CHAPTER EIGHT

SUMMARIES, RECOMMENDATIONS AND CONCLUSIONS

8.1 INTRODUCTION

The aim of this research was to investigate the nature of the challenges that the South African educators, Senior Management Teams and parents face in managing the implementation of White Paper 6 on Inclusive Education and to make suggestions on the eco-systemic management strategies that could be used to help educators, Senior Management Teams and parents to develop the necessary capacity to effectively implement and manage the Inclusive Education policy as propounded in White Paper 6 on Inclusive Education. The eco-systemic management strategies that emerged include strategies for the Department of Education, Senior Management Teams, educators and parents to develop the necessary capacity to effectively implement and manage the Inclusive Education policy as propounded in White Paper 6 on Inclusive Education. ·

This chapter provides summaries of the findings from both the literature review (see chapter one, two and three) and qualitative empirical research (see chapter four and five) with a view of making recommendations for both implementation and further research.

8.2   FINDINGS FROM THE LITERATURE REVIEW AND EMPIRICAL RESEARCH

8.2.1 Findings from the literature review

The investigation of related literature revealed the following:

- The South African legislation and policy documents stress the principles of human rights, social justice, and quality of education for all, the right to basic education for all, equality of opportunity and redress of past inequalities *(cf. 1.1)*.

- The South African Department of Education has an obligation to provide basic education to all learners *(cf. 1.1)*.

- For many years, disadvantaged learners in South Africa received inadequate or no provision at all and specialized education and support were only provided for a

small percentage of learners with disabilities within 'special' schools and classes *(cf. 2.1).*

- The majority of the learners with disabilities had either fallen outside the system or had been 'mainstreamed by default' and the curriculum as a whole has generally failed to respond to the diverse needs of the learner population, as a result, there were massive dropouts, push-outs and failures *(cf. 2.1).*

- 'Special needs and support' had been seriously neglected *(cf. 2.1).*

- South Africa needs transformation from 'special and ordinary' education to an inclusive outcomes based approach to education which embraces all 'normal and special learners' in schools *(cf. 2.1).*

- Several reasons to justify Inclusive Education in schools include educational, social and economic justifications *(cf. 2.1).*

- It is a fundamental right for all people: women and men of all ages to be educated throughout the world *(cf. 2.2).*

- Education is the key to personal and social improvement and it must be fundamental to self-reliance and development *(cf. 2.2).*

- The present and coming generation must be given an expanded vision and a renewed commitment to basic education in order to address the scale and complexity of the challenges *(cf. 2.2).*

- Partnerships with all sub-sectors and forms of education should be strengthened, recognizing the special role of educators and that of administrators and other educational personnel *(cf. 2.2.1.6).*

- For the basic learning needs of all the people to be met a much broader scope of action than that of the past will be essential to mobilize the existing and new financial and human resources: public, private and voluntary *(cf. 2.2.1.8).*

- Constructivism supports the idea that there are different ways in which it is permissible to organize a school within a liberal democracy different schools need to be organized according to different principles, depending on the actual and potential fundamental ethical commitment of its members *(cf. 2.8).*

- Principles of justice must be applied so that enough resources are available to schools in order to reduce disparities between schools which affect fair equality of opportunity, to levels acceptable to all. Justice requires the schools to organize internally to serve its educational roles, to establish equal opportunities, to help in the moral development of the learners and to help its members to develop and pursue a conception of 'good' *(cf. 2.13)*.

- Parents play a vital role in the education of learners and parental involvement is important *(cf. 2.14)*.

- There is growing recognition in many parts of the world, including South Africa, that schools require effective leadership and management if they are to provide the best possible education for 'all' their learners *(cf. 3.1)*.

- Several leadership and management models that could be applicable to Inclusive Education were identified: strategic leadership, ecological leadership, transformational leadership, invitational leadership, political leadership, bureaucratic management, collegial management and political management *(cf. 3.1.)*

- Strategic changes which involve the whole organization in a holistic way are required in order to improve leadership capacity and capability in the drive towards better performance and standards in schools *(cf. 3.1)*.

