting lessons from the most basic to the most complex in terms of content, presenting the content in multimedia format to benefit multiple intelligences, using different teaching and assessment methods to appeal to the needs, interests, aptitudes, experiences and previous achievements of the learners (Department of Basic Education, 2010:10) are instances of curriculum differentiation.

Differentiation techniques seem limitless depending upon the learner's needs, the subject in which the learner's need is manifested, the teacher's ingenuity and the resources available. For instance, a learner may experience difficulty in accessing sources and extracting relevant information in order to complete a research task on a specific topic. Completing a task first individually and secondly in groups can be used as a differentiation technique to accommodate learners who learn best as individuals and learners that learn best by interacting with others and benefit from peer teaching. Multi-level teaching, curriculum scaffolding, inclusive assessment, and cooperative learning are some of the differentiation strategies.

3.3.3 Multi-level teaching

Multi-level teaching is a differentiation strategy of planning one lesson in which various methods of learning, teaching and assessment are used to reach learners at different levels in terms of needs and styles of learning. (Department of Education, 2005:90-93). According to the Department of Education (2010b:59-61), planning and developing a multi-level teaching lesson is a three-step process. The process starts with identifying the knowledge, skills and values to teach and communicating these to learners as their expected achievement at end of the lesson. This is followed by determining various presentation methods to accommodate learner differences of learning styles and levels of participation and cognition. For instance, direct instruction can be used to present and clarify teenage pregnancy as an issue to a class of Grade 10 learners. After clarification, the learners can in groups (group method) investigate teenage pregnancy in the community (research method) using prepared simple to complex questions about the topic (Bloom's Taxonomy to address levels of cognition and allow maximum participation by all). Besides presentation methods by the teacher, learners are allowed different ways to present their findings: written report, oral presentation with use of sign language provided for, use of poster, drama or music.

3.3.4 Scaffolding

Scaffolded instruction is a process in which a teacher or peer offers learner support through sequential prompting of content, materials and tasks to optimize learning (Larkin, 2001:30). According to the Department of Basic Education (2010b:68), Curriculum Adaptation Ladder concerns adjusting the amount of work, difficulty level of the work, level of support needed and learner participation in a task to meet the needs of the learner. Instructional scaffolding entails a sequential process in which a teacher uses instructional techniques to assist a learner master a task or develop a concept or skill that is beyond the learner's capability (Lipscomb *et al.*, 2004:2). The process consists of modelling, explanation and participation. The variations of

modelling are think-aloud modelling in which the teacher verbalises thought processes involved in analysing the definition of a concept, talk-aloud modelling where the teacher verbalises a problem-solving strategy while demonstrating the task and performance modelling in which the teacher demonstrates a skill like ball trapping without verbalisation. Modelling is followed by explanations of what is being learned and why, when and how it is used. Lastly, the teacher invites the learner to participate in modelling and explaining the task. According to Larkin (2001a:33), requirements for effective instructional scaffolding incorporate a consideration of curriculum goals and learners to select appropriate tasks, working with learners to establish shared instructional goals, identification of what learners know in terms of prior knowledge, current zone of proximal development (learner's developing competencies and those beyond their level of functioning) and beginning with what the learners already know and can do, helping learners to achieve success quickly and knowing when it is time to stop and facilitate learner independence. The benefits associated with scaffolded instructions include Individualised and differentiated instructions, learner motivation, minimised learner frustration level, early identification of giftedness, time on task is increased time on task and efficiency in completing the activity is increased, deep learning and discovery, opportunity for peer teaching and learning and a welcoming and caring learning environment (Lipscomb, *et al.*, 2004:10; FACDEV, 2008:5 and McKenzie, 1999:3-6).

3.3.5 Inclusive assessment

Inclusive assessment relates to policies and procedures that support and enhance inclusion and participation of all learners, including those vulnerable to exclusion in assessment tasks within inclusive educational settings (Watkins, 2007:47). Inclusive assessment is interrelated by the idea of universally designed assessments (Thurlow *et al.*, 2001:2). The notion is about processes of designing assessments that are accessible and valid for diverse learners including LSEN. These processes embrace test conceptualization, test construction, test try-outs, item analyses, and test revision. According to Bouwer in (Landsberg *et al.*, 2005:56), accommodation in assessment is an adaptive strategy that entails measures to make assessment items (questions and not answers) equally accessible to learners experiencing particular barriers to learning and participation. Such measures are directed at various aspects of assessment like setting, presentation, scheduling, administration and instructions of assessment items. Factors of successful implementation of inclusive assessment include the principles underpinning inclusive assessment, the focus of inclusive assessment, the methods used in inclusive assessment, the people involved in inclusive assessment, appropriate policy framework and organisation of schools, support to teachers and positive attitude towards inclusion (Watkins, 2007:48-50).

- *Inclusive assessment principles:*
All assessment principles are complementary, promote inclusion and learning for all in mainstream setting, account for needs of LSEN, celebrate diversity and prevent segregation.
- *Focus of inclusive assessment:*
All assessment procedures, techniques and instruments focus on informing support and teaching and learning in addition to other purposes like those relating to summative assessment, identification of SEN and monitoring of standards.
- *Methods in inclusive assessment:*
Various assessment methods are used that consider environmental factors of learning, report on learning outcomes and provide teachers with information about how to improve learning.
- *People in inclusive assessment:*
Assessment actively involves a wide range of stakeholders who participate and collaborate to empower and motivate learners.
- *Policy framework and school organisation:*
An appropriate policy on inclusive assessment is available and accessible to especially primary stakeholders and the school is organised in terms of supportive structures with necessary resources, an inclusive culture, planning for inclusive assessment and flexible assessment procedures like opportunities for collaborative assessment amongst stakeholders, peer assessment and support for teachers and access to diverse methods of assessment.
- *Teacher support and positive attitude:*
The theory of and rationale for inclusive assessment as well as adequately supported and successful practical experiences in implementing inclusive assessment methods are essential elements of initial teacher training and in-service teacher development programmes.

3.3.6 Cooperative learning

Cooperative learning is frequently discussed in literature about IE and forms part of outcomes based education. The teacher uses various grouping techniques to organise classroom activities in which learners collaboratively work on structured tasks and reach a goal (Department of Basic Education, 2010b:61; Hui, 2011). The various grouping techniques comprise whole class grouping, small group instruction, paired groups, interest group, cluster

groups and cooperative expert groups (Jigsaw) (Department of Basic Education, 2010b:62-63). These organised classroom activities basically consist of identifiable steps (Hui, 2011). The teacher (facilitator) introduces a topic. The learners divide into groups to study the topic at various cognitive levels while the facilitator monitors the process. After study, the learners assess their work and present their findings. The Jigsaw is the well-known technique of organising classroom activities to promote collaborative learning (Wikipedia, 2012): Teacher divides learners into home groups where they are given topics. Learners with same topics from home groups form expert groups where they learn about the topic. From the expert groups, each learner returns to their home groups to teach their topics each. According to the Department of Basic Education (2010b:63-64), Johnson and Johnson (2009:366-369), Wikipedia (2012), Hui (2011) and Dotson (2001), the following conditions are important to consider as they determine the success of cooperative learning:

- *Positive Interdependence:*
Each learner in the group has a task to complete by full participation and exertion of effort. Learners believe they are responsible for their own success and the achievement of others.
- *Individual and Group Accountability:*
Assessment results of every learner's performance are given back to the individual learner to compare against a standard of performance. Learners are each accountable for doing the share of their own work and this eliminate social loafing. Assessment results of group overall performance are given back to the group to compare against a standard of performance.
- *Promotive Interaction:*
Learners encourage and facilitate one another's efforts to achieve common goals, as seen in exchanging needed resources, trustworthiness, motivation to promote each other's success based on perceived mutual goals and benefits and helping each other with understanding and completion of tasks.
- *Appropriate Social Skills:*
Learners with a modicum of interpersonal and group skills of effective communication, trust-building, leadership and conflict management.
- *Group processing:*
Learner capability of reflecting in terms of frequent assessment of group effectiveness and deciding on how to improve group performance. It entails reflecting on helpful and unhelpful member actions and deciding on actions to continue, modify or discontinue.

There is research evidence on positive correlations between the requirements for successful cooperative learning and high learner achievement and productivity (Dotson, 2001) and (Johnson & Johnson, 2009:367-370). Positive interdependence and not only group membership and interpersonal interaction is required for higher achievement and greater productivity. Individual accountability correlated positively with positive interdependence and negatively with social loafing. A combination of positive interdependence, expectations of high performance and a social skills contingency correlated positively with the highest achievement and productivity. Group processing was found to correlate positively with collective efficacy, involvement in the group's efforts, increased members' self-esteem, adherence to in-group norms and collective identification. According to Landsberg (in Landsberg *et al.* (2005:71), cooperative learning associates with improvements regarding academic achievement including achievement of learners with impairments in ordinary schools, high-order thinking, racial relations, teacher and learner attitudes towards learners with disabilities, social skills and relations and self-esteem.

The IE policy (EWP6) has laid down strategic interventions to implement IE in schools. Ainscow (2004:4) however insists that policy documents remain low leverage activities in that they do not really change the way things work but only the way they look while high leverage interventions identify and address the subtler and less obvious to make real change for inclusion in schools. Mostly international literature is replete with inclusion orientated high leverage interventions that seemingly corroborate the strategic interventions stipulated in the SA EWP6. According to Ainscow (2004:4) and Hooker (2008:11), there are high impact levers in education services, IE principles, evaluation and community. The NJCIE (2010:1) documents specific research-based and school-based practices and experiences of high impact on IE implementation in schools and classrooms. These practices and experiences are in respect of leadership; school climate; curriculum, instruction and assessment; family-school partnership; collaborative planning and teaching and professional development (NJCIE, 2010:2 and Jorgensen *et al.*, 2009:11, 14, 15 and 19).

Multi-level teaching, cooperative learning, scaffolding and inclusive assessment are some of the Curriculum differentiation techniques that teachers can use to differentiate the learning environment, content and assessment in designing a curriculum that is accessible to a wide range of learners in schools and classrooms (Department of Basic Education, 2010b:4, 6, 8, 9 and 14). These curriculum differentiation techniques can be used to design curriculum components from the planning stage in a teaching and learning approach called Universal Design for Learning (Wakefield, 2011:4). SIAS is a strategy that seems appropriate where special schools as resource centres and DBSTs offer individual learner support in ordinary schools and classrooms in after-the-facts interventions. Collecting baseline information through

curriculum and class profiling is more appropriate (Meo, 2008:7) when planning to accommodate learner diversity from the start. Curriculum profiling refers to analysing curriculum components in current use to identify curriculum-related barriers to learning and planning to eliminate or reduce these barriers to learning (Meo, 2008:7). Class profiling entails baseline assessment to obtain a picture of learner diversity in a specific ordinary classroom (Meo, 2008:7). What follows is a description of UDL as an approach to designing inclusive curriculum, an inclusive lesson preparation and research-based high leverage interventions as well as their role in school reforms including implementation of IE.

3.4 UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a research-based approach to teaching and learning rooted in Universal Design (UD) and consists of a set of principles that guide proactive curriculum design to provide equal learning opportunities in ordinary classrooms (Van Roekel, 2008:1).

UDL originated from the architectural and product developmental concept of universal design (UD) calling for proactive creation of buildings, places and products accessible and usable by all people including those with disabilities (Wu, 2010:1) and (Van Roekel, 2008:1). Kerb ramps for people using wheelchairs, strollers and shopping carts are the products of UD. UDL entails facilitating access to the schools and classrooms including all aspects of learning (Wakefield, 2011:3). Research in Neuroscience established recognition, strategic and affective brain networks which informed the three principles of UDL (Wakefield, 2011:11). The CSIE (20082012:3) presents the three UDL principles, the brain networks which inform these principles and the roles played by the brain networks in learning: The principle of multiple means of representation is based on recognition networks and identifies and categorises information in learning; strategic networks is the basis of the principle of multiple means of action and is used for planning and performance of tasks in learning; and the principle of multiple means of engagement is informed by the brain's affective networks and plays a role in motivation to learn. These three principles of UDL and their related research based brain networks have led to three truisms in teaching and learning (Wakefield, 2011:4-5): there is no one way to present content that will be fulfilling to all learners, there is no one way to demonstrate acquired knowledge and skills that will be optimal for all learners and there is no one way to motivate learners that will engage all types of learners. The curriculum in UDL is proactively designed by frontloading curriculum differentiation strategies in planning to reduce retrofitting through remedial interventions common with one-size-fits all curricular in ordinary classrooms (Wakefield, 2011:4 and 9).

A universally designed curriculum is an inclusive curriculum for the following reasons:

- UDL principles provide for alternatives in instructional design for all learners to access the content and succeed at learning (Flanagan *et al.*, 2013:2) in ordinary classrooms.
- UDL entails flexible compensatory techniques infused in all aspects of the classroom such as multiple delivery methods, materials, activities, assessment and regular specific feedback as well as respect for diversity allows learners to successfully participate in tasks that were previously unworkable (Katzel & Richards, 2013:2-3) in ordinary classrooms.

A continuing endeavour to remove barriers, increase presence or access, participation and progress or achievement by all learners in teaching and learning activities are the principal features of inclusive education (Mitchell, 2005:4; Ainscow 2004:9).

3.5 INCLUSIVE LESSON PLANNING FOR THE ORDINARY CLASSROOM

According to Beacco *et al.* (2010:7), curriculum design entails activities at the macro-, meso- and micro- levels: macro curriculum design takes place at the national level, meso curriculum design occurs at the provincial or school level and micro curriculum design is undertaken at the classroom level. Micro curriculum design is (Department of Education, 2005:6) a lesson planning stage where the teacher divides the work schedule of a specific grade into deliverable learning experiences. A lesson plan is the teacher's detailed description of the way instruction will proceed in the classroom (Wikipedia, 2014). Inclusive lesson planning for the ordinary classroom entails differentiating the curriculum at the classroom level to accommodate a wide range of learners in the ordinary classroom. The following features seem typical of inclusive lesson planning for the ordinary classroom:

- Inclusivity is the focus of lesson planning in that diversity is planned for and the barriers to learning and development are recognised and addressed in teaching in the classroom (Department of Basic Education, 2011a:6).
- Content, learning environment, teaching methods including LTSM and assessment are proactively differentiated in lesson planning (frontloaded) using various curriculum differentiation techniques like multi-level teaching, scaffolding, cooperative learning and inclusive assessment (alternate assessments) [Department of Basic Education, 2011a: 6, 7, 9, 12 and 18 -19).
- Lesson planning is informed by the three UDL principles and their related guidelines including alternatives for perception, communication, practice and comprehension,

cognitive functioning, action and response and sustained effort (CAST, 2011:14, 16, 18 & 20, 22, 25, and 30).

3.6 HIGH LEVERAGE INTERVENTIONS

3.6.1 Curriculum, instruction and support

Common content and standards for all learners with multiple formats of curriculum accessibility, and research-based instructional strategies to reflect diverse learning styles are high levers for IE implementation (Jorgensen *et al.* 2009:11-12.). These various curriculum, instructional and supportive formats and strategies include instructional strategies of comparison, summarising, cooperative learning and recognition of learning; teaching individuals, pairs, small groups or the whole class in the context of mixed curriculum accessibility and supplementary formats like videos, pictures, magazine articles and support for learning through adapted LTSMs, assistive technology, augmentative and alternative communication, formative assessment and personalised performance demonstration (Jorgensen *et al.*, 2009:9 and 11-12 and NJCIE, 2010:22-23). According to Loreman (2007:28-29), implementation of IE benefits more from child-centred instructional methods, de-centred learning (learning in small groups) and universal curriculum design as featured by multiple representations of curriculum and options for participation and demonstration.

A qualitative study supports circumstantiated positive correlations between task adaptations with shared-control including support and academic performance: participants in adaptive conditions showed higher interest in learning, task involvement, competence scores, efficiency scores, conceptual knowledge scores and effort in learning with no positive correlation between shared-control and indicators of improved performance except task involvement (Corbalan *et al.*, 2008:22-24 and 30).

3.6.2 Family-School partnerships

Parents participating in the education of their children through regular parent-teacher meetings on curriculum planning, case management, planning individual support programmes and sharing of information about educationally supportive community-based services (Jorgensen *et al.*, 2009:14). Parents and teachers attending workshops on IE together; Circuits seeking and including parental inputs in planning inclusion initiatives and transfer of learners in need of high

level support, involving parents in IE advocacy activities, and informing parents about research based educational practices that support children's learning at school and home (NJCIE, 2010:32-33). Teachers and parents communicating through "good news phone calls" and parent-teacher conferences focusing on learners' good work and progress establishes positive parent-teacher relations that sustain collaboration (Graham-Clay, 2005:120-121). Wherry (2003:1) specifies things that school principals and teachers can do to build parent involvement. These specific interventions seemingly augur well with (Ainscow, 2004:4) the unfamiliar and less obvious high levers for inclusive education, and they include clarifying to parents why they are important in the education of their children; specifying things that parents can do to assist with their children's schooling; discussing with parents the strengths and weaknesses of both teachers and parents and emphasising Team work to do a job none can do alone and, finding out what parents want to know and providing the information briefly but frequently as lengthy documents may be reader-unfriendly to some parents. It is the opinion of the researcher that these interventions could be part of the agenda in teacher-parent meetings.

According to Ferguson (2008:13), literature clearly connects parental involvement to learners achieving more, staying longer in school and participating fully in school activities. There is research evidence that parental involvement does influence children's cognitive and social development (Dreissen *et al.*, 2004:510). Powerful positive relationships have been established between both parent-initiated and school-initiated involvement practices and adolescents' academic achievement outcomes (Spera, 2005:128). Parents of children with disabilities participating in a basic interpretive qualitative study expressed a connection between successful IE process and parental involvement with extra dedication and commitment (Swart *et al.*, 2004:84 and 91-92).

3.6.3 Leadership

Shared leadership in which school principals and teachers are collaboratively fostering new meanings about diversity, promoting inclusive cultures and practices within schools and building positive school-community relationships have high impact for implementing IE in schools (Ainscow & Miles, 2008:16). Swart *et al.* (2004:82) underscore the high leverage of replacing hierarchical structures with shared responsibility in schools to create inclusive school communities. According to New Jersey Coalition for Inclusive Education (NJCIE) (2010:14-18), leadership related high levers for inclusive education embrace education leaders that include the philosophy that all learners can achieve in mission statements; are familiar with research based benefits of IE and involve all stakeholders in necessary change efforts; commit teachers to base their teaching methods on curriculum content standards; include knowledge of inclusive

practices and willingness to implement IE in skill requirements list of advertised teaching posts and school principals in particular being visible in efforts to implement IE such as positive behaviour enforcement plans to reduce challenging behaviours and suspensions, scheduled collaborative planning and formative assessment to identify SEN and adjust instruction accordingly.

A qualitative study found strong and positive correlations between high leverage leadership practices and dimensions of school culture (Niemann & Kotze, 2006:618 and 620-621). These leadership practices included fostering collaboration, setting cooperative goals, enlisting others to share in the school's vision, making others feel important, being an exemplary, acting consistently, encouraging others and recognising others' achievements (Niemann & Kotze, 2006:613-614). The dimensions of school culture were sociability and solidarity (Niemann & Kotze, 2006:613-614).

3.6.4 Collaborative planning and teaching

High leverage in team collaboration for inclusion could be achievable by (NJCIE, 2010:34-35) clarifying the supportive roles and responsibilities of all school personnel with special and general education teachers sharing responsibility for learner assessment to make their distinction less obvious; support teams of general and special education teachers, school psychologists, school nurses and therapists holding collaborative plenary and regular review meetings on supportive interventions to evaluate individual support plans for SEN and improve learner performance and teachers sharing lesson plans, effective teaching/learning strategies and information that will facilitate learners' progress from grade to grade and school-to-school transition. Winn and Ford (2012:35) specify co-teaching, co-planning, consultation, collaborative definition of assessment practices, team approach to decision-making and problem solving and guidance on roles and expectations of support staff as high impact practices associated with school-wide collaboration. According to Ainscow and Miles (2008:17), school-to-school collaboration which is called networking permits sharing of experiences and resources, comparison of inclusive practices that can make teachers perceive learner underperformance as feedback calling for interventions to improve existing conditions and classroom arrangements.

Reviews of qualitative investigations of co-teaching exposed learner and teacher benefits of co-teaching: teachers' increased content knowledge, better classroom management and improved skill in lesson adaptation to individual learner needs and increased cooperation amongst learners, enhanced motivation to learn, improved task performance and collaborative learning (Scruggs *et al.*, 2007:401; Cordingley *et al.*, 2005:1).

3.6.5 Professional development

The Department of Basic Education (2010b:19) highlights professional development as a guide to understanding and respecting diversity in inclusive schools.

According to Rieser (2008:46), continuing teacher development is one of the key factors in implementing IE because it empowers teachers, changes teachers' attitudes and develops good practice. High levers for quality education related to professional development consist of teachers reflecting on teaching and learning practices and advocating quality education on behalf of learners and families (Winn & Ford, 2012:37). According to Ainscow (2005:4), high levers are mutual observation and data collection about teaching and learning procedures because these techniques are powerful in exposing overlooked possibilities in the procedures thereby creating interruptions and space for practice. Interruptions in the familiar teaching and learning practices provide opportunities for discussions and motivate self-questioning, creativity and action (Ainscow, 2004:7; Ainscow, 2005:4). Teachers observing teachers at work create space in which common assumptions are mutually critiqued (Ainscow & Miles, 2008:11). A teacher using lesson study (Ainscow & Miles, 2008:12) to take forward ideas and practices contemplated in mutual discussions is another high lever related to professional development to improve teaching and implement IE: teachers within a school or from various schools collaboratively plan a lesson; the lesson is then taught separately with a focus on collecting data about teaching and learning procedures as well as learner responses; these findings are further discussed in collaborative meetings and in this way space is created for discussions and adjustment of procedures to accommodate learner diversity. Training and developing teachers on IE practises (positive behaviour support, co-teaching and curriculum mapping, collaboration) and training special education teachers to coach general education teachers in the use of IE strategies are other quality levers to implement IE (NJCIE, 2010:36).

Many scholars see collaborative teaching as instrumental to IE implementation because of research evidence on teachers' and ultimately learners' benefits of the various forms of collaborative teaching such as peer coaching, co-teaching, teacher mentoring and teacher researcher partnership (Brownell, 2006:169-170). The findings of a case study on general education teachers' adoption and adaptation of collaborative strategies were that high adopters and adapters are teachers with the most knowledge curriculum, adaptation of instruction, learner behaviour management, classroom management, reflection on learning and learner centred-instruction (Brownell, 2006:178 and 180-181).

3.6.6 School culture

According to Ainscow and Miles (2008:13-14), committing to a “cultural vigilantism” of continuing deconstruction and reconstruction of school cultural practices in terms of identifying exclusionary practices and replacing them with inclusive educational cultures is a high impact lever to implement IE in schools. Cultural vigilantism calls for an enquiry process in which a school (Ainscow, 2004:7) uses data collection methods like surveys, interviews, observations, school records and video recordings to obtain information from teachers, learners and parents about existing educational practices that will inform discussions to deconstruct exclusive practices and reconstruct inclusive cultures in the school. Modelling respect for learner differences; similar interest learning groups; implementing school-wide anti-bullying, positive behaviour support and character education programmes and community volunteering activities like school clean-up and recycling projects (NJCIE, 2010:19) are high levers for change that can emanate from cultural vigilantism to inclusive cultures in schools. These interventions promote understanding and appreciation of learner diversity, encourage an atmosphere that is conducive to learning/teaching, create natural communities of sharing and interaction and exalt parental participation and responsibility (NJCIE, 2010:19).

Lesson study in which a group of teachers collect data about teaching in live classrooms and collaboratively analyse the data (Lewis *et al.*, 2006:3) to revise the lesson or apply what they have learned can be regarded as an example of enquiry teaching. A study in which general and special education teachers participated in a lesson study indicated positive participants verbalised results including improved teaching, insight about working with SEN in classrooms and ability to adapt lessons to learner diversity according to learning styles (Bergenske, 2008: 24-26 and 48-52). A longitudinal study on the relationship between school-wide positive behaviour support and learner academic achievement indicated positive results of reduced office disciplinary referrals for serious learner behaviour problems and increased instructional time (Lassen *et al.*, 2006:701 and 709).

3.7 SCHOOL-COMMUNITY COLLABORATION

According to Sanders (2003:1), one of the rationales for school-community linkage is that the community is the source of human and material resources schools need as additional resources to effectively educate all learners. Besides providing supportive resources, communities can be sources of barriers to learning and development. Multiple forms of abuse and other problems learner experience at school, at home and in the community, create barriers to learning and development that need school-community collaboration as a comprehensive intervention strategy (Adelman & Taylor, 2006:1).

School-community collaboration is more about providing support to teachers in their endeavour to implement IE in their schools and classrooms. According to Swart and Phasha (2005:219 and 231), school-community collaboration is about schools and community structures sharing the purpose and responsibility of promoting and supporting learning and development through forms of community partnerships to address barriers to attendance, participation, and achievement in learning/teaching processes. Community structures and resources are potential participants like parents and other family members, rural bodies, municipal agencies, community based organisations, arts and cultural groups, businesses, Unions including teacher organisations, the media and other government departments (Adelman & Taylor, 2006:40). Some forms of school-community collaboration are partnerships with businesses, universities including other institutions of higher learning and organisations for people with disabilities, school-linked service integration and service learning partnerships (Sanders, 2003:165-170; Swart & Phasha, 2005:231-233):

- *Businesses partnerships*
Local companies and schools together designing curriculum packages preparing learners for work in these companies. For example, farming and mining companies in rural communities join rural schools in encouraging learners to do subjects that prepare them for local employment. The companies obtain the work force locally thereby saving on employment costs. Rural communities gain in reduced out-migration of youth and its benefits.
- *University partnerships*
University lecturers and students offering support to teachers and learners. The support could include making university sporting facilities available to secondary school learners in the neighbourhood, facilitating enrichment and examination preparation programmes for secondary school learners and implementing research based teacher development programmes focusing on aspects relating to IE and its implementation in classrooms.
- *Partnerships with organisations for people with disabilities (OPDs)*
OPDs have a notable history of positive contribution to conceptualisation of barriers to learning and development. The Union of Physically Impaired Against Segregation (UPIAS) vehemently argued for recognition of the role of social factors in creating barriers to learning and development which led to the social model of disability (Shakespeare, 2006:197). The Integrated National Disability Strategy in SA lists OPDs as community structures with which schools could collaborate (The South African Government Information, 1997). The Deaf Federation of South Africa (DEAFSA), The South African Blind Worker Organisation of South Africa (SABWO), The Quadriplegic Association of South Africa (QUASA) and The South African Mental Health Federation

are some of these OPDs and School linkages with these organisations could result in awareness programmes of campaign against negative parent and teacher attitudes toward SEN. Some of the benefits for the schools that accrue from school linkages with OPDs are that (UNESCO, 2001:109) these organisations can advise and guide teachers on how to deal with specific disabilities, provide special equipment and assistive devices for learners, do local and international fund-raising for schools and train teachers on skills and aspects of knowledge such as Sign Language to enable the teachers to handle barriers to learning in the classroom.

- *Family-community-school integration*

Full-service schools in SA represent the idea of bringing together supportive services into individual schools. This is especially with regard to collaboration with parents and other caregivers in the neighbourhoods; amongst other forms of collaboration highlighted (Department of Basic Education, 2010:17-18). Epstein (1995:704) describes six methods of family-community-school integration: parenting (helping families create educationally supportive home environments, communicating (using school-to-home and home-to-school forms of communication about learner progress), volunteering (recruiting parents to support teachers and learners), learning at home (providing parents with information to assist learners with curriculum related activities research projects), decision-making (involving parents in making school decisions) and collaborating with community (Government-departmental collaboration).

- *School health promotion programme in SA brings health services into schools*

Examples include mobile clinics in rural communities and health talks by hospital staff covering topics like teen pregnancy, HIV/AIDS, heterosexual relationships, violence, and unhelpful lifestyles. Adopt a cop campaign has resulted in the South African Police Service providing and maintaining safety and protection services in schools. Individual police officers become responsible for individual or cluster of schools.

The literature on collaboration indicates widely applicable requirements for collaboration including school-community partnerships (Rutgers University, 2009:35). These factors of effective collaboration include a wide range of key stakeholders to ensure widespread recognition and support for collaborative activities, visionary leadership that is willing to take risk and facilitate change, shared vision of collaborative progress and expected outcomes for learners and families, ownership of and commitment to change by all members of collaborative member agencies and community members, collaborative members accepting disagreements

as part of the process and addressing conflicts constructively and member agencies including collaborative goals in their organisational mandates and earmarking funds for collaborative activities. Literature depicts benefits accruing from various forms of school-community linkages.

Parental involvement in education consistently predicts learners' increased effort and educational success (Epstein, 1995:04; UNESCO, 2001:105 and Bauch, 2000:10). Improved service provision for disadvantaged learners in particular, improved learner attendance and conduct at schools and increased parental involvement are benefits associated with school linked services (Sanders, 2003:171). According to Jordan *et al.* (2001:18), academic achievement, reduced intrinsic barriers to learning, networks of support and new learning opportunities are some of the research evidenced school-community linkage outcomes for learners.

Implementing the various curriculum adaptations and differentiations together with the multiple school-community collaboration techniques necessitate teacher training and support. This statement is supported by several studies showing that teacher training and support are amongst the myriad factors associated with positive attitudes towards inclusion (Hsien, 2007:50). It would seem teacher training leads to teacher efficacy in implementing IE approaches and methods in classrooms. Teachers' efficacy and level of support are likely determinants of willingness to implement inclusive techniques and practices Swart *et al.*, 2001:3-4).

3.8 TEACHER TRAINING AND DEVELOPMENT

The SA Department of Education in collaboration with the Danish International Development Agency (DANIDA) coordinated the first national IE pilot programme on the feasibility of the recommendations by NCSET and NCESS in Eastern Cape, KwaZulu/Natal and North West Provinces (Department of Education, 2002a:15-16). This pilot project entailed a consortium of universities and community organisations that developed training manuals through a consultative process and trained and supported teachers in the pilot schools (Department of Education, 2002a:2-4). According to Prinsloo (2001:346-348), the strategy was informed by the ecological systems model and consisted of a Model to identify learners with behaviour problems: an instrument called an At-Risk Disk to identify learners with intellectual and specific learning disabilities and a teacher Training Manual which though were developed for teacher training and support in the primary schools, can be adapted for use in the secondary schools.

The model for use with behaviour problems in classrooms was recommended in a study by FH

Weeks (Weeks, 2008:141) and developed by same (Prinsloo, 2001:346). The teacher Training Manual was developed by MF Sethosa (Prinsloo, 2001:346). The At Risk Disk was developed by C Bouwer (Bouwer & du Toit:2000). The ecological systems model empowers teachers with understanding of and skill to address problem behaviours focusing on the impact of reciprocal relationships between learners and teachers. The basic assumption is that problem behaviour is caused by unmet emotional needs for love, security, responsibility, recognition and praise. Teachers are trained on using the model to address unmet emotional needs in learners manifesting negative behaviour patterns. The training entails identification, analysis, planning and alterations. Learners with unacceptable behaviours are selected. The identified behaviours are analysed into unmet emotional needs and their contextual relationships. Analysis is followed by planned assistance in terms of altering the situation, antecedents and actions that follow the negative behaviour and positively rewarding acceptable behaviour while ignoring negative behaviours. Throughout the process, the quality of teacher-learner relationship is informed by warmth, empathy, unconditional positive regard, understanding, sincerity, acceptance, congruence, and a caring attitude. The At Risk Disk training manual and model of behaviour problems could be used by SBSTs to identify learners with SEN so that appropriate curriculum adaptation and support can be effected and provided.

The manual develops specific kinds of knowledge and skills which support teams need to implement IE with special reference to providing support for learners with mild intellectual disability (Prinsloo, 2001:347-348): the SA policy on IE; behavioural manifestations of mild intellectual disability and ability to use appropriate principles to help these learners; communication problems and use of the techniques to assist affected learners; ability to structure learning activities to accommodate learner differences according multiple intelligences, learning styles and analytical personalities; ability to design inclusive assessment tasks; collaboration and ability to participate in group intervention and problem-solving and ability to draw up Individual Education Plans (IEPs) and use them in assistive interventions. Assessors, using questionnaires, focused group discussions and focused teacher development and material assessment of the strategy in the pilot schools, reported notable achievements in the Eastern Cape, KwaZulu-Natal, and North-West Provinces (Department of Education, 2002a:1617 and 22-25; Department of Education, 2002b:11, 43 and 76):

- The classroom-based support combined with action research empowered teachers to use participatory learning activities in their classrooms.
- Teachers began to understand and put IE into practice, to change their attitudes toward SEN, to accommodate learner diversity in their classrooms and to realise the need to work collaboratively with parents and community support systems.

- The materials are in line with the National Curriculum Statement (NCS). In particular, the materials include contextually relevant case studies with various practical learning and teaching strategies including drama.
- The materials are not only informative about the principles and framework of IE outlined in the EWP6 but supportive of members of teacher support teams at different levels.

3.9 TEACHER SUPPORT

The previous subsection is about once-off teacher training and development on implementing IE that was done in pilot schools. This subsection now focuses on continuing teacher support in other schools where the strategy in the pilot schools could be adapted for use, especially in rural secondary schools.

The supportive role of national, provincial and district education structures for inclusivity in schools is essential (Department of Basic Education, 2010:45).

Teacher support on the implementation of IE practices in all SA schools is continuous and, according to Landsberg (in Landsberg *et al.*, 2005:62-67), exists at national, provincial, district and school levels with the district and school level support consisting of a network of DBST, special schools as resource centres, full-services schools and ordinary schools. The national Department of Education formulates policy and guidelines on the implementation of IE in SA schools. Examples are the EWP6 and the Guidelines for Full-service/Inclusive Schools. EWP6 stipulates implementation of IE in SA schools as policy, provides for support structures and their functions at provincial, district and school levels (Department of Education, 2001:29, 47-48). The Advisory Body in each province advises the Minister of education on matters pertaining to the implementation of IE such as provincial goals, priorities, and targets. They also support DBSTs in the execution of their duties. The DBST evaluates teaching and learning programmes at schools, suggest modifications where necessary and capacitates learning sites to address barriers to learning and accommodate diverse learning needs. According to the Department of Education (2005:21-22) the key functions of DBSTs are:

- To develop and continually support local SBSTs by focusing capacity building, identification of barriers to learning, support on addressing the barriers to learning and monitoring and evaluation of these processes.
- To link schools with community support systems in order to address barriers to learning and accommodate learner diversity.
- To support teachers and school management on creating school and classroom environments responsive to diverse learning needs.

- To directly support learners where the SBST cannot offer the necessary support.

Functions of the SBSTs include to train teachers to implement SIAS in their schools, promote communication amongst learners, teachers, parents NGOs and other departments especially welfare, health and justice, plan and develop supportive programmes, preventive strategies and teaching strategies for the teachers, facilitate and encourage sharing of resources and ideas and parental involvement and monitor and support learning and progress.

3.10 LEARNER SUPPORT

Special schools are integrated as resource centres into DBSTs to support ordinary and full-service schools and coordinate support from the community (Department of Education, 2001:29; Landsberg in Landsberg *et al.*, 2005:65). These functions include educating learners in need of high intensity support, teacher training on inclusive classroom management, developing learner support material, guiding parents and coordinating resources from other departments and community institutions like NGOs, DPOs and the business sector. Full-service schools educate learners in need of medium intensity support, support local schools with information and assistive devices in respect of barriers to learning and collaborate with DBSTs to coordinate support. According to the Department of Education (2010:18 and 21), full-service schools collaborate with neighbouring special schools as resource centres and designate learning support educators whose task include consulting and working with parents and outside agencies to facilitate learner success, support educators' professional development and coordinate the work of SBSTs in local schools. Ordinary schools educate learners in need of low intensity support and accommodate learners who received specialised education at special school resource centres and full-service schools. Provision of learner behaviour support by teachers in a respectful, trusting and optimistic environment is an important dimension of learner support to facilitate inclusivity in schools. (Department of Basic Education, 2010:35).

3.11 CONCLUSION

Chapter 3 describes the framework of IE practice, areas of change and change efforts together with supportive research evidence in the implementation of IE and the specific tools to facilitate inclusion in the classrooms. It is the opinion of the researcher that these dimensions can be contextualised to inform the development of a support structure to implement IE in rural secondary schools in the Capricorn District of Limpopo Province.

CHAPTER 4 RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter discusses and justifies the study's research design and methodology. Specific aspects of the design and methodology, including the world view, strategy of inquiry, selection of participants, data collection and analysis methods and methods of interpretation are described and motivated. First, the philosophical world view is described. This is followed by a description of the research design.

Every research project is conducted within a research paradigm (Hunt & Hansen, 2008:1-2). According to Hays and Wood (2011:288), a research paradigm is a philosophical world view which includes a unique ontology (nature of reality or truth about a phenomenon), epistemology (knowledge construction about the phenomenon) and methodology (considerations of trustworthiness in the research process).

According to Guba and Lincoln (1994:110-111), constructivism is a philosophical world view that events (reality) are locally and specifically constructed and therefore relative (ontology), knowledge entails diverse, subjective constructions about events established through transactional social interactions (epistemology) and such constructions are obtainable through personal experience, refined through dialectical techniques and interpreted (methodology) to establish consensus construction (knowledge). Constructivists basically believe that events are only known by those who personally experience them (ontology), knowledge about the events are constructed by those who personally experience the events (epistemology), qualitative researchers use qualitative strategies of inquiry and data collection methods to acquire constructed knowledge (methodology) and the acquired knowledge is reported verbatim in thick-descriptions of the setting, participants' perceptions and ideas and data collection procedures (Ponterotto, 2006:546-547). The researcher and participants are partners in the research process (Borrego *et al*, 2009:56). Knowledge validity is ensured through trustworthiness strategies and thematic reporting (Hays & Wood, 2011:290).

Constructivism formed the basis of this study because its truism was congruent with the study: It was the assumption of the researcher that teachers and learners construct knowledge in the interactive learning and teaching process in the context of the classrooms, the schools, the curriculum, the support offered by departmental officials and other factors of influence such as the learners' behaviours including their physical, psychological and emotional conditions as natural settings. The searcher explored, described and interpreted those constructions and

contextual factors to create new knowledge that informed the development of a support structure in the implementation of IE in the schools.

4.2 RESEARCH DESIGN

Creswell (2009:5) defines research design as a plan on how a study will be conducted and which interconnects a philosophical world view and the research methods. The common research designs are quantitative, qualitative and the mixed method research designs. (Williams, 2007:65).

According to Silverman (2013:122), the research design is the overall strategy that defines the methods and the way these methods will be used to study a research topic. The approach for this research is qualitative. According to Creswell (2009:64), a qualitative research design is a design in which the researcher explores, describes, explains and interprets participants' perceptions on a research phenomenon in a natural setting to obtain an in-depth understanding of the research phenomenon. The distinct characteristics of the qualitative research design include concern for context and meaning, naturally occurring settings, researcher as instrument, emergent design, inductive analysis and interpretation and textual/verbatim report (Ary *et al.*, 2010:423-425; Creswell, 2007:38-39, Boeiji & Hodkinson, 2009:32). Researchers select a qualitative design to understand a research phenomenon from the participants' perspective and not the researcher's perspective (Hancock & Algozzine, 2006:8).

A case study design was selected for this research because its characteristics are commensurate with the circumstances and purpose of this study: The researcher explored and described the implementation of IE and the contextual factors in the classrooms in two rural regular schools from the teachers' perspective (context and meaning); identified factors impacting on the implementation of IE by the teachers without manipulation of the teachers' actions and conditions in schools and classrooms (naturally occurring settings); collected data as the primary instrument of data collection using documentation with the help of a camera, individual interviews and focus group discussions (researcher as instrument); collected data as words that provide detailed descriptions (descriptive data); adjusted the previously specified research methods as the research process unfolds (emergent design); and analysed and reported the contextual data (inductive analysis).

Strategies of inquiry are distinct approaches to qualitative research articulated by research methodologists over years (Carter & Little, 2011:1318). Common qualitative strategies of inquiry include narrative study, phenomenology, grounded theory, ethnography and case study (Creswell, 2009:176; Williams, 2007:68 and Carter & Little, 2011:1318). The strategy of enquiry for this research is the case study.

Case study is an empirical, in-depth investigation of a current phenomenon within its bounded actual context (Yin, 2009:18). A case study purports to obtain an in-depth understanding of the phenomenon in context from the perspective of the participants (Hancock & Algozzine, 2006:911). A contemporary phenomenon, a real-life situation, non-manipulation of conditions in the situation and participants' actions, use of multiple sources of data and asking the how and why type of research questions typify a case study (Yin, 2009:8 and 18). Stake (2008:121-123) describes intrinsic, instrumental and collective or multiple cases as various forms of a case study. The intrinsic case study researcher investigates a phenomenon for a better understanding.

Instrumental case study is undertaken for this research because the researcher wants to use the findings from the study for something else. A collective or multiple case study is a study with more than one case. The components of any form of a case study are the research's questions, propositions, units of analysis, linking data to the research questions and criteria for interpretation (Yin, 2009:27). The "how" and "why" research questions are appropriate for case study. Study propositions highlight what the researcher should examine. Units of analysis specify the focal area from which the researcher should obtain information that will answer the research question. The criteria for interpretation link the research findings to the research questions to identify themes, confirmations and contradictions.

Case study was selected because it is congruent with this study's central question, the research design and the research paradigm. The study's central research question is: how can a support structure be developed to overcome the context-specific barriers in the implementation of IE in rural secondary schools in Limpopo? Case study is suitable for the how-and why-type of questions in research (Yin, 2009:8-9). Qualitative research explores phenomena in real-life situations for an in-depth understanding of the phenomenon from participants' perspective. Case study focuses on in-depth understanding of phenomena in their natural settings (without manipulating the setting and participants) using many sources of data (Yin, 2009:11). Constructivists believe that events are knowable to those who personally experience the events because they construct and give meanings to these events. Case study enhances understanding the research phenomenon from participants' perspectives by avoiding manipulations of the participants' actions in the research process (Yin, 2009:11). Further, famous authors in case study tend to base their approaches on the constructivist paradigm: this paradigm allows participants to express their views leading to a better understanding of their actions (Baxter & Jack, 2008:545).

The form of this study is multiple and instrumental: two ordinary rural secondary schools (Schools A and B) were the real-life situations within which implementation of IE in the

classrooms were explored and the findings from the study were used to inform the development of a model to support implementation of IE in the two schools and other similar schools. The central research question is: how can a support structure be developed to overcome the context-specific barriers in the implementation of IE in rural secondary schools in Limpopo? The unit of analysis in this study is the classroom.

4.3 RESEARCH METHODOLOGY

Research methodology entails the description, explanation and justification of the systematic procedures the researcher will follow to create new knowledge or modify knowledge (Rajasekar *et al.*, 2006:2; & Harding *et al.* in Carter & Little, 2011:1316). These procedures are the selection of participants and sites, data collection, data analysis, establishing trustworthiness and attending to ethical aspects. These are now described.

4.3.1 Selection of participants and sites

Selection of sites and participants in research is termed sampling (Ary *et al.*, 2010:428). A sample is a representative group of people who experience the study phenomenon and can provide adequate and appropriate information about this study subject (Remshardt & Flowers, 2007:20-21). Probability sampling and purposive sampling are the two main frequently used sampling methods (Dawson, 2007:50). A decision to use probability or purposive sampling appears to depend on the type and purpose of the research. Probability sampling is used in quantitative research to select a sample adequately representative to allow for generalisation of the research results. Purposive sampling is used in qualitative research to select a sample that is informative regarding the research phenomenon. According to Polkinghorne (2005:140), sampling in qualitative research cannot be left to chance as in probability sampling because the goal of qualitative research is enriched understanding which is achieved through sources rich in information. Furthermore, convenience sampling is a sampling strategy based on the availability, location and accessibility of the sample (Ary *et al.*, 2010:428 and 531).

The researcher used convenience and purposive sampling to select two rural ordinary secondary schools' Grade 10 group, teachers and the principals of the selected schools and the departmental officials servicing the selected schools. This selection was informed by the reasons espoused as follows:

- The researcher is a curriculum advisor servicing secondary schools in the Mphahlele Circuit of Capricorn. This increases the availability and accessibility of the schools' location to the researcher.
- A study of this kind has never been conducted in the rural secondary schools in the

Mphahlele Circuit of Capricorn District. Rural ordinary secondary schools in this Circuit appear to suffer most in terms of conditions necessary for implementation of IE. For example, the schools seem more disadvantaged in terms of material resources. Further, more qualified and experienced teachers tend to prefer urban secondary schools to rural secondary schools.

- Teachers implement IE in the schools through the national curriculum statement Gr R-12. These teachers are, however, often pressurised by especially politicians to focus on Grade 12 for better year end examination results. This political pressure tends to lead to neglect of lower grades which appear to relate to inadequate learner participation and progress with ultimate school dropout. According to Mvubu (2012:10), teachers express disempowerment, helplessness, frustration, anger and dissatisfaction with overcrowded classrooms, poor infrastructure, inadequate support and underdeveloped leadership. These conditions necessitate teacher inclusion in this study as they impact implementation of quality education in schools and classrooms.
- The principals of the selected schools and the curriculum advisors offer school-based support and departmental support on the implementation of IE by teachers respectively.

Following the sampling, the researcher developed a research bargain with the participants selected. According to Saunders (2006:73), a research bargain entails study purpose, reasons for selecting the setting and participants, impact of the investigation on routine functions of the informants and their organisation, the way in which the research findings will be used and the benefits of the study for the research participants and the organisation. A research bargain serves to negotiate entry into research settings, secure participants 'collaboration (Devers & Frankel, 2000:265-267) and establish working relationships with gatekeepers (Hatch, 2002:46, 51-52). The researcher contacted the school principals of the two selected schools and five departmental officials for appointments to present the research project.

A research report must include detailed description of research participants and sites (Longan, 2006:8) to facilitate decision-making concerning the research report and especially the transferability of research findings.

Data for the project were obtained from twenty-one (21) participants: eight teachers and one principal (n=9) in school A, eight teachers and one principal (n=9) in school B, two Education Departmental officials (n=2) and one Health Departmental official (n=1).

The two schools (A and B) are in Mphahlele Circuit. This Circuit is in the Capricorn District of Limpopo Province. Two Departmental Officials are in Education. One Education official is stationed at Capricorn District Office of Limpopo Province. The other Education official is stationed at the Provincial office. The Health Departmental official is stationed at Lebowa kgomo

hospital. This Hospital is in Lepelle-Nkumbi Municipality of Capricorn District in Limpopo Province.

- **Capricorn District Office:**

The District Office is situated in Ladanna at corner of Blaumberg and Yster streets. Ladanna is an industrial area in Polokwane. Departmental Officials are allocated offices in an old building that was vacated by Limpopo Department of Public Works. The participant shares an open office with four other Departmental officials. One of these four Departmental officials was present in the office during the interview. The other three Departmental officials were out on field work. The office was quiet during the interview process.

- **Provincial Office:**

The Provincial Office is located in Polokwane at corner of Biccard and Hospital streets. The departmental Officer was however not interviewed in his office because of his tight schedule. He was interviewed at his house when he was on leave. His house is in Mankweng. Mankweng is a township about forty-five kilometres East of Polokwane and about one and half kilometres south of the Limpopo University Campus. He was alone at home. The interview proceeded in a quiet atmosphere.

- **Lebowakgomo Hospital:**

Lebowakgomo Hospital is situated in Lebowakgomo along the main road from Zebediela to Polokwane via Chuenespoort. The Departmental Officer is allocated an office in the Psychology Section of the Hospital. There are two benches in the passage and near the office door. The office serves as a referral and counselling centre for adults and learners with problems. The office was quiet as the participant was alone and the interview proceeded without hindrance.

4.3.2 Data collection

Data collection methods in qualitative research styles include interviews, observations, focus groups, reflective journals, field notes, anecdotal accounts and analysis of artefacts, documents and cultural records (Friends 2005:17; Woods, 2006 and Denzin & Lincoln, 2005:26). Documentation, archival records, interviews, direct/non-participant observations, participant observations and physical artefacts are the six frequently used case study data collection methods. For this research the researcher combined documentation, interviewing and observation to collect data from the sites and participants. This method combination allowed for data triangulation (Guion, 2012:2).

Data collection proceeded in five stages. The first stage consisted of a PowerPoint presentation to introduce the research project to the participating schools. The three participating Departmental Officials were visited individually by the researcher to introduce the research project. The second stage was general school observation: features of the area surrounding the school and physical conditions of the school buildings and the classrooms were observed using a camera and a general school observation schedule. This was followed by lesson observations: the physical conditions of the classroom and curriculum delivery through teaching and learning in the classrooms were observed using a lesson observation schedule. The fourth stage consisted of documentation: school, teacher and learner generated documents were collected and recorded in a documentation schedule. The last stage entailed interviews: separate lists of prepared questions were used to interview departmental officials, teachers and school principals. Collected data were analysed within a day or at least two days to facilitate identification of key elements of the research phenomenon for further exploration in the process especially during principal and teacher interviews. Principals and teachers are at the forefront of implementing inclusivity in the schools and the classrooms.

The actual data collection process and the specific reasons for using the selected case study data collection methods along with their related limitations and actions taken to address the limitations are further elucidated.

