THE CHALLENGES OF EDUCATORS IN THE EFFECTIVE IMPLEMENTATION OF INCLUSION IN THE CLASSROOM

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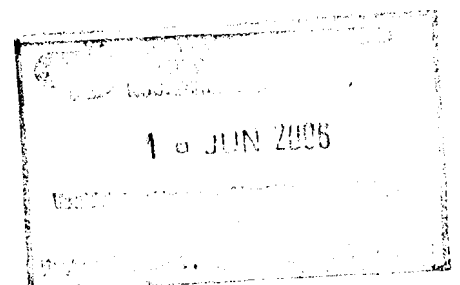
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SUMMARY

The aims of this study were to investigate the nature of challenges that South African educators face in implementing the inclusive education policy; and make suggestions to help these educators develop the necessary capacity to effectively implement the inclusive education policy as propounded in White Paper 6.

The empirical research revealed that the majority of educators who participated in this research do not know how to adapt and modify the curriculum and instructional programmes to meet the diverse learner needs; have the majority of learners who require intensive learning support; have the majority of learners in their classes with intellectual disabilities which educators in a 'normal' classroom cannot cope with because of their lack of the expertise to deal with the problems that these learners present; and their school management teams cannot offer any solution to the problems encountered by educators because the Department of Education cannot afford to provide more educators, especially qualified educators for learners with special educational needs; and offered very little help or no help at all by the educational managers at Education District Offices and rarely get assistance of Educational Psychologists from the Education District Offices while parents can also not afford the services of private educational psychologists.

On the basis of both literature review and empirical research findings, this research recommended that educators be continuously trained on White paper 6 which is the core policy for the implementation of inclusion and inclusive education at South African schools. This will enable schools to have strong leaders in inclusive school settings; all schools should be provided with educational psychologists and educators adequately trained on learners with special educational needs in order to provide sufficient support systems in remedial education, psychotherapy, psychometric assessments, career counselling, learning support and so on; school governing bodies should be educated on inclusive education so that, in their governance, they can be

empowered to infuse White Paper 6 in their vision and mission statements and school development plans; and there should be collaboration between schools, universities and non-governmental agencies that are oriented towards school development in order to assist parents, learners and community members in general to understand the ideals of inclusion in education. Professors at universities can assist with advocating the policies of inclusive education to communities and developing practical modules for their learners which can help the educators to be effectively and efficiently trained in inclusive education.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

Policy and legislation pertaining to special needs education in South Africa are founded on the Bill of rights (109/1996), the South African Schools Act (84/1996) and White paper 6 on Inclusive Education. These South African legislation and policy documents stress the principles of human rights, social justice, quality education for all, the right to a basic education, equality of opportunity, and redress of past educational inequalities. The most important development to come out of these policies and legislation has been the emerging paradigm shift from the notion of learners with special needs to the concept of barriers to learning and participation, and the recommendation for a community based inclusive education policy.

The inclusive education policy as propounded in White Paper 6 is founded on Article 26 of the Universal Declaration of Human Rights, an international document which was adopted by the League of Nations in 1945, which proclaims the right of every citizen to an appropriate education regardless of gender, ability, race, socio-economic background, colour and religion. This right has since been enshrined in the constitutions of all independent nations. In South Africa, this fundamental right to basic education is contained in Section 9 (2) of the Constitution, Act Number 108 of 1996, which commits the state to the achievement of equality, and Sections 9 (3), (4) and (5), which commits the state to non-discrimination. These clauses are particularly important for protecting all learners at schools, whether disabled or not.

In building an inclusive education and training system, South Africa is also guided by Section 29 (1) of the Constitution which states that all human beings have the right to a basic education, including adult basic education. This legislation is an indication of the way in which South Africa constitutionally promotes both inclusive education and life-long learning.

The Department of Education's obligation to provide basic education to all learners and its commitment to the central principles of the Constitution are also guided by the recognition that a new unified education and training system must be based on equity, on redressing past imbalances in education which were caused by the *apartheid* system of education before 1994 and on a progressive promotion of the quality of education and training. This is the reason that caused the South African Department of Education in July 2001 to, through the development of White Paper 6, officially accept inclusive education as policy for all schools under its jurisdiction irrespective of talent, disability, socio-economic background, or cultural origin of all learners, thereby establishing the basis for the development of a single inclusive education and training system (Department of Education, 2001). The White Paper 6 is an inclusive education policy framework which outlines the Ministry of Education's commitment to the provision of educational opportunities, in particular for those learners who experience or have experienced barriers to learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate the diversity of learning needs, and those learners who continue to be excluded from it.

The White Paper outlines in what way the education and training system should transform itself to contribute to establishing a caring and humane society, and how it must change to accommodate the full range of learning needs and the mechanisms that should be put in place. Particular attention is paid to achieving these objectives through a realistic and effective implementation process that moves responsibly towards the development of a system that accommodates and respects diversity. This process requires a phasing in of strategies that are directed at departmental, institutional, instructional and curriculum transformation. It also requires the vigorous participation of all social partners and communities so that social exclusion and negative stereotyping can be eliminated.

Such a policy was necessary for improving the social development of children with and without disabilities in inclusive classrooms, in terms of getting along

with others, interacting, seeking assistance and rendering assistance, moving from one context to another and asking questions, especially in a country like South Africa which prior to 1994 elections had always been founded on exclusionary separate development of learners of different talents, disabilities, socio-economic background or cultural origin. Because of such a policy, there were schools for Black, Coloured, Indian and White people, the deaf, the blind, and others, as well as school classes for mentally intelligent and retarded learners and others.

In fact, the philosophy and history of education prior to 1994 elections is riddled with social discourses of special education and special schools. This was the period of the institutionalization of children which communities regarded as abnormal because of the educational needs that were needed. Special schools were seen as a solution for learners who deviated from what the society perceived as normal. For example, children with behavioural problems or conduct-disorders were regarded or labelled as abnormal, irrespective of the factors in the child's environment which could have led to his/her behaviour, which were the cause of the child being institutionalized at special schools.

The creation of special education introduced several educational problems, to mention but a few, the following:

● children who qualify for special education have some impairment here which makes it difficult for them to participate in the regular school curriculum - they thus follow a curriculum that is different from that of their peers (Fernstrom & Goognite, 2000:244; Fisher, Sax , Rodifer & Pumpian, 1999:256; De La Paz, 1999:92);

● children with disabilities and other conditions are labelled and excluded from the mainstream of society. Assessment procedures tend to categorise learners and this has damaging effects on educator and parent expectations and on the learners' self-concept (Federico, Harrold & Vann, 1999:76);

- the presence of specialists in special education encourages ordinary classroom teachers to pass on to others responsibility for children they regard as special (Farber & Klein, 1999:83);

- resources that might otherwise be used to provide more flexible and responsive forms of schooling are channelled into separate provision (Farrell, 2000:35); and

- the emphasis on Individualised Educational Plans and task analysis in special education tends to reduce educator expectations of the learners. In addition, task analysis and the associated behavioural teaching strategies introduce disjointed knowledge and skills thus making learning less meaningful to learners (Fagan, 1999:193).

In the light of the above paragraphs, this research examines by means of literature review, the paradigm shift in special needs education in the international world and in South Africa in particular. Empirical research investigated the challenges that South African educators face in implementing the inclusive education policy. The research base on inclusive education is relatively small and quite varied in its teaching and learning approach. In general, it tends to support the continued need for special education and its particular focus on individualizing teaching, while showing positive benefits of inclusion. Several studies have found that learners with mild-disabilities who have been included in general education classrooms make better gains than those in "pull-out" programmes or control schools (Dieker, 2001:14). For example, during the 1992 to 1993 school year, a Montana school district implemented full inclusion of learners with disabilities in one of their elementary schools and more limited inclusion of disabled learners in other interested schools (Soto, Muller, Hunt & Goetz, 2001:62). Identified learners progressed toward Individualized Educational Programme (IEP) goals in all but one or two cases, and phenomenal two to three-year gains were realized by several. Achievement test data demonstrated consistent academic gains made by general education learners. Klinger, Arguelles, Hughs and Vaughn (2001:221) studied efforts in Minnesota schools to modify general education classrooms in ways that enhance inclusive educational opportunities for

learners with mild-disabilities. Learner achievement comparisons in reading revealed that both low-achieving learners and those with mild-disabilities performed better in integrated programmes (Schneider, Garriott & Aylor, 2001:198). Special education learners demonstrated no differences in reading achievement in integrated or resource programmes. The special education learners performed relatively poorly in both integrated and resource programmes when compared with their low-achieving classmates but had more social success in general education settings (Spinelli, 2002:21).

Staal (2001:243) and Kilgore, Griffin, Sindelar and Webb (2002:7) studied reading achievement in a school that introduced a combination of other changes simultaneously with introducing inclusion and pull-out programmes. In comparison to a control school, learners in the inclusive school demonstrated significantly superior gains on several psychometric scales, including reading vocabulary, total reading, and language, with a marginally significant effect on reading comprehension. These positive effects were spread across all learner types - regular, remedial and special education. Favazza, Phillipsen and Kumar (2000:491) investigated achievement test scores in classrooms taught by special and general education educators and found that learners taught by these educators held steady in the first year of a school's inclusion efforts, while learners whose services were delivered in a pull-out model lost ground. Favazza, Phillipsen and Kumar (2000:491) noted social and behavioural benefits as well. King (2001:67) has concluded that, for learners with mild disabilities, powerful prevention and early intervention programmes are preferable to later mainstreaming when learners have already fallen behind their peers. Good, intensive, individualized instruction is the key.

For learners with more moderate or severe disabilities, studies have demonstrated that participation in general education environments results in a number of academic increases and behavioural and social progress. Schnorr (1997:1) studied intellectual and social functioning and learner-environment interaction for learners in forty-three different classrooms from fourteen schools. No significant differences were found between integrated and

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segregated learners in the traditional domains of self-help skills, gross and fine motor co-ordination, communication, and adaptive behaviour. In the functional domain of social competence, however, children from integrated sites generally progressed (improving their ability to manage their own behaviour in social situations, provide negative feedback to others) (Daniels & Garner, 1999:34). Conversely, children from segregated sites generally regressed in each of the traditional skill domains and social competence. Contrary to expectations at the initiation of this study, learners in segregated sites did not receive a greater concentration of special educational resources than those in integrated settings.

Voltz, Brazil and Ford (2001:23) evaluated differences in progress between learners in special classes and those in regular classes. Also, in the special classes, they evaluated learning making use of a functional curriculum compared to a traditional curriculum. The forty one learners participating in the study were considered moderately intellectually handicapped and were between the ages of six and ten. Results of the study showed that none of the three models resulted in greater academic progress for the learners. However, teachers of ordinary classes reported more behavioural progress among the learners with disabilities placed in their classrooms. Wolpert (2001:28) conducted a comprehensive effort to evaluate different programme placements for learners with severe disabilities. Sixteen elementary learners, eight receiving educational services in classrooms with normal learners and eight in special education classes, participated in the study. Programmes were chosen that met selected criteria for best practices and models for teacher training. Findings consistently revealed the superiority of ordinary class placements over special education classes, including IEPs with more academic objectives, greater social interaction, and less time spent alone. Results of the study, according to Cook and Semmel (1999:9), suggested that there are important differences in the quality and curricular content of written educational programmes for children with disabilities who are full-time members of general education classrooms; and that there are significant differences in the levels of learner engagement in school activities, the type of activities in which they are engaged, the type and level of participation in

integrated school environments, and the degree to which they initiate and engage in social interactions with peers and adults.

Cornoldi, Terreni, Scruggs and Mastropieri (1998:350) found that learners placed in inclusive classes had IEPs that contained more references to best practices than learners in segregated classes, and were less likely to be engaged in isolated activities and more likely to be engaged with other people in the classroom. A summary of three meta-analyses of effective settings demonstrated a "small-to-moderate beneficial effect of inclusive education on the academic and social outcomes of special needs learners" (Xim & Forrest, 2002:240). Deering (1998:12), in his annual national study on inclusion, cites numerous schools and districts that report generally positive academic, behavioural, and social outcomes for learners with disabilities, and no reports of negative effects academically.

The fear that inclusion may result in a "watered down" curriculum for learners without disabilities, or that less time will be devoted to learning, as far as this research could by means of literature review investigate, is not borne out by the research. None of the studies examining outcomes for learners without disabilities has found any negative impact for learners who are not identified as having disabilities. Walton (2001:76) found that achievement test data demonstrated consistent academic gains by general education learners in inclusive classrooms. Davis, Reichle & Southhard (2001:423) found that the quantity and level of time spent on instruction for learners without disabilities was not adversely affected by the presence in class of learners with severe disabilities. In a study of co-operative learning groups (Wallace, Anderson, Bathlomay & Hupp, 2002:345), learners without disabilities who facilitated interactions of their peers with severe disabilities did not have their level of achievement affected. Standardized test and report card measures used to determine impact revealed no significant negative academic or behavioural effects on classmates who were educated in classes with learners with disabilities in an elementary school of six hundred and forty in rural Minnesota (Dover, 1999:21).

Numerous studies have, also, examined various aspects of attitudes and relationships resulting from inclusion. For the most part, these studies document that efforts to include learners with disabilities in the general education classroom have resulted in positive experiences and improved attitudes on the part of learners, both with and without disabilities, and teachers alike. Studies by Block and Malloy (1998:137) and Davis and Watson (2001:671) found that learners develop positive attitudes toward learners with disabilities, based on the experience of having disabled learners in their classrooms. Gibb, Allred, Ingram, Young and Egan (1999:122) also noted that learner friendships and relationships seem to be enhanced by inclusion, with greater understanding and empathy evidenced. Heller, Manning, Pavur and Wagner (1998:50) noted, too, that inclusion facilitated peer friendships. Hunt, Farron-Davis, Wrenn, Hirose-Hatae and Goetz (1997:127) found that friendship networks and social relationships were enhanced for learners with severe disabilities placed in inclusive classrooms and schools. Both Maccini and Gagnon (2002:325) and Kaufman, Fuchs, Warren, Tindal and Meyer (1997:38) studied young children's social relationships and found reciprocal and positive social relationships between children with disabilities and their classmates. Manset and Semmel (1997:155) found that children who attended classrooms with fully included peers with severe disabilities were able to display sophisticated judgments and suggestions when presented with scenarios of common situations. Manset and Semmel (1997:155) also found that learners with disabilities participating in a learner aide programme experienced increased independence, more socialization opportunities, growth in academic skills, and improved behaviour. Staub, Spaulding, Peck, Gallucci and Schwartz, (1996:35) found that the aides without disabilities experienced greater awareness and appreciation for people with disabilities and better self-esteem, and an increase in responsible behaviour.

The literature review has also revealed that teachers in inclusive classrooms have positive attitudes or develop them over time, especially when inclusion is accompanied by training, administrative and other support, assistance in the classroom, and, for some, a small class size, and use of labelling to obtain special services (Ryndak, Morrison & Sommerstein, 1999:5). In one school where Ryndak, Morrison and Sommerstein (1999:5) conducted their research, reaction of the teachers was overwhelmingly positive toward inclusion, and these authors suggest that inclusion may not have produced new effects but merely amplified educators' attitudes, philosophies, and practices that existed in the school prior to the introduction of inclusion. Abery and Simunds (1997:223) studied teachers who had a learner identified as having a severe disability in their class and results of their research indicate that most teachers reacted to the initial placement cautiously or negatively, but seventeen of the nineteen teachers experienced increased ownership and involvement with the learner who has severe disabilities in their classrooms over the course of the school year. Abery and Simunds's (1997:223) study indicated educators' attitudes improvement and a willingness to do this again. Buttlert and McLeod (1998:1) also reported that the participation of a learner with severe disabilities in their class had a positive impact on the child with disabilities, as well as on this child's classmates.

An attitude survey was conducted with high school staff, learners and their parents in the Chicago School District (Waldron, 1998:395). Principals indeed agreed with the basic goals of inclusion, followed by special education teachers and regular education teachers, respectively. An important implication of this study is that more knowledge, exposure, and experience led to greater acceptance of inclusion. Danforth and Rhodes (1997:357) surveyed six hundred and eighty certified special and general education teachers and administrators in thirty-two schools that had experience of providing inclusive educational opportunities for all children. The professionals surveyed, generally believed that educating learners with disabilities in inclusive education classrooms results in positive changes in educators' attitudes and job responsibilities. Also, administrative support and collaboration were powerful predictors of positive attitudes toward full inclusion. In another study,

one hundred and fifty eight teachers in one state returned questionnaires on their perceptions of the supports available and necessary needed by them for inclusion (Opdal, Wormnaes & Habayeb, 2001:143). Training was one of the identified needs. Special and general educators reported similar levels of need for resources, but special educators reported greater availability of resources than general educators. Feedback of Culross (1997:24) generally indicated that the inclusion experience was positive for learners and teachers.

A study of eighteen investigations of general education teachers, some teaching in inclusive classrooms, others not, found that about two thirds of them support the concept of mainstreaming/inclusion - half felt that mainstreaming/inclusion could provide benefits (Conrad & Whitaker, 1997:207).

Even though the majority of the research available today supports inclusive education, there is a handful of studies that take an alternative position. For the most part, these studies report situations in which learners are placed in general education classrooms without proper supports (Landrum & Tankersley, 1999:319), or they are in classrooms for learners without disabilities but not receiving special education, as defined by law (Langone, 1998:1). Such studies should definitely raise concerns. This research is premised on the fact that it is most inappropriate to "dump" learners in classrooms where teachers are unprepared and lack resources to support special education needs in the ordinary class.

From the foregoing paragraphs it is clear that inclusive education provides learners with a diverse stimulating social environment in which they can learn and develop; opportunities to experience diversity of society on a small scale in a classroom; and a miniature model of the democratic classroom process (LaParo, Sexton & Synder, 1998:151; Corbett, 1999:53; Lewis, 1999:269; Crockett & Kauffman, 1998:74). Inclusion also enables learners and educators to develop a sense of belonging to the diverse human family; appreciate the diversity of the human family; recognize that all learners have strengths irrespective of their cognitive, conative and affective abilities; develop an awareness of the importance of direct individualized instruction; develop

collaborative problem solving skills; develop teamwork skills; enhance accountability skills; combat monotony in classrooms and schools; promote civil rights of all individuals; support the social value of equality; teach socialization and collaborative skills in classrooms; develop the spirit of supportiveness and interdependence among learners; maximize social peace; appreciate that every person has unique characteristics and abilities; develop respect for others with diverse characteristics; develop sensitivity toward others' limitations; develop feelings of empowerment and the ability to make a difference; develop abilities to help and teach all classmates; and develop empathetic skills (Palmer, Fuller, Arora & Nelson, 2001:467).

It can also be deduced from the findings of the literature review that the question to be raised in inclusive schools is not:

- How does this learner have to change in order to be a fourth grader? but rather:

- How does the school have to change in order to offer full membership to its learners with disabilities?

The answer to the latter question calls for educators in inclusive schools to be competent in inclusion as a philosophy of education in democratic schools and have ability to:

- problem solve, to be able to informally assess the skills a learner needs (rather than relying solely on the standardized curriculum);

- take advantage of children's individual interests and use their internal motivation for developing necessary skills (Nakken & Pijl, 2002:47);

- set high but alternative expectations that are suitable for the learners - this means developing alternative assessments;

- make appropriate expectations for each learner, regardless of the learner's capabilities. If teachers can do this, it allows all learners to be included in a class and school (Waldron, McLaskey & Pacchiano, 1999:141);

- determine in what way to modify assignments for learners - how to design classroom activities with so many levels that all learners have a part. This teaching skill can be applied not just at the elementary or secondary level, but at the college level as well. It will mean more activity-based teaching rather than seat-based teaching (Diamond, 2001:104);

- learn how to value all kinds of skills that learners bring to a class, not just the academic skills. In doing this, teachers will explicitly state that in their classrooms they value all skills, even if that is not a clear value of the entire school (Dieker & Berg, 2002:92); and

- provide daily success for all learners. Teachers have to work to counteract the message all learners get when certain learners are continually taken out of class for special work (Lavay & Semark, 2001:40).

Other competencies that will help teachers in an inclusive environment include:

- a realization that every child in the class is their responsibility. Teachers need to ascertain how to work with each child rather than assuming that another person will inform them how to educate a child (Little & Little, 1999:125);

- knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs;

- working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach (Lloyd & Norris, 1999:505) ;

- viewing each child in the class as an opportunity to become a better teacher, rather than as a problem to be coped with or have another person 'fix'; and

- flexibility and a high tolerance for ambiguity (Waldron & Van Zandt, 1999:18).

The findings of the literature review highlighted above have led to the development of the following questions for this research:

- What challenges do South African educators face in implementing the inclusive education policy?

- What can be done to help educators develop the necessary capacity to effectively implement the inclusive education policy?