- Deciding *when* to make a significant strategic change is as critical to success as choosing *what* strategic changes to make. When individuals in the organization are ready for change, when the organization needs the change and when the external constraints and conditions force change, all have to be balanced one against the other *(cf. 3.2.3.3)*.

8.2.2 Findings from the empirical research

The empirical research has led to the identification of the following themes from the responses of the participants who formed the sample of this research. In this section themes that have been identified from the responses of participants in this research project are presented.

8.2.2.1 Theme 1: Management of the implementation of White Paper 6 on Inclusive Education challenges (*cf.* 5.1.1.1)

- Category: lack of direction and scope regarding inclusivity (cf. 5.1.1.1.1).

    o   Sub-categories: Learners with academic problems.

    Learners with behavioural problems.

8.2.2.2 Theme 2: Ecological management challenges (*cf.* 5.1.1.2)

- Category: Lack of managerial skills for addressing environmental issues of schools (cf. 5.1.1.2.1).

    o   Sub-category: Transferred learners.

    Home alone learners.

    Homeless learners.

    Child-headed families.

8.2.2.3 Theme 3: Systemic management challenges (*cf.* 5.1.1.3)

- Category: lack of managerial skills for educational and social systems within the school (cf. 5.1.1.3.1).

    o   Sub-category: Medium of instruction.

8.2.2.4 Theme 4: Methodological management challenges (*cf.* 5.1.1.4)

- Category: Lack of management skills for supporting teaching and learning (cf. 5.1.1.4.1).

    o   Sub-categories: Lack of management skills for learners with high levels of energy.

    Lack of management skills for learners with low levels of energy.

    Lack of management skills for aggressive learners.

8.2.2.5 Theme 5: Management challenges for curriculum transformation (*cf.* 5.1.1.5)

- Category: Lack of managerial skills for curriculum transformation (cf. 5.1.1.5.1).

  o Sub-category: Non-adaptation and modification of the curriculum.

8.2.2.6 Theme 6: Socio-economic management strategies (*cf.* 5.1.1.6)

- Category: Lack of planning skills for securing justice in social and economical issues (cf. 5.1.1.6.1.).

  o Sub-categories: Poverty.

  Divorced/divorcing parents.

  Single parents.

  Learners living with a big number of extended family

  Members.

8.2.2.7 Theme 7: Management strategies for learners with physical challenges (*cf.* 5.1.1.7)

- Category: Lack of management skills for accommodating learners with physical challenges (*cf.* 5.1.1.7.1).

  o Sub-category: Learners with physical challenges (*cf.* 5.1.1.7.1.1).

8.2.3 General findings

From the revelations of the literature review and the empirical research, the following general findings emerged:

- The Department of Education, Senior Management Teams, educators and parents lack direction and scope regarding the implementation of Inclusive Education.

- The Department of Education, Senior Management Teams, educators and parents lack management skills for transforming educational and social systems within the school.

- The Department of Education, Senior Management Teams, educators and parents lack management skills for supporting teaching and learning.

- The Department of Education, Senior Management Teams, educators and parents lack management skills for curriculum transformation.

- The Department of Education, Senior Management teams, educators and parents lack planning skills for securing justice in social and economical issues.

- The Department of Education, Senior Management Teams, educators and parents lack management skills for accommodating learners with physical challenges.

8.3 RECOMMENDATION FOR FURTHER RESEARCH

Future research on eco-systemic management strategies for inclusive schools should consist of larger samples, including participants from the whole of South Africa. Such extensive research should provide more information about the nature and extent of the challenges that the South African Department of Education, educators, Senior Management Teams and parents face in managing the implementation of White Paper 6 on Inclusive Education.

The suggested eco-systemic management strategies need to be implemented in order to help the Department of Education, Senior Management Teams, educators and parents with the effective implementation of White paper 6 on Inclusive Education.

8.4 RECOMMENDATIONS

The 'Senior Leadership and Management Team' will be an appropriate title for the Senior Management Team of a school as this title will make the SMT aware of the differences between leadership and management. The leadership should direct, motivate and harness all the resources in the school in the direction it is needed whereas the school management should make sure that the implemented policies run effectively and efficiently. This study recommends the ecological, strategic and transformational, invitational, political leadership, bureaucratic and colegial

management models to be considered as strong pillars for leadership and management in the implementation of Inclusive Education (*cf.* chapter 3*)*.

