

**EXPLORING EXPERIENCES AND PRACTICES OF TEACHERS
IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION:
A CASE OF ONE FULL-SERVICE SCHOOL IN THE
UMGUNGUNDLOVU DISTRICT**

BY

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**A dissertation submitted in fulfilment of the requirements for the
degree of Masters in Educational Psychology, College of Humanities –
School of Education – University of KwaZulu-Natal**

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DECLARATION OF ORIGINALITY

I, Zaheera Bibi Hoosen, declare that, **Exploring experiences and practices of teachers in the implementation of Inclusive Education: A case of one Full-service School in the uMgungundlovu District** abide by the following rules:

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I, Dr NCAMISILE. P. MTHIYANE, as a candidate's supervisor, agree/disagree to the submission of this dissertation.

Supervisor's signature

Date

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Allah, thank you for giving me life, the strength and courage not to give up, all praises are due to you:

The completion of this thesis would have not been possible without the kind assistance and support of the following people,

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DEDICATION

TO MY LATE DAD

– DAWOOD IQBAL HOOSEN –

ABSTRACT

After the first democratic elections in 1994 the South African Government was faced with many challenges within the Education System. The Government committed itself to the principles of an Inclusive Education approach in order to provide equal education for all learners. The focus of IE is to provide education for all learners. Despite the international shift to IE, fundamental tensions and contradictions exist in most countries between stated policy and actual practice. Implementing IE policy involves not only redefining teaching practices, but requiring teachers to develop an alternative sense of themselves, not only professionally but as individuals. Full-service schools were then developed by the South African Government to provide quality education to all learners via flexibility to meet the full range of learning needs. Full-service schools are institutions that strive to transform themselves – proactively addressing barriers to learning and increasing learner participation and teachers in the learning process.

The study is aimed at adding value to the domain of IE, especially to the understandings of the IE policy, implementation and intervention strategies thereof especially in the Intermediate and Senior Phases. Data was gathered by the use of semi-structured interviews and document analysis. The case study was conducted in one Full-service school in the uMgungundlovu district. The importance of having chosen the Full-service school was to gain understanding of how IE is implemented and if there are any differences in the teaching methodologies or implementation of the curriculum. Findings highlighted that even though there were successes in the implementation of Inclusive Education in this school, there were still a number of challenges that the school and teachers still experience. Recommendations included the availability of resources by providing and accommodating learners with special education needs with the relevant resources, involvement of all stake holders in education in the relevant sectors and adequate training of primary school teachers in Inclusive Education.

ABBREVIATIONS

CAPS	Curriculum and Assessment Statement Policy
DBST	District Based Support Team
DoE	Department of Education
HoD	Head of Department
IE	Inclusive Education
ILST	Institutional Level Support Team
LOLT	Language of Teaching and Learning
SASA	South African Schools Act
SEN	Special Needs Education
SGB	School Governing Body
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER ONE

INTRODUCTORY BACKGROUND TO THE STUDY

1.1 Introduction

The successful implementation of Inclusive Education (IE) in schools will not only require the acceptance of learners with different learning needs, but the appropriate support is also a necessary requirement. This chapter discusses the background to the study since the radical overhaul of government of the differences in the education system in South Africa. This chapter looks at the history of IE both globally and in South Africa – how IE was introduced; followed by the problem statement; motivation for this study; the significance of the study; aims of the study; as well as the critical research questions that guide this study in relation to the experiences and practices of teachers in the implementation of IE. In this chapter relevant terms and concepts that are used in the study are further clarified. A detailed outline of the study is explained, followed by the chapter summary.

1.2 Background to the study

Education in South Africa has undergone major transitions. Since 1994 there has been a radical overhaul of government policies – from an apartheid framework, to providing services to all South Africans on an equitable basis. The Education White Paper 6 on Special Education Needs: Building an Inclusive Education and Training System (DoE, 2001) posits that IE provides for a diversity of learners' needs by creating rich learning experiences for all, where everyone has the right to participate meaningfully in society. In addition, IE is noted on a value system that solicits and celebrates diversity – arising from one nationality, race, language, socio-economic background, cultural origin and the level of educational achievement or disability. In support of the policy, the Guidelines for Full-Service schools (DoE, 2009, p.9) indicate that the most vital manner to deal with barriers to learning arising from the curriculum is to ensure the flexibility in the process of teaching and learning to accommodate the different learning needs and styles.

In relation to the 1994 democracy, South Africa has marshalled in the recent political dispensation, together with new changes in the economic, social and educational policies. A quotation by the late Professor Kader Asmal (University of the Western Cape) indicates that the priority of policy makers was to modify schooling in a manner in which it addresses the disparities and injustice of the past in order to create one newly developed education system that could provide all learners with access to quality education (Engelbrecht & Green, 2007).

Since the degeneration of the apartheid era, binding education was realised for all South African learners. This simply inferred that the schooling practices that were isolated were terminated. According to Maher (2009), the Department of Education (DoE) replaced the past nineteen (19) dissimilar departments with a common goal which was promoting equality education between various cultural groups. In this manner low-income schools were provided with a larger proportion of government subsidy for effective and smooth operations in their schools (Lam, Ardington & Leibbrant, 2008). The new policies for a single, undivided education system for all learners including those learners with barriers is outlined in the Education White Paper Six (DoE 2001, p. 10) in the hope that IE would provide a foundation of an integrated and affectionate society. Therefore this policy was mainly framed to restructure the South African educational system such that it is accommodating to all learners. However, the support for all teachers, who require guidance, by the development of district based support teams deemed necessary. In recent years, according to Maher (2009), the practice of IE has been widely accepted as an ideal replica for education, internationally and in South Africa. Prior to recent developments it was believed that only certain individuals with special training were capable of providing assistance, which led to learners experiencing barriers to learning being educated in special schools by teachers who are trained and skilled to address learner needs. If learners encountered barriers to learning in conventional classes, teachers would refer learners to support services where trained teachers and helpers would provide necessary assistance. Therefore the task of the school was simply to identify the learner and refer him or her for assistance which was not enough to cater for all learners' needs.

Thus, the task of the South African schools according to Engelbrecht (2006) requires a fundamental change in the roles and responsibilities of teachers, administrators, and school management, as well as a change in the organisational structures of schools. The implication

is that schools have to change in all operational domains. All stakeholders in schools should be motivated to share and build on their existing knowledge and skills in order to increase learning and participation of their school. This means that if schools are empowered with the skills, they have the ability to support diverse developments in learning and teaching. The same view is supported in Ellins and Porter (2005) as they indicate that IE can only become a reality when schools acknowledge the diversity of learning needs among all learners. However, it is acknowledged that South African schools are still in the process of transformation; one must be able to pay special attention to the culture of the school. This is according to McLeskey and Waldron (2007) which was viewed as the ultimate goal of IE which is to make an increasingly wider range of differences in a mainstream classroom. The IE policy documents in South Africa state that support systems take a systematic approach, utilising district support teams that focus on management and personnel support rather than providing direct face-to-face intervention for individual learners (Engelbrecht, 2004). However, Naidu (2007) suggests that policies should be such that schools have to provide support to learners in a natural setting, which means minimising the separation of learners with barriers from their peers, as well as reducing stigmatisation. This implies that support services are vital in a process of social transition, and need to be consolidated into current mainstream structures. In order for IE to succeed, teachers and communities need to alter from a set of assumptions, beliefs, values, norms, relationships, behaviour, and practices. But most importantly, making IE an essential requirement which will need the development of new conceptions about new practices for teachers that reflect encouraging and nurturing environments is needed (Naidu, 2007). In addition, in the cultivation of IE, an all-inclusive and continuous whole school improvement strategy that includes all role players in education and all systems (Cochran-Smith, 2009).

1.3 Problem statement

In South Africa (Department of Education, 2009) the use of a dual schooling system, which was mainstream education and special education, was discarded. According to the Education White Paper 6: Special Needs Education (2001, p.17), mainstreaming is about getting learners to be part of a particular kind of system – or integrating learners into this existing system. Therefore a mainstream school refers to a school that integrates learners with special needs/barriers to learning into regular school classes (DoE, 2005). Special education is therefore a method used to include all learners regardless of barriers. According to

Department of Education (DoE, 2005) provision was made for a single system of education that is inclusive to all, creating opportunities for all learners, including those who experience barriers to learning, or learning disabilities, achieved by adopting an IE model, which fosters personal, intellectual, emotional, and social development of all learners according to their needs (DoE, 2001). This means that inclusive schools benefit learners both developmentally and socially by embracing the notion that ‘all learners will learn’ (Schwartz & Green, 2001). The most important principle of IE is that every learner should learn cooperatively, wherever possible, regardless of learning barrier or differences they may experience. It is important for Inclusive Schools to identify and respond to the diverse needs of their learners, by accommodating different learning styles, and ensuring quality education for all learners. This can be attained by the appropriate curricula, teaching strategies, resources and support by Department of Education.

According to the South African Schools Act (Act Number 79 of 1996) Section five (5) which speaks about the provision for all schools to become Full-service schools where the public schools have to admit learners and be able to cater for their education requirements without any form of discrimination. Further stated in this Act is that governing bodies of public schools (SGB) may not administer any examination-related processes to the admission of a learner with special education needs, and the School Management Team (SMT) must consider the rights and wishes of the parents of such a learner, taking into account what will be in the best interest of the learner in any decision-making process. Oswald and Swart (2011) concur with the above and stress that IE policies have demanded that teachers challenge their existing schemes about best practices in the education of learners with barriers to learning. However, in South Africa the concern raised is that most teachers in mainstream schools have not received the relevant training in special education that would prepare them for IE (Department of Education, 2009). Full-service schools are perceived as one of the strategies to build an IE and training system, being in line with the principles of IE, it is acknowledged that ‘all learners can learn’ – and need support permanently or temporarily. In order for learners to be supported teachers need the relevant training and backing to implement IE. Furthermore, Full-service schools and institutions have a specific role in providing access to moderate levels of support, resources, and programmes (Guidelines for inclusive teaching and learning, DoE, 2010).

The ideal practice of acceptance of IE does not necessarily translate into what actually takes place in a classroom. Giangreco and Doyle (2007) acknowledge and state that it is essential to provide support to teachers, and in spite of the fact teachers are not being required to have all the relevant answers or to tackle the task of IE on their own, they must realise that while the principles at foundational level of teaching and learning do not change those principles, the principles will be required to be applied differently. According to Gilmore and Cuskelly (2003) illiterates that although teachers often outline that they agree with the idea of inclusion, teachers really have beliefs such as that the needs of learners with disabilities would best be met in different learning environments especially learners who require more special needs and with severe learning disabilities. An overall common lack of support and resources, as well as prevailing negative attitudes of teachers towards IE, all play a negative role to the common confusion in South African schools regarding IE.

According to Lomofsky and Lazarus (2001) the support provision depends on learner requirements and may include special equipment and other provisions that may include more instructional time during test assessments; teacher aid makes provisions for the learners with a more intense disability, and one-on-one instruction. Support is vital and is seen as a necessary component of IE practices because the needs of many learners are beyond the fundamental services that are available in general classrooms. This will require an on-going journey comprising many challenges – some common in many countries – and others will be specific to particular contexts. This study hopes to question how IE is implemented and what the teachers' experiences and practices are. Naidu (2008) reports on the issue of teaching Inclusion in South African schools – highlighting the importance of teachers' perception and skills in the implementation of IE and further reports that the hampering efforts to teach learners in an inclusive manner is due to the lack of knowledge amongst teachers and the difficulties that teacher experience in the implementation of the new curriculum. In support of the above view, the value of IE and acknowledgement of a transformed system of education as stated in policies is noticed; however, the varied, complex and multi-faceted challenges inside and across communities in achieving the features of an IE policy still persist (Pearson, 2009). The evidence highlighted in Hodkinson (2012) confirms that challenges of achieving successful inclusion lie in a complete understanding of the working policy and practice by the people who adopt it and by a Government's commitment to empower the process of implementation. Naidu (2008) further states that an important factor to be

considered is that as human beings, teachers have certain beliefs, attitudes and skills which are important contributing factors to how they view the learning context and perform their duties. However, I am mindful that support is an important component of successful IE practices, as the needs of many learners with learning barriers are beyond the basic services that are available in common educational classes. Assistance according to IE can be taken care of by the class teachers, at the same time giving them the opportunity for solving the learners' barriers to learning before further steps are taken which adds to challenges faced by teachers in mainstream schools.

The importance of teacher training is in the best interests of producing a structured and positive learning environment in IE. This plays an important role in terms of classroom research support for teachers and learners, as well as service training. Collaboration between special and mainstream teachers is necessary for information and skills sharing. Teachers with more positive attitudes towards IE and collaborative partnerships identify educational and teacher support service as vital for effective implementation of IE. According to Engelbrecht and Green (2007) the development of a new set of tools or methods that will allow teachers to consider and interpret issues differently and apply changes to practice, involves more than simply changing attitudes and raising awareness. A form of change is required to build an effective IE – a form of change that will enable attitudes to shift and awareness to deepen.

1.4 Motivation for this study

In South Africa policies and guidelines (2001 & 2009) were considered as criteria prior to the Department of Education in the provinces identifying mainstream schools to become Full-service schools. In the uMgungundlovu district, there is very limited research done based on the experiences and practices of the execution of IE in Full-service schools. I acknowledge the fact that IE could be applied with great success if, and when, the classrooms were more welcoming and supporting; when teachers are thoroughly trained about inclusion, and if IE programmes are structured to address the learning needs for teachers. In order to ensure that this is attained, it therefore becomes vital to find out what and how teachers in Full-service school perceive IE policies, and their understanding of these policies. Also vital is to explore their experiences and challenges in and outside the classroom and how they navigate these

challenges in the implementation of IE.

Personally, I was motivated to pursue this enquiry because I am a teacher in a mainstream school that is under-going the process of becoming a Full-service school. This motivation is mainly to gain insight in the daily functioning of a fully functional Full-service school. By engaging in this study I had wanted to gain the necessary knowledge required to understand the successes and failures of IE. The findings were meant to be used as the lessons learned, and utilised in future whenever needed for transforming mainstream inclusive schooling. Furthermore, engaging with teachers who have experience of working in a Full-service school for seven years was likely to place me in a position to be a step ahead in preparation for when our school becomes a fully functional Full-service school. Although I have had the opportunity to attend several in-service workshops on the implementation of IE conducted by the DoE, I was fully aware of the myriad challenges faced by teachers in schools when dealing with teaching and learning in an inclusive way. My realisation was also based on the facts and knowledge that all learners come from diverse backgrounds according to their race, mother tongue, socio-economic status, cultural origin and academic achievement.

Professionally, following the introduction of IE in schools, my observation has been that some teachers are still confused about the IE policies and how to effectively render teaching and learning environments inclusive to all learners without any form of discriminatory practices. This is overwhelming and confusing because according to a report on the IE Field Test: 2004-2009 (DoE, 2009, p.6) it is stated that all the teachers in Full-service schools had received orientation and basic training about implementation and management of IE. In addition, some other teachers were disturbed by the fact that they had not been prepared to educate learners who were powerless to participate in learning activities the way other learners in their classes could. Also, in my conversation and experience with other teachers (colleagues) some challenges concerned the accommodation of diverse groups in South Africa. This implies that the solution in all classrooms should go beyond the circle of tolerance, in order to cater for all learner needs.

1.5 Objectives of the study

1. To explore the experiences and practices of teachers in the implementation of Inclusive Education (IE) in a Full-service school.
2. To evaluate challenges and successes (if any) experienced by teachers in the implementation of IE in a Full-service school.
3. To analyse how teachers navigate these challenges when implementing IE in a Full-service school.

1.6 Key/Critical research questions

This study is guided by the following research questions:

1. What are the experiences and practices of teachers in the implementation of IE in a Full-service school?
2. What are the challenges and successes experienced by teachers when implementing IE in a Full-service school (if any)?
3. How do teachers navigate these challenges they are faced with in the implementation of IE in a Full-service school?

1.7 Significance of study

The study is aimed at adding value to the domain of IE – especially to the understandings of the IE policy, implementation and intervention strategies thereof: especially in the Intermediate and Senior Phases. The study hopes to inform invaluable guidelines to educational planners to develop and/or improve teachers' capabilities and the situations especially in the South African context. The study is a contribution to the knowledge base and available literature in informing policy makers to consider ways that can be used to reshape or amend their new policies. A copy of this research will be given to the Department of Basic Education as a guide for policy implementation.

1.8 Clarification of key concepts

It is vital for the researcher and readers to have a strong understanding of terms and concepts that will be used throughout this study. Therefore, the key terminology and concepts used in this study are explained below:

1.8.1 Mainstream school

According to the Education White Paper 6, Special Needs Education-Building an Inclusive Education and Training System (2001, p.17) mainstreaming is about getting learners to fit into a particular kind of system or integrating learners into the existing system. This simply means that mainstreaming assumes that a learner must earn the opportunity to be placed in a mainstream class, by demonstrating the ability to keep up with the work. However, a mainstream school is defined by Swart and Phettipher (2005, p.7) as to return learners with barriers to the mainstream of education as far as possible. This is also supported in the Guidelines for Full-service Schools (2009) – Guidelines for inclusive teaching and learning (2010) – where a mainstream school is not only seen as mainstream but schools that caters for with and without barriers in one mainstream school.

1.8.2 Inclusive Education

According to Lawson (2005) Inclusive Education (IE) can imply several factors such as the admission of learners with special needs in mainstream classes; the involvement of all learners in the curriculum of mainstream schools; and the engagement of all learners in learning which leads to the greatest level of achievement. Farrell and Ainscow (2002) contend that IE is described as a procedure that schools, communities, local authorities and government strive to minimise barriers to participation and learning for all learners. IE is a learning environment that promotes the personal, academic and professional evolution of all learners, irrespective of race, class, gender, disability, religion, culture, sexual preference, learning style and language. The above view is supported by the National Commission on Special Needs Education and Training (NCSNET, 2001) and the National Committee for Education Support Services (NCESS, 1997). In support of the two definitions above, the Guidelines for Full-service schools (Department of Education, 2009, p.8) defines IE as a process of addressing the diverse needs of all learners by limiting barriers to and within the

learning environment. In this way the Department of Education White Paper 6, Guidelines for Full-service schools (Department of Education, 2001) takes into cognisance that the South African context is very diverse and therefore barriers to learning are likely to be diverse.

1.8.3 Full-service school

The term Full-service school refers to a school that is adequately equipped and supported to provide for the full range of learning needs among all learners (Guidelines for Full-service/Inclusive Schools, 2009 & 2010). In addition, the Department of Education White Paper 6 – Building an Inclusive Education and Training System (2001), further highlights that Full-service schools are schools that are supposed to be assisted and guided to develop their capacity to cater for a full range of needs with the goal of ameliorating, social, health and mental health-related problems that affects the learners' ability to succeed and progress in school and in the future. On the other hand, and in support of both policies' definitions, Dryfoos (2002) postulates that a Full-service School is viewed as a part of a wider provision of educational support, especially for learners who experience moderate barriers to learning. In this study therefore, a Full-service School is viewed as one school, to which everyone belongs, that is, learners with and without barriers; teachers and parents of all learners.

1.8.4 Institutional Level Support Team

The Institutional Level Support Team (ILST) is the structure within the Full-service School, the primary role players who work together with the learner and teacher's support system by encouraging the use of different assessment methods, tools and techniques - thus reducing the need for formal assessment (DoE, 2001). The Department of Education (2001) also states that the key function of the ILST is to provide support for all learners and teachers by identifying support requirements and design support programmes to address the challenges experienced by the teachers as well as the learners. According to (Guidelines for Full-service/Inclusive Schools 2009 & 2010) at school level the members of the ILST consist of the Principal; Head of Department Foundation and Intermediate Phase; teachers who have specialised skills in guidance and counselling to assist teachers; as well as a representative from the school assessment team and to assist with learner-teacher support material. In this study the ILST consisted of the Principal; Head of Department; and four teachers from the Intermediate and Senior Phase who made the necessary decisions regarding problems experienced by teachers

in the implementation of IE and gave assistance and guidance with choice or resources required.

1.8.5 A learner

According to the South Africa Schools Act (SASA, 1996) a learner is any person receiving education or required to receive education in terms of this Act. However, according to the Dictionary of South African Education and Training (2000, p.64) a learner refers to any person ranging from the phase of early childhood development to the phase of adult education, who is involved in any kind of formal or non-formal education and training activity. Learners in this study are all individuals in the Intermediate Phase of the selected Full-service school.

1.8.6 Barriers to learning

Barriers to learning is a preferred term that is used to explain why certain learners experience difficulties in learning (Walton, Nel, Hugo & Muller, 2009). According to the Department of Education (DoE, 2001) learners with barriers to learning or learning disabilities are those categorised as having special educational needs or experiencing barriers to learning such as socio-economic conditions; attitudes; inflexible curriculum; language skills and communication; inaccessible and unsafe building environment and should be accommodated accordingly like all other children. Bennet (2003) adds that barriers to learning is a huge term that encompasses a variety of conditions whose defining characteristic is a significant impairment of intellectual functioning.

1.8.7 Curriculum

Curriculum is referred to as everything that impacts on the learners from the teachers and their work programmes, right down to the environment in which teaching and learning takes place (DoE, 2001). The English Oxford Dictionary defines the curriculum as a course of study/studies, educational programmes, subjects, modules, timetable and schedule. Tanner and Tanner (2007, p.121) view the curriculum as the “reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience”. My understanding of a curriculum is that it is a set of learning

programmes that influence a learner's academic development and depending on the teachers' implementation of teaching and learning strategies used in a classroom.

