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ADDENDUMS

ADDENDUM A

LETTER OF INFORMED CONSENT FOR PRINCIPALS



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Suid-Afrika, 1900

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Faks: (016) 910-3078
Web: <http://www.nwu.ac.za>

Tel: 0169103095
Epos: Isabel.VanStaden@nwu.ac.za

2013-05-11

Dear Principal,

Letter of intent

I hereby want to invite your schoolteachers to participate in a qualitative research study. The study aims to explore South African full-service school teachers' self-efficacy within an inclusive education system.

In this study I will make use of the following data collection methodologies, namely: semi-structured individual and focus group interviews, as well as collages. I therefore need 15 teachers to participate in this study. This will consist out of two focus group interviews of at least five participants each and five participants for individual interviews. A collage making activity will be including during all of these interviews.

Time needed to complete the following activities:

<u>ACTIVITY:</u>	<u>AMOUNT OF TEACHER PARTICIPANTS NEEDED:</u>	<u>TIME NEEDED:</u>
FOCUS GROUP 1	6-8	90 Minutes
FOCUS GROUP 2	6-8	90 Minutes
COLLAGE MAKING	5 - 10	60 Minutes
INDIVIDUAL INTERVIEWS	5 - 10	150 Minutes

All the research will take place at the school. If you give your permission to this research, a follow up appointment will be made by the researcher to discuss appropriate times and dates to fit in with the school's planning and time table for conducting the research.

Regards

The researcher

Mrs Isabel Payne van Staden

Lecturer: Educational Psychology and Learner Support

School for Educational Sciences

Faculty of Humanities

North-West University (Vaal Triangle Campus)

Contact information:

Office number: (016) - 910 3143

Cell: 082 878 0243

Email: Isabel.VanStaden@nwu.ac.za

As the Principal of _____, I have read the letter of intent and hereby give my permission for you to conduct your research at this school.

Name and Surname: _____

Sign: _____

Date: _____

ADDENDUM B

LETTER OF INFORMED CONSENT FOR TEACHERS



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Suid-Afrika, 1900

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2013-11-06

Dear Teacher,

Letter of intent

I hereby want to invite you to participate in a qualitative research study.

The study aims to explore South African full-service school teachers' self-efficacy within an inclusive education system.

With this research the researcher wants to help teachers to experience more self-efficacy in teaching within an inclusive education system. Therefore your participation to this study could not only be beneficial to your self-development as a person and a teacher, but also contribute to theory for the enhancement of teachers' self-efficacy.

The activities used in the study will be enjoyable and a relaxing time to reflect on yourself. This will give you an opportunity to speak with your heart without being judged. All information will be confidential and there will be no right or wrong answers.

The researcher will make use of the following data collection methodologies, namely:

1. Focus group interviews
2. Collage making activity and individual interviews

The researcher therefore needs at least 15 teachers to participate in this study. This will only take 60 minutes of your time.

This will consist out of two focus group interviews of at least **five participants each, five participants** for a collage making activity and individual interviews. The collage making activity will be include **five willing participants who took part during one of the focus group interviews.**

Time needed to complete these activities:

<u>ACTIVITY:</u>	<u>AMOUNT OF PARTICIPANTS:</u>	<u>TIME NEEDED:</u>	<u>DATE AND TIME:</u>
A. FOCUS GROUP 1	5	60 Minutes	Thursday 7 November 14:00
B. FOCUS GROUP 2	5	60 Minutes	Tuesday 12 November 14:00
C. COLLAGE MAKING INDIVIDUAL INTERVIEWS WILL BE SCHEDULED WITH EACH INDIVIDUALLY ACCORDING TO THEIR OWN TIME	5 x 15 minutes each 1 x 60 minutes session	(+30 minutes each individually)	Wednesday 13 November 14:00

You are kindly asked to decide if you are willing to take part in the study **today** and also choose which activity for example A and B. If you choose to take part in one of these you can also indicate if you want to take part in the collage making activity C with follow up individual interviews.