- **The transformational leadership model** must be considered seriously. The school leadership must analyse transformation issues, so that when the school makes school policies they will have an inclusive vision at the centre of every school policy. This will lead a situation where transformation issues regarding learners with diverse learning needs will be embraced by all stakeholders. As long as leadership fails to transform to inclusivity, exclusive practices will remain in schools. The focus of transformational leadership is on making sure that the new direction of the school is set, people are developed and the organization is redesigned to suit the future vision of the school.

- **Ecological leaders** know the social life and culture of the communities in which they operate. They know their environments and they know the attitudes and values upheld by the learners, educators and the communities they serve. This helps them to understand the school's ecology. Ecological leaders know how to involve stakeholders in their school for particular reasons and particular purposes. They know what to tell people at a particular time on a particular platform, as people are different and these differences bring diversity on what and how people are informed about school matters. Ecological leaders operate effectively within and outside the school and draws the required resources for the implementation of policies effectively from the ecology. Ecologically driven leadership embraces the issues that harness all the required resources, therefore, it is suitable for Inclusive Education.

- **The moral community leader** is a servant of the people and the community. Such a leader brings to life the moral and core educational values in the community. Because a moral community leader carries the moral values of the school community, he/she is well respected and listened to when there is conflict. The values upheld in the community are celebrated within the school. These leaders emphasize that every individual has a responsibility toward the community and that peoples' relationships are treasured as glue that binds the community together. We need a servant of the people in Inclusive Education. The

moral community leader knows that his/her core function is to serve the community and to educate all learners.

- **Ethical dialecticians** have a vision and strategies for establishing and accomplishing goals. These leaders have a strong moral stance and great respect for the people they work with, this makes the people work very hard to achieve the goals set by their leaders. They engage in discussions of government visions to birth their visions and set strategies to achieve them with their respective teams. Ethical dialecticians have strong ethics and an educational vision. In Inclusive Education, we need this type of leaders, so that an inclusive vision can be set clearly for the stakeholders to follow in clear strategic steps.

- **The strategic leader** engages in strategies that sets direction for the school. Such leadership will give moral translation to Inclusive Education. They will be able to tell the stakeholders that inclusivity is morally right; 'it is just the right thing to do' as an educational service to all learners in the community. These leaders will change the infrastructure of the school so that learners with physical disabilities would be able to access the school buildings and have an equal chance to study with their peers from their communities this is done in a strategic manner. Strategic leaders build understanding among educators regarding the manner in which teaching and learning will be done in order to achieve the desired outcomes of Inclusive Education. Through their creative imaginations, wisdom and wonderful personalities that bring networks of other professions together, they motivate and persuade everybody to play a part in building an inclusive society. Strategic leaders will not rest until they see that inclusive schools function effectively.

- **Invitational leadership** is very important for Inclusive Education. This model focuses on understanding the desires of educators and appreciates each individual's uniqueness. An invitational leader is resourceful, courageous and persistent in setting-up systems that should be there to encourage all stakeholders. They know that people matter and know that they cannot do everything by themselves. They need other people to help with the tasks that need to be completed effectively in inclusive schools. They respect people and trust them to take responsibility for their actions when they help out in school.

They work co-operatively and collaboratively with the staff members of school, thus tapping into the unknown potential in all areas of each staff member, creating a platform for growth. Invitational leaders' inviting skills enable them to reach a wide variety of people. These leaders can analyse a situation and they can invite at the right time and deliver at all cost. Invitational leaders are prepared to do workshops for invited people so that they can expose them to the vision of the school so that together they can venture into trying new ideas of educating learners with diverse learning needs.

- **Political leadership** is necessary for Inclusive Education because is it the master of power and conflict. Political leaders know the field of operation, and thus they know both their opponents and their supporters. They have a set vision and set goals to be achieved. Talking is done tactfully at the right time. Political leaders research their environment before making decisions. They treat their enemies in the same way than they treat their friends and this creates a strategy for conflict resolution. These leaders will invite as many people as possible to participate in school activities, bearing in mind that not everybody will respond to the invitation. They are enthusiastic about the vision they sell it to the invited people.