1.9 Delimitations of the study

Delimitations according to Maree (2009) and van der Westhuizen (2009) are formed from the deliberate decisions of the researcher to specify and define the boundaries and parameters of the research. The findings of this study were not going to be used to form the entire picture about the teacher's experiences and teaching practices in the implementation of IE in this one Full-service school which cannot be generalised because it was based on a case study of one Full-service School. Therefore the study was context-specific; a small sample was selected and this was a qualitative study where qualitative data generation tools were used – thus the findings could not pertain to all schools in South Africa. However, the findings could benefit or could be applicable to similar settings. Also in this study the findings only represented the Intermediate and Senior Phase and eliminated the Foundation Phase which is part of this structure in this school, which might have added valuable information. This study was not used to indicate general trends, as it will require in-depth information from the view point of the teacher participants who participated in the semi - structured interviews.

1.10 Outline of the study

Chapter One

Chapter one of this study presents the introduction, background, problem statement, research problem, motivation for the study, significance of the study, context of the study, summary of research design and methodology, sampling design and approach, data analysis, ethical clearance, critical research questions – and the aim of the study. It also clarifies the relevant terms/concepts that are used in the study, a detailed background – and the outline of the research.

Chapter Two

Chapter two presents literature review that is relevant to this study. It begins by introduction, a shift towards IE in South Africa and discusses history of Inclusive Education globally and in South Africa; findings from previous research about challenges faced by teachers in the

implementation of IE. It also presents Ecological Systems Theory of Bronfenbrenner (1979) that underpins the study.

Chapter Three

Chapter three outlines the research design and the methodology that underpins the study. The qualitative approach, and the interpretivist paradigm which couched this study is also discussed. The research methodology that I have adopted in this study is it further elucidates the sampling methods used; the context of the study; data generation methods which include semi-structured interviews and document analysis; ethical issues that were adhered to; and issues of trustworthiness – followed by methods and procedures used for the analysis of generated data are all presented.

Chapter Four

Chapter four presents the data and discusses findings from generated data. Analysis and interpretation of findings were discussed and strengthened and confirmed considering the interpretivist paradigmatic position and Bronfenbrenner's Theory – and also supporting literature that was discussed in Chapter 2.

Chapter Five

Chapter five draws the different parts of the study to a conclusive whole after viewing the analysis of data collected. Data is interpreted and discussed, drawing from the themes and sub-themes that emerged. Summary of the study, conclusions, and recommendations were made. The implications for future research based on conclusions and recommendations were also highlighted.

1.11 Chapter summary

This chapter displays the context, or meaning, of IE in various countries, or the key elements existing across all contexts. IE is an on-going process of finding strategies which effectively address positive strategies. This chapter also highlights the background of the issues that have been prompted in this research. It outlines the problem statement, purpose, significance of the study, aims, critical research questions that guided this study, theoretical framework, clarification of key concepts, research design and methodology, summary of research design and methodology, research paradigm, sampling design, data analysis, ethical clearance – and the outline of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter highlighted the background, problem statement, motivation for this study, objectives of the study followed by the critical research questions, significance of the study, clarification of various key concepts, delimitations of the study and the outline of the study. This chapter discusses the literature that is relevant to the study, viewing the history of Inclusive Education (IE) internationally and in a South African context, followed by the role of teachers in the development of IE, knowledge and skills of teachers in IE and challenges faced by teachers in the implementation of IE. Further interrogated are issues pertaining to IE policies including the move from a dual schooling system to a unitary system of education. This chapter further presents Bronfenbrenner's Ecological Systems Theory as a theoretical framework which underpins this study and its relevancy to IE.

2.2. The shift towards Inclusive Education in South Africa

Prior to 1994, that is, during the apartheid time in South Africa, learners were not only schooled separately according to race, but a divided special education system existed for learners with learning barriers or learning disabilities. This isolated education viewpoint on the system needed to be tackled in order to bring South African education practice to those of international trends which are focused on the inclusion of learners with special education needs in mainstream schools (Engelbrecht 2006). This meant that the curriculum and education system in the past was unsuccessful to respond to the various learner needs when it came to curriculum. As a result, limited progress was made by learners, which impacted on learners failing. In order to respond to this critical problem, the Department of Education (1996) forwarded the reports and directions of the National Commission on Special Needs on Education and Training (NCSNET); and the National Committee on Education Support Services (NCESS) developed a new policy in 2001 which was called Education White Paper 6 on Special Needs Education. Building an Inclusive Education and Training System. This new policy Education White Paper 6 provided guidelines for the new education system to be created in South Africa so that all learners would have equal education opportunities. This

new policy Education White Paper 6 has committed itself into promoting education for all learners and encouraging the development of Inclusive Education. In other words, this indicates that learners, who were in the past taught in separate education system due to learning barriers they experienced, are be able to be educated or taught in regular schools and support will be a necessary component to facilitate all learners. To this end and in order for one to achieve their ideal of IE and social justice in South Africa, the Department of Education (DoE, 2001) commenced on revisiting policies and adapted change that will safeguard equal, non-discriminatory access to education for all.

Lomofsky and Lazarus (2001) argue that one of the key answers of the South African Schools Act (SASA) of 1996 is that of equal access to basic as well as quality education for all learners, without being bias. Quality education for all learners as stipulated in the principle is an important fact as well as public schools should be able to promote the best interests of the school via the service of quality education (DoE, 1996). The Curriculum and Assessment Policy Statements (2011) respond to the range of learner diversity in the classroom by providing a practical guide to principals and teachers on planning and teaching. This means that the Curriculum and Assessment Policy Statements (CAPS, 2012) is in support of the diverse range of learners' needs in an inclusive classroom or school environment. This policy has recently been modified in order to absorb curriculum changes in the Curriculum and Assessment Policy Statement (CAPS, 2012). Despite the simplified or enabling policy specified above, the implementation of IE in South Africa is slow in the sense of being behind schedule (Wildeman & Nomdo, 2007). The influence for this are abundant and relate to problems that affect the education structure, which are the position of special schools, and other support structures and conditions of poverty, amongst others (Stofile & Green, 2006; Engelbrecht, 2006).

In order to safeguard equality and rights for all learners as constructed in the South African Constitution, the most authoritative Inclusive Education policy that was developed by the Department of Education in recent years is the Guidelines for Inclusive Education (2010). This policy is aimed at moving away from the category that separates learners according to their learning disability but to facilitate the learners' full and maximum participation in the education system (DoE, 2005). The policy aims at addressing the different needs of all learners in one complete or intact education system. Regrettably according to Ladbrook

(2009), despite all measures taken by the Department of Education to ensure equal, manageable and quality learning prospects for all learners, several learners may not get the attention they require in mainstream education hence the development of Full-service schools. These learners according to Rossi and Stuart (2007) are often withheld and placed in special education, which resulted in high school drop outs, lack of self-confidence, where other measures could have been put into place that could have prevented this situation.

2.3 Conceptualisation of Inclusive Education

Inclusive Education refers to the practice and process of acceptance of all learners regardless of their differences and involving and meeting the various needs of all learners in supportive schools and classrooms. In order to meet the needs of a growing diverse learner population efficiently, IE must be approached as a continuous and evolutionary process (Swart & Pettipher, 2006). However in Engelbrecht and Green (2007, p.42) the terminology IE is about changing and transforming the education system, modification of the education system that will be able to assist all learners, irrespective of the learners' ability in the form of strength or weakness but allowing them to form part of the school community. The Department of Education (2002) defines IE as being able to identify and respect the differences among all learners, and enhance their similarities, be supportive to all learners, as well as teachers and the education system as a package so that all learning needs can be met. This requires developing different methods of teaching that assist teachers to meet the different and diverse learning needs of all learners as well as concentrating on overcoming and doing away with barriers in the system that forbids learners from achieving their goals. This same view is supported in the Education White Paper 6 (2001) which defines IE as a final process rather than a simple change of state. It is viewed as a process of increasing the participation of learners' in, and limiting their exclusive nature from culture, curriculum and communities of local centres of learning. The Inclusive Education Policy makes provisions and guiding principles for the new and innovative education system for South Africa. It further comprises of the following: – protecting the rights of all citizens and makes sure that every learner receives fair treatment; ensuring that every learner is able to participate fully and equally in the education system and in society; the provision of equal access for all learners to a single IE system; and ensuring that all learners can understand and participate meaningfully in the education process in schools (Department of Education, 2001).

According to Dyson and Howes (2009) the field of inclusion is often characterised as a field within which the dilemma of difference emerges. Pillay and Di Terizzi (2009, p.493) highlighted that the implementation of IE is affected by many factors which are as follows: professional support, utilisation of resources, human resources, resource materials and physical resources, other important stake holders like the community, parents and Department of Education. An Inclusive Education is according to the Department of Education (2009; 2010) an education system that acknowledges that all learners can be educated and require support regardless of their learning disabilities. Therefore this enables education structures, systems and different types of learning methods to meet the diverse range of learner needs at the same time acknowledging and respecting the differences in learners. It is more extensive than formal schooling and acknowledges that learning also occurs in the learners' homes and community, also within a formal and informal context. This calls for a positive change in attitudes, behaviour, teaching methods, curricular and environments in order to meet the learner needs, and this extends the participation of all learners in the curriculum in schools. This is only possible by uncovering and minimising aspects involved with barriers to learning. This enabled me as the researcher to explore experiences of teachers in the implementation of IE.

2.4 History of Inclusive Education

During the early 1980's across many nations, dialogues and reflections turned from Special Education to Inclusive Education. Talks around this education and recommendations of equity and opportunities for all learners moved into the global spotlight and developed into powerful debate around change (Winzer & Mazurek, 2010). South Africa's transformation to a democratic country in 1994, as well as the international inclusion movement embodied in the Salamanca Statement (UNESCO, 1994) were the catalyst that developed South Africa into the global IE debated. Slee (2001) highlights that the overall concept of IE is accepted worldwide. In the past there were many false perceptions about learners who were born with impairments, handicapped or some form of abnormality. Sutherland (1981) highlighted that in the past some beliefs were that those children were not human who developed from fairies or even demons – and other beliefs were that those children were cursed for breaking cultural rule or a custom (Frost, 2002). However, Neilson (2007) disagrees and stated that people who have disabilities have always lived across all cultures. The thought about children and disabilities have been continuous from socio logical criticism of labelling people with

disabilities, as well as physiological and medical child-deficit models of integration; and to the social model of disability which is known as inclusion; placing the responsibility on schools to remove all barriers which restricts participation (Corbett, 2001).

Special needs education is an education system that tackles the learner needs and involves individually well planned systematically made arrangements that are monitored, added to this is teaching schedules, appropriate equipment and resources, accessible settings, and other positive related intervention that will benefit learners with barriers to progress (Farrel, 2008). Special education was incorporated with the establishment of education to learners with special needs in special facilities. This meant that special education was made on the basis of a system of beliefs based on an individual's pathology that generated separation between ordinary and irregular individuals (O' Neil, Bourke, & Kearney 2009). However, Mitchell (2005) regards learners' with special needs as learners' with barriers to learning, poor communication or problematic behaviour and sensory or physical impairment. Therefore according to Phillipot and Dagenais (2012), South Africa's educational past makes it consequently ideal for social justice teaching with its main aim on improving the life chance of all learners. This includes enabling diversity, multicultural education, anti-oppressive education, and addressing generic issues influenced by privilege and power.

2.4.1 The principle of Inclusive Education

In 1990, the Salamanca Statement on Principles, Policy and Practice in Special Needs Education was endorsed by ninety-two different countries and it recognised the rights of learners with barriers of learning and development, and their rights to have access to basic education (Engelbrecht, 2006). The 1994 elections and subsequent birth of a "Rainbow Nation" in which diversity was celebrated, worked as a catalyst in the process of putting inclusion into action. A global phenomenon which is known as inclusivity is currently being presented with much momentum at the World Conference on Special Needs Education in 1994 in Salamanaca, Spain (UNESCO, 1994, p.7). The purpose was to inform and guide movement by governments, international organisations, national aid agencies, non-governmental organisations (NGOs) and other members in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. It was concluded that it could not proceed in segregation, and thus creating a broader approach, namely that of

IE. The new aim was to emphasise the objective of education being a significant human right by paying attention to the basic policy adjustment necessary for its development, therefore allowing all schools to serve all learners, especially learners with special educational needs.

Lawson (2005, p.1) defines Inclusive Education as in relation to the placement of learners with special education needs in regular schools and the participation of all learners in learning which leads to the highest possible level of achievement. He further states that an inclusive classroom is one that caters for diverse needs of all learner's a classroom that accommodates learner's without learning barriers and learners with barriers to learning learn together. The significance of creating an inclusive classroom environment is strengthened through UNESCO (2001) and the Commonwealth Disability Discrimination Act of 1992. In order for there to be social connection it is vital that schools and the education system distinguish community disputes and make certain that all learners have access to the necessary resources and education they deserve. The Act, accompanied by others, promotes education as accessible to all, which is free from discrimination. Inclusivity is vital as it contributes to removing tension, competition and pressure that may impact on the learners' progress. This can only be gained by structuring a classroom environment that assists in catering for all learners' needs and is unhampered from been bias due to differences. It is essential for the teacher to drive this inclusive environment, as this will assist learners to further develop. In order to promote success in IE it is vital that an inclusive classroom promotes a positive emotional environment for learners at the same time thus enhancing the learners' emotional development in a manner that will make the learner feel comfortable, happy and at the same time develop self- confidence. This in turn allows learners' to take risks in order to reach their full potential or capacity (Leatherman & Niemeyer, 2005); which simply implies that all learners should be treated alike irrespective of their learning barrier experienced or learning disability.

2.4.2 Inclusive Education within the South African Education system

The inclusive model of South Africa is strengthened by the South African Constitution Act 108 of 1996. The Constitution begins on the new political dispensation which needed to transform the society from that which is un-inclusive to a more inclusive society. The emphasis was based on equality which ensures the human rights for all citizens. This implies that all learners have the right to education and should not be judged or discriminated on their

disabilities in any form. They also have the right to further their studies so they can progress in life. While the inclusive education principle embraces all about building an inclusive model of education, the constitutional principle articulates clearly the notions of non-discrimination in Bill of Rights Section 9 (3,4 & 5) as follows:

"The state may not unfairly discriminate directly or indirectly against any person on one or more grounds, including race, gender, sex, pregnancy, martial, status, ethnic, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth".

"No person may unjustly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection".

"Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair".

The rights discourse is endorsed by the *Salamanca Statement and Framework for Action* (1994), with a firm focus on the development of Inclusive Schools and it is highlighted that "schools should be able to accommodate all children, regardless of their physical, intellectual, social, linguistic, or other conditions" (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 1994, p.4). The provision of education that is as standard as possible for all learners, at the same time adapting to the needs of each learner is the underlying principle of IE (Thomazet, 2009). It is acknowledged that the Department of Education (2001) states that education and training system should be able to accommodate and promote education for all and nurture the development of inclusive and supportive centres of learning, that would allow all learners to participate actively in the education process so that learners can develop, and participate as equal members in society.

Pillay and Di Terlizzi (2009, p.493) state that it is unquestionable that South Africa is still in the teething stages of development with regards to IE and it is seen as while the community has acknowledged the idea of inclusion the reality is that South Africa, as a developing country, is not well equipped with the necessary resources and facilities that is required to meet the diverse needs of inclusion. In South Africa to refer learners to be more specialised in order to meet the learner's best interests according to Pillay and Di Terlizzi (2009) is still a

trend in providing general learner support which cannot be currently provided in a mainstream school environment. Engelbrecht and Green (2007) suggest that if teachers in the mainstream intend to implement inclusion in their classroom, they need to know how to consult as well as to instruct how they could operate independently. Engelbrecht and Green (2007) further elaborate that providing guidelines to bring about a more successful IE is an utmost important and vital aspect in South African schools.

2.5 Inclusion of all learners in mainstream schools

In accordance with the Department of Education (1996) a public school may be a mainstream school and at the same time can accommodate learners with special educational needs. A mainstream school refers to a school that educates learners with diverse needs in a normal class. However Swart in Landsberg (2005) views a mainstream school as an educational equivalent of the consistent principle which prescribes that learners with disabilities have a right to life experiences that are the same as or similar to those of normal learners. In a mainstream school, learners with barriers are united in general education. According to Smith (2005) one of the key requirements of mainstreaming is to overcome or unravel the barriers of learners with learning disabilities, and give learners more freedom and equal opportunities to socialise with other learners. In addition, Smith (2005) states that one of the main reasons of mainstream schooling is to diminish the barriers of learners with disabilities and to give learners more freedom and equal opportunities to mingle with their peers without disabilities; which means that mainstreaming is about getting learners to fit into a specific kind of education system or integrating learners into this existing system. Mainstreaming is about giving learners with barriers more support so that they can fit in or be integrated into the ordinary classroom routine.

2.6 The Full-service school and Inclusive Education

Full-service schools are considered mainstream schools that are specially prepared to address a full range of barriers to learning in an inclusive education environment (DoE, 2001). Full-service schools are made accessible to majority of learners in an area and especially for those learners who experience barriers to learning. Full-service schools provide the support that is necessary. At the beginning stages during implementation stages of these Full-service schools, it was envisaged that there will be models of institutional change that will be able to

mirror effective inclusive cultures, policies and inclusive practices (DoE, 2005). This simply means that teachers in Full-service schools should be able to give learners guidance and assistance in order to move in a direction where full potential can be reached. In order to do so, effective teaching and learning should be promoted. This can be achieved through appropriate assessment (DoE, 2002).

Full-service schools are mainstream education institutions which should be able to provide quality education to all learners through flexibility and meeting the full range of learning needs in a reasonable manner. These are educational systems that strive to transform themselves – proactively and address barriers to learning and increasing participation of their learners and teachers. Full-service schools also strive to achieve access, equity, quality, and social justice in education. (Conceptual and Operational Guidelines for the Implementation of Inclusive Education: Full-service School, 2005).

The Department of Education (2010) implies that the introduction of the Inclusive Education policy Education White Paper 6 of 2001 made an obligation to ensure that all learners would be accepted in all schools and that learners would be supported in order to develop to their full potential irrespective of their diverse backgrounds, culture origin, abilities or disabilities, their gender or their race. The presumption of a Full-service school was introduced to display how mainstream schools could alter themselves into becoming fully inclusive centres of care and support. Learners should not be referred to a school on the basis of the category that is based on their barriers to learning. The aim of Full-service schools is to enable all learners to learn and participate fully (Department of Education, 2005). The Deputy Chief Education Specialist, Dr ME Paulsen of the Free State Education stated in a conference that all development and work in the Full-service school should be aimed at achieving the ideals of inclusion by sharing expertise and constantly thinking about the development of both teachers and learners. Therefore a Full-service school should be well equipped to learn and address the various challenges of everyday school life through team work amongst teachers and on-going institutional development with the focus at transforming the entire institution (Department of Education, 2005).

2.6.1 Key features of Full-service schools

According to the Department of Basic Education (2010, p. 25) the key features of Full-service schools are as follows:

The main focus of a Full-service school is that all learners are welcomed and commemorate diversity; they are flagship schools that display good practices in IE; they safeguard the curriculum by ensuring that it is accessible to all learners through the way they teach and allow learners to learn; they provide the necessary support to all learners in a multitude of creative methods without necessarily referring them elsewhere; they promote teamwork among teachers and parents; they have a growing relationship with surrounding schools and members of the community, by sending a message of tolerance, respect and acceptance to everyone; they are support structures for all learners who are at risk of becoming side-lined, including learners with learning disabilities; Full-service schools should be well equipped with the necessary resources that individual learners might need and should be physically accessible, and they determine how all learners of school-going age can attend the local school and will be able to progress to their maximum potential.

According to Guidelines for the Implementation of Inclusive Education (2010), a Full-service school aims at allowing all learners to learn and participate fully. Academic development in schools should make every attempt to achieve their goals by sharing knowledge and constantly reasoning about the development of both teachers and learners. A Full-service school should be prepared to discover and address the challenges of everyday school life through team building among teachers and on-going institutional development with the main of transforming the entire school. A Full-service school is therefore essentially a dynamic community that takes its responsibility towards all learners and teachers, together with various stakeholders, seriously. (Department of Basic Education, 2010)

2.7 The role of teachers in the development of an inclusive perspective

According to Opertti and Brady (2011) teachers in inclusive education play an important role in addressing the diverse range of learners' needs and expectations via a vast range of innovated methods of teaching and learning styles that do not marginalise them within the much broader education system. For teachers of that level of competence, beyond doubt

objectives and teaching practice will be able to carry all their learners forward towards a more equal school and society in which all learners will progress (Claiborne, Cornforth, Davies, Milligan & White, 2009, p. 49). The view of the teachers' role does not only reduce to the norms of teaching a lesson but it also includes their personal sensitivity to the development nature of the precise disabilities of their learners (Bourke, 2010). In addition, Jordon (2010) indicates that methods that teachers use are meant to reach out to their learners so that no learner is disadvantaged from their instruction while delivering lessons. According to Ainscow, (2007) teachers understand learners with barriers and are aware of the learners' backgrounds completely, they can make use of appropriate teaching styles and perform their duties with confidence. However Opertti and Belalcaza (2008) argue that IE teachers should not limit their duties in a classroom but they should also cover their duties outside their classes as the teacher's role is considered to be one of co-designer and co-developer of inclusive practices. The discussion that borders teacher' roles in IE largely includes the manner in which teachers are prepared to carry out their responsibilities wherever they are during the time of their duty (Jordan, 2010). This means the capacity of the role that is played by teachers is another way to oversee and plan what is in the best interest of the learners, irrespective of where they learn (Ainscow, 2007; Opertti & Belalaza, 2008). This basically means that teachers can plan for cause and effects of what may happen inside and outside the classroom. It is not the ordinary teaching and learning customs that drive the role of teachers but it is the creative insight and positive attitude that teachers have towards inclusion.