4.3.2.1 Stage 1: Introducing the research project

The researcher visited School A on 15 April 2015 and School B on 23 April 2015 to present the research project to the teachers and the principals at the schools. The presentation was made on PowerPoint in the schools' staffrooms during break sessions. The researcher targeted break sessions so as not to interfere with contact time.

The presentation focused on the researcher introducing himself, purpose of the interview, interview procedure, research ethics with reference to anonymity, confidentiality and voluntary participation, questions from the teachers, teachers' perceived benefits that would accrue from participating in the research process, presentation of the departmental permission letter, signing of the consent form by the teachers. At both schools, teachers wanted to know why their schools were selected for the project. My explanation was that my kind of research can only be conducted in those schools and that for a research project to succeed, the researcher needs to work with the people he believes in their cooperation and commitment. I emphasised the fact that the aim of the research was not to compare the schools in terms of performance but to gather information that will assist in the development of a model which will assist educators to implement inclusivity in their schools and classrooms.

At School A seven teachers including the school principal signed the consent form on the same day 15 April 2015 to indicate their voluntary participation in the research process. Two teachers signed the consent form on the next day 16 April 2015. At School B four teachers including the principal signed the consent form on the same day 23 April 2015 to indicate their voluntary participation in the research process. My presentation ended with a closure and reference to the date, time and venue of the next meeting. The other five teachers at School B signed the consent form on 16 May 2015.

The research project was presented to the Departmental officials on the days of the interviews. One official wanted to know why I target only two rural secondary schools as this number would not justify generalisation of the findings to other schools. I briefed the official about differences between qualitative research and quantitative research. That in qualitative research, generalisation of research results depends not on the quantity of the research findings but the quality of the research findings in terms of detailed descriptions of the research results so that they are generalizable to similar situations. I ended by telling the official that the similarity of the situations is determined by the reader of the results and not the researcher. The data collection programme and copy of the consent form are included as Appendixes A and B in this report.

4.3.2.2 Stage 2: General school observations

Observation is a data collection technique by which a researcher systematically records what he/she experiences in a research setting (Mertler & Charles, 2011:194). Descriptions of places, objects, actions, activities and events are recorded (Ary *et al.*, 2010:526). The two types of observation are participant and nonparticipant observations (Koshy, 2010:92). Fraenkel and Wallen (2008:441-442) describe naturalistic observation in which the researcher observes and records physical characteristics of the setting and the participants' actions and activities as they naturally occur in the setting without manipulation of variables. Direct/non-participant observation in a case study consists of informal and formal data collection in the natural setting (Yin, 2009:109). According to (Mack *et al.* 2005: 2), the observer's records are field notes collected through qualitative methods of participant observation, in-depth interviews and focus groups. The researcher used a camera to directly observe features of the area surrounding the school, physical conditions of the school buildings including the classrooms. The observations were recorded onto a general school observation schedule in terms of descriptions and analysed. Table 4-1 below represents the general observation schedule used in this study.

Table 4-1 General school observations

CONTEXT: ASPECTS TO BE THE SCHOOL OBSERVED		DESCRIPTIONS	ANALYSIS
FEATURES OF THE AREA SURROUNDING THE SCHOOL	Population of the area (e.g. sparsely or not)		
	Community (i.e. traditional or not)		
	Type of farming (i.e. subsistence or commercial)		
	Topography		
	Playgrounds and terrain		
	Access to basic services and facilities, i.e. water, electricity, health, library, etc. in the school		
PHYSICAL CONDITION OF THE SCHOOL BUILDINGS	Walls (brick/mud)		
	Fencing or not and safety/security		
	State of windows and doors		
	Neatness		
	Toilet facilities (adequate or not)		
ACCESSIBILITY OF THE SCHOOL	Distance travelled by learners to and from school		

	Transport infrastructure and the availability of public or scholar transport.		
PHYSICAL CONDITION OF THE CLASSROOMS	At least one toilet accessible for a person using a wheelchair		
	Wheel-chair facilities		
	Lighting (yes or no)		
	Ventilation (yes or no)		
	Furniture (yes or no)		
	Cleanliness (yes or no)		
	Physical resources (LTSMs) including chalkboards, electronic equipment like computers, etc. (yes or no)		
	Condition of the above		

4.3.2.3 Stage 3: Lesson observations

According to Creswell (2009:231 and 179), a lesson observation includes the researcher's descriptions of and reflections on the observed activities and events. The researcher directly observed classroom teaching and learning activities in this study. The observations were recorded onto a lesson observation schedule in terms of descriptions and analyses. Table 4-2 below, adapted from Charles and Mertler (2011:195), depicts the lesson observation schedule that was used by the researcher.

Table 4-2 Lesson observation schedule

DATE _____ TIME _____ NUMBER OF LESSON _____
 _____ SCHOOL _____

TEACHER _____ SUBJECT _____ GRADE _____

CONTEXT: THE SCHOOL	ASPECTS TO BE OBSERVED	DESCRIPTIONS	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, and class register.		
SOCIAL CONDITIONS	Class rules and consequences of transgression, class enrolment and class register.		
CURRICULUM DELIVERY	Lesson preparation: Lesson plan.		
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.		

	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity.		
	Actual teaching: achieving the purpose & objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.		
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.		
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.		
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity.		

The researcher chose direct observation of lesson presentations for the reasons given below:

- Classroom observations are naturalistic and (Yin, 2009:109) suitable for a case and to the purpose of this study: identification of factors impacting on the implementation of IE by teachers in the rural secondary schools as natural settings (without manipulation or control of variables). This will allow the researcher to establish context-specific factors which will inform an IE support model for the ordinary rural secondary schools.
- Nonparticipant observation is manifestly less intrusive as the researcher is an outsider and therefore unlikely to become emotionally involved.
- The researcher's descriptions of and reflections on observed activities and events provide thick, rich data. According to (Lietz & Sayas, 2010:193; Borrego *et al.*, 2009:60 and Hays & Wood, 2011:289-290), thick, rich description is amongst the strategies to establish trustworthiness of research results.
- Observation (Burton & Bartlett, 2009:117) enables the researcher to see the things teachers and learners do in schools and classrooms as their natural settings to implement IE and to check whether teachers actually do the things they say they are doing in the process. In that way, teachers will become aware of some practices they never noticed before.
- Observations (Koshy, 2010:95) provide the researcher with first-hand information and chances to realise teachers' and learners' reactions like boredom and frustrations that are important in data interpretation.

Limitations of observation encompass (Ary *et al.*, 2010:434-435; Fraenkel & Wallen, 2008:443-444) observer effect, observer expectations and observer bias: participants act differently because they know they are being observed and know the purpose of the observation (observer effect); researcher expects certain actions from the participants because he/she knows them (observer expectations); and the observer's values and attitudes, experiences and preferences influence his/her descriptions and reflections in the field notes (observer bias).

The limitation in this study was that teachers were not comfortable with my presence in the classroom. Teachers knew that the lesson observations were done for research purposes and this could have made them perform differently from the way they naturally do in their lesson presentations. As a curriculum advisor, I monitor and control their work during my school support visits. This too could have affected their natural way of classroom performance. Again, the teacher Union is strongly against lesson observations as they regard it as witch-hunting aimed at finding fault with the teachers. Further, my experience from literature study as regards inclusive teaching methods and techniques was another source of possible bias in my observations.

The researcher accepted the impact of these imitations. Teachers were made aware of these limitations in the first meeting when the project was presented. The researcher emphasised that the school and teachers will not be evaluated. Assurance of anonymity and confidentiality also helped to minimise these limitations. Further, the researcher reflected on the possible impact of his beliefs, values, experiences, and expectations on the research results (Fraenkel & Wallen, 2008:44).

4.3.2.4 Stage 4: Document analysis

Documents and artefacts refer to sources of information about a study phenomenon and include written and physical materials like policy documents, books, and minutes (Ary *et al.*, 2010:443). According to Hendricks (2009:74), artefacts used as sources of data in schools consist of learner-generated sources like written tasks, teacher-generated sources such as lesson plans and archived sources that include school documents and records. Documents on issues like retention, attendance, suspension, and dropout rates as well as disciplinary referrals are sources of data in schools (Mills, 2007:69).

Document analysis was used in this study for the following reasons:

- Documents facilitate access to policies and objectives not easily communicated through interviews (Koshy, 2010:90) such as focus group discussions.
- Documentation is unobtrusive and documents are stable sources of information that can contextualise a study (Ary *et al.*, 2010:443).

Documented information may corroborate data from other sources and enable the researcher to infer (Yin, 2009:103). For instance, attendance registers of parent meetings may indicate parental involvement in the education of their children while recordings in the school journal by professionals from other departments would mean networking in pursuit of quality education.

- Document analysis is suitable for the constructivist stance of this study because document content represents constructed ideas and social meanings closer to what really happens or what people really feel (Kelly, 2006:316).
- School documents and artefacts have the potency to reveal patterns in the schools' ethos, cultures and practices with regard to the implementation of IE in the schools:
- policy documents and guidelines can reflect intention and procedures to implement IE,
- admission registers can show inclusive or exclusive tendencies in the admission of learners,
- lesson plans and school improvement plans can indicate planned inclusion activities,

- records of school assessment committees can point to presence or absence of inclusive assessment strategies to implement IE and minutes, and
- attendance records of teacher-parent meetings may project involvement or non-involvement of parents as collaborators in the implementation of IE.

Document analysis has its own limitations. Documents in school settings are not produced for research purposes and as such they may be incomplete and unrepresentative (Ary *et al.*, 2010:443). Another weakness of document analysis is that it may be difficult for the researcher to access the documents (Koshy, 2010:90). Further, documented information may contradict evidence from other sources (Yin, 2009:103). Use of a wide range of documents and observance of the District's approved procedures when securing access to the school's documents and artefacts, will likely minimise the limitations of document/artefact analysis in this study.

The document analyses were recorded onto a schedule in terms of descriptions and analyses. Table 4-3 below depicts the document analysis schedule the researcher used.

**Table
4-3 Document analysis schedule**

School

Date	Type of Document	Description	Analysis
	School generated documents:		
	Vision and Mission statements		
	Admission Policy		
	Code of conduct		
	Religious policy		
	Exam schedules (2014)		
	Quarterly Returns Grade10 (2014)		
	Others		
	Teacher generated documents:		
	Informal assessment tasks and control guides 2014/2015		
	Formal assessment tasks and control guides 2014/2015		
	Others		
	Learner generated documents:		

Table

	Class/homework books	
	Test/examination scripts	

4.3.2.5 Stage 5: Group and individual interviews

Group interview is one of the common methods of data collection in case studies (Yin, 2009:106). A focus group discussion is an interview where a researcher gets views and shared understandings (Mills, 2007:65). According to Merriam (2002:12-13), focus groups range from totally structured (specific questions are answered in a predetermined order) to unstructured (questions and order are not pre-specified). Partially structured focus groups take the middle position and are characterised by formulated, modifiable, open-ended questions whose responses are recorded verbatim and usually taped (Gibson, 2007:221). Two voice-recorded partially structured group discussions of eight to nine participants for the duration of 60-120 minutes per session were conducted with teachers at Schools A and B in this study. Table 4-4 on the following page depicts the focus group interview schedule that was used in this study.

Table
4-4 Group interview schedule: Teachers

Introduction:
Greetings, Project title, Departmental permission, Reasons for the interview & reasons for choosing the participants, highlighting voluntary participation, and ensuring confidentiality and anonymity
Instructions:
Duration of the discussion, procedure for the group discussion, group rules and invitation of questions for clarity.
Questions:
What does the word IE mean to you? What are your views regarding IE and its implementation in your school and classrooms? What kind of barriers do your learners experience inside your classes? How do you practically implement IE for those learners – what do you do to support them in your class? What effect does your support have on those learners in the class? What other kinds of barriers do you experience in your school, outside your classroom, i.e. in the school surroundings, or in the learners' lives? What kind of barriers do you experience in your implementation of IE/support to learners? In your teaching in your class? In the general school surroundings? To your knowledge, what structures or strategies in the school or Department are available that assists you to identify and support learners in your class? Do you have an SMT in your school, and how does it function? In your opinion, what structures or strategies should there be, provided in the school or by the Department, to assist you in the implementation of IE, in the identification and support of barriers that learners experience in your school and classroom?
Conclusion:
Thanking the participants for their time and participation.

The reasons for using group interviews include:

- Flexibility, probing, inclusivity, synergy, participants' concentration and correlation with the research paradigm.
- Group synergy will enable the researcher to expose constructs that would otherwise get lost in individual interviews (Greef, 2011:373).
- Even nervous group members will be able to participate (Queensland Government, 2007:2) because the group provides a secure setting with a "sense of being invisible in the crowd" (Greef, 2011:374).
- Partially structured group interview will allow the researcher to be flexible and probe participant responses (Gibson, 2007:220-221). Probing produces rich verbatim data comparatively quicker with less cost (Knight, 2011:10).
- Focus group discussions of 60-120 minutes' duration (Greef, 2011:370) ensure that participants' concentration is not affected (Oates, 2002:2).
- Focus group combines interviewing and observation of nonverbal behaviour aspects which could be truer than the verbal aspects (Launso & Rieper, 2006:24). Use of the video tape will enable the researcher to capture even the no-verbal aspects of participants' interactions which might escape the eye of the researcher. These will add to the richness of the data.
- Focus group interview correlates with constructivism that events and facts are constructed by people as they interact in contexts.

Focus group discussions have their own weaknesses. Biased results with limited transferability for reasons of small group sizes, active group members inhibiting passive members, some members agreeing with others due to group norms and perceived lack of anonymity are the disadvantages of group interviews (Queensland Government, 2007:2; Knight, 2011:11 and Oates, 2002:2). The disadvantage with focus group discussions in this study was that some members were inactive in the discussions.

To address these limitations the researcher highlighted confidentiality and anonymity in both the letter of consent and introductory remarks. Passive group members were involved by directly asking for their opinions and comments in discussions.

The researcher used a voice recorder and interview schedule to interview departmental officials and school principals at Schools A and B. Table 4-5 below represents the interview schedule the researcher used to interview principals and officials.

Table**4-5 Individual interview schedule: School principals and departmental officials****Introduction:**

Greetings, Project title, Departmental permission, Reasons for the interview & reasons for choosing the participants, highlighting voluntary participation, and ensuring confidentiality and anonymity as well as invitation of questions for clarity.

Questions:

What knowledge and skills do the teachers in your school/area, of jurisdiction, have concerning IE?

What are the context-specific barriers in your school?

Do you have a policy in your school for the implementation of IE? Is there an SMT or another structure in your school for IE or support to learners?

How do you implement IE in your school in general?

What specifically do the teachers in your school do to implement IE?

What are the barriers in your school in the implementation of IE?

What recommendations can you give to overcome these barriers and to improve the implementation of IE in your school?

How do you think can a kind of support structure be developed for such implementation and what should it look like, to suit the specific needs in your school?

Conclusion:

Thanking the interviewees for their time and participation.

4.3.3 Data analysis and interpretation

Domain analysis, word count, key words-in-context, taxonomic analysis, classical content analysis and constant comparative method (Leech & Onwuegbuzie, 2007:564) are some of the methods to analyse data. Relying on theoretical propositions, developing a case description, using both qualitative and quantitative data and examining rival explanations are other data analysis strategies (Yin, 2009:126). The general methods of data analysis are used with specific techniques like pattern matching, cross-case synthesis, explanation building, time-series analysis, logic models (Yin, 2009:126) and the coding category technique (Morrel & Carrol, 2010:119). According to Mertler and Charles (2011:200), data analysis begins with pieces of information that are developed into categories and sub-categories, or themes and sub-themes. The researcher read through the categories of the described observation to identify and group similar categories. The grouped categories were given descriptive labels to become themes. The sub-categories were reformulated into sub-themes.

Regarding the data obtained from the observations and document analysis, the researcher looked at the photographs and read the descriptions of the two schools' surroundings, buildings, classrooms, collected documents and classroom curriculum delivery in the various data collection schedules to establish categories and sub-categories, or themes and sub-themes. The researcher proceeded in the same way with all descriptions of data from the general school observations, lesson observations and documentation in Schools A and B to establish categories or themes.

The researcher proceeded in the same way with all transcribed data from the group and individual interviews: the group interview data from Schools A and B, the individual interview data from the principals of Schools A and B, and the individual interview data from the Departmental Officials.

Iterative data analysis allowed the researcher to progressively compare themes emanating from the various sources of evidence. Constant comparison of themes from various data collection sessions allowed for follow-up on some themes in subsequent data collection sessions to refine ideas and enhance the accuracy and meaningfulness of emergent themes (Leech & Onwuegbuzie, 2007:565). The step-by-step strategy allowed integration of the various data analysis techniques encountered in the literature.

In the final discussion, the researcher used cross-case synthesis to identify and explain the relationships (confirmations and contradictions) amongst the themes and sub-themes. Parsons and Brown (in Mertler & Charles, 2011:202), compared the research findings to literature information and note the lessons learnt (Creswell, 2009:189).

4.3.4 Trustworthiness of research findings

Qualitative researchers build data trustworthiness and quality in general by using particular methods (Mertler & Charles, 2011:199). According to Guba and Lincoln (1994:114), the features of data trustworthiness are credibility (truthfulness of research findings), transferability (research findings are applicable to another setting), dependability (research process is logical and well documented) and confirmability (other researchers can corroborate the research findings). The criteria of quality in the research process in general include worthy topic, rich rigour, sincerity, resonance, ethical considerations, meaningful coherence, and significant contribution (Tracy, 2010:839). Methods to achieve data trustworthiness and quality in general in qualitative research comprise triangulation, thick descriptions, reflective planning, reflexivity, audit trail and member checks amongst others (Ary *et al.*, 2010:529; Lietz & Sayas, 2010:193; Borrego *et al.*, 2009:60; Hays & Wood, 2011:289-290).

The researcher used the following strategies to enhance the accuracy and quality of data and the research process:

- *Triangulation:*

The researcher used multiple sources of data (data triangulation) and methods of data collection (methodological triangulation) in this study. general school observations of two Schools A and B; four lesson observations in the two Schools A and B; four lesson observations in the two Schools A and B each; school, teacher and learner generated documents in the two Schools A and B; one principal interview in each school; one teacher group interview in each school; and three Departmental interviews constituted data and methodological triangulations in this research project.

Bias inherent in individual methods was cancelled out when data sources were used in conjunction (Johnson *et al.*, 2007:115). Convergence of data from multiple sources during data analysis promoted greater understanding of the research phenomenon (Baxter & Jack, 2008:554). Data and methods triangulation permitted determination of converging themes which lent credibility to the research findings (Lietz & Zayas, 2010:193 and Ary *et al.*, 2010:499).

- *Member checks:*

The researcher took copies of the transcribed data back to the participants. The copies had a cover page requesting the participants to read the information, make changes where they felt it necessary and signed the copies as evidence that the information was an accurate description of what transpired in the interviews.

Soliciting feedback on study findings (Harper & Cole, 2012:511 and Ary *et al.*, 2010:500) identified inaccuracies, cleared up miscommunication and obtained additional information thereby ensuring that participants' experiences were accurately described and that participants accorded with the research findings (Lietz & Zayas, 2010:194).

- *Thick-description:*

The researcher (Lietz & Zayas, 2010:198) described the research settings both textually and with the help of photos, the participants in terms of biographical information and (Tracy, 2010:839) the data collection and analysis methods as well as indicated the dates in the field. Thick descriptions established realism (Lietz & Zayas, 2010:194), 'truth like' situations in which readers may experience verisimilitude (the 'feeling' that they have or would have experienced the events being described) in the report (Ponterotto, 2006:542). Thick descriptions provided multiple sources of evidence (Sinkovics *et al.*, 2008:703).

Some planned sources of data were not available in the schools. Some teachers were hesitant in availing the documents. Although the copies of the transcripts were left with the participants for not less than five days, very few participants made changes to the data. One Departmental official has since transferred to another District and has been difficult to contact. The principals of the two participating schools gave the researcher verbal permission to conduct research in the schools but took long to provide written permission. The researcher accepted these limitations as inherent in the research process.

4.3.5 Ethical issues

Ethical issues in research entail consideration of moral rules and professional codes of conduct in the collection, analysis, reporting and publication of data about research participants (Gallagher, 2005:8). According to Moriarty (2011:24), ethical issues are endemic to all research. Qualitative research presents unique ethical issues because of intense, personal and prolonged interaction between the researcher and participants (Ponterotto, 2010:587). According to Pini (2011:134-135), respect for persons, beneficence and justice are the principles of human research that give rise to key ethical considerations of protection of participants, informed consent, non-deception, the right to withdraw, privacy, confidentiality and anonymity.

Informed consent means that participants must voluntarily agree to participate in the research process and non-deception refers to avoidance of deliberate misrepresentation (Gallagher, 2005:9) and no disguise by the researcher (Taylor, 2008:2). Protection of participants informs that participants must be protected from potential harms and risks of the research (Taylor, 2008:2).

Participants must know they can withdraw from the study at any stage without any repercussions (Banister, 2007:2). Privacy, confidentiality and anonymity mean that third parties must not have access to participant's information, researcher-participants' mutual agreements on what to do with the data must be honoured and data must not be linked with individual participants who provided it (Taylor, 2008:2).

The researcher took the following measures to consider the ethical aspects of this research:

- Limpopo Department of Education and the principals of the selected schools were consulted. Letters requesting permission to conduct research in the schools were sent to the Department and the schools. The schools were visited to introduce the research project once the permission to conduct research in the schools was granted (see Appendix A for copies of the letters, as well as the consent form of participants).
- Information about the researcher, the institution, how sampling was done, benefits for the participants, potential risks, participants' right to withdraw at any time without penalty, names of persons to contact when necessary and confidentiality and anonymity to participants (Creswell, 2009:89) were addressed at the beginning of every data collection session. This process consent was done to keep participants in full control at every stage of the research process and reduce their anxiety (Powell *et al.*, 2011:20).
- Names of the selected schools were not used. Names of participants were not used in the signed consent form. This ensured protection of participant identity in the research process (Pini, 2011:135-136 and 138-140; Banister, 2007:2-3; Fritz, 2008:5; Creswell, 2009:91).
- The researcher clearly informed the participants that neither the researcher nor the North-West University could enforce implementation of the proposed IE support structure in the schools but could only recommend implementation of the IE support structure.

4.3.6 Role of the researcher

First, a limitation in this study was that teachers were not comfortable with my presence in the classroom. Teachers knew that the lesson observations were done for research purposes and this could have made them perform differently from the way they naturally do in their lesson presentations. As a curriculum advisor, I monitor and control their work during my school support visits. This too could have affected their natural way of classroom performance. Also, the South African Teacher Union is strongly against lesson observations as they regard it as witch-hunting aimed at finding fault with the teachers. Further, my experience from literature study as regards inclusive teaching methods and techniques was another source of possible bias in my observations.

As researcher, I also reflected on the possible impact of my beliefs, values, experiences and expectations on the research results (Fraenkel & Wallen, 2008:44).

I as researcher accepted the impact of these limitations. Teachers were made aware of these limitations in the first meeting when the research was presented. The researcher emphasised that the school and teachers will not be evaluated. Assurance of anonymity and confidentiality also helped to minimise these limitations.

4.4 CONCLUSION

This chapter discussed the research methodology and design, viz. the philosophical assumptions underlying the study and the research methods and techniques that were used to explore the implementation of IE in the participating rural secondary schools were discussed. The reasons for using these methods together with their advantages and limitations have also been considered. Moreover, the research process was clarified.

In Chapter 5 the research results will be presented and discussed.

CHAPTER 5 RESULTS

5.1 INTRODUCTION

When all data had been collected as described in the previous chapter and transcribed, the researcher firstly read and divided the information into meaningful segments. These meaningful segments were written onto cards. The cards with similar information were grouped together and allocated a category. Information fitting under a category became sub-categories.

Thereafter, the researcher read through the categories to identify and group similar categories. The grouped categories were given descriptive labels to become themes. The sub-categories were reformulated into sub-themes. According to (Ary *et al.*, 2010:481), categories and sub-categories can be re-formulated to add more meaning while making sure that meaning is not altered inadvertently.

In this chapter the results obtained from the various data collection methods are described.

First, the data collection process is briefly indicated again, as preview to the presentation of the results.

Data collection proceeded in five stages. The first stage consisted of a PowerPoint presentation to introduce the research project to the participating schools. The three participating Departmental Officials were visited individually by the researcher to introduce the research project. The second stage was general school observation: features of the area surrounding the school and physical conditions of the school buildings and the classrooms were observed using a camera and a general school observation schedule. This was followed by lesson observations: the physical conditions of the classroom and curriculum delivery through teaching and learning in the classrooms were observed using a lesson observation schedule. The fourth stage consisted of documentation: school-, teacher- and learner-generated documents were collected and recorded in a documentation schedule. The last stage entailed interviews with the departmental officials, teachers and school principals.

The results from these data collection stages are now presented. The first introductory stage was described in the previous chapter. This chapter commences with the results from the general school observation. The lesson observations, document analysis and the interviews then follow.

The results of each of these four data sets will be discussed in the subsequent chapter. This chapter presents the results only.

5.2 RESULTS FROM THE SCHOOL OBSERVATIONS

The two Schools (A and B) are in Mphahlele Circuit. This Circuit is in the Capricorn District of Limpopo Province. Two Departmental Officials are in Education. One Education official is stationed at Capricorn District Office of Limpopo Province. The other Education official is stationed at the Provincial office. The Health Departmental official is stationed at Lebowakgomo Hospital. This Hospital is in Lepelle-Nkumbi Municipality of Capricorn District in Limpopo Province. The following paragraphs describe the research sites in this project:

5.2.1 School A

This school is in Ga-Mphahlele and situated about a kilometre away from a tarred road from Lebowakgomo via Mamaolo village to Burgersfort. There is a health centre within walking distance from the school. The nearest city is Polokwane, about 65 kilometres away from the school.

The school premises are well fenced (security fencing) but without a gateman. There is borehole water in the school. The school surroundings are unclean. Some areas are littered and others are overgrown. The school has two soccer fields and a netball field. One school soccer field looks well kept and is used by learners for sporting activities. The other soccer field and netball fields are overgrown and apparently not used.

The school is constructed with bricks. There are three blocks of buildings with twelve classrooms. All the blocks are roofed with corrugated iron. Two classrooms are used as staff rooms. Only one block of the buildings has ramps on either side of the porch. A small building in bricks is used for cooking food (school-feeding scheme). Cooking is done in firewood. Food for learners is served from large dishes on a dilapidated learner table in the open space. A separate building in bricks near the entrance gate has wash-basins, toilets, showers, reception area and a small inner office. This building is used as an administrative office for the principal and the school head of department. All the doors are in good condition and burglar proofed. Window panes in the older block of classrooms are either broken or missing.

Some classrooms need regular sweeping. Notice boards in the classrooms are not properly used and littered with graffiti. Some chalkboards are so worn out that writings in chalk are no longer clearly visible or legible. There are lights in the classrooms but the electric plugs and wiring in some classrooms are damaged. There are no shelves in the staff room. No library, laboratory, computers and adapted furniture exist. Furniture is inadequate, dilapidated and broken. Toilet facilities are inadequate. Not a single toilet is available for wheelchair users.

The school has two hundred and twenty-five (225) learners. Grades 10, 11 and 12 have fifty-five (55), seventy-two (72) and fifty-one (51) learners respectively.

The following photos illustrate certain aspects of the school:



Figure 5-1 Main entrance to the school with the surrounding village in the background



Figure 5-2 Wash basins and toilets in the building near the entrance gate

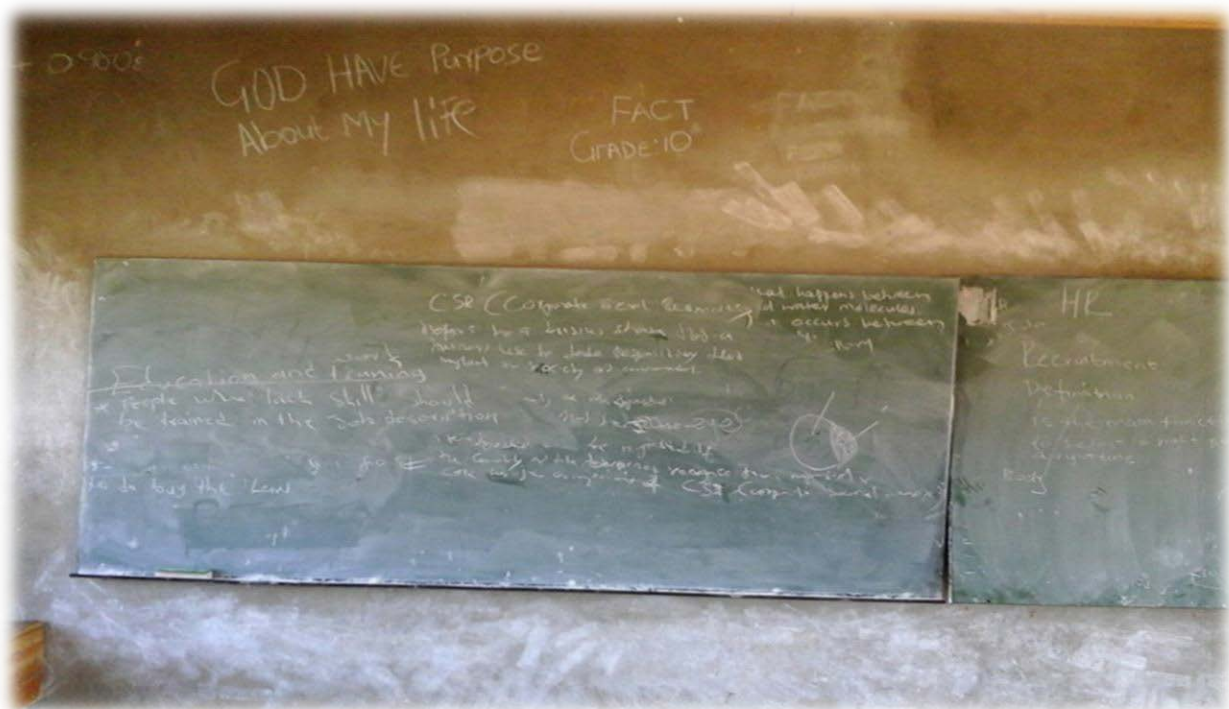


Figure 5-3 Condition of chalkboard in one of the classrooms



Figure 5-4 Some window panes either broken or have fallen out



Figure 5-5 Condition of one of the classrooms



Figure 5-6 Food (mixture of samp & brown beans) prepared at school to be served to learners

From the descriptions and pictures taken at the school, the observations were analysed in terms of categories, which are presented in Table 5-1.

Table 5-1 General school observations at School A: Categories

DATE 06/05/2015 **TIME:** 09:20 – 10:55

CONTEXT: ASPECTS THE SCHOOL OBSERVED		DESCRIPTION	CATEGORY
FEATURES OF THE AREA SURROUNDING THE SCHOOL	Population of the area (e.g. sparse or not)	Not sparsely populated. Houses built on equally sized sites. Dominant chieftaincy.	Village type of organisation.
	Community (e.g. traditional or not)	Land ownership is communal under the control of the local chief councillor/ headman.	Traditional community.
	Type of farming (e.g. subsistence or commercial)	People plant crops, mainly maize, in their yards for consumption. Most people depend on social grants.	Subsistence farming.
	Topography	Small volcanic mountains in the distance. A level sandy-loam soil area used to be a communal farming area, now repurposed as living houses. A tarred road roughly a kilometre away from the school. Sandy and gravel paths.	School accessibility.
	Playgrounds and terrain	A level area. There are two soccer fields in the community. The school has two soccer fields and a netball field. One school soccer field looks well-kept and is used by learners for sporting activities. The other soccer field and netball fields are overgrown and apparently not used.	Availability of sporting facilities.

	Access to basic services and facilities including water, electricity, health, library, etc. in the school	ESKOM provides electricity and water is provided by Lepelle Northern Waters to the community. School uses borehole water. Toilet structures are dilapidated. A local health centre (clinic) is just outside the school premises. No school or community libraries.	Availability of basic services and facilities.
PHYSICAL CONDITION OF THE SCHOOL BUILDINGS	Walls (brick/mud)	The school is built with bricks. A strong-room with wash-basins and showers for learners when they have been engaged in physical education activities. These facilities, however, appear under-utilized. There are 3 blocks of classrooms. Food for the learners is cooked in a small building in bricks (school feeding scheme). Cooking is done in firewood.	Conditions of health and well-being.
	Fencing or not and safety/security	The school is well fenced (security fencing). The school gate is not controlled by a gateman. Some doors are burglar-proofed. Other doors are steel doors.	Provision of safety and security
	State of windows and doors	Some window panes are either broken or missing. The doors are in good condition.	Health and wellness.
	Cleanliness	The school surroundings are unclean. Some areas are littered and others are overgrown.	Health and wellness.
	Toilet facilities (adequate or not)	Toilet facilities are inadequate, not clean and dilapidated. School urgently requires new toilet structures.	Health and wellness.
ACCESSIBILITY OF THE SCHOOL	Distance travelled by learners to and from school	Most learners are from the surrounding community and go to school by foot. Neighbouring village less than 3 kilometres away.	School accessibility in terms of distance.
	Transport infrastructure and the availability of public or scholar transport	Buses and taxis are the available means of transport in the surrounding community and between the neighbouring villages and the school. No specific scholar transport has been arranged	School accessibility by transport

	At least one toilet accessible for a person using a wheelchair	No single toilet is available for use by learners using wheel-chairs.	Toilet accessibility
	Wheelchair access	Only one block of the classrooms has ramps on either side of the porch.	School accessibility to wheel chair users.
PHYSICAL CONDITION OF THE CLASSROOMS	Number of classrooms	School has twelve classrooms. Two classrooms used as staff rooms.	School size.
	Lighting (yes or no)	There are lights in the classrooms.	Teaching and learning conditions in classrooms
	Ventilation (yes or no)	The classrooms have enough windows.	Teaching and learning conditions in classrooms
	Furniture (yes or no)	Classrooms have furniture.	Teaching and learning conditions in classrooms
	Condition of the above	Plugs and wiring in some classrooms are damaged. Ventilation is adequate. Furniture is inadequate and, in some classrooms, broken. Some window panes are broken.	Teaching and learning conditions in classrooms
	Cleanliness	Some classrooms need regular sweeping. Notice boards in the classrooms are not properly used and littered with graffiti. Lighting systems in some classrooms are broken.	Health and wellness.

	Physical resources (LTSMs) including chalkboards, electronic equipment, i.e. computers, etc. (yes or no)	Only textbooks, furniture, chalkboards and two photocopiers are available but there is no library, laboratory, computers or adapted furniture.	Availability of physical resources.
	Condition of the above	Some chalkboards are so worn out that writings in chalk are no longer clearly visible/legible. Teachers queue for the only photocopier.	Teaching and learning conditions in terms of physical resources

The further analysis of these categories yielded the following themes and sub-themes, as presented in Table 5-2 below.

Table 5-2 General school observations at School A: Themes

THEMES	SUB-THEMES
1. RURAL SECONDARY SCHOOL	Village school Traditional community Subsistence farming
2. ACCESSIBILITY	Tarred road Gravel, sandy paths Inadequate ramps Public transport not adapted
3. INFRASTRUCTURE AND RESOURCES	Adequate water and electricity Proximal health centre Inadequate toilet facilities Dilapidated toilet structures Inadequate sporting facilities
4. SCHOOL CONDITIONS FOR TEACHING AND LEARNING	Brick walls Corrugated iron roofing Feeding scheme Safety and security Bad weather conditions Pollution
5. SCHOOL SIZE	No overcrowding in Grade 10 classrooms

5.2.2 School B

The school is in Ga-Mphahlele. The tarred road from Lebowakgomo via Mamaolo Village to Burgersfort runs along the fence of the school. A health centre is within about five-hundred metres from the school. The nearest city is Polokwane approximately 63 kilometres away from the school. Subsistence farming is the main economic activity in the surrounding area.

The school is fenced (security fencing). Borehole water is available in the school. The school premises are generally littered. The doors are burglar-proofed. A gateman controls entrance and exit. School surroundings are generally unclean. The area around toilet structures is overgrown. The area of the fire-place where food for learners is prepared is littered. There is a soccer field, netball field and a tennis court.

The school is built in bricks and roofed in corrugated iron. There are five blocks of classrooms, a separate administration office and a small room for the gateman. The old block is dilapidated and the walls are cracking. There is a shack of corrugated iron in which food for learners is prepared on rainy days. Otherwise food is cooked outside. Cooking is done in firewood. The new block has ramps for wheel-chair users.

There are seventeen classrooms. The classrooms are not swept. Some window panes are broken. The classrooms are overcrowded, especially in the lower grades. The classrooms have access to electricity, but some electric plugs are damaged. Furniture is inadequate, dilapidated and broken. Some chalkboards are so worn out that writings by chalk are no longer clearly visible or legible. Notice boards in classrooms are damaged. One classroom is used as a library. One classroom is used as staff room. There are no shelves in the staff room. The laboratory is inadequately resourced and underutilised. The computers in the computer-room are dysfunctional. The computer room is permanently locked. Toilet facilities are inadequate. None of the toilets is adapted for learners using wheel-chairs.

The following photos illustrate certain aspects of the school:



Figure 5-7 **Subsistence farming in the community: along the tarred road that passes near the school fence about 500 metres from here**



Figure 5-8 **Entrance and exit gate with toilet structures and room for the gateman**



Figure 5-9 **Toilet structures for learners (boys) with extremely overgrown surroundings**



Figure 5-10 Littering on the school premises. Toilet structures for staff in the background with overgrown surroundings



Figure 5-11 Littering on the premises, the tarred road in the background

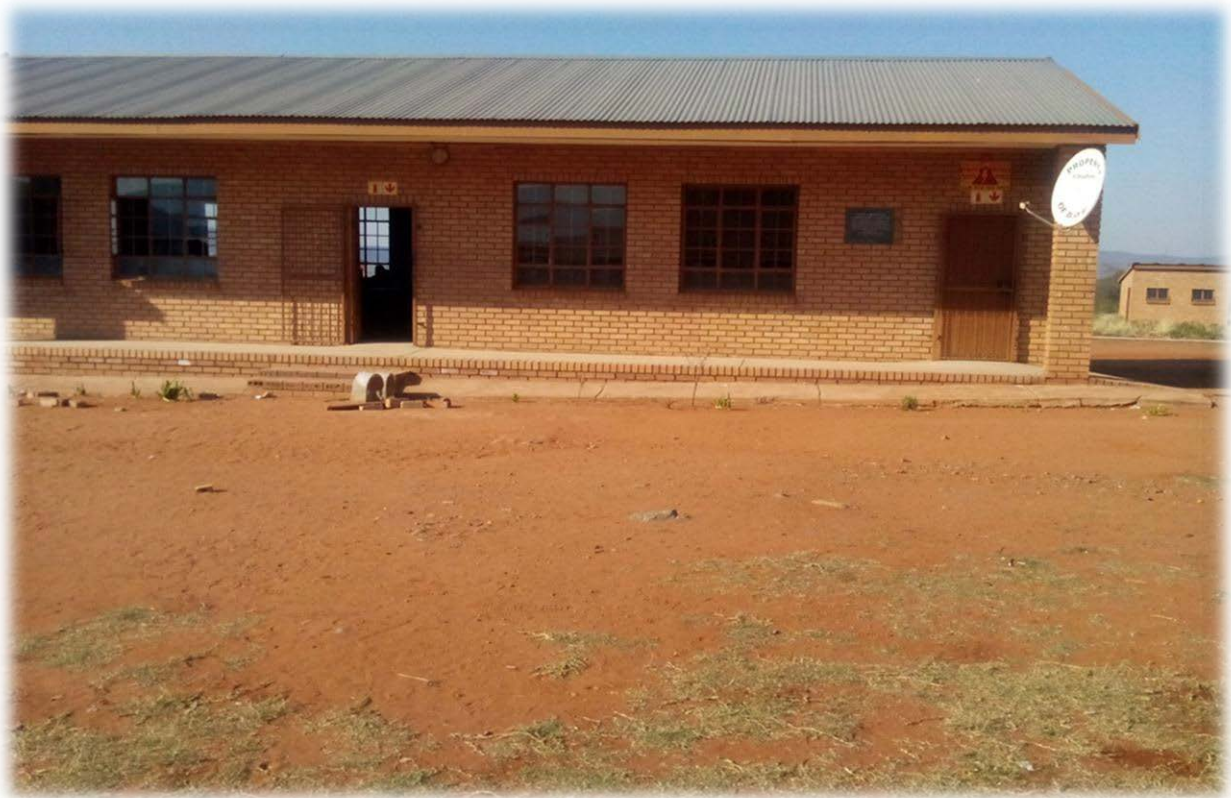


Figure 5-12 Section of new block of classrooms with a side ramp, a satellite dish, a permanently locked computer room and toilet for girls in the background



Figure 5-13 Classroom with broken windows: learners exposed to bad weather conditions



Figure 5-14 Over-crowdedness with broken furniture and sharing of textbooks in the lower grades



Figure 5-15 The school laboratory – inadequately resourced



Figure 5-16 Area where food for learners is prepared with smoke from firewood

From the descriptions and pictures taken at the school, the observations were analysed in terms of categories, which are presented in Table 5-3 below.

Table 5-3 **General observations at School B:
Categories**

DATE: **05/05/2015** **TIME:**

CONTEXT: THE SCHOOL	OBSERVATIONS		CATEGORIES
FEATURES OF THE AREA SURROUNDING THE SCHOOL	Population of the area (i.e. sparsely or not)	Not sparsely populated. Houses built on equally sized sites allocated by local chief.	Village type of organisation
	Community traditional or not)	(i.e. Control under a Headman accountable to the Chief.	Traditional community
	Type of farming (i.e. subsistence or commercial)	People plant mainly maize for home consumption. Some plant maize in yards. Others plant maize on the banks of a non-perennial river.	Subsistence farming
	Topography	Gravel and sandy to loam soil. Section of the Drakensberg Mountains on one side and a non-perennial river on the other. River has two bridges connecting the village to other villages. A tarred road passes through the community.	School accessibility

PHYSICAL CONDITION OF THE SCHOOL BUILDINGS	Playgrounds and terrain	A community soccer field. Soccer field and tennis court on school premises.	Responsiveness of sporting activities to learner diversity
	Access to basic services and facilities including water, electricity, health, library, etc.	Water is available from Lepelle Northern Waters. School uses borehole water. All houses and the school have access to electricity. There is no library in the community. A health centre (clinic) is about five-hundred metres away from the school.	Availability of basic services
	Walls (brick/mud)	School is built with bricks. A small room for the gateman. An administration office with an admin clerk. Five blocks of classrooms. The old block is dilapidated and the walls are cracking. A shack of corrugated iron in which the learners' food is prepared on rainy days. Otherwise the food is cooked outside. Cooking is done with firewood.	Conditions of health and well-being.

	Fencing or not and safety/security	Security fencing around the school. Gateman controls entrance and exit. Doors are burglar-proofed.	Provision of safety and security
	State of windows and doors	Some windowpanes are broken. Doors are in good condition	Health and wellness
	Cleanliness	School surroundings are generally unclean. The area around toilet structures is overgrown. Area of the fire-place where food for learners is prepared is littered.	Health and wellness.
	Toilet facilities (adequate or not)	Toilet facilities are inadequate.	Health and wellness.
ACCESSIBILITY OF THE SCHOOL	Distance travelled by learners to and from school	Most learners are from the surrounding village and travel not more than two kilometres. Learners from neighbouring villages travel more than six kilometres	School accessibility in terms of distance.
	Transport infrastructure and the availability of public or scholar transport.	Buses and taxis are the available means of transport in the surrounding community and between the neighbouring villages and the school. Bus company avails buses that move according school-timetable.	School accessibility by transport.

	At least one toilet accessible for a person using a wheelchair	None of the toilets is adapted for learners using wheel-chairs.	Toilet accessibility.
	Wheelchair access	Porches on new building blocks have ramps for learners using wheel chairs.	School accessibility to wheel chair users.

PHYSICAL CONDITION OF THE CLASSROOMS	Number of classrooms	Seventeen classrooms.	School size.
	Lighting (yes or no)	School has access to electricity	Teaching and learning conditions in classrooms
	Ventilation (yes or no)	Each classroom has five windows.	Teaching and learning conditions in classrooms
	Furniture (yes/no)	There is furniture in the classrooms.	Teaching and learning conditions in classrooms
	Conditions of the above	Some electric plugs damaged. Classrooms are not swept, furniture is inadequate, dilapidated and broken.	Teaching and learning conditions in classrooms
	Physical resources/LTSMs including chalkboards, electronic equipment such as computers, etc. (yes or no)	Textbooks, chalkboards, classroom- noticeboards, two photocopiers, library, laboratory, stoves and computers are available.	Availability of physical resource.

	Conditions of the above Some learners have no textbooks. Some chalkboards are so over-used that writing on them is illegible. Notice boards in classrooms are damaged. Library has many reference books. The laboratory appears inadequately staffed and underutilized. Stoves in the home-economic centre are old and dysfunctional. The computers in the computer-room are dysfunctional. The computer room is permanently locked.	Teaching and learning conditions in terms of physical resources.

The further analysis of these categories yielded the following themes and sub-themes, as presented in Table 5-4.

Table 5-4 General school observations at School B: Themes

THEMES	SUB-THEMES
1. RURAL SECONDARY SCHOOL	Village organisation Traditional community Subsistence farming
2. ACCESSIBILITY	Tarred road passes near school Two bridges connect villages Sandy, gravel paths to school Inadequate ramps Public transport not adapted
3. INFRASTRUCTURE AND RESOURCES	Adequate water and electricity Damaged electric plugs Inadequate textbooks Overworked chalkboards Damaged classroom-noticeboards Inadequate sporting activities Functional library Poorly resourced laboratory Dysfunctional stoves in the consumer centre Dysfunctional computers Health centre within walking distance
4. SCHOOL CONDITIONS FOR TEACHING AND LEARNING	Brick walls Corrugated iron roofing Cracking walls Broken or missing windowpanes Security fence and gateman Bad weather conditions Cooking in firewood Littered and overgrow premises
5. SCHOOL SIZE	Overcrowding in Grades 8 and 11 classrooms

The results from the lesson observations will be presented in the following section.

5.3 LESSON OBSERVATIONS

The lesson observations in School A of Lessons 1 – 4 are presented respectively in Tables 5-5, 5-6, 5-7 and 5-8 below.

Table 5-5 Lesson observations at School A(i)

DATE: 03/07/2015

TIME: 08:30-09:30

LESSON 1

SUBJECT: BUSINESS STUDIES

GRADE 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting and seating, space.	Classroom swept. Chalkboard cleaned. Adequate ventilation (three windows in front and four windows at the back). Adequate lighting. Learners seated in rows. Adequate space between learners and chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No display of class rules, class register and specific disabilities. Thirty learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan	Inclusion through lesson planning.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	The teacher activates prior knowledge by telling learners what they had done in the previous lesson: investment. The teacher asks learners to mention factors to consider when investing: what must you consider before investing? The teacher draws a circle on the chalkboard with the word CAPITAL inside the circle and writes the answers learners give around the circle, constructing a mind map.	Inclusion through lesson presentation methods and techniques.
	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity.	Purpose and objectives of the lesson not specified.	Inclusion through lesson presentation methods and techniques.

Table

	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher picks interest rate from the mind map. He writes two types of interest on the chalkboard: simple interest and compound interest. He clarifies differences between the two and gives learners three tasks to do one after the other: calculating simple interest using two different given formulae and calculating compound interest using a given formula. The invested amount, rate of interest and the formulae are written on the chalkboard.	Inclusion through lesson presentation methods and techniques.
	Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners work individually to complete the tasks one after the other given by the teacher on the chalkboard: calculating simple interest using two different formulae, calculating compound interest and making a choice between compound and simple interest with different interest rates. Learners must give reasons for their choice. The teacher randomly calls learners to give their answers on the chalkboard to show how they arrived at their answers. The teacher checks with other learners and reconciles different answers.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	The teacher gives learners an activity in the textbook: Activity 4 on p. 247. Boys do Question 3. Girls do Question 4.	Inclusion through lesson conclusion methods and techniques.

5-6 Lesson observations at School A(ii)

DATE: 05/08/2015

TIME: 08:30-09:30

LESSON 2

SUBJECT: PHYSICAL SCIENCE

GRADE 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES

PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space.	Classroom not swept. Some windowpanes missing and classroom cold. Adequate lighting. Adequate space.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No displayed class rules. No learners with specific disabilities. No class register. Eleven learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson presentation techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Homework is marked. The teacher writes the word corrections and the date: 05.08.2015 on the chalkboard. Learners exchange exercise books to do peer marking. They read out answers. The teacher writes the correct answers on the chalkboard. The questions asked: calculate speed (4), calculate velocity (4) and differentiate between speed and velocity. The teacher gives learners time to write the corrections.	Inclusion through lesson presentation techniques.
	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives of the lesson not stated.	Inclusion through lesson presentation techniques.

Table

	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher writes and says the topic of the lesson: graphs of motion and the types of the graphs of motion: a) displacement v/s time; b) velocity v/s time and, c) acceleration v/s time. The teacher describes and clarifies the graphs in order using practical examples of throwing a chalk upwards, dropping the chalk from above and rolling the chalk. All the time intercepting the chalk at different points to illustrate the different types of graphs and then draws them on the chalkboard. (Follows overleaf). The teacher highlights differences between the graphs. The teacher repeatedly asks questions to check learners' understanding. The teacher gives learners time to copy the graphs into their notebooks.	Inclusion through lesson presentation techniques.
	Learner activities: engaging learners. Techniques used to accommodate learner diversity.	Learners participate only by individually answering the questions posed by the teacher in the process. No specific technique used to accommodate learner diversity except individual work.	Learners who could benefit from cooperative learning are excluded: individual work only.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Bell rings. Period ends before teacher finalise the lesson.	Inclusion through lesson conclusion techniques.