All the research will take place at the school and every session will be voice recorded. The principal already gave permission for this research. A follow up appointment will be made by the researcher today after discussing appropriate times and dates to fit in with the school's planning and time table for conducting the research.

Your participation to this study is not compulsory. You may therefore excuse yourself at any time if you would like to discontinue.

Please note that if you agree to participate the researcher have an obligation to respect your privacy and declares with this letter the following code of conduct: Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved (unless, of course, the participant has specifically granted permission, in writing for this to happen)

I **Isabel Payne-van Staden** declare that I will respect your privacy and adhere to the applicable code of conduct. The information you share will only be used for research aims. No information will be shared with any other participants or other authorities.

Regards

The researcher

Mrs Isabel Payne van Staden

Lecturer: Educational Psychology and Learner Support
School for Educational Sciences
Faculty of Humanities
North-West University (Vaal Triangle Campus)

Contact information:

Office number: (016) - 910 3143

Cell: 082 878 0243

Email: Isabel.VanStaden@nwu.ac.za

If you agree to participate please complete the last page and submit it to the researcher.

Name and surname of

Participant: _____

Contact details: _____

School: _____

Please indicate a YES or NO to the following:

1. I am willing to participate in a focus group interview YES / NO
2. I am also willing to take part of a collage making session with a follow up individual interview YES / NO

I have read the letter of intent and agree to participate in this study.

Name and Surname: _____

Sign: _____

Date: _____

ADDENDUM C

THE COLLAGE ACTIVITY

Dear Teacher,

Thank you for your participation in the collage making session. I hope you will enjoy the experience.

A collage is a personal reflection/ illustration about a certain theme.

During this session you will be asked to make two collages and also write a short description about each.

Remember that there are no right or wrong answers and also no rules. You may wish to do whatever you like, just go ahead.

You can make use of the material provided during the session or your own.

You are also welcome to go somewhere else to complete this if you choose to.

Please do not talk about your collages with your colleagues. This must be your own individual work and should not be a competition with the other participants.

I can assure you that your collage will be kept confidential. No one else will see it, besides me and you.

After you've completed this, you will be given the opportunity to talk about the collage in a private interview. These interviews will be arranged with you personally according to your own personal schedule.

The activity

This will be an opportunity for you to reflect about yourself as a teacher, your personal self, feelings and experiences. Please remember as mentioned earlier, that there are no right or wrong answers and also no rules. You may wish to do whatever you like, just go ahead. Whatever comes into your mind you may illustrate.

Think about a symbol or any way in which you can illustrate the following: (see the next pages)