These questions were used to formulate aims of this research (see 1.2).

1.2 AIMS OF THE STUDY

The aims of this study are to:

- investigate the nature of challenges that South African educators face in implementing the inclusive education policy; and

- make suggestions to help these educators develop the necessary capacity to effectively implement the inclusive education policy as propounded in White Paper 6.

1.3 METHODOLOGY AND RESEARCH DESIGN

This research used both literature review and qualitative empirical research methods in answering the research questions raised in 1.1.

1.3.1 Qualitative research

The research method that is used in this study is the qualitative research, which as Berg (2003:5) states, helps the researcher to understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible. Qualitative research can further be explained as a multi-perspective approach to social interaction that is aimed at describing, making sense of, interpreting, or reconstructing interactions in terms of meaning that the participants attach to it (Bogdan & Bicklen, 1998:22). Qualitative research

states that it is important for qualitative researchers to interact and speak to participants about their perceptions in order for them to understand the nature of their constructed realities (Creswell, 2003:29).

The qualitative research design utilizes in-depth interviews as a primary method of data collection and observation as a secondary method. In-depth interviews, which Denzin (2001:10) describes as face-to-face interaction between an interviewer and the informant, are the main source of data collection in this research, with observation as an added mechanism. After conducting, recording and transcribing the interview, analysis and interpretation of the data follows. A literature review is conducted in order to explore the challenges that educators in South Africa face in implementing inclusive education. The usual ethical procedures (see 1.3.3) are used.

One of the semantic constructions frequently identified with qualitative interview data is a 'story'. Telling stories is considered a primary way of making sense of an experience (Flick, 1998:39). The underlying premise of qualitative research is a belief that individuals make sense of their world most effectively by telling stories (Patton, 2001:19). This research employed unstructured interviews. The researcher had a list of items on the interview schedule (see Appendix A) to explore with each participant.

1.3.1.1 Literature review

Shank (2002:27) refer to literature review as the first and foremost tool in the contextualization of a study to argue a case. Existing national and international literature on inclusive education was reviewed. A thorough literature study was done to acquire understanding of inclusion and inclusive education. To achieve this, all the available data bases (both national and international) were consulted during the study, for example, the NEXUS, SABINET – On-line, the EBSCOHost web and various other web-based sources as well as a DIALOG search were conducted to gather recent (from 1990-2005) studies on the subject. The following key concepts/words were used in the search: Inclusion, inclusive education, main streaming, learners with special educational needs, integration, White Paper 6 as the National

Policy on Inclusive Education in South Africa, transformation of Education in South Africa, history of inclusive education, and inclusive classrooms and schools.

The curricula and features of inclusive schools were also investigated by means of literature review to determine the way in which inclusive schools are characterized, and to ascertain whether or not inclusive schools have the capacity to accommodate all learners irrespective of their differences and abilities.

1.3.1.2 Observation

Merriam (1998:97) perceives observations as making it possible to record behaviour as it is happening. The researcher learns about behaviours and the meanings attached to them through observations. There are several reasons why data in this study was collected through observations, some of which are noted by Merriam (1998: 95), as follows:

- an observer will notice things that may lead to the understanding of the context. Observation makes it better to observe behaviour as it is happening;

- observation provides some knowledge of the context or specific incidents, behaviours that can be used as reference points for subsequent interviews; and

- observation is the best technique to use when a situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study.

1.3.1.3 Field Notes

Field notes are written accounts of the observation (Seidman, 1998;29). These written accounts are made immediately or as soon as possible after the observation. Maxwell (2004:106) posits that field notes should include a description of the setting in which interviews took place, purpose of the observation, behavioural expressions of people and their activities during the

interview sessions and the observer's comments on how content of the interviews were presented.

1.3.1.4 Interviews

Strauss and Corbin (1998: 27) define an interview as a conversation with a purpose, where a researcher wants to discover what happens in people's lives or world. He further argues that a face-to-face interview helps in understanding the closed world of individuals, families or organizations. In describing unstructured interviews, Denzin and Lincoln (2005:38) uses the term 'qualitative interviewing'. DeMarrais and Lapan (2004:38) also refers to unstructured interviews as 'conversations with a purpose'. The participants are made to understand why the interview is being conducted. They are, also, given the assurance that information provided will be treated in strict confidence.

Flick (1998:57) asserts that during interviews interviewees are seen as social actors who are interacting with an interviewer and who are at the same time involved in discursive practice. This means that the researcher who interviews participants is also a co-constructor of meaning (data). Should the participant not understand a question, the researcher needs to simplify it in order to facilitate effective and meaningful conversation. If the information given does not give sufficient details, the researcher needs to probe further and deeply in order to develop comprehensive and meaningful content on the subject under investigation. Kvale (1996:29) have indicated that if participants get to ask some questions, the very nature of the question and recurring comments and analysis might reveal discursively rich data.

1.3.1.5 Tape recording

These interviews were audiotaped and transcribed for accuracy during the data analysis stage.

1.3.1.6 Transcripts

Necessary transcripts were made from data collected from the observations, audiotape and video recordings. DeMarrais (1998: 53) notes the advantages of working with transcripts as:

- providing the researcher with more details;

- allowing the reader and researcher to return to the exact extract to either analyze or refer back; and

- permitting the researcher to have direct access to the data.

1.3.2 Sampling

This research used purposive sampling. This type of sampling is based entirely on the judgment of the researcher in that a sample is composed of elements which contain the most common characteristics of the population (Berg, 2003:27). Merriam (1998:61) also refers to purposeful sampling as a method in which information-rich cases are selected in order to gain insight and understanding from which a great deal can be learned.

In purposeful sampling, it is important for the researcher to first determine the selection criteria to be used in choosing the participants. These criteria must reflect the purpose of the study and guide the process to be followed (Denzin, 2001:61).

A sample of twelve educators (N=12) from twelve selected public and private schools in the Vaal Triangle area of the Gauteng Province were selected to serve as a population of this research.

1.3.3 Ethical measures

The researcher had to consider the ethical responsibilities associated with qualitative research (Shank, 2002:28), therefore participation was voluntary

and participants were clearly made aware of their right to withdraw from this study at any time, without explanation or prejudice.

1.4 OUTLINE OF CHAPTERS

Chapter 1: Orientation to the research

Chapter 2: Literature review

Chapter 3: Qualitative research design

Chapter 4: Data analysis and interpretation

Chapter 5: Recommendations, summaries and conclusions

1.5 CONCLUSION

This chapter provided an orientation to the study. The next chapter provides a literature review on inclusive education.

CHAPTER TWO

LITERATURE REVIEW ON INCLUSIVE EDUCATION

2.1 INTRODUCTION

Inclusive education operates from the premise that almost all learners should start in a general classroom, and then, depending on their needs, move into more re-structured environments (Dyson & Millward, 2000:20; Dinnebeil & McInerney, 2001:263; Odom, 2002:12). Research shows that inclusive education helps the development of children in the following different ways:

- learners with specific challenges make gains in cognition and social development and physical motor skills. They do well when the general environment is adjusted to meet their needs (Gately & Gately, 2001:41); and

- children with more typical development challenges gain higher levels of tolerance for the people with differences. They learn to make the most of whom ever they are interacting with (Hall & McGregor, 2000:114).

The above paragraph highlights that, in an inclusive classroom, the philosophy of inclusion hinges on helping learners and educators become better members of a community by creating new visions for communities and for schools in particular. Inclusion, in this context, is about membership and belonging to a community. The White paper 6 (Department of Education, 2001) states that inclusive education and training is about:

- acknowledging that all children and youths can learn and that all children and youths need support; and

- accepting and respecting the fact that learners are different in some ways and have different learning needs which should equally be valued and should become ordinary part of human beings' experiential living.

This means that education and school structures, systems and learning methodologies must be able to meet all learners' needs at various educational levels and kinds of learning support. Educators must, in this regard, acknowledge and respect the differences in learners, whether due to:

- age;

- gender;

- ethnicity;

- language;

- class;

- disability; and/or

- HIV status (Allen & Schwartz, 2001:54; Daniels & Vaughn, 1999:48).

Inclusive education is presented in the above paragraphs as broader than formal schooling in that:

- it acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures (Beverly & Thomas, 1999:179);

- educators are expected to change attitudes, behaviour, teaching methodologies, curricular and the environment to meet the needs of all learners (DeBettencourt, 1999:27);

- participation of all learners must be maximized in the culture and the curricula of educational institutions and uncovering and minimizing barriers to learning (Rafferty, Leinenbach & Helms, 1999:51);

- learners must be empowered by developing their individual strengths and enabling them to participate critically in the process of learning; and

- some learners may require more intense and specialized forms of learning support to be able to develop to their full potential (McConnell, 1999:14).

On the basis of the above paragraph, the vision for inclusive education in South Africa can thus be described as a practice of promoting the participation and competence of every learner, regardless of age, gender, ethnicity, language, class, disability and HIV status. Meanwhile, an inclusive society is one in which difference is respected and valued, and where discrimination and prejudice is actively combated in policies and practices (Lieberman & Houston-Wilson, 1999:129; Lipsky & Gartner, 1998:78).

The next section provides the definition of inclusion and inclusive education as they are applied throughout this research, the history of exclusion at schools, and the philosophy on which inclusion and inclusive education are founded.

2.2 CONCEPTUALIZATION OF INCLUSION, INCLUSIVE EDUCATION AND MAINSTREAMING

The concepts inclusion, inclusive education and mainstreaming are defined below in order to elucidate the context in which they are used in this research.

2.2.1 Inclusion

Inclusion refers to the participation situation in which learners with disabilities are educated together with their non–disabled peers, with special education support and services being provided as necessary (Reddy, 1999:3). Full inclusion is the view that all learners with disabilities should be educated with their non-disabled peers at all times (Bauer & Brown, 2001:33). Foreman, Bourke, Mishra and Frost (2001:239) further indicated that this can only be realised in a unified education system, wherein all role-players work together and are supported in creating learning that meets the diverse learning needs of every learner.

The aforegoing paragraph implies that inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

Inclusion, therefore, means enhancing the well-being of every member of the community (Montgomery, 2001:4).

The following authors illustrate how inclusion and inclusive education are currently being described:

- Although the terms inclusion or inclusive education cannot be located in the law, the provision for least restrictive environment provides the legal impetus for inclusive education. The underlying assumption is that inclusive education is an attitude or belief system, not an action or set of actions. It is a way of life, a way of living together, based upon the belief that each individual is valued and does belong (Dinnebell, 2000:19).

- Inclusion involves learners attending the same schools as siblings and neighbours, membership in general education classrooms with chronological age appropriate classmates, having individualized and relevant learning objectives, and being provided with the supports necessary to learn (e.g. special education and related services). It does not mean that learners never receive small-group instruction or that learners are in general education classes to study the core curriculum only (Mastropieri & Scruggs, 2001:265).

- Inclusive education means that all learners are provided the support and opportunities they need to become participating learners and members of their school community. Every effort is made to meet the individual needs of all learners through a diverse and accommodating curriculum in a regular education environment. Collaborative planning, shared ownership and common responsibility for the education of all learners will foster a climate of acceptance and support for the family, school and community (Obiakor, 2001:81).

- An inclusive school is an educational institution in which all available resources are collaboratively utilized to meet the educational needs of all children who reside in its attendance area. Inclusive schools have strong site-based management and educator teams who jointly plan, implement,

and evaluate their educational programmes. In an inclusive school, all learners are placed in "age appropriate" classrooms. Learning is an interactive process, which relies on a variety of instructional formats to address individual needs and learning styles. Ancillary staff support is provided in the context of the core curriculum and classroom activities (Barlett, Weisenstein & Etscheidt, 2002:161).

- Inclusion is the education of learners with disabilities in the classrooms and schools they would attend if not identified as disabled, with the appropriate supports and services necessary to enable the learner to be successful (Zera & Seitsinger, 2000:16).

- Inclusion is a cohesive sense of community, acceptance of differences and responsiveness to individual needs (Dirling, 1999:125).

From the foregoing paragraphs it is clear that inclusion is:

- a never ending process rather than a simple change of state. It is viewed as processes of increasing the participation of students in, and reducing their exclusion from cultures, curricula, and communities of local centres of learning (Leeman & Volman, 2001:367);

- about acknowledging that all children and youths can learn and that all children and youths need support (MacLeod, 2001:191);

- about enabling education structures, systems and learning methodologies to meet the needs of all children (Mushoriwa, 2001:142);

- acknowledges and respects differences in children, whether due to age, gender, ethnicity, language, class, disability and HIV status (Gale, 2000:253); and

- broader than formal schooling, and acknowledges that learning occurs in the home, the community, and within formal and informal contexts (Coutinho & Repp, 1999:53).

In South Africa, the approach to inclusive education is to create an ordinary education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. The understanding that has developed in South Africa is that inclusion is concerned with all children and young people who are vulnerable to exclusionary pressures in schools and communities (Department of Education, 2001). This, in turn, means the creation of cultures and an ethos in schools that value all learners irrespective of their diverse needs. It acknowledges and respects difference in children, whether due to age, gender, ethnicity, language, class, disability, HIV status (Carrington & Elkins, 2002:10).

The belief is that although inclusion focuses on marginalised groups, it increases the effectiveness of the system in responding to all learners. Therefore, inclusion is dependent on continuous educational and organisational developments within the mainstream. Inclusion would, therefore, involve an understanding of systemic change, and an ecological conceptualisation of learning and of the school as an organisation. This would mean a need to engage with social, economic, political, environmental, and other factors that impact on centres of learning (Corbet, 2001:55).

From the foregoing paragraphs it is clear that the concepts of inclusion and inclusive education involve the practice of including everyone in a social setting or in supportive general schools and classrooms where all learners' needs are met irrespective of talent, disability, socio-economic background, or cultural origin (Visoky & Poe, 2000:68). The agenda of inclusive education is, according to McCoy and Keyes (2002:70), concerned with overcoming social barriers to social participation in learning that may be experienced by any learner.

2.2.2 Mainstreaming

Mainstreaming refers to the participation of learners with disabilities in general education classrooms for part or all school days, to the extent that it is appropriate to meet their needs (Shevlin & O'Moore, 2000:29; Spalding, 2000:129). These learners were, in the old paradigm of special education

system, allowed to be mainstreamed only if they could keep up and 'fit' into the general education classroom and school. In South Africa, the special education system of the past provided for separate classrooms and schools for various categories of learner disabilities.

The next section provides the history of inclusion and inclusive practices in education.

2.3 THE HISTORY OF INCLUSION AND INCLUSIVE PRACTICES IN EDUCATION

It is impossible to think of inclusion and inclusive educational practices without acknowledging the exclusive practices from which it is emerging. The idea of legacy in this context puts an emphasis on certain ways of looking at learning difficulties, which have inevitably been shaped by traditions of medical and psychological practice going back one hundred years and more. Many of these traditions are still felt in the structure and culture of schools, i.e. in the language that is used and the attitudes of difference that it reflects (Ainscow, 1997:3).

Some of the traditions originate from religion and Biblical views of difference and deformity as 'ills to be cured'. The 'legacy' of a medical model of disability is one which constructs disability as a problem to be solved or contained with procedures tried and tested much as medical remedies, and that a parallel structure exists in the 'Psycho-medical' response to learning difficulties (Danforth & Rhodes, 1997:357).

2.3.1 Psycho-medical problems

Hearing of 'psychological' or 'medical model', the terms give an impression of both conformity of definition and an easily identifiable use and practice. The reality of the matter is that, there is no such orthodoxy in either term, and they have no significant meaning unless understood alongside the social (or other) model, which provides critiques of them (Cook & Semmel, 1999:9).

To understand this, it is important to know that while the terms may not have a distinct 'conceptual' identity, their use does clearly imply an operational meaning. That is, to talk of a 'medical' in the context of learning difficulties is to point to practices, which refer to pathology (science of disease) for example: The 'medical model' focuses on sickness instead of health, and etiology of the problem instead of the experiences of the individual. They concentrate on the subject, specific pathology instead of environmental factors. They offer specific treatment (taking capsules) rather than offering holistic ecosystemic support. They look at the reactive measure *'it lieu al'* preventative measures (Reisberg, 1998:272)

The origin of "special education" is in truism. The development of pathology of difference first came through medical, then later, through psychological inquiry. The clinical based assessment has been prevalent in the last forty years. They involved doctors as well as psychologists (McDonnell, 1998:199). Assessment was mostly done in one session, when doing normative testing, of particular full-scale intelligence tests that would be accompanied by 'projective' testing of personality. Ironically, the main, reason for testing was simply to determine whether the child needed a transfer to a special school of a particular category.

There was significant expansion in the training and deployment of psychologists as well as a complimentary shift of focus from clinic to school in the early 1970s. These were 'remedial' services, which were practiced - learners were 'withdrawn' from the classroom for additional help with skills. This is when the Educational psychologists started to rely less on global scores of IQ, rather than on specific sub-tests of the Weschler intelligence scales, the Illinois Test of Psycholinguistic abilities, or the Frostig Test of visual perception (Logan & Malone, 1998:62).

Schnorr, Black and Davern (2000:10) pointed out that results of such batteries of testing were related to educational programmes designed to 'strengthen' the cognitive or perceptual deficits assumed to underpin the particular tests.

2.3.2 Sociological response

The psycho-medical perspective recognises special educational needs as evolving from children's own characteristics. Contrary, the sociological response sees them as the outcome of social processes. The sociological antique provides the rationale of special education and professional roles associated with it as symptoms of oppressive and repressive processes (Schilling & Coles, 1997:42).

Wilson (2000:37) characterized special education as: Now a more important mechanism than it has ever been for differentiating between children and allocating some to a lifestyle that if not as stigmatized as in the past, could almost certainly be characterized by dependence and powerlessness. In addition, the economic recession in these societies has brought into sharper focus a perennial question in special education, namely: How much should be spent on groups who may not be economically profitable or useful in the society (Matlock, Fielder & Walsh, 2001:68). The key movement in conceptual focus for this development lies in a concentration on social disadvantage rather than in individual deficit.

From this conceptualization, Morocco (2001:5) sees inclusive education as not an end in itself, but as the means to an end in itself. Barton (1997:231) sees it as a means to an end, and that end is creating an inclusive society. This assertion highlights that inclusive education goes well beyond an issue of disablement, and is about removal of all forms of social oppression and repression.

2.3.3 Social exclusion

Social exclusion starts very early based on love before a child is born. It is rooted in poverty, inadequate housing, chronic ill health and long-term unemployment. The children that are born in poverty are denied the resources and opportunities available to other children. Additional obstacles faced by children are:

- gender

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- race

- religion or

- disability (Krall & Jalongo, 1999:83; Brown, Remine, Prescott & Rickards, 2000:200).

Although most children grow up in loving families who care and are passionate about wanting a better life for their children, too many children living in poverty begin and end their childhood in a state of social exclusion and educational under functioning and continue to experience unemployment, poverty and ill-health throughout their adult lives (Conn, 2001:32).

The challenge to the society is, therefore, to loosen and to break the stranglehold of poverty on the development of children.

2.3.4 Underachievement and Poverty

Children from poor families tend to benefit less from schooling than those from advantaged backgrounds. There is no single or simple explanation for these differences, which widen rather than narrow as children go through schooling, but will already be reflected in their baseline assessments. At the foundation stage, educators work with learners who have never held a pencil or turned the pages of a book, as well as others who will be reading, drawing, thinking and using language at a level well above expectations for their age (Logan, Hansen, Nieminen & Wright, 2001:280).

Cooper, Griffith and Filer (1999:110) did research studies for over 30 years. These documents show achievement gaps between children from different backgrounds before they even start compulsory schooling. Prom (1999:38) asserts that, although, human beings now have a much better understanding of the complex forces at work, they are still far from understanding the ways in which social and family background and the process of schooling itself affect learning and development and what can be done to support children from disadvantaged backgrounds

2.3.5 Curricular approaches

According to Dieker and Berg (2002:92) curricular approach comprises of a very broad range of interventions through the curriculum. A highly specific and individual task-analysis programme may be as intervention at the level of the curriculum. Radical revision of the entire school day can equally be seen as function of curriculum planning. In broad historical terms, there has been a change of conception for curriculum as well as cultural scheme. The entire history of inclusive education in schools and universities might be plotted in terms of this shift. The shift effectively encapsulates what is meant by inclusion, for if inclusion is essentially about maximizing participation in community and culture, and then in schools the medium for this is the curriculum (King-Sears, 2001:67).