Teacher's role includes daily duties such as planning, teaching, and developing ways to decrease issues impacting on their learners' progress (Wearmouth, 2006; Florian, 2008). In addition teachers also identify resources that is required to assist and support progressive inclusion (Agbenyega, 2007). In addition teachers' roles involve assessment, testing and reporting to their Senior Management Team (SMT) and the Principal (Bourke, 2010). A teachers' role requires flexible thinking in terms of being creative and innovative to accommodate diversity among learners with different disabilities or barriers to learning under their care in Inclusive Education (Lohani, Singh & Lohani, 2010). Florian (2008) and Bourke, (2010) concur and state that the roles of teachers become a reality when the skills and knowledge of the inclusion they have received through their teaching diplomas and degrees in teachers' colleges and universities and their own personal characteristics meet their understanding of learner needs with regards to special needs and diverse learning

requirements. This means that the success of IE largely depends on the content of the teachers' skills and knowledge in IE. However, De Boer, Pijl, and Minnaert (2010) believes that one factor that can be responsible for hampering or impact on teachers developing their inclusive roles is when teachers tend to hold certain beliefs and attitudes about learners with barriers to learning. In order to mitigate the challenge of perceived beliefs and attitude of teachers, IE policies should be implemented. In addition, a study conducted by Acedo (2008) of Finland's Inclusive Education referring to teachers' roles points out that part of the successes of IE policies depends a lot on teachers' positive approaches towards inclusion, strong professional skills and continuous professional development through workshops and networking with other teachers.

2.8 Knowledge and skills of teachers in Inclusive Education

Findings indicated that most teacher participants who participated in this study alleged that they felt inadequately prepared to teach in an inclusive setting. Teachers reported that they lacked competence, knowledge to identify with learners who experience learning barriers or the necessary skills and training to adequately serve these learners. Most teachers communicated that they have not received any formal training to specifically address the needs of learners in an Inclusive Classroom. The same views were also expressed by Mukhopadhyay, Molosiwa and Moswela, (2011) in Botswana in which they explored the level of teacher trainees' preparedness for IE. They further stipulate that teacher trainees were concerned about limited knowledge on various aspects of meeting the learning needs of learners with barriers. Their participants indicated that they are not ready to function in an inclusive setting. Agbenyega (2007) in his study examined teachers' concerns and attitudes to inclusive education in Ghana and found that teachers recognized their professional knowledge and skills as insufficient to successfully educate learners with learning disabilities in mainstream schools. The Department of Education (2010) also outlined the roles of teachers where it is suggested that teachers are to work in teams and find solutions through joint problem solving, they apply systems and teaching methods that would meet the needs of all learners. Moreover, teachers should be flexible in terms of how the curriculum is implemented. Teachers should adapt their classroom methodology to ensure that all learners receive attention. Teachers need to continuously improve their skills to teach in inclusive classrooms, they should have high expectations of all their learners and measure them against their peers and they should respect disability and human rights.

Consistent with the meaning of IE, teachers' role normally refers to the way they perform their duty to teach learners with disabilities in the normal classroom (Ainscow, 2007; Jordan, Glen & McGhie-Richmond, 2010). The teacher's role includes planning, teaching and developing strategies ideas and methods to reduce issues impacting on learners' progress (Wearmouth, 2006; Florian, 2008), and teachers also need to identify resources that could provide support in an inclusive classroom. Opertti and Brady (2011) note inclusive teachers play an important role by addressing the diversity of learners' expectations and needs through a huge repertoire on innovation teaching and learning strategies that do not marginalise them within the broader education system. According to Bourke (2010) the nature of teachers' duties and roles does not only limit the norms of teaching a lesson but also entails their personal sensitivity to the complex nature of the specific disabilities of the learners and the way they reach out to their learners so that no learner is dis-advantaged from their practices while conducting their lesson (Jordon, 2010). Ainscows (2007) adds that when teachers understand learners with disabilities, they can use appropriate teaching strategies and methods to perform their duties with confidence.

2.9 Challenges faced by teachers in the implementation of Inclusive Education

The framework for an inclusive education system is set out in Education White Paper 6. Special Needs Education: Building an Inclusive Education and Training System Department of Education, (DoE, 2001). The aim of this broad policy is that it attempts to address the diverse learner needs. The policy calls for a meaningful visionary adjustment that is based on the following premises, all children, youth and adults have the potential to learn and provide the necessary support. The system's incapacity to recognise and assist the diverse range of learning needs results in the breakdown of learning. This is due to the lack of training pertaining to IE, teachers are faced with many challenges in their classroom with regard to the implementation of inclusive education and do not have the necessary experience or skills to adapt to an inclusive environment. Following the publications and subsequent success of the Constitution, (the White Paper on Education and Training in South Africa, White Paper 6) proposes a workable route to the development of an inclusive education and training system in South Africa. It details the facilities required, which entails the process of identifying, assessing and including learners into the new full-service schools; the methods to assist teachers in the process; as well as giving a clear direction for South African education (White Paper 6, 2001, p.10).

In IE, the teachers are required to be flexible in ways of being creative in order to accommodate diversity among learners with barriers (Lohani, Singh & Lohani, 2010). Therefore, teachers' roles in the teaching environment becomes a fact when the skills and knowledge of inclusion they have acquired through formal training in teacher colleges together with their own personal characteristics meet their understanding of learners with special needs in a diverse learning environment (Florian, 2008). Although a recent study conducted by Unianu (2012) argue that the main challenges faced by teachers in the practice of IE is aimed at teachers' point of views towards inclusion and its righteousness. Which has impacted by many other factors such as the severity of nature of the learners' disability, as well as the teachers' experience with special educational needs.

2.9.1 Lack of resources

According to the Department of Education, (DoE, 2007, p.5), the key characteristics of IE are the effective utilisation of existing resources and provision of additional resources. Lack of resources tends to have a negative impact on the growth of learners with special needs. The Department of Education (2007) further states that two of the objectives of the Inclusive Education Field Test conducted between 2004 and 2009 were to establish one Full-service school per district and to provide these Full-service schools with the necessary resources to accommodate a diverse range of learning needs and also to strengthen education support services to provide coordinated support and guidance to all schools. However, Nel (2011) argues that these objectives have not been totally achieved in South Africa. Many teachers in South Africa are not prepared to meet the diverse requirements of all learners; due to the lack of proper training, hence they develop a negative attitude towards inclusion. Nel (2011) further states that this is aggravated by the lack of strategies for teacher support.

Furthermore, Oswald and Swart (2011) state that recent inclusive policies have expected teachers to challenge their existing schemas about teaching practices in the education of learners with barriers, in some cases this leads to negative attitudes, cynicism, hopelessness, and rejection of transformation of policies. Therefore, in making sure of the fact that teachers are not only supportive of IE policies but are willing to challenge out-dated beliefs and practices continues to be a considerable barrier to IE. Teachers' attitudes towards inclusion might become more positive, if the basic provisions are catered for. The provisions may include special equipment, educational provisions for example, more time during tests and

assessments, a teacher aide to assist in providing the learner with one-on-one instruction. Unfortunately, recent research conducted by Nel, Muller and Rheeders (2011) which involved school principals in Gauteng, which is the most richest and resourced province in South Africa, revealed that most learners with barriers received specialised support services either rarely or on no occasion.

Polat (2011) highlights that resources and better organisation are necessary but not sufficient for inclusion and that changing attitudes of teachers at school and in the wider community is one of the important aspects of making IE a success in low-income countries. Relevant participation of learners and adults with learning disabilities in the school and the community is affected by the cultural attitudes and values of its people. If a community expresses disregard and prejudice towards people with disability then discriminatory practices will never end. Bornman and Rose cited in Donohue and Bornman (2014) state that the general lack of support and resources as well as negative attitudes of teachers towards learner barriers is seen as a contributing factor to the inability of the system to be implemented successfully in South Africa.

2.9.2 Large class size and workload

The number of learners which exceeds the optimum level, in a manner that causes hindrance in the teaching and learning process in a classroom is said to be known as overcrowded. According to Shah and Inamullah (2012) their research stated that over-crowded classes could have a direct impact on learners' learning schedules or the curriculum. They do not only impact on learners progress, but teachers are faced with several problems – such as discipline, behavioural problems and poor health – which in turn impacts on the teachers' stress levels. In terms of the implementation of IE, according to Caputo and Langher (2014) special education teachers are likely to be faced with challenging situations such as uncontrolled amounts of direct contact with learners; a perceived lack of job victory; programme structures work overload; scarce collaboration with colleagues; and lack of administrative and parental support. In order to teach learners with special needs in a classroom this requires a lot of commitment, preparation and planning. Therefore, large class sizes can impede some of the helpful strategies or methods that can be used to assist learners' individualised education programmes. A study (Irma cited in Jimenez & Graf, 2008)

conducted in South Africa found that teachers were not focusing or giving the required attention to weaker learners in the classroom.

The classroom is seen as one of the most important areas within a school. Learners spend most of their time in an environment that should be conducive to learning. Learner behaviour can be enhanced when teachers take time to create a classroom and promote a climate where learners feel comfortable with their teachers and peers. Carlson (2006) places significance on the fact that quality learning is not possible when there are large numbers of learners put into small classrooms. Some learners require one-on-one assistance while other learners require modification to the curriculum or learning schedule— which means teachers require extra time to recognise and respond to the diverse needs of their learners, accommodate both different approaches and rates of learning, and ensure quality education through the appropriate curricular, organisational arrangements, teaching strategies and appropriate resources (UNESCO, 1994).

United States Department of Education implies that the crowding of classrooms conditions does not only make it impossible for learners to concentrate, but it limits the amount of time teachers can spend on productive teaching methods such as cooperative learning and group work or teaching anything beyond the bare minimum of resources. In addition, because teachers must constantly struggle simply to maintain order with regards to discipline issues in an overcrowded classroom, the likelihood increases that teachers will suffer from burnout earlier.

2.9.3 The effect of poverty in rural communities

Learning is basically influenced by availability of resources to meet the needs of society; socio-economic disadvantages have had an indifferent effect on the education system. Poverty and the lack of basic services are important factors that contribute to learning malfunction. The admission to basic services is a huge difficulty where these are sparse or non-existent, or because learners, especially those with learning disabilities, are not able to reach learning centres due to lack of transport. Poverty-stricken living conditions, like undernourishment, lack of proper housing facilities and unemployment has a negative impact on all learners. Poverty is naturally linked to barriers to learning and the generation of further

barriers to learning (Donald, 2006). From my encounter, these socio-economic barriers are still prevailing in most regions, especially in rural areas of South Africa. The connection between socio-economic environment and the progress of learners with barriers is iterated by Nieman and MonJai (2008) they state that learners from deprived socio-economic contexts are to a lesser degree, successful both educationally and socially.

2.9.4 The role of parents and community involvement

According to the Department of Education (2010) parents are aware of their rights and those of their children; parents need to liaise with teachers and show support towards their learners; they encourage the independence of their children and have high expectations regardless of their abilities or disabilities; they cannot be expected to pay for a classroom assistant to support their children at school; they are also obliged by a school to approach health services to obtain assistive devices like hearing aids or wheelchairs. Implicit in the philosophy of IE is the important role that parents play in making decisions about their children and in the support of their children's future through their education (Engelbrecht, 2006). Shared ownership among teachers, administrators, parents and learners for nurturing the development of all learners and making sure all needs are met is a critical element in Inclusive Schools. The White Paper 6 Department of Education (2001) states that the active involvement of parents in the teaching and learning process is vital to effective learning and development; parents are a core resource as primary caregivers of their children in the education system. Parents are considered partners in education with teachers and other professional in safeguarding relevant education of children (Engelbrecht, 2006).

The South African Schools Act (DoE, 1996) stipulates that the rights and wishes of parents must overrule the admission policy of any governing body of a school, thus giving parents a choice in the placement of their children. According to Engelbrecht (2005) the Act incorporates the constitutional right to equal access and the right of parents to choose for their children, indicating an understanding that rights are entitlements, not favours. These values contribute to the expectations of parents that IE can more effectively meet their children's needs and that they will be considered equal partners with professionals in ensuring a suitable education for their children with disability or experiencing barriers to learning. In the research by Engelbrecht (2005) it was found that there are many different understandings

amongst parents – and differences in the degree of involvement of parents with the teachers and schools. In many instances the positive involvement has facilitated the education of a child with barriers – through communication, commitment, equality and respect for successful relationships – in an inclusive school. It is also the experience of many teachers, that many parents are neither willing, nor able to support their children in the schooling situation. The result is that learners fall behind and in due time teachers are referred to the district for placement. Shared possession and greater understanding among professionals, parents and learner for inclusive education is therefore important.

In South Africa many parents lack the knowledge and insight for active involvement in the education of their children. In many homes of working parents and single parent families, there is very little time to put into educational needs of their children and teachers complain of a culture of non-involvement amongst parents. Some teachers effectively use parent support in creative ways – but a true presence of positive involvement is not significantly felt in schools as yet. It is still considered by some parents that it is the teachers' duty to address IE.

2.10 Teachers' attitudes towards Inclusive Education in developed and developing Countries

The greatest challenge in preparing teachers to work in diverse classrooms and be willing participants in the inclusion movement (Forlin 2010, p.165), is the frustrating amount of time it takes to develop ones attitude, one that portrays a favourable attitude towards learners from different backgrounds and learners requiring Special Education Needs (SEN). This means that if teachers do not have understanding of diversity and a favourable attitude, and do not believe in inclusion, they cannot be expected to embrace such a philosophy called IE. Florian (2010) maintains that the majority of mainstream teachers do not believe that they have the necessary skills or knowledge to teach learners with learning barriers because they have not taken a specialist course, or received training in order to cater for inclusion. This view is supported by Mdikane (2007) who argues that the lack of knowledge about IE among teachers is shown in lack of confidence in their classrooms via their instructional and management skills, which means that teachers lack confidence as a result limited comprehension. Furthermore, teachers believe there are experts that are capable of educating

those learners on a one-to-one basis and therefore teaching them does not necessarily become their responsibility. The expansion of effective inclusive practices can be viewed as not only about extending teachers' knowledge but also encouraging teachers to do things differently and getting them to reconsider their negative attitudes and beliefs pertaining to learners with barriers. Several studies have been done to identify or determine the contributing factors to teachers' attitudes towards inclusion e.g. (Forlin & Sin, 2010). One of the many related challenges identified was that teachers' training, knowledge and experiences of teaching learners with barriers impacted on their attitudes towards inclusion. The quality of knowledge about learners with barriers and inclusion that teachers gain through teacher training is prevalent because this can improve their attitude (Jupp, 2008). The above is also supported by Jupp (2008) by stating that attitudes are certainly shaped in part during initial training.

One of the challenges stated by Jimenez and Graf (2008) facing the implementation of IE is the attitude of the teacher and is crucial to the promotion and welcoming of IE; therefore relevant preparation in the form of training and support would expand as well as build confidence in teachers in their ability to teach learners of all abilities. This would ensure positive attitudes. A problem facing many South African teachers is that they have not been trained to cope with diversity of learners entering schools. Dr Gordon Porter, a reputed authority in the field of IE, maintains that teachers need to be assisted in the form of training to achieve positive changes in attitudes towards new teaching methods and circumstances in order to achieve successful inclusion in schools (UNESCO 2000, p.3). The importance of teachers having the compulsory support and training that is essential in order to make a positive contribution to the successful implementation of IE in schools is considered as pre-service training and professional development in IE are important if inclusive practices are to be implemented successfully in schools (Mastropieri & Scruggs, 2004). In support of the above literatures points out teacher, education programs at the pre-service levels, barely acknowledge the nature of discipline problems nor provide training for teachers in discipline management (Kratochwill, 2010). Training helps to promote positive attitudes as teachers gain the necessary knowledge and skills that in turn boost their confidence which positively contributes to the successful implementation of IE.

In my opinion there are many varying factors that can impact and impinge on a school's effectiveness in the successful implementation of IE practices as they attempt to accommodate the diverse needs of learners to be considered in this process. These include attitudes of school teacher, the learners, parents, support structure, and awareness and acceptance of people who are perceived to be different. Teachers' attitudes, beliefs and feelings play an extremely important role in the successful implementation of an inclusive education policy. In a recent study in Australia of community attitudes towards IE, participants indicated that people felt uncomfortable when socialising with people who have disabilities, emotional behaviour and communication disorders. It was believed that this was mainly due to their lack of knowledge and understanding with regards to the diverse needs of individuals (Disability Services Queensland 2000). Only 17% of the sample reported that they knew many of the diverse types of disabilities or other learning challenges, while 20% said they knew very little or had no knowledge at all.

Of particular significance are the attitudes and beliefs of teachers regarding inclusive education practices as they are considered to be the most influential aspects of determining the success of inclusion. It is critical for teachers to reflect on their beliefs and opportunities to engage with learners with diverse range of needs. The Department of Education (DoE, 2011, p.5) maintained that inclusivity should become a central part of the organisation's planning and teaching at each school. This can only take place if all teachers have a good understanding of how to organise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are firstly identified and then addressed by all the relevant support structures within the school community, including teachers; district-based support teams (DBST); school based support staff; parents and Special Schools as Resource Centres. Therefore, teachers need to identify their own personal beliefs, values and personal expectations while developing the will power to become inclusive in order for them to seek out the skills. If teachers have good will and positive attitudes they will seek out the necessary skills to embrace diversity. As a teacher from an inclusive point I also believe that while it is important for teachers to seek the required skills to embrace diversity, self-awareness is also critical.

A study conducted by Bawa and Mangope (2011) stated that teacher training should consist of detailed special programs that can assist to equip future teachers with adequate knowledge

about the requirements and demands of a learner with special educational needs. As teachers' knowledge and understanding of IE is crucial in the development of the IE system, in-service teacher training should be a priority. When teachers receive training, they stand to create an effective learning environment for all learners. According to Koay, Lim, Sim and Elkins, (2006) study, the emphasis was that the success of IE depends highly on the perceptions and attitudes of teachers in other words how they perceive IE within mainstream schools toward learners with disabilities or learners who experience barriers to learning. They state that favourable approaches and feelings on the part of teachers tend to encourage successful implementation of IE. In another study about perceptions of teachers on IE the findings were similar to that of Koay, Kim, Sim and Elkins (2006) which supported the findings of previous studies in that as teachers gain more experience and knowledge with learners with barriers to learning, they become more positive in their perception and beliefs about including those learners in their classes. A further important finding in this study was that the teachers who had received most training and experience in special needs have the most positive views and perception about IE. However, it is undeniable that South Africa is still growing and developing in the field of IE according to Pillay and Di Terlizzi (2009, p.493) and while the country has welcomed the ideology of inclusion, the fact is that South Africa, which is seen as a blossoming nation, is not prepared with the necessary resources and facilities that is required to meet the needs of IE.

The development of teachers to work in diverse classrooms is problematic and challenging. This is done by making sure that they have a positive attitude towards learners with different backgrounds, and that they are willing participants in the inclusion movement (Forlin 2010, p.165). However Florian (2010) assumes that if teachers do not have a clear sense of understanding with regards to learner diversity and positive view points, teachers cannot be expected to accept such a theory. One of the difficulties facing the implementation of IE is teachers attitudes towards inclusion which is critical to the promotion of IE. Challenges that most teaches face with regards to IE is the lack of support and inadequate training or not having the necessary skills to cope with diversity of learners in schools.

2.11 The practices of differentiation in Inclusive Education

The practices of differentiation in IE requires modifying the learning environment, teaching style and curriculum content to fulfil the teachers' responsibility to reach and educate and at the same time welcome diversity of learners in our classrooms (Rief & Heimburge, 2006, p.3). To differentiate, according to Tomlinson (2002) involves what should make changes or adjustment to the content that is delivered to learner, the process of how it is delivered and the general product. These dissimilarities are centred on the important concepts of every topic, in order to ensure learners are able to understand the main points of discussion and how it is communicated by teachers and accepted by learners. These changes are assessment and observation. According to Walton (2009) the use of different teaching methods such as collaborative learning methods that will accommodate different learning styles as well as cognitive styles which are instructional techniques that can be used in an inclusive classroom. To add to this the use of teaching strategies that will be of benefit to all learners in an inclusive environment, teachers need to accept that some learners will require planned and specific interventions strategies in order to address the barriers to learning that they experience. This means that assessment will have to be modified to cater for learners with barriers.

In order to communicate about the barriers in the classroom, teachers must be able to use various curriculum differentiation methods or strategies which are addressed in the Department of Basic Education's Guidelines for Inclusive Teaching and Learning:

The solution to managing IE is by making sure that barriers are identified and communicated by all the relevant support structures like the Institutional Level Support Teams (ILST) within the school community, including teachers; district-based support teams (DBST); school-based support staff; learners parents and Resource Centres. In order to communicate these barriers in the classroom, teachers should use tools such as curriculum differentiation methods like those that are included in the Department of Education (2010). In an inclusive classroom, differentiation is vital as it is extracted from the opinion that schools should: "include learners of various needs, academic achievement, interests, and different learning methods, and instruction should be differentiated to benefit diversity, and should not be discarded (Jackson & Davis, 2000. p. 23)". To concur with the above view, the Department of Education (2011) states that inclusivity should become an intermediate part of the

organisations towards planning and teaching at school. This can only be possible if all teachers have a good understanding of how to identify and address barriers to learning and how to put plans into action for diversity. This goal can only be achieved once the teacher has clearly identified the individual learner's current abilities and interests. Differentiation of the curriculum by the utilisation of various teaching methods and planning can also safeguard equal opportunities for learners to progress (Pearce, 2008). This implies that teachers have to be inventive and creative to suitably differentiate their teaching instructions techniques and strategies in order to be of assistance and to be able to cater for all learners with barriers in order to experience meaningful learning opportunities.