ADDENDUM D
EXAMPLES OF COLLAGES

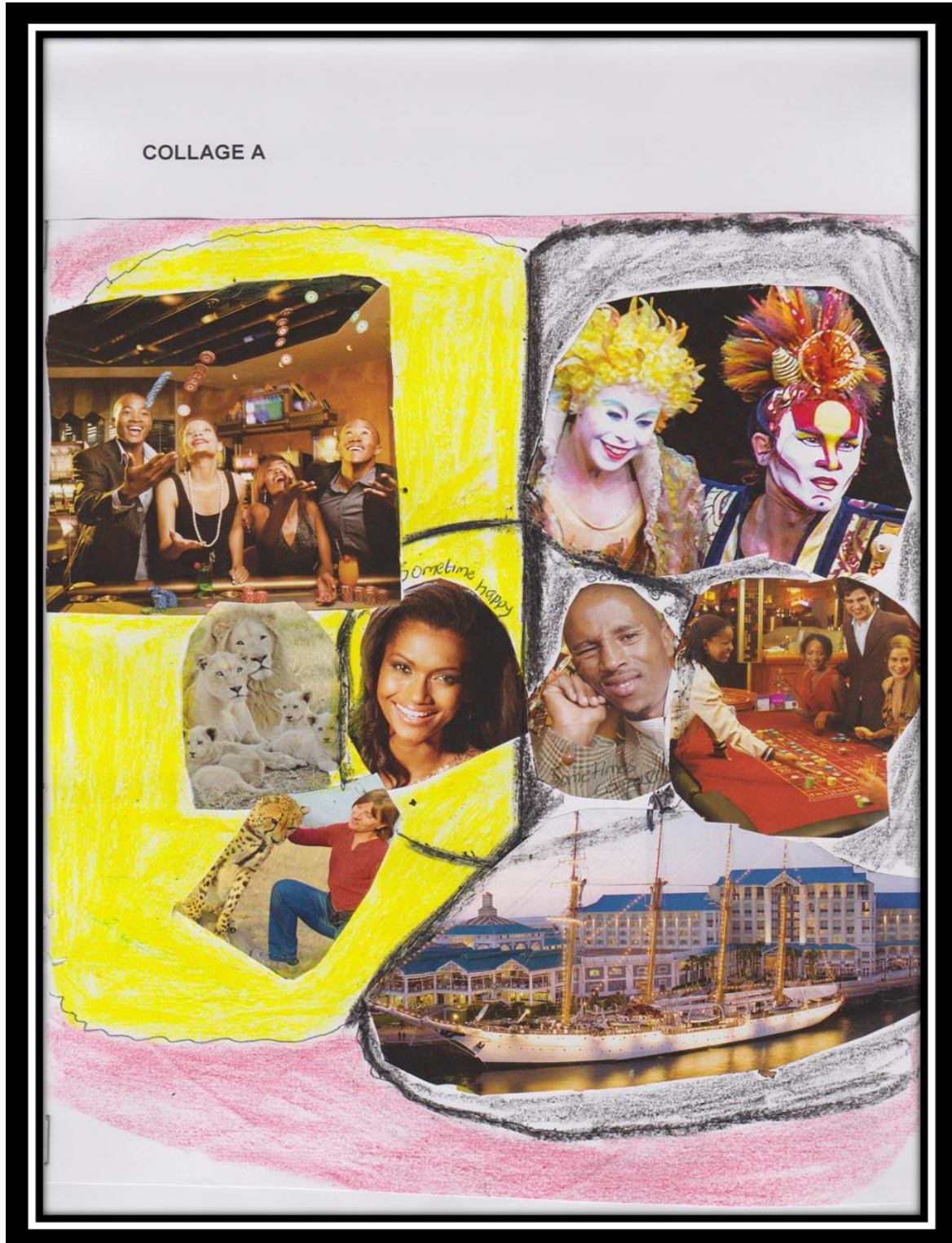
COLLAGE 1 PAPER A:

“Think about yourself as a teacher at this stage, in teaching within an inclusive education system” Show me your feelings or experiences at this point, regarding your own sense of self-efficacy as a teacher in teaching within an inclusive education system. In other words..... How do you see your own sense of self-efficacy as a teacher in teaching within an inclusive education system?

When the collage/illustration is completed, please write a short paragraph about the meaning of the specific collage on the separate page provided.

After you’ve completed this, you may continue with the next collage.

COLLAGE A



DESCRIPTION OF COLLAGE A

1. Sometimes I feel happy. I enjoy whatever I'm doing with my learners.

- I usually hope or expect miracles to happen, sometimes I feel as if God will give me light how to help learners in my class.

- I feel or think they are like animals without anyone to take care of them, but looking at the behaviour of animals they protect their young ones. Therefore I know I must protect these learners when they are with me, by giving them an unconditional love.

2. Sometimes I feel confused. I sometimes have a feeling that I'm playing like a clown with their minds.

I sometime feel as if I'm in a huge ship cruising in a deep sea, where I don't see people or real life situations. It is sometime frustrating to do something you don't understand whether you are winning or losing. Sometimes I feel as if I'm gambling with learner's mind.