According to the White Paper 6 and special education needs (Department of Education, 2001) curriculum, assessment and quality assurance are central to the accommodation of diversity in South African schools, universities, and adult and early childhood learning centres. This is so, since curricula create the most significant barriers to learning and exclusion for many learners, whether they are in special schools' setting, or ordinary schools and settings. These barriers to learning arise from the various interlocking parts of the curriculum, such as the:

- content of learning programmes;

- language and medium of learning and teaching;

- management and organisation of classrooms, teaching style and pace, time frames for completion curricular; and

- materials and equipment that is available, and assessment methods and techniques (McLeskey & Waldron, 2002:41; Lombardo, 2000:99).

Barriers to learning and exclusion of this kind also arise from the physical and psycho-social environment within which learning occurs (Mastropieri & Scruggs, 2000: 45).

According to the new curriculum and assessment, initiatives are required to focus on the inclusion of the full range of diverse learning needs. The key responsibility of the district support teams is to provide a curriculum, assessment and teaching support to public adult learning centres, schools and further education institutions in the form of illustrative learning programmes, learning support materials and assessment instruments (SAUVCA, 2003:2; Taylor, Muller & Vinjevold, 2003:6).

2.4 THE PHILOSOPHY OF INCLUSIVE EDUCATION

Inclusive education is founded on the ideal of teaching the entire class. According to Smith (2000:54), all learners given the right social and learning support can learn. There are many reasons for teaching the entire class. The most important reasons are:

2.4.1 All learners can learn

This notion is based on the idea that learners can study foreign languages, Mathematics, and Science. They can also learn to write. According to this notion all learners, even learners with learning disabilities except those with extensive brain damage, can learn to do all these things. The only problem could be that they cannot study material in the generally prescribed way (Liberman & Houston-Wilson, 1999:129).

2.4.2 Learners cannot all learn in a prescribed way

From time immemorial, learners have been taught by using a prescribed way. Teaching methods have always focused on the best way to teach a learner in specific subjects. Very few of those methods have been focused on how to teach specific kinds of learners. There has been a search for a 'magic' method from which all learners will learn. Educators have found some methods that are more useful than others. Often educators have intuitively taught individual learners adapting the method for the learners in their classroom, yet they have claimed that their success is due to the method itself. The reality is that no single teaching method fits all learners, and it is not likely that such a miracle method will be discovered or invented (Pfeiffer & Cundari, 1999:109).

2.4.3 Unmotivated learners do not exist

Learners who are not motivated do not exist. Many learners have become demotivated by educators who do not understand them, parents who do not know how to help, peers who learn faster and curricular materials oriented toward another kind of a child, but initially they want to learn. When barriers to learn are removed, their motivation often returns (Corbett, 2001:58).

Very often, learners grow up in a home environment that is less than ideal. Many come to school without the external motivation of the home upon which previous generations of educators have been able to rely. For those learners who have not become demotivated by schooling itself, the school is like heaven. This has been proved on a routine basis in classrooms across the United States where learners from broken homes, impoverished environments, and addicted parents graduate at the top of their classes and become first-generation university learners. More learners could experience such achievements if they were taught in ways that helped them succeed rather than ways that made struggle (Fisher, 2000:21).

2.4.4 Educators should render assistance to learners, they should not give up on them

The fact that learners can learn, means that educators must help them. Learners who are demotivated and reach high school, present greater challenges to their educators than the demotivated ones in an earlier age. High school educators who are not successful in preventing demotivation or at re-motivating learners do not create any challenges for their successors, they will be no successors because demotivated learners do not enrol in universities. It is time for every person to achieve access (Dinnebell, 2000:20).

2.4.5 Learners' success has more to do with the way they are taught than with innate ability

There are gifted learners who drop out of school. To the contrary, learning disabled learners may learn well in spite of predictions. Learners who perform well in one class may do extremely badly in another class. In many cases, the

cause of poor performance is not inherent to the learner, but in a conflict between the learning style and strategy of the learner and the style of the educator, the materials, or the majority of the learners' peers. In other words, "style wars" are being waged in the classroom (Dieker, 2001:93).

2.4.6 "Style wars" can be won

Winning the "style wars" first requires an awareness of learning styles. Two learners can be very much alike, yet very different. For example: Identical twins - when you look at them you, will not tell who is who, who is Thabo, who is Njabulo, but in the classroom, the educator is aware of the difference. Being aware that learners differ, creates a requirement to arrange the input and activities, in order for them to be able to learn differently. Reacting to the awareness of learning differences sets up the conditions needed for success (Kohler, Anthony, Steighner & Hoyson, 2001:93).

2.4.7 The chaos in the field of learner differences can be organised

Generally, the field of learner differences is relatively new - if an organisation can be termed chaotic, a number of systems can be proposed to help put in order into the chaos. These range from three kinds of brain dominance, proposed by Meyer (2001:10) to four kinds of cognitive styles suggested by Freeman and Alkin (2000:10) to seven multiple intelligences proposed by Daniels (1998:27). These are old systems that are still in use today, and many educators are just beginning to implement them, although it is known that these very simple designs inadequately describe the complexity of learner differences. Some of these designs, such as whole brain learning (McGregor & Vogelsberg, 1998:34) and Multiple intelligences (Snell & Janney, 2000:59), are prescribed approaches, dictating classroom practices. There are also descriptive approaches that provide information about learners' differences, not pre-formatted lesson plans.

When educators develop the ability to facilitate learning, they usually find solutions to the "style wars" that are more situationally appropriate and more effective than prior practices. Some educators find the broad array of learning styles easier to understand and to manage, if the various systems are

grouped by types (Befring, 1997:182). The groups that are found to be most useful and clustered learner differences are put in four categories as follows:

- Sensory modalities - This is when learners perceive and take in information through different physical channels. The common ones are visual, auditory and motor learning styles such as:

  o Visual learners acquire new information through sight. Distinctions that are important to visual learners include brightness, size, colour, saturation, distance, clarity, contrast, texture, frame and symmetry. Visual learners can be subdivided into two groups, which are verbalists who see words and Imagists who see pictures (Coombs-Richardson & Mead, 2001:383). For example: In Learning English as Second Language (ESL) or a foreign language, verbalists use different strategies from imagists. If verbalists want to remember the French word 'lune' for the English word noon, they see the letters l-u-n-e in the heads, whereas imagists will associate it with an image of the moon (Destefano, Shriner & Lloyd, 2001:21).

  o Auditory learners acquire new information through sound. Distinction that are important to them include pitch, tempo, volume, rhythm, timbre and resonance (Hemmeter, 2000:57). Auditory learners can be further divided into two groups, aural, they learn by listening to others, and oral, they learn by talking and hearing themselves.

    - Aural learners need auditory input - when they read instructions, they often become lost, because their patience for visual input wear out, it is limited.

    - Oral learners need auditory out-put. As children, they usually frustrate both parents and educators because they just cannot keep quiet. Once parents and educators learn to listen to oral learners, they realize that these learners are the easiest to understand

because they tell whoever is listening just what is going on in their minds (Lipsky & Gartner, 1998:80).

o Motor learners acquire new information through movement. Important distinctions to them include frequency, pressure, duration and tensity (McLeskey, Henry & Axelrod, 1999:59). Motor learners can be subdivided into two groups which are:

- Kinesthetic, they learn through the use of gross motor muscles.

- Mechanical, they learn through the use of fine motor muscles.For example; motor learner is someone who learns telephone numbers by dialling them. Often such a learner cannot tell someone else the number without picking up the phone (or an imaginary phone) and pretending to dial.

The first step in accommodating a modality is to determine each learner's preference. Identification can be made through observations. Difficulties in school arise when a learner has strong preference in one modality and learning is required through a different modality (Pfeiffer & Cundari, 1999:109).

2.4.8 Environmental preferences

For learners in this category, their learning is influenced by physical surrounding and physiological conditions. Learners differ in the kinds of physiological conditions they need for optimal learning. These needs include bio-rhythms of digestion and atmosphere, among other conditions. It is difficult for educators to make extensive adaptations for environmental preferences, however, they can advise parents and learners how to take advantages of environmental preferences rather than be captive to them (Conn, 2001:33). Typical parental guidance seen as conventional wisdom includes the following:

- sit up straight at the desk;

- turn on the light so that you can see;

- work in quiet corner of your room;

- do your homework right after school and get it out of the way; and

- if you are hungry , eat your snack quickly and get down to your work (Bennett, Lee & Lueke, 1998:108; Beverly & Thomas, 1999:180) .

Since educators in high schools and universities have difficulties, because they have limited control, if any, over the physical appearance, temperature, and layout of their classroom, because they do not have same learners in the same class for an entire day, the advice to educators is to incorporate where possible, and where not possible to teach the learners (and where appropriate, the parents) to make the adaptations for themselves, especially for homework and study time and place. These environmental needs can be revealed through interviews with learners (Lloyd, 2000:133)

2.4.9 Personality types

The ways in which learners relate to other people and to the physical and intellectual world around them, influence their learning. The interest in personality variables dates to the days of ancient Greece. The phillosophist hippocrates posited four temperaments:

- Sanguine (optimistic, energetic);

- Choleric (irritable, impulsive);

- Phlegmatic (calm, slow); and

- Melancholic (moody, withdrawn) (Reddy, 1999:10; Smith, 2000:114).

The Myers-Briggs type indicator (MBTI) (Myers & Briggs, 1976) describes sixteen different personality types. These personality types come from the combination of traits found in four personality type domains, namely:

- **Introversion – Extraversion**: Introverts energy emanates from within, Extraverts gain energy from interaction with people

- **Sensory – Intuitive**: Sensory people focus on details, facts, reality, probabilities, and the here and now. They work with the five senses. Intuitive people focus on intuition possibilities, and the future. They are comfortable working with their 'sixth sense'. To convince intuitives, one must inspire in them a "gut feeling". If they forget data, they are often suspicious of it and can find many ways to interpret the same information (Miller, 1999:45).

- **Thinking – Feeling**: For thinkers being fair is very important as is being treated justly. Thinkers build systems and usually need to feel appreciated for their competence. Feelers on the other hand, generally place people over principle. Rather than focusing on justice and fairness, feelers show compassion and want mercy. Feelers build relationships and usually need to feel appreciated for their efforts (Farrell, 2000:35)

- **Judging – Perceiving**: Judgers tend to plan and to be decisive. Their need for closure makes them comfortable working to deadlines. Perceivers are more likely to be adaptable and tolerant. They have a need for freedom and flexibility. They normally want to explore options before deciding on an action (King, 2001:69).

- **Extraverted – intuitive – thinking – judgers**: Learners in this category are natural leaders. They compete for leadership in a group. Having more of them in a group is disastrous, but they can assist educators where need be (McLeskey & Waldron, 2002:41).

- **Extraverted – sensing – feeling – perceivers**: These people are often present in a classroom only physically. They actively participate in groups. They tend to be friendly and popular, often earning their "claim to fame" through sporting activities (Nakken & Pijl, 2002:50).

- **Extraverted – sensing – thinking – perceivers**: Learners in this category like hands-on activities in which they are required to think. For them,

games, negotiations, and simulations represent ways to actively apply their thought processes. They are natural problem-solvers (Cooper, Griffith & Filer, 1999:110).

- **Extraverted – intuitive – feeling – perceivers**: Learners in this category like activities that relate to real life. For them, applications of principles are more important than the learning of principles themselves. Projects have more meaning than exercises. They have great imaginations and are usually ready to help anyone in distress (Crockett & Kauffman, 1998:76).

- **Extraverted – intuitive – thinking – perceivers**: They enjoy complicated ideas and systems. They are entrepreneurs by nature. They enjoy analytically creative processes such as evaluation, invention, and the development of procedures (Bloom, Perlmutter & Burrell, 1999:132).

- **Introverted – sensing – feeling – judgers**: These learners are thorough and accurate in their schoolwork. Details neither attract nor repel them - they manage details. They like to pass on values, but they want to make sure that the methods they use for doing so are well researched (Mastropieri & Scruggs, 2000:45).

- **Introverted – sensing – feeling – judgers**: They work for the common good. Their work is usually quiet well done. They do what is needed to be successful. They tend to be good learners who display creativity in their work (Dirling, 1999:126).

- **Introverted – intuitive – thinking – judgers**: They are also characterized by thoroughness. Organisation is a *forte* and they are able to focus on a distant goal and "march" toward it, regardless of external distractions (Reisberg, 1998:275).

- **Introverted – intuitive – thinking – judgers**: These learners expect people and activities to have a purpose. They develop theories and build models. They follow classroom procedures if they are found useful. They do not particularly consider an educator to be an authority figure. Their

ideas come from within, and they do not change those ideas simply because someone says that they are incorrect (McDonnell, 1998:199).

- **Introverted – intuitive – feeling – perceivers**: They prefer independent projects. They may be full of ideas, but they do not usually share these without prompting. These learners may appear oblivious to possessions or physical surroundings. Generally, they are enthusiastic, loyal and capable of independent work (Snell & Janney, 2000:60).

- **Introverted – sensing – thinking – perceiving**: Learners in this category are nature lovers. They seek the natural world, are physical risk-takers, and often choose professions such as forestry and zoology. Many are artistic and combine their love of nature with artistic flair, such as nature drawings and nature photography (Ashman & Gillies, 1997:261).

- **Introverted – intuitive – thinking – perceivers**: They focus on thought and ideas. They enjoy research, instinctively systematize the chaotic world around them and theorize readily. They look for logic and expect intelligence from their educators. They concentrate well, are good at recalling new information once they understand it. Their preference is for quiet, uninterrupted, independent work (Danforth & Rhodes, 1997:173).

Some educators are inclined to work with the **full system** and are encouraged to seek assistance from colleagues working in this area.

2.4.10 The miracles reside within the learners

Learner centred teaching goes beyond system, beyond method, beyond textbook, beyond classroom, and beyond educator to the source of success in learning or failure to learn to the learner (Fisher, Sax Grove & Sax, 2000:213; Fernstrom & Goodnite, 2000:245). If miracles are found, the miracles will be within the individual learners. The educator's role is to orchestrate the miracle by focusing on the learner who is not learning and re-arranging the environment task, or subject matter in order for the learner to learn. By accommodating learning style profiles and empowering learners, educators

can de-conflict the conflict in teaching and learning styles that interferes with learners' ability to learn (Leeman & Volman, 2001:41).

2.4.11 Learner-centred teaching is not an easy answer, but it is an effective approach

Paying attention to individual learning need is far more effective than searching for a perfect teaching method. Looking for answers from the outside, for example, from a book, an authority, a method, may seem easier than looking for answers from the inside that is, from analyzing the learners' mental processes and classroom interactions. However, the time spent searching for external solutions, to internal problems, is usually wasted. Ultimately, an internal search must be undertaken to affect any miracles (Meyer, 2001:18).

2.4.12 Learner-centred teaching can resolve style conflicts

Educators should test the learners according to the individual learners' learning style. For example, In Mathematics, instead of giving learner a multiple-choice test, give a test that will make him do calculations technically in detail. Educators must believe in the power of learning *via* one's learning-style preferences (Morocco, 2001:11).

2.4.13 Learner-centred teaching can increase success rates and lower attribution

There is a marked difference in the results between when the educator educates the learner, using prescribed instruction than when the educator adapts to the learners' learning style. In the latter, learners participate actively, they get fully involved in the lesson. This means there is more understanding to the topic. That ultimately yields good results. Elementary schools committed to teaching to learners' learning styles have reported similar results (Webb & Pope, 1999:41; Wood, 1998:181)).

2.4.14 Tools for teaching the entire class

Federico and Venn (1999:78) state that there are no miracle methods for helping all learners to learn. Tools or mechanisms are there to be used, but the tools are basic understandings of possible permutations in the learning processes that allow educators to observe and ascertain how their learners are learning. They provide educators with strategies and tactics needed to develop a battle plan for winning the "style wars" in their classrooms, but educators must write their own operations orders. Only they know all the details needed to reach their objectives (Manset & Semmel, 1997:155).

2.4.15 All educators can teach all types of learners

Giving educators a prescribed set of activities that educates to all the styles in a given system can be a step in the direction of reaching more learners, but it will not result in teaching the entire class. If anything, such ready-made lessons contain the insult that educators are not capable of developing individualized strategies for teaching all learners. Educators are capable of that sophistication. (Voltz *et al*, 2001:25). Therefore, it is better that educators of the specific learners should make suitable plans and strategies to teach their individual learners.

2.4.16 Learners' profiles, used in teaching the entire class, describe the way learners learn

Educators who have used a specific learning style may need to reteach themselves to be able to use learning styles that will be suitable to teach individual learners. Learners' profiles normally have information on the style of learning used by the individual learner (Walton, 2001:77).

2.4.17 Parents can understand their children

Parents can also use the profile to be able to understand the learning styles used by their children, so that they can help them do homework and projects and assignments successfully (Palmer et al, 2001:467).

2.4.18 Learners can understand themselves

With the help of educators and parents who understand learner profiling, the learners can adapt the information to understand their own strengths and weaknesses. That information can be used successfully to become better learners, to develop learning style flexibility (Allen & Schwartz, 2001:50).

2.5 THE ECOSYSTEMIC PERSPECTIVE OF INCLUSIVE EDUCATION

The ecosystemic perspective's central argument is that individual people and groups at various levels of the social context are linked in dynamic, interdependent and interacting relationships. The ecosystemic theoretical framework sees learners as being influenced by forces around them and constantly making meaning of their lives within their social context (Castle, 2000:153). Therefore, when considering the constructivist worldview, reference to the context of the family leads to the concept of ecosytemic perspective, which stresses the involvement of other systems, including the families in learning activities, support and planning (Grove & Burch, 1997:259).

It further postulates that different social groups of people, including individuals, operate as systems, which depend on the interaction of their different components or subsystems for survival (Shrader-Frechette, 2000:66). This implies that every human being has a particular relationship with the world. It also includes all knowledge and conceptions of a philosophical, theological, scientific, historical and theoretical nature. The ecological and metaphysical part-systems represent this world.

On the other hand, the individual person's interaction with a limited spectrum of objects, conditions, people, events, knowledge and concepts in the outside world represents his or her inner world. Therefore, the information a person absorbs from the outer world into his/her inner world is in accordance with the way in which it is subjectively experienced and understood (Cuddington, 2001:463). This implies that people do not live in an objective, impersonal world. The ecological perspective recognizes that children both influence and are influenced by their families. This means that the well-being of children is

promoted by supporting their whole family and having regard for the impact of services on family members (Colyvan & Ginzburg, 2003:50).

The ecosystemic perspective provides a meta-theory that emanates from the combination of both ecological and systems theories. These are dealt with in the following paragraphs.

2.5.1 Ecological theory

This theory postulates interdependence and relationships between different organisms (including human beings) and their physical environment. These relationships are seen holistic ally. It further maintains that every part is as important as another in sustaining the cycles of birth and death, regeneration and decay, which together ensure the survival of the whole. When the relationship and cycles within the whole are in harmony, the whole can be sustained. The interdependence and the relationship between human beings and their ecological interactions in the social environment provide examples in this regard. Proponents of this theory postulate that ecological conflict occurs when the relationship and interdependence between different organisms, including people and their physical environment, is disturbed, in this way threatening the recovery of the entire system and subsystems within it (Kirkman, 1997:375).

Ecological intervention therefore implies procedures or techniques that are designed to reorient, harmonise and modify relationships and cycles, as well as foster interdependence within systems for self-sustainability (Meyer, 1997:136). Costanza (1998:2) also indicated that ecological intervention embraces the notion that it is impossible to understand the meaning of persons or systems in the context, unless the educator and the learner develop shared criteria for their definition. The source adds that ecological intervention embraces the notion that the varieties of different features in the environment affect both educator and learner.

2.5.2 Systems theory

This theory postulates that different levels and groupings of the social context are systems where the functioning of the whole is dependent on the

interaction between parts. It can be used in developing families, classrooms, schools, communities, and relationships within them, as well as between them and their social context. A school, for instance, is a system, which has different parts, consisting of its staff, students, curriculum and its administration (Allen, Tainter & Hoekstra, 1999:403).

Furthermore, the theory postulates that subsystems within different systems interact with the whole. The system itself also interacts with other systems on the outside. Thus 'grandparents', 'parents', and 'children' may be seen as subsystems within a family, while the family as a whole may interact with systems on the outside, like other families, a school, or church. Systems theory maintains that cause and effect relationships are not seen as taking place in one direction only, rather they occur in cycles. Because of the interrelationship between the parts, an action in one part of a system cannot be seen as the cause for action in another part in a simple, one-directional way. Actions are seen as triggering and affecting one another in cyclical, often repeated patterns (Boyle, Kay & Pond, 2000:63).

Capra (1996) and Canham, Cole and Lauenroth (2000:53), added that a child with disability exists within a larger family, and any change without considering the family system could lead to negative side effects. In contracts, knowledge about the family system can aid in the selection of child and family focus interventions.