2.12 Inclusion of all learners in mainstream schools

The wisdom of inclusion in the South African Education system is fixed in the country's Constitution (DoE, 1996) which itself is grounded in the values of human dignity, the acquirement of equality and the advancement of human rights and freedom (South African Schools Act {SASA}, 1996, p.34). It is for that logic, the move towards inclusion in the country's education system has focused on taking advantage of the participation of all learners in the curriculum and preparing them to become fully performing citizens who can participate profoundly in the country's economy, and also contribute to them competing globally. According to the DoE (1997) curriculum is everything that has impacted on the learner, from the teacher as well as work programmes to the environment in which teaching and learning take place. According to the Salamanca Statement (UNESCO, 1994, p. 59) inclusion was the directing principle that notifies the framework (which accompanies the statement) that schools should accommodate all learners irrespective of the learners physical, intellectual, social, emotional, linguistic or other conditions.

This view, according to Mastropieri and Scruggs (2004) came to ground diversity as a huge attribute of classrooms in the 21st century, and mirrored as a: salad bowl of multilingual and multicultural society. The similarity of a salad bowl is unlike from the more traditional melting pot, where all the various ingredients assimilate into oneness, in that the ingredients contribute to the goodness of the dish without losing its typical characteristics. Consequently, the point of inclusion according to Bornman and Rose (2010, p. 52), is that there should no longer be a focus on specialness of learner or the education they require, but rather focus on

increasing participation by discarding or getting rid of barriers to learning in order for learners to reach their full capacity . Following the Salamanca Statement (UNESCO, 1994) on the definition of inclusion, the Department of Education (DoE) introduced the implementation of Full-service schools to promote inclusion, but if really committed to achieving inclusion of all learners in mainstream schools it had to outline a set of principles and be more practical to aspects that are used to guide the transition process to IE. Some of the important aspects of an inclusive school: they are schools that embrace learners and honour diversity, implement IE, within reach of the curriculum, educate and permit learners to learn, provide the necessary support to all learners in a variety of creative ways without referring them elsewhere and they encourage team work amongst teachers and between teachers and parents.

To create a positive approach towards IE in schools, teachers are encouraged to make a difference in eradicating negative attitudes and beliefs, by fashioning learning and teaching According to authors Monsen and Fredrickson (2004) who argue that the implementation of inclusion will not be successful without the cooperation and commitment of those who are directly involved in the inclusion process.

2.13 Overview of theoretical framework

In order to explore the experiences and practices of teachers in the implementation of IE Bronfenbrenner's Ecological Systems Theory (1979) was acquired as a framework. The theory used establishes a perception of Inclusive Education thus taking into consideration the value of all interrelated systems in the development of a learner at home, school, community and in society. Bronfenbrenner's framework according to Signal (2005) and Bronfenbrenner's (1979) permits an exploration of IE as being about the development of systems and the development or growth of individuals within the systems. In this study for instance, learners, parents, teachers, the school environment, head of department, the provincial departments and resources all can be seen as significant in exploring the teachers' experiences and practices in the implementation of Inclusive Education in a Full-service school.

The ecological theory indicates how the micro-system, for example the school, is interwoven with the exo-system for example the provincial department, the meso-system for example the district, and macro-system, example the Department of Education, which are interrelated and impact on each other. This comprises of components that can immediately impact on the effective implementation of IE in the Intermediate and Senior Phase. This will include suitable training of the Institutional Level Support Team (ILST) teachers, assistant teachers, Head of Department provision of mobility and teaching resources, financial support, efficient leadership in curriculum adaptation and government (Arbeiter & Harley, 2002, p. 63). The significance of the ecological model can be noticeably realised in this study, for example if the teachers were supported in implementing their duties then all the circumstances that may have impacted on the problems should be explored. The significance of the ecological model cannot be exaggerated, because if successful support is to be provided to the teachers by the ILST then the formation in the implementation of IE should be well-coordinated.

This research incorporates Bronfenbrenner's theory that different factors, which are present at the various levels of the ecological system, their influences on one another and these influences impact on human development (Bronfenbrenner 1979). Bronfenbrenner placed three overlapping systems within the contexts which are the microsystem, exo-system and the macro-system. Collaboration within the three interdependent systems greatly impacts on each individual.

2.14 Brief historical background of Bronfenbrenner's Ecological Systems Theory

This study is underpinned by Bronfenbrenner's Ecological Systems Theory which was fostered by Urie Bronfenbrenner. Bronfenbrenner, an American psychologist gives a description as to how the inherent quality of a learner will grow and develop. Through Bronfenbrenner's theory which has emphasized on the importance of studying a learner in the surrounding of his or her multiple environments, which is also called an ecological systems which strives to understand the learners individual development. This theory is important to this study because it highlights the interaction between an individual's development and the systems within the social context. Bronfenbrenner's theory is an example of a multi-dimensional model of human development, which postulates that there are coatings of levels within the interacting systems, which consequently result in growth and development. What happens or takes place in one system has an influence on the other systems (Swart &

Pettipher in Landsberg, 2005) which means that human behaviour, experiences and actions cannot be understood if the contexts in which they take place are not taken into consideration.

Bronfenbrenner's Ecological systems theory is a useful method that is used to comprehend the various interactions in education institutions, schools and classrooms that lead to learning difficulties. Landsberg and Swart (2011) explain that Bronfenbrenner's biological model of human development specifies four levels of systems which interact together. The Ecological Systems perspective organises circumstances of development into five different levels of external impacts which interconnect. Which means how is a learner's development affected by their social relationships and the world around them? (Bronfenbrenner, 1979). Ecological Systems Theory provides one approach to answering this question. Bronfenbrenner believed that a person's development phase in life was affected by everything and that an individual's growth is influenced by, like the factors operating at various systems levels within a wide, ecological structure. These various levels exercise a mutual impact on one another.

The demonstration of the ecological perspective determines how micro-system, for example the home, is interwoven with the meso-system, for example the school, as well as the extensive society, in deciding the level of relaxation and contentment individuals experience as they go about their life experiences. Bronfenbrenner's theory also describes the differences in the individual's knowledge, skills and abilities and the role of support system to guide and structure the individual. Bronfenbrenner's theory is relevant to this study because it highlights the interaction between a child's development and the systems within the general social context. Bronfenbrenner's theory is a good example of a multi-dimensional model of human development, which postulates that there are layers or levels of interacting systems arising in change, growth and development, like physical, biological, psychological, social and cultural.

The direct and indirect influences on a child's life in reference to the many levels of environment or contexts that impact directly on an individual's development is explained in Bronfenbrenner's ecological systems theory. An enormous challenge to the present education system, lies in understanding the complexity of the influences, interactions and interrelationships between the learner and other systems to which he or she is connected (Landsberg, 2005, p.9). Which means that a child does not exist in separation from

surrounding systems, but rather, they assist in determining progress in their academic career, education system, teachers, the school or curriculum. If all systems work skilfully jointly in schools, even learners who experience barriers should profit in a positive manner. Individuals are seen as part of the sub-systems of society, which are also interrelated.

2.15 Components of the Bronfenbrenner's Ecological Model

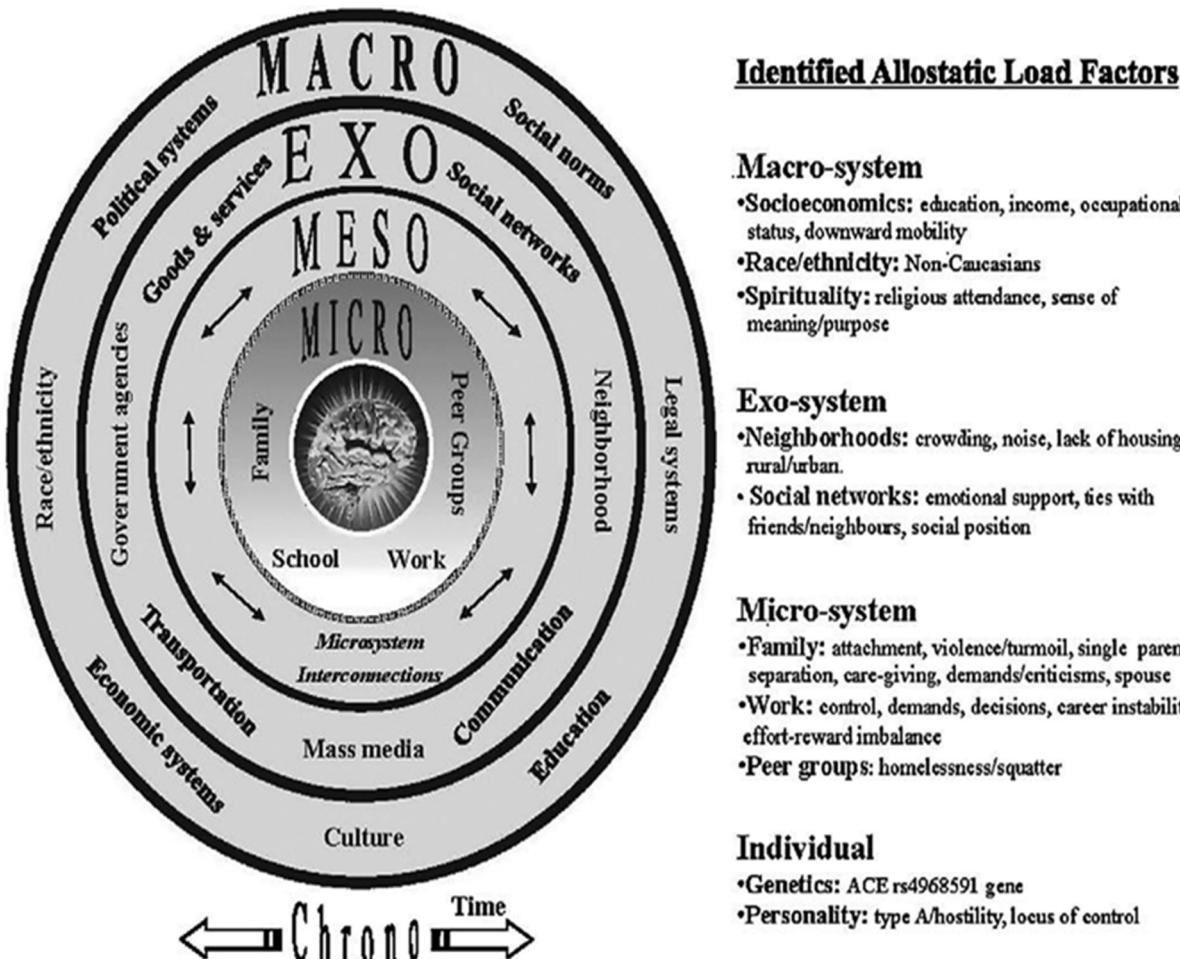


Figure 2.15. Bronfenbrenner's Bio-Ecological Model (Schaffer 2003, p.64)

Landsberg, Kruger and Nel (2005) describes the diagram, as the micro-system refers to the immediate surroundings of an individual, the meso-systems refers to the systems that play a regular role in a learner's life like the school, family, peers, church etc. The exo-system includes the broader community contexts that have an influence on the learner and remain part of their lives. The macro-system considers the broad cultural, ideological, social and political contexts. Finally chrono-system takes into consideration the time aspect of the system.

2.15.1 Micro-system as a source of inclusion

Roles, activities and interpersonal relations experienced between individuals and the systems in which they are active participants for instance the family, school or peers, form a source of the micro-system (Swart & Pettipher, 2006). This is the intermediate surrounding accomplished by the learner or where proximal interaction occurs. This method of interaction refers to face-to-face, normally continuous social collaborations. The micro-system which depicts an individual's immediate surroundings is distinguished by direct, interactional processes as familial relationships and close friendships (Bronfenbrenner, 1994). For example in this study the learner's immediate family such as his/her parents and siblings form the microsystem but it also consists of other important individuals who may have an impact on the development of the learner such as teachers, peers and relationships that are supportive and nurturing would result in greater development of the learner.

2.15.2 Meso-system as a source of inclusion

Bronfenbrenner refers to as the meso-system as a second level or system. "The meso-system is a set of micro-systems that endlessly interact with one another. The meso-system consists of the interrelations between two or more settings in which the developing person actively participates. Examples of relations are referred to as the home, school, neighbourhood and peer group (Bronfenbrenner, 1979) which implies what takes place in the family or amongst peers can therefore impact on how a child responds at school and vice versa. Bronfenbrenner (1979) refers to the meso-system as the connection between the microstructures like the relationship between the teachers and parent. It includes the interrelations of two or more settings in which the developing person actively participates such as, for a learner, the relations between home, school and neighbourhood peer groups. When looking at how this theory presents inclusion, it can be concluded that implementing inclusive education is not possible without paying attention to relationships thriving between the various micro-systems. This must be done in order to give teachers a plan of the effects of contextual factors on the learner's performance and it is also relevant to understand the successes for mutual relationships.

Wildeman and Nomdo (2007) highlights the fact that barriers experienced at the meso level include the slow implementation of the White Paper 6 (2005) by the provincial departments and the districts which are, through decentralisation, moving at different paces and effecting change. Inadequate human resources and financial constraints are barriers at district level. Other barriers experienced are due to a lack of essential planning and those barriers preventing the establishment of the Full-service schools and resource centres which play an important and integral part of IE.

The meso-system in this study incorporates interconnections, interactions and relationships linking the learner and the individuals that forms the micro-system, elaborates on the connections between the various contexts in the microsystem in which a learner develops (Bronfenbrenner, 1979) which means that it is important that learning activities at school must be carried over to the home environment as homework; similarly a caring and motivated teacher will influence the child positively in his/her growth and development.

2.15.3 Exo-system as a source of inclusion

The structure that impact on the learner's meso-system and therefore has a ripple impact on the learner is referred to as the exo-system. This comprises of all the external or non-resident networks, like the community structures and schools, medical, employment, and communications systems, which impact on the microsystem. The exo-system is composed of the settings that do not involve the developing individual as an active participant, but in which events that affect, or are affected by, what is going on in the setting consisting of the developing child (Bronfenbrenner, 1979). For example, circumstances in the lives of people closely related to the child can cause impact in the development of the child, the child may not be aware of anything about the impact of the influences and their effects on him or her. For instance a parent's stressful situation at the work place could have a negative effect on the relationship between the parent and the child. The child in turn, could present problems in the school environment.

The inclusion of all systems is seen as the exo-system in this level the learner is not directly involved, but which has an impact on the individual he or she has proximal relationships with in the microsystem (Donald, 2006). Therefore the exo-system comprises of settings that may

not directly involve the developing child as an active participant (Bronfenbrenner, 1979). The exo-system concern is related to one or more settings that does not impact on the child, but the event that is experienced by the child that impacted on what takes place in the setting containing the learner (Bronfenbrenner, 1979), other examples are school policies which provide for the needs of learners that experience barriers to learning. In the implementation of IE the Department of Education (DoE) is the exo-system. Through schools, the DoE has to play an important role in educating learners in a way that will give assistance to them, as they are, in their intellectual development. It is important for teachers to have support from other levels or systems in order to successfully implement IE.

2.15.4 Macro-system as a source of inclusion

All the systems are lodged into the macro-system which is ideological and institutional contexts (Swart & Pettipher, in Landsberg, 2005). In the education setting the macro system can be referred to the level at which policy decisions about education are made via the DoE. It presents the provinces with the guidelines on how to implement a specific policy according to their needs, including Inclusive Education. However, at this level there is a lack of support strategies with regards to the policies to safeguard the successful implementation of IE. According to Bronfenbrenner (1979) the macro-system consists of the bigger cultural world surrounding learners jointly with any underlying belief systems and includes aspects such as government policies, political ideology, cultural customs and beliefs, historical events and the economic system.

The macro-system also includes the country's current economic status. This could have an impact on a child's micro-system. For example a child that requires specialised education due to a physical or physiological impairment places extra financial burden on the family. Situations such as parents may not be able to afford due to financial problems are therefore unable to send their child to a school that caters for special needs and owing transport cost or school fees. These stress factors that result from financial problems may unpleasantly affect the education of a child with barriers to learning. Barriers in the macro level are a result of the education system at central government level, the level of national education. At this national level decisions regarding the development of policies and the funding of education. A central committee is normally accountable for the specialised education of a country. There are funding and service delivery barriers due to a lack of conditional funding or grants by the

government (Wildeman & Nomdo, 2007). It is for this reason that after producing the White Paper 6 on Building and Inclusive Education System, the Department of Education also issued Conceptual and Operational Guidelines for the Implementation of Inclusive Education (DoE, 2005).

These guidelines outline how special schools should function as resource centres and how mainstream schools should operate as full-service schools. These four systems are referred to as the chrono-system. Swart and Pettipher (2005) described this system as, development time-frames that cross through and affect the interactions between the systems and, in turn, their influences on individual development. The chrono-system represents the changes that occur over a period of time in any one of the systems (Donald, Lazarus & Lowana, 2010). This means that at this level the attention will be on the learner, whether he or she has developed or has showed an improvement as the systems interact.

According to Donald, Lazarus and Lowana (2010) this framework is essential and relevant in this study because it is both useful and important to look at the case study (teachers) as a set of interrelated and interconnected systems. Schools are made up of many levels or layers of functioning, being the learners, parents, teachers, school management team, curriculum, schools in the area, school policy, the wider community; whether directly or indirectly, functioning in one area affects functioning in another area. This means that when changes are experienced at management level, it is experienced in different ways by all the other interacting systems. In the same way, if attitudes or actions in one class changes the effects can therefore filter into the other related systems areas of school functioning. For example, a learner may speak about a discussion that was discussed in a science class on the playground or during supper with the family, in the same light the teacher will discuss about the same discussion in the staff room or the idea may inform her behaviours or actions. Therefore, although the effects one system has on another may be clear and obvious, they may also be subtle. Being aware of the interconnectedness of systems is extremely useful when trying to discover and understand the school. Therefore this framework is vital to consider when looking at the school.

2.16 Bronfenbrenner's Theory and Inclusive Education Policy

Urie Bronfenbrenner one the world's top achievers in the field of developmental psychology, is not unfamiliar with the discourses of IE. There are five environmental factors that impact on an individual's growth and development according to Bronfenbrenner namely: the micro-system, the meso-system, the exo-system, the macro-system and the chrono-system. Each system relies on the circumstantial nature of the person's life and offers an ever-growing diversity of options. One of the most frequent conceptual tools that are commonly utilized in IE is Bronfenbrenner's eco-systemic theory. According to Bronfenbrenner, an ecological systems model visualises the learner as existing within a complex ecological context that consists of different interfamilial and extra familial systems that influences the learner's development. Therefore this means in order to safeguard success of IE Inclusive Educational programming, it is very important to integrate individual and contextual processes and to examine interrelations among these systems. An ecological systems view of IE suggests that learners with or without disabilities develop in a complex social world and that it is important to take notice of interactions at multilevel contexts and examine changes over time at all levels (Xu & Filler, 2008).

There is a logic relationship between Bronfenbrenner and IE. Bronfenbrenner's theory qualifies to be utilised as a theoretic tool to understand the problems around the IE policy. The challenge of the education system is to understand the entanglement of the influences, interactions and interrelationships between the learner and other systems connected to the learner (Landsberg, Kruger & Nel, 2005). By recognizing the interconnectedness within and between the systems this promotes better understanding of IE. This allows me the researcher to explore the development and implementation of IE policies and how it is restricted by certain aspects operating in different systems and an examination of how the IE practices are shaped by the interactive influence of individuals and their social environment. Theories assist to formulate, to explain, to predict and to comprehend circumstances and in many cases; to even challenge and extend existing knowledge within the limits of critical bounding assumptions (Merriam, 2009). In all qualitative studies, a theory should be present because no study can be designed without some questions being asked. The Ecological Systems Perspective utilised in this study describes the dissimilarities in an individual's knowledge, skills learners or individuals coming from diverse backgrounds (Haihambo, 2010).

2.17 Intentions and implications of White Paper 6 at the different Levels in Inclusive Education

National Education is responsible at the macro level for the formulation of policies as well as policy implementation. A vital role would be played by the National Department of Education together with the nine provincial departments of education in the arrangements of the foundations of an inclusive education and training system. Members of the Provincial Executive Councils are answerable for education, the Ministry duty entails the laying of foundations of the inclusive education and training system. All policies are reviewed by the Ministry and legislation for general, further and higher education and training to ensure that there are consistency with policy proposals put forward by the Department of Education White Paper 6. The aim of policies is to provide the basis for overcoming causes and effects of barriers to learning (DoE, 2001). The Ministries of Health and Welfare together with the provincial Departments of Education, plays a very important role in the identification process of learners with high levels of barriers to learning and who require support. The Ministry of education would play an advocacy role in communicating the proposals of the White Paper 6 to liaise with community based NGOs and with organisations for the disabled, health professionals and other members of the public who play important roles in the support of building the inclusive system. The purpose for this is to accommodate appropriate settings for all learners (DoE, 2001). With regard to the macro-system, the present implementation of the national policies requires intervention from the National and Provincial levels of Education in order to safeguard all learners, irrespective of their learning abilities. For example, all current education policies should be united and aligned with Education White Paper 6 in order to eliminate confusion and the perception that inclusive education is an alternative form of education.