5-7 Lesson observations at School A(iii)

DATE: 14/08/2015

TIME: 08:00-09:00

LESSON 3

SUBJECT: ACCOUNTING

GRADE 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	Classroom not swept. Broken window panes with cold air blowing into the classroom. Adequate lighting with three windows in front and four windows at the back. Learners seated in groups to one side of the classroom and sharing old and dilapidated desks.	Classroom conditions for teaching and learning
SOCIAL CONDITIONS	Class register and class rules with consequences of transgression. Class size. Specific disabilities.	Thirteen learners. No class register. No class rules. No learners with specific disabilities.	Classroom conditions for teaching and learning
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan. No prepared written teacher notes.	
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher reads section on balance sheet done in the previous lesson from the textbook and demonstrates the way the given task should have been done by writing on the chalkboard. Reading and writing on the chalkboard accommodated verbal-linguistic learners and visual learners.	Inclusion through teaching and learning techniques.
	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives of the lesson not specified.	Inclusion through teaching and learning techniques.

Table

	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	Content is presented verbally and through writing on the chalkboard. The teacher writes four questions taken from a 2014 (follows overleaf) question paper related to cash payment and debtor collection on the chalkboard. The teacher he draws the cash payment and debtor collection table on the chalkboard. The teacher then leads learners in answering the questions through question and answer method. The teacher reads the questions, in order, to the learners. The teacher writes the common answers on the chalkboard.	Inclusion through teaching and learning techniques.
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Answers are worked out on calculators and presented verbally. Learners listen to the teacher reading the questions from the chalkboard. They individually work out the answers using calculators and tell the correct answers to the whole class. Learners come up with different answers. This leads to all learners talking together, with the teacher finding it difficult to control the class. Some learners ask the teacher to determine what the memorandum says. The teacher did not have the memorandum.	Inclusion through learner engagement techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Bell rings, teacher stops presenting and leaves the classroom. It is break time. Learners go out to queue for food from the NSNP.	Inclusion through lesson conclusion techniques.

5-8 Lesson observations at School A(iv)

DATE: 14/08/2015

TIME: 09:30-10:30

LESSON 4

SUBJECT: ENGLISH

GRADE 10

CONTEXT: ASPECTS TO BE OBSERVED IN THE CLASSROOM		DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space.	Classroom unclean with heaps of paper collected behind the door. Adequate ventilation, lighting and space. Inadequate and dilapidated furniture. Missing windowpanes. no specific seating arrangement.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class enrolment, class rules, class register, period register and specific disabilities.	Fifty-one learners. No class rules, class register or period register. No specific disabilities.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan.	No written lesson preparation.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher verbally gives a summary of previous lesson.	Inclusion through lesson presentation methods and techniques.

Table

	Purpose and objectives: stating the purpose and objectives of the lesson.	Lesson purpose and objectives not stated.	Inclusion through lesson presentation methods and techniques.
	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher tells learners to take out their literature set-books (drama) and selects learners to read as characters in the set-book. The teacher interjects reading at intervals to write, explain and clarify difficult words on the chalkboard. The writing on the chalkboard is disorderly and confusing, so it is difficult to read. Reading is not rotational. Questions are asked to check comprehension and to involve the learners. The teacher has difficulty maintaining classroom discipline.	Inclusion through lesson presentation methods and techniques.
	Learner activities: engaging learners. The techniques used to accommodate learner diversity	A learner tells the teacher that the Act in the set book has been treated already but teacher tells learners to continue ready anyway. Learners read fluently. Some groups of learners talk loudly all together disturbing the flow of the lesson. Some learners just leave the classroom without asking for permission from the teacher. Learners are not involved except those that are assigned to the reading task.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and techniques to accommodate learner diversity.	Teacher gives a reading task as homework. No lesson evaluation. No summary. No linking to the next lesson	Inclusion through lesson conclusion methods and techniques.

The further analysis of these categories yielded the following themes and sub-themes of the lesson observations in School A, as presented in Table 5-9.

Table 5-9 Themes and sub-themes of lesson observations in School A

THEMES	SUB-THEMES
CLASSROOM CONDITIONS FOR TEACHING AND LEARNING	Some littered classrooms. Adequate ventilation, lighting and space. Broken window panes. Inadequate furniture. Damaged electric plugs and wiring. 51 learners in one classroom. Mainly columnar/straight-line seating arrangement. No class rules or class register.
METHODS AND TECHNIQUES OF CURRICULUM DELIVERY	No written lesson plan. Verbal summary of previous content or writing homework corrections on chalkboard. No statement of lesson purpose and objectives. Mainly verbal presentation, minimal writing on chalkboard or questions and answers. Learners listening, reading, and answering questions individually. Inadequate learner participation. Inadequate lesson conclusion.

The lesson observations in School B of Lessons 1 – 4 are presented respectively in Tables 5-10, 5-11, 5-12 and 5-13 on the following pages.

Table 5-10 Lesson observations in School B(i)

DATE: 21/05/2015

TIME: 08:00-09:00

LESSON 1

SUBJECT: SEPEDI

GRADE 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, and space.	Swept classroom. Adequate ventilation (eight windows): four in front and four at the back. Enough natural light (windows with clear intact windowpanes). Electric switches and plugs in order. Learners seated in rows of old and inadequate desks and tables with chairs. Some learners sharing. Enough space between learners and the chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No display of class rules, class register or specific disabilities. Thirty-nine learners in the classroom: grades 10A and 10B are combined for Sepedi lessons.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan.	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	The teacher tells learners what the previous lesson was about: <i>mehuta ya direto go ya ka sebopego</i> (types of poems according to structure). The teacher writes the word <i>sebopego</i> below words, from previous lesson, on the chalkboard.	Inclusion through lesson presentation methods and techniques.

Table

Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity.	The teacher verbally states the purpose and objectives of the lesson: Purpose – <i>Tshekatsheko ya direto</i> (Analysis of poems). Objectives – <i>go humana diteng, thuto, le methalotheto</i> (to establish content/main ideas, moral lesson, and pattern).	Inclusion through lesson presentation methods and techniques.
Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher uses the chalkboard and hand-outs given to each learner. The teacher reads loudly from her copy while learners read silently from their individual copies. The teacher has difficulty reading some words. As she reads the poem, she asks learners individually to give meanings of some difficult words and adverbial phrases and to find the main idea in each paragraph. The teacher gives the learners cues to the correct responses.	Inclusion through lesson presentation methods and techniques.
Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners silently read the poem on the hand-outs following the loud reading by the teacher. They individually and verbally answer questions posed by the teacher to check their knowledge of vocabulary and understanding of the content. Some learners always respond.	Inclusion through learner engagement methods and techniques.
Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity.	Teacher tells learners the theme of the poem: <i>Lesebo ke seripa se sengwe sa bophelo</i> (gossiping is part and parcel of life: people will always talk about people). Conclusion is not written on the chalkboard. No written summary of the content is given on the chalkboard. The link between the current lesson and the next lesson is not specified (only “in the next lesson we will do the next poem”). No homework is given.	Inclusion through lesson conclusion methods and techniques.

5-11 Lesson observations in School B(ii)

DATE: 21/05/2015

TIME: 09:00-10:00

LESSON 2

SUBJECT: BUSINESS STUDIES

GRADE 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, and space.	Clean classroom. Adequate ventilation (three windows in front and four windows at the back). Adequate natural lighting with four functional ceiling-mounted bar bulbs. Learners sitting at tables (two learners at a table meant for one learner). Ample space between the tables and between the learners and the chalkboard. Ten learners in the classroom. Teacher teaches Consumer Studies as well and the Business Studies learners came to the classroom.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register or specific disabilities. Twenty-five learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan.	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher tells learners what they had done in previous lesson. Teacher refers learners to graphic organisation of lesson content in the textbook. (Each learner has a textbook). Teacher specifies theme and subthemes of the lesson by reading from the textbook. Theme: 'insurance & investment.' Subthemes: types of insurance and types of investment together with their examples.	Inclusion through lesson presentation methods and techniques

Table

	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity.	Purpose and objectives of the lesson not stated.	Inclusion through lesson presentation methods and techniques.
	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	Teacher reads from the textbook and clarifies vocabulary as she reads. Presentation is only verbal without any writing on the chalkboard. No other means of presentation is used. At intervals teacher stops reading and invites questions from the learners: “Any question so far?” This is the dominating question in the lesson. Teacher does not use activities given in the textbook to informally assess learners’ grasp of the content.	Inclusion through lesson presentation methods and techniques.
	Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners listen and read silently from the textbook with the teacher. They are expected to answer questions only orally. Only two learners seem to attempt the questions asked by the teachers. No opportunity is given for the learners to talk amongst themselves (Follows overleaf). Only one learner asked a question during the lesson: “why do some people buy and sell trucks when buying a car is not a form of investment?” The teacher’s response introduced the concept of depreciation which was then explored in the lesson.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity.	Teacher simply stops reading at end of period. No lesson evaluation. No summary given. No linking to next lesson. No informal assessment given.	Inclusion through lesson conclusion methods and techniques.

5-12 Lesson observations in School B(iii)

DATE: 21/05/2015**TIME: 10:00-11:00****LESSON 3****SUBJECT: LIFE SCIENCES****GRADE 10B**

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	The floor is swept. Chalkboard not cleaned of previous lesson's work. Enough ventilation: four windows in front and four at the back. Window panes unbroken. Learners are seated in rows. Furniture is old, and inadequate. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Enough space between front learners and the chalkboard for the teacher.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register or specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan.	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	The teacher verbally tells learners of what was taught in the previous lesson: human skeleton - the axial human skeleton. No writing is done on the chalkboard.	Inclusion through lesson presentation methods and techniques.

Table

Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity.	Purpose and objectives are not stated.	Inclusion through lesson presentation methods and techniques.
Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher uses model of the human skeleton and introduces lesson content verbally by giving the topic of the lesson: anatomy and functioning of the appendicular skeleton. The teacher points to bone(s) in the skeleton model, asks learners to feel the bone(s) in their bodies, while demonstrating, and tells the learners the name of the bone(s), identifies the bone(s) in the diagram, counts the number of bone(s) in the human skeleton and gives their functions.	Inclusion through lesson presentation methods and techniques.
Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners listen to the teacher. They feel the bone(s) in their bodies, identify the bone(s) in the diagram and count the number of the specific bone(s) in the human skeleton.	Inclusion through learner engagement methods and techniques.
Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to (Follows overleaf) next lesson and other techniques to accommodate learner diversity.	The teacher tells the learners that the period has come to an end. No lesson evaluation. No lesson summary. No homework. No linking to the next lesson.	Inclusion through lesson conclusion methods and techniques.

5-13 Lesson observations in School B(iv)

DATE: 21/05/2015

TIME: 11:50-12:50

LESSON 4

SUBJECT: ECONOMICS

GRADE 10C

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	Classroom not swept. Chalkboard not cleaned. Enough ventilation: four windows in front and four windows at the back with intact windowpanes. Enough natural light through the windows. No specific seating arrangement: Some learners face the door and others face the chalkboard. Dilapidated, broken and inadequate furniture. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Ample space between learners and the chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register and specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	The teacher verbally presents previous concepts covered: minimum wages and maximum prices. The teacher asks learners to define minimum wage and maximum price. The teacher asks learners to differentiate between (Follows overleaf) minimum wages and maximum prices.	Inclusion through lesson presentation methods and techniques.

Table

	Purpose and objectives: stating the purpose and objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives are not stated.	Inclusion through lesson presentation methods and techniques.
	Actual teaching: achieving the purpose and objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	The teacher reads content in the textbook and clarifies difficult terms in the process. The teacher asks questions in the process to check learners' grasp of content. The teacher links previous concepts: minimum wages and maximum prices with new concepts <i>and</i> impact of the wages and prices on demand and supply with emphasis on surplus of goods and services and government intervention strategies. Learner performance in answering the questions is inadequate but begins to improve when the teacher starts using cues and practical examples to lead learners to correct answers. Still too few and the same learners attempt the answers. Number of learners attempting the answers increases when teacher uses graphs of demand and supply to clarify the content.	Inclusion through lesson presentation methods & techniques.
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Learners interact with the content by silently reading the textbook along with the teacher. They answer questions orally and individually.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to (Follows overleaf) next lesson and other techniques to accommodate learner diversity	The teacher concludes the lesson by telling the learners that they have come to the end of the lesson. The teacher gives no summary of the lesson. The teacher does not link the ending lesson to next lesson but gives a written work: classroom activities 3 (9 questions) and 4 (5 questions) at end of the covered section in the textbook. The questions have marks ranging between 1 and 5 with one question counting 10 marks. All Learners are expected to give their answers in writing in their classwork exercises books. They must all submit their books to the teacher for marking and control.	Inclusion through lesson conclusion methods and techniques.

Further analysis of these categories yielded the following themes and sub-themes of the lesson observations of School B, as presented in Table 5-14.

Table 5-14 Lesson observations in School B: Themes and sub-themes

THEMES	SUB-THEMES
1. CLASSROOM CONDITIONS FOR TEACHING AND LEARNING	Littered and untidy classrooms. Adequate ventilation, lighting and space. Mainly columnar/straight line seating arrangement. No overcrowding in grade10. Inadequate seating accommodation. Dilapidated and broken furniture. No class rules or class registers. No specific disabilities.
2. METHODS AND TECHNIQUES OF CURRICULUM DELIVERY	Lack of written teaching plan. Verbal summary of previous content. Isolated graphic organisation of previous content. Question/answer. Seldom stated lesson purpose and objectives. Verbal presentation, reading from textbook with clarification of difficult words, and question and answer. Isolated use of hand-outs, cues to correct answers, use of graphs and diagrams, demonstration, and linking new concepts with previous concepts. Working individually in silent reading and answering questions orally with isolated cases of learners practically feeling the content and asking questions for clarification. Inadequate lesson conclusion.

The results of the document analysis will be presented in the following section.

5.4 RESULTS OF THE DOCUMENT ANALYSIS

The researcher encountered difficulty in accessing some of the documents. For example, written lesson plans, admission registers attendance registers of parent meetings, records of disciplinary actions taken against learners and referrals were not available in the schools. Only school A had school quarterly returns for all the terms in 2014 and a school improvement plan.

The documents used for document analysis, and the results thereof, of School A, are presented in Table 5-15.

Table 5-15 Document analysis: School A (Date: 21/07/2015)

A – SCHOOL GENERATED DOCUMENTS

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
SCHOOL GENERATED DOCUMENTS		
Vision& mission statement	Responsible, balanced and marketable adults achieved through professional teaching for excellent and quality education in an environment of diligence and dedication, sound interpersonal relations, active participation by all stakeholders and obedience to the school rules and regulations for acceptable behaviour by all learners at all times.	An envisaged welcoming school environment. Intended active participation by all. Intended primary prevention of unacceptable learner behaviour.
Admission Policy	The policy is informed by Departmental policy. There is no discrimination of race, sex or colour in admission. While preference is given to learners from feeder schools, learners from other areas are admitted to grades eight to eleven depending on availability of space. Admission to Grade 12 is under extra-ordinary circumstances. Parents accompany learners for admission and bring along transfer letter, report card and birth certificate or clinic card.	Prevention of exclusion based on discrimination and geographic location. Parental involvement in admission of learners. Identification of barriers through use of report and clinical cards.

Anti-bullying policy

The policy specifies the responsibilities of the stakeholders, incidents of bullying and related disciplinary consequences:

The school's responsibility (essential):

- creating a positive school environment of tolerance and respect for human rights;
 - building partnership with stakeholders to meet the needs of learners; and, □ enforcing the anti-bullying policy.
- Stakeholders' (educators, parents and learners) responsibility (essential):
- identifying acts of bullying and intervening on the spot, or reporting the identified act of bullying.

To be avoided at all costs by learners and educators:

- Incidents of bullying,
- fighting,
- vulgar language,
- gossip,

Strategy to address bullying as a barrier to learning:

Compliance with CAPS principle of democracy.

- spreading of rumours,
- threatening and insulting others,
- harmful messages,
- uninvited touching,
- possession of mobile phones or other electronic devices and, □ other disruptive behaviours.

Disciplinary consequences on bullying actions include:

- a verbal warning;
- detention;
- menial tasks such as cleaning of toilets and classrooms; and,
- confiscation of forbidden items to be released on R100,00 or the items are auctioned to raise funds.

The policy has a legal basis as it is informed by the South African Schools Act Number 84 of 1996 and signed by the parent and educator components of the SGB as well as members of the Learner Representative Council.

**Academic
performance
improvement plan**

The school operates on the 2012 academic performance improvement plan.

The plan specifies the challenges, interventions, performance indicators, time frame, responsible persons, budget and progress report.

The identified challenges include:

- poor performance in mathematics, economics, business studies, accounting and physical science;
- quality and quantity of written work;
- monitoring quality of written work;
- lack of lesson plans by educators;
- learners not attending extra lessons;
- non-usage of period registers by educators;
- lack of functional and practical assessment plans; and,
- learners' poor study skills.

Context-specific challenges to implementation of IE in the school.
Strategy to address the specific barriers to learning.

Action plan on strategic interventions
Delayed evaluation on the impact of the strategy and action plan.

The interventions include:

- securing and utilising previous question papers and memos;
- purchasing study guides, calculators, chemicals and science apparatus;
- outsourcing science educators;
- monitoring and moderating written work;
- weekly submission of lesson plans to the school's head of department;
- making extra lessons compulsory and involving parents in persuading learners to attend these lessons;
- ensuring that educators use attendance registers in class; □ providing functional and practical assessment plans; and, □ training of learners on study skills.

Interventions are accompanied by personal performance indicators.

The time-frame for the improvement plan is February – April 2012.

The principal and school head of department are responsible for all the interventions to address the challenges.

Subject teachers are only responsible for the training of learners on study skills.

R17500,00 is budgeted for the interventions.

(Follows overleaf) There are no comments on progress in the implementation of the improvement plan.

School Journal

Support visits by curriculum (2014 to date - 21.07.2015):

- Eight monitoring and support visits by curriculum advisors – Subject teachers supported.
- Inclusive education activities monitored.
- The school encouraged to establish a functional SBST.

Support visits by other Departments/NGOs - (2014 to date --21.07.2015):

- Eleven support visits by other Departments and NGOs – Police monitored normal schooling after disturbances related to xenophobic attacks on businesses of foreign residents.
- Other Police visits included surprise random search visits which, during one visit, saw mobile phones being confiscated from learners.
- The Department of Health educated learners about teenage pregnancy, reproductive health services and cancer screening.
- Professional Land Surveyors demarcated the school site to guard against invasion by community members.
- IEC representatives educated learners on school democracy
- ISHR encouraged the principal to establish SBST and call for further support on the roles and responsibilities of the SBST.
- Integrated School Health Team assessed and screened Grade 10 learners and recommended referrals for learners with serious health problems.
- Pastor from Assemblies of God proposed the launching of a School Prayer Programme.

An ABSA Representative visited as part of the Bank's Community Development Programme to train learners.

Monitoring and support on curriculum implementation and inclusive education activities by departmental officials.

Participation by other Departments and NGOs in the education of children.

**Grades 10 and 12
Dropout Rate
(2012 & 2014)**

Grade	Year	Enrolment	Year	Enrolment	Difference
10	2012	55	2014	20	35

**School Quarterly
Returns Grade 10
(2014)
M (Male)
F (Female)**

Term	Days	Enrolment		Absentee Days		Total Absentee Days	Absentee Rate		
		M	F	M	F		M	F	TOTAL
1	52	28	34	55	80	135	3.7	4.5	4.2
2	52	28	34	130	88	218	15	5	7
3	54	28	34	125	100	225	8.2	5.4	8
4	43	28	34	20	10	30	2	1	1.12

35 learners dropped out of school from 2012-2014.

55 learners in Grade 10 in 2012 and only 20 learners wrote Matric in 2014. Dropout rate: 2012-2014 is 63.6%.

Total number of absentee days: 608 days.

Total number of school days for the two years: 201.

The absentee rate amounts to 33%.

B – TEACHER GENERATED DOCUMENTS

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
TEACHER GENERATED DOCUMENTS		

**Informal
assessment tasks
& control guides:
2014/2015**

LIFE SCIENCES GRADE 10

Number of tasks: Fourteen written tasks from First Term to end of Third Term 2015.

Type of questions:

- Low-order questions e.g. label, state, name, list, where, □ what is the function of?

Questions and memos taken from a study guide.

PHYSICAL SCIENCES GRADE 10

Number of tasks: Seventeen written tasks from First Term to middle of Third Term.

Type of questions:

- Taken from textbook e.g.:
- calculate acceleration and velocity; complete the energy level.
- number of electrons and electron configuration of elements given in a table.
- differentiate between given compounds and elements and give reasons etc.

Mode of informal assessment is writing.

Low-order questions. Low-order and middle-order questions.

**Class / Homework
books**

LIFE SCIENCES GRADE 10

All test /examination scripts are marked by the teacher.
Marked tests and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation.
Cass Moderation is done at School level, Circuit level and District level.
All learners have marks for tests and examinations on the mark sheet.

Writing is the only mode of demonstrating performance (UDL principle not used).
Peer assessment and selfassessment not used to actively

C – LEARNER GENERATED DOCUMENTS

PHYSICAL SCIENCES GRADE 10

All test /examination scripts are marked by the teacher.
Marked test and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation.
Cass Moderation is done at School level, Circuit level and District level.
All learners have marks for tests and examinations on the mark sheet.

involve learners in assessment.

Writing is the only mode of demonstrating performance (UDL principle not used).
Peer assessment and selfassessment used to actively involve learners in assessment.

Test / Examination scripts	LIFE SCIENCES GRADE 10 All test /examination scripts are marked by the teacher. Marked tests and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation. Cass Moderation is done at School level, Circuit level and District level. All learners have marks for tests and examinations on the mark sheet.	All learners are included in tests and examinations. Learners are not given multiple opportunities (only corrections are written).
	PHYSICAL SCIENCES GRADE 10 All test /examination scripts are marked by the teacher. Marked test and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation. Cass Moderation is done at School level, Circuit level and District level. All learners have marks for tests and examinations on the mark sheet.	All learners are included in tests and examinations. Learners are not given multiple opportunities (only corrections are written)

Further analysis of the data yielded the following themes and sub-themes for the document analysis of School A, as presented in Table 5-16.

Table 5-16 Themes and sub-themes of document analysis: School A

THEMES	SUB-THEMES
1. Teaching and learning environment	Positive school environment. No discrimination in admissions. Role of parents in admissions. Importance of report and clinic cards. Roles of the school and stakeholders in addressing bullying. Specified disciplinary procedure against bullying.
2. School underperformance	Poor study skills. Non-attendance of extra lessons. Inadequate quality and quantity of written work. No lesson planning. Non-use of period registers.
3. School support	Inadequate Departmental support visits. Inadequate support visits by other Departments and NGOs.
4. School dropout	High school dropout between Grade 10 and Grade 12.
5. Assessment	Inadequate informal assessment tasks. Adequate formal assessment tasks.

The documents used for document analysis, and the results thereof, of School A, are presented in Table 5-17.

Table 5-17 Document analysis: School B

A – SCHOOL GENERATED DOCUMENTS

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
SCHOOL GENERATED DOCUMENTS		
Vision& mission statement	Vision: An environment conducive to lifelong learning for all our clients: learners, their parents and society in general. Mission: Performing to the best of our abilities in using all available resources to maximize production and acknowledge problems as challenges to overcome.	Strategy to achieve inclusivity: using all the available resources to achieve the vision.

Admission Policy	No unfair discrimination, no admission test, the right to appeal against refused admission and exit interviews for learners. Documents required: • Last report card, • Cass portfolios. and • Learner profile from previous school. Other requirements: • Parents not compelled to pay school fees but encouraged to make voluntary contributions when need arises. • Parents obliged to check learners' books regularly and make recommendations and to attend parent meetings. Non-citizens' requirements: • Parents' permit to reside in the country. • Learner study permits. • Three undocumented immigrants' evidence of having applied to Home Affairs in terms of the Alien Control Act (Act No. 96 of 1991).	Accessibility: Non-discrimination, no admission test, admission to the total school programme and the right to appeal ensures inclusivity. Identification of barriers: Possible push factors in the school. Learner experience and background: Sources of information to plan inclusive teaching methods and techniques. Not forcing parents to pay school fees reduces the impact of poverty as a barrier to access and learning. Parental involvement: Obligated regular control of books, making recommendations. Inclusivity: Non-discrimination and accessibility. Inclusivity: Attending meetings aims to involve parents in the education of their children.

Code of conduct

Vision:

A disciplined purposeful environment for quality learning processes.

Mission:

Promote positive learner self-discipline. Develop responsible, productive and self-sufficient members of society.

Legal background:

- South African Schools Act

Principles and values:

- democratic right to due process in hearings,
- non-discrimination,
- respect for human dignity,
- right to privacy,
- no corporal punishment, □ right to education.

General school rules for learners (Compulsory actions/Expected behaviour):

- punctuality,
- school attendance,
- lesson attendance,
- immediate and positive response to school bell/siren,
- wearing school uniform even during excursions,
- writing assessment tasks,
- extra lessons and study sessions,
- respecting school mates,
- educators and parents, and,
- keeping school grounds, classrooms and toilets clean.

General school rules for learners (Non-allowable actions/behaviours):

- Leaving school/classrooms without permission,
- fighting, bullying and derogatory language; sexism; damage to or vandalism of school property,
- theft; possession, use or sale of unauthorised drugs, pornographic material, stolen property or dangerous weapons,
- assault, rape or sexual harassment and safety threatening conduct, such as violence

An environment conducive to learning:
A disciplined environment conducive to learning.

Strategy for the envisioned environment:

Environment promoting acceptable learner qualities.

The law provides for development of learners with acceptable qualities.

Promoting inclusion:

Qualities of a Full Service/Inclusive school.

Promoting Inclusivity:

Compulsory actions aimed at increased achievement.

Implementing inclusivity:

Preventing non-allowable actions represents primary intervention against barriers to learning.

Parental involvement:

Parents are provided with basic guidelines on how to participate in the education of their children.

	and, • disruption of school activities. Parents' responsibility: • Support the school when enforcing general school rules for learners. • Ensure completion of school work. • Attend meetings. • Take legal action against infringements.	
Religious Policy	Legal background: • The Constitution (recognised diversity of religion and no discrimination and prejudice based on religion. • The South African Schools Act (attendance of religious observances is free and voluntary). Religious observance: • School observes Christian practices through morning devotions on Mondays and Fridays. Religious tolerance: • School promotes tolerance of different religious groups by developing awareness of the right to religion of choice and teaching respect, tolerance, love and acceptance.	Inclusivity: Recognition of learner diversity, according to religion, is legally recognised with voluntary observance. Strategy to implement IE: Christian morning devotions and promotion of tolerance for diversity of religions in the school.

School Journal

Support visits by curriculum 2014 to date (01/07/2015):

Five support visits by curriculum advisors – subject teachers supported,

Cass moderation feedback conducted and learners guided on exam-writing strategies and skills.

Support visits by other Departments/NGOs/Parents (01/07/2015):

- Three visits by the police to attend to gang behaviour by learners.
- Forced participation of learners from classes by DWAF workers for learners to join march.
- Forced participation of learners from classes by community members for learners to join march against service delivery.

2014:

- Lorego Project on Block Teaching sponsored by local private companies.

2015:

- Three support visits for Grades 10, 11 & 12 educators to improve on quantity and quality of written work.

During the First Term, more girls were absent than boys.

During the Second Term, more boys were absent than girls.

Absentee rate for both girls and boys: 0.96%

However, the visits are either not enough (only the police and the municipality have visited the school), or again some visits are not recorded). Gang behaviour and forced removal of learners from classes to participate in marches are barriers to learning.

Grades 10 and 12 Dropout Rate (2012-2014)

Grade	Year	Enrolment	Year	Enrolment	Difference
10	2012	91	2014	60	31

31 learners dropped out of school during 2012-2014:

There were 91 Grade 10 learners in 2012 and only 60 learners wrote Matric in 2014.

The dropout rate for 2012-2014: 34.1%.

School Quarterly
Returns Grade 10
(2015)
M (Male)
F (Female)

Term	Days	Enrolment	Absentee Days		Total Absentee Days	Absentee Rate			
		M	F	M	F		M	F	TOTAL
1	53	37	37	23	28	51	1.7	1.4	1.3
2	55	37	38	22	15	37	1.1	0.7	0.9

(2014 statistics not available at school or Circuit Office)

B – TEACHER GENERATED DOCUMENTS

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
TEACHER GENERATED DOCUMENTS		
Informal assessment tasks and control guides 2014/2015	ENGLISH GRADE 10 Number of tasks given: 17 written tasks from First Term to end Second Term during 2015. Questions taken from textbook. Mainly low-order questions of name, list and describe totalling 3 to 5 marks. All tasks marked by the teacher.	Middle- and high-order questions inadequately used. Writing is the only mode for demonstrating performance (UDL principles not used). Peer- and self-assessments not used.
Formal assessment tasks and control guides 2014/ 2015	ACCOUNTING GRADE10 Number of tasks: Two tasks (one common task and the mid-year exam paper). Type of questions: - multiple choice questions, - give the correct term, - questions based on diagrams (identify, label, why, give, explain how, describe, tabulate, draw, suggest, differentiate etc.) and, - essay questions (discuss, discuss how, recommend etc.).	Policy compliant (CAPS). Levels of cognition adequately covered. Small font a barrier for some learners.

	Font on common task too small. Schools get one copy from District Office and make photocopies for the total number of learners at the school. Memoranda are available. PHYSICAL SCIENCES GRADE 10 Number of tasks: Two tasks (one common task and the mid-year exam paper). Type of questions: • multiple choice questions, • short, source-based questions of define, state, give reason, name; identify elements, label, define, complete table and justify, calculate/determine displacement, velocity, speed and distance.	Policy compliant (CAPS). Levels of cognition adequately covered. Small font a barrier for some learners.
LEARNER GENERATED DOCUMENTS		
Class/ home-work books	SEPED I GRADE 10 Homework and classwork written in exercise books. Learners make corrections for incorrectly answered questions. All written work is marked by the teacher. Primarily low-order questions taken from textbook. BUSINESS STUDIES GRADE 10 Homework and classwork written in exercise books. Learners make corrections for incorrectly answered questions. All work marked by the teacher. Generally low-order questions are taken from textbook.	Writing is the only mode of demonstrating achievement. UDL principles are not used for differentiating assessment

**Test/examination
scripts**

ECONOMICS GRADE 10

Test/exam scripts marked by the teacher.
Scripts are filed for Cass moderation.
Moderation done at school, Circuit and District levels.

All learners are included in
tests/examinations.
Poorly performing learners are not
given multiple opportunities.
Only corrections are written.

C – LEARNER GENERATED DOCUMENTS

□

Further analysis of the data yielded the following themes and sub-themes of the document analysis for School B, as presented in Table 5-18.

Table 5-18 Themes and sub-themes of document analysis: School B

THEMES	SUB-THEMES
1. Envisioned education goal and environment for learning and teaching	Education for all. Developing positive learners and adults. No discrimination admission. Parents involved in admission. Report cards, Cass portfolios and learner profiles from previous school required. Exit interviews conducted. Positive learner behaviour. Unacceptable learner behaviour. Religious tolerance.
2. School support	Inadequate Departmental support visits. Inadequate support visits by other departments.
3. Learner factors	High learner dropout. High learner absenteeism.
4. Assessment	Inadequate informal assessment tasks. Adequate formal assessment tasks.

In Section 5.5, the results of the group interviews with the teachers and the individual interviews with the principals and departmental officials are presented. The biographical information of the participants in this study was obtained during their respective interviews. This information is presented in Table 5-19.

Table 5-19 Biographical information of participants

Variable		Teachers and principals: School A	Teachers and principals: School B	Departmental officials
Gender	Male	4	3	1
	Female	5	6	2
Age (years)	25-30	1	0	0
	35-40	1	0	1
	45-49	6	1	0
	50+	1	8	2
Education level	Secondary school	9	9	3
	Teaching diploma	9	9	2
	Postgraduate diploma/degree	9	6	3

□

All the teachers and principals in Schools A and B completed secondary education and have a three-year teaching diploma, as well as postgraduate qualifications including at least one degree. All Departmental Officials have completed secondary education. The two Education Departmental Officials have a three-year teaching diploma and post-diploma qualifications, including at least one degree. The Health Departmental Official completed secondary education and has post-diploma qualifications including at least a degree.

5.5 RESULTS OF THE INTERVIEWS

Two voice-recorded, partially structured group discussions (eight to nine participants), for a duration of 60-130 minutes per session, were conducted with the teachers at Schools A and B respectively. The researcher emphasised confidentiality and anonymity in both the consent form and during introductory remarks regarding the interviews. Passive group members were involved by directly asking them for their opinions and comments during discussions. The transcribed data of the interviews are available in Appendixes E and F for School A and appendixes J and K for School B.

5.5.1 Group interviews with the teachers

The results of the interviews with the teachers are presented in terms of themes and sub-themes in Table 5-20 for School A and Table 5-21 for School B.

Table 5-20 Themes and sub-themes of teachers interview: School A

THEMES	SUB-THEMES
1. Teacher-related factors	Acceptable level of understanding IE. Lack of training on inclusive teaching and support. Negative attitude towards learners with specific disabilities.
2. Parent- and –family related factors	Lack of money to afford special education at special schools far away. Some children are orphans from child-headed families.
3. Learner-related factors	Lack of motivation and poor performance. Lack of learner support programmes.
4. Curriculum and language	Lack of curriculum adaptation. Poor background knowledge of English.
5. Proposed strategic support for IE	School policy on inclusivity. Group problem solving. Bilingual teaching. Home language (Sepedi) as LOLT. Redeployment of IE-trained teachers to Full-service schools.

Table 5-21 Themes and sub-themes of teachers interview: School B

THEMES	SUB-THEMES
1. Teacher-related factors	Acceptable comprehension of inclusivity. Inadequate training on inclusivity through CAPS. Work-overload. Intolerance of learners with specific disabilities.
2. Parent- and familyrelated factors	Poorly attended parent meetings. Lack of parental support. Poor families. Child grants abuse. Child-headed families.
3. Learner-related factors	Reading, learning, emotional and visual problems. High teenage pregnancy. Lack of learner support programmes. Isolated and infrequent learning support techniques. Visually challenged learners seated in front. Overcrowding in lower classes. Lack of support structures in the school. Lack of SMT, Circuit and Curriculum support.
4. Curriculum and language	English is a barrier to learning. No extracurricular activities.
5. Resources and infrastructure	Lack of textbooks. Lack of time for individual attention.
6. Proposed strategic support for IE	Teacher-training on inclusivity. Parental involvement in leadership. School-based counselling committee. Creation of more teaching posts. Appointment of school psychologists.

5.5.2 Individual interviews with principals

The results of the individual interviews with the principals are presented in terms of themes and subthemes in Table 5-22 for School A and Table 5-23 for School B below.

□

Table 5-22 Themes and sub-themes of interview with principal: School A

THEMES	SUB-THEMES
1. Teacher-related factors	Lack of training on inclusivity. Teaching out of field by some. Lack of written lesson planning. Overloaded with work. Low teacher morale.
2. Learner-related factors	High attrition rate. Narrow subject choice. Consistent school underperformance.
3. Parent- and familyrelated factors	Poor attendance at parent meetings. Parent illiteracy and lack of guidance on teenage pregnancy.
4. Resources and infrastructure	Shortage of manpower. Lack of relevant physical resources and infrastructure.
5. School support	Lack of Departmental support Inadequate school support by the Circuit. Lack of support structure in the school. Lack of school policy on inclusivity. Unfamiliarity with EWP6.
6. Behaviour problems in the school	Late coming, absenteeism, bullying, infightings and truancy, teenage pregnancy.
7. Proposed strategic support	School-based inclusive endeavours. Admitting all kinds of learners. Giving more time to slow learners. Seating learners with sight problems in front. Networking with other departments to support learners.

Table 5-23 Themes and sub-themes of interview with principal: School B

THEMES	SUB-THEMES
1. Teacher-related factors	Inadequately trained teachers. Work-overload.
2. School-support	Inadequate support by SMT. Inadequate support by Education Department Health talks by visiting professionals and school code of conduct reduced cases of teenage pregnancy, sexual harassment and bullying.
3. Learner-related factors	All learners are adequately fed. Slow learners are supported during afternoon lessons. Needy learners are referred to social workers and nurses.

□

4. Resources and infrastructure	Inadequate relevant resources. Inadequate infrastructure.
5. Parent- and familyrelated factors	Lack of parental support on children's school work. Lack of parental awareness concerning IE. Parental poverty. Family reliance on social grants. Parental abuse on social grants.
6. Prominent problems at the school	Dyslexia
7. Proposed strategic support	Teacher and SMT-training workshops on inclusivity. Stakeholder awareness campaigns on inclusivity, especially parents. Appointment of professional specialists by the Department.

5.5.3 Individual interviews with departmental officials

The results of the interviews are presented in terms of themes and sub-themes for each of the two departmental officials and the health official, in Tables 5-24, 5-25 and 5-26 respectively.

Table 5-24 Themes and sub-themes of interview with departmental official Number 1

THEMES	SUB-THEMES
1. Teacher-related factors	Lack of teacher-training on inclusivity. Work overload. Lack of teacher home visits. Negative teacher attitude towards inclusivity. Lack of time for individual attention.
2. Learner-related factors	Visual problems. Mobility problems. Use of common transport. Child-headed families. High teenage pregnancy. Absenteeism on days for grants.
3. Parent-related factors	Inadequate, due to poor attendance at parent meetings. Lack of money to contribute to funding of learner support initiatives. Distant workplace of parent.

□

4. Resources and infrastructure	Understaffed schools. Lack of professional specialists in schools. Lack of money for in-service teacher-training. Understaffed provincial and district IE Sections. Lack of ramps for wheelchair users. Very long distances to special schools. Inadequate teacher-training facilities.
5. School support	Lack of District-based IE monitoring. Negative attitude of curriculum advisors to inclusivity. Inadequately established DBST. Lack of IE support structures in Circuits. Adequately established SBSTs in some schools. Lack of cascading SMT to teachers.
6. Proposed strategic support	Annual awareness meetings on IE by Department. Quarterly District plenary and sharing meetings on inclusive interventions in schools. Regular Provincial and district support to teachers. Include inclusivity in Curriculum Teacher Briefings and curriculum monitoring. Adequate coordination of IE and Curriculum Sections.

Table 5-25 Themes and sub-themes of interview with departmental official Number 2

THEMES	SUB-THEMES
1. Teacher-related factors	Lack of teacher-training on inclusivity. Teachers are demoralised. More concern with Union issues than contact-time. Stigmatising learners with specific barriers to learning. Remedial teaching is not done. Underperforming learners are sent to special schools.
2. Learner-related factors	Inability to read. Difficulty in understanding questions. Learner dropout in some rural secondary schools. Substance abuse.
3. Parent-related factors	Lack of parental preparedness for inclusivity. Parents feel only teachers are responsible.

□

4. Resources and infrastructure	Learners in rural villages have no access to newspapers, mobile phones, computers or internet cafés. Lack of resources in ordinary schools to support mentally challenged learners. Department insists on inclusivity without needed resources. Departmental IE section is understaffed.
5. School support	Training learners for exam writing. Out-of-context assessment tasks. School-College/University/Department discrepancy in providing examination concessions. Low promotion requirements. All grades condoning except Grade 12. Neglect of lower grades. Lack of monitoring and support on implementation of recommended learner support programmes.
	Lack of monitoring and support on referrals to special schools. Lack of remedial teaching.
6. Strategic support	Train teachers on addressing learner diversity. Supporting teachers to identify barriers to learning. Establish support structures in all the schools. Adequately staff the District IE Section. Decentralise the IE section to Circuits and schools. Close the gap between schools and institutions of higher learning regarding examination concessions. Prepare learner through study skills to work on their own for adaptation at tertiary level. Prioritise contact-time in the schools. Do away with deployment of employee-comrades in Education. Coordinate Departmental sections. Bring back psychological assessment of learners.

Table 5-26 Themes and sub-themes of interview with departmental official Number 3

THEMES	SUB-THEMES
1. Teacher-related factors	Teachers at mainstream schools lack knowledge concerning inclusivity. Inadequate teacher-training on inclusivity. Inappropriate referrals to special schools. Negative attitude toward using special schools as resource centres. Teachers are frustrated by lack of resources.

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2. Resources and infrastructure	Lack of resources in schools including full service schools. Lack of transport for professional specialists. One hospital psychologist for all schools in five Circuits (Mogodumo cluster). Lack of resources frustrates SBSTs. Dilapidated toilets even in Full Service Schools.
3. School support	Lack of teacher-training on inclusive planning and teaching by the District office. Lack of teacher support from school principals. Dysfunctional support teams in some schools. Inadequate school support by hospital staff. Ordinary schools do not utilise special schools as resource centres.
4. Proposed strategic interventions	DBST supports schools on inclusivity. Integrated School Health Team (ISHT) supports learners in schools. Functional SBSTs design and implement individual support programmes in schools. Province has conducted IE advocacy workshops for all school principals in the District. Since November 2014 DBE declared SIAS as POLICY in schools. Implement EWP6 and SIAS policy directives as well as the Guidelines on implementing IE in schools. Admit ALL learners in local schools. Conduct SIAS immediately after learner admissions. Refer learners for placement according to level of need as based on SIAS results. Provide adequate resources in schools and resource centres. Establish adequate representative Circuit-Based Support Teams and SBSTs. Curriculum advisors should monitor and support inclusivity in schools. Appoint professional specialists in Education. Incorporate IE properly from Head Office.

5.6 SUMMARY

The results of the various data sources were presented in this chapter. These results are discussed in detail in Chapter 6.

CHAPTER 6 DISCUSSION OF THE RESULTS

6.1 INTRODUCTION

Whereas the results of the various data sources were presented source by source, for each school, the discussion of the results is now presented school by school, of each data source, so as to form an integrated picture of the full situation in each school.

In the section thereafter, the discussions of the two schools are integrated with a discussion of the literature.

6.2 DISCUSSION OF RESULTS: SCHOOL A

The findings emerging from general school observation, lesson observation, documentation and interviews with teachers and principals are discussed separately for Schools A and B. The findings following from departmental interviews are combined according to similarity of themes and discussed. Discussion of the results is done in terms of descriptions illustrating the findings with verbatim comments of the interviewees. This is followed by reference to relevant literature. Lastly the findings from Schools A, B and Departmental interviews are compared to establish confirmations and disconfirmations across School A, School B and Departmental Officials.

6.2.1 General school observations

Rural school

The surrounding area consists of houses built on equally sized sites. Land ownership is communal under the control of a female chief with sectional headmen. Subsistence farming is the main economic activity. People plant crops, mainly maize, in their yards for consumption. Most people depend on social grants for a living. The neighbouring city (Polokwane) is about seventy-six kilometres away from school.

Accessibility

A tarred road passes through from Lebowakgomo to Burgersfort. Routes including paths between the school and homes are sandy and gravel. One newly built block of classrooms has two side ramps. Scholar transport is not arranged. Available public transport is not adapted for wheelchair users. The tarred road would seemingly make the school accessible to Departmental Officials on their monitoring and support visits to the school. The school is,

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however, generally inaccessible to learners. Sandy and gravel paths, shortage of ramps and lack of adapted transport make it difficult for the learners using wheelchairs to reach schools. Lack of scholar transport make learners hike from afternoon lessons and this seemingly exposes them to dangerous elements.

Resources and infrastructure

The school has adequate borehole water and electricity supply. There is a health centre (community clinic) within walking distance from the school. Despite the availability of these basic services, sporting and toilet facilities are inadequate. Toilet structures especially for boys are dilapidated. The school has no library or laboratory.

Sufficient water, provision of electricity supply and proximity to community clinic contribute to creating an environment conducive to teaching and learning. Inadequate and dilapidated resources and facilities, however, make the school environment generally less conducive to teaching and learning. Dilapidated toilet structures for boys create safety risk, feelings of exclusion, gender inequity and disrespect. Inadequate sporting facilities for only soccer and netball exclude learners with different preferences because of their specific abilities or disabilities. Lack of library and laboratory frustrates endeavours to develop learners' reading ability and engage learners in practical tasks in especially science subjects.

School conditions for teaching and learning

A security fence encloses the school premises. The school is built in cement bricks and roofed in corrugated iron. All the classrooms have steel doors with burglar-proofed windows. All learners benefit from the school feeding programme. General workers are preparing a school vegetable garden to one side of the premises. Besides these enablers, the school has no security guard (gateman), some classroom windowpanes are either broken or missing, food for learners is cooked in firewood and the premises are generally littered with overgrown areas.

Cement brick walls offer protection against asthmatic conditions often associated with wet muddy walls. Iron roofing protects against accidental fires that commonly occur with thatched roofing. Security fencing, steel doors and burglar proofing provide for safety and security against theft of teaching and learning support materials (TLSM) as it often occurs in rural schools, especially during school holidays. The school feeding scheme apparently benefits the learners who come to school hungry because of poor socio-economic backgrounds. The school vegetable garden will seemingly provide vegetables for the feeding scheme and also

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benefit learners doing Agriculture in their school curriculum. Contrary to these enablers, lack of a gateman threatens the security provided by the physical structures already discussed above. Further to this, broken or missing windowpanes and smoke from fire cooking associate with bad weather conditions and air pollution. These conditions are apparently toxic to the health and well-being of the learners and the staff.

School size

The school has twelve classrooms with two hundred and eighty learners and eight teachers on the school time-table excluding the school principal. There are two classrooms (A and B) for Grade 10 with twenty-seven and twenty-eight learners respectively. The biggest classroom has seventy-two learners (Grade 11). The smallest classroom has twenty learners (Grade 8).

Teacher/pupil ratio in Grade 10 (1:27/28) provides for individual attention in the classroom. Small-sized classes are amenable to manageable working groups including peer learning groups and cooperative learning groups during contact time and study groups outside contact time. For example, a Grade 10 teacher can divide one Grade 10 class of twenty-seven learners into three working groups of seven learners each and one working group of six learners.

6.2.2 Lesson observations

Classroom conditions for teaching and learning

Classrooms are adequately ventilated with seven windows for each classroom. All classrooms are electrified. Seating arrangement is mainly columnar. Adequate ventilation, availability of lighting and columnar seating arrangement contributes to a classroom environment conducive to teaching and learning. Adequate ventilation and available lighting associate with better concentration. A columnar seating arrangement provides for enough space for the teacher in the classroom.

Despite these positive conditions, there are negative factors contributing to a classroom setting less conducive to effective teaching and learning. Inadequate classroom cleanliness threatens the health and well-being of learners and teachers in the classrooms. Damaged electric plugs and wiring create a safety risk to the learners. Inadequate furniture is a potential source of disciplinary problems through fighting over scarce seating

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accommodation. Lack of class rules and non-use of class registers enfeeble control over classroom disciplinary problems.

Methods and techniques of curriculum delivery

There is no written lesson planning. Either verbal summary of previous content or written corrections of homework is used. Lesson purpose and objectives are not clearly stated. Mainly verbal presentation, writing on chalkboard and questions and answers used to present content. Formulas, mind mapping and graphs used in lessons 01 and 02. Learners read silently from textbook as teacher presents content and answers questions orally and individually. Loud reading was used in lesson No. 04. Teacher lost control of the class in lesson No. 04. Learners talked loudly among themselves. Boys moved out of the classroom without asking for permission to do so. Re-reading of the Act in the literature set book, disorderly writing on chalkboard and non-rotational reading by learners seemingly led to boredom. Only in Lessons 1 and 2, did the teachers conclude the lesson presentation by giving learners activities from textbook as written homework.

Verbal summary of previous content and writing corrections on chalkboard seemingly prepare learners for the lesson content by activating prior knowledge. Verbal presentation, questions and answers method accommodate verbal-linguistic and visual learners respectively. Writing on chalkboard, mind mapping and using graphs accommodate visual learners. Calculation formulas provide for some scaffold-learning. Presenting content in several ways is in line with UDL. Loud reading and oral answers provide opportunities to give corrective feedback on reading problems. Written work at lesson conclusion is informal assessment for support in terms of giving feedback to learners and informing planning. Informal assessment is a form of continuous assessment. Beyond these positive steps, inclusive teaching and learning is generally inadequate. Lack of written lesson plans seemingly implies no advanced planning for learner diversity. Lack of clearly stated lesson purpose and objectives seemingly excludes directed teaching and lesson evaluation for support through corrective teaching. Only verbal and writing techniques in activation of prior knowledge exclude learners with learning preferences other than verbal-linguistic and visual learning. Silent reading and individual work deprives learners of the benefits of cooperative learning.

6.2.3 Document analysis

Teaching and learning environment

School policy spells out qualities of the envisioned school environment conducive to learning and teaching: no written admission test, parents accompanying learners for admission, submission of report- and clinic cards on learner admission, specific roles of the school and stakeholders in addressing bullying and clearly stated disciplinary procedure against bullying.