The systems intervention therefore implies procedures or techniques that are designed to reorient, harmonise and modify the interaction between different levels and groupings within systems such as families and schools, for their effective functioning. It is characterised by an emphasis on the notion of circular cause and effect relationships between different elements of a system – such as a family or a school. This form of intervention is concerned with the role of interaction and the influence that different systems and subsystems have on each other's functioning (Della & Diani, 2004:45).

The social construction of ecological knowledge implies that ecological intervention is situated in people's behaviour and their meaning in context,

which in turn relates to the social construction that professionals and systems have created in their contexts. The social constructive theory about belief systems merely reflects points of view that are held about the world. There is thus no one true reality (Eigen & Oswatitsch, 1996:78).

In the light of the above paragraphs of this section, it is clear that inclusive education needs to be considered in relation to the ecological and systems theories. In this regard, problems that face a disadvantaged school need to be addressed within an understanding of the broader social issues, taking into consideration the individual learner, his/her family system, community system and society system. The idea of inclusive education would then be to contribute towards the development of an inclusive society and social integration, where all citizens are able to achieve their potential, fully participate and function optimally. Corbett (1999:60) argued that a focus on a disabled child, while ignoring other family members, is shortsighted. The professionals only play a part in the form of specialised advice and support. The family members of disabled children therefore have a great deal to teach educators and other professionals, because they have an intimate knowledge of their child and his/her particular impairment. In addition, the research also shows that in many countries the transformation of schools and education has been brought about by the parents of learners with special education needs (Daniels & Vaughn, 1999:49). Inclusive education presents many exciting opportunities as well as challenges for education in South Africa. The major challenge at this point is to develop and involve support structures from human resources available in and outside the school (Beverly & Thomas, 1999:179).

For the successful implementation of inclusive education, Lombardo (2000:39) envisage a broader role for the education support services that entails a shift from focusing on the problem in the individual and adopting curative measures typical of the former exclusive education system, to a systems change in approach. The recommendations would include attending to social problems affecting learners, as well as co-ordinating the process of health promotion and prevention. Considering Shevlin and O'Moore (2000:30) view of

inclusion, support services will therefore facilitate change at all centres of learning and within the community.

The education support services differ according to their function, development and personnel. Krall and Jalongo (1999:83) identify in-school support where teachers support learners, support between teachers and support to teachers and learners from an outside source. While the description may reflect prevalent practices, the emphasis within inclusion is on the integration and infusion of education support services, to move towards a more appropriate model of education support services. Lewis (1999:275) gives the following brief summary of the principles of inclusion:

- non-discrimination, non-racism, non-sexism and non-discrimination against those with special needs or more specific disabilities. This would include basic curriculum aspects such as guidance and health education, as well as special education, counseling, and health services for those who have special needs;

- democratic processes and governance, which involves encouraging the participation of parents, teachers, students and other relevant parties in support services in education (Pfeiffer & Cundari, 1999:109);

- the holistic development of learners, emphasizing the need to apply the specialized insights, skills and practices represented in education support services for the broad health promotion and developmental benefit of all children, and to a contextualized, eco-cultural and systemic view of community and school development;

- the next principle of service integration considers issues of health, social, psychological, academic and career development as inter-related, such that services addressing these areas cannot afford to operate in functional isolation (Prom, 1999:39); and

- the principle of curriculum infusion articulates the need for health promotion and developmental aspects of support services to be integrated

at every level of the curriculum, and to be able to accommodate and address special needs in the general curriculum within the mainstream.

The final principle of cost-effectiveness acknowledges that any model, particularly within the South African context, needs to be maximally effective within the constraints of limited fiscal resources (Taylor, Muller & Vinjevold, 2003:15).

2.6 CONCLUSION

The next chapter focuses on the empirical design of the study and related issues.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to outline the methodology that was applied to obtain and utilise information/data from both primary and secondary sources towards attainment of the aims (see section 1.2) of the study.

In section 1.3, the methodology of the study was highlighted. In this chapter an outline of what transpired during the implementation of the methodology is given. Also, a report on the precise procedures undertaken in carrying out the study as well as the shortcomings experienced during the study is presented.

This chapter therefore presents the reality about methodological aspects and procedures, which prevailed during the course of the study. The main questions viz.: how, where, when and why certain procedures were followed and decisions made, are all answered directly or indirectly in this chapter. In this way, explanation or clarity is given for the actions (e.g. information gathering, classification, analysis, interpretation and application of data to answering the problem questions of the study) taken in carrying out the study.

3.2 AIMS OF THE RESEARCH DESIGN

The aim of any research design is to select or choose and utilise the methods and techniques that the researcher considers imperative to yield a better attainment of the aims and objectives of the study being conducted. There are numerous research methods in literature, which researchers employ for specific nature and kind of research to be undertaken (DeMarrais & Lapan, 2004:29). It is difficult to find one single research method being suitable for carrying out every type of research problem at all times. There are clusters of other factors that implicate the choice of research methods for any given research problem such as, the nature and dynamics of the problem being researched, costs, and time (Denzin & Lincoln, 2005:) to mention only a few.

As such, it is mandatory that a specific research problem be solved through relevant research methodology (Creswell, 2003:47). For these reasons researchers have to consciously and purposefully select and utilise only those research methods that would permit better, convenient and successful attainment of specific research aims (Maxwell, 2004:39). This study is not an exception and therefore the research method and techniques considered by the researcher to be relevant are utilised as presented below.

3.3 Qualitative Research

This study employed the qualitative research method.

3.3.1 Aims of qualitative research

Patton (2001, 39) indicates that qualitative research is multi-method or mixed-method in nature and focus. It involves an interpretative naturalistic approach to its subjects matter. By this statement it implies that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. This study therefore seeks primary data from people who are directly involved with the subject matter in focus.

The primary sources of data used in this study as stated in section 1.3.2 were educators from both public and private schools in the Vaal Triangle area of the Gauteng Province.

The twelve educators were interviewed in their natural settings and the data collected were described and interpreted with the following aims, namely to:

- investigate the nature of challenges that South African educators face in implementing the inclusive education policy; and

- make suggestions to help educators develop the necessary capacity to effectively implement the inclusive education policy.

The research method utilised for the collection of data was the interview, which included 30 individual interviews.

3.3.2 Aims of the interview

The use of interviews in research has been recommended by different authorities in the field of qualitative research, including in the works of Seidman (1998:24), Shank (2002:13) and Creswell (2003:18).

The aim of the interviews was to obtain primary information from the participants who were selected to participate in the study. Due to the nature of the study, the researcher wanted to:

- ask numerous open-ended questions, or open-ended probes;
- record *verbatim* the answers given by the participants;
- accord participants opportunities to say what they think and to do so with great richness and spontaneity; and
- generate or attain an improved response rate by interviewees and by so doing enhance the quality of the study.

These aspects concur with the advantages of interview schedule stated by Patton (2001:18).

Furthermore, the researcher wanted to gain first-hand-in-depth information from the participants on the items of the interview schedule (see Appendix A). Not only was the researcher interested in what the participants had to say, but also in how and why they said it. Such depth of involvement and observation was required to enable the researcher to form a holistic view/picture on the feelings and desires of the participants, which were critical regarding the items of the interview schedule.

3.4 CONSTRUCTION AND DESCRIPTION OF THE INTERVIEW SCHEDULE

The instrument used in this study is an interview schedule (refer to Appendix A). As stated in section 1.3.1.4, unstructured interviews were conducted. To that effect the interview schedule was constructed as described below. Due to the fact that inclusive education policy is a national issue which should be implemented at all schools in South Africa, the researcher decided to conduct interviews with educators from both public and private schools.

The interview schedule consisted of only one key question which centred on the challenges that educators face in implementing inclusive education in the classrooms (see Appendix A). This question was formulated strategically and specifically to address the research questions posed in section 1.1 leading to the attainment of the aims of the study stated in 1.2. The other items that formed the interview schedule developed from this key question.

Although several measuring instruments have been devised to obtain reports on the challenges of educators in inclusive classrooms, there have been, as far as it could be ascertained, only measuring instruments designed overseas to determine such challenges. As a result of a peculiar situation in the public and private schools in South Africa, not a single one of these measuring instruments was suitable and appropriate for use in the investigation in question. It was then decided to construct a distinctive unstructured interview schedule which could be used to measure challenges that educators face in implementing inclusive education in the context of South African schools. The advantage of such a questionnaire is that the items that developed from the key question as stated above are product of the interaction between the researcher and the educator participants. It was the case of educators telling their own stories on the challenges they face in implementing inclusive education in their classrooms.

3.5 MODUS OPERANDI OF INTERVIEWS

Lists of participants were compiled per school and as explained in section 3.8, the first top educators in list were selected to participate in the study. The researcher obtained the contact details of the participants and contacted them telephonically and *via* facsimile to notify them of their selection as well as to request for their participation in the study. The researcher outlined and discussed with each interviewee what expectations s/he was to meet regarding the interviews. On their acceptance to participate in the study as participants, appointments were arranged with them on dates that suited all their free periods at their schools. All participants gave the researcher their lunch time hours.

After the appointments were made, the interview schedule (see Appendix A) was then sent to the participants either via e-mail or fax as the case was in order to afford them an opportunity to familiarise themselves with the content of the interview schedule before the meeting time.

On the appointed date and time, the researcher met with the interviewees and conducted unstructured interviews (see Appendix A for interview items). There were instances where the interview did not start on the stipulated time due to several factors, for example, unforeseen issues or matters in the workplaces of participants such as appointments with parents, members of school governing bodies, heads of departments and learners.

In many of these cases, both parties met for the first time at each such interview meeting which started with introduction of selves, then the purpose of the interview. During the interview, the questions on the interview schedule were used as primary questions and depending on the answers of the respondents, follow-up questions were raised by the interviewer. The purpose of the follow-up questions was to gain clarity and more information or understanding on the responses of the participants on the matter(s) being discussed.

The follow-up questions such as: "motivate your answer" were raised depending on the kinds of responses given by the interviewees. This technically means some interviews lasted longer than others did. The approximate time allocated per interview was one hour.

Though, there is an overriding perception that the presence of recording devices in an interview session may deter participants from expressing their opinion freely, Berg (2003:32) maintain that the interviewer should sufficiently explain the purpose of the recording to the participant. Consequently, a pocket tape recorder was used to capture the proceedings of the interviews with the interviewees' permission. The fact that recording devices would be used in the interview was made known to the participants whilst briefing them about the procedure of the interviews.

At the beginning of the interview session(s), the researcher affirmed the purpose of the interview and gave assurance that all the views gathered from the participants would be respected and treated confidentially. Interviewees were given an opportunity to ask any questions regarding the procedure and conducting of the interviews. After every uncertainty was clarified, then the researcher started asking the questions on the interview schedule in a chronological order from questions one to six. The interview meetings ended with expression of thanks and appreciation for the interviewees' participation and contribution to providing answers to the questions of the study.

3.6 DECODING OF THE DATA

The interview data was recorded on audio-cassettes. As such, the researcher had to make time to:

- play back each tape in chronological manner as the interviews had been conducted;
- listen to all the tapes very carefully; and
- write down the information on the tapes.

The researcher decoded the data by writing *verbatim* on paper what was contained on the tapes. This means that the data was presented as exact as the participants gave it.

In order to ensure validity and reliability of the accuracy of the data decoding, the triangulation by person technique was used. The researcher used two university academics experienced in research and in the field of study to verify the accuracy of data decoding. This was done for the purpose of ensuring that the decoding of data done by the researcher is valid. Denzil and Lincoln (2005:34) and Shank (2002:26) among many others uphold this research technique in literature.

3.7 POPULATION AND SAMPLE

This research used purposive sampling. This type of sampling is based entirely on the judgment of the researcher in that a sample is composed of elements which contain the most common characteristics of the population

(Flick, 1998:39). Merriam (1998:61) also refers to purposeful sampling as a method in which information-rich cases are selected in order to gain insight and understanding from which a great deal can be learned.

In purposeful sampling, it is important for the researcher to first determine the selection criteria to be used in choosing the participants. These criteria must reflect the purpose of the study and guide the process to be followed (Merriam, 1998:61).

As stated in section 1.3.2, twelve educator interviewees participated in the study. These educators were selected from twelve public and private schools in the Vaal Triangle area. The selection of the sample was based on the first names on the lists of educators on post level one that school principals gave to the researcher. The first educator on the list was selected per school. This decision to use the purposive non-probability sample technique (Leedy, 1997) was motivated by the fact that the researcher wanted a simpler way of selecting a population which was to comprise her research. The researcher was able to have thirty participants from thirty schools.

3.8 DATA ANALYSIS AND INTERPRETATION

Data analysis consisted of three phases. Phase one included reading through transcripts to confirm their accuracy and listening to audio-taped interviews in order to (re)familiarise the researcher with the conversation with the participants. Phase two involved a process of identifying the meanings hidden within the discourse. Marshall and Rossman (1999:3) state that there are two contexts to quotations, namely:

- the interview from which it is taken; and
- the "pool of meanings" that arise from the discourse.

Strauss and Corbin (1998:9) explains that the analysis phase of a research involves a process of comparison of data and the identification of patterns between instances and individuals that describe meaningful categories. In addition, interpretation of quotations throughout the analysis phase was based on the context of what the interviewees said. Thus, quotations were highlighted from interview transcripts and discourse was interpreted within the

scope of the meanings expressed by each participant across an entire interview.

The data which were captured during interview sessions was presented *verbatim*. As such, data collected were therefore analysed and interpreted simultaneously. Discussion of the data was made by way of quoting *verbatim* the information given by the participants as presented in chapter 4.

Furthermore, data was organised questions by questions according to the question sequence on the interview schedule. For every question on the interview schedule, the problems and successes indicated by the thirty participants were transcribed and audio-taped for the purpose of analysis and interpretation of data.

3.9 CONCLUSION

In this chapter, the research design for the qualitative method of research which was conducted in this study was presented. The next chapter presents analysed and interpreted data.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESEARCH DATA

4.1 INTRODUCTION

This chapter presents the data obtained from the interviews with twelve educator participants who formed the sample of this research, and the qualitative content analysis and interpretation of their responses. The transcription of the interviews was done *verbatim*. The transcripts were studied and the themes were identified, analyzed and interpreted.

4.2 *VERBATIM* TRANSCRIPTS OF THE INTERVIEWS

This section presents the responses of the participants word-by-word.

4.2.1 INTERVIEW WITH EDUCATORS IN TOWNSHIP SCHOOLS

4.2.1.1 Interview with educator one

Interviewer: I need to listen to you I need you to educate me more about inclusion and how it is working in your class, what are your challenges?

Interviewee: So far, we are implementing inclusion. I do take into consideration the fact that learners come from various backgrounds and one is faced with challenges according to the levels of the learners in understanding how they will cope, because they are different. There is this other system or rather an approach that is called compensatory approach in the sense that where learners do not understand the concept, it is compensated by using films, pictures and drawings in order to show the learners whether he or she understands what the subject matter is all about. Further more the support that is needed in that aspect I owe it to my senior who I get on with very well. He is fortunately the Deputy principal.

Interviewer: Does he support you?

Interviewee: He is very supportive, we studied at different colleges but our approach to the matter of inclusion is similar. He has this quality of handling children, which I also have, which is very much practical to use. Now, you said challenges, challenges are so many, to mention just one, the very language of understanding.

Interviewer: The language being what?

Interviewee: The language being English, the language for teaching and learning. We all know that our African learners do not communicate well in English, and teachers are able to compensate for that by explaining. Another barrier would be learners who are referred by clinics and various organizations. They get classes and as we speak, some of them are in secondary school and they are coping very well. We do follow-ups, so as to give the....

Interviewer: So, when they go to high school, do you follow them up?

Interviewee: We do communicate with educators in high schools, as to how these learners are coping. This includes advising, particularly putting all of them in the learner profile, thereby putting the learner profile to good use, so that they liaise with us from time to time.

Another challenge would be financial, learners who know very well that their parents do not have money - they will not be able to pay for them - they are not at ease. It is up to us educators to adapt to certain approaches so as to encourage the learner to concentrate and not to think about his/her parent's financial status. This means that not having money to pay for learners have a negative impact on their performance. But that we manage somehow to overcome that issue by may be talking to parents. Parents are taking part in various activities to compensate for their inability to pay for school funds, so they do various odd jobs here and there, so that they also have a feeling of belonging to the school community. This also changes the attitude of the child to the principle of self-confidence.

Interviewer: So, you have the support of the parents as well in the school?

Interviewee: Yes, we do have quite a good support, fortunately they respond when we need them to come to school to discuss or to interview them, we go as far as visiting their homes to go and verify their stories or the reports we get about them.

Interviewer: So you do visit their homes to verify whether what they are saying is true or not?

Interviewee: Yes we do.

Interviewer: That is very good.

Interviewee: They appreciate that ultimately, we have to deal with each case on its merits, we need to make exemptions, whether it is full exemption and whether it is conditional and so on, we have to merit each case. With that we see learners taking us in their confidence, such that indeed, they view us as parents as well, because their parents are not always there, they are away from home, learners spend most of their time in the school. So, it is best that we make the school as adaptable as possible, particularly in this phase, where they need to feel good.

Interviewer: About the Department of education, what sort of help do you get from them, concerning the policy of inclusion?

Interviewee: At the Department, we do liaise with the psychologist, we refer, of cause after a process and according to the severity of the case. If we cannot handle these cases as a school, we do refer, with the knowledge of the parents of course, that the learner needs this kind of support. We are not equipped or incapacitated to handle such matters, so it is best if the learner is referred to the Department of Education's psychologist.

Interviewer: About the Department of education, what sort of help do you get from them, concerning the policy of inclusion?

Interviewee: They do not respond very quickly because their office is understaffed.

Interviewer: The other thing that I wanted to get to, is interaction in the classroom when children are helping one another, how does it work? Is it the slow learners that go to those who understand quickly or is it vice versa, how does it work in your classroom from your observational point of view?

Interviewee: My observation is that it happens both ways. Sometimes, there are those tasks where learners have to talk to others, they have to have the sense of finding out themselves, sometimes as teachers we need to tell them to approach those that are brighter, and sometimes we encourage them to approach not necessarily listening and waiting for us to tell them, they must find an opportunity to do that on their own. Then there are learners who sometimes wait for our instructions, to assist particularly in the afternoons. We do take such special cases for extra hours after school.

Interviewer: On the vision and mission of your school, do you incorporate inclusion, multilingualism and multiculturalism? Are such statements included in the vision and mission of your school?

Interviewee: Not as yet, but I do see that it is very important, so that we familiarize ourselves with the new spirit of democracy, we must be aware that of all sorts of -ism coming up now. It is coming up more and more, such as multi-cultural, multi-linguistic, multi-racial.... because our societies themselves are going to co-exist in various cases.

Interviewer: The other question I want to ask is that, if the child does not understand either English or the second language that you have adapted in the school, what sort of options do you have? For example, It is English, Afrikaans and Sotho then you have a Venda child, how do you handle those children?

Interviewee: It is a tough one. It is a tough one, but fortunately we do not have such a problem yet. However, I will concentrate more on handing books of the language of that particular child, of a low standard that he/she will gradually come up and also include him or her in groups where there will be games that will be played in this particular language spoken through these games, then in a way the child will soon be able to cope.

Interviewer: In conclusion, what would you like to say about this inclusion in your class, what would you say generally? What would you advise us to do or what would you like to see happening?

Interviewee: Inclusion as far as I am concerned is unavailable, as I have said our societies are becoming multiracial and in that there should be greater communication among various groups and various cultures, the more people learn from one another is the more they will learn to co-exist and of course as often as we introduce something in the classroom, from various societies, we believe inclusion will continue make us into one, miraculously in this country.

Interviewer: Thank you very much.

4.2.1.2 Interview with educator two

Interviewer: Sir, I need your input on inclusion, how is it working in your school? Is it working effectively? What are the challenges that you are facing?

Interviewee: I would say it is working effectively because we have an efficient remedial teacher. When children experience learning difficulties they are referred to the remedial teacher but only through the necessary processes. First, the teacher will discuss the case with his colleagues, after which it will be referred to SBST. If no results or certain problems have been identified, they then compile a report form, as to what difficulties the child is experiencing, and forward it to the remedial teacher - then the child would go for remediation.

Interviewer: How do you handle those learners who do not need remedial teaching but are having problems that cause barriers to their learning?

Interviewee: We have identified another teacher who is able to handle such problems. If now you feel that there is absolutely nothing you can do for a child, then what we sort of lower the standard, the material that they are tackling won't be as much as those who are in the mainstream. They are still in the mainstream but they are temporarily sent to that teacher.

Interview: Does that teacher have other classes to teach apart from handling those learners?

Interviewee: She is only handling that class, but we have an additional class off from the main stream, for boys who do "irons" anything that has to do with handwork.

Interviewer: Those children that have for example psychological problems, emotional problems, those that cannot understand the language of instruction, what sort of assistance do you have for them?