The meso level refers to the district offices which work under the provincial office as the head office. Provincial department of education tasks is to structure capacity and manage its introduction. Effective management systems would be built in respect of strategic planning, management information systems, curriculum development and assessment (DoE, 2002). District based support teams, and as the focal point of education support services, comprised of staff from provincial district, regional and head offices and from special schools, is to evaluate and build schools capacity in early childhood and adult basic education and training centres, tertiary colleges and further and higher education institutions. Their main function is

to provide necessary support via learning and teaching process by recognizing and addressing learner, teacher and schools through the organisation of the Institutional Level Support Teams (ILST). The ILST provides support in the form of illustrative learning programmes, learner support materials, resources and equipment, assessment, instruments and profession support for educators at special schools/resource centres and Full-service schools and other schools (DoE, 2001). Therefore the District Based Support Teams should be able to provide Full-service schools with a full range of education support services which include not only human resources such as paraprofessionals, but professional development for the institution based support teams in terms of teachers training and workshops.

To summarise the various systems and IE, the Department of Education (DoE) is at the macro-level where policy is formulated, after which the provincial departments, at the exo-system level, are then accountable for implementing it according to their provincial needs, followed by the districts at the meso-level. Finally, at the micro-level, the schools are required to implement IE on a practical level. In order to ensure that every system is interacting together so that a complete whole will be established, this requires feedback, continuous monitoring and reporting strategies from the first level of the system to the last level.

2.18 Chapter Summary

This chapter discussed literature and theoretical framework underpinning the study under the following topics and subtopics: the shift of IE, conceptualisation of IE, the role of teachers and their challenges, a brief overview of the history of IE, conceptualisation of mainstream schooling and Full-service schools, the principles of IE, and attitudes, knowledge and skills of teachers in their practise of IE. The chapter also presented Bronfenbrenner's Ecological Systems Theory as it underpins the study, giving in detail the intentions of White Paper 6 and the different levels as resources that have implications of the theory in this study was discussed. The next chapter presents research design and methodology that is employed by the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter has established an understanding of Inclusive Education in developed and developing countries, as well as a concise overview of the history of IE, the South African education system's shift towards IE, conceptualisation of mainstream and Full-service schooling systems, and the teachers' roles in IE implementation, their challenges, their knowledge, skills and attitudes in the understanding of IE practice. An overview of Bronfenbrenner's Ecological Systems Theory and its relevance to the study was further discussed. This chapter presents the research design, research methodology, sampling methods, data generation methods and data analysis procedures. Details of adherence to ethical issues and limitations of the study are also presented.

3.2 Research paradigm

Research paradigms are viewpoints or general frameworks and methods of glancing at the world that is grounded in sets of assumptions about the nature of reality (Mertens, 2010). Similarly, Nieuwenhuis (2007) attests to the fact that paradigms represent what we believe about the world but cannot manifest; and also work as a lens or arranging principle by which reality is interpreted. Paradigms are viewed as being central to research design because they influence both the nature of the research question and the manner in which the research question is to be studied. This simply suggests that paradigms may be seen as a set of basic beliefs that guide our actions (Creswell, 2009). Furthermore, a qualitative paradigm according to de Vos (2005) stems from an anti-positivistic, interpretative approach, which is idiographic, thus holistic in nature, and its important aim is to understand social life and the meaning that people attach to everyday life. In addition qualitative research desires the appropriate research paradigm because it has the advantage of employing an inductive research strategy that can facilitate such understandings between the causal relationships of the variables that may emerge in the study (Cohen, Manion & Morison, 2007). According to Van der Westhuizen, (2007, p. 34), interpretive paradigm acknowledges that individuals construct reality and the researcher needs to analyse the participant's comments. I was

concerned with comprehending the research problem from the participant's views (McMillan & Schumacher, 2006; Leedy & Omrod, 2005,) therefore the interpretivist paradigm appeared to be suitable for this study.

This study was underpinned by an interpretivist paradigm. The interpretivist paradigm was chosen to address the explorations about the teachers' experiences and practices in the implementation of IE. Interpretivists share the aim of understanding the complicated world of lived experiences from the vision of those who lived it. Interpretivist researchers tend to develop an understanding of everyday individuals' lived experiences. Lynch (2003) and Collis and Hussey (2009), confirm this view and claim that it is humanly impossible not to take on and internalise some of the feelings and experiences of participants. According Saunders, Lewis and Thornhill (2012) it is significant for the researcher as a social actor to appreciate the differences between individuals' when using the interpretivist approach. To further describe a paradigm Lincoln and Guba, (2002, cited in Mertens, 2010) postulate that there are three concepts which define a paradigm: the first of which in ontology, which increases the basic questions about nature and reality. The second is epistemology, which raise the questions: "How do we know the world"? What is the relationship between the inquirer and the known? The third is methodology which is, "How can the desired knowledge and understanding be obtained"?

Ontologically, interpretivists believe that there are multiple socially constructed realities in the form of different, intangible mental constructions, socially and specific in nature (Hesse-Biber & Leavy, 2004). This according to Ritchie and Lewis, (2003) and Collis and Hussey (2009) is what we want to know about the world, which means that we tend to accept that individual subjective understanding and the social world exist independently of each other, and that it is only accessible via the participants' interpretation which may be further interpreted by the researcher. Check and Schutt (2012) accentuate that interpretivists conclude that educational reality is reinforced by individuals and the researchers task is to interpret perceptions that individuals give to reality, Ontology refers to the study about reality that can be known or discovered (Maree, 2011) therefore in this study, one gained understanding of the teachers' experiences and what were their practices in the implementation of Inclusive Education. I wanted to best understand from the viewpoint of the participants in actions in their social world or context and how their practice influences

inclusive teaching and how that in turn influences learners in class. I believe in and accept the premise, that is, through speech, gestures and actions of the participants I could understand what they were doing in their classrooms and their understanding of what they do. Any factor that Coetzee (2011), suggests that if a qualitative study is interpretive in nature, the researcher assumes that every individual structures their own understanding of the world in which he or she exists therefore in order to comprehend the reality of the individual there has to be an effort to understand his own meaning, It is further acknowledged that individuals are not passive followers in social, political and ancient happenings, but they also hold the inner capacity which permits individual judgement and perceptions. As highlighted in Terre Blanche and Painter,(2006) and Cohen, Manion and Morison, (2011) I used semi-structured interviews and document analysis to uncover these multiple realities or constructions that participants in this study held and how these realities influence their understanding regarding the curriculum, policies and the implementation of IE. This enabled me to focus on the understanding of the participant's interpretation of their experience in the implementation of IE and the manner in which they view their worlds and the meanings assigned to their experiences (Merriam, 2009).

Epistemologically and according to Terre Blanche, Durrheim and Painter (2006) as adherents of the constructivist paradigm answer the epistemological question by asserting that it is possible to disconnect the inquirer from the inquired, as the author believes that data will emerge from the inquiry process. Finding ways of how reality can be known or discovered (Maree, 2011) through this approach, I was able to interact with participants of the study since the aim was to portray a representational picture of what is being studied so that the readers may understand the experiences as if they were present at the interview. Interpretivists believe that knowledge is socially constructed by describing people's intentions, beliefs, values and reasons, meaning-making and self-understanding (Henning,Van Rensburg & Smith, 2004). Neuman (2011) argues that the interpretive approach in qualitative research analyses social actions in their natural setting, via direct and detailed observation, in order to comprehend and interpret how people create meaning in their social world. Having explained that to the participants of study, I had to interact and connect with the participants through a formalised process, which means that I used semi-structured interviews to gain understanding of the teacher's experiences and practices in the implementation of IE.

Additionally and methodologically, interpretivists believe that humans make the social world significant in their mental capacity (Karacasulu & Uzgoren, 2007) which means that the social environment determines who one is and one's individuality as a social being. Therefore this study focused on what can be known about the implementation of IE, and how it is implemented and how it actually works and what does the IE policy entails. Neuman (2011) further states that, interpretive approach in qualitative research analyses social actions in their natural setting, via immediate and comprehensive observation, in order to understand and interpret how people create meaning in their social world.

Therefore in this qualitative research I was focused on in-depth conversations and collaborative sharing of knowledge with, a principal, teachers and a Head of Department (HOD) to explore the teachers' practices in the implementation of IE in a Full-service school. Therefore, I became immersed in the social context (Full-service school) through face to face interviews with participants, written documents and records kept by the school. How teacher's engage with learners in promoting an inclusive environment, how teachers interpret their experiences, how they establish their world in a classroom and out of class, and what meanings they attribute to their experiences and most importantly how they share their knowledge in their daily practice. This engagement with stakeholders became interesting for me and enhanced my understanding and interpretation of the meanings, symbols, beliefs, ideas and feelings given or attached to objects or events, activities and others by participants in the teaching and learning setting through the selected data generation tools (Bailey, 2007). I felt that as an interpretivist who was congruent to my worldview which focuses on what kind of things people do, how they do them, what purposes the activities serve and their significance

3.3 Research design

A research design is equivalent to a plan or a map that is used in the process of finding solutions to the research problem as Fouche and Delport (2011) explains. He further states that it positions all the decisions that are made in undertaking any planned study. In order to maintain focus Burton and Barlett (2005) suggest that before undertaking any research, it is important to create guidelines that will give direction to the study. This is done through research design and methodology. I have chosen a qualitative case study design in order to

reconnoitre teachers' experiences and practices in the implementation of IE in an Intermediate Phase in a Full-service school.

3.3.1 Case study

A case study is outlined by Creswell (2009) as a method in which the researcher explores in depth a programme, event, activity with individuals. Gay, Mills and Airasian, (2011) further defines a case study as a qualitative approach where the researcher focuses on a unit of the study which is referred to as a bounded system for instance, individuals or a classroom. According to Nieuwenhuis (2012) a case study approach is “a systemic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest, implying that a case study research method aims to answer ‘how’ and ‘why’ questions” and the phenomenon in this case is the implementation of IE. This was a single case study of one Full-service school. The aim of choosing a case of one school was to deeply understand the phenomenon and to describe the in-depth knowledge and facts about IE in this one Full-service school (Johnson & Christensen, 2008; Berg, 2009).

One of the advantages of case studies is that they open the door to the processes created and used by people involved in the phenomenon, event, group or organization under study. This study aimed at making it possible to gain greater insight and understanding of teachers' experiences, their attitudes and perspectives about their daily practices in class and out of class. It is also used to highlight issues of access and availability of support structures in the implementation of Inclusive Education in one Full-service school.

de Vos, Strydom, Fouche, and Delport (2002) concur and state that a case study is aimed at gaining in-depth perception of a practise or issues to facilitate informed decision, which means it explores a bounded phenomenon, over a period of time. Some of the disadvantages according to McLeod (2008) is that the findings of a case study cannot be generalizable because we can never know if the case that has been investigated is representative of the wider body of similar instances, case study is also limited to one person, event or group.

3.3.2 Qualitative approach

Qualitative researchers study phenomena in their natural settings, trying to make sense of them or to explain these phenomena in terms of the meanings people bring to them (Mertens, 2010). A qualitative research design allows the researcher to gain understanding of persons in terms of their own statements and understanding of the world. Neuman (2005) explains that quantitative researchers describe the technical aspect of research procedures used while qualitative research relies on information wisdom that is developed from experiences of researchers. I have chosen a qualitative research design to explore teachers' experiences and practices in the implementation of IE in an Intermediate Phase. The qualitative methodology was used in order to gain in-depth facts from one Full-service school. In order to gather in-depth details based on this research topic, McDonald (2012) maintains that qualitative researchers are motivated to uncover the world through another's eyes in a discovery and exploratory process. However and importantly he acknowledges that throughout the process the researcher has no control, manipulation or influence over participants. This view is reinforced by Walliman (2009) and Creswell (2009) who contend that qualitative research stresses the importance of contextual and holistic understanding and commitment to seeing through the eyes of the people studied which included some of the basic characteristics of a qualitative methodology. Qualitative research design enabled me to gain understanding of the participants of the Full-Service school in terms of their own meaning of the world. According to Creswell (2009) and Merriam (2009) qualitative researchers have interest in meaning which is what the qualitative method aims to discover and understand how people construct meaning out of methods in which they perceive their daily lives and their personal experiences. This approach used in this study enabled the researcher to gain a better understanding of participants in terms of their understanding of IE and challenges that they may experience in the implementation of IE and support that they encounter from the school, parents and the Department of Education.

A qualitative research methodology is an appropriate and suitable research paradigm because it has the benefit of employing a reasoning research strategy that can promote such understandings between the causal relationships of variables that emerged in the study (Cohen, Manion & Morison, 2007). Through the qualitative approach I have attempted to understand the teachers' experiences, their practices, their challenges and possible successes in the implementation of IE in a Full-service school. As indicated in Merriam (2009) I used

qualitative research methodology because I was largely interested in how teachers interpret their experience, how they construct their world in a classroom and out of class/school, and what meanings they attributed to their experiences and most importantly how they share their knowledge in their daily practice.

Qualitative researchers study circumstances in their natural settings – which allow one to make sense of them or to explain these phenomena in terms of the meanings people bring to them (Mertens 2010). This method serves as an advantage to this study as it enabled the researcher to gain better comprehension of the participants in terms of their own perceptions of IE within their specific school context, which further allowed the researcher to understand the participant's personal experience. The disadvantage of qualitative research methodology is that the presence of the researcher in the process of data gathering is inevitable and can therefore influence the response of participants.

3.4 Context of the study

This study was conducted in the uMgungundlovu district which is situated in Pietermaritzburg in the KwaZulu-Natal province. Ninety-five percent of the schools in the uMgungundlovu district are mainstream schools and there are currently only two Full-service schools in this district which are fully-functional. The Full-service school that was used in this study is situated in the Edendale Circuit which is in a peri-urban area. The advantage of the selected Full-service school was its location wherein the school is centrally positioned, making it easily accessible to the surrounding mainstream schools that are attached to it as their support centre. This Full-service school has been providing support to learners with barriers to four (4) surrounding schools in the area since 2008. Currently, the school's enrolment is at one thousand three hundred learners, thirty seven (37) teachers (male and female) two (2) learner support assistants, three (3) support staff and one (1) counsellor. Majority of the learners who attend the Full-service school come from poverty-stricken living conditions, like undernourishment, lack of proper housing facilities and reside with parents who are unemployed. The school has a feeding scheme which is funded by the Department of Education, which is called the National School Nutrition Programme (NSNP). Which means that learners who attend school without lunch at this Full-service school are provided with meals. This gesture has proved to be helpful to such learners and the school minimising absenteeism, late coming and learners dropping out of school. Although this is a very old

school the building and classrooms are well maintained and the IST structure is still new, well furnished. Ramps have been constructed recently in order for children in wheel chairs to gain access to the Full-service centre. Upon visiting the school I noticed that there was no demarcated parking bays specified for people with disabilities.

3.5 Sample, sampling approach and procedures

In this study purposive sampling was considered appropriate because it allows the researcher to access knowledge concerning the research problem under study (Cohen; Manion & Morrison, 2011). According to Welman, Kruger and Mitchell (2005) a sample in the study are the participants. Welman, Kruger and Mitchell (2005) and McMillan and Schumacher (2006) state that a population is a group of possible participants to whom you want to generalise the results of the study. The above view is in keeping with the interpretivist paradigm. In this study qualitative study purposive sampling was used as an approach to recruit participants and focused on one Full-service school in the UMgungundlovu District in the Edendale Circuit. Purposeful sampling was used to select participants. Patton (in McMillan & Schumacher, 2006) describes purposeful sampling as selecting information for an in-depth study when an individual wants to understand something about those cases without needing or desiring to generalize to all similar cases. The sample consisted of the school's management team which comprised of the school Principal, one Head of Department in the Intermediate Senior Phase and four teachers. This purposive sample deemed suitable as it focused on participant's experiences who were in possession of the information that best informed the research questions and enhanced understanding of the phenomenon under study (Cohen, Manion & Morrison, 2011; Niewenhuis, 2011; Creswell, 2009). In other words this sample comprised of individuals who are knowledgeable about the issues under investigation (Creswell 2012) as they practiced IE.

Profiling of participants

The school principal: the school consists of one principal who formed part of the team. He is a male in his late fifties. He has been a principal in this school before it was transformed into a Full-service school in 2015. He has experience in both systems that is mainstream and Full-service. As the head of the school his main function is to ensure the smooth functionality of the school and in IE is to provide support and work closely with the Institutional Level Support Team. The principal's other roles include ensuring that the

relevant policies documents and assessment are available for teachers; ensuring equitable distribution of the workload; overseeing the curriculum planning and implementation; organizing meetings; monitoring progress to ensure that all the required systems and resources are in place, to ensure that the school assessment policy is developed; ensuring that the teaching and learning time is effectively used. Since this is a Full-service school, the Principal's participation in this study was valuable. In this study the principal assisted in explaining the role of the Institutional Level Support Team and issues around effective school functionality.

The Deputy Principal: the school consists of one deputy principal who formed part of the team. He is a male in his late fifties. He has been a deputy principal in this school before it was transformed into a Full-service school in 2015. He has experience in both systems that is mainstream and Full-service. As the deputy principal of the school his main function is to provide assistance to the school principal in ensuring the smooth functionality of the school and in IE is to provide support and work closely with the Institutional Level Support Team. Provide assistance with the implementation of the relevant policies, Inclusive Education policy, development of time tables, coordinate the school assessment plan, conduct regular meetings, track progress of the curriculum, manage and monitor work of the Head of Department (HOD's); submit regular reports to the immediate supervisor.

The Head of Department: the school consists of two Heads of Department, one in Foundation Phase the other in the Intermediate Senior Phase. The Head of Department from the Intermediate Senior Phase was a participant in this study. He is a male in his late forties. He has been Head of Department in this school before it was transformed into a Full-service school in 2015. He has experience in both systems that is mainstream and Full-service. The responsibility of the Head of Department is to control and manage the day-to-day activities of the department; help develop learning activities; jointly develop policies for their department; manage development of subject; provide guidance and support in the department; interpret learning programmes; develop and control curriculum, planning, recording, assessment plans/tasks; submit regular reports; convene department meetings; attend cluster meetings; and conduct school-based moderation. The

Head of Department from the Intermediate Phase helped understand how learners are identified as learners experiencing barriers to learning and are then referred to the Full-service center, which caters for the various types of learner disabilities.

The Intermediate Phase teachers: The study consisted of four teachers. Teachers were from the Intermediate Phase grades 4, 5, 6 and the teacher from the support center. These teachers were able to communicate their challenges and successes in the implementation of IE. In general some of the duties of teachers are learning mediators, interpreter and designer of learning programmes and resources, be a leader, administrator and a manager, a researcher and lifelong learner – always developing oneself; develop supportive relationships; understand assessment; be grounded in knowledge, skills, values, principles, procedures, subject, phase of study, or professional or occupational practice. The teacher in the Full-service center should be able to develop learning programmes that will support learners with barriers.

3.6 Data generation methods and procedures

Data generation methods according to Jyothi (2011), it is a process of obtaining evidence in a systemic manner so one ascertains answers to the research problem. A qualitative case study uses data generation methods to obtain rich descriptions (Henning, 2004). In this case the rich descriptions relied on the teachers' experiences and practices in the application of Inclusive Education principles. According to Creswell (2005) data collection steps involve setting the boundaries for the study and, collection of information that will be used for analysis and coming up with findings of the study. For Thomas (2007), the term method refers to a way of doing something whereas methodology refers to a sound group of methods that complement one another and have the straightforward fit to deliver data and findings that will reflect on research questions and suit the research objectives. The data generation methods that were used included semi-structured one-on-one interviews with teachers, and documents analysis. The analysis of official school documents consisted of intervention programmes, minutes of meetings, assessment tools, school policies and timetables used by teachers, and registers of learners with learning disabilities or experiencing barriers to learning.

3.6.1 The semi-structured interviews

An interview described by Nieuwenhuis (2011) is a two-way conversation which requires the participant to answer a set of predetermined questions. The qualitative interview is a commonly used data collection method in qualitative research (Mouton, 2001). Koshy (2010, p.85) highlights that a researcher gathers responses which are more in-depth and informative via interviews than the use of a questionnaire highlights the advantages of interviews delineated as follows:

- Interviews provide useful perspectives.
- Discussions can be directed through a fruitful route by the interviewer.

Information gained from interviews can supplement what has been gathered from other data collection methods, for example in this study, document analysis. In order to display full potential of the interviews, the interviews were recorded with the consent of the participants. The disadvantage of tape recording is that it does not capture non-verbal communication such as posture and facial expressions. Another disadvantage is that this recording can be intimidating to the participants. However, I recorded the interviews and also attempted to keep the participants relaxed, by assuring participants' anonymity so they felt comfortable and confident in sharing their views and opinions.

For the purpose of this study, one-on-one semi-structured individual interviews was held with the Principal, one Head of Department and four teachers. Semi-structured interviews were considered to be an appropriate method in this study in to obtain specific information with regard to the experiences and practices of teachers in the implementation of IE. The interview schedule consisted of ten (10) semi-structured open-ended questions. According to Nieuwenhuis (2011) in qualitative research, open-ended, semi-structured and structured interviews are differentiated. Berg (2009) succinctly describes semi-structured interviews as a conversation with a purpose to gather information. Semi-structured interviews use open response questions to obtain data based on the participants' meanings (McMillan & Schumacher 2010), which is how individuals conceive their world and how they explain or make sense of main events.