The school's vision and policy guidelines apparently represent a strategy to implement IE in the school: Lack of admission testing ensures school accessibility to all learners; parental engagement highlights the importance of parental involvement in the education of their children; report- and clinic cards provide opportunities to identify barriers to learning emanating from learner experience and background; specifying the roles of the school and stakeholders in addressing bullying emphasises the advocacy of IE as the responsibility of all stakeholders; and the disciplinary procedure against bullying aims at preventing or as least reducing bullying on the school premises.

School underperformance

The school improvement plan outlines factors of school underperformance: Poor study skills, Nonattendance of extra lessons, inadequate quality and quantity of written work, lack of written lesson planning and non-use of period registers.

Poor study skills seemingly frustrate independent learning. Non-attendance of extra lessons apparently delay content coverage and thwart opportunities for remedial teaching. Inadequate quality and quantity of written work constitute a barrier to adequate preparation for better performance in summative assessment and obstruct attempts to improve learners' writing ability. Lack of written lesson plans relates to lack of planning for learner diversity in the classroom. Nonuse of period registers implies lack of preventive measures regarding disciplinary problems, including truancy and bunking of lessons.

School support

Curriculum advisors conducted eight monitoring and support visits to the school between January 2014 and 21 July 2015. One monitoring and support visit was conducted by the District inclusive education coordinator during the same period. Curriculum advisors monitored content coverage and supported the teachers on Continuous Assessment (Cass). The District inclusive education coordinator in particular monitored inclusive education

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activities and encouraged the school to establish functional SBSTs. Eleven support visits were conducted by other Departments and NGOs between January 2014 and 21 July 2015. Monitoring and supporting foci included normal schooling after xenophobic attacks on local shops of foreign residents and surprise random search (Police); talks on teenage pregnancy, cancer screening and recommended referrals for learners with serious health problems and establishment of SBST (Integrated School Health Team [ISHT]); talks on democracy (representative of the Independent Electoral Commission [IEC]); launching a School Prayer Programme (Pastor); and Community Development Programme to train learners (representative from Amalgamated Banks of South Africa [ABSA]).

Generally, however, school support on inclusivity by the Education Officials is inadequate. Nine monitoring and support visits by curriculum advisors and inclusive education coordinator are insufficient in terms of both quantity and quality: the time-frame is too long for only nine monitoring and support visits to the school and the critical mode and area of implementing IE are excluded from the support foci, namely the classroom and inclusive methods and techniques of curriculum delivery in the classroom.

School dropout

Thirty-five learners dropped out of school between the years 2012 and 2014: there were fifty-five learners in Grade 10 in 2012 and only twenty learners wrote Matric in 2014. Dropout rate between 2012 and 2014 is 63.6%. Total absentee days in Grade 10 in 2014 were six hundred and eight days. Total number of school days in 2014 was 201. The absentee rate of 33,05% represented poor learner attendance.

High dropout rate and poor learner attendance ostensibly indicate the extent of exclusion and inadequate inclusivity in the school. Access to education and adequate participation in educational opportunities are some of the common elements of IE.

Assessment

On average, sixteen pieces of written informal assessment tasks were given from the First to middle of the Third Terms in 2015. All tasks were answered in writing and marked by the teachers. The tasks covered only low to middle-order questions. The formal assessment tasks were adequate in terms of quantity and quality. Four common tasks and the mid-year exam paper between terms one and two in 2015. The questions covered all the levels of cognition. Besides the apparent sufficiency in terms of the quantity and quality of formal assessment tasks, small fonts used on the formal assessment task papers constitute a barrier to learners with visual problems. Furthermore, a school is given one formal

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assessment task paper to make copies for all the learners in schools. Repeated photocopying leads to very small fonts that are illegible even to learners without visual challenges.

Generally informal assessment is inadequate both in quantity and quality: Sixteen pieces of informal assessment on average within two terms is insufficient, given the number of lessons in a week and the CAPS requirement of integrated teaching and assessment; only low- and middle-order questions in informal assessment ill-prepare learners for high-order questions in formal assessment; informal assessment is not used as a stepping stone to formal assessment in line with CAPS; inadequate use of peer assessment adds to the teacher workload; and writing as the only mode of demonstrating performance excludes learners with different learning preferences and interests.

Four formal tasks between terms one and two in the same year is a policy requirement (CAPS). While low- middle- and high-order questions are adequately covered in formal tasks, lack of multiple opportunities for non-achievers as well as small fonts on school-based photocopies constitute barriers to learning.

6.2.4 Group interview with the teachers

Teacher-related factors

Although the teachers have acceptable understanding of IE, they lack training on IE/inclusive teaching. The teachers do not know how to support learners with special needs in the classrooms. Despite lack of knowledge and training concerning IE and its implementation, these teachers seemingly have a positive attitude to inclusivity:

- “It (IE) means we must include all learners irrespective of their disabilities. It can mean in the form of admitting these learners in the school or it can mean in the form of teaching them in the classroom.”
- “...we have a challenge in that we are not empowered enough. We are not succeeding in implementing IE because we are not trained...However we do have such learners (with special needs) and we find it very much difficult to adjust to them because most of us are not trained.”
- “Definitely we see these things...but we do not know how to give support.”

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- “Our feelings are that we all like them (learners with special needs of all kinds) to attend here but the challenges we face are those that my colleagues have already said. Teachers are not well trained.”

The lack of training discourages the teachers to implement IE in the school and classrooms.

Parent- and family-related factors

Parents lack money to afford special education for their children at special schools. Special schools are far away. Besides apparent poverty, some children are orphans and they head families. The teachers voice the following about parent-related factors:

- “To take such children (children with special needs including specific disabilities) to special schools, it needs a family background. You find that the parents maybe do not have enough money ...and the learner will remain at home...”
- “They (learners with specific disabilities) cannot come to school because there are no resources. And to take them to special schools is expensive. Special schools are far.”
- “Most learners are orphans. The child is responsible for the family, that is, the child is the head of the family.”

Parental poverty makes it difficult for parents to contribute financially to the education of their children. For example, lack of income can make it impossible for parents to afford appropriate spectacles for their child with visual problems. Older children from child-headed families seemingly play the role of parents for their siblings in the families and this is likely to take more time from their school work.

Learner-related factors

There is minimal to non-existing support for learners with barriers to learning. The Circuit is not empowering teachers to support learners with barriers to learning in the classrooms. Parents are not supportive of their children either. There is a general lack of motivation to learn, with poor learner performance, as described by the teachers:

- “...they just do not see the reason why they are at school. My mind tells me that these children do not know what they have come to school for.”
- “You know if it comes to laughing, they laugh as if they are going to get marks. They are interested in more joking and fun things as if they are not mentally correct.”

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- “And, there are children who are extremes...They are extremes...For example, in one subject a child got 4 out of 200. Another one got hundred and seventy something. Now when you look at all these things, you ask yourself: were these children taught in the same classroom by the same teacher, for the same subject and at the same time?”
- “In terms of teacher support as to how you can teach those learners is still a challenge, let alone the support from higher authority structures. The only thing we get is when we are called to meetings...there is nothing practical that they give us to say this is the weapon that you will use ...to cater the learner with barriers...”
- “You know why we cannot tell you clearly how we are supporting these learners in the classrooms is just because even ourselves as teachers we are not supported by their parents. They (Heath professionals) were here before we closed and they also discovered that this child is short-sighted ...her parent never tell us...but there is a section in the forms that tell parents to write and tell the school about the problem the child is having.”
- “...The little we can do to implement is to acknowledge the white paper number six because we cannot change it and secondly to admit those learners and end up there.”

Lack of parental support and support by the Circuit demotivate the teachers who seemingly have a positive attitude towards inclusivity, as already indicated above.

Curriculum and language

The curriculum is inflexible and excludes learners with special needs. The prescribed subject time allocation in CAPS is insufficient for individual attention to learners with special needs. The teachers voice the following on English as the LOLT in their school:

- “English in our school is a barrier to learning and teaching.”
- “...one of the barriers I can say is the curriculum itself. Maybe I can say it does not include all kinds of learners because ...some learners are at a very low level. Immediately you try to adjust ...you find that time is not also available in our hands. We are running after the work schedule.”
- “With us now the medium of instruction is English and it is very much difficult for the learners ...and they find it very much difficult to adjust.”

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- “You can take example by children speaking Afrikaans as their First Language. They are getting Masters and Doctorates in Afrikaans. With us our children here are taught Mathematics in English and they find it very much difficult.”

Proposed strategic support

The teachers suggested the following strategic actions to overcome the barriers to learning: teacher training and support; redeployment of IE trained teachers to Full-Service Schools, grouping learners at admission for differential teaching; resolving the uncertainty regarding lesson planning; and assessing inclusively:

- “My opinion is that the Department can make sure they train educators, they support educators. Maybe they take some of the educators to train them on special needs and they place them at schools that they are using as inclusive schools or Full-Service Schools.”
- “I think the Department can help us by categorising these learners right from the start so that we can know how to teach them differently.”
- “I used to know how to prepare the lesson in the scheme book but there came Outcomes Basis Education (OBE)...from there came Integrated Quality and Management Systems (IQMS) where they say you may not have a written plan as long as you have evidence. Now there is CAPS where it seems emphasis is totally not on the lesson plan. But my feeling is that people who write these books are specialists. They should just give us prepared lessons. Mine must just be to control that this section is done and I file it.”
- “...there must be other ways of assessing them because some may not be able to write at all. So, we must assess them in other ways not necessarily that they must write. If he or she cannot write, then it means he or she cannot progress.”

Teacher training and support is a pre-condition for quality teaching and learning. SIAS is a strategy aimed at identifying learners according to their levels of need early in so that appropriate placement and support can be provided. Planning the lesson for learner diversity is the teacher’s responsibility. Providing learners with multiple ways of demonstrating their performance is a principle of UDL which is a proactive strategic approach to inclusive teaching and learning.



6.2.5 Individual interview with the school principal

Teacher-related factors

Teachers in the school lack training on inclusivity, as described by the principal:

- “...I do not think they have any knowledge and even I do not think they have any skill because there is no one who has been trained on inclusive education.”
- “...formal planning is not going on well with our Unions. Most of our teachers belong to Unions. As such you would like to see a formal lesson plan but you will not get it. They will prepare on a scribbler ...but a formal lesson plan is not there...teachers are not prepared to do it.”
- “...with period registers...in the past we were trying but considering the administrative work of the period register, it ended up discontinued.”

Teacher training will possibly improve teacher attitude towards IE. A written lesson plan will provide evidence that the teacher is prepared to accommodate learner diversity. Use of period registers will contribute to preventing truancy and bunking of lessons.

Learner-related factors

School enrolment is decreasing as per the years 2012 and 2014 subject mark sheets: Thirty-five learners left the school between the classes of Grade 10 in 2012 and Grade 12 in 2014. The school has a narrow subject choice and is consistently underperforming, as described by the principal:

- “...In all the small schools like ours you will always have a large number of learners going out...They are leaving to other schools...we experience a shortage of manpower, human resource, and we are unable to cater almost all the areas...Another thing is the question of underperforming. Once you underperform, learners feel no, we better move to other schools.”

Resources and infrastructure

The school experiences a lack of relevant physical resources and infrastructural facilities. Shortage of manpower, narrow subject stream and persistent school underperformance are manifestly the push factors in the school. An exodus of learners apparently impacts on staff establishment. The School Restructuring and Redeployment Programme in South Africa

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moves teachers to schools with large enrolments. Demonstrably this results in a school with a small establishment and many subjects. Teachers must teach many different subjects in almost all the grades in the school:

- “We don’t even have the infrastructure relevant to inclusivity...the department in trying to implement inclusivity is going at a very, very slow pace...look at the infrastructure, the buildings in our schools. Are they user-friendly, say to somebody who is having a handicap or making use of a wheelchair? At some schools, there are still stairs. If you are using a wheelchair you are not accommodated.”
- “OK, the barriers would be resources and infrastructure. ...even the so-called full-service schools cannot cater all types of learners because these do not have resources and infrastructure.
- “The stairs in our school buildings with concomitant lack of ramps forestall school access to learners with mobility challenges.
- There is a lack of relevant physical resources such as braille, information and communication technology (ICT) equipment and other adapted TLSM that make it difficult for the school to provide adequate learner support.”

Parent- and family-related factors

The school experiences a high count of teenage pregnancies with inadequate parental involvement, parent illiteracy and lack of parental guidance on teenage pregnancy:

- “...Learners do not really want to engage their real parents when coming to school matters...most cases there are transgressions and they need their parental interventions. When you say to the learner bring along your parent, he will bring somebody different from the real parent...at the end of the day whenever we happen to chase the learner to home, he might bring the parent but he might not be the real parent...”
- “...there is this high rate of teenage pregnancy in our schools. It is like now if you are not having a boyfriend you are stupid in a way amongst your peer group...But also important is the illiteracy on the part of the parents...it is like our parents most of them are too traditional.
...They don’t feel comfortable in sharing this kind of information with their children.”

Illiterate parents are less likely to understand the value of participating in the education of their children and talk to their children about matters related to sex education.

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School support

There is a general lack of Departmental support in the school as indicated by the principal:

- “We really don’t get any monitoring and support...I cannot pretend that we get monitoring and support when I will see Mr X once when he wants Cass.”
- “Monitoring and support by Departmental Officials is not there.”
- “The Circuit Manager will only come here when she wants the stamp and say I was just checking and would you please sign for me, and, that is not support.”

District support is seemingly limited to management of Cass in the school and Circuit support visits to the school are mainly about collecting kilometres for monthly transport claims on kilometres travelled.

Specific inclusive initiatives in the school pertain to admission of all learners, individual attention, seating arrangements and networking with the Police. The principal indicates the following:

- “I cannot say we have a policy...the Department itself has not been able to supply us with a policy except manuals saying something about what inclusive education is about.”
- “I think for the few workshops concerning IE, most of them were attended by Mr X and I was told he brought some policy documents but I can’t really say we are familiar with such policies. We never had time to go through them.”
- “we implement it generally ...our school admits all kinds of learners...we are teaching all the learners with different barriers ...”
- “...they (report and clinic cards for learner admission) are just helping the school in giving personal details of the learner...Some information about the learner’s background may help the teacher to identify barriers...”
- “Yes, like I said they (teachers) don’t have that knowledge, ...somehow they try to cater them (children) like if they have sight problems they make sure that they sit in front. Even those that are slow learners...They devote more time to them.”
- “...in the case of learners who are troubling us, learners who bring illegal substances into the school, the intervention of the Police becomes very much helpful.”

Non-discriminatory admission ensures access to all learners. Giving individual attention, seating arrangements and networking are forms of curriculum adaptation in inclusive cultures of learning and teaching.

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Behaviour problems in the school

The principal identifies late coming and absenteeism as the most frequent disciplinary problems in the school. Bullying, infightings and truancy are more infrequent:

- “...the most common transgressions are absenteeism and late coming...truancy is rare because I control that one.”

Late coming and absenteeism are barriers to learning and development in schools.

Proposed strategic support

The principal mentioned the following possible actions to speed up the implementation of IE in all rural secondary schools:

- “There is no remedy other than to equip educators with knowledge and how they can implement inclusivity in the classrooms and core principles of inclusive education.”
- “The system must make sure specialised resources are there.”
- “There must be monitoring of progress time and again...there must be people to monitor progress with feedback.”
- “Teacher/pupil ratio must be 1:25 ... section should be staffed.”
- “...the support structure in this case I think it must start at the head office down to the District and to the Circuit.”

6.3 DISCUSSION OF RESULTS: SCHOOL B

6.3.1 General school observations

Rural school

The surrounding area consists of houses built on equally sized sites. Land ownership is communal under the control of a female chief with sectional headmen. Subsistence farming is the main economic activity. People plant crops, mainly maize, in their yards for consumption. Most people depend on social grants for a living. The neighbouring city (Polokwane) is about eighty kilometres away from school.

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Accessibility

Access to the school premises is generally limited. A tarred road passes near the school entrance. Two bridges connect the school to remote villages. There are side ramps on the new building. Public transport is available according to school time-table. The tarred road, connecting bridges, ramps and available transport make the school accessible.

Besides the above-mentioned positive conditions, routes and paths between school and homes are gravel and sandy and public transport is not adapted for use by wheelchair users. These gravel and sandy routes with non-adapted transport make the school inadequately accessible for wheelchair users.

Resources and infrastructure

School resources and infrastructure, including facilities, are generally inadequate. There is adequate water and electricity supply. One classroom is converted into a library. The laboratory is poorly resourced. Sporting activities are inadequate. Textbooks are inadequate. Stoves in the Consumer Centre are dysfunctional. Electric plugs are damaged. Some chalkboards are worn out.

Adequate water, electricity and presence of a library contribute to creating a positive environment for learning and teaching. Collaterally, inadequate textbooks, dysfunctional stoves in the Consumer Centre and overworked chalkboards create barriers to teaching and learning in the school. Only soccer and netball sporting activities being available exclude learners with other sporting preferences. Damaged electric plugs threaten the safety of learners in the schools.

School conditions

Perceptible school conditions are cement-brick walls, corrugated iron roofing, controlled security fencing, adequate ventilation in classrooms and a dilapidated block with cracking walls, some broken or missing windowpanes and pollution.

Cement-brick walls protect against wet-mud related conditions. Corrugated iron roofing ensures protection against fire conditions associated with thatched roofing. Controlled security ensures protection of school property. Adequate ventilation is a positive condition for learning. Cracks in the walls are likely to house dangerous animals like snakes. Broken or

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missing windowpanes seemingly expose learners to bad weather conditions. Pollution from littering, overgrown areas and smoke from fire cooking (school feeding scheme) is apparently toxic to the health and well-being of learners and the staff.

School size

The school has eight classrooms with three hundred and sixty-nine learners and fourteen teachers including the principal. The teacher pupil ratio is 1:26 on average. There are three Grade 10 classrooms with twenty-five learners each on average. Grades eight and eleven classrooms have seventy-six and eighty-one learners respectively.

Twenty-five learners in a classroom is an opportunity for the teachers to provide individual attention. A teacher can facilitate five cooperative learning groups of five members. Overcrowding in grades eight and eleven constitute a barrier to learning.

6.3.2 Lesson observations

Classroom conditions for teaching and learning

There is adequate ventilation, lighting and space, no overcrowding, at least not in Grade 10 (39, 25, 28 and 28 learners in four lessons). Some classrooms are not swept. Seating arrangement is columnar and furniture is inadequate.

Adequate ventilation, lighting and space and no overcrowding contribute to a classroom environment that is conducive to learning and teaching. Lack of cleanliness in some classrooms and inadequate furniture are, however, sources of barriers to teaching and learning.

Methods and techniques of curriculum delivery

Generally, the methods and techniques of curriculum delivery are underutilised. There was no written lesson planning. The main introductory technique was verbal summary of previous content. Graphic organisation of content was used in one lesson. Lesson objectives were stated in one lesson. Main presentation techniques are reading from textbook, minimal writing on chalkboard and asking comprehension questions. In one lesson (Economics) the teacher used graphs extensively. In another lesson (Life Sciences) the teacher used a model of human skeleton as a teaching and learning aid. Learners read silently from the textbook and answered questions verbally and individually. In only one lesson (Economics) learners

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were given written work in the form of activities from the textbook. In yet another lesson (Sepedi) the teacher verbally and in writing presented learners with the theme of the lesson. The statement: “we have come to the end of the lesson” seems dominant and repetitive.

Summary of previous content activates prior knowledge which improves learner participation and allows the teacher to determine whether or not remediation is necessary. Verbal presentation, writing on chalkboard, using graphic organisation of content and using models in presenting content accommodate verbal-linguistic learners and visual learners. Answering questions verbally and individually accommodate verbal-linguistic and individual learners. Lack of written lesson planning implies no planning for learner diversity. Lack of lesson objectives makes it difficult for teachers and learners to evaluate the lessons. Silent reading deprives the teacher of the opportunity to identify reading problems and give immediate, corrective feedback. By not giving learners tasks at lesson conclusions deprives the learners of the opportunity to practice or apply newly acquired skill or knowledge.

6.3.3 Documentation

Envisioned education goal and environment for learning and teaching

Generally, the school vision and mission enhance inclusivity in the school. The school policy spells out qualities of the envisioned positive school environment: no discrimination in admission; obliged parental supervision; learner background and information; acceptable learner behaviours; disallowed learner behaviours; and religious tolerance.

No discrimination in admission ensures access to all learners. Obligated supervision of learners' work by parents maximises parental involvement in the education of their children. Learners' backgrounds and information allow for identification of learner differences and concomitant planning for diversity. Specification of allowable learner behaviours demonstrably promotes discipline. The emphasis on non-allowable learner behaviours seemingly represents primary prevention of learner related barriers to learning. Promotion of religious tolerance ensures that learners of diverse denominations are welcomed into the school.

School support

School support by the education department, other state departments and NGOs is broadly deficient. Five support visits by education officials and eight support visits by other Departments and NGOs between 2014 and 1 July 2015 are unsatisfactory. Focal areas of support visits were Cass

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moderation feedback, quantity and quality of written work and examination writing strategies and skills (curriculum advisors); forced removal of learners from classes by community members (Police); and Block Teaching (local private companies).

Cass moderation feedback and improving quantity and quality of written work are teacher development strategies. Examination writing strategies and skills improves learner achievement. Controlling forced removal of learners from classes addresses barriers to learning. The Block Teaching Project aims to improve performance.

Learner factors

School dropout and poor learner attendance are mostly high. The school experienced a high learner dropout (between the year 2012 and the year 2014) and high absenteeism (between terms 1 and 2 in 2014). Of the 91 learners in Grade 10 in 2012, only 60 learners were in Grade 12 in 2014. The school lost 31 learners. The total absentee days for Grade 10 in Terms 1 and 2 of 2015 were 51 and 37 respectively. The absentee rate was 81%.

The high dropout rate and high absentee rate are significant indications of the extent of exclusion and inadequate inclusivity in the school. Access to education and adequate participation in educational opportunities are some of the common elements of IE.

Assessment

Informal assessment is generally inadequate, both in quantity and quality. On average eighteen pieces of written informal assessment tasks were given between terms one and two in 2015. All tasks were answered in writing and marked by the teachers. The tasks covered only low- to middle order questions.

Eighteen pieces of informal assessment on average within two terms is insufficient given the number of lessons in a week and the CAPS requirement of integrated teaching and assessment: only low- and middle-order questions in informal assessment ill-prepare learners for high-order questions in formal assessment; informal assessment is not used as a stepping stone to formal assessment in line with CAPS; inadequate use of peer assessment adds to the teacher workload and deprives learners of active participation; and writing as the only mode of demonstrating performance excludes learners with different learning preferences and interests.

The formal assessment is basically adequate in terms of both quantity and quality. Five monthly formal assessment tasks including a half-yearly examination given between terms

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one and two in 2015 are in line with the provincial policy requirement to improve learner performance in summative assessment. Despite adequate coverage of cognitive levels, these formal tasks lack multiple opportunities for non-achievers and small fonts on school-based photocopies constitute barriers to learning.

6.3.4 Group interview with the teachers

Teacher-related factors

Teacher-related factors comprise satisfactory comprehension of inclusivity, inadequate training on inclusivity and work-overload, according to the teachers:

- “My view in as far as IE is concerned is just an education which seeks to embrace all learners with different challenges...Mixing learners of all races, both genders and all learning abilities and disabilities...You must consider also their IQ levels. When you teach you must include even those learners with special needs.”
- “We are not trained to implement IE...when we were trained on CAPS, we were told about inclusive education.”
- “Work overload for teachers. No time for other things. We are forever catching up.”

Parent- and family-related factors

Poor attendance at parent meetings, lack of parental support, family poverty, child grant abuse and child-headed families are the factors the teachers mention that influence teaching and learning in the school:

- “When we call parent meetings, attendance is very poor. They only come when they come to collect reports for their children.”
- “The parents are not supporting the learners in helping them with homework and other curriculum matters.”
- “...our kids come from poor families and you find that if our suppliers (for school feeding programme) did not supply food here you find that they struggle. They cannot concentrate.”
- “And again there is this child grant... children who have both the father and the mother they go and register for the child and claim money from there.”
- “And another thing is child-headed households...Children are alone at home.”
- The foregoing parental and familial conditions contribute to context-specific barriers in the implementation of IE in the school.

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Learner-related factors

The teachers point out slow learners, learners with visual and emotional problems and teenage pregnancy as the conditions affecting a large section of the school population:

- “We have learners...I would say are like slow learners. They find it difficult to learn in the same pace in which a normal learner...will learn.”
- “...there are learners who are having what I can call emotional challenges. They are very much fragile.”
- “We have learners who are having ...challenges in terms of vision.”
- “teenage pregnancy is another problem...you see these learners hide their pregnancies.”
- No support structure exists in the school. The Circuit and SMT are not supporting the school, according to the teachers:
- “There are no structures in our schools to help us. Even the Circuit Office is not helping us to implement IE in our school.”
- “For inclusivity in the classroom, the SMT is not assisting us.”

Resources and infrastructure

Lack of textbooks and time because of high workloads are seemingly the most burning issues in this school:

- “Lack of textbooks. They (learners) cannot study at home on their own.”
- “...work overload for teachers. No time for other things. We are forever catching up.”

Lack of textbooks contradicts the Department’s commitment to ensuring that every learner is provided with stationery including textbooks. Lack of time due to work overload makes it difficult for teachers to give individual attention to learners with special needs.

Curriculum and language

The teachers indicate English as LOLT in their school’s curriculum is a barrier to learning in the school:

- “The main barrier is language problem. Our children have problem with language. The language of learning and teaching is not their home language.”

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English as LOLT in schools in South Africa is a policy issue creating barriers to learning and development. Largely Black learners are disadvantaged because they are the learners not benefiting from learning in their home language.

Proposed strategic support for IE

The teachers proposed the following strategies to assist in the implementation of IE in the school:

- Parental involvement
- “Involving parents more in the leadership. Invite them regularly to discuss issues of importance in the school.”
- Psychologists
- “...the Department can help by having enough psychologists ...to help us identify learners with problems.
- Support committee
- “We at the school can form a committee...This committee will then deal with learners who are vulnerable...maybe assisting them with counselling.”
- Creation of posts
- “...more posts can be created a teacher can have few learners...and be able to give them individual attention.”

6.3.5 Individual interview with the principal

Teacher related factors

The principal believes that teachers’ inadequate knowledge of IE, inadequate teacher training, inadequate teacher support and teachers’ high workload retard the implementation of IE in the school:

- “Generally, recently trained teachers have knowledge of inclusivity. One teacher did programmes about learners with barriers to learning. The other did IE itself. Others’ knowledge needs to be developed.”
- “According to me, lack of training on the part of teachers...and teacher overload are the main factors.”
- “they (teachers)...do not have support structures...to deal with learners who are having those challenges.”

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Teacher training on inclusivity combined with continuing support on inclusive curriculum delivery in the classrooms are apparent pre-conditions for the implementation of IE in our schools.

School support

The principal was highly vocal about insufficient support by the Education Department and SMT.

- “We spend much of our time on performance especially Grade 12 performance. The SMT just comes when we encourage each other and to guide and encourage teachers...”
- “We acknowledge the support we get from the District and Circuit but we feel it needs to be improved. The support is not enough.”

School support by the SMT and Department on implementing IE in schools is a policy requirement. Over-emphasis on Grade 12 high performances in summative assessment creates a neurotic cycle of barriers to learning and poor performance: learners in the lower grades are excluded. Such exclusion creates educational development lags. These developmental lags create barriers to learning which teachers cannot arrest because they are untrained to do so. These barriers to learning lead to even poorer performance of the same learners given more attention in the school (the Grade 12 learners).

School-based support initiatives

Generally, support initiatives by the school for the learners are inadequate. All learners are however adequately fed. Afternoon lessons are dedicated to support slow learners. The school networks with the departments of Health, Police and Social work to maximise support for learners with problems.

Health talks by visiting health professional and the school's code of conduct have reduced cases of teenage pregnancy, sexual harassment and bullying, according to the principal:

- “Take the feeding of learners... we are doing well..., class teachers supervise the dishing out of food ...to ensure that every learner is fed.”
- “...principal I work with the HOD to attend to learners with problems.”
- “People from Health, Police...and social workers. All these people are accessible. If we have a specific case and we report to them, they respond positively and on time.”
- “They (teachers) normally work with the clinic. The Clinic is next to us. Learners with emotional problems we normally refer them to social workers.”

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The feeding programme ensures that learners are not hungry and can concentrate in class. Support for slow learners aims to maximise learner performance. Networking with professionals in other Departments is a strategic change area which is in line with the Policy on IE (EWP6).

Resources and infrastructure

Relevant resources and infrastructure to support learners with special need are mostly unsatisfactory in the opinion of the principal:

- “There is lack of manpower. Curriculum advisors are few...they are overloaded. Even the IE Sections at the District and Province are understaffed.”
- “The policy says we cannot refuse to admit a learner because of his/her disabilities but there are no relevant resources to support these learners in the schools.”
- “We are unable to do anything. We lack resources. The buildings...toilet facilities and sporting facilities are not accommodative.”

Resources and infrastructure play an important role in creating environments conducive to learning and teaching. The unsatisfactory resources and infrastructure in the school create context-specific barriers in the implementation of IE in the school.

Parent-and family-related factors

Parental involvement in the education of their children is broadly lacking, according to the principal. Parents do not support their children with school work. Family and community conditions are unhelpful. There is general poverty in the community evidenced by family reliance on social grants.

Parents abuse children, social grants and drugs:

- “...we find cases of learner abuse at home...parents give learners a lot of work.”
- “Secondly is a serious problem of not providing learners with food and clothing. Especially during winter the problem of clothing becomes s serious.”
- “...families rely on social grants. Parents use the grants to take care of themselves.”
- “Parents abuse drugs...you see the effects on children when they do not concentrate in class. When teachers ask...they find that the child is emotionally affected by the abuse of drugs by parents at home.”

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Lack of parental support in children's education, general family poverty with reliance on social grants and drug abuse are frequent evidence-based sources of barriers in rural communities.

Problems in the school

The principal indicates dyslexia as a general problem among the school population. On the other hand, enforcement of the school code of conduct significantly reduced bullying and sexual harassment in the school:

- “You find that there are learners who are experiencing this thing of dyslexia. We do not know how to assist them.”
- “Previously we had cases of bullying and sexual harassment. Basically, the school policy on code of conduct has assisted us to control unacceptable learner behaviours in the school.”

Proposed strategic support

The principal recommended the following interventions to improve implementation of IE in schools:

- Training
- “Firstly, it starts...from teacher training. Secondly is the training of school management...” □
Parent awareness campaigns
- “Even there must be parent awareness campaigns. Parents are our strong partners.”
- Appointment of professional specialists
- “The Department can appoint professionals or train those who already have the potential – either way. But the most effective way will be to start by appointing.”

Teacher training, stakeholder awareness and appointment of professional specialists are among key strategic areas for change to an inclusive education and training system in South Africa.

6.3.6 Interviews with the departmental officials of both schools

Teacher-related factors

The officials indicate the teachers either lack training or are inadequately trained on inclusivity. They are overloaded with work, demoralised and more concerned with Union issues than contact time. They have negative attitudes towards inclusivity and inappropriately refer learners to special schools:

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- *Interview 1*: "They (teachers) were trained long time back and during that time this thing of inclusive education was not emphasised. It came later...I remember we were told about that white paper..., and already we were in the field. It is just about reading information from that policy document and they (teachers) were not trained about it." *Interview 2*: "The Department did not prepare the ground for the implementation of IE...Teachers are not well trained. Taking a person to a workshop of three hours is not enough." *Interview 3*: "When you go to special schools, they (teachers) are already in with their knowledge and skill of IE. But when you visit mainstream schools...you will really be disappointed."
- *Interview 1*: "Our schools are large and teachers are few. The classrooms are packed...Yes...you find the learners are sixty and he gives homework and he must mark the classwork." "Teachers have a lot of work. They are overloaded with subjects to teach."
- *Interview 2*: "The educators are not worried. We see them when we interview them. Most of these teachers are demoralised. They are not serious...they invite us to schools but when we arrive there we find they have gone to Teacher Union meetings." "...every child who presents problems in school, maybe the child is not performing, they (teachers) send him to school X" (a local remedial school). *Interview 1*: "Teachers feel that even support is not enough."

Teaching and learning in schools are generally not contextualised and inadequate, and promotion requirements are dissatisfactory, according to the officials:

- *Interview 2*: "Learners are given complicated cartoons to analyse when most of these learners in rural schools do not even have access to newspapers. Teachers expect learners to Google when these learners do not have cell phones or computers. Internet cafés are expensive."
- *Interview 2*: "They do not prepare the learners for life. They train them to write examination. Yes, most schools do this and some of these even become dropouts from this local...college. The learners cannot read but they have passed Matric."
- *Interview 2*: "Even to pass I think they will pass with 30% because you say 30% is a pass these days. Now these days you have what you call age-cohort...the child is condoned...through to the secondary...And, there is no condoning in Grade 12. What do you expect? Children drop out and just loiter around."

High workload, negative attitude towards IE and improper referral of learners to special schools seemingly result from lack of knowledge and skill because of lack of training on

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inclusivity. The situation in turn makes teachers feel demoralised and resort to their teacher unions hoping for assistance.

Learner-related factors

Mobility and visual problems, inability to read, high teenage pregnancy and absenteeism on days for social grants are commonly encountered conditions in the schools as indicated by the officials:

- *Interview 1*: “Yes, some learners are partially sighted. Some...cannot walk well but they can participate well in class.”
- *Interview 2*: “When learners come here for counselling, one of the things we discover is that these learners cannot read. Yes, learners from secondary schools.”
- *Interview 1*: “In the vast majority of schools especially the schools in rural areas...teenage pregnancy is a huge problem. You know...when it is a day for the grants...the classrooms are empty. That shows that many of those learners have their children and they go to get money for their children. So, in the vast majority of rural schools, teenage pregnancy is a high problem to cause concern.”

Parent-related factors

The officials pinpointed the following conditions pertaining to parental involvement: inadequate to poor attendance in parent meetings; parental poverty; distant parents' workplaces; lack of parental awareness concerning IE and negative parental attitude:

- *Interview 1*: “...in the villages parents do not go to parent meetings. They send representatives because they work.” Even if you call parent meetings over the week-end, they work far away. ...some of them work in Gauteng. They always send someone.” “...the real parents do not go to these meetings”
- *Interview 1*: “For those (learners) who are partially-sighted...they might be advised to consult doctors for specs. But, the majority of parents are poor and may not afford the specs...”
- *Interview 2*: “Especially in the rural schools, parents feel that it is the responsibility of the school alone to educate their children. There is no support from home.” “Teachers and parents are not prepared.”

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Resources and infrastructure

The officials indicate a general lack of professional specialists, money and time. Teacher-training facilities are inadequate and special schools are far away. Toilets even in full-service schools are dilapidated:

- *Interview 1:* “We do not have special schools in most of our villages...to reach a special school you must travel for some hundred and something kilometres.” “We do not have social workers.” “The meetings (curriculum support meetings) are short and we focus on...curriculum issues like assessment...We do not have time to focus on inclusivity...We (Curriculum Advisors) do not get time to train teachers. The Department does not have money to continue training teachers.” ...and the training colleges are discontinued.”
- *Interview 2:* “Mr X (Provincial IE Coordinator) insists that...mentally retarded learners be admitted in ordinary rural schools...but you find there are no resources in these schools...the Department insists on implementing IE without having prepared the schools with needed resources.”
- *Interview 3:* “...they (schools) rely on one Hospital, Lebowakgomo Hospital. But the Hospital has only one psychologist. And this psychologist is expected to support all the schools in the Cluster...” “Hospitals also have their own problems. They do not have enough resources. For instance, in our meetings (DBST meetings) they (professional specialists from Hospitals) state they are sometimes unable to visit the schools because they do not have transport.” “They (Department) say it is a full-service school. Do you know which one is this? It is the full-service school where a learner died in dilapidated toilets.”

Inadequate resources and facilities in schools seemingly frustrate teachers and make them feel that IE is impossible in the schools.

Special schools as resource centres are not utilised according to the officials:

- *Interview 3:* “You talk to your Circuit, I mean District and find out how many have set their foot in school X (a special school) and school Y (another special school). They have never ever ...I challenge them to go and visit those schools and learn. The attitude is there but there is a lot to learn at those schools which can help them to implement inclusive education.”

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School support

The officials mention there is a general inadequacy/lack of teacher support on inclusivity. Apparently, Curriculum advisors have a negative attitude towards inclusive education in ordinary schools. There is no SBST in the schools. Besides these limitations, the officials did point out that the provincial IE Section conducted awareness campaigns on inclusivity. These campaigns were, however, seemingly inadequate because they targeted SMTs only and excluded the teachers. The District IE Section collaborates with the Integrated School Health Team in a DBST to support teachers on inclusivity in schools. This collaborated support is inadequate too because curriculum advisors who support teachers on curriculum implementation are not members of the DBST:

- *Interview 3*: “All principals went through advocacy workshops and they have this file containing policies...but you go to the schools you find it clean as it is. The teachers do not know about EWP6. They do not know about these guidelines to help them in lesson preparation.”
- *Interview 1*: “When we (curriculum advisors) convene teacher support meetings it is not a requirement that we should support teachers on inclusivity. We do not support IE in the schools. We push curriculum issues. When IE staff calls curriculum advisors to meetings, curriculum advisors do not go because they see it as a waste of time.”
- *Interview 1*: “You know, the little barrier that I see on their side is that currently they address managers when the majority of people who are with the learners are basically the teachers, and to my knowledge they have not addressed the teachers so far. They think that after talking to the principals, the principals will go and talk to the teachers. And yet there is no time in the schools.”
- *Interview 3*: “What you (the researcher) attended is DBST. The one you attended with me is DBST. We have the Integrated School Health Programmes where you have teams from hospitals and clinics coming into our schools to screen learners.”

Proposed strategic support

The officials mentioned various strategic areas to improve the implementation of IE in schools. These areas are training and development, learner admission and referral, curriculum involvement, resources, support and coordination:

- Training and development

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- *Interview 1*: "...the Department should give those guys ...who are dealing with IE some days to meet with the teachers directly. Same guys...must give teachers documents about IE. Those documents must give teachers skills so that they can be able to identify learners with challenges."
- *Interview 2*: "Teachers must be...equipped to address learner diversity. And, they must be given support. When teachers are trained, the principals must be there as agents of change."
- Learner admission and referral
- *Interview 3*: "...learners should not be refused admission on any ground. All learners must be admitted at any school of their choice. When learners seek admission ...the principal must not say no, go to X or Y (special schools). After admission, there must be screening, identification and assessment (implementation of SIAS)." □ Involvement of curriculum advisors
- *Interview 1*: "They (Provincial and District IE coordinators) must convince the curriculum people to put an item in their monitoring tool that checks compliance to policy on IE. So that when I go out to do monitoring and support, one of the things that I ask principals and teachers must be about inclusivity."
- *Interview 3*: "Another thing which can help us is that everybody must be on board.
There is no person who can say 'yena o dealer ka' curriculum and not inclusive education. All this shows that IE was not incorporated properly from the top and that is why people and especially teachers see it as an add-on. Curriculum advisors should ...support the teachers to cater for the struggling learners"
- Resources
IE section in the District is understaffed. There are no professional specialists in the department.
- *Interview 2*: "Mr X (Provincial IE coordinator) insists that these mentally retarded children be admitted in ordinary schools...but there you find there are no resources in these schools."
- *Interview 2*: "The Section of IE at the District is not well staffed and they must decentralise the section to Circuits and schools."
- *Interview 3*: "The policy says we should have a psychologist, social worker, occupational therapist and speech therapist on our payroll. We must have these therapists in the Department of Education." □ Support
- *Interview 2*: "There must be support structures in the schools."

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- *Interview 3:* “Without SBST in the school, let us forget. Schools should make sure they establish this team and is also functional.”
- *Interview 1:* “I think the support structure should not only be in the schools. It should also be in the Circuits and District.”
- Coordination
- *Interview 2:* “The sections in the Department must be coordinated. As it is now, the psychological service is there, school health is there and curriculum is there.

Everyone is on his own. There is no coordination of divisions in the Department.”

6.4 SUMMARY OF THE IMPLEMENTATION OF IE AT THE TWO SCHOOLS

From the viewpoint of the teachers and the principals, as discussed above, the implementation of IE at the two schools is impeded by the following factors:

- Barriers created by rural conditions
- Inadequate physical accessibility
- Insufficient resources and infrastructure/facilities
- Overcrowded classrooms
- Lack of time for individual attention
- Inadequate teacher training
- Insufficient support by SMT and Department
- High teacher work overload
- Inadequate parental involvement
- Inadequate security
- Unhealthy conditions
- Inadequate teaching methods and techniques
- Poor attendance
- Inadequate informal assessment
- Lack of teacher training on inclusivity
- Lack of motivation to learn
- Inappropriate LOLT
- learner support
- Negative attitude toward lesson planning
- Unfamiliarity with EWP6
- Lack of school policy on inclusivity
- Lack of support structure in the school
- Uncontrolled movement of learners between schools

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- Inadequate parental support

From the viewpoint of the departmental officials, as discussed above, the implementation of IE at the two schools is impeded by the following factors:

- Untrained or inadequate teacher and SMT training on inclusivity
- High teacher work overload
- Demoralised teachers
- Negative teacher attitude towards inclusivity
- Non-implementation of SIAS in the schools
- Inappropriate referral of learners to special schools
- Inadequate parental involvement
- Lack of professional specialists
- Inadequately staffed IE Section at the District
- Inadequate teacher training facilities
- Non-utilisation of special schools as resource centres
- Inadequate coordination of departmental sections
- Negative attitude of curriculum advisors toward inclusivity
- Inadequate/ lack of teacher support on inclusivity

From the above summary regarding the impediments in the implementation of IE at the two schools, these impediments can be grouped into the following primary categories:

- Rural school communities
- Resources and infrastructure
- School support
- School conditions for teaching and learning
- Teacher training, class size and workload
- Methods and techniques of curriculum delivery
- Language of learning and teaching
- Parental involvement

These categories are subsequently discussed as integrated with the existing literature on the implementation of IE.

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6.5 INTEGRATION WITH THE LITERATURE

6.5.1 Rural school communities

Schools A and B are unarguably rural schools. Long distances between the areas and the neighbouring city, subsistence farming as the main activity and dependence on government grants are some of the criteria used in defining rural areas (Atchoarena & Gasperini, 2003:37-38; du Plessis *et al.*, 2001:7; Wikipedia, 2010; and Gapoul, 2006:2).

Dependence on social grants in rural areas makes it difficult for parents to provide adequately for their children and afford special education at remote special schools (Gapoul, 2006:2). According to Miles *et al.* (2003:7) and Ainscow (2004:9), conditions in rural communities counteract presence, participation, acceptance and achievement of all children in their home schools as the common components of IE. Studies have established correlations between welfare incomes including grants and discipline problems, significantly lower academic achievement and increased chances of school dropout (Lacour & Tissington, 2011:524).

6.5.2 Resources and infrastructure

According to the Right to Education Project cited in the South African Human Rights Commission (SAHRC) (2012:15), the State is obliged to avail basic education to all learners in terms of providing adequate resources and infrastructure. This obligation is manifestly not fulfilled. This nongratification of the obligation is apparent from school observations and participants' contributions: lack of libraries, lack of laboratories, inadequate ramps; lack of adapted toilets, lack of relevant resources such as braille, lack of funds for resources, inadequate/lack of textbooks, lack of manpower, including professional specialists and understaffed provincial and district curriculum and IE sections and geographic remoteness of special schools.

These aspects are corroborated by available literature: Rammala (2009:76 and 79) conducted a qualitative study at two other rural secondary schools in Capricorn and documented a lack of libraries, laboratories and computers among the factors contributing to poor learner performance. These conditions exist in the two schools of this study despite the Guidelines for FullService/Inclusive Schools, which describe physical resources and facilities including libraries and laboratories as qualities that should characterise inclusive schools

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(Department of Basic Education, 2010:10). Despite the State's obligation to provide enabling resources and infrastructure for all learners, significant backlogs still existed in the provision of teaching and support resources and infrastructure by 2011 (SAHRC, 2012:31): 79% of schools had no libraries; 85% of schools had no laboratories; 77% of schools had no computer centres; and 17% of schools had no sports facilities, with Limpopo having a 93% share of these backlogs in resources and infrastructure.

6.5.3 School support

DBST, SBSTs and SIAS (SIAS tool-kit at school and District levels) are policy mechanisms to support implementation of IE in schools (Department of Education, 2001:46-51 and 2008:9). These support mechanisms are, however, not implemented or are insufficiently implemented as indicated by the participants' comments: inadequately established DBST which excludes curriculum advisors; lack of SBSTs in these schools; non-utilisation of SIAS; inappropriate referral of learners to special schools for high-level support; special schools not serving as resource centres for ordinary schools, insufficient/lack of teacher support on implementing IE in ordinary schools; teachers' unawareness of the policy on IE (EWP6); curriculum advisors' negative attitude towards inclusivity in ordinary schools; and uncoordinated Departmental Sections that offer support to the schools.

The aforesaid limitations in school support are corroborated by findings from studies conducted elsewhere. A qualitative study on the implementation of IE in three rural secondary schools in the Mthata District of the Eastern Cape revealed a number of similar factors responsible for the slow implementation of IE in rural schools (Jama, 2014:84-85). These factors included lack of knowledge about the policy on IE (EWP6), lack of support on implementing IE from the District and lack of established SBSTs in the schools. Zulu (2007:84) conducted a qualitative study in the KwaMashu Circuit in the KwaZulu-Natal Province which revealed inadequate or no support systems as one of the impediments in the implementation of IE.

6.5.4 School conditions for teaching and learning

Conditions in the two schools in the study are generally unhealthy and not conducive to teaching and learning: missing or broken windowpanes; smoke from fire cooking; littering on the premises including overgrown areas; and lack of cleanliness in the classrooms combined with bad weather conditions, air pollution and environmental pollution. These conditions are

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apparently toxic to the health and well-being of learners and staff. According to WHO (2004:6,14 and 18), air pollution from solid fuels such as wood used in cooking contributes about 36% of respiratory infections and exacerbate asthma which in turn lower school attendance. Inclusive schools are health promoting schools that take appropriate action to ensure that school premises are healthy and safe for all (HSE, 2011:1-3).

6.5.5 Teacher training, class size and workload

Teacher training on inclusivity is undoubtedly the key to successful implementation of IE. The statement is underpinned by similar statements made by various authors concerning teacher training and IE: Rieser (2008:46) states that teacher training and development on IE practises is a high-leverage intervention to implement IE in that it empowers teachers, changes teachers' attitudes and develops good practice. Lack of teacher training on curriculum adaptation to accommodate learner diversity in the classrooms retards progress in the implementation of IE in South Africa (Chataika *et al.*, 2012).

Apparently, the benefits of teacher development through in-service training programmes in rural secondary schools in Capricorn are forfeited. Participants in the study commented on a lack of training for implementing IE, on teachers who were trained long ago when inclusive education was not part of the teacher training programmes at teacher training colleges, and on high workload in terms of large class sizes in lower grades making it difficult for teachers to give individual attention to needy learners.

Jama (2014:84-85) qualitatively investigated the implementation of IE in schools in the Mthata District of Eastern Cape and the findings of this study corroborate the aforementioned participants' comments: lack of principals and teachers' training on IE; high teacher workload and school dropout by learners who experienced barriers to learning and were not supported, amongst others, lack of resource, SBSTs and District support.

Seemingly teachers' lack of training on inclusivity leads to feelings of inadequacy concerning support for learners experiencing barriers to learning in the classrooms. According to Smith and Tyler (2011:323-324), teachers' perception of inadequacy with regard to inclusive teaching is a challenge because schools are increasingly becoming inclusive settings. Further to this, the education of learners with barriers to learning in inclusive schools is possible when teachers are adequately trained and have research-based knowledge and skill concerning inclusivity. According to UNESCO (2009:20), lack of teacher training and knowledge concerning inclusivity, lack of teacher support to implement inclusivity in the classroom, large

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class sizes and high workload engender negative teacher attitude towards IE, which is a major barrier to inclusion.

Bakasa (2011:6, 52 and 78), investigated whether there is a connection between the number of students in a class and their resultant performance among first-year university students. Participants in this study indicated that class size plays a significant role in learner performance and achievement.

6.5.6 Methods and techniques of curriculum delivery

The National Curriculum Statement (CAPS Grades R-12) prescribes that organisation, planning and teaching of content in schools and classrooms are informed by the principle of inclusivity (Department of Basic Education, 2011a:5) and, teachers in particular must use curriculum differentiation strategies to address learning barriers in the classroom.

The above-mentioned policy principle is allegedly insufficiently implemented in the classrooms. Findings from lesson observations and comments by participants in this study support the statement: lack of evidence on lesson planning; only verbal summary of previous content to activate prior knowledge; unclearly stated lesson purpose and objectives; only verbal presentation, writing on chalkboard and question and answer method with isolated use of inclusive techniques such as mind mapping, graphic organisation and scaffolding; learners reading silently from textbooks, answering questions only orally and individually; inadequate written work given at end of lessons; writing is the learners 'only medium for demonstrating performance; non-contextualised assessment tasks and informal assessment tasks that inadequately address the various cognitive levels.