Interviewee: Irrespective of those, what we have done is that we have tried to give them basics in English, because we do have three children from Mozambique in our school. We have taken them to the remedial teacher to teach them basic English. As soon as they are at Grades 1, 2 to 3 level, they are taken back into the main stream again, particularly those who are in the intermediate phase and senior phase. Difficulties would be among those who are in the foundation phase, because mostly grades 1 and 2 are taught through the mother tongue.

Interviewer: How do you decide with which language to teach a child in school? How do you decide that a child must be taught in a certain language?

Interviewee: From home the parents decide. For instance, in our school, I think it is the only one in our area, which has three languages (vernacular languages). We have Xhosa, Zulu and Sotho - this is because the area is predominantly Sotho. That is why a year ago our enrolment was at 1 792, we were platooning amongst ourselves, it was a prerogative of the parents, but in some other instances, the children themselves would prefer one vernacular over the other because of the language that is spoken in that vicinity.

Interviewer: Are all teachers able to speak these languages?

Interviewee: We have teachers to cater for all three languages.

Interviewer: How are they taught these languages if they are in one class?

Interviewee: In both the intermediate and senior phases, these languages are provided for in the timetable. During the vernacular period children split to different classes where they will be taught Zulu, Xhosa and Sotho, but the main medium of instruction remains English.

Interviewer: Do they cope with English?

Interviewee: They cope well although we still have some minor problems. What we then do with those who write very fast, or who can comprehend very fast, we have books which we got from Readerthon, immediately after the child finishes, his/her class work s/he picks up a book and continues working on his/her own.

Interviewer: How does it work in your class with children that are not coping very well, and those that are working very fast, do you have a kind of interaction between those children and other children? Do they help one another?

Interviewee: They do help, because what we normally do, we change groups. Our groups are not static they are dynamic, if you feel that a group consist mainly of bright children, you then mix learners, that is, putting stronger ones and weaker ones together. All this time the educator is devising means of observing and accessing the situation and noting.

Interviewer: What happens normally, do learners go to assist others or is it those who need assistance that go to get assistance?

Interviewee: It is those that need assistance that the educator will take to get help from those who are doing well.

Interviewer: So it is normally the teacher taking the initiative, not those that are struggling that ask for assistance or those that are doing well who offer help.

Interviewee: There are instances where you find children going on their own to seek assistance from others. It is spontaneous or happens naturally.

Interviewer: Do you have a statement that includes children of all ethic languages or races in the vision and mission of your school? Does it appear?

Interviewee: We have got "irrespective of the creed, language..." that have been emphasized. The chairperson of the school governing body is the chairperson of the branch of African National Congress. in our area and his deputy is a previous member of Umkhonto Wesizwe, so make it a point that those parts of the constitution are included, and we try by all means to follow it.

Interviewer: What is the number of learners in your classrooms?

Interviewee: In the lower grades we have the average of forty learners per teacher. In higher classes we have tended to congest them. We have twenty three classrooms the twenty third classroom is used as a remedial class, so what happens, we have classes with learners over sixty, we also have a class with sixty eight learners, movement in these classes is quite difficult. It is also difficult to teach in these classes, but we devise means, we use other strategies, like taking them outside during teaching time concentrating on group work and that does really help.

Interviewer: Do the teachers manage to mark the books, and continuously assess these learners?

Interviewee: We do, because most of the teachers teaching grade seven are those in management, they have fewer number of periods but that is a problem in the sense that their classes are too large, practically speaking they are still having more periods - it is just that the classes are combined and thus, congested.

Interviewer: You talked about platooning, how is that happening?

Interviewee: Because of shortage of classrooms we decided to platoon. Grades one to four come in the mornings and grades five to seven come in the afternoons. The educators that teach the latter grades report at ten so as

to be at school for seven hours as stipulated by the Department of Education, but they do not start to teach at ten they start at twelve o'clock.

Interviewer: Thank you sir, for your time.

4.2.1.3 Interview with educator three

Interviewer: Good afternoon Madam

Interviewee: Good afternoon.

Interviewer: I need you to help me learn a little bit more about the classes of inclusion at your school, the classes of many diversities, different languages, different abilities and all the other problems you encounter. What are the challenges you face in your class?

Interviewee: The challenges that I am facing are first and foremost languages. There are children in my class that are Shangaan speaking but they are expected to do South Sotho. One boy did Sotho from grade one to grade seven he is Shangaan speaking, at his home they all speak Shangaan. I can say he is coping as he passes his subjects with good marks. No educator within the school knows Shangaan.

Interviewer: You are saying that child is coping?

Interviewee: I can say he is coping although he started grade one at the age of nine years. His mother was afraid to bring the child to school, she thought that he would not cope as she knew that learners are taught in South Sotho. The educators told her that vernacular is not the only subject that the learner will be doing, we also felt that the boy would be able to learn South Sotho as he would be playing with other learners who are speaking the language. So, he speaks Shangaan at home, South Sotho at school.

Interviewer: So, basically as teachers, you look into the community, and see which children are not attending school, and bring them to school?

Interviewee: Yes! We met this boy at a street corner, the mother is a street vendor, when we passed we used to see him playing with his younger sister.

We could realize that he was supposed to be at school, so we talked to the mother, she agreed to bring him to school. The mother was now also free to bring her other children to school. The other day we talked about xenophobia, we were busy preparing for the youth day, I wanted to find out about challenges that our youth are faced with. Children are going to act on a play, this boy is going to be this person in the play who is going to marry a South African just to get citizenship, he is so eager to play the part.

Interviewer: He was happy to do that?

Interviewee: He was happy because he understands that all his relatives have the same problem, so he wants to act on it.

Interviewer: So you are basically blending it well?

Interviewee: We are trying to show them that being xenophobic does not help. These people that come from other countries are the same as others. The classmates accepted this boy they understood him, although they knew he was not a South African. Sometimes when he speaks he would mix his language with Shangaan and I would not understand. I teach him EMS (Economic and management sciences), he seems to be very interested in entrepreneurship, may be this is because his mother is a street vendor.

Interviewer: How many children do you have in your class?

Interviewee: I have thirty nine learners.

Interviewer: So it works well when you have to do remedial with those who are not coping?

Interviewee: No it is not working, these learners were forty in class and one of them stopped attending because of social problems.

Interviewer: Social problems like what?

Interviewee: Child headed families.

Interviewer: Do they drop out of school?

Interviewee: It is not easy for the children if both parents are dead, relatives nowadays don't want to take care of these children. Usually the eldest becomes the parent and it becomes easy for them to drop out of school because of the problems they encounter. If we ask them questions about their situation they become suspicious, so it becomes very difficult to get information from these learners even if we could help. It takes time to gain their trust and this thing of children who are orphaned is affecting the school. Most of the learners we teach especially in the lower grades are from single parents when the mother dies it becomes a problem. Most of them do not know their fathers. It is very difficult for all of us that is, both the educators and the learners. How do you expect the child to perform if s/he stays with a very sick parent who is bedridden? In class they can't participate in activities because their minds are at home. I know of two children this year who are in that situation.

Interviewer: Oh no!!

Interviewee: These are some of the challenges we are faced with, our learners become parents overnight. Relatives do not want to take care of these learners unless the child receives a social grant. If the child cannot get a grant, the relatives will come up with excuses that they have their own children to take care of.

Interviewer: Poverty in general how is it affecting you in the classroom?

Interviewee: The rate of poverty is high, for instance, when we were fundraising very few learners could afford to pay R1.00 for civvies, some cannot even afford to pay 20 cents. I am applauding the government for the feeding scheme, because in the past we used to teach hungry children who would collapse at the assembly and when we try to find out the cause, it would be because the child had not eaten for two or three days. Teachers would even share their lunch with those who they feel are hungry.

Interviewer: Is the whole school involved in the feeding scheme?

Interviewee: The feeding scheme has helped a lot, I cannot imagine what could have happened if we didn't have a feeding scheme, I mean, there are those learners who really depend on it, it is the only meal they get. Another challenge is that of learners who are incorrectly promoted because the system has introduced SBST (School based support team). If teachers do not follow the correct procedure they will promote children in a wrong way. To avoid filling in the four hundred and fifty forms they just promote learners to the next grade. The teacher in the next grade is going to encounter problems when teaching that learner, as s/he was not ready to be promoted to the next grade. I feel that the Department is also wrong by saying we must promote learners who are over age for that particular class even if they are not coping well. In some instances teachers motivate that certain learners should be detained, but the Department will promote the child because of his/her age.

Interviewer: In the vision and mission of your school do you have a statement about inclusion?

Interviewee: Yes we have been told to revisit our vision and mission statement every year. In our latest vision and mission we have something like that. Lastly I have a problem with teachers who do not want to attend workshops, teachers who are demotivated and demoralized and I think this is because of change. Change is not easy it is painful. Educators who are supposed to attend a workshop would tell you as a manager they have been attending a lot of workshops and are too tired to attend this one. As a manager you become puzzled because this is part of your job description.

Interviewer: Thank you for answering my question, do you still have anything else to tell me?

Interviewee: In conclusion, I wanted to talk about the most important people in teaching, educators. Educators have to attend workshops and report back to other staff members - sometimes this is very frustrating, as they do not understand what they are supposed to do. They have to attend these workshops after work and they are tired to have to sacrifice their time and their money. I wonder if there has been research done on the impact of these

workshops on educators, has there been research on why the educators are demotivated, having low morale. I am worried about this as the best educators are threatening to leave the system. If the best teacher, those that are dedicated to their work leave the system, this will surely have a negative impact on the education system of this country. If educators have to change, as there have been changes in the system, educators should be helped to cope. For instance with the introduction of RNCS (Revised national curriculum statement) we see a shift where educators are having more class periods than they had with OBE (Outcome based education). Teachers have more periods to teach and in the afternoons they have to attend workshops. I feel they are overworked. Their behaviour changes because of frustration and not coping, they tend to be rebellious, not willing to take orders and just coming to work for the sake of working without any motivation.

Interviewer: Thank you very much for your time.

4.2.1.4 Interview with educator four

Interviewer: Good afternoon Madam, I need you to help me learn a little bit more about the classes of inclusion at your school, the classes of many diversities, different languages, different abilities and all the other problems you encounter. What are the challenges you face in your class?

Interviewee: I think the first thing an educator must do is to make sure that she/her understands learners, their personalities and their capabilities. I remember at some point I had a learner who was doing very well, both in class and in extra curricular activities. I realized that this child's work was deteriorating. One day her parents came to school, when she saw them coming, she ran to me and told me her story. I kept this as our little secret..

Interviewer: Can you share the secret with me?

Interviewee: The girl told me she was pregnant, after some time I had to tell the principal. I took care of this girl until she delivered her baby. The culprit happened to be her father.

Interviewer: Did the father have her pregnant?

Interviewee: It was terrible, very terrible.

Interviewer: Did you say anything in the meeting that you had?

Interviewee: She told everyone in the meeting, but **he** agreed because I said I could report the case to the police. But now she is not attending school regularly at all.

Interviewer: How old was this girl?

Interviewee: She was thirteen, she had to nurse her baby for about two to three months, but when she came back, I had to make sure that she progressed well. I had to give her extra lessons. Although I gave her a lot of homework I had to take into consideration the fact that she was a mother now who has to take care of a child. I had to talk to other learners in the class to accept her, love her and assist in what ever way they could see fit. She had to remain behind after school on other days for extra classes. While I was dealing with this problem, some of the educators were redeployed and I was left with seventy six learners in my class.

Interviewer: How did you manage with such a large class?

Interviewee: The daily problems were that if you concentrate on one group, the other group becomes restless and they make a lot of noise. They really kept me on my toes as I had to give them challenging work to keep them busy, but it was very difficult to mark the work or even control the class for that matter.

Interviewer: I cannot imagine how you could cope with such a large class, did you know their names? How did you report on seventy six learners? It is difficult with forty how much more when you are having seventy?

Interviewee: It is too much, I didn't know all their names, I could only recognize their faces. To help them was very difficult I couldn't teach all of them even if I wanted to. I had to divide that class, do one learning area with

this group do the other learning area with the other group, because it is the policy of the school not to dwell in one aspect for a long time I had to leave most of the learners behind. Coming to reporting, I had a supportive committee, a number of other educators formed this committee and they helped me with reporting. One teacher would do one part of the schedule and complete the other another part so that I could give parents reports about their children's performance.

Interviewer: Were you supported by either your HOD (Head of department) or the school management team (SMT) at the school?

Interviewee: I tried to make them aware of the situation but it seemed there was nothing they could do, as they say " we are all in this together", and also we are all grade educators.

Interviewer: Did you all have large numbers in class?

Interviewee: We all had large numbers. It was different with me because I became a class teacher. Other educators were not class teachers in these large classes they were subject teachers. We went to the extent of calling the IDSO to come and resolve this for us because we seemed not to be able to come to an agreement on what should be done. What the IDSO said was that I should give myself time to learn how to manage and handle this class.

Interviewer: So the IDSO offered no solution, he left without resolving the problem?

Interviewee: Exactly, he said he does not have a solution to the problem. I first had to accept the present situation, one can't avoid it, you just have to learn how to go about it.

Interviewer: So basically, when you are reporting that you have learners with learning problems, do the School Management Team members come and help you?

Interviewee: Yes they do come, but sometimes they don't as they have their own classes to take care of.

Interviewer: How is remedial education at your school?

Interviewee: We don't have a remedial teacher at our school.

Interviewer: Do you do remedial teaching in your class?

Interviewee: I am an expert - I give them extra classes.

Interviewer: When do you do that?

Interviewee: After school, sometimes I go home at 4h30.

Interviewer: How far do you stay from the school?

Interviewee: It is quite a distance, I walk for about thirty minutes to my home from school. When I have extra classes I arrive at home at five o'clock - then I have to start preparing for the next day.

Interviewer: How supportive are the parents of the learners in your remedial class?

Interviewee: When I request them to come to school they come. Some of them are illiterate but they are very eager to help, they would ask me to tell them how they could help their children. But most of them complain of not knowing the learning areas we are doing these days, so it all comes back to the educator. There is not much help that is offered by the parents.

Interviewer: Do you also help with homework?

Interviewee: Yes. If I don't do that, the homework will not be done.

Interviewer: The issue of poverty, how does it affect you in the classroom?

Interviewee: It is very bad we as educators have to bring bread from home for those who do not have.

Interviewer: Do you bring your own bread from home?

Interviewee: As I said that there was this pregnant girl I had to take care of. I had to bring her lunch everyday or we would share what I will be having for

lunch. If she was sick I had to give her money to see a doctor, but I am happy because at the end of that year, she passed all her learning areas.

Interviewer: How did the father help?

Interviewee: The father was arrested so he was in jail all this time. The girl is still in our school - I do not see her much because I no longer teach her, the last time I saw her she looked happy.

Interviewer: What happened to the baby?

Interviewee: Her mother had to stop working to take care of her grand child. This was a testing time for the whole family, but they had to accept it. Some of the learners only come to my class because they are hungry.

Interviewer: What do you do?

Interviewee: I ask them why they didn't bring food for themselves for lunch and they would tell me all sorts of stories like the father has left them and the mother is not working. Some of them say their neighbours give them food in the evening as they know their situation. Sometimes they would go and sell tomatoes for street vendors to have money to buy food for supper. These learners do not have time to play or to take care of themselves. The people who usually hire these learners do not give them cash they just give them food. They end up having little time to study as they are tired after the selling. These learners do not do homework and they are not able to learn effectively at school. They are not only affected by poverty but also by HIV/AIDS as their parents are dying of AIDS.

Interviewer: It is tough isn't it?

Interviewee: Yes it is tough for everybody. When these learners get to high school they are traumatized they cannot take it anymore, some drop out.

Interviewer: Do you have a statement in the vision and mission of your school about multiculturalism or multilingualism?

Interviewee: There is something about multiculturalism. I am not sure about multilingualism; I can say we do not use many languages within our school.

Interviewer: How many languages do you use?

Interviewee: We use only three different languages, their mother tongue, which is Sotho and they all come from a predominantly Sotho area, we also use English and Afrikaans.

Interviewer: Do all the children only speak Sotho?

Interviewee: No there are those who are Zulu speaking but we just communicate with them in Sotho, even if they speak Zulu at home they know that at school they use Sotho. We do not think we have a problem with different languages at all.

Interviewer: Thank you very much madam, I appreciate your contribution.

4.2.1.5 Group interview

Interview with three lady educators, two working at the same school and the other in a neighbouring school.

Interviewer: Good morning. I would like to talk about positive things and challenges that can help me with my research. I am not going to guide you with questions I would like you to say what you think.

Interviewee 1: I think this new curriculum has broadened our minds. I used to teach in a way that when I look back today, I was not teaching learners in the proper way, and now I think I am teaching in a more effective way. Learners are able to do tasks on their own, they are engaged in real life situations, to me this is fascinating.

Interviewee 2: I would like to compare curriculum 2005 with the Bantu education I received. Curriculum 2005 is totally different and it has a kind of meaning to learners, we used to learn about things in Europe, not knowing anything about my country. Learners are learning through their experiences.

Interviewer: What challenges are faced in the implementation of policies of inclusion, multilingualism and multiculturalism?

Interviewee 2: I think these policies are good, provided we are getting enough training. Let us consider this one of inclusion, there are things that I cannot do, for example, remedial. I was not trained to be a remedial teacher, I am just an ordinary teacher who can help a learner to learn something. So, having to accommodate those learners in the class is something good but it is frustrating. I think if we can receive some kind of intensive training, on how to cope with those learners. Because the learner is frustrated the teacher is also frustrated, then what do you expect out of that situation?

Interviewee 1: In my view, it is different from hers. You know it was heart-breaking to see these disabled children being excluded from the main stream, being excluded from their community, being isolated, doing things on their own as if they are a curse. But now, because I am talking from experience, I have children who are disabled in my class, fortunately for them their teacher is also disabled, she is not 100% physically impaired in a way. Getting them into the mainstream helps them to be able to communicate with learners that are normal, they play with them and they accept one another. The normal ones do not feel sorry for them, they do not do things for them, but sometimes when they feel they need help, they do help them. So, to me, this is very fascinating, really. I think this should be encouraged, except for serious cases like totally blind or deaf. They need special schools, but the ones that can cope with some of our things, should be in the main stream.

Interviewer: So, with remedial teaching how do you remedy them, when you have them in class? How do you help them?

Interviewee 1: You just tell your class that you see how this child is, s/he is normal as you are, you know there is something that I have noticed, some of these disabled children, they are more intelligent than those that are normal, so I always say to them, you see this child who you see as physically disabled is achieving something, he is more vibrant, he has more energy than you. If I

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give him homework he will come tomorrow having done his homework, you are normal but you don't do your work.

Interviewee 3: I would also like to say something about the disabled learners in our classes. I have a disabled girl in my class, we used to feel sorry for this girl, all the teachers and learners would feel sorry for her. To my surprise, she is the one who is performing better than the others in class. She is like a monitor in class, she helps those that are struggling, other learners wish they were like her.

Interviewer: They wish they were like her?

Interviewee 2: Yes, although she has a speech problem, her speech is not clear. She uses her nasal passages to speak. Before you get used to her, you will struggle to understand what she is saying, and the entire first term, there was no communication between this girl and her teacher.

Interviewer: So, there are teachers who do not accept the policy as it is, in implementing it?

Interviewee 2: I think that is due to frustration.

Interviewer: What sort of frustrations?

Interviewee 2: Like the point I raised earlier, that of remedial teaching, one does not know what one is supposed to do when one encounters such problems. We need to be trained and empowered to deal with these problems.

Interviewer: Do you think your problem no.1 is lack of skills?

Interviewee 2: You see, we cannot totally say we do not want these learners in the main stream. According to RNCS (revised national curriculum statement) and its principles, we are teaching learners in totality. We assess learners on knowledge, skills, attitudes and values. If the learner is not good in understanding things s/he might be good in other three assessment criteria.

Interviewer: If there is interaction between learners, do the disabled children initiate interaction or is it the normal children?

Interviewee 2: It is a two way

Interviewer: Is this the case even in class when these learners need to be helped? Or do the educators tell the normal learners to help the disabled?

Interviewee 3: These children know us, they can see when you are frustrated and one of them will just come and offer to help the struggling child.

Interviewee 2: And again, the disabled ones seeing that you accept them, tend to behave like normal ones, they also realize that we think that they cannot perform well. When we accept them, the abnormality that we saw, vanishes automatically.

Interviewee 1: We have a problem of not getting support from the district offices, you know, when you send learners to the district offices, at times you are expected to state the correct terminology, if you do not know the terminology used by remedial teachers, you end up being frustrated. At other times you are not going to be helped because you did not complete the form correctly. It always takes a long time for those who are in the district to attend to referred learners and in the meantime you are having this child in class, not knowing how to help her/him.