- **The Collegial management model** is a very important model to be considered for Inclusive Education because educators are treated as colleagues who have powers and voices in making decisions regarding school policies. This is very important because if all agree on the implementation of Inclusive Education, they will take ownership of the policy, rather than when the SMT decides on their behalf. Unfortunately, if that happen they will close the doors of their classrooms and continue business as usual. It will be very difficult to control such educators because they are experts in their learning areas and thus they will have valid reasons for why they are doing business as usual. Educators as professionals have powers that warrant them the opportunity for consultation regarding the desired future direction of the school.

- **The Bureaucratic management model** supports the effective attainment of desired outcomes because these managers are precise, stable, disciplined and reliable. These leaders emphasize the protocol, rules and regulations to be

followed so that the set goals can be achieved. Recruitment and promotion is done on merit, therefore the procedures are fair and transparent.

Inclusive Education is necessary for South African schools; a blind eye cannot be turned on the diverse learning needs of our learners in the diverse cultures of the South African nation.

Senior leadership and management teams must be trained through workshops, seminars and conferences on the models suitable for Inclusive Education when they are appointed.

Figure 8.1 presents a visual representation of how the researcher suggests that the leadership and management teams should operate in order to effectively lead and manage the implementation of the Inclusive Education policy.

Figure 8.1: Suggested line of operation for leaders and managers of inclusive schools
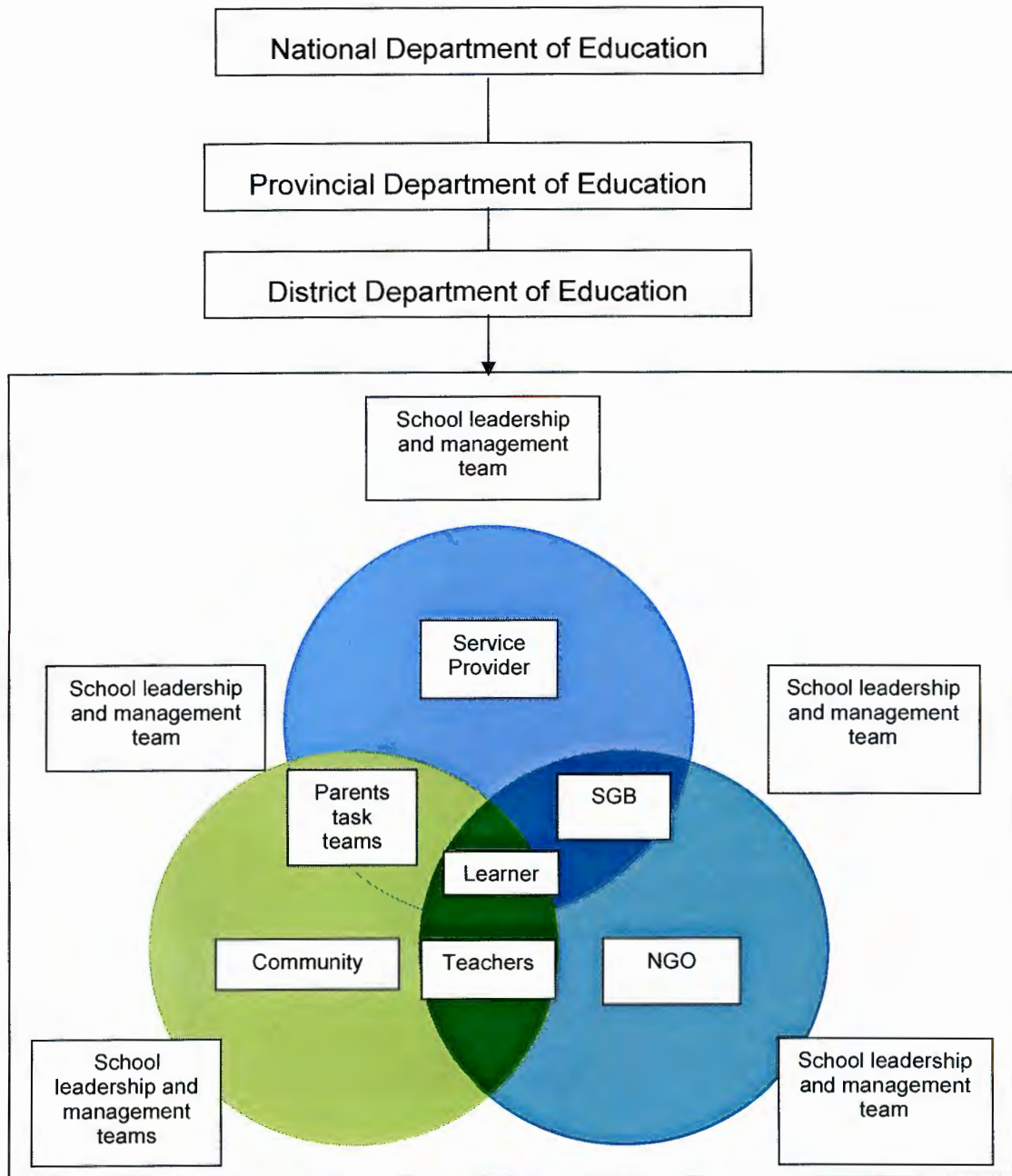
The above diagram illustrates the best way to lead and manage the ecology and systems affecting the school. The learner is at the centre of all activities. There is nothing that should be planned without a focus on the 'inclusive learner'. All discussions must be centred on learners who should be accommodated in the school in order that all harnessed resources from the meso- and macro-organizations of the Department of Education as well as service providers, Non-Governmental Organizations and the community can be centred on the support of learners who experience barriers to learning. The school leadership and management team should find and coordinate resources needed for supporting these learners and their educators.