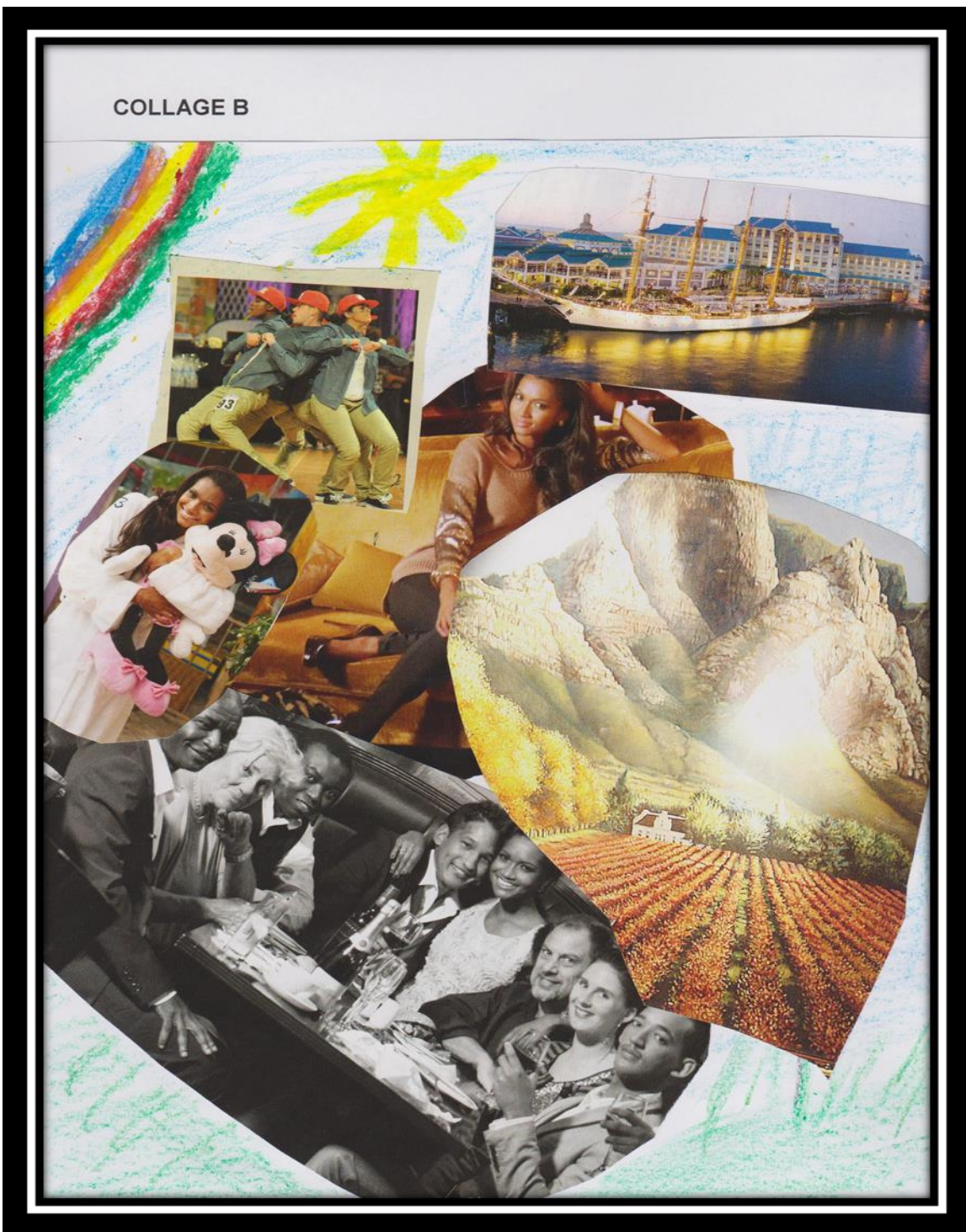
The yellow colour stand for joy and happiness inside me. The black is the uncertainty or misconceptions around inclusive education, which is confusion, hatred, and unhappiness we think off. Red colour is the myths that surrounded everyone in an inclusive education like conflicts, judgements and disrespect of human rights.