Interviewee 2: At the district offices there is not enough manpower, there is only one person working in this office and I understand there are many schools that this lady has to attend to. I think the provincial office has to attend to this problem if they take the education of the disabled serious. They talk about waiting for six weeks, for feedback but with them, it takes the whole term before they can follow up what you have referred to them.

Interviewer: How about your school, isn't there somebody who can help?

Interviewee 2: We have got three remedial teachers, but at the beginning of the year when our principal applied for a remedial class, the district office turned us down. These learners have to be in our classes. It is only after

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school that the educators can sacrifice their time and help these learners, and the learners are tired by then. There is not much progress as both the educator and the learner are tired, imagine taking a grade three learner for an extra hour after school.

Interviewer: In the mission and vision of your school, do you have a statement on inclusion, multilingualism and culturalism?

Interviewee 2: I think that part was left out no one thought of including it in the vision of our school, it doesn't reflect.

Interviewer: What is the problem, why educators cannot help learners within the scheduled time?

Interviewee 2: It becomes impossible because of the number of learners they have in classes. The remedial educators we have are foundation phase teachers; they have their classes which they have to teach during school hours.

Interviewer: So they have to teach their classes during school hours and attend to remedial cases after school?

Interviwee1: It becomes hectic for both the educators and learners, educators have to work with different age groups at the same time that is grade 5, 6, 7, 8, 9 etc.

Interviewee 2: I do not know they learnt we were having remedial classes after school. The lady who is in the district office came and told us that we are punishing the learners by keeping them after school. She just said, "if there was a chance for you to have a remedial class". Unfortunately we did not have a chance of having a remedial class and she was not offering any solutions, instead she is criticizing what we were doing. It became worse when three of our educators were re-deployed. It was more difficult to have the remedial class in the afternoon, but we have started with it again. We went to one of the neighbouring schools that have a remedial centre; we went there for a week to

observe how they conduct their remedial classes. After this the district official gave us a 'go ahead'.

Interviewee 2: If it is a psychological problem, it needs psychologists, we need specialists, some cases are beyond our control.

Interviewee 3: We also feel that educators have to understand their children in class, just looking at them is not going to give us any indication of their problems. We have to talk to them, understand them that is how we can help. Unfortunately we are unable to do that we cannot reach all the learners because of large numbers in our classes.

Interviewer: How many learners do you have in your class?

Interviewee 3: Sixty! You see, there are introverts who cannot tell you about the problems they encounter until they are very close to you. It is this time of getting close to these learners that we do not have, there is always something important to do over and above the teaching we have to do. Sometimes the learner has been abused you do not know that as a teacher you just see their standard of work dropping. I have decided to stay during break to talk to one of the learners in my class the other day about another learner. When I talk to them I can see by their body language that they are encountering problems. Sometimes the learner will start crying or may just look down. I will try different methods to get to the bottom of the problem. They will eventually start telling me their stories, and I will start counselling the learner.

Interviewer: So you believe in educators being social workers as well?

Interviewee 3: Yes! Some learners are being abused by their brothers, uncles and relatives; it becomes difficult for these learners to be effective in class. The educator has to get to their problems first before expecting them to perform well. I am talking about both physical and sexual abuse. I also go and visit the families of these children, so in this way I do not only have a relationship with the learner but the whole family.

Interviewer: What would you like to see happening in your classes?

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Interviewee 2: I think if we can have educators that are willing to go an extra mile that is the problem we are faced with. Some educators say they are not employed to do remedial work but to teach, that is what they are only going to do.

Interviewee 1: I do not think we will have a new generation of hard workers if we do not work hard ourselves. We do not have teaching aids in our classes to help learners understand what we are talking about. Walls in grade one classes are as empty as those of grade 10 learners, there are no visuals to work with.

Interviewee 3: I have five learners in my grade five class who cannot count up to ten. I completed forms referring them to the district. The district officials came; they told me that these learners need intensive psychiatric remedy. The district official suggested that they should be referred to the Baragwanath hospital. Unfortunately parents of these learners are not working and although they need not pay for medical expenses, they have to pay for transport to and fro the hospital whenever their children have an appointment.

Interviewee 2: The problem is that these learners cannot be admitted into schools for the severely handicapped unless a clinical psychologist has completed the forms, which show that these learners really have problems.

Interviewee 3: Of one of these learners, the psychologist said that she has a mind of a six year old, although she is eleven years old. In grade five you would expect a child to be able to count up to a thousand, but if she cannot count up to ten it is a problem. This learner even gets a grant because of the disability.

Interviewer: If you identified these learners in grade five only, what were the previous educators doing?

Interviewee 4: They probably did not know even the name of the child, who was sitting at the back of a class of seventy learners. In other cases, the problems are created by parents who take their children to different schools each year when they realize that they are not coping.

Interviewer: When schools admit learners, don't they ask for a learner profile from the previous school?

Interviewee 4: Sometimes we do not get these profiles in time as they are forwarded by the previous school to us. Even teachers from the same school do not refer back to the previous teachers if we encounter problems with learners. If you want to make a follow-up from the previous teacher about a learner, the previous teacher does not like this and you are labelled as a person who implies that other educators do not do their work. At the beginning of the year, I requested for 450 Ds because this is where we should start. This is where I can see their problems and the intervention strategies that have been used by the previous educators.

Interviewee 1: Other educators do not even want to look at these forms or complete them. They say it is a lot of work. If you say to them that is what we are here to do, they say you are a workaholic. You think you are better, you think you are the principal of the school.

Interviewee 2: They think you are still new in the teaching profession if you work hard and believe when you get used to it you will slow down. If you are an old person they say you do not have anything else to do

4.2.2 INTERVIEW WITH TEACHERS IN PRIVATE SCHOOLS

4.2.2.1 Interview with educator one

Interviewer: I would like you to help me with information on how you handle your classes concerning inclusion. How do you deal about children from different backgrounds, different abilities, remedial cases, children with psychological problems and all these complex children?

Interviewee: Basically, like in Biology, for example, you find that some of the concepts are completely new. It becomes difficult for learners to understand them but fortunately I am Tswana speaking and I am teaching learners who are Sotho speaking, I use English as a medium of instruction but I also use their mother tongue to explain things. I do not do this always, because they

may get used to it and yet they are expected to know these concepts in English.

Interviewer: So you are able to bridge the language barrier? Does every learner in your class understand Sotho?

Interviewee: Not everybody, but the majority of the learners understand Sotho. I can't reach the rest of the learners, like for instance I have a learner that comes from Angola in my class, she is struggling to understand English and I cannot translate the word into her language because I do not know it. At the end of the day, I cannot really say I have achieved the outcome of that particular lesson I was teaching, because I did not reach all the learners.

Interviewer: How do you help learners to cope as well as those who are not coping?

Interviewee: Not every learner is coping in my class, so I give them tasks, not necessarily tests, classwork, sometimes I just give them tasks just to go and explore. So they go and research.

Interviewer: Do they explore and research? Do they have the resources?

Interviewee: When they start handing in their work it is then that I can see that they did their work; some do their research a day before it is due. Even if a learner has not done enough work, you cannot give him/her a zero mark.

Interviewer: What do you do with those learners who do not hand in their assignment, or write tests, how do you allocate marks to them?

Interviewee: With the subject Biology this is better, they can do research for instance on blood, cells etc. and I give them marks on that if the child did not write a test. I also say s/he must draw one of the diagrams so that s/he can have marks. Sometimes they do not write exams because they are scared that they are going to fail, but at least when you have something as an alternative to give them, which they can do to show that they are also capable of something. And also in the text books like in Mathematics, we have a problem. When they have a question, I mean a topic, the text book gives them

an example on how to do the exercises, and then they give them about five questions on this exercise. They are expecting the teachers to develop the curriculum, to bring up their own information to be able to help children. Are you able to sort of make your own curriculum? It is difficult with Maths if the learner has not done anything.

Interviewer: How else do you help your learners?

Interviewee: I explain notes and I try to bring teaching aids, like yesterday I decided to bring a leaf, although there are plants are all around us, but you cannot take it for granted that learners know what you are talking about. We have to be practical with learners, which is one way of helping the learners. Although I did not use their mother tongue, I brought something to class, I approach each aspect differently.

Interviewer: How do you cope with learners with behavioural problems?

Interviewee: I must say, I have classroom rules, nobody is taking them seriously, if you want to take them seriously you must read them, then they keep quiet for a moment, after some time they forget about the rules and go back to their bad behaviour. I can say I am struggling with behaviour in my class. Sometimes I take those that are really problematic to sit in front of the class. They improve, but not all of them. That is how I deal with children with behavioural problems.

Interviewer: Do you get any help from parents concerning their children misbehaving?

Interviewee: Not at all. Every parents' evening I make them aware of their learner's behaviour. I tell them about everything from their performance to behaviour. They cry when I am telling them how this misbehaviour disrupts lessons in class. Unfortunately they show only sympathy for me, that is all, they do not take the initiative to do something about this. Most of the parents who come to parents' meetings are those whose children are doing well and do not show behavioural problems. Parents of those who really cause problems, never come to school even if you ask them to. What I suspect is

that learners who are troublesome, do not give letters from school which requests their parents to come to school. But what do those parents think? They never come to school the whole year, don't they even hear from other parents whether there was a parents' meeting? Don't they care about the education of their children? If you happened to meet the parent, s/he will promise to come to school, but they never come. They will tell you something urgent came up, or they had transport problems and all sorts of excuses.

Interviewer: Do you get any help from your HODs or from the Department of Education concerning these problems?

Interviewee: Before I approach the HOD I must have done a lot of things such as calling the parents, who never come. The HOD waits for me to indicate where problem areas are.

Interviewer: And the education department?

Interviewee: I remember this especially talking about the grade twelve classes because they are leaving the school this year, we had one of the officials from the district, he just addressed the learners generally, he never mentioned the problem of behaviour and how it affects their learning, so I do not see it as full support. I think we need people from the district, different specialists not only for us educators but also for learners.

Interviewer: Sir you have helped me a lot thank you.

4.2.2.2 Interview with educator two

Interviewer: I would like you to help me to understand how you handle your classes of inclusion. How much diversity do you have in your classes such as many languages, gender differences, different learning abilities, how do you handle these classes?

Interviewee: What I would like to say is that because we are driven by a curriculum, in grade ten to twelve it becomes difficult to include all learners when you prepare your lessons. We know we have to use methods that are to include slow learners, but because we are running out of time, with the exams

that are going to be written, what I do is that, I teach the learners what I am supposed to teach them in the syllabus. After that, I use the question and answer sessions in order to try and find out if there are learners who cannot cope, if there are learners who do not understand, I teach them individually while I give the other learners class work, but most of the time I do not do this due to time constraints. With the lower grades, grades 8 to 9, it is better. You have enough time to do individual teaching there is not much pressure, really with the higher grades it is difficult.

Interviewer: Does this mean that in the higher grades, in the upper grades slow learners are not attended to? Do you set a different question paper for them or do they use the same question paper?

Interviewee: Like I said, I can only do one lesson preparation that accommodates all learners both fast learners and slow learners and the assessment is the same. I do not differentiate and give them something different that is suitable to their abilities, I give them one question paper, even though I know that they are not able to answer the questions asked, because of time I do not do that, they write one question paper.

Interviewer: Looking at the diversities you have in your class, do you enjoy teaching? Do you teach with passion?

Interviewee: No, I do not enjoy teaching any longer. Learners come from different backgrounds, then there also are those who come from disadvantaged families. When they are in class, they feel like participating in activities in class, but they cannot express themselves well in English. Those who attended their primary school education in Model C schools, laugh at their accent, how they pronounce words, so they tend to be shy, they can't even ask questions. I end up the only one talking to them, they do not answer or respond for fear of being mocked.

It is never a two-way communication - and they will come during break and tell me that they did not understand what I taught them. During break I make time to teach them, what I taught in class, because they are more free to ask questions then.

Interviewer: Do these learners do their homework and class work that you give them?

Interviewee: During the first term I realized that they were not doing homework. I then decided not to give them homework, but only class work, so that they can do it in class.

Interviewer: You mentioned that other learners laugh at these learners. Do they ever help them?

Interviewee: They are not prepared to work in groups. They do not support one another, but during the register period I have realized that learners who are doing Maths and Science, while I am checking absentees, they will be busy helping one another, but those that are doing commerce, tend to be selfish, they will never share information.

Interviewer: What would you like to see happen in class?

Interviewee: I would like to see learners participating one hundred percent in activities that will make my teaching enjoyable. If you keep on talking on your own, it becomes stressful. You do not know whether they understand on not, you ask them questions they do not respond.

Interviewer: What do you end up doing? Answer the questions yourself?

Interviewee: Exactly, it is only when I give them class work that I can see that they have not understood what I was doing, it is then that I go back and re-teach.

Interviewer: Are you getting help from parents of those children who have learning problems?

Interviewee: I do contact their parents, at the moment the response is not good. They want educators to do more, have extra classes and other things, but they are not do their part in making sure that their children are studying, doing homework, or even coping with their studies. Those things are beyond our control, they are the parent's responsibility. Parents tell us to talk to their

children but they do not talk to them, they expect us to do our job and their part as well. Some of them go to an extent of asking me check what is wrong with his/her child, you somehow become a mediator between a child and his/her parent, I do not like that.

Interviewer: I need to find out from you whether the management of the school help in any way with inclusion. Do you get any help from them?

Interviewee: I feel that I am alone in this, because I have realized that all educators are complaining. I talked to one of the educators one day about the behaviour of some learners. She told me not to shout at the learners, because it is not healthy, so as a result, I have told myself that we all have this problem, so I do not complain any more. I do not seek assistance I am going to say that they are not supportive; I do not go to the management of the school and talk to them about my problem because they do nothing about it.

Interviewer: If you can approach the management, do you think they can help you?

Interviewee: I think my HOD would help with disciplining learners because sometimes they go out of control. On Friday, learners were uncontrollable. It took me five to ten minutes to start my lesson. They were in this mood of not wanting to be taught. My HOD came to my rescue, he talked to the learners, I think he has the skill, I have never gone to him to seek such an advice, but he has told me that whenever I want his help, he is going to help me.

Interviewer: From the Department of Education's side - are they helping? Would you say that you are properly equipped to handle every learner in your class, the remedial cases, learners who cause problems - are you equipped to handle diversity?

Interviewee: I will say no, because the procedures take long. If might be I have a learner that is very problematic in class, I need to follow a certain procedure. This is where the problem lies, because we usually do not know what to do. Instead of stressing myself, I just decide not to do anything. I think we need training concerning these matters. There seems to be a wall between

the educators at school level and the district officials, they do not assist us in any way. We have a psychologist, if you call the psychologist concerning learners with learning problems, they do not seem to respond and when that learner fails, they ask you what you have done. You have to have evidence of the support you have given the learner. I think they should visit the schools even if they are not called just to see whether educators are helping learners.

Interviewer: Are you able to develop a curriculum yourself in order to supplement on what you are given in order to help all the learners?

Interviewee: Yes, I can say I am able to do that. At home I watch everything about economics on TV and in the newspapers. I realized that our school is using an outdated textbook. I advised the school to buy the new edition, and it has almost all the information learners in grade eleven needs. I use the information I get from TV and newspapers to supplement what I do in class.

Interviewer: So you develop your own work to help learners in your class?

Interviewee: In economics they say we must not teach learners the textbook only, we should also teach the information about economics that is why it is important to collect information, relevant information that should help to broaden the concepts taught.

Interviewer: Is there anything else that you would want to say about inclusion?

Interviewee: I never go to class without being prepared a lesson in advance, and I never leave my class unattended to. I believe in keeping them busy, I teach the entire period, otherwise the minute you end your lesson, they start making noise. These learners know that corporal punishment is abolished, they know that you are not supposed to shout at them, so the best way is to keep them busy. Another thing is that while you are talking about inclusion, is that in some of the classes we have learners from other countries, I have this advantage that I can translate to Sotho and Pedi.

Interviewer: What about those learners who speak other languages besides Sotho and Pedi?

Interviewee: There are learners who speak Zulu and Xhosa, but because the area is predominantly Sotho, we just use Sotho, I think they do understand even if they are not Sotho speakers, I can speak Zulu but I cannot say I can be able to translate everything to Zulu.

Interviewer: Do you work together with other teachers when you are planning lessons?

Interviewee: I don't. I teach Economics grades 10-12 and because I am the only teacher who teaches economics, I do not have to plan with anyone.

Interviewer: How do you monitor the children on a continuous basis?

Interviewee: When I control my learners' class work, that is where I can see that learners have understood. I do not do this always, but I make it a point that I mark the work. I also ask them oral questions.

Interviewer: What would you say is the cause of the behavioural problems in your school?

Interviewee: Extra-mural activities are not encouraged. If learners are involved in extra-mural activities, their minds are kept busy and this also enhances their mental and physical health, I think we must include everything. The motto of the school is about "catering for learners culturally, intellectually and through extra-mural activities." These are not fully developed at our school, I think if they are always in class either reading or writing, they are not catered for in other areas. In extra-mural activities learners will be able to work together with educators in a relaxed atmosphere, this means that learners won't be afraid of their educators they would be free even in class to ask questions.

Interviewer: I would like to thank you for your time and your input in this research.

4.2.2.3 Interview with educator three

Interviewer: I would like you to help me with information concerning inclusion in your school. How do you deal with diversity in your class, as different languages, different backgrounds, and others? What challenges do you have in your classes because of diversity?

Interviewee: The main problem in most of these classes is language, for instance we have a lot of learners that come from Eastern Cape and Kwa-Zulu Natal. These learners have been taught in their mother tongue, and it is difficult for them to learn English, they do not understand it.

Interviewer: So how do they cope in class?

Interviewee: They can't cope it is worse, because we can't translate their work into Xhosa, we do not know their language. It won't help to put them in a remedial class, they do not have remedial problems, they do not understand English, which means that the remedial teacher is also going to teach them in English.

Interviewer: Do you think the language policy is failing in a way because it stipulates that learners should be taught in the language that they have chosen which their preferred medium of instruction is?

Interviewee: It won't work. How can I teach in Xhosa? I do not know a word in Xhosa. I am not Xhosa speaking, so learners should be in schools where Xhosa is taught as one of the learning areas and should there be teachers there to teach them. The policy should be revised so that the child who is registered in an English medium school, be taught in English, or else those children should be taken into grades lower than they have been admitted, in order to learn the language first. For instance, if a child is registered for grade eight s/he should be placed in grade seven. It is also stipulated in the White Paper that learners should be taught in the language they want, prefer really this will never work.

Interviewer: How do you handle those who are not performing well in class?

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Interviewee: We cannot cope with these children, the most problematic to handle are those who attend one school this year and s/he is in another school the following year. If these learners fail in this school, they get to another school and enrol in the next grade, if s/he failed grade eight, s/he does not repeat that grade in the next school, but goes to the next grade. They have not mastered the work in the previous grade and now they move on to the next grade.

Interviewer: Don't you check their records before admitting them?

Interviewee: I am not sure what happens in the administration offices. What I suspect is that they just check if the parent is going to be able to pay for school fees, they do not thoroughly check the reports, because at the end of the day, it is the money that talks. I cannot say they understand the documents, we are teachers we do these reports, we can see whether there is forgery, they should include teachers in admitting learners, just to check the documents. We end up having learners that have failed the previous grade, who have been placed in the wrong grades.

Interviewer: The policy says a learner should be allowed to attend the school where s/he wants to, what do you think about that?

Interviewee: That is a problem - these learners that are from Eastern Cape who leave their parents there to come and stay with their grandmothers, who like them, can't understand English - are giving us problems as educators. It does not help to call the parent. The granny won't be able to help this learner.

Interviewer: Are you saying parents do not help you with the problems you are encountering?

Interviewee: If they were truly helping, they would bring their children to school for admission with the correct documents, not forged ones, and they would bring us transfers from previous school. These learners do not even bring us transfers. After a year they expect us to give them transfers when they move to other schools, what do you say about a learner who had just

been with you for one year? What was happening in the other seven years s/he was in other schools?

Interviewer: Homework and class work, do learners in your class do their work do they finish class work and homework?

Interviewee: They never do their homework. If one of them has done his/her homework, then all the others will just copy from her/him. They copy the work that they do not understand, and as a result in the tests and exams they get zero.

Interviewer: So basically learners are frustrated?

Interviewee: Very frustrated - they end up disrupting classes, they turn into bullies and think, "if I am not recognized academically I will get the recognition in another way even if it is a bad way."

Interviewer: How are the teachers coping in this situation, with all these frustrations? Do you get any help?