The aforesaid findings imply that teachers are unable to design inclusive curriculum at the micro level of curriculum design (Beacco *et al.*, 2010:7). Inclusive curriculum design at micro-level planning entails lesson planning that incorporates curriculum differentiation methods and techniques (Department of Basic Education, 2010:58-66; Wakefield, 2011:11; van Roekel, 2008:1; Burgstahler, 2015:2) and the UDL principles: using various presentation methods and media to accommodate diverse learning styles; providing alternative ways for learners to show what they have learned; and using various methods and techniques to engage learners and sustain motivation to learn. Adequate implementation of inclusivity in the classroom would mean mixing teaching strategies to accommodate multiple learning styles in the classrooms (Franzoni & Assar, 2009:19-22). Cooperating learning, multi-level teaching and scaffolding are examples of instructional strategies that accommodate multiple

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learning styles (Department of Education, 2005:90-93; Larkin, 2001:30; Lipscomb *et al.*, 2004:2-5; Department of Basic Education, 2010:63-64; Johnson & Johnson, 2009:366-369). A further implication is that informal assessment inadequately prepares learners for summative assessment.

According to the Department of Basic Education (2011:25), the various media the teacher can provide for the learner to demonstrate performance in informal assessment and thereby accommodate learner diversity encompass role play, group work, oral presentation, practical demonstration and debate, besides written work.

Multiple research-based instructional strategies that reflect diverse learning styles in the classrooms are high levers for IE implementation (Jorgensen *et al.*, 2009:9-12; NJCIE, 2010:22-23; Loreman, 2007:28-29). Non-contextualised assessment tasks apparently exclude learners' background and experience in assessment.

Informal assessment tasks adequately prepared at micro-level planning provide opportunities for learner support to improve performance and sufficiently address low-, middle- and high-order cognitive levels to prepare learners for summative assessment (Department of Basic Education, 2011:27).

Nwosu (2013:86-88) conducted a qualitative study which revealed a significant connection between cooperative learning (an inclusive teaching strategy) and interest, motivation to learn, self-efficacy, positive attitude towards inclusivity and improved relationships among learners.

6.5.7 Language of learning and teaching

The policy on IE (EWP6) recognises inappropriate language of instruction as a barrier to learning (Department of Education, 2001:19). Yet, addressing inappropriate language of learning is excluded from the strategic levers to implement IE in South Africa. Learners learning in a language which is not their first language experience barriers to learning (UNESCO, 2015).

That learning in a second language is a barrier to learning, is apparent from the participants' comments as indicated in the results above.

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While it is the State's obligation to ensure that learners receive education in their home language, only learners in the Foundation Phase receive education in the first language and the guidelines on learning are still being developed for other grades (SAHRC, 2012:49).

6.5.8 Parental involvement

A national IE advocacy focusing on the roles, responsibilities and rights of stakeholders including parents and local communities, is the sixth strategic lever in EWP6 (Department of Education, 2001:20, 23). Parental involvement can take the form of various family-school partnerships such as regular parent-teacher meetings, involving parents in IE advocacy activities and parents and teachers attending workshops on IE together and parent-teacher conferences focusing on learners' good work and progress (Jorgensen *et al.*, 2009:14; NJCIE, 2010:32-33).

For a decade now, apparently, no advocacy workshops on IE have been conducted for parents as stakeholders in the implementation of IE. This statement is manifestly advanced by participants' comments: lack of parental awareness concerning IE, poor attendance at parent meetings and general lack of parental support. The participants further highlighted other parent and family-related conditions creating barriers to learning and development: poverty, parental illiteracy relating to high teenage pregnancy and child-headed families.

Regular parental school visits develop the view in the child that school and home are connected (Sapungan & Sapungan, 2014:43). According to Ferguson (2008:13), literature clearly connects parental involvement to learners achieving more, staying longer in school and participating fully in school activities. There is research evidence that parental involvement does influence children's cognitive and social development (Dreissen *et al.*, 2005:510). Powerful positive relationships have been established between both parent-initiated and school-initiated involvement practices and adolescents' academic achievement outcomes (Spera, 2005:128). Parents of children with disabilities participating in a basic interpretive qualitative study expressed a connection between successful IE process and parental involvement with extra dedication and commitment (Swart *et al.*, 2004:84 and 91-92).

Xithlabana (2008:9 and 200-201) also conducted a qualitative study on the implementation of IE in other rural secondary schools in Limpopo. This study revealed poor participation by

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parents and SGB members as eco-systemic barriers to the implementation of IE in these schools.

A study on ecological factors impacting on the implementation of IE in the schools in the Eastern Cape established that unsupportive families, parents seeing education of their children as the sole responsibility of the teachers, lack or absence of parents in families, and poverty associated with parental low level of literacy were micro-systemic factors creating barriers to learning (Geldenhuys & Wevers, 2013:6-7).

Nyaradzo (2013:112-115) conducted a qualitative study on the schooling experiences of grade 10 and 11 learners from child-headed families at secondary schools in Bushbuckridge in Mpumalanga. The study revealed absenteeism, poor performance, psychological trauma, sexual abuse, lack of adequate food and teenage pregnancy as the main barriers to learning and development. Most of these children did not concentrate in class because of hunger. Some learners had sexual relations with older men because they wanted money from these older men. Teenage pregnancy correlated with poor attendance, poor performance and grade repetition. A quantitative study on factors related to high school dropout revealed a significantly negative correlation between high school dropout and poor attendance and poor performance (Christle *et al.*, 2007:320).

Poverty and child headed families have been documented in literature as some of the factors creating barriers to learning and development in rural school communities. According to Engle and Black (2008:2), poverty affects school achievement by putting children at risk for social, health and academic problems.

6.6 CONCLUSION

Based on the discussions and related literature considered in this chapter, the conclusion can be drawn that the implementation of IE in the two rural secondary schools in the Capricorn District of Limpopo is inadequate and slow.

In the following chapter a support structure for implementing IE in rural secondary schools is put forward.

CHAPTER 7 A SUPPORT STRUCTURE FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN RURAL SCHOOLS

7.1 INTRODUCTION

In Chapter 7 a support structure is put forward for the implementation of IE in ordinary rural secondary schools in the Capricorn District of Limpopo, based on the findings of the study as was described in Chapter 6.

The proposed support structure is presented and described in terms of principles, components and operationalisation.

7.2 PRINCIPLES OF THE STRUCTURE

The structure subscribes to the following maxims in respect of IE:

There are multiple approaches to IE

- The sociological approach locates barriers to learning in society and proposes appropriate interventions to address these barriers in the society (Oliver, 1990:2; Carson, 2009:10; Savolainen *et al.*, 2000:19-20; Stubbs, 2008:16-17). For example, the Department of Education, through Districts, Circuits and schools and the community, create barriers to learning by failure to provide basic services and adequate resources, infrastructure and facilities. Today campaigns by parents and their children against poor service, especially in rural communities, are common.
- The rights-based approach regards inclusive education as a fundamental right and as such should be freely available to all categories of children from all levels of socio-economic status (Stubbs, 2008:41; UN, 2008:10; UN, 2010: 27).
- The whole-school approach sees the school as a system and aims at identifying and addressing barriers to learning emanating from various levels of the system (Peters, 2003:10). The structure aims to identify and address barriers to learning emanating from the levels of system in the education process, including learners, the school and its processes, and the community in terms of families, district, circuit and the Department of Education.
- The asset-based approach regards strengths and opportunities in the levels of system as resources that can be used to address barriers to learning and implement IE in the schools. The availability of basic services; adequate ventilation and lighting;

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availability of clinics; presence of Indunas as leaders in rural communities; participation of other Departments, church ministries and the private sector such as banks, are resources that can be adequately engaged in the implementation of IE in ordinary rural secondary schools.

Either of these approaches to IE can be implemented by the two schools in the proposed support structure.

IE is a multi-dimensional concept

IE entails a continuing process of searching for ways to accommodate learner diversity; identification and removal of barriers to learning and development; an emphasis on the presence, participation and achievement of all learners; providing education for learners with special education needs within mainstream schools, teaching children with behavioural problems; educating vulnerable and disadvantaged learners (Mitchell, 2005:4; Ainscow, 2004:9; Ainscow & Miles, 2008:2-4).

All of these concepts figure in inclusive education and can be part of the implementation of IE in the two schools of this study.

IE advocates a single system of education provision

There is seemingly a paradigm shift from a dual to a single system of education provision in the international community. The idea of mainstream teachers teaching all learners including learners with special needs or barriers to learning in ordinary schools with the belief and confidence that these children will learn is pivotal to IE (Thomas *et al.* as cited in Topping & Maloney, 2005:22). Comprehensive Schools in England, Common Schools in the United States of America and Folkeskole in Germany and Full Service Schools in SA are ordinary schools equipped to provide education for all categories of learners (Ainscow & Miles, 2008:4; Department of Basic Education, 2010:6,8).

The two schools of the study can give execution to the South African policy of Full-service schools by implementing this proposed structure.

7.3 COMPONENTS OF THE STRUCTURE

It is proposed that the support structure consist of the following four components which occur in phases: preparations, implementation, evaluation and context:

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- The implementation of IE begins with *preparations* by which inputs are made in terms of the pre-requisites of inclusivity.
- These preparations are then *implemented* through the processes of actualisation, monitoring and control in the school with special emphasis on the processes of teaching, learning and assessment in the classrooms as the critical sites where inclusivity is realised.
- *Evaluation* entails continuous assessment to identify gaps in the inputs and processes and effect remedial interventions.
- *Context* refers to ecological factors with the potential to affect preparations, implementation and evaluation either positively or negatively.

A diagram of the components of the proposed support structure appears in Figure 7.1.

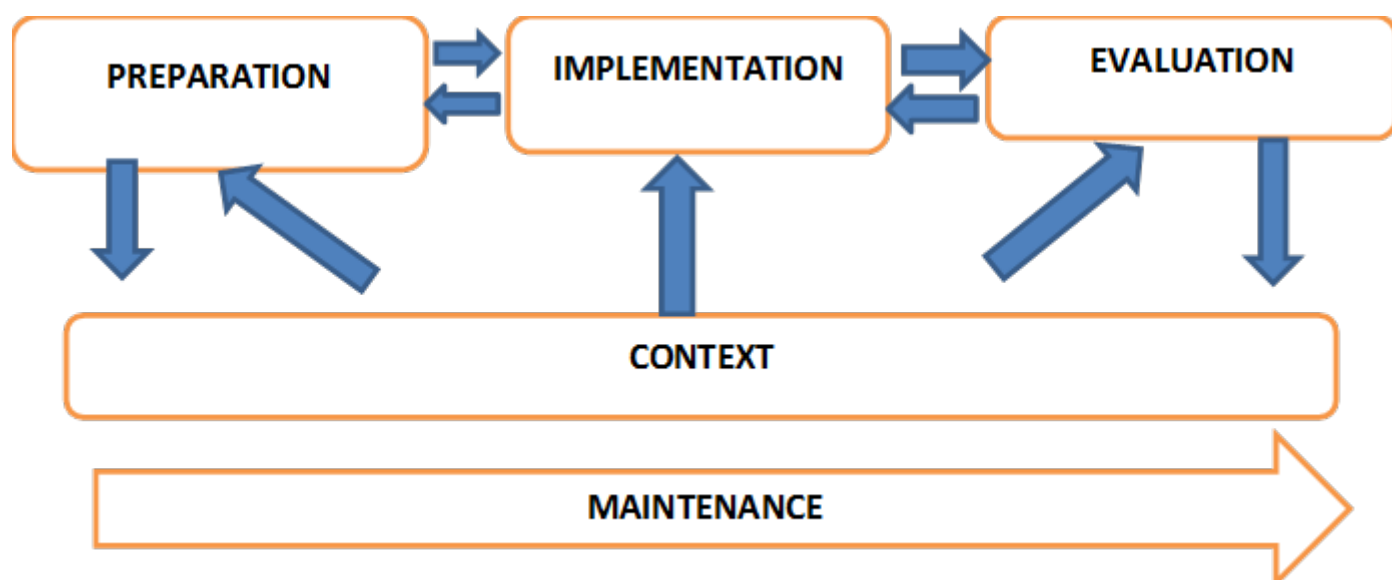


Figure 7-1 **Components of the support structure**

The two-way arrows highlight interactive relationships among the various components of the structure. Preparations in the first phase facilitate implementation in the next phase. Dimensions and detailed actions in the implementation phase predict evaluation criteria and means of verification in the third phase. Activities in all phases are informed by factors in the form of strengths, opportunities and threats in the context. This interactive communication keeps the structure integrated and coherent.

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The horizontal one-way arrow at the bottom represents maintenance. The structure can be sustained through incorporation in the Performance and Management Development System (PMDS) and the Integrated Quality Management System (IQMS) of schools. District support staff participate in the PMDS while teachers participate in the IQMS, making implementation of the support structure a requirement in the two systems while ensuring sustainability of IE in the two schools.

7.4 OPERATIONALISATION OF THE STRUCTURE

The support structure is based on the four components as described above.

Preparation

The Department of Education is the key role-player in the preparation phase and should figure strongly by creating the following conditions for the implementation of IE in an action plan and make it policy for compliance by other role players, namely district support staff, SMTs, SGBs and teachers:

- Address barriers created by rural conditions
- Vegetable production will alleviate poverty by creating additional income for parents and make them less dependent on social grants only. Submissions should be made to the State to create rural community work programmes where parents can work to get a salary.
- Improve physical accessibility to the school
- Provide adapted scholar transport. Make it a policy that there are ramps leading into every classroom in all the schools. Advocate for wheelchair-friendly paths and routes in communities and adapted public transport. □ Provide sufficient resources and infrastructure
- The Department should provide the following in the schools: resources and facilities to accommodate various categories of learners in the schools; functional libraries with trained teacher librarians; functional science laboratories; learner support teachers or special needs coordinators and schools renovated in accordance with the principles of universal design (UD)
- Provide adequate security in the schools
- Appoint a trained security guard for every school to control exit and entrance points at all the schools. Security guards already available in some schools and paid by the SGB should be trained and put on the Department's payroll. Alternatively, local police stations can avail policemen to keep security in the schools on a rotational basis. Members of the community already in the community policing forum could be engaged through consultation with

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the local police station. The security guard or the policeman should keep the school entrance and exit point locked during school hours.

- Create healthy conditions in the schools
- Appoint general workers that are paid by the Department to keep the school premises and classrooms clean. Alternatively, all learners should be responsible for the cleanliness of the school premises on a rotational basis. A clear policy on keeping schools clean by learners should be available. There should be a clear disciplinary action against learners for failure to comply with the policy on school cleanliness. There should be no cooking by firewood on the school premises. Electric or gas stoves should be available in the schools to prepare food for the learners. □ Reduce overcrowding in the classrooms
- Teacher-pupil ratio in the classrooms in all the grades should be kept at one teacher to twenty-five learners so that teachers give individual attention to needy learners and be able to control learners' work adequately. □ Train teachers and SMTs on inclusivity
- All teachers and SMTs should be trained on IE to close the gap created when teachers and SMTs were trained on CAPS. Teachers and SMTs training on CAPS were inadequate because the concept of inclusivity was excluded from the training programme. This exclusion haunts the Department because teachers as well as curriculum advisors disown IE and regard it as an add-on to their core duties. □ Support underperforming schools
- The research section in the Department should investigate consistent underperformance in the affected schools to identify the factors that correlate with underperformance and recommend corrective interventions.
- Provide for efficient school support
- The Department should fill all vacant posts of curriculum advisors so that a curriculum advisor can be allocated a realistic number of schools to support. Currently, the curriculum section is understaffed and follow-up support visits to schools by curriculum advisors is either inadequate or lacking.
- The Department should facilitate establishment of multi-disciplinary DBSTs in compliance with IE policy. □ Control dropout rates
- The Department should clearly state it as policy that SMTs and teachers should conduct home visits to establish reasons for school dropouts and offer the necessary support to bring the affected learners back into the classroom. Where the reasons for school dropout are beyond control by the school, the SMTs and teachers should enlist intervention by the social workers.
- Reduce teacher workload and improve teacher morale and attitude

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- The Department should keep teacher-pupil ratio at one teacher to twenty-five learners in the classroom, train teachers on implementing IE in the classrooms and abolish the transfer of teachers by the Restructuring and Redeployment Programme. These actions will reduce teacher workload, engender positive teacher attitude towards inclusivity and improve teacher morale. □

Control movement of learners

- The Department should make it a policy that a learner may not leave one school to another school between grades eight and ten except under exceptional circumstances such as family relocations. This will stop the random movement of learners between the schools and ultimately the redeployment of teachers to follow the exodus of learners.
- Appoint professional specialists
- The Provincial Department should advertise and fill all vacant posts of professional specialists at district, circuit and school levels. Professional specialists borrowed from other departments cannot offer full-time support needed by teachers and learners in the schools. Professional specialists borrowed from other departments have their own challenges. For example, these professional specialists from other departments always complain about lack of transport to attend quarterly DBST meetings. Furthermore, teachers reluctantly implement the support programmes recommended by these borrowed professional specialists. The teachers regard the programmes as optional because they are not from the Department of Education.
- Coordinate departmental sections and special schools as resource centres
- The Limpopo Department of Education should re-structure the Departmental organogram such that IE and curriculum sections do not exist and operate in isolation. As it is now, the IE section operates independently and focuses mainly on special schools. This perpetuates the general misunderstanding apparent even from participating curriculum advisors that IE education is about special schools and not part of their responsibility. The district IE section should be abolished and IE and curriculum become one because the two are inseparable.
- Create opportunities for all learners to access education in their home languages
- The Department should make it policy that learners are taught in the language of their choice from primary level to tertiary. Books written in English should be translated into the dominant language or languages in the provinces for learners to access education in their home language. This is in line with the constitutional status of almost all languages spoken in South Africa as official languages. Learners should be able to demonstrate their learning in the language of their choice while books are being translated to accommodate their language of choice in learning and teaching.

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Implementation

The implementation of the structure and the success thereof will depend on the key role-players in the implementation of IE, namely the district support staff, SMT, SGB, teachers and parents, by actualising their designated key roles in the successful implementation of IE in the two schools of the study.

Roles of district support staff

- Training teachers and SMTs on inclusivity
- District support staff designs an Awareness Advocacy Programme of IE and invites teachers, SMTs, SGBs, Indunas, local business, parents and other relevant stakeholders such as other state departments to a centralised common venue to develop awareness on inclusivity.
- The awareness campaign is then followed by an IE training programme for teachers and SMTs. The training programme highlights proactive and classroom-based inclusive methods and techniques of teaching, learning and assessment.
- District support staff conducts the awareness and training programmes over weekends and during school holidays according to District Clusters with centrally located training venues. Such arrangement will undoubtedly cut on transport and accommodation fees, thereby facilitating access to the training.
- Supporting teachers and SMT on inclusivity
- District support staff facilitate establishment of SBSTs, workshop the teachers and SMTs on the functions of the SBSTs, and support the functioning of the SBSTs during school monitoring and support visits.
- District support, in consultation with the SMTs and subject teachers, identify challenges in the implementation of IE in the school in general and in the classrooms, in particular, recommend intervention strategies or solicit specialist interventions, agree with the teachers and SMTs on the implementation time-frame and make follow-up visits to monitor progress and provide further support.
- Developing awareness of IE policy
- District support members of staff check availability of the IE Policy Document (EWP6) and supply it where necessary during school monitoring and support visits.
- District support members of staff facilitate interpretation and implementation of the IE policy (EWP6) in the schools

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Roles of SMTs and SGBs

- Developing awareness of IE policy (EWP6)
- SMTs develop teachers' awareness of and avail IE policy (EWP6) and Guidelines for responding to learner diversity in the classrooms to the teachers.
- SMTs support and maintain functional SBSTs in the schools.
- SMTs and SGBs establish a Parent Education Programme targeting SGB meetings, general parent meetings and community meetings convened by the Indunas to share information with parents and other stakeholders concerning the education of their children.
- Supporting child-headed families
- SMTs and SGBs profile families in which children without parents stay.
- SMTs and SGBs submit the profile of child-headed families to the Department of Education, the Department of Social Development and Welfare, NGOs, church organisations, the Chief of the community (traditional leader), local municipality and other relevant organisations for possible support.

Implementing SIAS in the schools

- SMTs and SGBs make it an admission requirement that all learners seeking admission in a secondary school provide their learner profiles from their previous schools, of at least stage one of SIAS.
- For learners admitted without SIAS profiles, SMTs and Learner Support Teachers conduct SIAS stage one within the first week of school re-opening.
- SMTs and Learner Support Teachers present learner profiles from SIAS and their implications for planning, teaching and assessment to teachers in formal staff meetings.
- SMTs and Learner Support Teachers implement SIAS continuously as informed by needs identified during the processes of teaching, learning and continuous assessment.
- Referrals to special schools
- SMTs and SGBs stop referring learners to special schools.
- All categories of learners attend same schools.
- SMTs, SGBs and Learner Support Teachers coordinate school-based specialist support services by professional specialists such as psychologists, social workers, physiotherapists and medical doctors when necessary.

Roles of teachers

- Taking note of learner diversity

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- Teachers keep record of different background knowledge and experience, learning styles, motivational needs and learning disabilities in their classrooms from SIAS or other forms of relevant teacher-generated surveys. □ Preparing lessons with specific purposes and objectives
- Teachers plan lessons cooperatively according to subjects across phases with clearly stated lesson purposes and objectives. □ Differentiating the curriculum
- Teachers use a proactive approach to inclusivity: lessons are based on information about the learners and differentiate curricula according to the UDL principles: multiple methods and techniques of activating prior knowledge, presenting content, engaging learners in teaching and learning activities and demonstrating learning (learner assessment).

Evaluating lessons

- Teachers evaluate lessons at end of every presentation through informal assessment tasks covering all levels of cognition to determine the extent to which lesson objectives were achieved or not. □ Reflecting on lesson presentation
- Teachers reflect on every lesson presented and note successes and failures for further improvement or as indicators of need for support by District support staff. □ Targeting learner underperformance
- Teachers use specific strategies to remediate underperformance due to barriers to learning.

Role of the parents

- Improving learner attendance
- Parents keep the contact numbers of their children's class teachers and regularly contact the class teachers to monitor and control their children's school attendance.
- Motivating children to learn
- Parents recognise their children's improved performance even if it is in one subject only, through rewarding experiences. Parents check their children's books regularly, note good performance and make appointments with subject teachers to discuss poor performance. Parents allow time and space for children to do school work at home. Parents develop the culture of asking their children to tell, describe, discuss, or explain what they learned for the day in particular subjects at schools. Parents create opportunities for their children to visit libraries.



Evaluation

- SMTs and district support staff design evaluation tools, for example by drawing up an evaluation form with all the key role-players, the evaluation criteria and the descriptive criteria so as to evaluate how IE is implemented in the school. A sample of such an evaluation form appears in Table 7.1 below.

Table 7-1 Sample evaluation form

ROLE-PLAYERS	EVALUATION CRITERIA	DESCRIPTIVE CRITERIA	DATE OF IMPLEMENTATION	COMMENTS
Department	Address barriers created by rural conditions	Vegetable production		
	Improve physical accessibility to the school	Scholar transport Wheelchair access		
	Provide sufficient resources and infrastructure	Learner-support teachers Libraries Toilets		
	Provide adequate security in the schools	Security guards Police community forum		
	Reduce overcrowding in the classrooms	Reduce teacher-learner ratio		
	Train teachers and SMTs on inclusivity	Training programmes on IE		
	Provide for efficient school support	Appoint curriculum advisors Organise scheduled school visits by advisors		
	Reduce teacher workload and improve teacher morale and attitude	Train teachers on IE in the classroom		
	Appoint professional specialists	Appoint psychologists, speech- and hearing specialists		

District support staff	Training teachers and SMTs on inclusivity	Implement the Awareness Advocacy Programme of IE		
	Supporting teachers and SMTs on inclusivity	Establish SBSTs and SMTs		

ROLE- PLAYERS	EVALUATION CRITERIA	DESCRIPTIVE CRITERIA	DATE OF IMPLEMENTATION	COMMENTS
	Developing awareness of IE policy	Availability of the IE Policy Document Train staff on the Policy Document		
SMTs and SGBs	Developing awareness of IE policy (EWP6)	Promote IE policy and train related parties on the Policy		
	Supporting child-headed families	Submit the profiles of childheaded families to the Various Departments		
	Implementing of SIAS in the schools	Conduct SIAS stage one Implement SIAS through continuous assessment and support in classrooms		
Teachers	Taking note of learner diversity	Keep record of all learners' needs		
	Preparing lessons with specific purposes and objectives	Plan lessons according to subjects across phases with clearly stated lesson purposes and objectives		

	Differentiating the curriculum	Differentiate the curriculum according to learners' needs for diverse teaching and assessment		
	Evaluating lessons	Evaluate lessons at end of every presentation through informal assessment		
	Reflecting on lesson presentation	Note successes and failures for further support of learners		

ROLE-PLAYERS	EVALUATION CRITERIA	DESCRIPTIVE CRITERIA	DATE OF IMPLEMENTATION	COMMENTS
	Targeting learner underperformance	Use specific strategies to remediate under-performance due to barriers to learning		
Parents	Improving learner attendance	Contact the class teachers to monitor and control their children's school attendance.		
	Motivating children to learn	Reward improved performance. Check learners' books & homework. Encourage their children to discuss their schoolwork.		

Context

As indicated above, context refers to ecological factors with the potential to affect preparations, implementation and evaluation either positively or negatively.

In designing and implementing the support structure for the implementation of IE, the context of every individual learner has to be considered during each of the preparation, implementation and evaluation phases of the support structure, so as to enhance the positive factors and limit the negative factors in the context of the learner to ensure the success of the support structure and of each learner's progress.

7.5 CONCLUSION

The proposed support structure was described in terms of principles, components and operationalization, concluding with an evaluation form on how to ensure the support structure is successfully implemented and sustained.

In the following (final) chapter the findings of the study are summarised, limitations indicated and recommendations provided for further research.

CHAPTER 8 FINDINGS, LIMITATIONS, CONTRIBUTION, RECOMMENDATIONS AND CONCLUSIONS

8.1 INTRODUCTION

In Chapter 1 the outline of the planned research was provided. Chapters 2 and 3 provided the literature overview of the relevant literature. Chapter 4 described the planned methodology for the research. Chapters 5 and 6 provided the results and the discussion of the results respectively. Chapter 7 proposed a support structure as based on the results of the research.

The findings of the study are now presented in terms of the original research questions.

8.2 FINDINGS

The research questions are subsequently related to the research results to determine how these research questions have been answered by this study.

The central research question was:

- *How can a support structure be developed to overcome the context-specific barriers in the implementation of IE in ordinary rural secondary schools in Limpopo?*

Following from the central research question, the sub-questions were as follows:

- What level of training and knowledge, skills and attitude do teachers in ordinary rural secondary schools in Capricorn District have, concerning IE?
- What specifically do teachers do to implement IE in the classrooms in ordinary rural secondary schools in Capricorn District?
- What effects do district and school-based support structures have on the implementation of IE in the classrooms in rural secondary schools in Capricorn District?
- What improvements occur for the learners and the rural secondary schools from implementation of IE in rural secondary schools in Capricorn?
- What is the relationship between what teachers do to implement IE and the improvements in rural secondary schools in Capricorn District?
- What are the context-specific barriers in the implementation of IE in rural secondary schools in Capricorn District?
- What recommendations can be made to overcome the barriers and to improve the implementation of IE in rural secondary schools in Limpopo?

- How can a support structure be developed for such implementation to suit the needs of the specific rural settings?

These sub-questions are now answered as the findings obtained from the results.

What level of training and knowledge, skills do teachers in ordinary rural secondary schools in Capricorn District have concerning IE and what attitude do they project towards it?

The teachers have no recognisable level of training in IE and only elementary knowledge concerning IE. They have mainly positive attitudes concerning IE. They admit they lack skills concerning IE. All the participants were vocal about their inability to implement IE in their schools and classrooms because they were not trained to do so.

What specifically do teachers do to implement IE in the classrooms in ordinary rural secondary schools in Capricorn District?

Besides deficiencies established in respect of several aspects of schooling in ordinary rural secondary schools in Capricorn, some positive measures pertaining to inclusivity were also identified: Prohibition of discrimination in learner admission at the schools ensures that all learners in the area have access to educational opportunities in these schools. The requirement that parents accompany learners during admissions at schools encourages parental involvement in the education of their parents. The emphasis on submission of report and clinic cards on learner admission in the schools provide opportunities to consider and plan teaching and learning experiences according to learner diversity in terms of experience and background information. A delineated disciplinary procedure against bullying aims at preventing bullying as a barrier to learning.

Inclusive methods and techniques of curriculum delivery include verbal presentation and writing on chalkboard by teachers to accommodate verbal-linguistic learners. Question-and answer techniques during presentation allow teachers to assess lesson effectiveness and implement appropriate techniques where necessary.

Inclusive support measures in schools entail giving more time to slow learners, seating learners with sight problems in front. They also ensure that all learners are equally fed in the school and conduct afternoon lessons with a view to support such learners, and network with professionals in other departments to address learner diversity in their schools.

What effects do district- and school-based support structures have on the implementation of IE in the classrooms in rural secondary schools in Capricorn District?

The effects are either minimal or lacking. There are inadequately established DBSTs because curriculum advisors who should directly support teachers to implement IE in the classrooms are not members of the DBST. SBSTs are inadequate or lacking, and where SBSTs are established, they are dysfunctional.

What improvements occur for the learners and the rural secondary schools from implementing IE in rural secondary schools in Capricorn?

This question is not answered because IE is either not implemented or inadequately implemented in these two schools in Capricorn because the stakeholders lack awareness and training concerning IE; the IE awareness campaigns were inadequately conducted; teachers were not trained to implement IE; SMTs, Curriculum Advisors and Circuit Managers were not trained to support the implementation of IE in the schools. Therefore, no improvements for learners from the (non-)implementation of IE could be established.

What is the relationship between what teachers do to implement IE and the improvements in rural secondary schools in Capricorn District?

This question is also not answered because the implementation of IE is ineffective for various reasons as indicated, including substandard infrastructure and support provided at schools, inadequate teacher preparatory in-service training, teachers' resistance to inclusive education because they are not trained to teach, learners experiencing barriers to learning and the general understanding in public ordinary schools that learners who experience barriers to learning are those with disabilities only and should be referred to special schools. Therefore, no relationship could be established between what the teachers do to implement IE and the improvements in their schools.

What are the context-specific barriers in the implementation of IE in rural secondary schools in Capricorn District?

The above-mentioned question is answered by listing the barriers that were established by the study:

- Inadequate rural conditions
- Inadequate physical school accessibility
- Inadequate resources, infrastructure and facilities
- Inadequate general school conditions

- Inadequate classroom conditions
- Inadequate curriculum delivery
- Inadequate school performance
- Inadequate school support by the Department and District
- Inadequate parental involvement and related family conditions
- Poor learner attendance, lack of motivation and high dropout
- Inappropriate language of learning and teaching

What recommendations can be made to overcome the barriers and to improve the implementation of IE in rural secondary schools in Limpopo and how can a support structure be developed for such implementation in order to suit the needs of the specific rural settings?

Participants made the following recommendations to overcome the barriers in and to improve the implementation of IE in their schools. These recommendations also denote the way a support structure can be developed for the implementation of IE to suit specific rural settings:

- There must be stakeholder awareness campaigns on inclusivity, especially for parents.
- Teachers and MTs must be trained in inclusivity and especially teachers need to be trained in addressing learner diversity in the classrooms.
- More teaching posts need to be created for the schools.
- Every school should have a policy on inclusivity.
- Schools must implement EWP6 and SIAS policy directives as well as the Guidelines on implementing IE.
- Schools must conduct SIAS immediately after learner admissions.
- Learners must be referred for placement at special schools only according to level of need based on SIAS results.
- Professional specialists must be appointed in Education.
- Psychological assessment of learners must be re-introduced in the schools.
- Children must be taught in their home language.
- Regular Provincial and District support needs to be given to teachers.
- Inclusivity must be an item on the programmes of Curriculum Teacher Briefings and curriculum monitoring and support.
- Departmental Sections including IE and Curriculum Sections must be adequately coordinated.
- District Sections including IE and Curriculum Sections must be adequately staffed.

- Adequately represented Circuit Based Support Teams and SBSTs must be established.
- The IE section must be decentralised to Circuits and schools.
- Adequate resources must be provided in schools and Resource Centres.
- Curriculum advisors must monitor and support inclusivity in schools.
- IE must be incorporated properly from Head Office.
- Learners must be prepared by means of study skills to work on their own for adaptation at tertiary level.

The questions therefore have been answered and the purpose of the study – *to investigate the specific barriers to the implementation of IE in Capricorn District of Limpopo Province and to then develop a support structure regarding the implementation of IE* – has been achieved.

8.3 LIMITATIONS OF THE STUDY

The research was limited to only two rural schools and in only one province, due to the convenience of the location of the targeted schools and researcher's limited time and access to the schools. The results of the study may therefore not be used to generalise to all rural schools in South Africa, but since the results were corroborated by the literature, the research may be transferred to other rural schools in other contexts in South Africa to establish the situation regarding the implementation of IE in those particular schools. Such results may either differ from or coincide with the results of this study, depending on the contexts.

In the empirical part of the research, the principals of the two participating schools gave the researcher verbal permission to conduct research in the schools but took long to provide written permission, which delayed the collection of data. During the collection of data, some planned sources of data were not available in the schools. Some sources of data were available in one school but not in the other school. Teacher- and learner-generated documents in some subjects were unavailable. Some teachers were hesitant in availing the documents. Although the copies were left with the participants for member checking for not less than five days, very few participants made changes to the data. One departmental official has since been transferred to another district and has been difficult to contact. Developing themes and sub-themes from the data was a difficult process, which I repeated several times before I could be satisfied with the result.

The researcher accepts that these limitations may be inherent to all research, yet admits that the data may have been limited due to these factors.

8.4 CONTRIBUTION OF THE STUDY

To the question as to whether or not the study made any contribution to the existing body of knowledge and practice concerning IE, the answer is positive for the following reasons:

- The study is the first to investigate the implementation of IE in the Capricorn District of Limpopo Province and on the basis of the results to provide a support structure for the implementation of IE in rural schools.
- The study investigated and established contextual rural factors impacting on the implementation of IE, on which basis a support structure could be developed for the implementation of IE in context-specific rural school settings.
- The study is also the first to challenge the inadequacy of the South African policy on IE (EWP6). This policy perpetuates separate schooling by not providing proper training on the referral of learners to special schools versus providing learner support to learners within mainstream schools. Such a perpetuation contradicts the spirit of IE and the inclusive movement in the international community which advocate one system of schooling as can be provided in Full-service schools.
- The study highlights a proactive approach to addressing barriers to learning through UDL at micro-level planning for curriculum delivery in ordinary rural secondary schools. This proactive approach represents a primary prevention strategy to address barriers to learning and makes the reactive approach (remedial teaching) a secondary prevention strategy.

The proposed structure clearly delineates the roles of the key stakeholders, viz. the Department, SMTs, SGBs, teachers and parents and enhances practicability by suggesting an action plan and evaluation tool. Previous studies on IE in Limpopo and in Capricorn District in particular ostensibly could not suggest such a practicable support model to implement IE in the schools.

8.5 RECOMMENDATIONS

Based on the findings, the following recommendations are made with a view to advance the implementation of IE not only in these two schools but also in other rural secondary schools in South Africa.

8.5.1 Recommendations for practice

Addressing barriers created by rural conditions and physical inaccessibility

The Department of Education, hereafter referred to as the Department, can form a partnership with the Department of Agriculture and NGOs to start poverty alleviation programmes in rural communities such as small cooperative farming activities emphasising production of vegetables which are more in demand than crop maize. Small community cooperatives can sell their produce to local shops and supermarkets. This will contribute to poverty alleviation.

The Department should make the paths in the community user-friendly to wheelchair users so that learners with mobility problems are able to reach the school. The Department of Transport and Private Transport Companies including Taxi Associations can provide universally designed transport to accommodate all learners including those with mobility challenges.

Coordination of Departmental sections and special schools as resource centres

The Limpopo Department of Education should restructure the Departmental organogram so that the IE section and the curriculum section become one section. Separate existence of these sections may make the curriculum advisors to feel that the monitoring and support on implementation of inclusivity in schools is not their responsibility. This explains the negative attitude of curriculum advisors to IE. The curriculum (CAPS) itself is a strategy to implement IE in the schools and as such supporting IE in schools becomes the responsibility of curriculum advisors.

The recommended arrangement will facilitate coordination and improve implementation of IE activities in the Department.

Overcrowding in classrooms

The Department should review the norms and standards of school post establishment.

Classroom enrolment instead of general school enrolment should be used to determine teacher pupil ratio and post establishments in the schools. A teacher: pupil ratio of not more than 1:25 would allow teachers to give individual attention to learners in the classrooms.

Resources and infrastructure/facilities

The Department must provide relevant resources and facilities. A portion of norms and standard funding must be earmarked for the purchase of needed resources and infrastructural facilities in the schools. Every school must have a functional library with a trained teacher librarian to man the school library. There must be a functional science laboratory in every school.

The Department in partnership with relevant Departments and NGOs can renovate old schools in accordance with the principles of universal design (UD). For example, all entrances to the classrooms should have ramps, adapted furniture should be available in the classrooms, adapted toilet facilities should be provided and a variety of sporting facilities should be available for learners with diverse abilities and disabilities.

There should be at least a post in every school filled by a learner support teacher or a special needs coordinator. The special needs coordinator must be a qualified teacher with specialist training to provide learner support and coordinate special needs services provided by other Departments. For example, the learner-support teacher or special needs coordinator will manage SIAS in the school and be the link between the services provided by the Integrated School Health Team amongst other services by professional specialists.

Teacher and SMT training in inclusivity

Curriculum advisors and District IE coordinators, hereafter referred to as District support staff, should train teachers and SMTs on methods and techniques for implementing IE in the classroom. Teachers must be made aware that implementing inclusivity is a Policy requirement and that CAPS itself is a Departmental strategy to implement IE in the schools.

Teacher training must focus on both proactive and reactive approaches to implementing IE. The emphasis must be on curriculum differentiation methods and techniques that are informed by the UDL principles from lesson planning through presentation, learner engagement, lesson conclusion and assessment.

The training could be done over weekends and run for a period not less than one year. During the week, curriculum advisors should conduct on-the-spot teacher-trainee monitoring and support on the implementation of inclusive teaching and assessment methods and techniques in which the teachers have been and are being trained. Teacher training and development needs identified during monitoring and support visits must inform further training in the continuing weekend-training sessions.

Training in curriculum matters should not be conducted in a manner that would make teachers think that IE education is not part of the training content. It should be made clear to the teachers and SMTs that the curriculum (CAPS) itself is a Departmental strategy to implement IE in the classroom.

Teacher briefing meetings held at the beginning of every year should emphasise inclusivity in the classroom. Teachers must be told that continuous assessment is not conducted simply for compliance but for learner support in their inclusive classrooms.

Teacher and SMT support on lesson planning

Monitoring and support visits to the schools by the district support staff should focus on lesson planning as part of the curriculum with the aim to be able to assess and support learners with diverse needs during every lesson. The curriculum advisor can recommend effective lesson planning and the planning of teaching and assessment activities designed for learner support.

8.5.2 Recommendations for policy

Security

The Department should make it policy for every school to appoint trained security officers to control entrance to and exit from school premises. The Department and Department of Safety and Security (the Police) should establish an Integrated School Safety and Security partnership to provide security in the schools. Police Officers should do regular surprise searches in the schools.

Cleanliness

Schools should make it policy that all learners must be responsible for the general cleanliness of the school premises and classrooms. The school time table must provide for general cleaning by learners in groups on a rotational basis. A point system can be made where learners collect points for participating in general school cleaning activities. A learner with a specific number of points collected could qualify for a certificate at the end of the year to contribute to the learner's curriculum vitae.

Keeping classrooms clean should not be used as a form of punishment to control misbehaviour in the classrooms. Boys and girls in the classroom could be grouped for daily or weekly cleaning of the classroom. A cleaning programme containing the names of the learners should be displayed in the classroom. Again, a point system can be used to motivate learners.

Workload and teacher morale and attitude

A policy of 1:25 teacher -pupil ratio in the classrooms and reduced movement of teachers through the Restructuring and Redeployment programme will reduce teacher workload, improve teacher morale and develop a positive teacher attitude towards inclusive education.

Teacher redeployment is a barrier to learning because it increases teacher workload as the remaining teachers must then teach the classes and grades left by the redeployed teachers.

Implementation of SIAS in the schools

The SMT and SGB should make it a school policy that SIAS is conducted in all schools from grade R to grade 12. Schools must make it an admission requirement that every learner seeking admission at a secondary school provide a learner profile with the necessary background information regarding the learner from stage one of SIAS. This information will provide the teacher with a picture of the needs of the learner population in his/her class and enable him or her to plan lessons accordingly.

The SMT and SGB should ensure that SIAS is implemented not only at stage one but also from stage two to four as a continuous activity to inform the support needs in teaching and learning of every learner.

The SMT and SGB should only refer learners for moderate to high level support needs to special schools as informed by the reports of professional specialists such as a psychologist, social worker, physiotherapist, or a medical doctor, and only after the SIAS process has been exhausted as at stage four of the SIAS process. Proper implementation of the SIAS in secondary schools should form part of the support structure as proposed in this study – in every school.

LoLT

It should be the policy of the Department for learners to be taught in the language of their choice in secondary schools. Books written in English could be translated into the dominant language or languages in the provinces for learners to access education in their home language. For example, in Limpopo learners should be able to choose between Sepedi, Tshivenda and Xitsonga; in Eastern Cape learners should be taught in IsiXhosa; in KwaZulu-Natal teaching and learning should be in IsiZulu and in Mpumalanga learners should learn in IsiNdebele.

Parental support

The SMT and SGB should have a Parent Education Programme by means of which parents are regularly informed about their roles in the education of their children and changes including developments in education. Such a Parent Education Programme should target SGB and general parent meetings to share information with parents like the importance of enhancing learner performance and motivation to learn by monitoring written work and recognising improved performance.

Through the Parent Education Programme the SMT could negotiate with the Indunas to inform parents about education matters during their community meetings.

8.5.3 Recommendations for further research

Since the research was limited to only two rural schools and in only one province, further research should be performed in other rural schools in other contexts in other provinces in South Africa, to establish the context-specific barriers to learning in those schools and develop fitting support structures for those schools regarding the implementation of IE in those particular rural schools.

As this research pointed out, there is a notable inadequacy in the implementation of the South African policy on IE (EWP6). Further research is therefore needed to establish how district and provincial education officials can effectively train SMTs and teachers in the implementation of the policy as well as in the implementation of the SIAS in the assessment and support of learners' diverse needs in rural contexts.

District, provincial and national departments of Education can collaborate in joint research of effective support structures for the implementation of IE in rural schools that are generic as well as context-specific for particular schools in particular contexts.

Similarly, collaborative research can be undertaken by Education departments to establish effective training for SMTs and teachers in schools in the implementation of the South African policy on IE (EWP6).

8.6 CONCLUSION

The researcher is of opinion that despite the limitations of the research as pointed out, the research has achieved its aim of establishing the context-specific barriers in the implementation of IE in rural secondary schools in the Capricorn District of the Limpopo Province, and of developing a support structure for such schools.

The research has also pointed out the deficiencies in the implementation of the policy on IE and in the functioning of the district offices in their support of the schools, and has proposed recommendations to address these issues and to develop applicable support measures and structures for the implementation of IE, not only for rural secondary schools but possibly for all schools. Such measures and structures will have to be established through research, which has been indicated in the recommendations. It is the hope of the researcher that this study may contribute to further research in the area as well as to improved implementation of IE in all schools, not only in rural secondary schools.

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APPENDICES

GENERAL SCHOOL OBSERVATION SCHEDULE

DATE..... TIME..... SCHOOL.....

CONTEXT: THE SCHOOL	OBSERVATIONS	DESCRIPTIONS	ANALYSIS
Features of the area surrounding the school	Population of the area (e.g. sparsely or not)		
	Community (e.g. traditional or not)		
	Type of farming (e.g. subsistence or commercial)		
	Topography.		
	Playgrounds & terrain.		
	Access to basic services and facilities including water, electricity, health, library etc in the school		
Physical conditions of the school buildings	Walls (brick/mud)		
	Fencing or not and safety/security		
	State of windows & doors.		
	Cleanliness.		
	Toilet facilities (Adequate or not)		
Accessibility of the school	Distance travelled by learners to and from school		

CONTEXT: THE SCHOOL	OBSERVATIONS	DESCRIPTIONS	ANALYSIS
	Transport infrastructure and the availability of public or scholar transport.		
	At least one toilet accessible for a person using a wheelchair		
	Wheel-chair facilities		
Physical conditions of the classrooms	Number of classrooms		
	Lighting (yes or no)		
	Ventilation (yes or no)		
	Furniture (yes or no)		
	Conditions of the above		
	Cleanliness		
	Physical resources/LTSMs including chalkboards, electronic equipment such as computers & others (yes or no)		
	Conditions of the above		

DOCUMENTATION SCHEDULE

SCHOOL.....

DATE	TYPE OF DOCUMENT	DESCRIPTION	ANALYSIS
	School-generated documents		
	Vision& mission statement		
	Admission Policy		
	Code of conduct		
	Religious Policy		
	Exam schedules (2014)		
	Quarterly Returns Gr 10 (2014)		
	Others		
	Teacher-generated documents		
	Informal assessment tasks & control guides 2014/2015		
	Formal assessment tasks & control guides 2014/2015		
	Others		
	Learner-generated documents		
	Class/homework books		
	Test/examination scripts		

LESSON OBSERVATION PROTOCOL:

DATE.....TIME.....NUMBER OF LESSON...
 SCHOOL.....TEACHER..... SUBJECT.....GR.....

CONTEXT: THE CLASSROOM	OBSERVATIONS	DESCRIPTIONS	ANALYSIS
PHYSICAL CONDITIONS	<i>Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.</i>		
SOCIAL CONDITIONS	<i>Class rules and consequences of transgression</i>		
CURRICULUM DELIVERY	<i>Lesson preparation: Lesson plan</i>		
	<i>Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.</i>		
	<i>Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity</i>		
	<i>Actual teaching: achieving the purpose & objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.</i>		
	<i>Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.</i>		
	<i>Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity</i>		

QUESTIONS TO THE TEACHERS:

1. What does the word IE mean to you?
2. What are your views (perceptions, experiences, feelings and opinions) regarding IE and its implementation in your school and classrooms?
3. What kind of barriers do your learners experience inside your classes?
4. How do you practically implement IE for those learners – what do you do to support them in your class?
5. What effect does your support have on those learners in the class?
6. What other kinds of barriers do you experience in your school outside your classroom, i.e. in the school surroundings, or in the learners' lives?
7. What kind of barriers/difficulties/challenges/obstacles do you experience in your implementation of IE/support to learners?
 - a. in your teaching in your class?
 - b. in the general school surroundings?
8. To your knowledge, what structures or strategies in the school or Department are available that assist you in identifying and supporting learners in your class?
9. Do you have an SMT in your school, and how does it function?
10. In your opinion, what structures or strategies should be provided in the school or by the Department, to assist you in implementing IE – in the identification of and support regarding barriers that learners experience in your school and classrooms.

OBSERVATION: SCHOOL A:

DATE: 06.05.2015. TIME: 09H20 – 10H55. SCHOOL: A (DIKOBÉ-MOLABA)

CONTEXT: THE SCHOOL	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
Features of the area surrounding the school	Population of the area (e.g. sparsely or not)	Not sparsely populated. Houses built on equally sized sites. Dominant chieftaincy	Village type of organisation
	Community (e.g. traditional or not)	Land ownership is communal under the control of the local chief councillor/ headman.	Traditional community.
	Type of farming (e.g. subsistence or commercial)	People plant crops, mainly maize in their yards for consumption. Most people depend on social grants.	Subsistence farming.
	Topography.	Small volcanic mountains in the distance. A level sandy to loam soil area used to be a communal farming area now invaded by living houses. A tarred road about a kilometre away from the school. Sandy and gravel paths.	School accessibility.
	Playgrounds & terrain.	A level area. There are two soccer fields in the community. The school has two soccer fields and a netball field. One school soccer field looks -kept and used by learners for sporting activities. The other soccer field and netball fields are overgrown and apparently not used.	Availability of sporting facilities.
	Access to basic services and facilities including water, electricity, health, library etc. in the school	There is ESKOM electricity and water from Lepelle Northern Waters in the community. School uses borehole water. A local health centre (clinic) is just outside the school premises. No school- or community libraries. Toilet structures are dilapidated.	Availability of basic services and facilities.