COLLAGE 2 PAPER B:

Make a personal illustration of the following “The teacher you would like to be in an inclusive education system?” In other words.....How would you like your sense of self-efficacy to be as a teacher in teaching within an inclusive education system?

Write a short paragraph about the meaning of each of the specific collage on the separate page provided.

COLLAGE B



DESCRIPTION OF COLLAGE B

- I want to see myself relaxed, confident, happy and enjoying what I'm doing.
- Firstly I must face the challenges of inclusive education by doing a research and coming up with mechanism of how to address those challenges. (Do an action plan)
- I want to pray and persevere to love what I'm doing which is to teach and help learners with barriers. But not to forget to enrich those who are gifted or understand the learning concepts.
- I want to help my colleagues and other stakeholders to understand and love inclusive education.
- I want to see myself around people who are like a rainbow nation working together for a common goal which is to help learners.
- I want to work hard so that I can stop the storm (Challenges) and there must be a sign of hope which is the sun & rainbow.
- Lastly I want to help learners and my colleagues to reach their destinations, cause if you start a journey you must reach your destination.
- I want to be like a touching base, I must be accurate I must move like an electric current.
- I also want to have flying spirits I must be able to calculate the decrease and relays of information from stakeholders (Learners, parents, teachers & SAs).
- I understand or believe that being a highly excitable person is a curse. Especially if you are fond of helping others.
- I must be calm and always learn from others, exchange ideas or methods.
- I want to help learners by destroying the cloud which is in inclusive education.
- I want to see light by ploughing and nurturing learners in an inclusive education.
- I want to move with learners, I must in between not in front or at the back to reach the highest peak of the mountain.
- In conclusion I want to reap and enjoy what I have sown.
- All learners must be included including cultures, gender, religion disabilities and learner who are HIV or affected by it.

ADDENDUM E

INTERVIEW SCHEDULE FOR FOCUS GROUP AND INDIVIDUAL INTERVIEWS

- How do you feel about teaching within an inclusive education system?
- Tell me what the concept teacher self-efficacy means to you?
- Tell me about the importance of self-efficacy for teachers?
- What do you think affects teachers' self-efficacy?
- What do you think can enhance teacher's self-efficacy?

ADDENDUM F

QUESTIONNAIRE

Please read through the above mentioned recommendations and indicate with what do you disagree or agree. It will be appreciated if you can also explain your answer. Any suggestions on how this can be improved are welcomed.

1. In order for teachers to enhance their own self-efficacy it is important to address the following issues:

- 1.1 Self-development

- 1.2 Peer support

- 1.3 Working with parents/caregivers

- 1.4 Classroom management

- 1.5 Personal wellness

2. Since the school has an essential role in effecting inclusive education it also needs to take action in ensuring that teachers' self-efficacy is enabled and enhanced regarding certain aspects.

- 2.1 Arranging training and in-service workshops

2.2 Increased support and collaboration

2.3 Establishing support groups

2.4 Higher education institutions and non- governmental organisations (NGOs)

2.5 Establishing functional ILST's

2.6 Strategies to get parents involved

2.7 Teacher acknowledgement and wellness

3. In ensuring that teachers' self-efficacy is enabled and enhanced, certain changes regarding the following need to be made by the department of basic education (DBE).

3.1 Improvement in the current in-service workshops

3.2 Specific training (Training on inclusive education, Inter-personal skills, Intra-personal development)

3.3 Increased and improved support

3.4 Wellness programmes

3.5 Curriculum

3.6 Resources

3.7 Acknowledgements and rewards

ADDENDUM G

EXAMPLE OF COMPLETED QUESTIONNAIRE

QUESTIONNAIRE

Please read through the above mentioned recommendations and indicate with what do you disagree or agree. It will be appreciated if you can also explain your answer. Any suggestions on how this can be improved are welcomed.

1. In order for teachers to enhance their own self-efficacy it is important to address the following issues:

1.1 Self-development

Agree: I totally agree that an educator with high efficacy is self-motivated and willing to develop himself/herself to meet challenges of inclusive education. Willing to make a difference to the life of learners with barriers. Further their studies will be at higher education institutions.