Interviewee: We do not get any help so the teachers end up by chasing these learners out of their classrooms. They tell them to come back to class when the period is over because they are a nuisance. The parents of troublesome learners have a tendency of not coming to school when they are called, but they phone the school to complain about how their children are treated by some educators. One parent once came to school actually fuming, because the teacher hit her child. It was explained to her that the same teacher had been trying to contact the parent for months, because of his behaviour; he hits other children, and takes their lunch. The other children's parents were complaining that there was a bully at school, and the teacher did not know what else to do. Learners in this class confirmed the incidents and the mother was very embarrassed.

Interviewer: Does the department help you in any way with the problems you encounter?

Interviewee: There is little that they can do, because we are a private school, they say we are independent and we run the business at our own risk. They only come to do a head count for the sake of school subsidy. Educators are work-shopped and it is expected of those who teach in private schools to pay to be trained working for the Department.

Interviewer: So how do you manage, concerning the curriculum?

Interviewee: We just get help from wherever and we combine that with what we already know. They do come to our school, but only to check if we have done what we are expected to do. We find it amazing that they come to check something they have not trained us on, they do not even try to explain to us how some things are done, they say we should have gone for training.

Interviewer: What does this person say if you confront him about their lack of support?

Interviewee: The other day I phoned the district office asking about the venue of the workshop they organised for grade ten educators. They instructed me that it would take place at school in our neighbourhood. I arrived at that school at two o'clock the following day, and to my surprise, there was no one at that school. Other educators told me that the workshop was in another location. I felt like a fool, because I enquired about the venue of the meeting, they gave me a wrong venue. Where is professionalism in that instance?

Interviewer: Are educators able to develop their own curriculum?

Interviewee: I do not think so, as the curriculum has to be within the environment learners are in, and also in other learning areas it becomes difficult to develop a curriculum you have to teach the subject as it is.

Interviewer: How do you work as teachers? Is there any cooperative teaching in your school?

Interviewee: It does work, because if one of us heard of something new, s/he comes and workshop us. We come together and brainstorm ways of approaching the new task we have to do. One reason for this is that we

usually hear about trainings, when it is too late. We rarely get notices from the department for these trainings, so most of the information we get from other educators who have gone for training and this is not formal. At the workshops we are usually not given any material, they say that the material is for the educators in government schools.

Interviewer: So they do not give you material?

Interviewee: No we have to make our own copies, we borrow material from schools that have received it and make copies.

Interviewer: Is there cooperative learning in classes?

Interviewee: I can say there is cooperative learning, learners do help each other. Those who are able to do tasks help those who are struggling, but they end up angry with them as those that are struggling do not listen to them.

Interviewer: Which group takes the initiative, is it the one that is struggling or is it those who understand?

Interviewee: We have groups in class, so you will find that those who cope are ahead of the group, so they are dominating. Those that are not coping are just not participating, and this creates a problem because at the end of the day, they get a group mark. How do you give a slow learner a mark of an achiever? If the group gets 90%, those that do not cope are a part of this group so they end up getting 90% they do not deserve. These learners cannot even construct a sentence in English, when they write, there are only consonants without vowels.

Interviewer: Does the vision and mission of your school include the multiculturalism, multilingualism etc?

Interviewee: Yes, we do have that, but it is not working. At this moment we do not have a remedial class. How are we going to help these learners? Parents tell us that they know that the school has a remedial class, so they expect us not to call them when their children have learning problems, they expect us to solve those problems ourselves. They tell us that this is the reason why they

brought their children to this school, because of the remedial class. The truth is that we do not have a remedial class and we do not have a remedial teacher.

Interviewer: How do you remedy the children if you have these problems?

Interviewee: It is by grace of God, because you just sit with them and try to help them. You are able to help others but you cannot help them all.

Interviewer: So there is a certain percentage of learners that you actually help?

Interviewee: Yes there is a handful of learners that we eventually help, even if it is just one tenth of the learners. They end up coping sometimes even better than those that were performing well. I can say that in a way, inclusion is working in our school, although it is very difficult for us to implement it because of the circumstances.

Interviewer: Thank you very much for your time and your input into this matter.

Interviewee: Thank you Ma'am.

4.2.2.4 Interview with educator four

Interviewer: I would like you to help me with information concerning inclusion in your class. How do you deal with diversity in your class, different languages, different backgrounds? What challenges do you have in your class because of diversity?

Interviewee: As far as challenges are concerned, they are actually many. I do not have a problem with the class size as I have only twenty five learners in my class, due to the fact that it is a private school. I have a problem concerning the subject I teach which is accounting. Learners seem not to like it. They believe it is difficult, so as an educator you have to try very hard to make them interested in the subject. Surprisingly I have more girls in my class

than boys. I think the reason could be, because they are taught by a female teacher.

Interviewer: What problem do you experience when teaching your subject?

Interviewee: You really have to try and help the learners, in order to attract them to accounting. One of the problems I have encountered when doing my work is that of language. Learners in my class speak three different vernacular languages. Unfortunately I can't speak any of the vernacular languages they speak, so it becomes difficult to explain terms in these vernacular languages. Even if there are learners in the class who understand the meaning of the term, s/he cannot translate it to the other learners' vernacular languages, because in their vocabulary there is no word for the term. It becomes difficult to teach in English through and through. I try to learn a little bit of Sotho and translate some of the terms to Sotho, but this does not help, as others who are speaking other vernacular languages are not accommodated. One other problem is that of learners who are using drugs, they will tell you that it is difficult for them to stop the habit.

Interviewer: What do you do to help these learners?

Interviewee: I try to treat them as my own children, so instead of going straight to accounting we talk about their problems. They tell me that they are not able to concentrate no matter what I do. Sometimes I ignore them and carry on with the lesson, but as I teach I can see that they are not concentrating, sometimes this is because they have just taken drugs.

Interviewer: What assistance do you get from the management of the school concerning these learners?

Interviewee: They do, but it seems they do not have measures in place to deal with these problems, most of the time they tell us to ignore these learners.

Interviewer: What about the Department of Education, do you refer learners to them, or do you get any help from them?

Interviewee: They do not help that much, it is also a very long process to get learners referred to the Department, so instead of going through that route, we just deal with the problems the way we see fit. I have been teaching accounting in other countries, learners in those countries are much more serious about their education than learners in this country.

Interviewer: When you talk about that matter I think of parents, are they helping you?

Interviewee: There has not been much, if you try to get in touch with the parent of a child you have problems with, you find that you never really get hold of the parents. You get the telephone number, you phone the parent, they usually tell us that they are busy. You write in the child's homework book for the parent to sign, the child will tell you s/he is staying alone, his/her parents stay somewhere else. So it is like you as a teacher must play two roles that of a teacher and that of a parent. Apart from teaching them accounting, I have to teach them morals. In this I do not think I succeed as I am not always with them. After school, they do what they feel like doing because you are not there. I can say that parents are not supportive at all.

Interviewer: Concerning the community they are from do you think these learners learn anything, do you think they have role models within their communities who people they can look up to?

Interviewee: Not really, I have asked some of them who their role models are, the sad part is that they do not have role models. They say they cannot look up to their brothers and sisters as they are also up to no good. They can't look up to their fathers as they do not know where their fathers are. These learners say their mothers tell them that they have fathers, but they have never seen their fathers. How do you expect a father to help with his child's education if he does not even try to contact him/her?

Interviewer: So these learners come from broken families?

Interviewee: Yes, most of them will tell you that they have been brought up by grand parents. When you give learners homework instead of going to be

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helped by their parents, they tell you that their grandparents are illiterate. If learners do not get the necessary support they are expected to get from home, it becomes difficult for educators to teach them.

Interviewer: When you try to help them in class do you group them so that they can help one another? Does this group work help?

Interviewee: Yes it does help. Previously what happened, was that you would give learners work and those that are sharp would do all the work, and the others would just would just write down whatever the others have done. Usually those who just write answers do not even want to participate. What I do to remedy this is I give them a topic in accounting. I choose a topic where they are to do journals ledger, balance sheet, cash payments, and cash receipts journals. To assist them, I do not say this is group work, what I do is divide it among the learners in that group, I say you are going to do cash payments, the other another part and so on. I make it a point that all learners have their part to play, and then I tell them to submit the work together. All of them have to be given marks on what they have done, so this is how I make sure that they work, they do not get marks that they do not deserve. The following day I would change the order those that did journals would do cash payments and so on.

Interviewer: What does the mission and vision of your school say about multilingualism, multiculturalism, inclusion of learners of all races and creed?

Interviewee: I think all those things are mentioned in our vision and mission. I am not sure though, because I have never taken a closer look at our vision and mission, I am not sure exactly what is written there. The reason I think these are included is because the school takes learners of different races, different languages. It is also the same with teachers.

Interviewer: Do you sit together and plan as educators?

Interviewee: No, we never do that. There are two accounting teachers within the school. We do not plan together and we rarely help each other.

Interviewer: Thank you very much for your time and the information you have shared with me.

Interviewee: My pleasure Ma'am.

4.2.3 INTERVIEW WITH EDUCATORS OF FORMER MODEL "C" SCHOOLS

4.2.3.1 Interview with educator 1

Interviewer: Morning, I would like you to help me with information on how you handle your classes of inclusion. Learners come from different backgrounds, speak different languages, have different capabilities etc. how do you include every learner in your teaching?

Interviewee: Concerning language I try to explain using English, but sometimes it becomes difficult for them to understand. Those that can speak either Zulu or Sotho I explain to them in these languages, to me this is not difficult as my class is not that big, so I can move around to see what they are doing, if they do not understand they can ask me questions.

Interviewer: Do you think that you accommodate all the learners in that way?

Interviewee: Yes

Interviewer: Are there any challenges that you face in those classes?

Interviewee: Yes, there are those learners that are trying to be problematic, everyday when you are seriously teaching they have something to laugh about, they always tell jokes it is disturbing. You can give them work, test, you have to be next to them checking, if you are not there they are not doing the work.

Interviewer: Is there anything that you enjoy about the work you are doing?

Interviewee: No, not at all, sometimes you plan a lesson and make it interesting, but when presenting it you encounter a lot of problems. Last time I remember I planned this experiment about electromagnetism in grade ten,

before I could finish presenting the lesson, some learners were busy chatting. I gave them a worksheet to complete, they could not complete it, these learners are not interested in their education, how can one make them interested? The learners who are not in model "c" schools are far better than these who have facilities and resources.

Interviewer: Do you think so?

Interviewee: I have taught in schools in the location and when I compare these two groups of learners, honestly I can gladly go back to the township and teach there. Learners in the location can communicate with you in English, even if they make mistakes but they try, these that I teach know English they understand when you teach but they seem not to care about their education or their future for that matter.

Interviewer: How do you overcome such problems in your class?

Interviewee: I try to discipline them as much as I can, I give them extra work, some do not even do that extra work. You try to detain them, they just sit there and do nothing. This cause problem for those teachers that are responsible for detention, I think that they should be given something difficult to do. If they can scrub the floors and polish them they would not think of causing problems in classes, because they will know that they are going to be punished. To me detention does not work for these learners. Sometimes they become so troublesome you can't even control them when they are like that. I sometimes send them for detention but it is a waste of time. Why would you send a person for detention for not doing homework? They do not do that work when they are detained they just sit there doing nothing.

Interviewer: What do you end up doing to remedy the situation?

Interviewee: It is difficult to deal with these learners, if you call parents they just say they will talk to their children but their behavior does not change. In fact parents do not help us, parents who are willing to cooperate are parents of those learners that you do not have a problem with, those are the parents

who will tell you that if their children misbehave we must not hesitate to call them.

Interviewer: Does the management of the school assist you?

Interviewee: No, for me it is difficult to ask for help from my HOD, because I am in my class on time everyday, but she is always fifteen minutes to thirty minutes late everyday. How can I go to such a person and ask for help? Every time when I am in class presenting a lesson her learners are outside making a lot of noise.

Interviewer: Do you sit and plan together as teachers?

Interviewee: No we do not do that, our HOD told us to do our own tests and assessments.

Interviewer: Do you set different papers for the same grade?

Interviewee: Yes we are three teachers teaching science in the same grade, she told us to set papers for our classes. Even with assessment we assess differently, we are treating the same topic, no one is behind but we have different assessment, learners get confused as to what is going on.

Interviewer: Any help from the department of education?

Interviewee: No, we do not get support from the department, yesterday I attended a meeting for Maths and Science, we do not have a facilitator for the FET level. In the meeting they told us about the portfolios for grades 10, 11 and 12, we have been given a month's notice to compile and complete these portfolios. Sometimes it is too difficult, you think whatever you are doing is correct, at the end of the day, someone from the provincial level will come and tell you that you are not suppose to do this. And the person who is suppose to guide you is not there even for the grade 12's, they are doing portfolio work, the experiments, they must have if experiments from grade 11, and it was about the forces, some educators use their own Maths paces new documents that are given to them now, and some of them do not have that document. If you are using your method, the same they are saying they are going to

penalize the learners, you see now, this is not fair, even if you are aware of these paces, some of the schools they don't have these facilities.

Interviewer: Yes, you can do experiments without the facilities.

Interviewee: You see, that is the problem.

Interviewer: So you are saying that you are getting any help.

Interviewee: Yes, we are not getting any help, everything they are coming on coming Monday, they want to find that everything is there, but they do not come at the beginning of the year to show as what to do.

Interviewer: I want us to look at curriculum development. Do you have enough material in your classroom or do you develop your own, and if you do, are you equipped to develop your own curriculum?

Interviewee: I don't have enough material, what have is just a textbook. I have to read from the textbook and understand that and explain the work to the learners, only material we have here is for the experiments. Honestly, I can't develop my own curriculum.

Interviewer: You do not have the necessary knowledge to develop curriculum.

Interviewee: I have tried during breaks.

Interviewer: Do you have a different lesson plan? A remedial kind of lesson plan?

Interviewee: No, it is the same work. In fact, no remedial, but I have not done any training, I don't know whether what I am still doing the same way as I do in classroom, if the child does not understand in the classroom, I am just wasting my time after or whenever, I am using the same method.

Interviewer: Thank you very much, I learnt a lot from you.

4.2.3.2 Interview with educator 2

Interviewer: Morning, I would like you to help me with information on how you handle your classes of inclusion. Learners come from different backgrounds, speak different languages, have different capabilities etc. how do you include every learner in your teaching?

Interviewee:I am facing very serious challenges as a teacher, like you have mentioned before, you find that in the class you have diverse cultures hat also play a role, different believe systems, I immediately come up with something in class, so must make sure that you cater, you must come with something that will cater for each and everyone in the class, but hen I becomes very difficult for the teacher, you can come up with something, put it doesn't cater for everyone, you find that other learners are bored, others are interested with what you talking about and others are not in the classroom, all together they are outside far away from where you are, make sure you make it interesting to them, show them the important factors of what you have come-up with. Like for example, if you get into the class, come with a topic for example you come up with suggestions, and do they think and you take it from there. Try to ensure that everyone in class, must have a chance must have a say must participate fully.

Interviewer: How do you make everyone participate when they are so many? What is your average class so far?

Interviewee: My biggest class is 42.

Interviewer: You get all learners to participate fully in the 40 minutes period that we have?

Interviewee: Not always, I group my learners according to groups. It is still difficult, because you see that always the same talkative are always participating, in those groups they are the ones who are participating, they are the ones who suggest the only ones who are coming up with comments about, the other ones are still quiet. You only see the comments of the others, when you give individual work, so it becomes difficult for the teacher to say

that all my 42 learners are well conversant with what I come up with in class. So just took from ok, since they worked in groups, you just work with assumptions that it means every one understands but you are not 100% sure. Unless like I have mentioned, you give them individual class work, assignment, still with that it doesn't guarantee that my learners really understand what I come up with.

Interviewer: What do you do with those that are dragging behind everybody, basically to me I would use the expression " they are everybody down", you can't move because they haven't completed yesterday's work, you can't, how do you catch up the gap, how do you fill that gap?

Interviewee: I normally give them extra work. and to catch up with my learners, say for example, I gave work, and others are far behind, I sort of , call them during breaks, to sacrifice, and come to my class and I explain to them as individuals. That's how I try to catch up with the gaps.

Interviewer: So you give them extra classes. In those extra classes, you don't teach them remedial work, Do you teach them the way you teach them in the class, or is it work that you have planned specifically?

Interviewee: It is part of remedial work plus I just become flexible, while I am dealing with them.

Interviewer: Is it not a specific remedial lesson plan, remedial work for them? Is the same work that you make slightly easier for them?

Interviewee: Slightly easier for them to understand in the approach than that as well as individuals, how can approach this and then may be , since it is a two way communication, hey can come up with suggestions, like listen sir, to my understanding to this, is this and that, ultimately I will ask why in class, you are not coming up with brilliant ideas, others would say they are shy or others are bullying them.

Interviewer: They mock them?

Interviewee: Yes.

Interviewer: With the classroom, right now, we are talking about learners with learning problems, how about those with behavioural problems?

Interviewee: With behavioural problems, I normally contact parents.

Interviewer: Do you get any feedback form the parents?

Interviewee: Not 100%. When I phone them to come so that we discuss the learner's problem, they always say they forgot. Parents are very reluctant. I normally sit down with the parent and a learner, and come with an agreement on how to deal with the behavioural problem of a learner.

Interviewer: In this situation when you are not getting the co-operation of the parents, what do you do? Do you get any back up from the H.O.D or Department of Education? How do you go about it?

Interviewee: Honestly, I do get back up from the H.O.D in most cases, she is aware of it. She would guide me and advise me to call the parents.

Interviewer: What measures do you think helped you as an individual teacher to help you cope in the classroom with the problems that you have?

Interviewee: We have got grade tutors, and according to grade tutors, they work differently per grade, for instance if the grade 8 learners are disruptive, then the grade tutor will call their parents. In grade 9 the tutor will call the learner to see him. It works differently for each and every grade, if the grade tutors have something in common, they work together in one plan. So someone knows what to do in each and every grade, there is no balance in the system.

Interviewer: Then when we talk about the people from the Department of Education, do they help us with this system of having everybody in the class, have we had anything of training? That has equipped us to help these learners effectively?

Interviewee: This year not at all.

Interviewer: Have ever had any training on how to handle inclusion, inclusive classes?

Interviewee: I only remember last year 2004 or between 2003 and 2004, there was this gentleman who came form the Department of Education, I can't remember his real name. Dr. Du Toit once came to the staff members, and he told us about inclusive education, how to deal with behavior and any kind of misbeviour in the class.

Interviewer: He is the psychologist, so he was looking at it form the psychological point of view, how to deal with behavioural problems, not a practical way of teaching them.

Interviewee: Not a practical way of teaching them.

Interviewer: Ok, as in feedback from them do we get anything continuous?

Interviewee: Not at all.

Interviewer: Form that time when you had that workshop, it ended there

Interviewee: It ended there, not even later on, they ever wanted us to respond back, e.g. this is what I have done, it works or it doesn't. They did not want any kind of report it was just a workshop.

Interviewer: Why? It is very strange.

Interviewee: I tried to use the principles that I learnt form that workshop, they never worked for me, because there was no one I can give feedback to, after I've realized 1,2,3

Interviewer: If there is no follow up, it becomes hard.

Interviewee: So I went back to my old system of teaching.

Interviewer: The other thing I want to find out from you, is curriculum. I don't know how you find the textbooks that you have, are they sufficient enough to help each and every person?

Interviewee: They are not well enough, but the curriculum itself, I would say is 100% ok for my grade 9 and 11's. It is quiet relevant to them. But then we do not have sufficient books.

Interviewer: To go round and there... you don't have a variety of textbooks whereby you would say, I would use this one and that one. Thank you for your time.

4.3 DATA ANALYSIS AND INTERPRETATION

From the data gained from the responses of the interviewees (see 4.2), the following analyses and interpretation can be made:

- 100% of the educators indicated that they do not know how to adapt and modify the curriculum and instructional programmes to meet the diverse learner needs.

- 100% of educators in the township schools indicated that they mainly communicate to the learners in their mother tongue in order to accommodate learners who cannot understand English.

- 100% of educators in former model 'C' schools and private schools indicated that they use English mainly as a medium of instruction. This is a major challenge to the educators because they teach in the language that most of the children understand. Learners from English families are at a very big advantage because they are taught in mother tongue. For the rest of the learners in other language groups, including learners from Afrikaans speaking families schooling in English school are completely excluded from learning. Most of the learners from the township schools being taught in model 'C' schools are taught in English for the first time. Language to these children is a barrier to their learning. Most of them cannot communicate in English competently but they are expected to read and answer questions in English and achieve work that is unattainable to them. The fact that they have the language problem, they become very frustrated. They feel lost and misunderstood. They resort to being unruly giving more problems to educators, for example they 'bunk' classes,

disrupt teaching and fight with other children. They ultimately look like they do not care much about school, and yet they are simply excluded from learning.