This study was qualitative and interpretive in nature, therefore semi-structured interviews were utilised. According to Whiting (2008) semi-structured interviews involve specifying the key themes of the interview that are, in turn, formulated as key questions. A semi-structured interview is commonly used in research to corroborate data emerging from other data sources. I generated data by asking open-ended questions from teacher participants to learn about ideas, beliefs, views and their behaviours. All semi-structured interviews lasted between 45 minutes and one hour per session with each participant. Utilising semi-structured interviews allowed for probing, and engaged in an in-depth discussion with the participants, to understand their attitudes towards IE and policies, their successes and challenges, and their daily experiences. The main disadvantage expressed by Koshy (2010) is that interviews are time consuming, but I saw this method as enabling to get enough information required to answer the critical questions of this study. Therefore the participant's point of view was respected and the time spent with each participant allowed building of rapport and trust to be able to uncover the meanings attached to their experiences in the implementation of IE.

3.6.2 Document analysis

Document analysis according to Corbin and Strauss, (2008) is a systemic procedure that is used for reviewing or evaluating documents both printed or electronically. It is further highlighted that just like any other analytical methods used in qualitative research, documents analysis requires that the data be examined in order to gain understanding and develop empirical knowledge. McMillan and Schumacher, (2010) highlight that document analysis is a non-active method that is used to obtain qualitative data, with limited or no reciprocity between the researcher and participants. According to Best and Kahn (2006) analysis of documents is also a valuable source for supporting the findings made through other research methods which in this study are semi-structured interviews. An advantage of document analysis served as an important component to this study is stated by Koshy (2010, p. 89) as follows:

- Document analysis is able to provide perception into a situation where research takes place.
- Document analysis provides information without too much effort.
- Documents can support of other forms of evidence collected in the study.

In addition, Nieuwenhuis (2011) highlights that when documents are used as a data generation technique, a researcher should focus on all types of written communication that shed light on the phenomenon that is studied. In this study documents analysed included the following: intervention programmes, which are used to help learners improve in areas of weakness, class registers to verify number of learners in each class, minutes of ILST meetings which was used to confirm the functionality of the ILST, IE policy documents, assessment tools to determine whether they were inclusive as well as the criteria used to assess learner with barriers and timetables used both in mainstream classes' and Full-service centre how these are coordinated such that learners do not miss out or are left behind. Data generated as related to the real life day to day experiences of teachers. McDonald and Tipton (in Punch 2009) state that in addition to document analysis evidence, triangulation is required to ensure credibility of the study.

3.7 Data analysis

In this study semi-structures interviews and document analysis was used as the main source of data (Creswell, 2014). According to Nieuwenhuis (2011) qualitative data analysis tries to establish how participants make meaning of a specific phenomenon this is done by analysing their perceptions, attitudes, understanding, values, feelings and their experiences in an effort to approximate their construction of the phenomenon. This is usually based on an interpretative philosophy which aims to provide meaningful and symbolic content of qualitative data. However, Bless, Higson Smith and Kagee (2006) highlight that qualitative data analysis takes place during the full duration of the data collection process, reflecting constantly on impression, relationships and connections. Data analysis is an important stage of the research process. Creswell (2005) highlights that data analysis involves making sense out of text and image data. This involves preparing the data for analysis, conducting of different analysis, moving deeper and deeper into comprehending the data, representing the data, and making an interpretation of the larger meaning of the data. I made meaning of the data collected during the research process, reflected on it and examined the symbolic and meaningful content (Richards, 2009).

Welman, Kruger and Mitchell (2005) state that the use of simple and understandable language, by not asking leading questions that may compel the participant to provide a

required answer and time management skills are vital points to consider during interviews. The following steps were followed after data was generated from semi-structured interviews and document analysis as proposed by Creswell (2012, p. 237). The semi-structured interviews were tape recorded with the consent of the participants and transcriptions were done. All the transcriptions were read in order to attain an overview of data. During the first step I read all the data, the data was then broken down into smaller meaningful units in the form of sentences. I perused through the data many times in order to make sense of what it contained, and during the procedure I wrote down possible categories. Possible themes and sub-themes were then identified; the data was classified accordingly, at that time I tried to make sense of what the data meant. In the final step I integrated and summarised the data generated. The analysis of data continued throughout the research in qualitative data. I then tried to gain a deeper understanding of the topic and continually refined the interpretations throughout the analysis process.

3.7 Ethical consideration

According to de Vos (2011) ethical considerations serve as standards and a basis upon which a researcher needs to evaluate his/her conduct, and the guidelines should be adopted in the personality of the researcher. With teachers as the participants in this study, I strictly adhered to the following:

Ethical clearance to conduct this research was obtained from the Higher Degrees Committee at the University of KwaZulu-Natal, certificate is provided in (Appendix A). Creswell (2012, p. 23) declare that permission should be gained before entering any research site. Letters were sent out to the DoE and principal of the selected school to request permission to conduct the research (Appendix B & C). Consent was sought with participants including the principal, one Head of Department and four teachers in one selected Full-service school (Appendix E, G & I). Clacherty and Donald (2007) state that it is important that participants are fully informed about the nature of the research and that they consent to participate in the research with knowledge of what they are consenting to. In addition to participants' consent forms, the aims and the rationale behind the research was explained verbally and in writing so that the participants were given a chance to make an informed decision on whether to take part in this research or not. As stated in Cohen, Manion and Morrison, (2011) ethical consideration is

defined as a way of being sensitive to and considering the rights, duties and responsibility of individuals who are participating in a research study in terms of their status, religion, race, ability and age. A further issue pertaining to ethical consideration that was adhered to is informed consent and voluntary participation. This involved obtaining written permission from participants to participate in this study. In obtaining consent, participants were informed about the nature of the study and were given a choice to participate voluntary and they could also withdraw from participation at any point (Koshy, 2010).

Anonymity was ensured where identification for both participants and the school name was protected and therefore pseudonyms were used. McMillan and Schumacher (2010), highlight that the issue of anonymity which meant that no one has access to participant's names except for the researcher. Participants were given assurance that in this study or this written report as well as in any conference presentation and in any journal publications based on this study anonymity will always be a priority.

3.9 Issues of trustworthiness

In qualitative research trustworthiness is of the utmost importance. According to Creswell, (2009) credibility and trustworthiness refer to the reliability of the tools used to generate data and the validity of the data collected. The term trustworthiness according to Loh (2013) highlights that qualitative research is different in that it is used to replace validity and reliability. According to Creswell (2012) when the findings are dependent on triangulation research attains credibility, therefore triangulation refers to different methods of data collection. He further contends that a multiple method of data collection applied used in the study of one phenomenon is referred to as triangulation. In this study triangulation was ensured by using multi-data generation methods including semi-structured interviews and document analysis. . In this research, I used semi-structured interviews and document analysis which allowed me to validate evidence.

Furthermore, according to Leedy and Omrod (2010) validity refers to the accuracy, meaningfulness and credibility of the research project as a whole. In order to ensure trustworthiness of the data, I conducted this study in an ethical manner. I conducted semi-structured interviews with the school Principal, one Head of Department and four teachers in

order to gain insight on their experiences and practices in the implementation of IE. The use of tape recorders allowed me to crosscheck the transcripts and look for consistent patterns and themes. According to Pontin, (2000) all interviews should be tape recorded and transcribed verbatim after the interview process, as this protects the researcher against bias and provides a permanent record of what transpired during the interview process. Document analysis was also used to corroborate data from interviews. Using different sources increases validity as the strength of one approach can compensate for the weakness of another approach.

Credibility was ensured by the researcher by remaining accountable during the research process as an ethical professional within the field. This included data that was gathered on time and captured correctly, the participants of the study were informed and that the researcher was reflexive in her actions to ensure that the study was credible. The transcriptions of the data generated were made available to the participants who participated in the semi-structured interviews to read and verify as to whether that was the correct version of the information that was relayed by them. I explained to the participants that participation in this research was voluntary, they were also informed that they had the right to withdraw from participation at any point if they wished to do so and confidentiality was assured by the use of pseudonyms. After the research has been completed as a gesture of appreciation each participant and the school was given an electronic copy of the entire study.

3.10 Chapter summary

In this chapter, a detailed description of the research paradigm was presented. The research design and research methodology, sampling procedure, data generation methods, data analysis, issues of trustworthiness, and ethical issues were discussed. The next chapter will consist of data presentation and discussion.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter presented the research design, research methodology, sampling method, data generation methods and data analysis procedures. Details of adherence to ethical issues and limitations of the study were also provided. This chapter focuses on the presentation of data and the discussion of findings from the field. The presentation and discussion of findings is organised according to themes and subthemes generated from semi-structured interviews conducted with the School Principal, Head of Department (HoD) and teachers from the Intermediate and Senior Phase and document analysis. Document analysis was used to corroborate responses from semi-structured interviews by participants to provide further insight into the phenomenon under study. Verbatim quotes are utilised throughout the presentation to reinforce findings but pseudonyms are used for participants. According to de Vos (2011) data analysis is a method of categorising, ordering, manipulating and summarising data to attain answer to specific research questions. In addition, the responses are probed, analysed and evaluated in the context of literature reviewed and theoretical framework as discussed in Chapter Two.

Data in this study was collected from semi-structured interviews with four teachers, one Head of Department and one Principal in one selected Full-service school. Documents analysis included official school's Inclusive Education Policies, school's policies, school timetables, attendance registers for learners, minutes of Institutional Level Support Team (ILST) and parents' meetings minutes. The findings are further analysed based on the research design and methodology as presented in the previous chapter (Chapter Three).

This study was guided by the following three research questions:

1. What are the experiences and practices of teachers in the implementation of IE in a Full-service school?
2. What are the challenges and successes experienced by teachers when implementing IE in a Full-service school (if any)?
3. How do teachers navigate these challenges they are faced with in the implementation of IE in a Full-service school?

4.2 Data presentation and discussion

The findings presented highlighted several factors that contribute to the implementation of IE. The following data is presented under themes and sub-themes that developed from semi-structured interviews as well as the official documents that were reviewed.

4.2.1 Teachers' understanding of the shift from mainstream to Full-service School

Data generated from semi-structured interviews and documents analysis indicated that the principal and the majority of teachers involved in this study shared similar opinions about the understanding of the shift of their school from mainstream to Full-service school. In addition, when probed, the indication seemed to show that the shift from mainstream to Full-service school brought about positive changes in the school community in general. The responses from participants seemed to suggest that they understood that this shift meant including all learners even those with barriers to learning and to provide support according to their individual needs. The findings from interviews with the school principal, Head of Department and some teachers were similar except for the two who seemed to doubt the consequence of the shift that happened in school. The principal of this Full-service school, Mr R. described his understanding of the shift as follows:

This process of change is good and organised such that all activities in the Full-service school are accommodating and every individual learner and their individual needs are therefore catered for.

(Mr R, School Principal)

While the principal, Mr R, stressed accommodation of all learners and their individual needs in a Full-service school the Head of Department Mr M. also shared the similar sentiments. They both mentioned that the shift from mainstream to Full-service school was good; however Mr R. was specific and added accommodation of learners with barriers in his response and said:

I think that changing to Full-service school is good. For me a Full-service school caters for all the learners but specifically for those who have barriers to learning and this one in particular is a centre opened for use by the neighbouring schools as well.

(Mr M, Head of Department)

Most of the teachers' responses in semi-structured one-on-one interviews were not far from what the members of the school management team (Principal and HoD) felt and depicted the change of mainstream schooling to Full-service as holding valuable meaning. Mrs C, a grade 4 teacher participant aptly mentioned that:

I feel this shift is better because in mainstream school there are learners performing at different levels but you will find that teachers do not address the difficulties for those different levels because sometimes they feel it wastes time for other learners who are not struggling or who have no disabilities.

(Mrs C, a grade 4 teacher)

Likewise, Miss R echoed Mrs C's views related to the change of their school being mainstream to Full-service and added that both challenged and normal learners are catered in one school. She stated this:

I think the change is good because physically challenged or learners with difficulties are now welcome to the school to learn with the normal learners.

(Miss R, a grade 5 teacher)

However, one teacher's response, Miss T, pointed out some signs of doubt and uncertainty about this entire shift. She articulated this:

It is good and bad since the Department of Education is not catering for some tools like in their special schools. In this school as much as it is regarded as the Full-service school, we do not have enough materials to use as some of the learners need mostly practical work done.

(Miss T, a grade 6 teacher)

Miss T's response was supported by the principal who indicated the process was good but bad at the same time and he said:

Change is good and bad, it comes with its own dynamics, at first it was a bad thing because you know when there is a change we fail to except it as a whole, but as time moves on we realise that its good as we apply our minds and do what is expected of us in the Full-service school by giving support and care to our learners.

(Mr R, School Principal)

In analysing the views from the participants the findings in this theme indicated that both the management team and teachers seemed to understand this change of a Mainstream school to become a Full-service school. All participants felt that change is good while mixed feelings transpired from one teacher and the principal which was mainly based on the failure of the Department of Education to support the Full-service school with adequate resources. This is more so because according to the Guidelines for Full-service schools (2010) the schools and institutions role should be the provision of access to moderate levels of support, resources and programs. Therefore, while responses from most participants showed a positive welcome to the change in their school and life of learners with barriers to learning, competency in teaching these learners seemed to be still challenging for others and also that change in the school curriculum was a negative factor.

In a Full-service school educational programmes are organised in such a manner that they suit all learning abilities regardless of their differences. The other component that surfaced relating to the change from mainstream school to Full-service was that of participation where participants highlighted that all learners should participate regardless of their learning disabilities. Further stated in literature is that in order to teach in an inclusive way which will encourage participation and accommodates learners at all different levels moderate support is essential otherwise if there are no supportive structures in these institutions, these will hamper the efforts to educate learners in an inclusive way (Pearson, 2009; Naidu, 2008; Engelbrecht & Green, 2007). Some of the responses acknowledged what happens in the mainstream school as compared to the Full-service school. In the mainstream school according to Guidelines for Full-service schools, White Paper 6 (2009) mainstreaming is about getting learners to fit in to a particular kind of system or integrating learners into the existing system where a learner must earn the opportunity to be placed in a mainstream class, by demonstrating the ability to keep up with the work. In contrast, Full-service schools are assisted to develop their capacity to provide for a full range of needs with the goal of ameliorating, social, health and mental health-related problems that affect the learner's ability to succeed in school and later in life (O'Gorman & Drudy, 2010; Swart & Pettipher, 2005; Dryfoos, (2002). Furthermore participants suggested that curriculum adaptation should be done by teachers to meet the needs of diverse learners and that was highlighted as a significant strategy to be used in Inclusive Education. When probed teachers' responses indicated that they are aware of the goal of IE, and have engaged with the IE policy which clearly states that no learner should be left behind or discriminated against in a school but should be given equal opportunities to be full members of the school community and to be later included in the society. Therefore this confirms what Hugo (2006) and Thomazet (2009) suggest that in order to capacitate teachers in a mainstream school, innovative measures should be put into place. The same literature further states that learners with learning barriers and special needs should not be segregated from other learners, but should be supported in the mainstream in such a way that all their learner needs are met. This was mainly the views of the management members which suggest that as leaders in this Full-service school they were conversant of the IE policies.

In support of the view of inclusion I feel that teachers in this school were aware of what it meant for their school to serve as a Full-service school and that it was there as a centre for all neighbouring schools to freely access it and to support learners with barriers to learning. However Opertti and Brady (2011) denote that such a view of inclusion which supports a learning environment that cannot be easily accessed by learners with barriers does not produce successful IE. Therefore, inclusion is about supporting all learners, teachers and the system as a whole so that the full range of learning needs can be met. The emphasis is on the teaching and learning process with the emphasis on the development of good teaching strategies that will benefit all learners. IE is theoretically situated within a discourse of democratic education. According to Urban (2013) IE and democratic citizenship education demands the full acceptance and participation of all members of society, and each cannot realise its full potential without each other. Inclusion involves a process of reform and restructuring of the school as a whole, with the aim of ensuring that all learners have access to the entire range of educational and social opportunities offered by the school (Bourke, 2010). This involves a change in attitudes, behaviour, teaching methods, curricular and environments to meet the needs of all learners, and it maximises the participation of all learners in the curriculum of educational institutions by uncovering and minimising aspects involved with barriers to learning. This view is also supported by UNESCO (2003) which believes that IE is a process of change in an inclusive education which means achieving the goals set and adopting more inclusive ways of thinking and working.

In conclusion related to this theme, in my opinion there are many variables that can impact and impinge on a school's effectiveness in implementing IE practices as they attempt to accommodate the diverse needs of learners to be considered in this process. Data clearly revealed that teachers generally welcomed the change of their school being mainstream to Full-service despite the challenges faced by teachers. Their comments or concerns at this point represented positive conditions which revealed that teachers found the change from mainstream to Full-service is positive and are trying to adapt.

4.2.2 Challenges and successes in implementing Inclusive Education

The responses of the participants seemed to indicate different challenges faced by teachers in the successful implementation of IE in a Full-service school. There was generally consensus amongst the participants that some of the challenges included over-crowded classes, lack of

resources, impact of poverty, lack of support from the Department of Education (DoE) and lack of support from parents. These challenges highlighted by most participants seem to hinder the successful implementation of IE, and therefore impacting on the learners' academic progress. The challenges experienced by the participants will be discussed below as follows:

4.2.2.1 Overcrowded classrooms

In one-on-one interviews with teachers, large classes were viewed as the biggest challenge in the implementation of IE. They drew inferences in terms of time constraints and the inability to provide individual assistance to learners and the impact of over-crowded classes. This challenge and many others were the cause of teachers being frustrated. They found it difficult to give support to learners with barriers to learning. In response to the challenges faced in the implementation of IE, Mrs C stated her challenges as:

The normal classes are so full we have got plus minus 50 learners in each class. Which means it is so difficult and to do some activities on one- on- one basis with the learners who are left behind.

(Mrs C, a grade 4 teacher)

Mrs R confirmed the importance of individual support and said:

The challenge is over-crowded classrooms. It is hard to give individual support to learners who need support because there are so many learners. In some of the classes learner numbers are above 40.

(Mrs T, a grade 6 teacher)

However, while Miss R complained about the overcrowded classes, she also highlighted the inability to facilitate effective group work and stated this:

It is so difficult to group learners according to their needs because they are so many learners in the class. We cannot give learners individual assistance because we have so many learners in our classes.

(Miss R, a grade 5 teacher)

When analysing attendance class registers for grades 4, 5 and 6, learner's numbers per grade participating in the study corroborated the findings from the semi-structured interviews with teachers. The grade and number of learners in classes in the intermediate phase ranged between \pm 50, for example, in Grade 4 there were 45 learners; in Grade 5 – about 48 learners and in Grade 6 a total of 48 learners. From the responses during the interviews with teacher participants, it is evident that some teachers felt that a large number of learners in the classrooms had a critical and negative effect on the implementation of IE in a Full-service school. The findings from most of the participants' responses were that there was an emphasis of the word "over-crowding" which suggests that the main barrier to the implementation of IE was a concern expressed by most participants. As highlighted in the Norms and Standards (DoE) – that the class size should be at least ratio of 1 teacher to 40 learners (DoE, 1996). The Head of Department (HoD) supported by Ms N confirmed in their responses that large class size impedes on some of the useful strategies that can be employed to assist learners in individualised educational programmes.

In addition, it should be acknowledged that for effective learning to take place, all teachers should have a good understanding of how to organise and address barriers to learning, and how to plan for diversity. One teacher participant complained about how she felt regarding the incompetency and inadequate skills of some teachers to better deal with learners who have disabilities. According to Bronfenbrenner (1979) and in concurring with the above, an ecological systems model views the learners as existing within a complex ecological context that consists of various inter-familial and extra-familial systems that impact the learner's development. Therefore it is vital to integrate individual and contextual systems – which suggests that learners either with or without disabilities develop in a complex social world –

which should be identified and addressed by all the relevant support structures within the school community: including teachers, district-based support teams, school-based support staff, parents, and Special Schools as Resource Centres. Most of the concerns highlighted by most participants included lack of support from the DoE. Literature also confirms the teachers' concerns, stating that South Africa as a developing country is not yet equipped with resources, facilities and infrastructure to meet the requirements and needs of IE. In this way, teacher participants felt that they needed more from the DoE in order to acquire and master skills to embrace diversity.

As a teacher, from an inclusive point of view, I also believe that while it is important for teachers to seek skills to embrace diversity, self-awareness is also critical – as stated by Pillay and Terlizzi (2009); and Landsberg (2005). These skills and many others require that teachers acknowledge that learners [whether with barriers or not] do not exist in isolation... but in society. Therefore the system of education, teachers, the school or curriculum should assist to determine successful learners. In support of the statements made by teacher participants, Operitti and Belalcaza (2008) state that accommodation of disability often implies a vast repertoire of learning strategies to respond precisely to the diverse needs of learners. Therefore, from the teachers' concerns it is evident that large class sizes hindered teachers' ability to accommodate the variety of learning needs to effectively support all of their learners. This finding was seen to be similar to the findings of the study conducted by Eloff and Kgwete (2007) which stated that teachers were required to serve big inclusive classrooms which required them to complete large volumes of work while simultaneously assisting learners who are experiencing barriers to learning. This negatively affected facilitation of group activities as these conditions could lead to difficulties in teaching and learning as well as collaborative discussions.

However, based on the statement by the Department of Education (2010), that if a Full-service school has more than 500 learners it must have a full-time learner support teacher who is trained to support learners, and teacher assistants need to be appointed to assist, with clearly identified roles. Literature supports the views of the participants that implied challenges of large numbers of learners in class becoming a worse challenge and an added workload for teachers educating learners with special needs in a regular class (Forlin, 1995). This is also evident in the School Policy of this Full-service school where the numbers of

learners were far beyond the suggested role for the Full-service school. I believe that large class sizes can impede the utilisation of some useful strategies to assist learners in individualised education programmes, and creativity. The above is supported by a study conducted in 2008 which was conducted in South Africa; it was found that due to large classes, teachers were not giving attention to weaker learners. In conclusion, this means that the incidence of over-crowded classrooms has a negative impact on learner progress.