Physical conditions of the school buildings	Walls (brick/mud)	The school is built in bricks. A strong-room with wash-basins and showers for learners when they have been engaged in physical education activities. These facilities, however, appear underutilized. There are 3 blocks of classrooms. Food for the learners is cooked in a small building in bricks (school feeding scheme) Cooking is done in firewood.	Conditions of health and wellbeing.
	Fencing or not and safety/security	The school is well fenced (security fencing). The school gate is not controlled by a gateman. Some doors are burglar-proofed. Other doors are steel doors.	Provision of safety and security
	State of windows & doors.	Some window panes are either broken or missing. The doors are in good condition.	Health and wellness.
	Cleanliness.	The school surroundings are unclean. Some areas are littered and others are overgrown.	Health and wellness.
	Toilet facilities (Adequate or not)	Toilet facilities are inadequate, not clean and dilapidated. School seriously needs new toilet structures.	Health and wellness.
Accessibility of the school	Distance travelled by learners to and from school	Most learners are from the surrounding community and go to school by foot. Neighbouring village less than 3 kilometres away.	School accessibility in terms of distance.
	Transport infrastructure and the availability of public or scholar transport.	Buses and taxis are the available means of transport in the surrounding community and between the neighbouring villages and the school. No specific scholar transport has been arranged	School accessibility by transport
	At least one toilet accessible for a person using a wheelchair	No single toilet is available for use by learners using wheel-chairs.	Toilet accessibility

	Wheel-chair facilities	Only one block of the classrooms has ramps on either sides of the stoop.	School accessibility to wheel chair users.
Physical conditions of the classrooms	Number of classrooms	School has twelve classrooms. Two classrooms used as staff rooms.	School size.
	Lighting (yes or no)	There are lights in the classrooms.	Teaching and learning conditions in classrooms
	Ventilation (yes or no)	The classrooms have enough windows.	Teaching and learning conditions in classrooms
	Furniture (yes or no)	Classrooms have furniture.	Teaching and learning conditions in classrooms
	Conditions of the above	Plugs and wiring in some classrooms are damaged. Ventilation is adequate. Furniture is inadequate and, in some classrooms, broken. Some window panes are broken.	Teaching and learning conditions in classrooms
	Cleanliness	Some classrooms need regular sweeping. Notice boards in the classrooms are not properly used and littered with graffiti. Lighting systems in some classrooms are broken.	Health and wellness.
	Physical resources/LTSMs including chalkboards, electronic equipment such as computers & others (yes or no)	Only textbooks, furniture, chalkboards and two photocopiers are available but no library, laboratory or computers and the furniture is adapted.	Availability of physical resources.
	Conditions of the above	Some chalkboards are so worn out that writings by chalk are no longer clearly visible/legible. Teachers queue for the only photocopier	Teaching and learning conditions in terms of physical resources

DATE: 21.07.2015

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
School-generated documents		
Vision& mission statement	Responsible, balanced and marketable adults achieved through professional teaching for excellent and quality education in an environment of diligence and dedication, sound interpersonal relations, active participation by all stakeholders and obedience to the school rules and regulations for acceptable behaviour by all learners at all times	An envisaged welcoming school environment. Intended active participation by all. Intended primary prevention of unacceptable learner behaviour.
Admission Policy	The policy is informed by Departmental policy. There is no discrimination of race, sex or colour in admission. While preference is given to learners from feeder schools, learners from other areas are admitted to grades eight to eleven depending on availability of space. Admission to grade 12 is under extra-ordinary circumstances. Parents accompany learners for admission and bring along transfer letter, report card and birth certificate or clinic card.	Prevention of exclusion based on discrimination and geographic location. Parental involvement in admission of learners. Identification of barriers through use of report and clinical cards.

Anti-bullying policy	The policy specifies the responsibilities of the stakeholders, incidents of bullying and the disciplinary consequences: The school's responsibility (must dos): creating positive school environment of tolerance and respect for human rights; building partnership with stakeholders to meet the needs of learners; and enforcing the anti-bullying policy. Stakeholders' (educators, parents and learners) responsibility (must dos) identifying acts of bullying and intervening on the spot or reporting the identified act of bullying. Incidents of bullying (learners and educators' must not dos) are fighting, vulgar language, gossiping, spreading of rumours, threatening and insulting others, harmful messages, uninvited touching, possession of cell phones or electronic devices and disruptive behaviours. Disciplinary consequences on bullying actions are verbal warning, detention, menial tasks such as cleaning of toilets and classrooms and confiscation of forbidden items to be released on R100, 00 or the items are auctioned to raise funds. The policy has a legal base because it is informed by the South African Schools Act No. 84 of 1996 and signed by the parent and educator components of the SGB as well as members of the Learner Representative Council.	Strategy to address bullying as a barrier to learning: Compliance with CAPS principle of democracy.
Academic	The school operates on the 2012 academic performance	Context

performance improvement plan	improvement plan. The plan specifies the challenges, interventions, performance indicators, time frame, responsible persons, budget and progress report. The identified challenges are poor performance in mathematics, economics, business studies, accounting and physical science; quality and quantity of written work; monitoring quality of written work; lack of lesson plans by educators; learners not attending extra lessons; non-usage of period registers by educators; lack of functional and practical assessment plans; and learners' poor study skills. The interventions are securing and utilising previous question papers and memos; purchasing study guides, calculators, chemicals and science apparatus; outsourcing science educators; monitoring and moderating written work; weekly submission of lesson plans to the school's head of department; making extra lessons compulsory and involving parents in persuading learners to attend these lessons; ensuring that educators use attendance registers in class; providing functional and practical assessment plans; and training of learners on study skills. Interventions are accompanied by own performance indicators. The time-frame for the improvement plan is February – April 2012. The principal and school head of department are responsible for all the interventions to address the challenges. Subject teachers are only responsible for the training of learners on study skills. R17 500, 00 is budgeted for the interventions. There are no comments on progress in the implementation of the improvement plan.	specific challenges to implementation of IE in the school. Strategy to address the specific barriers to learning. Action plan on strategic interventions Delayed evaluation on the impact of the strategy and action plan.
School Journal	Support visits by curriculum (2014 to date – 21.07.2015): Eight monitoring and support visits by curriculum advisors- Subject teachers supported. Inclusive education activities monitored. The school encouraged to establish a functional SBST. Support visits by other Departments/NGOs – (2014 to date – 21.07.2015): Eleven support visits by other Departments and NGOs - Police monitored normal schooling after disturbances related to xenophobic attacks on businesses of foreign residents. Other Police visits were surprise random search visits where during one visit cell phones were confiscated from learners. Health educated learners about teenage pregnancy, reproductive health services and cancer screening. Professional Land Surveyors demarcated the school site to guard against invasion by community members. IEC was on a programme of school democracy week topics in Life Orientation are shared with educators in the school. ISHR encouraged the principal to	Monitoring and support on curriculum implementation and inclusive education activities by departmental officials. Participation by other Departments and NGOs in the education of children.

	establish SBST and call for further support on the roles and responsibilities of the SBST. Integrated School Health Team assessed and screened grades ten learners and recommended referral for learners with serious health problems. Pastor from Assemblies of God proposed launching a School Prayer Programme. ABSA Representative presented the Bank's Community Development Programme to train learners.										
Grades 10 and 12 Examination results (2012 & 2014)	Grade	Year	Enrolment		Year	Enrolment		Difference		Thirty five learners dropped out of school between 2012 and 2014: Fifty five learners in gr 10 in 2012 and only 20 learners wrote matric in 2014. Drop-out rate between 2012 and 2014 was 63.6.	
	10	2012	55		2014	20		35			
School Quarterly Returns gr 10 (2014)	Term		Enrolment		Absentee days		Total absentee days	Absentee rate			Total number of absentee days was 608 days. Total number of days in the years was two hundred and one. The absentee rate was thirty three per cent.
		Days	M	F	M	F		M	F	Total	
	1	52	28	34	55	80	135	3.7	4.5	4.2	
	2	52	28	34	130	88	218	15	5	7	
	3	54	28	34	125	100	225	8.2	5.4	8	
	4	43	28	34	20	10	30	2	1	1.12	
Teacher-generated documents											
Informal assessment tasks & control guides 2014/2015	LIFE SCIENCES GRADE 10 Number of tasks: fourteen written tasks from 1 st term to end of 2 nd term 2015. Type of questions: low-order questions e.g. label, state, name, list, where..... what is the function of..... Questions and memos taken from a study guide.									Mode of informal assessment is writing. Low-order questions. Low-order and	

	PHYSICAL SCIENCES GRADE 10 Number of tasks: seventeen written tasks from 1st term to middle of 3rd term. Type of questions: taken from textbook e.g. calculate acceleration and velocity; complete the energy level, number of electrons and electron configuration of elements given in a table; differentiate between given compounds and elements and give reasons etc.	middle-order questions.
Formal assessment tasks & control guides 2014/2015	LIFE SCIENCES GRADE 10 Number of tasks: two tasks (One common task and the midyear exam paper). Type of questions: multiple choice questions, give the correct term, questions based on diagrams (identify, label, why, give, explain how, describe, tabulate, draw, suggest differentiate etc. and essay questions (discuss, discuss how, recommend etc.), Font on common task too small. School gets one copy from District Office and make photocopies for the total number of learners at the school. Memorandums are available. PHYSICAL SCIENCES GRADE 10 Number of tasks: Two tasks (one common task and the midyear exam paper) Type of questions: multiple choice questions; short sourcebased questions of define, state, give reason, name; identify elements, label, define, complete table and justify; calculate/determine displacement, velocity, speed and distance.	Policycompliant (CAPS) Levels of cognition adequately covered Small font a barrier to some learners Policy compliant (CAPS) Levels of cognition adequately covered Small font a barrier to some learners
Learner-generated documents		
Class/homework books	LIFE SCIENCES GRADE 10 Home works and class works written in exercise books. Learners make corrections for incorrectly answered questions. All written work is marked by the teacher. PHYSICAL SCIENCES GRADE 10 Home works and class works written in exercise books. Learners make corrections for incorrectly answered questions. Peer marking is used.	Writing is the only mode of demonstrating performance (UDL principle not used) Peer assessment and selfassessment not used to actively involve learners in assessment Writing is the only mode of

DOCUMENTS TO BE COLLECTED	DESCRIPTION	ANALYSIS
		demonstrating performance (UDL principle not used) Peer assessment and selfassessment used to actively involve learners in assessment
Test/examination scripts	LIFE SCIENCES GRADE 10 All test /examination scripts are marked by the teacher. Marked test and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation. Cass Moderation is done at School level, Circuit level and District level. All learners have marks for test and examination on the mark sheet. PHYSICAL SCIENCES GRADE 10 All test /examination scripts are marked by the teacher. Marked test and examination scripts of individual learners are put together with mark sheets into a file for Cass Moderation. Cass Moderation is done at School level, Circuit level and District level. All learners have marks for test and examination on the mark sheet.	All learners are included in tests and examination. Learners are not given multiple opportunities (only corrections are written) All learners are included in tests and examination. Learners are not given multiple opportunities (only corrections are written)

DATE: 03.07.2015. TIME: 08h30-09h30. NUMBER OF LESSON: 01. SCHOOL: A TEACHER: 02.
SUBJECT: BST. GR 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS/CATEGORIES
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting and seating, space	Classroom swept. Chalkboard cleaned. Adequate ventilation (three windows in front and four windows at the back). Adequate lighting. Learners seated in rows. Adequate space between leaners and chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No display of class rules, class register and specific disabilities. Thirty learners in the classroom.	Classroom conditions for teaching and learning
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan	Inclusion through lesson planning.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher activates prior knowledge by telling learners what they did in the previous lesson: investment. He asks learners to mention factors to consider when investing: What must you consider before investing? Teacher draws a circle on the chalkboard with the word CAPITAL inside the circle and writes the answers learners give around the circle, constructing a mind map.	Inclusion through lesson presentation methods & techniques
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives of the lesson not specified.	Inclusion through lesson presentation methods & techniques

	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher picks interest rate from the mind map. He writes two types of interest on the chalkboard: simple interest and compound interest. He clarifies differences between the two and gives learners three tasks to do, one after the other: calculating simple interest using two different given formulae and calculating compound interest using a given formula. The invested amount, rate of interest and the formulae are written on the chalkboard.	Inclusion through lesson presentation methods & techniques
	Learner activities: engaging learners. The techniques used to	Learners work individually to complete the tasks given by the teacher on	Inclusion through learner engagement methods and techniques.
	accommodate learner diversity.	the chalkboard, one after the other: calculating simple interest using two different formulae, calculating compound interest and making a choice between compound and simple interests with different interest rates. Learners must give reasons for their choice. Teacher randomly calls learners to give their answers on the chalkboard to show how they arrived at their answers. Teacher checks with other learners and reconciles different answers.	
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher gives learners an activity in the textbook: activity 4 p 247. Boys do question 3. Girls do question 4.	Inclusion through lesson conclusion methods and techniques.

DATE: 05.08.2015. TIME: 08h30-09h30. NUMBER OF LESSON: 02. SCHOOL: A (DIKOBEMOLABA). TEACHER: 06. SUBJECT: PHYS. SCIENCE GR 10.

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space.	Classroom not swept. Some windowpanes missing and classroom cold. Adequate lighting. Adequate space.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No displayed class rules. No learners with specific disabilities. No class register. Eleven learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson presentation techniques.
CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Home work is marked. Teacher writes the word corrections and the date: 05.08.2015 on the chalkboard. Learners exchange exercise books to do peer marking. They read out answers. Teacher writes the correct answers on the chalkboard. The questions asked: calculate speed (4), calculate velocity (4) and differentiate between speed and velocity. Teacher gives learners time to write the corrections.	Inclusion through lesson presentation techniques.
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives of the lesson not stated.	Inclusion through lesson presentation techniques.

	Actual teaching: achieving the purpose & objectives of the lesson. Techniques used to accommodate learner diversity.	Teacher writes and says the topic of the lesson: graphs of motion and the types of the graphs of motion: a) displacement v/s time; b) velocity v/s time and c) acceleration v/s time. Teacher describes and clarifies the graphs in using practical examples of throwing a chalk upwards, dropping the chalk from above and rolling the chalk. All the time intercepting the chalk at different points to illustrate the different types of graphs and then draws them on the chalkboard. Teacher highlights differences among the graphs. Teacher asks questions repeatedly to check learners' understanding. Teacher gives learners time to copy the graphs into their notebooks.	Inclusion through lesson presentation techniques
	Learner activities: engaging learners. Techniques used to accommodate learner diversity.	Learners participate only by individually answering the questions asked by the teacher in the process. No specific technique used to accommodate learner diversity except individual work.	Learners who could benefit from cooperative learning are excluded: individual work only.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Bell rings. Period ends before teachers finalises the lesson.	Inclusion through lesson conclusion techniques.

DATE: 14.08.2015. TIME: 08h00 – 09h00. NUMBER OF LESSON: 03. SCHOOL: A (DOKOBEMOLABA). TEACHER: 11. SUBJECT: ACC. GR 10.

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	Classroom not swept. Broken window panes with cold air blowing into the classroom. Adequate lighting with three windows in front and four windows at the back. Learners seated in groups to one side of the classroom and sharing old and dilapidated desks.	Classroom conditions for teaching and learning
SOCIAL CONDITIONS	Class register and class rules with consequences of transgression. Class size. Specific disabilities.	Thirteen learners. No class register. No class rules. No learners with specific disabilities.	Classroom conditions for teaching and learning
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan. No prepared written teacher notes.	
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher reads section on balance sheet done in the previous lesson from the textbook and demonstrates the way the given task should have been done by writing on the chalkboard. Reading and writing on the chalkboard accommodated verbal-linguistic learners and visual learners.	Inclusion through teaching and learning techniques.
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives of the lesson not specified.	Inclusion through teaching and learning techniques.

	Actual teaching: achieving the purpose & objectives of the lesson. UDL principles and techniques to accommodate learner diversity.	Content is presented verbally and through writing on the chalkboard. Teacher writes four questions taken from a 2014 question paper and related to cash payment and debtor collection on the chalkboard. She draws the cash payment and debtor collection table on the chalkboard. She then leads learners in answering the questions through question and answer method. She reads the questions in order to the learners. She writes the common answers on the chalkboard.	Inclusion through teaching and learning techniques.
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Answers are worked out on calculators and presented verbally. Learners listen to the teacher reading the questions from the chalkboard. They individually work out the answers using calculators and tell the correct answers to the whole class. Learners come up with different answers. This leads to all learners talking together with the teacher finding it difficult to control the class. Some learners ask the teacher to find out what the memorandum says. The teacher did not have the memorandum.	Inclusion through learner engagement techniques
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Bell rings, teacher stops presenting and leaves the classroom. It is break time. Learners go out to queue for food from the NSNP.	Inclusion through lesson conclusion techniques.

DATE: 14.08.2015. TIME: 09h30-10h30. NUMBER OF LESSON: 04. SCHOOL: A (DIKOBEMOLABA). TEACHER: 08. SUBJECT: ENGLISH. GR 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space.	Classroom unclean with heaps of paper collected behind the door. Adequate ventilation, lighting and space. Inadequate and dilapidated furniture. Missing windowpanes. no specific seating arrangement	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class enrolment, class rules, class register, period register & specific disabilities.	Fifty-one learners. No class rules, class register and period register. No specific disabilities.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson preparation.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher verbally gives a summary of previous lesson.	Inclusion through lesson presentation methods & techniques
	Purpose & objectives: stating the purpose & objectives of the lesson.	lesson purpose and objectives not stated	Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Teacher tells learners to take out their literature set books (drama) and selects learners to read according to characters in the set book. Teacher interjects reading at intervals to write, explain and clarify difficult words on the chalkboard. The writing on the chalkboard is in a disorderly and mixed fashion so it is difficult to read. Reading is not rotational. Questions are asked to check comprehension and to involve learners. Teacher has difficulty maintaining classroom discipline.	Inclusion through lesson presentation methods & techniques

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
	Learner activities: engaging learners. The techniques used to accommodate learner diversity	A learner tells the teacher that the Act in the set book has been treated already but teacher tells learners to continue ready anyway. Learners read fluently. Some groups of learners talk loudly all together disturbing the flow of the lesson. Some learners just leave the classroom without getting permission from the teacher. Learners are not involved except those that are assigned the reading task.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and techniques to accommodate learner diversity	Teachers give a reading task as homework. No lesson evaluation. No summary. No linking to the next lesson	Inclusion through lesson conclusion methods and techniques.

INTERVIEWS WITH TEACHERS

DATE: 14.08.2015. SCHOOL: A. PARTICIPANTS: TEACHERS.

1. WHAT DOES THE WORD INCLUSIVE EDUCATION MEAN TO YOU?

It means we must include all learners irrespective of their disabilities. It can mean in the form of admitting these learners in the school or it can mean in the form of teaching them in the classroom.

We can include learners in both planning and teaching.

We can even include them in other activities like extramural activities.

To add to what others have said, the other thing is that there must be policy that will help that there is inclusivity. To give an example, we can include them but find that the curriculum does not cover them. Let us take a blind child. There are no braille machines. There is no teacher trained on braille to mark the child's tasks. Again, to include structural changes. Some children use wheel chairs. They cannot use our stoops. They will need stoops with ramps. So, we admit them without discrimination. We must include them in planning and in sporting activities. Children must not fail to come to schools because the curriculum and infrastructure does not allow them.

If I hear you well, you are saying the school is not adequately ready to include all learners of different disabilities.

Yes, we say the school is an inclusive school but you can see that even the infrastructure does not allow it. The department says we must include all the learners and then they may come later to develop the infrastructure. We must not refuse a learner admission because there is no infrastructure

2. WHAT ARE YOUR VIEWS (PERCEPTIONS, EXPERIENCES, FEELINGS AND OPINIONS) REGARDING IE AND ITS IMPLEMENTATION IN YOUR SCHOOL AND CLASSROOMS?

I see that we have a challenge in that we are not empowered enough. We end up being impatient. Let me give an example. Say I am teaching children business studies. Even if I can give high-order, middle-order and low-order questions and tell myself that I have less high-order questions, many children will show you that even those low-order questions are not there. And, the feeling that we have a teacher teaching us in the classroom and the reason that we come to school because we want to benefit, they just don't see the reason why they are at school. My mind tells me that these children do not know what they have come to school for. Only to realise that they need special attention but as to how, is something I don't know. And, there are children who are extremes. They

are extremes in the sense that a child we say is the lowest and the child we say is the highest. For example, in one subject a child got 4 out of 200. Another one got one hundred and seventysomething. Now when you look at all these things, you ask yourself: were these children taught in the same classroom by the same teacher, for the same subject and the same time? The gap between the highest learner and the lowest learner makes you think that these children were not in the same environment. Definitely we see these things and we are concerned but we don't know how to give support. What we try to do is to sit together and discuss but that is not something we can say we are acting on an official mandate on how to deal with these things. Lastly, it is the way they rate us. They rate us like a normal school. When we tell them that they must not forget that we are having learners with special needs, they refuse and say the parents will not be happy if they can hear how you take their children which are also... But what we experience is a reality. We need to be empowered first. Then I think we will be able to deal with learners we say they have learning barriers.

If I understand you well you have learners with barriers to learning but your challenge is you are not capacitated to provide the support these children need.

Let me add to what has already been said. Another challenge that we see among the learners we deal with at this schools is from family background. Most learners are orphans. Some of learners head families. The child is responsible for the family, that is, the child is the head of the family. These are some of the challenges we come across. You find that the child is always having anger.

The child's life is not alright and she/he is unable to cope in the classroom. They are angry because of frustration.

According to my experience, most of our pupils are denied the opportunity to learn just because of their disabilities. Let say the child is an albino; you find that when the child wants to come and attend a normal school like this one, maybe some of the learners they are just treating him somehow. Some maybe they are short-sighted and some of the educators they don't tolerate him/her. Those are some of the things we experience. To take such children to special schools, it needs a family background. You find the parents maybe do not have enough money to support that learner and the learner will remain at home even though some of those learners do have some talents which they can improve them at some school levels. As long as they are here at home school, they are challenged. They cannot progress. Our feelings are that we all like them to attend here but the challenges we face are those that my colleagues have already said. Teachers are not well-trained. We cannot afford to teach the short-sighted learner or a blind learner at all. We do not know how to teach those learners. My opinion is that the Department can make sure that they train educators,

they support educators. Maybe they take some of the educators to train them on special needs and they place them at schools that they are using as inclusive or full service schools.

If I hear you well, you are saying there are learners with no challenges in our schools and classrooms but we find it difficult to support them because we lack the required resources?

Yes, what my colleagues say is true. You find that there are many learners in the homes around here. They cannot come to school because there are no resources. And to take them to special schools is expensive. Special schools are far. There is no transport. We are not succeeding in implementing IE because we are not trained and we do not have the resources.

3. WHAT KIND OF BARRIERS DO YOUR LEARNERS EXPERIENCE INSIDE YOUR CLASSES

Me, one of the barriers I can say it is the curriculum itself. Maybe I can say it does not include all kinds of learners because when you teach at a certain level, some learners are at a very low level. Immediately you try to adjust to levels of the learners you find that time is not also in our hands. We are running after the work schedule. Another thing is that the medium of instruction is just a challenge but according to me it puts them where if you listen to the teacher you find that the content teacher has the latitude to you Sepedi but the language teacher is forced to speak in English. You can use Sepedi to explain certain things to me. Now comes the assessment time. You cannot assess the in Sepedi. You must assess them in English.

You see Mr Mphahlele it depends on the policies of the countries. With us now the medium of instruction is English and it is very much difficult for the learners. Some of them are from poor background in terms of English and they find it very much difficult to adjust. You can take a country like Zimbabwe. In the Zimbabwe they prefer English than any other language. That is why even Zimbabwe women who sell in the streets can speak English fluently. I once interviewed one Zimbabwean woman when I was doing my research. She told me that from infancy, emphasis is on English not on the mother tongue. I asked why and she told me it was because Zimbabwe was colonised by Britain and as such they had an influence in terms of the language and what communication means. I do not think is a good thing because with us in our country it is straining us in terms of progress. You can take example by children of the Boers. They are getting Masters and Doctorates in Afrikaans. They are doing Physical Science and Mathematics in Afrikaans. With us our children here are taught Mathematics in English and they find it very much difficult.

In other words, the language of learning and teaching is a barrier to learning in our schools and classrooms?

Yes, yes. But then another unfortunate situation is that they have started now but unfortunately they have started now with schools in KwaZulu-Natal. Very soon, the University of Zululand will be offering degrees and whatever in Zulu. What about us? That is a challenge.

How do you feel about the behaviour of the learners in the school and classrooms?

Yes, not only the behaviour but their cognitive level as well. It is a very, very big challenge more especially with the learners that we are having here. If we are to compare them maybe with learners that are at Kgagatlou, there is a very big difference. With us here, you know the learner in grade eleven, if you interrogate that learner it seems as if that learner is doing grade three. That is very serious challenge. So that thing even affects the behaviour. You know if it comes to laughing, they can laugh as if they are going to get marks. They are interested in more joking and fun things as if they are not mentally correct.

4. HOW DO YOU PRACTICALLY IMPLEMENT IE? WHAT DO YOU DO TO SUPPORT LEARNERS WITH BARRIERS TO LEARNING IN YOUR CLASSES?

We understand that every learner is unique and teach them differently. Another support is to allow them to access education. Even to minimise learners with barriers.

Tell me more about minimising learners with barriers to learning.

Some learners like to laugh. Others just like to move about and make noise and then we must take measures to control those behaviours.

But there is another physical barrier. You will understand that we have been categorised as inclusive school but practically we are not because in terms of resources we are far much lagging behind. In terms of teacher support as to how best you can teach those learners is still a challenge let alone the support from higher authority structures like Circuit and whoever can give that support. The only thing that you get is when we are called to meetings. That is the only thing. There is nothing practical that they give us to say this is the weapon that you will use maybe to cater the learner with barriers and so on and so on. So, I think to me we have just been classified as an inclusive school, I do not know why and for which purpose because as I speak now we are still not inclusive in practical sense. However we do have such learners and we find it very much difficult to adjust to them because most of us are not trained and we don't get that support and mentoring that will ultimately help us to cater for the needs of those children.

Yes, I think eh, having said that the little we can do to implement is to acknowledge the white paper number six because we cannot change it and secondly is to admit those learners and we end up

there. But once they are in class, for example, someone has got short sight, it will take time. Eh there is a learner in grade eight I discovered around the end of February or so that she has got eyesight problem therefore she must always sit in front and then when I am just writing I realise that no she is not writing and I realise oh I must use very big letters on the chalkboard, you see, Now we just do it by default but what we can excellently do is to acknowledge and admit them. It is maybe when we start sharing the challenges amongst ourselves as teachers that we can come up with some interventions.

You know why we cannot just tell you clearly how we are supporting these learners in the classrooms is just because even ourselves as teachers we are not supported by their parents. Now we are pushing that. We are supporting them. We have learners with disabilities in this yard but if I can come along with their forms here you will not find even a single form that is telling us that this learner is having like short sighted. These learners in this yard are all normal. There is no disabled learner in this school. But we as teachers I can say we are supporting them because we are discovering them ourselves. Not being told by anyone but by just looking at them we can see that this learner is having a problem. There is another learner in grade ten who is short sighted. Teachers are just discovering these learners by themselves and also there are people from Health. They were here before we closed and they also discovered that this learner is short sighted and we took her to the clinic but her parent never tell us that this child is short sighted but there is a section in the forms that tell parents to write and tell the school about the problem the child is having. Parents are not supporting.

5. WHAT STRUCTURES DO YOU HAVE IN THE SCHOOL TO SUPPORT INCLUSIVITY?

We are supposed to have school-based support team but we are not having it

10. IN YOUR OPINION, WHAT STRUCTURES OR STRATEGIES SHOULD THERE BE PROVIDED IN THE SCHOOL OR BY THE DEPARTMENT TO ASSIST YOU IN THE IMPLEMENTATION OF IE, I.E. IN THE IDENTIFICATION AND SUPPORT OF BARRIERS THAT LEARNERS EXPERIENCE IN YOUR SCHOOL AND CLASSROOM?

I think the Department can help us by categorising these learners right from the start so that we can know how to teach them differently.

What forms of disruptive behaviour do you have in your school and how do you deal with them?

Normally we just calm them down. For serious behaviours we call the parents to the school talk to the child in the presence of the parent.

How do you feel about lesson planning?

My feeling is that there were a lot of changes and shifts to an extent that to tell the truth a teacher who trained in the days of Bantustans today he does not know where he/she is. The fortunate teachers are those who have been trained these days because with me I used to know how to prepare the lesson in the scheme book but there came OBE. In OBE they say there are specific outcomes and other things. From there came the IQMS where they you may not have a written lesson plan as long as you have evidence. Now there is CAPS where it seems emphasis is totally not on the lesson plan. But my feeling is that people who write these books are specialists. They should just give us prepared lessons. My must be just to control that this section is done and I file it.

How can teaching and assessment accommodate learner differences in the classroom?

Once you are inclusive, there must other means of assessing them because some may not be able to write at all. So, we must assess them in other ways not necessarily that they must write. If he or she cannot write then it means he/she cannot progress

CONCLUDING REMARKS

Thank you very much for you time. I will transcribe the information you shared with me and bring it back to you so you can check to see you were well-captured. You may even made changes in the form of additions or omissions to the information. See you next time.

I arrived at the school at 09h45. The principal was seated in the office apparently waiting for me. I called to confirm the appointment before I left my office. We exchanged our usual greetings before we started with the business of the day.

I read out the interview protocol to him: introductions, purpose of the interview, the interview procedure and research ethics. The principal signed the consent form on the day the research project was introduced to the teachers. He was present in the meeting. He did not have questions to ask before we started with the actual interview.

The following are the principal's responses to the questions. Although a prepared list of questions was used, the questions were not strictly asked in the same order. Occasionally a question had to be repeated but phrased differently for the interviewee to understand better. Again other questions were introduced into the list of prepared questions to follow-up themes established previously during general school observations, lesson observations documentation and focus group interviews with teachers.

INTERVIEWER: WHAT KNOWLEDGE AND SKILLS DO THE TEACHERS IN THE SCHOOL HAVE CONCERNING IE?

INTERVIEWEE: *no, actually I don't think they have any knowledge and even I don't think they have any skill because there is no one who has been trained on inclusive education.*

INTERVIEWER: WHAT ARE THE CONTEXT-SPECIFIC BARRIERS TO INCLUSIVITY IN YOUR SCHOOL?

INTERVIEWEE: *We don't even have the infrastructure relevant to inclusivity. I should think the department in trying to implement inclusivity is going at a very, very slow pace. For example, if you look at the infrastructure, the buildings in our schools. Are they user-friendly, say to somebody who is having a handicap or making use of a wheelchair? At some schools there are still stairs. If you are using a wheelchair you are not accommodated. So, those are some of the barriers. And of course hence we say we are not trained. The fact that we are not trained is a barrier because you can't be able to cope with the situation that you are not even sure of.*

Interviewer: DO YOU HAVE A POLICY IN YOUR SCHOOL FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION?

INTERVIEWEE: *No. I can't say we have a policy because is it not that the Department is still struggling to make us gel in this field and like they promised us that they will take us through all dimensions of inclusivity and hence we belief it is only after that interaction with the Department that we will be able to come up with that policy. The Department itself has not been able to supply us with a policy except manuals saying something about what inclusive education is about.*

INTERVIEWER: IF I MAY CHECK-UP SOMETHING WITH YOU, HAVE YOU EVER COME ACROSS EWP6?

INTERVIEWEE: *Yes, I know about it. I think for the few workshops concerning IE, most of them were attended by Mr Madigoe and I was told he brought some policy documents but I can't really say we are familiar with such policies. We never had time to go through them.*

INTERVIEWER: HOW DO YOU IMPLEMENT IE IN YOUR SCHOOL IN GENERAL?

INTERVIEWEE: *Yes, the question of implementation, I will only say we implement it generally because isn't that our school admit all kinds of learners even if we are not saying these are the learners with certain barriers or whatever. But the fact is we implement it because we are teaching*

all the learners with different barriers some of them falling directly under learners with special educational needs.

INTERVIEWER: WHAT SPECIFICALLY DO THE TEACHERS DO IN YOUR SCHOOL TO IMPLEMENT IE?

INTERVIEWEE: *Yes, like I said they don't have that knowledge, but of course for those learners that they can identify as having certain challenges, somehow they try to cater them like if they have sight problems they make sure that they sit in front. Even those that are slow learners, if time allows they devote more time to them.*

INTERVIEWER: AS A FOLLOW-UP, HOW DO YOU SUPPORT LEARNERS WITH SPECIAL NEEDS IN TERMS OF EXAMINATION CONCESSIONS?

INTERVIEWEE: *We used to identify them when it is time to do so because there is a special time when we must submit names of such learners. But when we identify the learners late, there is nothing we can do. But if we can manage to identify them at an early stage, we can be able to apply for such concessions because I guess they are available.*

INTERVIEWER: PERHAPS AS ANOTHER FOLLOW-UP, TELL ME ABOUT A SYSTEM THAT IS IN PLACE IN THE SCHOOL TO IDENTIFY LEARNERS WITH BARRIERS TO LEARNING? I AM REFERRING TO BARRIERS SUCH AS PHYSICAL CHALLENGES INCLUDING EYE SIGHT AND HARD OF HEARING, BARRIERS SUCH AS DISRUPTIVE BEHAVIOURS AND BARRIERS IN THE SENSE THAT THEY COME FROM POOR BACKGROUNDS AND CHILD-HEADED FAMILIES.

INTERVIEWEE: *We normally don't have a system but hence we interact with learners on a daily basis whatever challenge we happen to discover on the learner then we come up with a plan of addressing that challenge. I can't say we have such a system because isn't that coming up with such a system is when you know the dynamics of the area you are dealing with like I said we never had a formal training for inclusive education. The fact that we interact with learners sometimes you realise that this learner cannot see well or this learner seems to be coming from a very disadvantaged family so by so daily interacting with learners that is how we discover learners with barriers to learning.*

INTERVIEWER: SUPPOSING TEACHERS WERE TRAINED ON IMPLEMENTING IE AND YOU HAD A POLICY ON INCLUSIVITY, WHAT DO YOU THINK WOULD STILL BE BARRIERS TO IMPLEMENTING IE IN THE SCHOOL?

INTERVIEWEE: *OK, the barriers would resources and infrastructure. In fact every school must cater all types of learners but even the so-called full-service schools cannot cater all types of learners because these do not have resources and infrastructure.*

INTERVIEWER: TELL ME ABOUT THE PARENTS. DO THEY RESPOND TO INVITATIONS TO THE SCHOOL AND HOW IS THEIR RESPONSE?

INTERVIEWEE: *Well, they are responding though most learners do not really want to engage their real parents when coming to school matters. You find that in most cases there are transgressions and they need their parental interventions when you say to the learner bring along your parent, he will bring somebody different from the real parent but somehow to a lesser extent some are cooperative but at the end of the day whenever we happen to chase the learner to home, he might bring the parent but he might not be the real parent but somebody will come. But in our school we insist on the real parent and if we stick to what we say, ultimately the real parent will come.*

INTERVIEWER: THESE TRANSGRESSIONS, WHAT WOULD YOU SAY ARE THE MOST PROMINENT TRANSGRESSIONS IN THE SCHOOL?

INTERVIEWEE: *The most common transgressions are absenteeism and late coming but to a lesser extent we have these infightings, bullying and truancy. But truancy is rare because I control that one.*

INTERVIEWER: WHAT RECOMMENDATIONS CAN YOU MAKE TO OVERCOME THESE BARRIERS AND TO IMPROVE IMPLEMENTATION OF IE IN YOUR SCHOOL?

INTERVIEWEE: *There is no remedy other than to equip educators with knowledge and how they can implement inclusivity in the classrooms and core principles of the inclusive education. You know constant training, workshops and above all infrastructure and resources. The system must make sure specialised resources are there. There must more training of teachers. There must be monitoring of progress time and again. Now and again there must be people to monitor progress with feedback. Teacher/pupil ratio must be 1:25 so that individualisation can take place. Each section should be staffed. For example IE section must have staff to see to it that teachers are trained. Although I know with infrastructure it will be more difficult because our province is crippled.*

INTERVIEWER: FROM DOCUMENTATION I LEARNED THAT THE SCHOOL'S POLICY EMPHASISES THAT PARENTS SHOULD BRING ALONG THE REPORT CARD AND CLINIC CARD WHEN THEY SEEK LEARNER ADMISSION TO THE SCHOOL. HOW ARE THE REPORT AND CLINIC CARDS HELPING THE SCHOOL? OF WHAT BENEFITS ARE THESE CARDS TO THE SCHOOL AND THE TEACHERS?

INTERVIEWEE: *Usually they are just helping the school in giving the personal details of the learner. And maybe even to trace the learner's previous background. Some information about the learner's background may help the teacher to identify barriers to learner so that the teacher can know the type of learner she is dealing with. This kind of knowledge will definitely help the teacher to support the learner accordingly.*

INTERVIEWER: THE SCHOOL IMPROVEMENT PLAN MENTIONS A NEED FOR LESSON PLANNING AND USE OF PERIOD REGISTERS BY EDUCATORS. WHAT ARE YOUR EXPERIENCES REGARDING LESSON PLANNING AND USE OF PERIOD REGISTERS BY EDUCATORS IN THE SCHOOL?

INTERVIEWEE: *Like a small school which is constantly underperforming we are being coerced to make sure that teachers are always planning when they go to class but you will realise that this question of formal planning is not going on well with our Unions. Most of our teachers belong to Unions. As such, you would like to see a formal lesson plan but you will not get it. But basically it does not mean they don't prepare. They will prepare on a scribbler or whatever which is of course not formal. But a formal lesson plan is not there. And even the Department became aware of the problem that is why they restructured the way in which lesson planning is done. sometimes in other subjects they will say it is a lesson plan for a week as one thing but even on that improvement, teacher are not prepared to do it. With period registers it is the same situation although in the past we were trying but considering the administrative work of the period register, it ended up discontinued. But most especially in the beginning of the year they are trying but due to workload they decide not to do it. Sometimes they get help of school learners but it does not work well.*

INTERVIEWER: HOW DO YOU FEEL ABOUT MONITORING AND SUPPORT BY DEPARTMENTAL OFFICIALS?

INTERVIEWEE: *No, that one we really don't get any monitoring and support because I cannot pretend that we get monitoring and support when I will see Mr Mphahlele once when he want Cass. Isn't that monitoring and support is when a departmental official will come and spend a day here with the teacher supporting him to do this and that. Even at the beginning of the year when the results are out they will say tell us why the learners have failed. when you tell them that the teacher is there struggling alone without support, they will promise you and say we will bring the curriculum advisor to help the teacher but we are now even getting into another examination with the promise not fulfilled. Curriculum advisors are understaffed. Work is not effectively done. When they moderate they cannot immediately support the teachers. You find that teachers do the same mistakes.*

INTERVIEWER: IF I HEAR YOU WELL, YOU ARE SAYING MONITORING AND SUPPORT BY DEPARTMENTAL OFFICIALS IS INADEQUATE?

INTERVIEWEE: *No. To say it is inadequate it will seem as if it is there. Monitoring and support by departmental officials is not there. Even the monitoring and support to me as the principal, I can't say the Circuit Manager is supporting me. The Circuit Manager will only come here when he wants the stamp and say I was just checking and would you please sign for me, and, that is not support. I see it as control because there is a difference between support and control.*

INTERVIEWER: DOCUMENTATION IN THE SCHOOL TELLS THAT 35 LEARNERS WHO DID GRADE 10 IN 2012 DID NOT REGISTER TO WRITE MATRIC IN 2014. HOW DO YOU FEEL ABOUT THIS DROPOUT AND WHAT WOULD YOU SAY ARE THE FACTORS RESPONSIBLE FOR THE DROPOUT?

INTERVIEWEE: *No, in all the small schools like ours you will always have a large number of learners going out; we cannot say they are dropouts. They are leaving to other schools. Because we experience a shortage of manpower, human resource, and we are unable to cater almost all the areas. Even where we try to cater them the contact is not enough to satisfy other parents and ultimately the parents decide to relocate their children to other schools. Another thing is the question of underperforming. Once you underperform, learners feel no, we better move to other schools.*

INTERVIEWER: TELL ME, HOW DO FEEL ABOUT RECONSTRUCTION AND REDEPLOYMENT OF TEACHERS (R&R)?

INTERVIEWEE: *R&R has a negative impact on teaching and learning. because isn't that when you have eh ten teachers and two have to leave and the workload of that two has to be shared by the remaining teachers and a workload in itself has a negative impact on the performance of the teacher let alone the learners themselves because they were used to a particular educator and then educator had to leave. You have to give them another one who does sometime not know the work exactly. So, that is challenging but above all it has got this thing of lowering the morale of the teacher because the process itself is so complex that some of the educators do not understand it and there will always be infightings and arguments to say you have redeployed the wrong person. Teacher development is also negatively affected. You develop a teacher in a certain subject and when you see the teacher improving; suddenly this teacher is teaching a different subject because one or two teachers have been redeployed.*

INTERVIEWER: THE SCHOOL IMPROVEMENT PLAN HIGHLIGHTS THE QUALITY OF WRITTEN WORK. HOW DO YOU FEEL ABOUT THE QUALITY OF WRITTEN WORK IN INFORMAL ASSESSMENT IN THE SCHOOL?

INTERVIEWEE: *No, that is not good. It is very bad. You can see their books. I use to check. They are very much discouraging but of course I know there are factors behind that. You know the schools like ours with two streams, teachers are more than overloaded. Sometimes they end up chasing the syllabus. Not actually giving written work to learners. So, though we don't promote that but sometimes it becomes apparent. Yes, it is challenging. But on the other hand some are not use to give learners written work. Some are just lazy because we tell them that even if you don's mark the books, you can make learners mark their work. You know the more the learners write the more they become used to the work. You see. It is not just good.*

INTERVIEWER: WHAT DO YOU THINK ABOUT THE QUESTIONS IN INFORMAL ASSESSMENT TASKS IN RELATION TO THE VARIOUS LEVELS OF COGNITION?

INTERVIEWEE: *Yes, nowadays since the question of common tasks, most of the questions teachers ask are the standardised questions coming from the previous question papers. So, in most cases we assume the questions cover the various levels of cognition.*

INTERVIEWER: HOW DO YOU FEEL ABOUT TEENAGE PREGNANCY?

INTERVIEWEE: *I know there is this high rate of teenage pregnancy in our schools but I personally don't associate it with child grant. I think it is just a question of negligence and then you know the kind of lifestyle that our children have. It is like now if you are not having a boyfriend you are stupid in a way amongst your peer group. I am saying this because most of them who happen to give birth, you know even if they get child grant, they still seem to be struggling. I think in one way or another I can say the child grants are having and influential impact on these children getting pregnant. It is the question of relaxing, the question of peer pressure and the question of liking to engage in sexual activities. I don't think there is a pull that is really attracting them. But also important is the illiteracy on the part of the parents. Because, it is like our parents most of them are too traditional. They don't feel comfortable in sharing this kind of information with their children. That is why the rate of pregnancy here at Ga-Mphahlele when you compare it with the rate of pregnancy at Lebowakgomo, you know there will always be a difference. But at the same time when you go Lebowakgomo Zone R and Zone S where there is a lot of RDBs most of the pupils who are staying there are coming from the rural areas. Teenage pregnancy there is high just like here. So the fact here is this element of illiteracy amongst the parents. It is just a challenge. But I still maintain I don't think the question of child grant has got any relation with teenage pregnancy.*

INTERVIEWER: HOW IS THE SITUATION IN THE SCHOOL REGARDING THE TEACHERS TEACHING SUBJECTS WHICH THEY DID NOT SPECIALISE IN AT COLLEGE OR UNIVERSITY?

INTERVIEWEE: *I think with us we are still fortunate here because most of the teachers are teaching the subjects they qualify to teach with the exception of subjects such as LO and the subjects in lower grades like Tourism.*

INTERVIEWER: HOW DO YOU THINK CAN A KIND OF SUPPORT STRUCTURE BE DEVELOPED FOR IMPLEMENTATION OF IE AND WHAT SHOULD IT LOOK LIKE, TO SUIT THE SPECIFIC NEEDS IN YOUR SCHOOL?

INTERVIEWEE: *No, the support structure in this case I think it must start at the head office down to the District and to the Circuit so that eh, the information will move from head office, to district, to circuit and the school. And in that case I mean if there are specific people working on a daily basis with IE I think they will be able to come up with programmes that will address the challenges in each and every school identified. Because if ever there is some who is responsible for IE at Head Office, at the district and the at the Circuit, because for now I only see Mr Mabote with few individuals there and I have never seen anyone from the District let alone the Circuit. So, we can't talk of a support structure if we don't start it from where it emanates. Because the meetings which we use to hold with Mr Mabote I don't think they are effective. They are effective when you are there but immediately when you leave, no one from the District or from the Circuit will make follow-ups. Those meetings you can't say it is training. It is an awareness campaign. Until such time that we are going to meet him again and it is like we are starting afresh. Is it not that even if they say we must do this and do that but if ever there is no one at the Circuit to monitor the programmes of implementation there is no way in which implementation can be seen, you see. Yes, Mr Mabote emphasises that we must have school-based support teams. But how can you have a school-based support team while you yourself you do not have the support. Isn't that the school-based support team must be based on the Circuit-Based Support Team?*

INTERVIEWER: HOW DO YOU FEEL ABOUT THESE SUPPORT VISITS BY OTHER DEPARTMENTS THAN THE EDUCATION DEPARTMENT AS IT APPEARS FROM ENTRIES IN THE SCHOOL JOURNAL?

INTERVIEWEE: *Yes, they are very much helpful because each department has its own area of operation and now in the case of learners who are troubling us, learners who bring illegal substances into the school, the intervention of police becomes very much helpful. The disruption was not in the school per se. It is just that local people in the community were just scattered here about and our learners were disturbed. The police I am sure when they were chasing people who*

were looting, they ended up in the school because they were told that some of the culprits were we learners. As for the surprise visits by the Police, we wanted it to be on a monthly basis but it is not possible because the Police apparently have their own commitments. And as I speak, this year we never had it. We requested it to be regular but apparently it is not possible.

CONCLUDING REMARKS

INTERVIEWER: OK, Sir, I am very much grateful for this information you shared with me. I will go and transcribe it and bring it back to you so you can check whether it is a true reflection of what you shared with me and perhaps make additions or even omissions. Just to make sure that it is exactly what you said and then append your signature that you have confirmed it. Thank you very much for your time.

See you next week.

OBSERVATIONS SCHOOL B

DATE: 05.05.2015. TIME: 07H45 – 09H10. SCHOOL: B

CONTEXT: THE SCHOOL	OBSERVATIONS	DESCRIPTIONS	ANALYSIS
Features of the area surrounding the school	Population of the area (e.g. sparse or not)	Not sparsely populated. Houses built on equal sized sites allocated by local chief.	Village type of organization.
	Community (e.g. traditional or not)	Control under a Headman accountable to the Chief.	Traditional community.
	Type of farming (e.g. subsistence or commercial)	People plant mainly maize for home consumption. Some plant maize in yards. Other plant maize on the banks of a non-perennial river.	Subsistence farming.
	Topography.	Gravel and sandy to loam soil. Section of the Drakensberg Mountains on one side and a non-perennial river on the other. River has two bridges connecting the village to other villages. A tarred road passes through the community.	School accessibility.
	Playgrounds & terrain.	A community soccer field. Soccer field and tennis court on school premises.	Responsiveness of sporting activities to learner diversity.
	Access to basic services and facilities including water, electricity, health, library etc.	Water is available from Lepelle Northern Waters. School uses bore-hole water. All houses and the school are electrified. There is no library in the community. A health centre (clinic) is about five-hundred metres away from the school.	Availability of basic services

Physical conditions of the school buildings	Walls (brick/mud)	School is built in bricks. A small room for the gateman. An	Conditions of health and wellbeing.
CONTEXT: THE SCHOOL	OBSERVATIONS	DESCRIPTIONS	ANALYSIS
		administration office with an admin clerk. Five blocks of classrooms. The old block is dilapidated and the walls are cracking. A shack of corrugated iron in which food for learners is prepared on rainy days. Otherwise the food is cooked outside. Cooking is done in firewood.	
	Fencing or not and safety/security	Security fencing around the school. Gateman controls entrance and exit. Doors are burglar-proofed.	Provision of safety and security
	State of windows & doors.	Some window panes are broken. Doors are in good condition	Health and wellness
	Cleanliness.	School surroundings are generally unclean. The area around toilet structures is overgrown. Area of the fireplace where food for learners is prepared is littered.	Health and wellness.
	Toilet facilities (Adequate or not)	Toilet facilities are inadequate.	Health and wellness.
	Distance travelled by learners to and from school	Most learners are from the surrounding village and travel not more two kilometres. Learners from neighbouring villages travel more than six kilometres	School accessibility in terms of distance.
	Transport infrastructure and the availability of public or scholar transport.	Buses and taxis are the available means of transport in the surrounding community and between the neighbouring villages and the school. Bus company makes buses available that move in accordance with the school timetable.	School accessibility by transport

	At least one toilet accessible to a person using a wheelchair	None of the toilets is adapted for learners using wheel-chairs.	Toilet accessibility
	Wheel-chair facilities	Stoops on new building blocks have ramps for learners using	School accessibility to

		wheel chairs.	wheel chair users.
Physical conditions of the classrooms	Number of classrooms	Seventeen classrooms.	School size.
	Lighting (yes or no)	School is electrified	Teaching and learning conditions in classrooms
	Ventilation (yes or no)	Each classroom has five windows	Teaching and learning conditions in classrooms
	Furniture (yes/no)	There is furniture in the classrooms	Teaching and learning conditions in classrooms
	Conditions of the above	Some electric plugs damaged. Classrooms are not swept, and furniture is inadequate, dilapidated and broken.	Teaching and learning conditions in classrooms
	Physical resources/LTSMs including chalkboards, electronic equipment such as computers & others (yes or no)	Textbooks, chalkboards, classroom- noticeboards, two photocopiers, library, laboratory, stoves and computers are available.	Availability of physical resource
	Conditions of the above	Some learners have no textbooks. Some chalkboards are so overworked that writing on them is illegible. Notice boards in classrooms are damaged. Library has many reference books. The laboratory appears inadequately staffed and underutilized. Stoves in the home-economic centre are old and dysfunctional. The computers in the computer room are dysfunctional. The computer room is permanently locked.	Teaching and learning conditions in terms of physical resources

	Actual teaching: achieving the purpose & objectives of the lesson. UDL principles and curriculum adaptation	Teacher reads from the textbook and clarifies vocabulary as she reads. Presentation is only verbal without any writing on the chalkboard. No other means of presentation is used. At intervals teacher stops reading	Inclusion through lesson presentation methods & techniques
	techniques to accommodate learner diversity.	and invites questions from the learners: 'Any question so far?' This is the dominating question in the lesson. Teacher does not use activities given in the textbook to informally assess learners' grasp of the content.	
	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Learners listen and read silently from the textbook with the teacher. They are expected to answer questions only orally. Only two learners seem to attempt the questions asked by the teachers. No opportunity is given for the learners to talk amongst themselves. Only one learner asked a question during the lesson: 'why do some people buy and sell trucks when buying a car is not a form of investment?' The teachers' response introduced the concept of depreciation which was then explored in the lesson.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher simply stops reading at end of period. No lesson evaluation. No summary given. No linking to next lesson. No informal assessment given.	Inclusion through lesson conclusion methods and techniques.