Although schools have SGBs for school governance, parents must form task teams that will be responsible for helping with inclusive matters. Parents should know that learners who experience barriers to learning have the 'right' to learn and that all learners can learn despite their disabilities as long as they have the necessary support, resources and a conducive environment for learning.

8.5 CONCLUSION

In this chapter, leadership and management models found to be practical for the implementation of Inclusive Education have been highlighted. A figure to illustrate how the researcher perceives effective Inclusive Education management has been presented and discussed. The significance of the study will follow in the next paragraphs.

The significance of the study can be summarized as follows:

- The researcher's attitudes towards the learners with diverse learning needs improved for the better.

- The researcher's attitudes towards SMTs and their lack of management skills in inclusive schools improved because the researcher realized that they are ignorant of the skills required for leading and managing inclusive schools.

- The participants that were interviewed, namely SMTs, educators and parents were able to verbalize the challenges that they are facing with regarding learners

who experience barriers to learning and realized that they needed to improve the way in which the schools are managed, the classrooms are managed and the learners are supported at home respectively.

- SMTs were able to verbalize that they were not equipped for the implementation of Inclusive Education.

- Using the phenomenological approach as a basis for interviewing the SMTs, the educators and the parents increased the reliability and validity of the research.

- Pedagogical practices, parental involvement practices and leadership and management strategies suitable for the effective management and implementation of the Inclusive Education policy were proposed in this study.

- Leadership and management models suitable for the implementation of Inclusive Education have been presented.

In conclusion, Inclusive Education can work when management and leadership are passionate about it. Inclusive Education is a practical exercise; the implementation of Inclusive Education can be physically seen. Therefore, Inclusive Education is not just about being politically correct, but it is also about being sincere and faithful and getting 'ones hands dirty' as in having the appropriate pedagogy in an environment conducive to learning (both at school and at home) and held together with the help of a management and leadership team that is ready to change for the better.

The models discussed above are all to be considered by the leaders and managers of inclusive schools. The leaders' personalities', the culture of the school and the environment in which the school finds itself will be the major determinants when deciding which model or combination of models to use in a specific school. However, it will be important for the SMTs to study all the models in order decide what can be utilized from each model. A school might need a combination of all the models; in such a case, an eclectic style may be more appropriate.