- 97% of the educators indicated that the majority of their learners require intensive learning support. They indicated that the majority of learners in their classes have intellectual disabilities that educators in a 'normal' classroom cannot cope with as they lack the expertise to deal with the problems that these learners present. They also indicated that they are required by their schools to develop and adapt curriculum to suit the diversity in their classrooms without any formal training on how to develop such curriculum. They further indicated that they, in most cases, do not know what to do with learners who manifest intellectual disabilities.

- 3% of the educators indicated that their schools have specialist remedial educators. According to the respondents, these educators have normal classes to teach and they only have time to attend to learners with special educational needs after school hours.

- 100% of educators from the townships indicated that the majority of learners in their classrooms are from poor families and are always hungry. As a result, they have poor concentration in class.

- 97% of the educators indicated that their classrooms have more than forty learners. The 3% of educators who indicated that the numbers of learners in their classrooms were normal were those teaching accounting at high schools.

- 100% of educators in the former Model "C" schools and private schools indicated that they are daily faced with learners who come from a variety of cultures;

- 94% of educators indicated that their school management teams cannot offer any solution to the problems encountered by educators because the Department of Education cannot afford to provide more educators, especially qualified educators for learners with special educational needs.

- 100% of educators indicated that they are offered very little help or no help at all by the educational managers at Education District Offices. According to the participants, they rarely get assistance of Educational Psychologists from the Education District Offices while parents can also not afford the services of private educational psychologists.

4.4 CONCLUSION

This chapter analysed and interpreted data collected through empirical research. The next chapter deals with conclusions, findings and recommendations.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents an overview of this research's findings and conclusions from the literature study as well as from the empirical research.

5.2 SUMMARY OF FINDINGS AND CONCLUSIONS FROM THE LITERATURE STUDY

From the literature review, it emerged that inclusion provides a diverse stimulating environment in which to grow and learn; opportunities to develop neighbourhood friends; affirmations of individuality; peer models; opportunities to be educated with same-age peers; opportunities to experience diversity of society on a small scale in a classroom; children a miniature model of the democratic process. Inclusion also enables development of friendships; a sense of belonging to the diverse human family; self-respect; appreciation for the diversity of the human family; teachers to appreciate the diversity of the human family; teachers to recognize that all learners have strengths; creates an awareness of the importance of direct individualized instruction; increases ways of creatively addressing challenges; collaborative problem solving skills; development of teamwork skills; different ways of perceiving challenges as a result of being on a multi-disciplinary team; enhancement of accountability skills; combats monotony; promotion of the civil rights of all individuals; support for the social value of equality; teaching of socialization and collaborative skills; building of supportiveness and interdependence; and maximizing of social peace (see 1.1).

The literature review also revealed that inclusion develops the an appreciation that every person has unique characteristics and abilities; respect for others with diverse characteristics; sensitivity toward others' limitations; feelings of empowerment and the ability to make a difference; abilities to help and teach all classmates; and empathetic skills (see 1.1). This means that in inclusive

schools the question is not raised "how does this learner have to change in order to be a fourth grader?" but rather, "How does the school have to change in order to offer full membership to its learners with disabilities?" This means that general education teachers and special education teachers need to be competent inclusive teachers and should have ability to problem solve, to be able to informally assess the skills a learner needs (rather than relying solely on the standardized curriculum); take advantage of children's individual interests and use their internal motivation for developing necessary skills; set high but alternative expectations that are suitable for the learners - this means developing alternative assessments; make appropriate expectations for each learner, regardless of the learner's capabilities; determine in what way to modify assignments for learners, that is, how to design classroom activities with so many levels that all learners have a role to play in class; have a realization that every child in the class is their responsibility; knowing a variety of instructional strategies and the way to use them effectively; working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach; and viewing each child in the class as an opportunity to become a better teacher, rather than as a problem to be coped with or have another person to 'fix' him or her. (see 1.1).

5.3 SUMMARY OF FINDINGS FROM THE EMPIRICAL INVESTIGATION

The empirical research revealed that the majority of educators who participated in this research do not know how to adapt and modify the curriculum and instructional programmes to meet the diverse learner needs; have the majority of learners who require intensive learning support; have the majority of learners in their classes with intellectual disabilities which educators in a 'normal' classroom cannot cope with because of their lack of the expertise to deal with the problems that these learners present; their school management teams cannot offer any solution to the problems encountered by educators because the Department of Education cannot afford to provide more educators, especially qualified educators for learners with special educational needs; and offered very little help or no help at all by the educational managers at Education District Offices and rarely get

assistance of Educational Psychologists from the Education District Offices while parents can also not afford the services of private educational psychologists (see 4.3).

5.4 RECOMMENDATIONS

From the findings of both literature review and empirical research, it is apparent that educators now work in classrooms that do not only have the learners they would like to have, by they now also have those that they would never choose to teach if they were given a choice. To help educators deal with their challenges, this research recommends that:

- educators be trained on White paper 6 which is the core policy for the implementation of inclusion and inclusive education at South African schools. This will enable schools to have strong leaders in inclusive school settings;

- all schools need educational psychologists and educators adequately trained on learners with special educational needs in order to provide sufficient support systems in remedial education, psychotherapy, psychometric assessments, career counselling, learning support and so on;

- school governing bodies should be educated on inclusive education so that, in their governance, they can be empowered to infuse White Paper 6 in their vision and mission statements and school development plans; and

- there should be collaboration between schools, universities and non-governmental agencies that are oriented towards school development in order to assist parents, learners and community members in general to understand the ideals of inclusion in education. Professors at universities can assist with advocating the policies of inclusive education to communities and developing practical modules for their learners which can help the educators to be effectively and efficiently trained in inclusive education.

5.5 LIMITATIONS OF THIS RESEARCH

The research sample of this study was too small and only composed of educators in the Vaal Triangle area of Gauteng. A comprehensive study which is composed of educator participants from all the nine provinces of South Africa is needed. Such a study can enable the researcher to make valid and reliable generalizations about the challenges that educators face in implementing inclusive education.

5.6 CONCLUSION

This research investigated, by means of literature review and empirical research, the challenges that educators face in implementing inclusive education at schools. On the basis of both the literature review and empirical research methods, recommendations were made in Chapter 5.

It is hoped that this research will make a contribution in the understanding of the challenges that educators face in implementing the national policy on inclusive education at schools.

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APPENDIX A

QUESTIONS WITH EDUCATORS IN TOWNSHIP SCHOOLS

QUESTIONS WITH EDUCATOR ONE

Interviewer: I need to listen to you, I need you to educate me more about inclusion and how it is working in your class, what are your challenges?

Interviewer: Does he support you?

Interviewer: The language being what?

Interviewer: So, when they go to high school, do you follow them up?

Interviewer: So, you have the support of the parents as well in the school?

Interviewer: So you do visit their homes to verify whether what they are saying is true or not?

Interviewer: About the Department of education, what sort of help do you get from them, concerning the policy of inclusion?

Interviewer: The other thing that I wanted to get to, is interaction in the classroom when children are helping one another, how does it work? Is it the slow learners that go to those who understand quickly or is it vice versa, how does it work in your classroom from your observational point of view?

Interviewer: On the vision and mission of your school, do you incorporate inclusion, multilingualism and multiculturalism? Are such statements included in the vision and mission of your school?

Interviewer: The other question I want to ask is that, if the child does not understand either English or the second language that you have adapted in the school, what sort of options do you have? For example, It is English, Afrikaans and Sotho then you have a Venda child, how do you handle those children?

Interviewer: In conclusion, what would you like to say about this inclusion in your class, what would you say generally? What would you advise us to do or what would you like to see happening?

QUESTIONS WITH EDUCATOR TWO

Interviewer: Sir, I need your input on inclusion, how is it working in your school? Is it working effectively? What are the challenges that you are facing?

Interviewer: How do you handle those learners who do not need remedial teaching but are having problems that cause barriers to their learning?

Interview: Does that teacher have other classes to teach apart from handling those learners?

Interviewer: Those children that have for example psychological problems, emotional problems, those that cannot understand the language of instruction, what sort of assistance do you have for them?

Interviewer: How do you decide with which language to teach a child in school? How do you decide that a child must be taught in a certain language?
Interviewer: Are all teachers able to speak these languages?

Interviewer: How are they taught these languages if they are in one class?

Interviewer: Do they cope with English?

Interviewer: How does it work in your class with children that are not coping very well, and those that are working very fast, do you have a kind of interaction between those children and other children? Do they help one another?

Interviewer: What happens normally, do learners go to assist others or is it those who need assistance that go to get assistance?

Interviewer: So it is normally the teacher taking the initiative, not those that are struggling that ask for assistance or those that are doing well who offer help.

Interviewer: Do you have a statement that includes children of all ethic languages or races in the vision and mission of your school? Does it appear?

Interviewer: What is the number of learners in your classrooms?

Interviewer: Do the teachers manage to mark the books, and continuously assess these learners?

Interviewer: You talked about platooning, how is that happening?

QUESTIONS WITH EDUCATOR THREE

Interviewer: Good afternoon Madam

Interviewer: I need you to help me learn a little bit more about the classes of inclusion at your school, the classes of many diversities, different languages, different abilities and all the other problems you encounter. What are the challenges you face in your class?

Interviewer: You are saying that child is coping?

Interviewer: So, basically as teachers, you look into the community, and see which children are not attending school, and bring them to school?

Interviewer: He was happy to do that?

Interviewer: So you are basically blending it well?

Interviewer: How many children do you have in your class?

Interviewer: So it works well when you have to do remedial with those who are not coping?

Interviewer: Social problems like what?

Interviewer: Do they drop out of school?

Interviewer: Poverty in general how is it affecting you in the classroom?

Interviewer: Is the whole school involved in the feeding scheme?

Interviewer: In the vision and mission of your school do you have a statement about inclusion?

Interviewer: Thank you for answering my question, do you still have anything else to tell me?

QUESTIONS WITH EDUCATOR FOUR

Interviewer: Good afternoon Madam, I need you to help me learn a little bit more about the classes of inclusion at your school, the classes of many diversities, different languages, different abilities and all the other problems you encounter. What are the challenges you face in your class?

Interviewer: Can you share the secret with me?

Interviewer: Did the father have her pregnant?

Interviewer: Did you say anything in the meeting that you had?

Interviewer: How old was this girl?

Interviewer: How did you manage with such a large class?

Interviewer: I cannot imagine how you could cope with such a large class, did you know their names? How did you report on seventy six learners? It is difficult with forty how much more when you are having seventy?

Interviewer: Were you supported by either your HOD (Head of department) or the school management team (SMT) at the school?

Interviewer: Did you all have large numbers in class?

Interviewer: So the IDSO offered no solution, he left without resolving the problem?

Interviewer: So basically, when you are reporting that you have learners with learning problems, do the School Management Team members come and help you?

Interviewer: How is remedial education at your school?

Interviewer: Do you do remedial teaching in your class?

Interviewer: When do you do that?

Interviewer: How far do you stay from the school?

Interviewer: How supportive are the parents of the learners in your remedial class?

Interviewer: Do you also help with homework?

Interviewer: The issue of poverty, how does it affect you in the classroom?

Interviewer: Do you bring your own bread from home?

Interviewer: How did the father help?

Interviewer: What happened to the baby?

Interviewer: What do you do?

Interviewer: It is tough isn't it?

Interviewer: Do you have a statement in the vision and mission of your school about multiculturalism or multilingualism?

Interviewer: How many languages do you use?

Interviewer: Do all the children only speak Sotho?

QUESTIONS WITH A GROUP OF EDUCATORS

Interviewer: Good morning. I would like to talk about positive things and challenges that can help me with my research. I am not going to guide you with questions I would like you to say what you think.

Interviewer: What challenges are faced in the implementation of policies of inclusion, multilingualism and multiculturalism?

Interviewer: So, with remedial teaching how do you remedy them, when you have them in class? How do you help them?

Interviewer: They wish they were like her?

Interviewer: So, there are teachers who do not accept the policy as it is, in implementing it?

Interviewer: What sort of frustrations?

Interviewer: Do you think your problem no.1 is lack of skills?

Interviewer: If there is interaction between learners, do the disabled children initiate interaction or is it the normal children?

Interviewer: How about your school, isn't there somebody who can help?

Interviewer: In the mission and vision of your school, do you have a statement on inclusion, multilingualism and culturalism?

Interviewer: What is the problem, why educators cannot help learners within the scheduled time?

Interviewer: So they have to teach their classes during school hours and attend to remedial cases after school?

Interviewer: How many learners do you have in your class?

Interviewer: So you believe in educators being social workers as well?

Interviewer: What would you like to see happening in your classes?

Interviewer: If you identified these learners in grade five only, what were the previous educators doing?

Interviewer: When schools admit learners, don't they ask for a learner profile from the previous school?

QUESTIONS WITH EDUCATORS IN PRIVATE SCHOOLS

QUESTIONS WITH EDUCATOR ONE

Interviewer: I would like you to help me with information on how you handle your classes concerning inclusion. How do you deal about children from different backgrounds, different abilities, remedial cases, children with psychological problems and all these complex children?

Interviewer: So you are able to bridge the language barrier? Does every learner in your class understand Sotho?

Interviewer: How do you help learners to cope as well as those who are not coping?

Interviewer: Do they explore and research? Do they have the resources?

Interviewer: What do you do with those learners who do not hand in their assignment, or write tests, how do you allocate marks to them?

Interviewer: How else do you help your learners?

Interviewer: How do you cope with learners with behavioural problems?

Interviewer: Do you get any help from parents concerning their children misbehaving?

Interviewer: Do you get any help from your HODs or from the Department of Education concerning these problems?

Interviewer: And the education department?

Interviewer: Sir you have helped me a lot thank you.

QUESTIONS WITH EDUCATOR TWO

Interviewer: I would like you to help me to understand how you handle your classes of inclusion. How much diversity do you have in your classes such as

many languages, gender differences, different learning abilities, how do you handle these classes?

Interviewer: Does this mean that in the higher grades, in the upper grades slow learners are not attended to? Do you set a different question paper for them or do they use the same question paper?

Interviewer: Looking at the diversities you have in your class, do you enjoy teaching? Do you teach with passion?

Interviewer: Do these learners do their homework and class work that you give them?

Interviewer: You mentioned that other learners laugh at these learners. Do they ever help them?

Interviewer: What would you like to see happen in class?

Interviewer: What do you end up doing? Answer the questions yourself?

Interviewer: Are you getting help from parents of those children who have learning problems?

Interviewer: I need to find out from you whether the management of the school help in any way with inclusion. Do you get any help from them?

Interviewer: If you can approach the management, do you think they can help you?

Interviewer: From the Department of Education's side - are they helping? Would you say that you are properly equipped to handle every learner in your class, the remedial cases, learners who cause problems - are you equipped to handle diversity?

Interviewer: Are you able to develop a curriculum yourself in order to supplement on what you are given in order to help all the learners?

Interviewer: So you develop your own work to help learners in your class?

Interviewer: Is there anything else that you would want to say about inclusion?

Interviewer: What about those learners who speak other languages besides Sotho and Pedi?

Interviewer: Do you work together with other teachers when you are planning lessons?

Interviewer: How do you monitor the children on a continuous basis?

Interviewer: What would you say is the cause of the behavioural problems in your school?

Interviewer: I would like to thank you for your time and your input in this research.

QUESTIONS WITH EDUCATOR THREE

Interviewer: I would like you to help me with information concerning inclusion in your school. How do you deal with diversity in your class, as different languages, different backgrounds, and others? What challenges do you have in your classes because of diversity?

Interviewer: So how do they cope in class?

Interviewer: Do you think the language policy is failing in a way because it stipulates that learners should be taught in the language that they have chosen which their preferred medium of instruction is?

Interviewer: How do you handle those who are not performing well in class?

Interviewer: Don't you check their records before admitting them?

Interviewer: The policy says a learner should be allowed to attend the school where s/he wants to, what do you think about that?

Interviewer: Are you saying parents do not help you with the problems you are encountering?

Interviewer: Homework and class work, do learners in your class do their work do they finish class work and homework?

Interviewer: So basically learners are frustrated?

Interviewer: How are the teachers coping in this situation, with all these frustrations? Do you get any help?

Interviewer: Does the department help you in any way with the problems you encounter?

Interviewer: So how do you manage, concerning the curriculum?

Interviewer: What does this person say if you confront him about their lack of support?

Interviewer: Are educators able to develop their own curriculum?

Interviewer: How do you work as teachers? Is there any cooperative teaching in your school?

Interviewer: So they do not give you material?

Interviewer: Is there cooperative learning in classes?

Interviewer: Which group takes the initiative, is it the one that is struggling or is it those who understand?

Interviewer: Does the vision and mission of your school include the multiculturalism, multilingualism etc?

Interviewer: How do you remedy the children if you have these problems?

Interviewer: So there is a certain percentage of learners that you actually help?

Interviewer: Thank you very much for your time and your input into this matter.

QUESTIONS WITH EDUCATOR FOUR

Interviewer: I would like you to help me with information concerning inclusion in your class. How do you deal with diversity in your class, different languages, different backgrounds? What challenges do you have in your class because of diversity?

Interviewer: What problem do you experience when teaching your subject?

Interviewer: What do you do to help these learners?

Interviewer: What assistance do you get from the management of the school concerning these learners?

Interviewer: What about the Department of Education, do you refer learners to them, or do you get any help from them?

Interviewer: When you talk about that matter I think of parents, are they helping you?

Interviewer: Concerning the community they are from do you think these learners learn anything, do you think they have role models within their communities who people they can look up to?

Interviewer: So these learners come from broken families?

Interviewer: What does the mission and vision of your school say about multilingualism, multiculturalism, inclusion of learners of all races and creed?

Interviewer: Do you sit together and plan as educators?

Interviewer: Thank you very much for your time and the information you have shared with me.

QUESTIONS WITH EDUCATORS OF FORMER MODEL "C" SCHOOLS

QUESTIONS WITH EDUCATOR ONE

Interviewer: Morning, I would like you to help me with information on how you handle your classes of inclusion. Learners come from different backgrounds, speak different languages, have different capabilities etc. how do you include every learner in your teaching?

Interviewer: Do you think that you accommodate all the learners in that way?

Interviewer: Are there any challenges that you face in those classes?

Interviewer: Is there anything that you enjoy about the work you are doing?
Interviewer: Do you think so?

Interviewer: How do you overcome such problems in your class?

Interviewer: What do you end up doing to remedy the situation?

Interviewer: Does the management of the school assist you?

Interviewer: Do you sit and plan together as teachers?

Interviewer: Do you set different papers for the same grade?

Interviewer: Any help from the department of education?

Interviewer: So you are saying that you are getting any help

Interviewer: I want us to look at curriculum development. Do you have enough material in your classroom or do you develop your own, and if you do, are you equipped to develop your own curriculum?

Interviewer: You do not have the necessary knowledge to develop curriculum.

Interviewer: Do you have a different lesson plan? A remedial kind of lesson plan?

QUESTIONS WITH EDUCATOR TWO

Interviewer: Morning, I would like you to help me with information on how you handle your classes of inclusion. Learners come from different backgrounds, speak different languages, have different capabilities etc. how do you include every learner in your teaching?

Interviewer: How do you make everyone participate when they are so many? What is your average class so far?

Interviewer: You get all learners to participate fully in the 40 minutes period that we have?

Interviewer: What do you do with those that are dragging behind everybody, basically to me I would use the expression " they are everybody down", you can't move because they haven't completed yesterday's work, you can't, how do you catch up the gap, how do you fill that gap?

Interviewer: So you give them extra classes. In those extra classes, you don't teach them remedial work, Do you teach them the way you teach them in the class, or is it work that you have planned specifically?

Interviewer: Is it not a specific remedial lesson plan, remedial work for them? Is the same work that you make slightly easier for them?

Interviewer: They mock them?

Interviewer: With the classroom, right now, we are talking about learners with learning problems, how about those with behavioural problems?

Interviewer: Do you get any feedback form the parents?

Interviewer: In this situation when you are not getting the co-operation of the parents, what do you do? Do you get any back up from the H.O.D or Department of Education? How do you go about it?

Interviewer: What measures do you think helped you as an individual teacher to help you cope in the classroom with the problems that you have?

Interviewer: Then when we talk about the people from the Department of Education, do they help us with this system of having everybody in the class, have we had anything of training? That has equipped us to help these learners effectively?

Interviewer: Have ever had any training on how to handle inclusion, inclusive classes?

Interviewer: He is the psychologist, so he was looking at it form the psychological point of view, how to deal with behavioural problems, not a practical way of teaching them.

Interviewer: Ok, as in feedback from them do we get anything continuous?

Interviewer: Form that time when you had that workshop, it ended there
Interviewer: Why? It is very strange.

Interviewer: The other thing I want to find out from you, is curriculum. I don't know how you find the textbooks that you have, are they sufficient enough to help each and every person?

Interviewer: To go round and there... you don't have a variety of textbooks whereby you would say, I would use this one and that one. Thank you for your time