DATE: 21.05.2015. TIME: 10H00-11H00. NUMBER OF LESSON: 03. SCHOOL: B. TEACHER:
04. SUBJECT: LIFE SCIENCES. GRADE: 10B.

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	The floor is swept. Chalkboard not cleaned of previous lesson' work. Enough ventilation: four windows in font and four windows at the back. Window panes unbroken. Leaners are seated in rows. Furniture is old, and inadequate. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Enough space between front learners and the chalkboard for the teacher.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register and specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher verbally tells learners of what was taught in the previous lesson: human skeleton - the axial human skeleton. No writing is done on the chalkboard	Inclusion through lesson presentation methods & techniques

	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives are not stated.	Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher uses model of the human skeleton and introduces lesson content verbally by giving the topic of the lesson: anatomy and functioning of the appendicular skeleton. Teacher points to a bone/s in the skeleton model, asks learners to feel the bone/s in their bodies, while demonstrating, and tells the learners the name of the bone/s, identify the bone/s in the diagram, count the number of the bone/s in the human skeleton and give their functions.	Inclusion through lesson presentation methods & techniques
	Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners listen to the teacher. They feel the bone/s in their bodies, identify the bone/s in the diagram and count the number of the specific bone/s in the human skeleton.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher tells the learners that the period has come to an end. No lesson evaluation. No lesson summary. No homework. No linking to the next lesson.	Inclusion through lesson conclusion methods and techniques.

DATE: 21.05.2015. TIME: 11h50-12h50. NUMBER OF LESSON: 04. SCHOOL: B. TEACHER: 08.
SUBJECT: ECONOMICS. GRADE: 10C

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	Classroom not swept. Chalkboard not cleaned. Enough ventilation: four windows in front and four windows at the back with intact windowpanes. Enough natural light through the windows. No specific seating arrangement. Some learners face the door and others face the chalkboard. Dilapidated, broken and inadequate furniture. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Ample space between learners and the chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register and specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.

	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity. Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Verbally presents previous concepts covered: minimum wages and maximum prices. Asks learners to define minimum wage and maximum price. Asks learners to differentiate between minimum wages and maximum prices. Purpose and objectives are not stated.	Inclusion through lesson presentation methods & techniques Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher reads content in the textbook and clarifies difficult terms in the process. Teacher asks questions in the process to check learner grasp of content. Teacher links previous concepts: minimum wages and maximum prices with new concepts: impact of the wages and prices on demand and supply with emphasis on surplus of goods and services and government intervention strategies. Learner performance in answering the questions is inadequate but begins to improve when the teacher starts using cues and practical examples to lead learners to correct answers. Still few and same learners attempt the answers. Number of learners attempting the answers increases when teacher uses graphs of demand and supply to clarify the content.	Inclusion through lesson presentation methods & techniques.

	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Learners interact with the content by silently reading the textbook with the teacher. They answer questions orally and individually.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary linking to next lesson and other techniques to accommodate learner diversity	Teacher concludes the lesson by telling the learners that they have come to the end of the lesson. Teacher gives no summary of the lesson. Teacher does not link the ending lesson to next lesson but gives a written work: classroom activities 3 with 9 questions and 4 with 5 questions at end of the covered section in the textbook. The questions have marks ranging between 1 and 5 with 1 question carrying 10 marks. All Learners are expected to give their answers in writing in their classwork exercises books. They must all submit their books to the teacher for marking and control.	Inclusion through lesson conclusion methods and techniques.

DOCUMENT ANALYSIS: SCHOOL B

TYPE OF DOCUMENT	DESCRIPTIONS	ANALYSIS
School-generated documents		
Vision & mission statement	Vision: An environment conducive to lifelong learning for all our clients: learners, their parents and society in general. Mission: performing to the best of our abilities in using all available resources to maximize production and acknowledge problems as challenges to overcome.	Inclusivity: Strategy for achieving inclusivity: using all the available resources to achieve the vision
Admission Policy	No unfair discrimination, no admission test, the right to appeal against refused admission and exit interviews for learners. Documents required: Last report card, Cass portfolios and learner profile from previous school.	Accessibility: nondiscrimination, no admission test, admission to the total school programme and the right to appeal ensures inclusivity. Identification of barriers: possible push factors in the school. Learner experience and background: sources of information to plan inclusive teaching methods and techniques.
	Non-citizens' requirements: parents' permit to reside in the country. Learner study permits. 3 Illegal aliens' evidence of having applied to Home Affairs in terms of the Alien Control Act (Act Number 96 of 1991). Other requirements: Parents not compelled to pay school fees but encouraged to make voluntary contributions when need arises. Parents obliged to check learners' books regularly and make recommendations and to attend parent meetings.	Inclusivity: nondiscrimination and accessibility. Inclusivity: not forcing parents to pay school fees reduces the impact of poverty as a barrier to access and learning. Parental involvement: obliged regular checking of books, making recommendations and attending meetings aims at involving parents in the education of their children.

Code of conduct	Vision: A disciplined purposeful environment for quality learning processes. Mission: Promote positive learner self-discipline. Develop responsible, productive and self-sufficient members of the society. Legal background: South African Schools Act Principles and values: Democratic right to due process in hearings. Non-discrimination. Respect for human dignity. Right to privacy. No corporal punishment. Right to education. General school rules for learners (Compulsory actions/behaviours): Punctuality; school attendance; lesson attendance; immediate and positive response to school bell/siren; wearing school uniform even during excursions; writing assessment tasks; extra-lessons and study sessions; respecting school mates, educators and parents; and keeping school grounds, classrooms and toilets clean. General school rules for learners (Nonallowable actions/behaviours): Leaving school/classrooms without permission; fighting, bullying and derogatory language; sexism; damage to or vandalism of school property; theft; possession, use or sale of unauthorised drugs, pornographic material, stolen property or dangerous weapons; assault, rape or sexual harassment and safety threatening conduct such as violence and disruption of school activities. Parents' responsibility: Support the school on enforcing general school rules for learners. Ensure completion of school work. Attend meetings. Take legal action against infringements	An environment conducive to learning: A disciplined environment conducive to learning. Strategy to the envisioned environment: environment-promoting acceptable learner qualities. The Law provides for development of learners with acceptable qualities. Promoting inclusion: qualities of a Full-Service/Inclusive school. Promoting Inclusivity: compulsory actions aim at increased achievement Implementing inclusivity: preventing non-allowable actions represents primary intervention against barriers to learning. Parental involvement: Parents are provided with basic guidelines on how to participate in the education of their children.
Religious Policy	Legal background: The Constitution (recognised diversity of religion and no discrimination and prejudice based on religion. The South African Schools Act (attendance of religious observances is free and voluntary). Religious observance: School observes Christian practices through morning devotions on Mondays and Fridays. Religious tolerance: School promotes tolerance of different religious groups by developing awareness of the right to religion of choice and teaching respect, tolerance, love and acceptance.	Inclusivity: Recognition of learner diversity according to religion is legally recognized with voluntary observance. Strategy to implement IE: Christian morning devotions and promotion of tolerance for diversity of religions in the school.

School Journal	Support visits by curriculum: 2014 to date (01.07.2015) Five support visits by curriculum advisors – subject teachers supported, Cass moderation feedback conducted and learners guided on exam writing strategies and skills. Support visits by other Departments/NGOs/Parents: 2014 to date (01.07.2015) Three visits by the Police to attend to gang behaviour by learners, forced removal of learners from classes by DWAF workers for learners to join march and forced removal of learners from classes by community members for learners to join march against service delivery. 2014: Lorego Project on Block Teaching Sponsored by local private companies. 2015: Three support visits for grades 10, 11 & 12 educators to improve on quantity and quality of written work.						Support visits by curriculum either inadequate (number of visits not enough for one year and not all subjects are covered) or some support visits not recorded. Visits by other Departments and NGOs imply participation by the community in the education of learners. They can be engaged on other positive interventions. However, the visits are either not enough (only the Police and the Municipality have visited the school) or again some visits are not recorded). Gang behaviour and forced removal of learners from classes to participate in marches are barriers to learning.
Grades 10 and 12 Examination results (2012 & 2014)	Grade	Year	Enrolment	Year	Enrolment	Difference	Thirty one learners dropped out of school between 2012 and 2014: there were ninety one grade 10 learners in 2012 and only sixty learners wrote grade 12 in 2014. The dropout rate between 2012 and 2014 is 34.1%
	10	2012	91	2014	60	31	

School Quarterly Returns gr 10 (2015)	Ter m		Enrolment		Absentee days		Total absentee days	Absentee rate		More girls in the 1st term than more boys absent in the 2nd term Is.
		Days	M	F	M	F		M	F	total absent as well
	1	53	37	37	23	28	51	1.7	1.4	130.96 %
	2	55	37	38	22	15	37	1.1	0.7	0.9
	2014 statistics not available at school and Circuit Office									
Teacher-generated documents										
Informal assessment tasks &	ENGLISH GRADE 10 Number of tasks given. Seventeen written tasks from term 1 to end of term 2 2015									Middle- and high-order questions inadequately used.
control guides 2014/2015	Questions taken from textbook. Mainly low-order questions concerning name, list and describe with 3 to 5 marks. All tasks marked by teacher									Writing is the only mode to demonstrate performance (UDL principles not used). Peer- and self- assessments not used.
Formal assessment tasks & control guides 2014/2015	ACCOUNTING 10 Number of tasks: two tasks (One common task and the mid-year exam paper). Type of questions: multiple choice questions, give the correct term, questions based on diagrams (identify, label, why, give, explain how, describe, tabulate, draw, suggest differentiate etc. and essay questions (discuss, discuss how, recommend etc.), Font on common task too small. Schools get one copy from District Office and make photocopies for the total number of learners at the schools. Memoranda are available. PHYSICAL SCIENCES GARED 10 Number of tasks: Two tasks (one common task and the mid-year exam paper) Type of questions: multiple choice questions; short sourcebased questions of define, state, give reason, name; identify elements, label, define, complete table and justify; calculate/determine displacement, velocity, speed and distance.									Policy compliant: levels of cognition adequately covered. Small fonts used and create barriers.
Learner-generated documents										

Class/homework books	SEPEDI GRADE 10 Homework and classwork written in exercise books. Learners make corrections for incorrectly answered questions. All written work is marked by the teacher. Mainly Low-order questions are taken from textbook. BUSINESS STUDIES GRADE 10 Home works and class works written in exercise books. Learners make corrections for incorrectly answered questions. All work marked by the teacher. Generally loworder questions are taken from textbook.	Writing is the only mode of demonstrating achievement. UDL principles are not used differentiate assessment
Test/ examination scripts	Economics grade 10 Test/exam scripts marked by the teacher. Scripts are filed for Cass moderation. Moderation done at school, Circuit and District levels.	All learners are included in tests/exami-nations Poor performers are not given multiple opportunities. Only corrections are written.

CLASSROOM OBSERVATION

DATE: 21.05.2015. TIME: 08h00-09h00. NUMBER OF LESSON: 01. SCHOOL: B. TEACHER:
11. SUBJECT: SEPEDI. GR 10

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space	Swept classroom. Adequate ventilation (eight windows). Four in front and four at the back. Enough natural light (windows with clear intact window panes). Electric switches and plugs in order. Learners seated in rows of old and inadequate desks and tables with chairs. Some learners sharing. Enough space between learners and the chalkboard.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No display of class rules, class register or specific disabilities. Thirty-nine learners in the classroom: grades 10A and 10B are combined for Sepedi lessons.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher tells learners what the previous lesson was about: <i>mehuta ya direto go ya ka sebopego</i> (types of poems according to structure). Teacher writes the word <i>sebopego</i> among words from previous lesson on the chalkboard.	Inclusion through lesson presentation methods & techniques

	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Teacher verbally states the purpose and objectives of the lesson: Purpose - <i>Tshekatsheko ya direto</i> (Analysis of poems) Objectives – <i>go humana diteng, thuto, le methalotheto</i> (to establish content/main ideas, moral lesson and pattern).	Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher uses the chalkboard and handouts given to each learner. Teacher reads loudly from her copy while learners read silently from their individual copies. Teacher has difficulty reading some words. As she reads the poem, she asks learners individually to give meanings of some difficult words and adverbial phrases and to find the main idea in each paragraph. Teacher gives the learners cues to the correct responses.	Inclusion through lesson presentation methods & techniques
	Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners silently read the poem on the handouts following the loud reading by the teacher. They individually and verbally answer questions posed by the teacher to check their knowledge of vocabulary and understanding of the content. The same learners always respond.	Inclusion through learner engagement methods and techniques.

	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher tells learners the theme of the poem: <i>Lesebo ke seripa se sengwe sa bophelo</i> (gossiping is part and parcel of life: people will always talk about people). Conclusion is not written on the chalkboard. No written summary of the content is given on the chalkboard. The link between the current lesson and the next lesson is not specified (only "in the next lesson we will do the next poem"). No homework is given.	Inclusion through lesson conclusion methods and techniques.

DATE: 21.05.2015. TIME: 09h00-10h00. NUMBER OF LESSON: 02. SCHOOL: B TEACHER:
10. SUBJECT: BUSINESS STUDIES. GR. 10

CONTEXT: THE CLASSROOM	ASPECTS TO OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating and space.	Clean classroom. Adequate ventilation (three windows in front and four windows at the back). Adequate natural lighting with four functional ceiling-mounted bar bulbs. Learners sitting at tables (two learners at a table meant for one learner). Ample space between the tables and between the learners and the chalkboard. Ten learners in the classroom. Teacher teaches Consumer Studies as well and the Business Studies learners came to the classroom.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register or specific disabilities. Twenty-five learners in the classroom.	Classroom conditions for teaching and learning.

CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher tells learners what they did in previous lesson. Teacher refers learners to graphic organisation of lesson content in the textbook. (Each learner has a textbook). Teacher specifies theme and subthemes of the lesson by reading from the textbook. Theme: "insurance & investment". Subthemes: types of insurance and types of investment together with their examples.	Inclusion through lesson presentation methods & techniques
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity.	Purpose and objectives of the lesson not stated.	Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. UDL principles and curriculum adaptation techniques to accommodate learner diversity.	Teacher reads from the textbook and clarifies vocabulary as she reads. Presentation is only verbal without any writing on the chalkboard. No other means of presentation is used. At intervals teacher stops reading and invites questions from the learners: "Any question so far?" This is the dominating question in the lesson. Teacher does not use activities given in the textbook to informally assess learners' grasp of the content.	Inclusion through lesson presentation methods & techniques

	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Learners listen and read silently from the textbook with the teacher. They are expected to answer questions only orally. Only two learners seem to attempt the questions asked by the teachers. The learners are not given any opportunities to talk amongst themselves. Only one learner asked a question during the lesson: "why do some people buy and sell trucks when buying a car is not a form of investment?" The teachers' response introduced the concept of depreciation which was then explored in the lesson.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher simply stops reading at end of period. No lesson evaluation. No summary given. No linking to next lesson. No informal assessment given.	Inclusion through lesson conclusion methods and techniques.

DATE: 21.05.2015. TIME: 10H00-11H00. NUMBER OF LESSON: 03. SCHOOL: B. TEACHER:
04. SUBJECT: LIFE SCIENCES. GRADE: 10B.

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	The floor is swept. Chalkboard not cleaned of previous lesson' work. Enough ventilation: four windows in front and four windows at the back. Window panes unbroken. Learners are seated in rows. Furniture is old, and inadequate. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Enough space between front learners and the chalkboard for the teacher.	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register or specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.
	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Teacher verbally tells learners of what was taught in the previous lesson: human skeleton - the axial human skeleton. No writing is done on the chalkboard	Inclusion through lesson presentation methods & techniques
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives are not stated.	Inclusion through lesson presentation methods & techniques

	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher uses model of the human skeleton and introduces lesson content verbally by giving the topic of the lesson: anatomy and functioning of the appendicular skeleton. Teacher points to a bone/s in the skeleton model, asks learners to feel the bone/s in their bodies, while demonstrating, and tells the learners the name of the bone/s, identifies the bone/s in the diagram, counts the number of the bone/s in the human skeleton and gives their functions.	Inclusion through lesson presentation methods & techniques
	Learner activities: engaging learners. The techniques used to accommodate learner diversity.	Learners listen to the teacher. They feel the bone/s in their bodies, identify the bone/s in the diagram and count the number of the specific bone/s in the human skeleton.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher tells the learners that the period has come to an end. No lesson evaluation. No lesson summary. No homework. No linking to the next lesson.	Inclusion through lesson conclusion methods and techniques.

DATE: 21.05.2015. TIME: 11h50-12h50. NUMBER OF LESSON: 04. SCHOOL: B. TEACHER:
08. SUBJECT: ECONOMICS. GRADE: 10C

CONTEXT: THE CLASSROOM	ASPECTS TO BE OBSERVED	DESCRIPTION	ANALYSIS
PHYSICAL CONDITIONS	Cleanliness, ventilation, lighting, seating, space, class enrolment and class register.	Classroom not swept. Chalkboard not cleaned. Enough ventilation: four windows in front and four windows at the back with intact windowpanes. Enough natural light through the windows. No specific seating arrangement: some learners face the door and others face the chalkboard. Dilapidated, broken and inadequate furniture. Learners share tables and desks. Four learners share a table made of a broken wooden door placed flat on top of frames of broken desks. Ample space between learners and the chalkboard	Classroom conditions for teaching and learning.
SOCIAL CONDITIONS	Class rules, class register, class enrolment. Specific disabilities.	No class rules, class register or specific disabilities. Twenty-eight learners in the classroom.	Classroom conditions for teaching and learning.
CURRICULUM DELIVERY	Lesson preparation: Lesson plan	No written lesson plan.	Inclusion through lesson planning methods and techniques.

	Introductory activities: activation of prior knowledge. The techniques used to accommodate learner diversity.	Verbally presents previous concepts covered: minimum wages and maximum prices. Asks learners to define minimum wage and maximum price. Asks learners to differentiate between minimum wages and maximum prices.	Inclusion through lesson presentation methods & techniques
	Purpose & objectives: stating the purpose & objectives of the lesson. The techniques used to accommodate learner diversity	Purpose and objectives are not stated.	Inclusion through lesson presentation methods & techniques
	Actual teaching: achieving the purpose & objectives of the lesson. The techniques to accommodate learner diversity.	Teacher reads content in the textbook and clarifies difficult terms in the process. Teacher asks questions in the process to check whether the learners grasp of content. Teacher links previous concepts: minimum wages and maximum prices with new concepts: impact of the wages and prices on demand and supply with emphasis on surplus of goods and services and government intervention strategies. Learner performance in answering the questions is inadequate but begins to improve when the teacher starts using cues and practical examples to lead learners to correct answers. Still few and the same learners attempt the answers. Number of learners attempting the answers increases when teacher uses graphs of demand and supply to clarify the content.	Inclusion through lesson presentation methods & techniques

	Learner activities: engaging learners. UDL principles and techniques used to accommodate learner diversity.	Learners interact with the content by silently reading the textbook with the teacher. They answer questions orally and individually.	Inclusion through learner engagement methods and techniques.
	Rounding up: Concluding the lesson. Lesson evaluation, summary, linking to next lesson and other techniques to accommodate learner diversity	Teacher concludes the lesson by telling the learners that they have come to the end of the lesson. Teacher gives no summary of the lesson. Teacher does not link the ending lesson to the next lesson but gives written work: classroom activities 3 with 9 questions and 4 with 5 questions at end of the covered section in the textbook. The questions have marks ranging between 1 and 5 with 1 question carrying 10 marks. All Learners are expected to give their answers in writing in their classwork exercise books. They must all submit their books to the teacher for marking and control.	Inclusion through lesson conclusion methods and techniques.

TEACHER INTERVIEW SCHOOL B

DATE: 06.08.2015. SCHOOL: B. PARTICIPANTS: TEACHERS

1. WHAT DOES THE WORD INCLUSIVE EDUCATION MEAN TO YOU?

My view in as far as IE is concerned is just an education which seeks to embrace all learners with different challenges to make sure at the end of the day all our kids regardless of their challenges they are able to receive good quality teaching and training in our schools. So, that is exactly what came to me when I came across that term IE. To include all learners, is it not that we say all learners can learn?

IE is about mixing learners of all races, both genders and all learning abilities and disabilities. Let them learn together without segregation of any sort.

We should not discriminate learners. You must consider also their IQ levels. When you teach you must include even those learners with special needs.

2. WHAT ARE THESE SPECIAL NEEDS?

Learners who are slow in learning. Learners with disabilities. Learners who have language problems. Learners with problems at home this affect the results. They really need support from us. Maybe adopting that kind of a child and helping him in the form of guiding the studies. You find that it is a child headed family and maybe you can assist with food parcels. Children with needs unique to themselves.

3. WHAT ARE YOUR VIEWS (PERCEPTIONS, EXPERIENCES, FEELINGS AND OPINIONS) REGARDING IE AND ITS IMPLEMENTATION IN YOUR SCHOOL AND CLASSROOMS?

As mam has said not exactly, we have some barriers of overcrowding especially in lower grades so we cannot accommodate learners with learning problems. You find that we only concentrate on those whose IQ is high. You find a learner cannot read but you cannot help such a learner because you have other things to teach to the rest of the class. You find that you cannot teach this learner to read in the secondary school. It is not easy because you have to think about the rest of the class. There may be other programmes that will suit this particular learner. You want to help this learner but unfortunately you find that you do not even specialise to help that learner. We are trying to help but it is difficult.

This approach will not work given the big numbers and the scope of work. The weak will suffer.

4. IF I HEAR YOU WELL, YOU FIND IT DIFFICULT TO HELP LEARNERS WHO CANNOT READ BECAUSE YOU ARE DEALING WITH LARGE NUMBERS IN YOUR CLASSES?

Yes. We also have a challenge starting from home. The parents are not supporting the learners in helping them with home works and other school curriculum matters. When we call parent meetings attendance is very poor. They only come when they come to collect reports for their children. In the past we used to dish out excess food from feeding scheme to parents after meetings and we were having many parents attending parent meetings. They only come when they know they will get something especially food after the meeting. They want short-term benefits. They do not think about the long term benefits that come with supporting their children until they finish school.

Special attention works only in small manageable classes.

5. WHAT KIND OF BARRIERS DO YOUR LEARNERS EXPERIENCE INSIDE YOUR CLASSES?

To be fair I think we still have a lot, a lot still needs to be done in order to include or to embrace all learners in our institutions. Let me cite an example. We have learners who are having for example challenges in terms of visions. When I talk about vision, I am talking about learners who cannot see clearly in our schools. Nothing is being done to make things easier for those poor learners to access education like learners who are able to see properly. For our teachers, the SMTs and the Department we are not doing enough to accommodate those kind of learners. We have learners who are having challenges, who I would say they are like slow learners. They find it difficult to learn in the same pace in which a normal learner or a learner without challenges will learn. We lack capacity or rather strategies to help those kinds of learners to learn effectively. Lastly I would say there are learners who are having what I can call emotional challenges. They are very much fragile either because of their situations at home or challenges which started or emanated from their homes. I think up to now we should be having strategies and programmes to deal with those kinds of learners. But up to now we are still lagging behind. So, basically that is my view around the whole question of whether we are doing enough or not in terms of accommodating our learners who come to school with different challenges”.

The main barrier is language problem. Our children have problem with language. The language of learning and teaching is not their home language. And the CAPS curriculum is not helping us to address barriers in the classroom. Yes, what I realised is that they just exchanged topics. Topics which were problematic in grade 12 have been shifted to grade eleven. Problems are not solved. Lack of textbooks. They cannot study at home on their own.

6. TELL ME MORE ABOUT THESE PROBLEMS?

We are not supported to identify learners with barriers to learning and the skills we need to help these learners. We are not trained to implement inclusive education. When we were trained on CAPS, we were not told about inclusive education. We need training on how to accommodate learners with different abilities in our classes. Overcrowding is a big problem in our classes. Still on curriculum, ne, some educators cannot see the difference between NCS and CAPS. And the examiners who set common tests they still stick to the old version of NCS.

Work overload for teachers. No time for other things. We are for ever catching up.

7. HOW DO YOU PRACTICALLY IMPLEMENT IE? WHAT DO YOU DO TO SUPPORT LEARNERS WITH BARRIERS TO LEARNING IN YOUR CLASSES?

Sometimes we end up grouping learners. We mix learners with low abilities with those with high abilities so that they can learn from one another. The poor ones get motivated. Yes, with me I sometimes use code switching. These children cannot express themselves in English. I teach them in English and when I see they are not coping I use their home language so that they can learn in the language they are more comfortable with. In that way I can get into their minds.

Those who cannot see or hear well I move to the front. Those who seem hyperactive I give more challenging work. I tolerate those who need specialised care.

8. IN OTHER WORDS, THESE CHILDREN HAVE A PROBLEM WITH THE LANGUAGE OF LEARNING AND TEACHING?

Yes, the language of learning and teaching is a barrier to learning in our classrooms. It is unlike in many countries where children learn in their home language. In many countries children learn in their home language. We see it in papers and on TV. You find a corporate manager from Japan, for example. He speaks in Japanese and somebody must interpret in English. Most of our learners fail because of English. So, that one said, Meneer, of mixing languages when we teach sometimes helps our children because you might find that you speak English the whole period only to find that very few learners heard what you said.

9. WHAT EFFECT DOES YOUR SUPPORT HAVE ON THOSE LEARNERS THAT EXPERIENCE LANGUAGE CHALLENGES IN YOUR CLASS?

When you code-switch languages when you teach, the learners start to participate. They become free and they start to like the subject. It is a way of motivating them to learn.

10. WHAT OTHER KINDS OF BARRIERS DO YOU EXPERIENCE IN YOUR SCHOOL, OUTSIDE YOUR CLASSROOM, I.E. IN THE SCHOOL SURROUNDINGS OR IN THE LIVES OF THE LEARNERS?

I think of two. One is where our learners stay with their grannies. The granny knows nothing about schooling. What she knows is that they must wake up in the morning and go to school. Home works, study, discipline and all that she does not know. She is not involved. And another thing is child headed households. These are Households where parents are working somewhere. Children are alone at home. So, after school, when they close their books here they will open them tomorrow in the class. See now. Like a wheelbarrow. You leave it there it stays there. And I want to add, our kids come from poor homes and you find that if our suppliers did not supply food here you find that they struggle. They cannot concentrate. They want to leave earlier and it becomes a barrier.

Teenage pregnancy is another problem in this school. When children become pregnant here they are not kicked out of school. Some of them even give birth over the weekend and come to school on the Monday. Teenage pregnancy is a problem in this school because you see these learners they hide that pregnancy. And we have physical activities in LO and if something happens there the teacher will be in problem whereas the child did not show that she is pregnant. Even the parents do not come to school to tell us that their child is like this. Even if in some cases the teacher becomes aware of the pregnancy and he gives parent a letter to come, the parent does not come. Again there is this child grant. It encourages the children to have children because they know somebody will be there to support the children. Another thing is I am surprised to learn it is a must that every child born must be registered with SSASA. It is not only children born from poor families. Even children who have both the father and the mother they go and register the child and claim money from there. And the girls compete. A child gives birth and gets money and they say what are you waiting for? Many children mean more money. You see now, a wrong motivation of learners.

And the CAPS training we get from the Department. I think they must change the format. When we go there we are told about CAPS and how to implement it. Maybe there must be another item in the workshop. There must be a section or part of the programme where we are taught how to use it in inclusive education.

11. WHAT KIND OF BARRIERS DO YOU EXPERIENCE IN YOUR SUPPORT TO LEARNERS, IN YOUR TEACHING IN YOUR CLASSROOM AND IN THE GENERAL SCHOOL SURROUNDINGS?

When it comes to projects, for example, I discuss the questions with the learners to make sure they understand it. And I hint at the sources they can consult. They will know what to do. Wednesdays

here in our school is not used. But in the past we used to have teams. Teachers would be with learners to support them.

12. IF I HEAR YOU WELL, YOU ARE SAYING YOU NO LONGER HAVE EXTRA-MURAL ACTIVITIES ON WEDNESDAYS IN THE SCHOOLS?

Yes. There is equipment. There are committees. We just do not do it.

13. TO YOUR KNOWLEDGE, WHAT STRUCTURES OR STRATEGIES ARE AVAILABLE IN THE SCHOOL OR THE DEPARTMENT THAT ASSIST YOU IN IDENTIFYING AND SUPPORTING LEARNERS IN YOUR CLASS?

There are no structures in our schools to help us. Even the Circuit Office is not helping us to implement inclusivity in our school.

14. DO YOU HAVE AN SMT IN YOUR SCHOOL, AND HOW DOES IT FUNCTION?

The SMT support teachers by doing SWOT analysis and giving guidance to the teachers. Where there is weakness SMT, give motivation and things like that. For inclusivity in the classroom, the SMT is not assisting us.

15. IN YOUR OPINION, WHAT STRUCTURES OR STRATEGIES SHOULD BE PROVIDED IN THE SCHOOL OR BY THE DEPARTMENT TO ASSIST YOU IN THE IMPLEMENTATION OF IE,

I.E. IN THE IDENTIFICATION AND SUPPORT OF BARRIERS THAT LEARNERS' EXPERIENCE IN YOUR SCHOOL AND CLASSROOM?

The school can help by involving parents more in the leadership. Invite them regularly to discuss issues of importance in the school. I think even the Department can help by having enough school psychologists so that they can come to help us identify learners with problems. We do not know how to do it. We at the school we can form a committee and name it Caring for Others. This committee will then deal with learners who are vulnerable. Maybe assisting them with some counselling. And more over, knowing more about their background and meeting their parents. Although this is more controversial, more posts can be created so that a teacher can have few learners and be able to give them individual attention.

CONCLUDING REMARKS

Thank you very much for your time. I will transcribe the information you shared with me and bring it back to you so you can check to see you were well-captured. You may even make changes in the form of additions or omissions to the information. See you next time.

INTERVIEW WITH PRINCIPAL SCHOOL B

I arrived at the school at 11h55. The principal was in the office attending to a departmental visitor from the examination section at the District Office. After about six minutes the visitor left and I went into the principal's office. After going through the normal procedures of greetings, we started with the business of the day.

I read out the interview protocol to him: introductions, purpose of the interview, the interview procedure and research ethics. The principal signed the consent form on the day the research project was introduced to the teachers. He was present in the meeting. He did not have questions to ask before we started with the actual interview.

The following are the principal's responses to the questions. Although a prepared list of questions was used, the questions were not strictly asked in the same order. Sometimes a question had to be repeated but phrased differently for better understanding by the interviewee. Again other questions were introduced into the list of prepared questions to follow-up themes established previously during general school observations, lesson observations documentation and focus group interviews with teachers.

INTERVIEWER: WHAT KNOWLEDGE AND SKILL DO TEACHERS IN YOUR SCHOOL HAVE CONCERNING IE?

INTERVIEWEE: *I can say their knowledge and skill is average. I have two teachers whose knowledge and skill I can say are satisfactory. The two teachers went through certain programmes with institutions of higher learning. One teacher did programmes about learners with barriers to learning. The other teacher did IE itself. Others' knowledge need to be developed. They need to be trained through in-service training programmes and workshops. Generally, recently trained teachers have knowledge about inclusivity.*

INTERVIEWER: WHAT ARE THE CONTEXT-SPECIFIC BARRIERS TO LEARNING IN YOUR SCHOOL?

INTERVIEWEE: *The first one is this one of untrained teachers. Secondly is lack of training on the part of the school management team. They also need to be trained like the educators. I think that especially the training of parents can help. Parents must actually support us by ensuring on a daily*

basis that the child reads at home. If the SGB and parents can be active in the school's activities we will be able to give them feedback on the situation on which we find children as we teach them in the classroom. This will help a lot. Again the teacher /pupil ratio is high. Teachers are over-loaded, so individualisation is not that much. Even this thing multi-level teaching, teachers cannot deal with diversity in classes. Teachers do not have the skill and expertise. According to me, lack of training on the part of teachers and the SMT, lack of active participation by the SGB and parents, high teacher pupil ratio and teacher overload are the main factors.

INTERVIEWER: DO YOU HAVE A POLICY IN YOUR SCHOOL FOR THE IMPLEMENTATION OF IE?

INTERVIEWEE: We do not have a policy on inclusivity and specific structures to support inclusivity. we spend much of our time on performance especially grade 12 performance. The SMT just comes when we encourage each other and to guide and encourage teacher to ensure that all learners are catered for. But to say there is well-structured functioning committee, we do not as yet have.

INTERVIEWER: HOW DO YOU IMPLEMENT INCLUSIVITY IN YOUR SCHOOL IN GENERAL?

INTERVIEWEE: *I believe when we talk about implementing IE I think we are talking about a situation where we are able as a school, as an institution to teach all those learners with their different challenges. Once they enter a classroom we are talking about a situation where we are able to give them meaningful education, to give them educative teaching. And I think we are lagging. Learners are unable to participate in teaching and learning activities mainly because as educators we are not well-equipped to deal with them. You find that an educator is unable identify a learner who cannot concentrate in 100% in a classroom. Either a learner is experiencing physical challenges, emotional or maybe I would say challenges emanating from the mind, cognitive challenges, so to put it. So, as educators we are unable, we have not been properly trained to identify those kind of learners. That is the first thing. The second thing, at times we do identify learners with challenges but we do not know how to deal with them. Instead we end up accusing them of being, you know, unable to learn. And we use this word, normally is an Afrikaans word, and we say a particular learner is a dom. Ja, yes, we use this kind of language. Normally is not because we are heartless. It is because we lack the necessary qualities.*

INTERVIEWER: YOU MEAN AT TIMES YOU LABEL LEARNERS NOT INTENTIONALLY BUT OUT OF FRUSTRATION FROM NOT KNOWING HOW TO SUPPORT THESE LEARNERS?

INTERVIEWEE: *Ya, ya, we are frustrated. Then the other thing that I also wish to share with you is you find that there are learners who are experiencing this thing of dyslexia. We do not know how to assist them. You find that a learner will repeat a grade two, three to four times while educators year*

in and year out label that learner as useless or stupid because he cannot read or write. Remember learners with dyslexia they are unable to read or write. To be fair I think we still have a lot, a lot still needs to be done in order to include or to embrace all learners in our institutions. I mean even with obvious cases. We have learners who are having for example challenges in terms of visions. When I talk about vision, I am talking about learners who cannot see clearly in our schools. Nothing is being done to make things easier for those poor learners to access education like learners who are able to see properly. For our teachers, the SMTs and the Department we are not doing enough to accommodate those kind of learners". So I can just say in our classrooms things are not right. All learners remember we said every learner can learn as long as we are well-equipped to deal with them. Then life would be much easier. We can be able as educators to make meaningful contribution to the lives of these children'.

INTERVIEWER: IF I UNDERSTAND YOU CORRECTLY, YOU ARE SAYING INCLUSIVITY IS NOT IMPLEMENTED IN THE SCHOOL?

INTERVIEWEE: *No, I am saying we are not doing enough to implement inclusivity in our schools but we are trying. The point is if you do not have a well-structured committee it is difficult. We do it occasionally. Teachers inform the SMTs about learners with problems and as principal I work with the school HOD to attend to learners with problems during afternoon lessons. But that is as far as we can go. But there are other things that we do because this concept of inclusivity is broad. Take the feeding of learners at the school. There we are doing well in the sense that at lunch, class teachers supervise the dishing out and collection of food by class representatives to ensure that every learner is fed.*

INTERVIEWER: WHAT IS THE SITUATION IN THE SCHOOL REGARDING SUPPORT ON INCLUSIVITY?

People from Health often come to the school to address learners on health issues. Police officers too visit the school to talk to learners. Yes, we are getting support from social workers. All these people are accessible. If we have a specific case and we report to them, they respond positively and on time. But our own Department is not equally supportive. We are looking at its levels, particularly at the District level. There are, let me not call them structures per se. Let me call them Department sections. If we look at other Provinces like Mpumalanga and Western Cape in South Africa, they do have enough support structures. You find psychologists, you find speech therapists, you find social workers. The reason for appointing those specialists is to assist our learners with different challenges. So, I think in our Province Limpopo if we follow the examples we will be able to say we are able to provide meaningful education to all our children. We will not be in a position to exclude some learners because we lack the specialists".

INTERVIEWER: IN OTHER WORDS YOU ARE SAYING WHILE OTHER DEPARTMENTS ARE SUPPORTING THE SCHOOL AND THE EDUCATION DEPARTMENT ITSELF IS DRAGGING ITS FEET?

INTERVIEWEE: I am saying from the District support has to filter to the Circuits where perhaps our Circuits will be given enough support either by appointing some specialists in the Circuit or by, you know, beefing up those who shall have been appointed at our District so that they can cover our Circuits. And lastly, our Circuits, if we are able to beef up those at the Circuits, it has to filter down to our schools. Our schools can be clustered. You find that there are educators who have furthered their studies in IE either at a diploma level or senior degree level. I think if we start working together in establishing support structures and ensuring that they are very much active it will be much better. The Department can appoint professionals or train those who already have the potential. Either way. But then the most effective way will be to start by appointing. Once the specialists are appointed we now look for those who are available in the system and we ensure that there is a programme in place for them to work jointly, hand in glove with those who are appointed. It will be effective that way. Support given by the two structures will be very much effective".

INTERVIEWER: HOW IS TEENAGE PREGNANCY IN YOUR SCHOOL?

INTERVIEWEE: *When I arrived here in 2012 years ago, teenage pregnancy was very high. Since our learners have been exposed to health talks and advises by health people, the percentage of teenage pregnancy has dropped in the schools.*

INTERVIEWER: WHAT CONDITIONS OR FACTORS DO YOU THINK ARE THERE IN THE COMMUNITY THAT ARE AFFECTING LEARNER PERFORMANCE IN CLASS?

INTERVIEWEE: *Sometimes we find cases of learner abuse at home by not being time to do school work. Parents give learners a lot of work. Secondly is a serious problem of not providing learners with food and clothing. Especially during winter the problem of clothing becomes serious. When we do follow-ups we find the families rely on social grant. Social grants are meant to take care of the learners but parents abuse them the grants. Parents use the grants to take care of themselves. Lastly I want to talk about the question of drug abuse. Parents abuse drugs and you see the effects on children when they do not concentrate in class. When teachers ask the learner they find that the child is emotionally affected by the abuse of drugs by parents at home.*

INTERVIEWER: WHAT SPECIFICALLY DO THE TEACHERS DO IN YOUR SCHOOL TO IMPLEMENT INCLUSIVE EDUCATION?

INTERVIEWEE: *The question is too general. The question is too difficult to answer because in the first place the teachers are not trained on inclusivity. They do Things like making sure that all learners get food when it is time to eat and taking care that all learners participate in sporting activities on Wednesdays. I can say these are some ways teachers ensure inclusivity in the school. But, we can only go that far. Actually we need inclusivity in the classroom because that where we find that some learners are accommodated and others are not accommodated. Teachers must be trained to mix methods of teaching to accommodate various learners in the classrooms. But the reality is disappointing. For now, it is difficult. But they are doing something because they cannot fold back their arms. But whatever they are doing will be determined by their capacity. It is actually limited by the fact that they do not have support structures and the necessary skills to deal with the learners who are having those challenges. But the little that they are able to do is to give support slow learners. They try as much as they can to give these learner individual support. They try to be understanding, caring and patient with these learners. That is what they try to do. With some challenges they normally work with the clinic. We are fortunate to have the clinic. The Mashite Clinic is next to us. Learners with emotional problems we normally refer them to social workers. So, that is what we do to assist the learners. But all in all is a challenge. It is limited by capacity and lack of resources”.*

INTERVIEWER: WHAT IS YOUR VIEW REGARDING LESSON PLANNING BY THE TEACHERS?

INTERVIEWEE: *It goes back to the same thing. The method you are going to use is determined by your knowledge about inclusivity. If you lack knowledge about inclusivity, the lesson you are going to plan cannot be inclusive. You lack knowledge. But my attitude is that it is important for us to plan our lessons. As an educator you cannot succeed if you do not plan. You need to plan for the content you want to deliver in the classroom. Our plans go wrong because we do not know anything about inclusivity. Our plan accommodates only a section of children especially ‘bana ba ba kgonago’. So, my feeling is that we need to be empowered so that we can vary our plans to accommodate various learners in the classrooms. Yes, we need to know how to write an inclusive lesson plan.*

INTERVIEWER: WHAT DO YOU THINK ARE THE MOST PROMINENT UNACCEPTABLE LEARNER BEHAVIOURS IN THE SCHOOL?

INTERVIEWEE: *Previously we had cases of bullying and sexual harassment but since we came up with the policy these cases are no longer there. The ones that we still see are just mall fights. Basically the school policy code of conduct has assisted us to control unacceptable learner behaviours in the school. This policy was developed by the SMT and the SGB with learner component.*

INTERVIEWER: WHAT RECOMMENDATIONS CAN YOU GIVE TO OVERCOME THE BARRIERS TO INCLUSIVITY IN THE SCHOOL?

INTERVIEWEE: *Firstly it starts with the knowledge from teacher training. Secondly is the training of school management to come up with a plan on inclusivity. Even there must be parent awareness campaigns on IE. Parents are our strong partners. If they are not with us, we cannot be able to achieve our goals. We need their support. The IE meetings convened by Head Office are not inclusive themselves. They exclude teacher as people who should directly implement inclusivity in the classrooms. These meetings must include the educators.*

INTERVIEWER: TELL ME ABOUT THE SUPPORT YOU RECEIVE FROM THE DISTRICT AND CIRCUIT, ESPECIALLY THE CURRICULUM DIVISION?

INTERVIEWEE: We acknowledge the support we get from the District and Circuit but we feel it needs to be improved. The support is not enough. There is lack of manpower to offer support. Curriculum advisors are few. They are given many schools and this overstretches them. They cannot be creative because they are overloaded. Staffing must be attended to 'gore dinaka di lekane baleti'. They cannot make follow-ups on the support they make to the teachers because there are many schools that need to be visited to support the teachers there. Basically I can say the support the schools get from the District and Circuit is not enough. Even the IE sections at the District and Province are understaffed. There are two officials at the Province and one official at the District. At the Circuit and schools there is no one. IE issues are just given to Life Orientation teachers to see what they can do. The policy says we cannot refuse to admit a learner because of his/her disabilities but there are no relevant resources to support these learners in the schools. The Department itself is failing to provide schools with the resources. We thought we would use the schools' norms and standards to buy some of these resources and improve infrastructure in terms of ramps and seating facilities in the classrooms. But there is no funding. The norms and standards are meagre and take time to reach schools. We are unable to do anything. We lack resources and infrastructure. The buildings themselves, toilet facilities and sporting facilities are not accommodative. Learners must just play soccer or netball and nothing else.

INTERVIEWER: HOW DO YOU THINK CAN A KIND OF SUPPORT STRUCTURE BE DEVELOPED FOR IMPLEMENTATION OF IE AND WHAT SHOULD IT LOOK LIKE, TO SUIT THE SPECIFIC NEEDS IN THE SCHOOLS?

INTERVIEWEE: The first thing will be to stakeholder awareness to develop the knowledge. There must be training to develop the needed skills in teachers in particular. Third, the Department clearly

state and play its role in terms of provision of facilities and resources. You see inclusivity cannot be effective in the schools if it is not effective at the top.

CONCLUDING REMARKS

Sir, we have come to the end of our conversation. I thank you very much for your time. I will see you again next time when I bring the transcribed data for your comments in terms of changes, where you feel it is necessary to do so. Again, thank you very much.

INTERVIEW WITH CURRICULUM ADVISOR SCHOOL B

The interviewee is a curriculum advisor at the rank of Deputy Chief Education Specialist stationed at the Provincial level of the Limpopo Department of Education. At this level, he has the opportunity to conduct support visits to all the schools in the Districts including Capricorn District

I arrived at the interviewee's home at approximately 09H00 as agreed when the appointment was arranged. The interviewee was already outside as he was expecting me. He opened the gate for me to park my car inside the yard. He then welcomed me and showed me inside the house. He led me to the lounge. We exchanged our experiences of the cold weather and he offered to make me coffee to drink. While he was preparing the coffee in the kitchen, I made sure that my data collection tool (voice recorder) was in order. He came back to the lounge and we started our conversation over the coffee.

I read out the interview protocol to him: introductions, purpose of the interview, the interview procedure, research ethics and the consent form (here I gave out the consent form for him to read and sign. he read the form aloud before signing). And he said: 'I might comment that this area of inclusivity is not my speciality. So, if there are difficult questions to answer, eh, you must know that I do not deal with people who are challenged. When I go to work I do not specifically deal with these people. I might come across them'. My response: 'let me tell you what inclusivity is about and you will realise that what you do in schools promotes inclusivity. There is inclusivity in special schools and inclusivity in ordinary schools. For example, when you go the ordinary schools you want to see that learners are assessed continuously so that teachers can be able to identify those learners that are not progressing as expected and should be assisted. Now, that is inclusivity. Inclusivity is about not leaving any child behind. When we do Cass moderation, we are implementing inclusivity. We always check that all learners have marks on the mark schedule. And, why do we do that? We want to make sure that everyone is there, no one is excluded', you see?' To this, the interviewee said: 'yes, I see'. Then, I asked him what he thought the benefits of this research would be for him as a departmental official and for the teachers, schools and learners. Here, he said: 'Oh, information.

There is information that might be generated as we talk and it might benefit me so that when I go to the schools, I might watch out for certain things that were raised in the interview. I will be empowered to facilitate effective teaching. I will be able to monitor and support the schools better and in an informed way. Yes, teachers. If I go to schools and I see teachers doing something that puts some learners out, I will be able to caution the teachers and advise them to include all the learners. I might even advise the principals to do things that include all. Even our team members, curriculum advisors, will benefit because we cannot take it for granted that our team members know everything that is going to be discussed here. Learners will also benefit. Some learners not because of some mistakes of theirs they may be left out by some teachers and principals. This is not because it is a deliberate thing but because of the ignorance of some teachers and principals'. The interviewee did not have questions when given time to ask questions.

I told the interviewee that by signing the consent form he means that he is participating voluntarily. I also told him that I will bring the report to him later to read and be able to make changes in terms of additions or subtractions to what he said if he so wished. This led us to the interview itself.

I read the questions to the interviewee. Follow-up questions were added to the list of prepared questions. The following paragraphs are the interviewee's responses to the questions. However, some responses cut across the questions.

INTERVIEWER: WHAT KNOWLEDGE AND SKILLS DO THE TEACHERS IN THE SCHOOLS IN YOUR AREA OF JURISDICTION HAVE CONCERNING IE?

INTERVIEWEE: *Eh, you know, is it not that you said inclusivity is not only about people who are challenged like the deaf. It might also be about people, who are, eh, slow in learning. Now my experience about this is that some of our schools are large and teachers are few. That is my experience. The classrooms are packed up to an extent that even for a teacher to give individual attention is difficult. Yes, because you find the learners are sixty and he gives homework and he must mark the classwork. And it is not only one class that he is teaching. They are many and after teaching there might be a lot of learners who did not understand him. He is only going to detect that after he would have marked their scripts. And to remain with them after school it might not be possible because some learners use common transport and some teachers are travelling in common transport. So, against this background it may not be possible for teachers to implement inclusive education. May you please repeat the question? (I read the question again and the interviewee continued). The other thing about the teachers, ne, is that most of our teachers are old. They were trained long time back and during that time this thing of inclusive education was not emphasised. It came later, eh; I remember we were told about that white paper, is number 6? Yes, and already we were in the field and the teachers were in the field. It is just about reading*

information from that policy document and they were not trained about it. Like I said, even if they were trained, conditions would not allow it. But to answer your question directly, 'I do not think many teachers do have skills to deal with inclusivity'. The vast majority of teachers now are not equipped to implement inclusivity in our schools. Because this thing of skills, ne; people are not born with skills. You must acquire them. That is the first point. The second point is that even if they were trained conditions in the school might not have allowed them to use those skills because the classes are large and after school everybody goes their own way. Like I said, basically most teachers are very old and the training colleges are discontinued and there are no teachers coming after this group of teachers we are having now. Except a tiny minority which are coming from universities because of the bursary that was introduced later on to help to take learners to universities to follow teaching. But they are very few. So, some few teachers might have knowledge about inclusivity from university training. We do not know their syllabus. They might have the knowledge but they are few.

INTERVIEWER: WHAT ARE THE CONTEXT-SPECIFIC BARRIERS TO INCLUSIVITY IN THE SCHOOLS?