1.2 Peer support

Agree: Peer support play important role in an educator's life as team work is vital for institution to progress positively. Sharing of ideas, knowledge and skills in order to make a change.

1.3 Working with parents/caregivers

Agree: Education is based on three legged pot that is the parent, learner and educator. They need to work together in harmony to enhance their self-efficacy in order to be able to face all challenges. Communicate, share challenges, come up with tangible solutions.

1.4 Classroom management

Agree: The school should enforce systems that enable learners and educators to practice classroom rules relevant to their school. Ensure that the class is print rich and conducive for learning. Ground rules be adhered to at all times. Discipline to be the order of the day.

1.5 Personal wellness

Agree: The individuals should ensure that he/she balances own life wellbeing with that of the organization. Creating a balance will enable him/her to have a positive attitude towards his/her work. Ensure that he/she surround himself/herself with positive and progressive people.

2. Since the school has an essential role in effecting inclusive education it also needs to take action in ensuring that teachers' self-efficacy is enabled and enhanced regarding certain aspects.

2.1 Arranging training and in-service workshops

Agree: The school as an institution of teaching and learning need to prepare educators for future challenges be ready to deal with them in time. Workshops, seminars, seminars as well as in-service training serves as empowerment for inspirational teachers. They are necessary for self empowerment.

2.2 Increased support and collaboration

Agree: The school has the most important role to play in ensuring that educators are supported with LRM, implementation of new methodologies and also collaborate with other neighbouring schools or institution of higher education.

2.3 Establishing support groups

Agree. It is also important to establish support groups to ensure that educators share skills and good practices in order to be able to initiate new ideas and implement them accordingly.

2.4 Higher education institutions and non-governmental organisations (NGOs)

Agree - The school has the obligation to ensure that educators become long life learners to be able to acquaint themselves with the ever changing curriculum. To equip themselves with current strategies that enhances inclusive education.

2.5 Establishing functional ILST's

Agree: It is imperative that the school ILST become functional in order to ensure that learners with barriers are assisted at an early stage in order to be able to develop different learning skills.

2.6 Strategies to get parents involved

Agree: Parents need to be involved in school activities that ensure progress. Be praised for supporting their children. Expecting their children to perform well and enter into competitive teams at school. Doing extra-mural activities which unfold their child's potential.

2.7 Teacher acknowledgement and wellness

Agree: The school should ensure that educator's work is acknowledged and new ideas proposed be taken into consideration. The school to support their initiative

3. In ensuring that teachers' self-efficacy is enabled and enhanced, certain changes regarding the following need to be made by the department of basic education (DBE).

3.1 Improvement in the current in-service workshops

Agree: There must be an improvement in the current in-service workshops for teachers to be able to adapt to their lessons to the level of the learners. Promote role play in most of the activities.

3.2 Specific training (Training on inclusive education, Inter-personal skills, Intra-personal development)

Agree: Training on inclusive education is very important as it will empower educators with skill and knowledge of assessment for learners with barriers. To be able to solve their problems. Inter-personal skills as well as intra-personal will enable the educator to manage himself and others.

3.3 Increased and improved support

Agree: It is imperative for educator to work with health professionals in order to be able to create a mutual understanding of learners with barriers.

3.4 Wellness programmes

Agree: The teacher's frustration and pressure upon their classes educators to be in effective and develop low esteem. Wellness programme would assist them to continuously empower themselves by sharing good and user-friendly strategies to deal with learners with barriers.

3.5 Curriculum

Agree - Based on learners individual pace will also assist educators to do differentiated work for those learners with barriers.

3.6 Resources

Agree: Appropriate resources will be of importance as they will promote effective learning and teaching. Promote educators self-efficacy.

3.7 Acknowledgements and rewards

Agree: Acknowledgement and rewards create positive attitude of educators. Encourage them to challenge new ideas and be creative and innovation (innovative)