To conclude this theme, it is evident that too many learners can make a teacher's task difficult, especially when they have to accommodate barriers to learning. Therefore, unskilled teachers exclude those learners in some teaching and learning activities – which is a discriminatory practice, and is against the principles of IE. The study also found that this is a contributing factor to the unsuccessful implementation of the Policy and therefore causes the learners to perform poorly in their classroom activities.

4.2.2.2 Lack of resources and supporting material

The theme relates to all resources that are utilised in an inclusive classroom in order to accommodate all learners. Based on the findings gathered during the semi-structured interviews with teachers, this sub-theme is also linked to the challenges experienced in the implementation of IE. Lack of resources was highlighted as one of the major concerns raised by teacher participants.

Although teachers felt that resources that are used in inclusive classrooms on a daily basis are a requirement in order to accommodate all learners. Unfortunately, inadequacy of the resources in this Full-service school seemed great challenges. It must be acknowledged that in a Full-service school learners come from other surrounding mainstream schools with various types of learning disabilities which, without the necessary resources to assist these learners, becomes a challenging experience for teachers. In my opinion, lack of resources could be a huge obstacle to the process of teaching and learning, as even if they are there, specialist training and knowledge to use them is crucial. One of the participants responded by stating that:

The challenge I noticed, in the mainstream schools they sometimes send the learners to us. Some of these one might find out that with proper assessment they need to be accommodated by a special school. We (our school) are not a special school, we are a Full-service school. Some of those learners need to be sent to a special school. We do not have adequate resources for them.

(Mrs C, a grade 4 teacher)

Mrs C further mentioned a challenge based on the lack of skills and expertise of teachers for effective implementation of IE: She responded in this way:

In the mainstream schools you do not have teachers with remedial education. The Department of Education does not cater for that qualification requirement of teachers in order to properly deal with learners from diverse communities with different conditions. We need to be able to address the barriers of learning for effective teaching and learning for all in a welcoming environment.

(Mrs C, a grade 4 teacher)

Likewise Mrs T, a teacher participant from the support centre of the Full-service school, echoed Mrs C's views [a grade 4 teacher], about the importance of having adequate resources to accommodate learners with barriers to learning. She highlighted the following:

It is good and bad since the Department of Education is not catering for some tools like in their special schools. In the Full-service, and worse, in the mainstream schools, we do not have enough materials and resources to assist learners with barriers.

(Mrs T, a support centre teacher)

Another teacher's response was slightly different in that she specified that while there are resources provided by the Department of Education, they seem not to be adequate or relevant to learners with barriers. She articulated this:

There are some teaching materials that we received from Department of Education we use them in Maths for mainly counting and for games. We usually use them in the classroom but these resources are not enough to cater for learners with barriers.

(Miss R, a grade 5 teacher teacher)

In addition, both the principal and Head of Department shared the similar sentiments with most of the teacher participants' views. However, when probed, their views slightly differed from the challenges that teachers faced. The principal felt that for him challenges were related to the availability of Department of education Therapists:

The Counsellor is still there, but for the past two years we have not seen the Department's School Psychologist, we have never seen her in our school. This year she has never visited us so those are the problems we're facing because even if we have identified the problem within the school, the first person we need to start conducting is her (a Psychologist). In the end we find ourselves running around not knowing whether to do the work or even if we have done the work; is it fair that we jump her and then we go to the next person and those are the challenges that we face.

Mr R (School Principal)

The Head of Department confirmed what the Principal stated, by implying that:

The problem with the Psychologist usually is that she is not available most of the time. The school community is in the rural area and caters for learners and parents from such background. She seems not to identify with the background where learners come from and the culture of the school. She always comes here and speaks English most of the time. In this area it's a rural as it is most of the parents know IsiZulu, so I think next time the Department of Education should get a Psychologist that can speak IsiZulu so he or she can understand the learners and their needs as individuals.

(Mr M, Head of Department).

Both the Principal and the Head of Department expressed their concerns with regard to the Department of Education Schools' Psychologist who was perceived as incompetent and showed irresponsible behaviour. They felt that the lack of support from the Full-service school on a regular basis had negative results. In my opinion, this suggests improper management and support that should be regularly given to Full-service schools as well as Mainstream schools which are allocated to this school. The findings suggest that lack of resources following failure of the Department of Education to provide basic teaching materials in the provision of inclusive environment was key to effective implementation of IE. The principal specifically acknowledged the presence of Counsellor at the school, however concerned by the inability for support and visibility in school for the past two years. I feel that two years is too long for monitoring and evaluation of a new project. I also felt that this irresponsibility and unacceptable gesture from the part of a professional hampered the process of Inclusive Education Implementation. Literature states that the Institutional Based Support Team (ILST) which is the structure within the Full-service school should in one of its main roles coordinate a learner and teachers' support system by encouraging the use of a variety of assessment methods, tools and techniques, thus reducing the need for formal assessment (DoE, 2001). According to the Department of Education different needs of learners can be dealt with through differentiated tasks, activities and alternative assessment; which means that learners in a Full-service school can experience meaningful learning while working with their peers to reach the same aim.

Furthermore, in analysis of literature most teacher participants concurred that the lack of resources becomes a barrier to creative and innovative strategies to teach learners with barriers to learning. One participant even vented her frustration about the lack of support from the Department of Education, adding that it must be known that they are not a "special school" but a Full-service school. Even though she did not elaborate on what they actually meant for them and the school but this suggested that participants were clear about their responsibilities and what should be the responsibilities of other stakeholders. However, they insisted that lack of support especially in acquiring resources prevented teachers from differentiating learning activities, programmes or adapting the current learning material which further hampered the quality of education programmes that are appropriate for learners. This challenge is further supported in Westhood (2008) who state that differentiation refers to doing things differently to target the observed differences amongst

the learners' learning patterns. Lack of support prevented implementation of a differentiated curriculum which is regarded as a programme of activities that offers a variety of activities for learners who differ in learning abilities, knowledge and skills. In a differentiated curriculum, teachers offer different approaches to what learners learn, and how learners demonstrate what they have learned, (Department of Education, 2003 & the Education White Paper 6 on Special Education Needs: Building an Inclusive Education and Training System, 2001). It is interesting to notice that most of the learners in this Full-service school were IsiZulu speaking learners and so were the community members and parents. This seemed to be a great challenge as it led to miscommunication between the learners and the Psychologist for when she managed to visit the school. However, in my opinion and in response to the challenges experienced by the school principal and Head of Department of having practitioners on site such as Psychologists, occupational therapists and speech therapists which could have been a great advantage in meeting learner needs, seemed to be a fruitless exercise. This for me should be a monitored and assessed visit and support given to school and learners, and also understanding that the service they bring is costly if parents were to take their children to private therapists and yet the school is supposed to fulfil its function and all costs are covered by the Department of Education. This means that in a Full-service school parents should not burdened with added costs arising from private or independent Psychologists in the private sector. In addition, IE is based on a value system that invites and celebrates diversity arising from nationality, race, language, socio-economic background, cultural origin and level of educational achievement or disability. In support of the policy the Guidelines for Full-service school (DoE, 2009, p.9) indicate that the most important way of addressing barriers arising from the curriculum is to make sure that the process of teaching and learning is sufficiently flexible to accommodate different learning needs and styles. Some learners come from poor backgrounds, therefore cannot afford to pay private Psychologists. In a Full-service school it is vital to have a full time Psychologist.

The findings of this study is consistent with studies by Engelbrecht, Green, Naicker and Engelbrecht (2004) which imply that the focus on barriers to learning is crucial as it supports the proposition that learning difficulties may arise from both within the learner with special education needs as well as within an educational structure. Recent policy documents in South Africa propose that systems take a systemic approach, utilising district support teams that focus on management and personal support rather than providing direct face-to-face

intervention for individual learners (Engelbrecht, 2004). However, Naidu (2007) suggests that policies should be such that schools have to provide support in a natural setting, thereby minimising the likelihood of separating children with difficulties from their peers, as well as reducing stigmatisation.

As literature states, barriers arising from a disadvantaged educational environmental include inadequate teaching, lack of resources, and absence of appropriate educational policies which could hamper IE. In my opinion, learning is fundamentally influenced by availability of resources to meet the needs of the learners. The same view is confirmed in Eloff and Kgweet (2007) who, caution that understaffed and under-resourced teachers feel hard-pressed to provide the necessary support for all the learners in their classrooms.

The legacy of apartheid era with regards to the unequal distribution of resources, which is still perpetuated by the differences between rich and poor in South Africa, many schools lack resources and facilities to support all learners, especially learners with special needs, this hampers the progress of learners. Teachers in an inclusive setting need to create a learning environment that is nurturing and supportive for all learners. Learners with barriers often require more time to complete a task. Encourage collaboration and cooperation among peers so that learners can improve their mathematical problem solving skills. Teachers should be able to structure instruction around a variety of learning styles in order to cater for learners with barriers.

However with proper support and recognition of what the Department of Education (DoE, 2007) puts forward when it comes to one of the best characteristics of IE, which is, the effective utilisation of existing resources and provision of additional resources, challenges of space and resource in a well-planned and organised Full-service school would be excluded or minimised to be a barrier to the successful implementation if IE. It is interesting to know in view of these two responses that the belief which Pillay and Di Terilizzi (2009) have of South Africa is still growing in the field of IE and cannot be disputed that South Africa is not adequately equipped with the resources and facilities that is required to meet the needs of IE.

According to Boyer and Gillespie (2009) it is imperative to think about different ways to support teachers in coping with the challenges experienced in an inclusive classroom. Accordingly from the principal's and Head of Department's responses frustrations of knowing what to do and how to support as managers for the benefit of the functionality of the school seemed to be frustrating. In other words this places emphasis in that support is described as a complex multi layered phenomenon. Their perception suggests that while IE has been accepted, the reality is that South Africa, as a developing nation, is not equipped with resources and facilities required to meet the needs of inclusion which is also confirmed in Literature (Pillay & Di Terlizi, 2009). The availability of learning resources is extremely important for the achievement of quality education and a positive factor relating towards the successful implementation of IE.

4.2.2.3 The hampering effect of poor socio-economic status of learners

Bronfenbrenner's Ecological Systems Theory states that outside factors found that the different levels of the learner's ecological structures will discover how the learner develops (Bronfenbrenner, 1992). According to Donald (2006) these different levels cause a mutual interchangeable impact on each other, a good example relates to the learners' poor socio-economic status which forms part of their micro-system that is closely related to school dropout, substance abuse and family violence – This impacts on the learner's meso-system which, according to Bronfenbrenner (1992) refers to the interconnections between factors operating at various levels within the learner's eco-system; which therefore means that what happens in a child's home can influence the child's progress at school.

In as much challenges experienced in schools had impact in the effective teaching and learning process in the Full-service school, poverty was also regarded by all participants as one of the major barriers to the implementation of IE. The findings of this study indicate that poor living conditions, undernourishment, lack of proper housing and unemployment have a negative impact on all learners both in mainstream and in this Full-service school. Upon analysis of semi-structured interviews with management of the school and teachers it appeared from the responses that since effective learning is fundamentally influenced by the availability of educational resources to meet the needs of society, parental involvement and their socio-economic status disadvantaged the school from practising effective IE principles which has a negative effect on education. Literature confirms that poverty, underdevelopment

and lack of basic services are contributors to learning breakdowns. Poor living conditions, undernourishment, lack of proper housing and unemployment have a negative impact on all learners. Most participants had something to say about the influence.

One of the participants elaborated on poor living conditions which was extremely disturbing to teachers and stated that:

In our community one of the major challenges we are faced with, is that some of our learners come from severe poverty stricken backgrounds.

(Mrs C, a grade 4 teacher)

However, while Mrs C expressed her concerns and challenges with regard to poverty. Miss J was in support of what Mrs C articulated and elaborated more on the impact of poverty and highlighted that:

Poverty is the main cause some learners come to school without food. Learners cannot concentrate on an empty stomach; therefore this has an impact on the learners' progress.

(Miss J, a grade 6 teacher)

Mr M, the Head of Department reiterated the views of the previous participants when he said that:

Some of the learners come from poor backgrounds. Some of the learners are raised by grandparents and single parents, some of our learners' grandparents rely on their grant money to buy food and this is not enough to last an entire month. Single parents are unemployed or do not earn enough money to provide for their families.

(Mr M, Head of Department)

In support of Miss J's views with regard to learners unable to concentrate due to the lack of nutritious food or nothing at all, which she refers to as coming to school on an empty stomach. Nutrition plays a crucial role in holistic development of learners and for the well-being for any individuals. Children who grow up in poor families are exposed to food with low nutritional value; this negatively affects the learners' academic achievement. Literature contests to this argument, stating that learners who experience poor nutrition and diminished health practices, has an impact on their concentration skills and learner behaviour (Basch, 2011).

The involvement of parents in their children's education is generally accepted as essential to effective learning. This includes sharing of knowledge and insights that complement teacher's skills, learning support at home and decision-making and problem-solving in schools. The IE policy (DoE, 2001) also makes the assumption that parental involvement is one of the most important variables in the implementation of IE. Literature also concurs with the teacher's findings and what the IE policy which assumes that all learners are raised by their biological parents are able to support their children. Findings from this study reveal that facilitating parental involvement in a poverty-stricken context is not merely a matter of inviting parents to meetings and issuing instructions to ensure their full participation, but to engage them in their children's education: Bronfenbrenner, 1979, Corner & Haynes, 1991, Department of Education, 1997; 2001. I feel that this suggests that understanding the sensitivity to individual parents' situation and learner background as a form of support than placing demands to parents is essential.

Most of the teachers responses highlighted that some of the learners' barriers are aggravated by the conditions from their background more than the challenges in school which are more academic. While most participants were concerned about the situation and understanding of the socio-economic background of the learners in their school, it was encouraging to realise that they were also aware of the complexities of the influences, interactions and interrelationships between the school, the learner, parents and other systems to which learners are connected (Landsberg, 2005). This for me is an indication of the awareness that no learner exists in isolation. This suggests that all systems impact on the successful development and the context is the key factor in shaping or not shaping the learner as a

developing person whether with barriers to learning or not. If all systems work well together in schools, even those learners who do not experience barriers should benefit.

In summary, and from a theoretical perspective, interpretivist theorists propose that the goal of the theory is to understand the complex world of lived experiences from the point of view of those who live it, since the world is socially constructed through the interactions on individuals and the separation of fact and value. Therefore, it can be said that to understand each individual and his/her background well, and the type of support each requires for better implementation of IE in a Full-service school can bring about a more just society and a change from despair to hopefulness. The importance of education in developing countries cannot be overstated. Education can be the catalyst needed to pull families and communities out of the cycle of poverty. Knowledge gives children the power to dream for a better future and the confidence needed to pursue a full education, which in turn will help generations to come.

4.2.2.4 Lack of support received from the Department of Education

District support teams are mandated by the Education White Paper 6 to support schools in the implementation of inclusion. The data showed that teachers recognise the important of professional development. From the responses of the participants, support from the district was considered negligible. Data generated from the semi-structured interviews indicated that they did not receive much support from the Department of Education. They felt that that they required more workshops and teacher training. The findings in this further indicate that none of the participants in this study felt supported by the Department of Education although Institutional Level Supports Teams have been established in the Full-service school. Participants felt they received very little support from the Department of Education and agreed that the support from the Department of Education was ineffective. Mrs C felt that the support received was not enough and that more workshops were required. This is what she said:

We do not receive much support from the Department of Education. Regarding the workshops well, workshops are very rare in a term or even two terms we haven't attended any workshops.

(Mrs C, a grade 4 teacher)

The above statement made by Mrs C was confirmed by Miss R and Miss J who stated that:

For me there is no support you get from the department. Teacher training is limited by the Department of Education.

(Miss R, a grade 5 teacher)

In support of Miss R's statement, Miss J, a Grade 6 teacher confirmed this about capability and education and training given to teachers that:

We don't get support from the Department of Education. Teacher training is not enough to support learner needs, especially those with barriers.

(Miss J, a grade 6 teacher).

Data revealed that the absence of adequate support was considered negligent. Participants consider that a lack of responsibility and accountability from the department has resulted in teachers' having to implement policy without adequate professional support. The results off this study confirm what is already known, that the lack of on-going support does not lead to effective implementation. In analysing the views from the three participants, it seems that a lack of support is received from the Department of Education. Linked to the lack of support described above, there was evidence that there was no District-Based Support Team that existed that could train and provide an advisory service to assist the Institutional Level Support Teams and teachers with teaching strategies to address the needs of learners experiencing difficulties in learning. The above responses from teacher participants was in keeping in with the statement made by the school principal who shared similar sentiments with regard to the lack of support received from the Department of Education. The principal echoed the above views made by Mrs C, Miss R and Miss J by stating:

Not much support we get from the Department of Education. Regarding the workshops well workshops are very rare but the SNAZ issue or the IE up to now we have had only one meeting or workshop during this year in 2016.

(Mr R, School Principal)

In support of the statements made by the participants Ntombela (2009) added that consistent in-service training is vital for teachers as it reminds them of their roles in IE. However, this was not the case for the teachers who participated in this study. Throughout the study, teachers identified the major challenge they face as lack of skills and knowledge and an in-service training that could possibly enhance their inclusion skills if it were provided. In support of the above theme Eloff and Kgwete (2007) state that without the necessary training, skills, qualifications and workshops, teachers are inclined to feel frustrated with the inclusion of all learners, irrespective of their disabilities.

According to literature one of the assumptions of the IE movement is that schools can and should develop structures and practices that will enable them to respond more effectively to the diverse needs of their learner population (Clark; Dyson & Millward, 1997). Such structures are described as Institutional Level Teams in Education White paper 6 (Department of Education, 2001). These structures are to receive support and training from the District-Based Support Teams, Special Schools and Resource Centres. If these Institutional Level Support Teams (ILST) are not trained and supported, teachers often do not receive the support required to provide for learning difficulties. The consequences of this, is that learners experiencing learning difficulties are left without the required support. In addition to this the lack of support and training towards the inclusion of learners with barriers may lead to less positive attitudes towards the inclusion of learners with disability. It is evident from the participants that the Department of Education is not committed to supporting teachers and learners in the Full-service school.

In summary of this sub-theme participants at school level perceived lack of support for inclusion as one of the major constraints during the implementation of policy. This lack of support manifested itself during the interview sessions. It is interesting to note that the Department of Education officials at provincial and national levels did not perceive lack of support as barriers to the successful implementation of IE policy.

4.2.2.5 Lack of support received from parents

One of the most important factors to consider is the relationship of the parent to the educational provider. It was clear from the data that some teachers were not satisfied with the

support received from parents regarding their children and this implies if parents are aware of what their children are doing at school a philosophy of partnership can be established between parents and teachers. For teachers, the lack of parental support is considered a perennial problem. This problem has become a significant stressor for teachers. Teachers were most vocal in the criticism regarding involvement of parents. They felt parents lack responsibility towards their children. Some of the factors pertaining to parenting problems mentioned by teachers were: single parents, working mothers, and children raised by grandparents, differing values caused by the generation gap, and a general lack of educational accountability and responsibility.

It was clear from the data obtained that the participants in this study indicated that many parents do not involve themselves much in the education and development of the children and it is left completely to the school. The lack of support from parents places much strain on teachers, which in turn, hampers the implementation of IE. Teachers were most vocal in their criticism of parents by stating that the lack of responsibility and inadequate parenting skills impact negatively on the progress of the learners. Participants complained about parents being in-denial with regard to the learner being referred to a special school, and lack of parental support. This impacts on the micro-system which refers to a pattern of roles and activities experienced between individuals and the systems, with reference to the above question lack of parental support this is the intermediate environment experienced by the learners where proximal interactions occurs such as the family and community (Bronfenbrenner, 1992).

The majority of participants claimed that most learners were raised by single parent families and some by grandparents and that these grandparents, parents and guardians did not always attend parent meetings, made it difficult for teachers to understand the values and cultural background of learners as well as the existing and potential challenges that learners might face. Participants felt that they had a very poor response from parents; one of the participants stated that:

Parental support at this Full-service school is not enough since, whenever we call a certain parent we find that there no response at all sometimes for the entire school year.

(Mrs C, a grade 4 teacher)

On the contrary another teacher's response dealt with the lack of knowledge with regard to IE and some just don't attend meetings and articulated that:

Parents deny a lot: Lack of knowledge in some parents while other parents lack interest. Parents do not honour school visits; learners do not do homework as there is no parental supervision of homework at home. No follow up done by parents plus minus 20 percent of parents involve their selves in their learners' academic progress.

Mrs T shared the similar sentiments made by Mrs J and stated that:

Sometimes we call parents and they fail to come. Sometimes parents do not agree with the teachers when they say that learners require support. Parents are in denial when it comes to learning barriers experienced by their learners.

(Mrs T, the support centre teacher).

Both the school's principal and Head of Department also shared similar views as the teachers did in this theme. The school Principal echoed:

One of the biggest challenges is that when we have identified a learner, the parents they don't want to fully participate and fully co-operate with activities conducted by the school. We normally invite parents to a specific meeting we give the specifics to the parents with regard to what is happening with their child academically, we guide them on the way which they should participate and we refer the learners to the higher body and where they should be which is the district head office support team. Parents sometimes do not agree with our decisions.

(Mr R, School Principal)

In a few words, the school's Head of Department aired his views by stating:

The parents do not co-operate sometimes. Some parents fail to attend school meetings.