INTERVIEWEE: Yes, some learners are partially sighted. Some are normal but they cannot walk well but they can participate well in class. So, for those who are using wheelchairs they might need ramps. For those who are partially sighted, if they are discovered in time, they might be advised to consult doctors for specs. But, the majority of parents are poor and may not afford the specs unless they are helped. Ok, they might be put in front in classrooms but it might not be easy. I do not know. It is not easy for the teacher to discover these learners who are short sighted because the learner might hide it. He might be somewhere in the middle or at the back. Yet the fact that he does not see might affect his performance. And the teacher might confuse it with the fact that he not intelligent and yet it is not his intelligence but it is just that he cannot see well. Because the teacher is not trained in these inclusive things he might think that the learner is not intelligent and yet it is only the fact that the learner does not want to sit in front. But he cannot see well or hear well.

INTERVIEWER: IF I HEAR YOU WELL, THERE ARE SOME BARRIERS IN OUR CLASSROOMS. SOME OF THESE BARRIERS ARE WITH THE LEARNERS LIKE PARTIAL-SIGHTEDNESS AND HARD OF HEARING. OTHER BARRIERS ARE WITH THE TEACHERS BECAUSE THEY ARE NOT TRAINED ON HOW TO IDENTIFY THESE BARRIERS AND THEY MAY END UP THINKING THAT THESE LEARNERS ARE SLOW LEARNERS OR ARE INTELLECTUALLY CHALLENGED. THAT EVEN IF TEACHERS WERE TO IDENTIFY THESE LEARNERS, PARENTS MAY NOT BE ABLE TO TAKE THEM TO SPECIAL SCHOOLS?

INTERVIEWEE: Yes. And, we do not have special schools in most of our villages. You find that to reach a special school you must travel for some hundred and something kilometres. And we need

information. We do not have social workers. Teachers are not informed. Unless teachers meet parents in parent meetings but the majority of our parents do not attend these meetings. Most teachers do not have cars. They cannot visit parents because of those individual learners. The year goes to an end without the teacher having met the parents of those learners. So, Mokgaga, it is possible that the challenge might not be addressed.

INTERVIEWER: WHAT ABOUT THE CURRICULUM? WHAT DO YOU THINK ABOUT THE CURRICULUM IN RELATION TO INCLUSIVITY?

INTERVIEWEE: Now I learn that the Department is doing something about inclusivity. They are trying to introduce legislation to address inclusivity. Mr X and Mr Y are working on that. They are doing their best. In our management meetings they ensure that they are given a slot where they tell us about things that we do wrong and they advise us to them right. Like at X we have deaf children and blind children. They tell us that we must not treat those children like mainstream children. For instance, they must be given extra-time when they write examinations. Even if it is not X but in a mainstream school. If the learner is partially-sighted or he cannot hear well, he must be given eh...what do they call it? Ja, special concessions. They say we must not just say stop and everyone stops and there are challenged people may one or two. Those people must be given I think is one or two hours. If the paper is two hours, they must be given an hour.

INTERVIEWER: HOW ARE THE LEARNERS IDENTIFIED SO THEY CAN BE GIVEN SPECIAL CONCESSIONS?

INTERVIEWEE: I do not know there but it seems amongst some of the things they want to teach us is how to identify such learners so that after identification we can give them special concessions.

INTERVIEWER: I think you are right. Last year I attended an IE meeting at Sihloe Special School where a Departmental Official made a presentation on inclusivity to Circuit Managers, Curriculum Advisors, School Principals and Deputy Principals.

INTERVIEWEE: Yes. That I think is an effort to try and educate people about the skills because they cannot go to the individual schools to workshop them. For them to know that there are things like these and if you come across them in the school you must know how to treat them.

INTERVIEWER: IN SHORT WE CAN SAY THERE ARE ATTEMPTS IN OUR DISTRICT TO IMPLEMENT INCLUSIVITY PERHAPS IN LINE WITH THE EWP6?

INTERVIEWEE: Ja, now they take it very, very serious because Mr X was a Senior District Manager ne, and at that level I think he is leading that Directorate and Mr Y was a high profile guy. They

might not be many in that section but they are pushing the principle. So, I think in the end everybody must acquire these skills and be aware that there are learners with special needs in our schools and they need to be included.

INTERVIEWER: USING THE WORD AWARE, MAYBE WE CAN SAY THE PRESENTATION AT SIHLOE SPECIAL SCHOOL WAS AN AWARENESS CAMPAIGN ON IE IN THE DISTRICT?

INTERVIEWEE: *Ja, but you know the little barrier that I see on their side is that currently they address only the managers when the majority of people who are with the learners are basically the teachers, and to my knowledge, they have not addressed the teachers so far. Because to address the teachers they must go where the teachers are and be given a slot there. And in my opinion, they should not only talk to the teachers. They must give them some documents so that these teachers can read even after the meetings and remind themselves what to do.*

INTERVIEWER: IF I HEAR YOU WELL, YOU ARE SAYING UNFORTUNATELY THE AWARENESS CAMPAIGN ONLY FOCUSES ON MANAGERS WHEN THEN REAL TARGET GROUP IS THE TEACHERS AS PEOPLE WHO GO TO CLASS TO DEAL DIRECTLY WITH THE LEARNERS?

INTERVIEWEE: *Ja. It is taken for granted by them. They think that after talking to the principals, the principals will go and talk to the teachers. And yet, there is no time in the schools. Every time is a period. And when there are meetings, eh, staff meetings, I think they last for a very short time for the principals to workshop the teachers. Teachers have a lot of work. They are overloaded with subjects to teach. So, to expect the principals to go and cascade to the teachers is difficult. I think they themselves must go where the teachers are. Like in the beginning of the year when we convene teachers to support meetings, teacher briefings, they must go there and be given a slot. But the thing that I know is that those meetings are very short because during those meetings we deal with a lot of curriculum issues. And, if you miss the teachers there, you won't see them again. So, what I think is that they can produce documents and send to the schools so that teachers can read.*

INTERVIEWER: I WANT US TO LOOK AT THE SURROUNDING COMMUNITY. DO YOU THINK THERE ARE CONDITIONS IN THE COMMUNITIES THAT IMPACT ON LEARNING AND WHAT ARE THESE CONDITIONS?

INTERVIEWEE: Well, it depends on which area they are. In town, former model C schools, parents in the community come when meetings are called. And then in the villages parents do not go to parent meetings. You know what they do? They send representatives because they work. Let us take an example, parents in Bochum and ZB catch buses in the morning to go to work. During the

week-ends they are very busy. They are doing the washing. Part from that some of them are working in Gauteng. They cannot attend. There are many child-headed families. what I realise, as I often attend some of the parent meetings, you find a parental representative there and you find he is a first born child in the family and we can say he is also a learner. Or you find a very old lady just for the sake of being in that meeting and not because she can participate fully. Ja, the real parents do not go to these meetings. They send someone. They wake up in the morning and come back in the evening. Even if you call parent meetings over the week-end, they work far away. They always send someone. Some go to funerals far away. They send someone who is available because he is not employed but he is unreliable. They say just go to the school and find out what they want and not what they can do to the school. So, that is the first area as to what conditions in the community can impact on. Because after that meeting the problem might still be there. If the school wanted the parent to help in one way or the other, let us say to buy spectacles for the learner who cannot see well, to take the learner to the doctor or something like that, that information might not reach the parent. Or if that information reaches the parents, they are too far to make contributions.

INTERVIEWER: WHAT DO YOU THINK ABOUT TEENAGE PREGNANCY IN THE SCHOOLS IN YOUR AREA OF JURISDICTION?

INTERVIEWEE: *You know it differs from area to area ne? Sometimes I do ask the opportunity to see the learners on my school visits to motivate them. But before I motivate them I often speak to the principal or the deputy or the class teacher to ask: what are the challenges? What would you like me to talk about? In some areas they say teenage pregnancy is not a problem. But in the vast majority of schools specially the schools in rural areas, they say teenage pregnancy is a huge problem. You know they even go to the extent that when it is a day for the grants you know our classrooms are empty. That shows that many of those learners have their children and they go to get money for their children. So in the vast majority of rural schools teenage pregnancy is a high problem to cause concern.*

INTERVIEWER: WHAT OTHER CONDITIONS ARE THERE IN THE COMMUNITY THAT OFTEN CAUSE DISRUPTIONS IN THE SCHOOLS?

INTERVIEWEE: *No. So far I have not come across disruptions in the schools because of conditions in the community.*

INTERVIEWER: WHAT RECOMMENDATIONS CAN YOU GIVE TO OVERCOME THESE BARRIERS AND IMPROVE IMPLEMENTATION OF IE IN THE SCHOOLS?

INTERVIEWEE: *Well, the first one is that teachers should be addressed. Not only addressed about this issue, they should be given documents so they can read them on their own and at their own time. And, regarding addressing the teachers, I think the Department should give those guys there at the top who are dealing with IE some days to meet with the teachers directly because if we say they must assist schools they won't manage. They cannot visit all the schools. They can meet teachers in clustered schools. They must meet teachers face to face and give them information about IE. Same guys there at the top must give teachers documents about IE. Those documents must give teachers skills so that they can be able to identify learners with challenges. Something like signs and symptoms to inform teachers that these learner needs assistance. Another thing is that they must also monitor. But I know they are very few and they are seated at the provincial level. So, the other thing is that when they monitor they must convince the curriculum people to put an item in their monitoring tool that checks compliance to policy IE. So that when I go out to do monitoring and support, one of the questions that I ask principals and teachers must be about inclusivity. Compliance with EWP6. They must choose one aspect because it cannot be the whole. We do not have much time. Just one aspect. One or two important questions so they can know the position of the schools regarding inclusivity. On their own the schools are so many they cannot touch all of them.*

INTERVIEWER: WHAT DO YOU THINK THE SITUATION WILL BE IF INCLUSIVITY BECOMES PART OF THE CURRICULUM? In other words, what I am saying is a situation where we do not have to say these are the inclusivity people and those are the curriculum people because it is all about the curriculum. I say this because in the policy document (CAPS, Gr R-12) inclusivity is one of the principles of the curriculum.

INTERVIEWEE: *Yes. But the fact is that when we go for monitoring we do not touch that one. We do not have it in our monitoring tool. So it is just a point in the policy document and when the teacher goes the policy document, when it comes to inclusivity, she jumps it she goes to Cass. What do they say about Cass moderation because it is coming? What do they say about examinations? You know the things that we are going to look for. We are not going to look for inclusivity. So, they jump that. They are not even aware that there is such in the policy document.*

INTERVIEWER: IF I HEAR YOU WELL, YOU ARE SAYING THE PRINCIPLE OF INCLUSIVITY IN THE POLICY DOCUMENT, CAPS GR R-12, IS NOT GIVEN ATTENTION. TEACHERS JUMP IT WHEN THEY COME ACROSS IT IN THE DOCUMENT?

INTERVIEWEE: *Ja. But if it was a requirement for examination or training, for example, it was made a requirement in the training of teachers, it would be better. But there is no such requirement now. When we convene teacher support meetings it is not a requirement that we should support teachers*

on inclusivity. Inclusivity is not an item in our teacher support meetings. The meetings are short and we focus on things that matter, namely curriculum issues like assessment, Cass moderation etc. We do not have time to focus on inclusivity which we are not going to monitor, which is not going to help us anywhere. We do not get time to train teachers. The Department does not have money to continue training teachers.

INTERVIEWER: WHAT STRUCTURES ARE THERE IN THE SCHOOLS FOR IE?

Interviewee: Ja. You see there I do not know because I am not there. There might be committees in some schools to support IE or inclusivity. Ja. But in this thing called National Teacher Awards, in their document when they interview teachers, one of the questions is on inclusivity. How do you deal with inclusivity? It centres on information about female and male learners and differences in colour. They talk about learner diversity. For example, they say sweeping is not only for girls. So, I do not know whether there are teacher structures or Union structures on IE in the schools.

INTERVIEWER: HOW DO YOU SUPPORT IMPLEMENTATION OF IE IN THE SCHOOLS?

INTERVIEWEE: We do not support IE in the schools. We push curriculum issues. When we come across a learner not having marks on the schedule we do not suspect that this gap is caused by a challenge. We just ask the teacher to give that learner extra work so that...that learner must have marks.

INTERVIEWER: WHAT DO WE ACTUALLY MEAN BY PUSHING CURRICULUM ISSUES?

INTERVIEWEE: We mean four areas. One is training although we do not have opportunity to train teachers. Even when we are assessed one question will be: did you conduct training? That is why we are pushing that UNISA must train us and the teachers and the South African Federation of Orienteering must train us and the teachers so that we might have evidence of teacher training. Even if the Department does not give us money to train teachers we must collaborate with NGOs and institutions of higher learning to provide the training. Two is monitoring and support. We must follow the teachers to find out if they are playing the game according to how we trained them. Three is assessment meaning tasks, tests and examinations. And four, we have Cass moderation including school based Cass moderation. These four areas are our four core curriculum business. Inclusivity is an add-on. If those guys dealing with inclusive education call us to their meetings we are reluctant to go there because we know it is a waste of our curriculum time. When IE staff calls curriculum advisors to meetings, curriculum advisors do not go because they see it as a waste of time.

Their meetings do not touch on these four areas. They might be important but they are not relevant to the curriculum. Instead of going to such meetings I must attend to burning curriculum issues.

INTERVIEWER: HOW DO YOU THINK CAN A KIND OF SUPPORT STRUCTURE BE DEVELOPED FOR SUCH IMPLEMENTATION AND WHAT SHOULD IT LOOK LIKE, TO SUIT THE SPECIFIC NEEDS IN THE SCHOOLS?

INTERVIEWEE: *I think the support structure should not only be in the schools. It should also be in the Circuits and the District. In other words, someone must ensure that there is a person who deals with inclusivity at Circuit level. Just like there is examination section in the Circuit. You know when I visit Mankweng Circuit, ne, say I have a question paper for the principal to come and take, I must give it to Mathabatha because she deals directly with examination at the Circuit and she links with people dealing with examination at the District, So, if we can have people dealing with inclusive education at all these levels including the schools, I think information will move very well. The person dealing with inclusive education in the Circuit will be able to call people dealing with IE to come to meetings. They will be given an opportunity to go back to the schools, call meetings and tell them about inclusive issues.*

CONCLUDING REMARKS

Thank you for participating in this research. I know I have taken up your time. You are so busy I could not meet you in your office. I had to wait until you are on leave and you did not refuse me when I requested for this opportunity to interview you even when you are on vacation. What we discussed hear will be transcribed and brought back to you so you can read it and make changes where you feel it is necessary.

Thank you very much.

INTERVIEW WITH PSYCHOLOGIST

The interviewee is a Hospital Psychologist stationed at Lebowakgomo Hospital. She supports the schools in the Mogodumo Cluster of Circuits which are Mphahlele, Lebowakgomo, Mogodumo, Sepitsi and Nokotlou. Her school support visits entail guidance and counselling to the learners, parents and teachers as well as helping teachers to identify learners with barriers to learning and recommend intervention strategies.

I arrived at the Hospital at around 13h45 for the 14h00 appoint for the interview. On my arrival, the participant was still busy interviewing the parent of a learner from one of the local schools. I waited for about half an hour before she finishes and finally I was invited into her office. She was seated at

the table apparently ready for our conversation. We exchanged casual greetings and then started with the business of the appointment. I read out the interview protocol to her: introductions, purpose of the interview, the interview procedure, research ethics and the consent form (here I gave out the consent form for him to read and sign). The interviewee did not have questions when given time to ask questions. It seemed the interviewee was well-prepared as I saw she had some typed notes in front of her. I think she rightly guessed the purpose of the interview from the title of my study given to her when I first contacted her to establish a working relationship and request appoint for the interview. This is to be expected from a Clinical Psychologist working with teachers to address barriers to learning and development in the schools.

What follows are the interviewee's responses to the interview questions.

INTERVIEWER: WHAT KNOWLEDGE AND SKILLS DO THE TEACHERS IN THE SCHOOLS IN YOUR AREA OF JURISDICTION HAVE CONCERNING IE?

INTERVIEWEE: *My worry, Mr Mphahlele, is that the Department did not prepare the ground for the implementation of IE in line with the stipulations of the EWP6. Teachers are not well-trained. We see this when we identify learners with barriers to learning and recommend intervention strategies to the teachers. We can see that most teachers are not ready. Knowledge and skills are not there. We even raised the issue with Mr X (IE coordinator at Province). Teachers feel that even support is not enough. Especially in the rural schools parents feel that it is the responsibility of the school alone to educate their children. There is no support from home. But the Department insists on implementing inclusive education when they did not prepare the grassroots. Taking a person to a workshop of three hour is not enough. Amongst the IE pilot schools in Mphahlele Circuit only School X appears to be doing better. All other schools are not doing anything. Teachers and parents are not prepared. 'Le rena mo re ba fa ditask'. When we do follow-up we find that nothing has been done. When children have problems in writing and they need remediation, teachers cannot do remediation. When we give them programmes to help those learners, these programmes are not implemented. We write recommendations to schools to address barriers to learning but these recommendations are never implemented.*

INTERVIEWER: IF I HEAR YOU WELL YOU ARE SAYING BASICALLY TEACHERS LACK THE REQUIRED KNOWLEDGE AND SKILLS CONCERNING IE BECAUSE THEY ARE NOT TRAINED ON INCLUSIVITY AND IMPLEMENTATION OF IE. AND, YOUR EXPERIENCE FROM WORKING WITH PARENTS IS THAT THESE PARENTS ARE NOT TAKING PART IN THE EDUCATION OF THEIR CHILDREN AS EXPECTED OF THEM?

INTERVIEWEE: *Yes. The other thing is that every child who presents problems in school, maybe the child is not performing; they send him to school X (a local remedial school situated in the township of Lebowa kgomo). Physically challenged learners are not welcomed in our schools. Parents often bring the here for help. In some cases we go to the schools and speak to the principals and teachers about the need and importance of accepting these children in the schools. Sometimes it helps. One parent brought a physically challenged learner here who was rejected in a school. I went to the school to talk with the principal and teachers. They apologised and said the learner must come back to the school. But still the stigma was already there and it was difficult to remove. This same learner even moved to another school because of the stigma and he left this school again because of the stigma. Although the child is only physically challenged, the remarks that teachers and learners make about the child end up affecting him psychologically. Then you find that the learner has no self-esteem. Another thing is the background of the learner. He is not from a well off family. From last year until today, the child is at home and not going to school.*

INTERVIEWER: IN OTHER WORDS TEACHERS AND LEARNERS TEND TO CREATE BARRIERS TO LEARNING FOR THE PHYSICALLY CHALLENGED LEARNERS BY STIGMATISING THEM WITH THE REMARKS THEY PASS REGARDING THEIR CONDITIONS. THESE LEARNERS BECOME PSYCHOLOGICALLY AFFECTED. THEY CANNOT STAND THE REMARKS AND THEY STOP GOING TO SCHOOL?

INTERVIEWEE: *Still there are learners who are having learning problems in the sense that they are slow learners and those that are mentally retarded. They are different. We support teachers with programmes to help educate the slow learners although in most schools the programmes are not implemented. It is however difficult with mentally retarded learners. Mr Mabote insists that these mentally retarded learners be admitted in ordinary schools and be given support there but there you find there are no resources in these schools. Again it goes to show that the Department insist on implementing IE without having prepared the schools with needed resources. Even your curriculum changes many times. I knew about OBE but now I hear about Cass. When you change the curriculum, are the people well-equipped 'naa'? When learners come here for career counselling, one of the things we discover is that these learners cannot read. Yes, learners from secondary schools. They cannot cope in class because they cannot read. They end up going to the local FET college and there is a lot of theory there when we thought they do mainly practical work there. These learners must read the theory but they cannot. They do not know how to read. Then you blame the poor child and it is too late because remediation 'e nyaka ngwana yo e le go gore o sa le' below fifteen years. I have no problem with inclusivity but the lower grades are neglected. Now these days you have what you call age-cohort. 'Ngwana ga a swanela go repeater' level twice. You say the child must move with his/her age cohort. But I am having a problem. For instance, let us say the*

child is condoned from the Foundation Phase through to the secondary where she begins to experience challenges given the complexity of the work. And, there is no condoning in grade twelve. What do you expect? In the end children dropout and just loiter around. That is why now we have the problems of nyaope because these children are doing nothing. They cannot adjust. This problem of nyaope is huge now and 'nna go ya ka nna' the use of nyaope is part of coping mechanisms and education has played a role there

INTERVIEWER: YOU ARE SAYING THE DEPARTMENT WANTS TO SEE ORDINARY SCHOOLS ADMITTING LEARNERS WITH SPECIFIC DISABILITIES LIKE MENTAL RETARDATION WHEN THESE SCHOOLS ARE NOT APPROPRIATELY RESOURCES. AGAIN YOU ARE SAYING CONDONING CREATES LEARNERS WHO EXPERIENCE CHALLENGES IN HIGHER GRADES AND DROPOUT TO BECOME NYAOPE CANDIDATES?

INTERVIEWEE: *Yes. My worry is that these teachers just did ordinary teaching methods. They just did the ordinary three years diploma at colleges and universities. They were not prepared to implement IE and you expect them to go through manuals and everything. This thing, according to me, needs teachers to have academic background so that when you come to implementation of inclusivity you find that theory has prepared you. I mean learners receive information in different ways and teachers must know this.*

INTERVIEWER: IN OTHER WORDS WHAT YOU ARE SAYING IS THAT TEACHERS ARE UNDERDEVELOPED TO IMPLEMENT INCLUSIVITY. FOR EXAMPLE, THEY LACK THE THEORY THAT LEARNERS HAVE DIFFERENT ABILITIES THAT MAKE THEM LEARN IN DIFFERENT WAYS?

INTERVIEWEE: *Ehee. And teachers need to mix methods and not use the lecture method only. As it is we do not know where we are going because the curriculum is changing too often.*

INTERVIEWER: YOU HAVE INDICATED A NUMBER OF BARRIERS TO INCLUSIVITY. WHAT RECOMMENDATIONS CAN YOU GIVE TO OVERCOME THESE BARRIERS AND IMPROVE THE IMPLEMENTATION OF IE IN THE SCHOOLS?

INTERVIEWEE: *Teachers must be remediated so that they are equipped to address learner diversity. And, they must be given the support. The support must not only be given to learners in the schools. There must be support structures in the schools. The section of IE at the District is not wellstaffed and they must decentralise the section to Circuits and Schools. I think this will improve the situation.*

INTERVIEWER: YOU HAVE ALREADY INDICATED THAT DURING YOUR SUPPORT VISITS YOU HELP SCHOOLS TO IDENTIFY LEARNERS WITH BARRIERS TO LEARNING AND RECOMMEND INTERVENTION STRATEGIES. LET US TALK MORE ABOUT IT. HOW ELSE DO YOU SUPPORT IMPLEMENTATION OF IE IN THE SCHOOLS?

INTERVIEWEE: *Basically when we go to schools we help teachers to identify learners having barriers to learning. It depends on the nature of the barrier. For mental retardations we recommend the child to go to a school where there are the resources. With most learners like the slow learners we recommend programmes to teachers and the parents to assist the learner in the same school. That is what we do. At School X we find that teachers have already identified learners with some barriers. At this school inclusivity is functional. even there is a committee and the members meet regularly to consider issues of inclusivity like identifying learners with barriers and coming up with intervention strategies. The committee often invites us, social workers and other specialists. In fact the school based support is well and functional and already they have started to engage other multi-disciplinary teams. They have a programme of monthly parental meetings. If they realise that a parent did not come to the meeting, they involve the social worker to follow-up the parent. And the other issue is that of examination concession in the secondary schools. I am not supporting altogether. My worry is that these children are doing matric. You prepare them for the institutions of higher learning. In these institutions if the paper is a three hour paper, after three hours it is done. There is no extra-time. So my worry is that in the end we have a lot of dropouts at these institutions of higher learning. There is a gap between institutions of higher learning and the schools. For example I found out from the local college that they do not have examination concessions. There must be a link between Basic Education and Higher Education in respect of inclusive issues like examination concessions. Even this method of teaching these children: Many people from local schools come here for career expos. I do not know if they use study guides. Those learners perform well but they are adaptive when they get to institutions of higher learning. I think the teachers use study guides to teach these children. The method of teaching must prepare learners to be more analytic because at institutions of higher learning it is lecturing and not teaching. These children must be prepared to work on their own. My worry is that on the one hand you teach these children study skills but on the other hand you give them extra-time, for what? There must be consistency. The educators are not worried. We see them when we interview them. Most of these teachers are demoralised. They are not serious. Sometimes they invite us to schools but when we arrive there we find that they have gone to SADTU meetings. I am not against unionisation. No. But there must be a programme. I am a shop steward here but we know there is a programme of meetings. Before I am a shop steward I am an employee. Some teachers are always doing union issues. They forget what they are here to do.*

INTERVIEWER: SO YOU BELIEVE THAT OF ALL THE SCHOOLS YOU SUPPORT IN MPHAHLELE CIRCUIT, MATSOBANE SCHOOL IS THE ONE THAT APPEARS COMMITTED TO INCLUSIVITY? YOU ARE WORRIED BY THE EXTRA-TIME GIVEN TO LEARNERS WHEN THEY WRITE EXAMINATION PAPERS BECAUSE EXTRA-TIME IS NOT GIVEN TO LEARNERS IN HIGHER EDUCATION? YOU THINK THERE IS DISCREPANCY BETWEEN SECONDARY SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING IN THE WAY LEARNERS ARE TAUGHT. TEACHERS ARE DEMORALISED AND ARE MORE CONCERNED WITH UNION ISSUES THAN TEACHING AND LEARNING IN THE SCHOOLS?

INTERVIEWEE: *Yes. And like I said, we are invited to the schools only to find that the people who invited us are not at school because of unplanned union meetings. 'Re fetsa re eba bo moeng o etetse mang'? In the end we may find it difficult to honour invitations from the schools. Another thing is that we request schools to revive their school based support teams. These teams must be functional. Another thing is that when teachers are trained the principals must be there as the agents of change. If you can capacitate the principals and make them stop treating some teachers as their brothers then things will change for the better. The principals must be dedicated. But if they get posts because of comradeship then we will have a problem. Deployment of employees must be done away with in education. The approach to teacher training should change. if they can hold union meetings in clusters why cannot they train teachers in clusters? Maybe they can say the last Friday of the month is assigned to the training of teachers and principals. This will in the long run benefit the schools. The sections in the Department must be coordinated. As it is now, the psychological service is there, school health is there and curriculum is there. Everyone is on his/her own. There is no coordination of divisions in the Department.*

INTERVIEWER: I THINK WE HAVE COVERED ENOUGH GROUND UNLESS THERE IS SOMETHING YOU WANT TO ADD?

INTERVIEWEE: *Yes. The work given to learners must be contextualised. Learners are given complicated cartoons to analyse when most of these learners in rural schools do not even have access to newspapers. Or you find that learners are told to cut out pictures and paste when they do not have access to newspapers. Teachers expect learners to Google when these learners do not have cell phones or computers. Internet cafés are expensive. They are not there in our rural villages. What do you expect? That is why some of the learners become dropouts.*

INTERVIEWER: IN OTHER WORDS YOU MEAN THE TASKS GIVEN TO LEARNERS ARE NOT RELEVANT TO THEIR CONTEXTS?

INTERVIEWEE: *That is why most of our rural schools are always the underperforming schools. We cannot compare learners in rural schools to learners in towns. And when they ask questions in examination papers you will find they give learners pictures of tsunamis and Haiti, especially in English. These learners have not heard about such things. That is why you find that even the learners who passed grade twelve have problems. For example, now University X no longer accepts learners from School X when we know that this school is the best school in our Province in terms of matric results. They say these learners cannot adapt to the standard of the University. How come? They do not prepare these learners for life. They train them to write the examination. Yes, most schools do this and some of these learners even become dropouts from this local Waterberg College. The college brings learners here for support. When we ask for the academic record we find that the learners are not performing. The learners cannot read but he has passed matric. These colleges of higher education do a lot of theory. Some of them do not have enough workshops. I do not know why they are differently resourced. They are different from former technical colleges and technikons where there was a lot of practical. And this thing of saying some schools are performing and others are underperforming frustrates principals. I remember one principal came here to say we must recommend some grade ten learners to go to School Y. When we told him that School Y is a remedial school that ends in grade seven he said we wanted to get rid of the learners from his school because the school underperforms because of those learners. This damages the future of the children. And you know, many problems in education are blamed on apartheid which in some respects could groom learners properly. Some learners are said to be the best in their schools but when we assess them we find that actually these learners are not as good as they are said to be. You know, the why, when and how questions mean the same thing to them. Even to pass I think they will pass with 30% because you say 30% is a pass these days. But when these learners go to university it becomes a problem. They have done way with psychological assessment of learners in schools because they say psychology is a thing of the Boers. But it could help in finding more about learners' abilities so they could be taught accordingly. Yes these are the challenges we find in our schools.*

CONCLUDING REMARKS

Madam, I want to thank you for your time. I know it has not been easy to for you to squeeze me into you schedule. I will go and write a report about what we have shared. This report will be brought to you before it is finalised so that you can have a chance to make additions or omissions or even to correct some of the things where I might not have heard you distinctly.

Thank you very much, until next time.

INTERVIEW WITH CURRICULUM ADVISOR

The interviewee is a Curriculum Advisor coordinating IE. She conducts monitoring and support visits to primary and secondary schools (special schools and ordinary secondary schools) in the Capricorn District of Limpopo Province.

I read out the interview protocol to the interviewee: introductions, purpose of the interview, the interview procedure, research ethics and the consent form (here I handed the consent form over to the interviewee to read and sign). Before signing the consent form she wanted to know why the title of my project was about the schools in Limpopo when I was only concentrating on two schools. The interviewee wanted to know how the results could be representative of all the schools in Limpopo. I responded by clarifying the issue of representativeness in quantitative versus qualitative research. I told the interviewee that representativeness is a requirement in quantitative research and not in qualitative research. That thorough description of the research site in qualitative research will enable the reader of the results to determine whether those results are applicable to another situation depending on the similarity between the two situations. After the clarification, the

interviewee signed the consent form. Next, I asked the interviewee what she thought the benefits of this research would be for her as a departmental official and for the teachers, schools and learners. Here the interviewee said all stand to benefit because she believed the results from the research would be made available to all. Departmental officials will be able to better support the teachers in the schools.

I told the interviewee that by signing the consent form she confirms that she is participating voluntarily. I also told her that I will bring the report to her later to read and be able to make changes in terms of additions or subtractions to what she said if she so wished. This led us to the interview itself.

INTERVIEWER: WHAT KNOWLEDGE AND SKILLS DO THE TEACHERS IN THE SCHOOLS IN YOUR AREA OF JURISDICTION HAVE CONCERNING IE?

INTERVIEWEE: *I have been concentrating on special schools and pilot schools that are like you ordinary schools and I have realised that there are vast differences. When you go to special schools they are already in with their knowledge and skill of IE. Even some of them who were taken there by the R&R process have started studying special need education courses to bring themselves on board and to enable themselves to deal with the kind of learners they get in special schools. But when you visit the mainstream schools even those which have been identified as pilot schools for inclusive education you will really be disappointed as far as knowledge and skills of IE is concerned.*

INTERVIEWER: IF I HEAR YOU WELL, YOU ARE SAYING IT DEPENDS ON THE TYPE OF SCHOOL. FOR TEACHERS IN SPECIAL SCHOOLS, ONE CAN SAY THEY ARE KNOWLEDGEABLE AND SKILLED. BUT WHEN IT COMES TO ORDINARY SCHOOLS WITH SPECIAL REFERENCE TO PILOTING SCHOOLS, THE TEACHERS STILL NEED MORE INFORMATION ABOUT INCLUSIVITY?

INTERVIEWEE: *Ja. I cannot say they are knowledgeable about inclusivity because sometimes when you go there you do not find anything there; you start from scratch although they were sort of selected as pilot schools some years back.*

INTERVIEWER: IN OTHER WORDS, YOU ARE SAYING WHILE THESE SCHOOLS HAVE BEEN SELECTED AS PILOTING SCHOOLS, NOT ENOUGH WORK HAS BEEN DONE TO CAPACITATE THEM?

INTERVIEWEE: *No, I cannot say they were not capacitated because I understand they were called to meetings by the Provincial Department and they were expected to have done this and that and*

that and that in their schools. In some of the schools you go there and you find that yes, teachers are doing a good job despite the challenges. But in some of the schools when you go there you sit with the principal and the staff to hold the first meeting about the establishment of the school based support team because without that team, the existence of that team, you can't proceed. So, you go there the principal has been work shopped the documents are there. The principal came with them and put them aside. The teachers don't even know about all these documents. In other words you just have pockets of schools that are really on right on this track. Right now as I am speaking to you I can honestly tell you that in all our more than 950 schools, all the principals went through advocacy workshops and they have this file containing policies but you go the schools you find it clean as it is. The teachers don't know about EWP6. They don't know about these guidelines to help them in lesson preparation. In Capricorn District we are through with the advocacy and workshops for all the principals. There is a record for, I can give you the roll call and here are the documents, EWP6, SIAS Strategy Guidelines for Inclusive Teaching, so, but you visit the schools you find nothing. And these challenges that I have been saying you find them in the schools that you are researching, ordinary schools, you really find them there, not in the special schools. Special schools are on board and they are really doing a good job. That is why we even use them as resource as centres. Where there are special schools we encourage other schools to go and learn from them.

INTERVIEWER: TELL ME MORE ABOUT USING THE SPECIAL SCHOOLS AS RESOURCE CENTRES, HOW DO THEY WORK?

INTERVIEWEE: *I do not think it happens. Isn't it you also find amongst the people this attitude about special schools? You talk to your Circuit, I mean District and find out how many have set their feet in School X (a Special School in the District), how many have set their feet in school Y (a Remedial School in the District). They have never, never ever and when I visit them I challenge them to go and visit those schools and learn. That attitude is there and there is a lot to learn at those schools which can help them to implement inclusive education their classes because those schools are on board they have been going that way for quite a long time. Every school should be an inclusive school.*

INTERVIEWER: WITH IE, IT SEEMS AS IF THE DEPARTMENT IS SAYING WHAT HAPPENS IN SPECIAL SCHOOLS SHOULD HAPPEN IN OUR ORDINARY SCHOOLS?

INTERVIEWEE: *No, no. The Department wants to make every school not a special school but an inclusive school. And I may not say full-service school, no. Let us use this word: inclusive school. Every school must be an inclusive school. An inclusive school. In other words schools should operate in such a way that they accommodate learners irrespective of the barriers to learning that they experience. In other words every school should be an inclusive school. And, normally these*

schools are categorised into three. I mean all our schools are categorised into three. We are looking at the level of support the learner needs. The approach is no longer that one of saying Mokgaga has got a problem. Let's fix the problem in this individual. No. The approach is all learners can learn and learners need support. And the type of support that learners need differs from one learner to another learner. You will find that this learner need a low level of support, this one needs a moderate level of support and you also find there are learners who need high level of support. And the learners who need high level of support are placed in special schools. But the learners who need low level of support they are in the ordinary schools because they need low level of support. We also have learners who need moderate support. They do not warrant to be placed in a special school. They can be in our ordinary schools. In other words special schools will not go away. They will always be there. We cannot make a special school out of every school unless we have got resources. Resources in terms of infrastructure and even in education and everything in all our schools. We also have what we call full-service schools. These are ordinary mainstream schools. They are very few. We only have six in the whole Capricorn District. Only six. In other words they are supposed to cater for or accommodate learners who need moderate level of support and they supposed to be resourced in terms of money and everything. Full service schools are also expected to serve as resource centres. In other words if there is a well-resourced full service school here, all other schools should benefit from this full service school. So, this is SIAS. And what does it mean? It means screening, identification, assessment and support. That is SIAS. So, all along this was a strategy but now it is a policy since November 2014. So, the first week of school reopening we attended a national workshop where we were work shopped on SIAS as a national policy. And we still have to cascade the information and workshop all teachers in all the schools. We cannot implement inclusive education if teachers and everybody is not on board with this because number one we are saying learners should not be refused admission on any ground. all learners should be admitted to any school of their choice. When learners seek admission at whatever school, the principal must not say no, go to special schools. Ok, now the learners are admitted. After admission, the process must start. The process must start. After admission, there must be screening, identification and assessment. First the learner will be sort of screened by the teacher. In the classroom situation, the first person to identify anything is the educator and whatever has been identified the educator must do something and put it on record. And then if the strategies don't help, he or she must approach the SBST to saying I had a problem with this learner. Isn't that the teacher is an expert in teaching and is not a therapist? She or he should say I noted this and that and I have tried this and that but I failed. And then this is taken to the SBST. Now it is involving the parent and the team in the school. This team, SBST is a multi-disciplinary team. In other words it should include all the stakeholders because the EWP6 approach to education is that as educators we are saying we cannot do it alone. We need teachers who are trained in their subject. Teachers, who can

plan their lessons, teach and assess. We cannot do it alone. That is why there are other programmes that are supporting learners in the school like the nutrition programme. With the nutrition programme the Department is saying a hungry learner cannot learn. We also have collaboration with other Departments like Health. We have the Integrated School Health Programme where you have teams from hospitals and clinics coming into our schools to screen learners.

INTERVIEWER: YOU ARE REFERRING TO THE ONES WE MEET IN YOUR TERM MEETINGS WHERE VARIOUS PROFESSIONALS MAKE PRESENTATIONS ON THEIR FINDINGS IN THE SCHOOLS?

INTERVIEWEE: *Yes. Ee. It is the Integrated School Health Programme. It is collaboration between Education and Health. These learners when you admit them at your school, some might have problem with eyesight, some hearing, whatever problem. That is why they come into our schools to screen the learners. If after screening the learner needs further assessment somewhere or further support, they will write a note and then they will say this learner must go and see say an optometrist in the hospital because when they come to school sometime they cannot carry all the equipment to the school. So, the parent and the school must see to it that the learner gets there for further support. Maybe to be further assessed or.... you know some of these problems are minor. You find that they say ok go to the hospital get medication and the problem is solved. Lack of knowledge of what to do in the schools is a challenge. All these things are there. For instance, yes, the SBST. Every school must have this team. This is what the EWP6 says and in this team you have the school component but you can co-opt a social worker to sit in the teams, a nurse from the clinic to sit in this team, a rep for the Induna to be in the team, someone representing business, someone representing Faith Organisations, safety and security i.e. SAPS . When I say it is multi-disciplinary I mean it must incorporate all stakeholders who can give support to the school and the learners. So, the teacher in the class will identify this learner who is always dirty and say they think there is something going on at home. What the teacher identifies will ultimately reach this team and in this team we have a social worker who will intervene in the home.*

INTERVIEWER: WHAT STRUCTURES ARE THERE IN THE SCHOOLS FOR IE OR TO SUPPORT LEARNERS?

INTERVIEWEE: *Without SBST in the school, let us forget. Schools should make sure they establish this team and is also functional. The team as outlined in EWP6 and this team, at the circuit level, it is Circuit Based. What you attended is District Based Support Team. The one that you attended with me is District Based Support Team. I am in Unit IE and Special schools. In other words mine is the District Based Support Team. 'Ke structure sa go enshora gore IE e ba gona'. For instance according to the new policy as SIAS, this learner is unable to find help in the SBST; case is referred*

to CBST no help and case is referred to DBST. At this level maybe we will recommend the special school. The child can be referred to the special school. But not every case will be referred to special school, no. only cases of learners who need high level support. The policy says the educator, the school and everybody involved they must come up with individual support programme for this learner because every learner can learn provided he/she is given support.

INTERVIEWER: IT SEEMS THERE IS A NEED TO MOVE AWAY FROM THE REACTIVE/REMEDIAL APPROACH TO A PROACTIVE APPROACH TO INCLUSIVITY. TEACHERS ARE ENCOURAGED TO PLAN LESSONS TO ADDRESS LEARNER DIVERSITY SO AS TO REDUCE THE NUMBER OF LEARNERS WHO WILL NEED REMEDIATION AT A LATER STAGE. WHAT IS BEING DONE TO HELP TEACHERS PLAN FOR DIVERSITY IN ADVANCE?

INTERVIEWEE: Remedial is the old speak. We talk of support. As part of SIAS workshop and SIAS policy which will be coming planning for learner diversity is what we say should be happening. This is about responding to learner diversity in the classroom is inclusive teaching. It was our manual in the workshop. Now in the classroom we talk of curriculum differentiation. We differentiate the content, they differentiate the method and the assessment. So, you also vary your method. Even when you assess, you differentiate the assessment. Writing as a way of assessment will be there but other learners are not good in writing. Why don't you give them tasks where they can make presentations orally like project presentations? You see you can incorporate different ways of assessment in one. For instance, in a project maybe they can do a little research, write their findings and make presentations. Then you give marks for doing the research, marks for writing and marks for presentation. Now you see you have differentiated a lot? Music can also be used. This is the way our sub. A and Sub. B used to teach us. So this is responding to learner diversity in the classroom. Another way, for instance, when you were in the University you used to carry courses. This is a form of accommodation.

INTERVIEWER: HOW DO YOU SUPPORT IMPLEMENTATION OF IE IN THE SCHOOLS?

INTERVIEWEE: I support implementation of IE by training and visit of educators to see if what teachers are trained on is being implemented. I am now visiting our pilot schools. So, I am very much disappointed with what is happening in the ordinary schools. They will say: 'ba re ke eng?' 'Ge ke ba botshisha gore faele e bjalo nkile la e bona?' You find that they have not seen it. Even where you find the SBSTs we still have serious challenges. You find that they are implementing but they stuck. I have been to School X (an ordinary rural primary school in the District). This school is one of our pilot schools. They are doing a good work there as far as inclusive education is concerned but they stuck. They stuck because we do not have resources of our own. They identify the learner. They screen the learner. They support the learner in the classroom. They fail. They refer. But they

rely on the one Hospital, Lebowakgomo Hospital. But the hospital has only one psychologist. And this psychologist has not even been able to give them the assessment report on the child they referred last year. The psychologist is expected to support all the schools in the cluster of Mphahlele Circuit, Sepitsi Circuit, Lebowakgomo Circuit, Mogodumo Circuit and Nokotlou Circuit. It is not possible. So they are sitting with learners for years. They have done what they could do, they are stuck. They can't even apply for special concessions for these learners because when they apply for special concession they must be accompanied by the assessment reports. Hospitals have their own problems. They do not have enough resources. For instance, in our meetings they state they are sometimes unable to visit the schools because they don't have transport.

INTERVIEWER: HOW DO YOU THINK CAN A KIND OF SUPPORT STRUCTURE BE DEVELOPED FOR IMPLEMENTATION OF IE AND WHAT SHOULD THIS STRUCTURE LOOK LIKE TO SUIT THE SPECIFIC NEEDS IN THE SCHOOLS?

INTERVIEWEE: *'Ga botse botse' the policies have outlined the model. If what SIAS, EWP6 and Guidelines on implementing IE say can happen, then we will have inclusive schools. In the first place, this is policy, then we have this and this (Interviewee shows the policy documents and guidelines one by one for the interviewer to see them). Sometimes when you visit these schools where there is SBST, you still find serious challenges. The policy says we should have psychologist, social worker, occupational therapist and speech therapist on our payroll. We must have these therapists in the Department of education. For instance, in other provinces in the Department of education especially at the District level they have all these specialists. So what is on paper must be implemented like it is happening in other provinces. For instance, 'batho ba ge ba le gona mo ba na le nna, nna ke ka education, ka curriculum'. If these professional are here with me, I will be in the curriculum. They are specialists. We will be able to go to circuits and schools. They can even go to the schools to support the learners. According to me, the policy and the guidelines 'di swere ditaba tse kamoka'. 'Rena' we lack resources. There are no resources. Now I can take one school they say it is a full service school. Do you know which one is this? This is the full service school where a learner died in one of the toilets. They say it is a full service school. 'Ga ena selo'. 'ba swanetse ba fiwe tshetele' and a lot of money to improve the school. But when we meet with people from other provinces, we find that their full service schools are full service schools and really they serve as resource centres for other schools. Another thing which can help us is that everybody must be on board. There is no person who can say 'yena o dealer ka Curriculum' and not inclusive education. When she or he comes across children who struggle, who caters them for him or her? All this shows that IE was not incorporated properly from the top and that is why people and especially teachers see it as an add-on. Curriculum Advisors should be able to support the teacher to cater for*

the struggling learners. Specialists are crying. They say they find learners in special schools who are not supposed to be there in special schools.

CONCLUDING REMAKRS

Madam I thank you very much for your time. I will bring back the transcribed conversation for you to check, confirm, disconfirm, and add or even make changes where you feel you were not well represented. I thank you once more.

LETTER FROM THE UNIVERSITY TO SCHOOLS



THE PRINCIPAL

.....

PO 254

CHUENESPOORT

SELETENG
GA-MPHAHLELE
0736

0745
18.03.2014

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is Mr L A Mphahlele. I am employed by the Limpopo Department of Education and stationed at Mphahlele Circuit in the Mogodumo cluster of Capricorn District. I am also a registered PhD student in the Faculty of Education Sciences at the Potchefstroom Campus of the North-West University, with Prof Petrusa du Toit as my promoter. The title of my thesis is:

Facilitating teachers to develop a support structure for the implementation of inclusive education in a rural secondary school in Limpopo.

Herewith I request your permission to perform my research in your school. Permission has already been granted by the Limpopo Department of Education (letter attached).

The actual research will entail that the teachers in your school will be requested to participate in regular meetings to identify possible challenges they may experience in supporting learners with barriers to learning in their classes and the school, as part of inclusive education. In these meetings the teachers themselves will plan the possible intervention strategies, implement their own plans in their classrooms, evaluate the impact of their strategies and re-plan to continue the process, until all barriers in the process have been attended to. The implementation of their plans will of course have to be integrated with their daily classes, as they themselves see fit and are able to do, in their effort to supply proper support to the learners in their classes who experience any barriers in their learning. You as the principal will also be requested to participate in the planning if you are willing. This research will result in a working support structure in your school for the implementation of inclusive education by the teachers themselves.

Meetings with teachers will be held outside school contact time so as not to interfere with actual teaching and assessment processes. The meetings will be negotiated with them at times and places that suit them.

The teachers' participation in the meetings and the implementation of their plans in their classes will be voluntary. The identity of your school and of the teachers will be kept confidential and you and the teachers will remain anonymous. The information collected about the implementation of inclusive practices in your school will not and cannot be used to evaluate the school in terms of its performance by comparing it with others, because the information collected will not be about classes' academic performances or teachers' teaching performance. The research will actually be planned and implemented by the teachers and only facilitated by me – there will be nothing to be evaluated by me as District official; the teachers will assess their own plans and the implementation thereof, to see if it is effective – *in their own view*.

Hence I humbly request your permission to conduct this research in your school. I will appreciate it if you would kindly supply me with your written permission. Kindly mail it to my address above or I will come and collect it personally from your office. My cell number is 0827765371 and my office number is 015 633 9500. You may also contact my promoter if you want more information, at 018 2994772 after 13:00 in the afternoons, or by e-mail: petrusa.dutoit@nwu.ac.za Yours sincerely



MR L A MPHAHLELE

PROF P DU TOIT

PERMISSION LETTER FROM THE DEPARTMENT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za.

PO BOX 254

CHUENESPOORT

0745

MPHAHLEL L.A

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- TITLE: FACILITATING TEACHERS TO DEVELOP A SUPPORT STRUCTURE FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN RURAL SECONDARY SCHOOLS IN LIMPOPO.
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

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- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Thamaga Mj

Head of Department



Date

PERMISSION LETTER FROM SCHOOL A

RURAL SECONDARY SCHOOL: A

ENQ: MASHAGANE MR
TEL/CELL: 0829593346

MPHAHLELE

0736

18. 11. 2014

MPHAHLELE L.A.

P.O.BOX 254

CHUENESPOORT

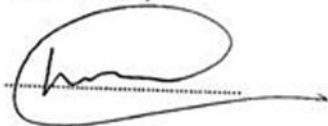
0745

SIR

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN OUR SCHOOL

1. The above matter bears reference.
2. You are hereby granted permission to conduct research in the above-mentioned school. You are however expected to consider the conditions that are stated on point 3 of the Department of Education letter dated 18.07.2013 by Head of Department.
3. Thank you

Yours faithfully



PERMISSION LETTER FROM SCHOOL B

RURAL SECONDARY SCHOOL: B

ENQ: MATZALA R.S.

TEL/CELL: 0732950611

MPHAHLELE

0736

13. 11. 2014

MPHAHLELE L.A.

P.O.BOX 254

CHUENESPOORT

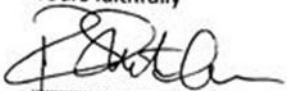
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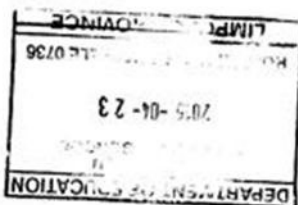
SIR

RE- REQUEST FOR PERMISSION TO CONDUCT RESEARCH, YOURSELF

1. I confirm receipt of your letter the matter raised above.
2. I consulted with the educators and they have shown willingness to participate in your research project.
3. Permission is hereby granted as per your request.

Yours faithfully


(PRINCIPAL)



CONSENT FORM

Herewith,

I.....
(Name)

consent to participate in the PhD research of Mr Mphahlele in our schools in the District.

If I still have questions or concerns about this research, during the process, I will contact the PhD researcher, or his supervisor, Petrusa du Toit at the University in Potchefstroom.

Mr Mphahlele: 082 776 5371; e-mail: Leubam20@gmail.co.za

Prof du Toit: 018 299 4772; email: Petrusa.dutoit@nwu.ac.za

Signature of participant

Date