(Mr M, Head of Department)

In analysing the views from all participants the findings from this theme indicated that most of the participants complained about the lack of parental involvement and support. Parents were not supported when learners required referral. It was indicated that there was a lack of support from parents, especially pertaining to learners who experienced barriers to learning. Some of the other problems pertaining to parental involvement was with parents being called to school to discuss the learner's problems and progress; some were referred to as being in-denial. The findings of this study is consistent with studies by Mweli (2009) who argues that lack of parental support and negligence in teaching and learning create barriers to learning, which teaching practice is aimed at identifying and addressing, so that the learner's diverse needs are accommodated within the inclusive curriculum.

Engelbrecht (2000) states that parents can make an effective contribution towards school governance, planning and local policy making, building a supportive environment, as well as building the self-concept and competence of their child. Kirk, Gallagher and Anastasiow (1993) identify three primary functions of parents as team members. Firstly, their observations can be used meaningfully in the evaluation of the learner's educational programme. Secondly, parents teach important specific skills such as life skills, pre-academic, mobility and communication skills. Thirdly, parents are in a position to ensure that homework and other school based activities takes place at home. The non-recognition and non-involvement of parents is one of the barriers expressed by Muthukrishna (2002) which prevents the maximum participation of learners with special education.

Bronfenbrenner's Ecological Systems Theory proposes that external factors found at the various levels of the learner's ecological structure, determines how the learner develops (Bronfenbrenner, 1992). These different levels cause a mutual impact on one another. This means a child's poor socio-economic status which forms part of his/her microsystem is closely related to school dropouts, substance abuse and family problems (Donald, 2006). This, in turn impacts on the child's meso-system which, according to (Bronfenbrenner, 1979) is the interconnections between factors operating at various levels with the child's ecosystem which therefore influences the child's performance at school. For Bronfenbrenner (1979) the involvement of parents in their children's education is generally accepted as essential to effective learning. In the same light, Stofile (2008) notes that the philosophy of IE emphasises the importance of parental involvement in children's education. Given this, South Africa's IE policy in South Africa is based on the flawed assumption that all learners have parents who can be involved in their children's education. What happens in the family can impact on a learner's progress.

4.3 The supportive role of the Institutional Level Support Team

Some of the participants gave detailed explanation of support received by the Institutional Level Support Team (ILST), stating that the ILST worked well with the teachers. The participants elaborated that the ILST does assist in identifying and addressing barriers to learning. The school Principal and Head of Department explained that the ILST have got three components which consist of the teachers support, the whole school evaluation, and the learner support. Minutes of ILST meetings conducted during the course of this year seem to corroborate with findings from the semi-structured interviews. To confirm the functionality of the ILST Mrs C, voiced her opinion by stating the following:

Yes I think they are supportive. In terms of the ILST there we have three portfolios which are classified as levels, learner support, teacher support and the whole school which is in according to our policy agreement.

(Mrs C, a grade 4 teacher).

Mrs T shared the same views with regard to the ILST as Mrs C, she stated that:

Yes the ILST is very effective in our Full-service school. They give support and guidance to all teachers. We have regular meetings to discuss issues raised by teachers pertaining to learners with barriers.

(Mrs T, the support centre teacher).

Miss R, also highlighted the fact that the ILST was supportive in terms of:

Yes, the ILST develop the policies. The learner support is working in accordance with what the department guidelines states. ILST is so effective; some ramps are put in place to cater for wheel chair. Some committees are in place and are all headed by ILST member .We receive the necessary support.

(Miss R, a grade 5 teacher).

The school Principal gave a detailed description based on the functionality of the ILST, he stated that:

The ILST have got 3 components the teachers support, the whole school of it, he knows what is taking place. Evaluation and the learner support. According to the plan and policy they meet once a month which could also be once a term depending on their regularity of the meetings or urgency of the matters they need to discuss but when they have met they come back and report to the staff as a whole so that everyone in this school even if he is not part.

(Mr R, School Principal)

The Head of Department confirmed and highlighted what was said by the Principal:

ILST is functional and provides support “Normally we sit as an ILST committee we have one meeting every month and then it depends on the area of concern, sometimes we have formal meetings to support the whole school. The ILST meet every month and they give feedback to the staff.

(Mr M, Head of Department).

It is important to note that what the Education White Paper 6 (Department of Education, 2001) states as one of the key levels of IE is the establishment of Institutional Level Support Team (ILST) and which works together as a team which is beneficial as it involves the sharing of individual perspectives, experience, and skills that can be utilised to solve complex problems. The policy assumes that the teams work to facilitate the provision of appropriate support for teachers and learners in a Full-service school. Literature also corroborates what IE policies suggest in that IE cannot be achieved by individuals. The belief that it is necessary to build a team of teachers, parents and professional bodies to work together in meeting the needs of learners in an inclusive setting Raymond (2012).

It was clear from the data obtained from the semi-structured interviews that ILST in this school was fully functional and that the team was trying to provide the teachers with the necessary support that is required depending on availability when it comes to resources. Also from the Head of Department's point of view the ILST carried all its functions including holding regular meetings, development and policy implementation. This was confirmed in the analysis of minutes of meetings conducted by the ILST. Department of Education (2001) emphasises that the key function of the ILST is to support all learners and teachers by identifying support needed and design support programmes to address the challenges experienced by the teachers as well as the learners. Upon analysis of support needs assessment forms it was evident that the ILST was providing support to the Full-service school. On the 1st of June the ILST met with the school principal to discuss an issue concerning discrimination of a learner by his/her peers. The action that was taken at that time was that the principal was willing to provide the necessary assistance to the learner involved and at that time decided to write a letter to the Department of Education to intervene. Findings from the class timetables and intervention strategy programme highlighted that learners were receiving the necessary support in terms of learner intervention.

As indicated in the response of Mrs C, a Grade 4 teacher, that the ILST has three portfolios which are classified as levels, namely, learner support, teacher support and the whole school which are in accordance with what the policy requires. This relates to the levels as explained in Bronfenbrenner's Ecological Systems Theory which sees any functionality of an

organisation as interdependent and interconnected by the four levels or systems, namely macro-system, exo-system, meso-system and micro-system. The theory further indicates that the Department of Education (DoE) which is at the micro level should work hand in hand with the school at the meso level as well as the micro level which involves parents of the learners in this Full-service school. The overlapping micro-, meso-exo and macro-systems all contribute to form the whole that the individual will perceive as positive or negative as inferred in Haihambo, (2010). Therefore, collaboration of the various systems is regarded as important for the implementation of IE. The ILST are presently supporting the Intermediate and Senior Phase teachers in the implementation of IE. In this case the district-based support team is responsible to monitor, support, evaluate and build capacity in schools. However, the findings presented also highlight lack of support from district where the monitoring by therapist such as Psychologist was lacking. Acknowledging that the primary objective district and provincial support team is to support the learning and teaching processes by identifying and addressing barriers to learning through establishing the ILST. The district based support team (DBST) and the ILST would be required to provide the curriculum, assessment and support in the form of learning programmes, learner support materials and professional support for teachers.

4.4 Varied teaching methods for individualised teaching

The findings generated from data based on teaching methods presented indicate that teacher participants were using differentiated lessons to accommodate all learner needs and according to the learner's level of ability. They all gave descriptions of their various methods or strategies that they used in their inclusive classroom. Participants also mentioned that they supported each other as teachers and discuss problems experienced, through teamwork they were able to share ideas address problems and come up with strategies for successful implementation of IE. The literature also suggests curriculum adaptation implies that even for a minority group of learners, individual learning plans is a viable option, when a specific needs of a particular learner require to be addressed. According to the Department of Education (2005) examples of such adaptations could include a learning pathway that consists of an individual learning programme and thus, specifically adapted lesson plans. The Head of Department shared some of the teaching methods he uses and stated:

We use different group methods, we group them according to the learner's ability so those who are good we put them together those who have problems we put them together so that we can pay more attention to the learners with barriers. We group them according to their ability so that we are able to assist them according to their needs.

(Mr M, Head of Department)

Mr C shared her teaching methods by stating:

We look at the type of individual and his or her problem areas and we are forced to change our teaching styles as well as our assessment to cater for the learners needs, like peer teaching or individual assistance.

(Mrs C, grade 4 teacher).

One grade 5 teacher Mrs R, felt as a teacher it was important to develop an ability to identify other barriers that could hamper the learner's progress during the teaching and learning process: She stated this:

Teaching method used depends on the problem of the learner, for example maybe some of the learners cannot copy from the board, may be that learner have problem with their eyesight which will require the teacher to seat learner in front, then maybe you see the difference depends with the challenge learner have I cannot say for the whole class this is the method you use I think it depends on the challenges of individual learners.

(Miss R, grade 5 teacher)

The Department of Education, (2005) states that in applying teaching methods teachers should consider that there is no single classroom in which all learners will be exactly the same or learn in the same way and at the same pace. As a result teachers are required to be creative in the use of variety of teaching methods to reach all the learners. The participants in this study identified different methods that they were using in inclusive classrooms. With regard to ethos of a Full-service school according to the Department of Education (2002) is that all teachers are responsible for the education of all learners individually regardless of their learning needs. The implications of policies and the actions structures have an influence

on the management of IE in schools. The school management takes the lead in changing the attitude of all stakeholders. Management needs to establish a school- based support team which coordinates support to all learners, guide teachers and tracking support. They should also encourage active parental participation and form networks with existing community resources such as the School Governing Body (SGB) caregivers, health and social services and Higher Education Institutions.

The active and successful implementation process of IE ensures that all learners feel important and that education is accessible and supports their individuality. This implies that assessment and classroom tasks should be able to accommodate for all learning needs including those with barriers to learning. This will allow for progress in the curriculum and build the learners' confidence. Teacher participants indicated in the semi-structured interviews that they believed in teamwork and sharing of ideas and innovative strategies.

According to Garledge, Gardner and Ford (2009) peer teaching emphasises active teaching and learning approaches. The findings also suggest that peer education or teaching was what most teacher participants believed in. Through peer teaching learners have the opportunity to learn from their classmates. This was an affirmation by teachers in that this practice is viewed highly effective, as some learners are more likely to listen and learn from their peers than from a teacher. The acts of teaching information assist in cementing understanding in the learner's mind. According to Garledge, Gardner and Ford (2009) peer teaching can be useful if buddy systems are effectively and thoroughly arranged. In buddy systems, learners with barriers to learning are assisted by their peers. The peer buddy ensures that the learner with barriers to learning has the opportunity to participate and provide supportive feedback. In support of what the Head of Department stated Johnson and Holubec, (1994) state that successful method is cooperative learning, which means learners work together to attain group goals that cannot be obtained by working alone or competitively. The Head of Department, Mr M, elaborated on the success of cooperative learning; it allows for learners to work together in small groups with individuals of different talents, abilities and backgrounds to accomplish a common goal or activities. Participants also were in support of group work, and found that strategy very useful. I find these methods of teaching learners with barriers where learners are given an opportunity to own their teaching and leadership encouraged and enforced. For example learners are put into groups with a strong leader until each member of

the group understands and completes the task or activity. This method will result in a greater understanding of the task.

Inclusion should be able to increase and not decrease learners' learning opportunities. The quality of the setting and its appropriateness for individual learners may be just as important as its segregated or Inclusive nature. This process should involve parents, all school-based personnel, support staff and the learners themselves. It needs to focus not only on current barriers to Inclusion but also on issues such as attitudes, ethos and curricula. All changes should be monitored and evaluated on an on-going basis. Learners may have the right to be included but they also have the right to a quality education and access to all aspects of school life. Bronfenbrenner's Ecological Systems Theory was used as a framework in this study to determine the factors that hinder the implementation of IE. Findings reveal that, although principals and teachers are providing learners with an opportunity to reach their potential in ways that expose them to various training within and outside of school. A close examination of learners ecosystem during the semi-structured interviews portrayed that the principal and teacher's in the Full-service school have some issues pertaining to the learner's ecosystem, which is related to the learner's family, poor socio-economic status, the lack of support from the Department of Education in terms of teacher training and over-crowded classrooms. There are challenges that do exist in the ecosystem.

The changes that take place as a school moves towards becoming more Inclusive also involve overcoming some potential obstacles. These include existing attitudes and values, lack of understanding, lack of necessary skills, limited resources, lack of parental involvement and inappropriate organisation. Literature states that overcoming these requires clarity of purpose, realistic goals, motivation, support, resources and evaluation (UNESCO, 2003). The process of change is characterised by trust, relevance, and the desire to achieve better results. Some aspect of change can be measured. These include direct benefits to learners, wider impact on policies, practices, ideas and beliefs, enhance pupil participation of the education system, technology and pedagogy to include all learners (UNESCO, 2003). It is significant to recognise that even though IE is implemented with the assistance of the ILST, there are some factors which are slowing down the successful implementation process. These factors cause tension and frustrations as ILST are not productive as they would have wished to. The school's ILST is seen as the main respondents in the study and is seen as a valuable resource

in the implementation of IE as they support learners and teachers. However, the unsupportive Department of Education structure and unavailability of proper and continuous or frequent monitoring and evaluation of the process in this Full-service school is believed to be interfering negatively with the successful implementation of IE. All stakeholders cannot do it alone and require all stakeholders to become involved, so they can be effective in what they are doing.

4.5 Chapter summary

The purpose of the research was to explore the experiences and practices of the teachers in the implementation of IE in the Intermediate and Senior phase. Findings revealed although the principal, Head of Department and teachers have a clear understanding of Inclusive Education limited success have been achieved. A close examination of the learner's eco-system reveal that the principal and teachers in the Full-Service school have many issues in the learner's eco-system to contend with, these include the learner's family background, the learner's poor socio-economic circumstances and lack of assistance from the national Department of Education. Therefore challenges exist at all levels of the learner's eco-system. The data discussed in this chapter confirms that to successfully implement Inclusive Education there needs to be careful planning, appropriate resources, support and collaboration between the role players in the school. This could be stated based on the data obtained from the interviews with the Principal, Head of Department and teachers. Data revealed that, participants did not report factors conducive to the implementation of IE. However, conditions seem to be less favourable in order to successfully implement IE, as teachers concerned did not receive much support from the Department of Education. The number of learners in their classes does not make it easier for teachers to facilitate proper individualised activities effectively. Teachers also tend to lack support from parents who felt excluded mainly because of their perceived disadvantage identity which is influenced by their rural disadvantage communities and poverty in the vicinity of the school. Also, issues pertaining to proper training and support for both Management and teachers in the school as well as ILST with regards to the provision of appropriate resources, frequent visits of health professionals and therapist, lack of confidence among the teachers with regard to lesson preparation with varied and innovative strategies that are responsive to individual learners were the highlights of the findings that were discussed. The following chapter will discuss conclusions and recommendations and implications for further studies.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter (Chapter four) data was presented, analysed and discussed. The main focus of this chapter is to present the summary of the study and followed by the conclusion and possible recommendation. The summary of the previous chapters, from Chapters One to Four, provides an outline of the main focus in areas. The conclusions of this study are discussed after the interpretation, analysis and evaluation of data. The conclusion of this study is linked to the critical questions that were set clearly in Chapter One. After the review of findings that emerged in Chapter Four and based on the conclusions, relevant recommendations were then made.

5.2 Study summary

The main focus of this study was to explore the experiences and practices of teachers in the implementation of Inclusive Education.

Chapter One introduced the study by outlining the background and purpose of the study, which was to explore the experiences and practices of teachers in the implementation of IE in one selected Full-service school. Chapter One further outlined the problem statement, research problem, motivation for the study, significance of the study, context of the study, summary of research design and methodology, sampling design and approach, data analysis, ethical clearance, critical research questions and the aim of the study. It also clarifies the relevant terms and concepts that are frequently used in the study.

Chapter Two reviewed the relevant literature that was utilised in this study. The literature review included a brief overview of the history of IE, the shift of IE, conceptualisation of IE, challenges faced by teachers in the implementation of IE, the knowledge and skills of teachers. The detailed overview of this study was underpinned by Bronfenbrenner's Ecological Systems Theory. Bronfenbrenner's theory states that in order to ensure success of

IE, inclusive educational programming should integrate individual and contextual processes and should examine interrelations among the systems.

Chapter Three described the research design and methodology of the study. This case study was underpinned by an interpretative paradigm and adopted a qualitative research approach. Purposive sampling was utilised in this study. The data generation methods used in this study included semi-structured interviews with the principal, Head of Department and teachers of the Full-service school selected as the site for this study. This was followed by data analysis method and procedure undertaken. Chapter Three also discussed the issues of trustworthiness and ethical issues.

Chapter Four presented, analysed and discussed the research findings from data generated. This was structured into themes and sub-themes, which emerged from the findings. The findings indicated that participants had a clear understanding of IE, but there were various challenges that they were faced with which led to the successful and unsuccessful implementation of IE. Each of the challenges that emerged was discussed and supported with literature reviewed and theoretical framework discussed in Chapter Two.

5.3 Conclusions

The conclusions that emerged from the findings in Chapter Four were informed by the key research questions of this study highlighted in the first chapter.

5.3.1 Teachers' understanding of the shift from mainstream to Full-service School

The findings suggested that the participants had a clear understanding of Inclusive Education as a phenomenon, as explained in policies and as a shift of curriculum and new programme for an inclusive system. The responses from participants seemed to suggest that they understood that this shift meant including all learners even those with barriers to learning and to provide support according to their individual needs. However, findings also highlighted that even though there were successes in the implementation of the IE in this school, there were still a number of challenges that the school and teachers still experience.

5.3.2 Challenges in implementing Inclusive Education

The findings indicated that the participants indicated different challenges faced by teachers in the successful implementation of IE in a Full-service school. There was generally consensus amongst the participants that some of the challenges included over-crowded classes, lack of resources, impact of poverty, lack of support from the Department of Education (DoE) and lack of support from parents.

5.3.2.1 Strategies to combat overcrowded classrooms

It was evident that Teacher Support Personnel and other professional support that was required. This implies that policy should provide resources and professional support to all teachers. The possibility for this was seen to have good bearing in the successful implementation of IE. This is supported in a statement by the Department of Education (2010, p.23) which indicates that if a Full-service school has more than 500 learners it must have a full-time learner support teacher who is trained to support learners, and that teacher assistants need to be appointed at the Full-Service school with clearly identified roles. The suggestion put forward was the Provincial departments needed to review the support provided to Full-service school by considering the appointment of teacher aids to assist in the implementation of IE. One of the vital barriers to effective implication was the short fall of human resources which resulted in educational failures with regard to learners' progress. The availability of adequate learning resources is extremely important for the achievement of quality education and a positive factor towards the successful implementation of IE.

5.3.2.2 A challenge caused by lack of resources

The term resources is used within the context of regular or mainstream schools which refers to material and human resources that are available to teachers from within the school or catered for by the districts. Resources that are required by a Full-service school include books, computers, visual aids, availability of programmes for learners with barriers, and assertive devices. Bornman and Rose cited in Donohue (2014) highlight a general lack of support and resources as well as negative attitudes of teachers towards learner barriers is a contributing factor to the inability of the system to implement in South Africa.

Inadequate resources have an impact on the learner's progress, especially where learners experiencing barriers to learning and requiring certain resources that will assist with their progress. The availability of adequate learning resources is extremely important for the achievement of good-quality education. Findings indicated lack of support from the Department of Education as well as the provincial support personnel which seemed to be unavailable or not frequently visible in this site, yet needed. Wildeman and Nomdo (2007) highlight that the Education White Paper 6 fails to acknowledge that resources are essential to implement IE and modestly preclude the Department of Education from carefully delineating new cost associated with policy changes. Bronfenbrenner (1979) suggests that for learners to develop to the full potential there must be interdependence in and between the subsystems.

5.3.2.3 The effect of poverty in the implementation of Inclusive Education

The impact of poverty impacts negatively on learners' progress. For example, some children are expected to carry out certain domestic tasks before going to school and after school. While it is part of development for learners to participate in chores at home – so as in school, it is clear that these duties sometimes impact on the level of dedication to homework and other school related matters when chores are massive. One of the other important conclusions underlined hunger or going to school on an empty stomach for many children as resultant to the inability for them to have sustained concentration. The findings also indicated that poverty and socio-economic status in the families of the learners forced some learners to attend school without the basic stationery, such as pens and pencils – essential requirements for schoolwork. These and many more challenges around poverty impacted negatively on a learner's academic progress.

5.3.2.4 Effects of parental support

The importance of shared ownership among teachers, parents and learners is vital for nurturing the development of all learners and ensuring that all needs are met, this is seen as a critical element in Inclusive Schools. The White Paper 6 (DoE, 2001) highlights the active involvement of parents in the teaching and learning process as fundamental to effective learning and development. While Parents are usually central and important primary caregivers to their children in the education system, the findings from various scholars (Engelbrecht, 2005) confirmed the vast differences in the understanding of IE and policies; in

both Full-service and mainstream schools and how parents should get involved with teachers and school in the effective implementation of IE should work out. It was evident that with positive involvement in facilitating the education of learners with barriers could only be viable through communication, commitment, equality and respect for successful relationships in an inclusive school. The emphasis was that lack of parental support is a major stress factor for teachers who are experiencing having to address the needs of all learners. To further accentuate this fact, Bronfenbrenner (1979) states that parental involvement in schools is related to learners' increased academic achievement. He further states that intervention strategies were more effective in improving academic performance than those where parents did not play active roles in their children's academic progress. This was also evident and suggested that the challenge of the lack of parental involvement in South Africa is not only for learners in a Full-service school, but research suggests that many parents lack the knowledge and insight of proactive involvement in the education of their children, therefore this hampers the learner's progress academically.

5.3.2.5 The Consequences of the support from Department of Education

During the semi-structured interviews, teacher participants identified that one of the major challenges they face were the lack of skills and knowledge and an in-service training. The results of this study confirm what is already known, that the lack of on-going support does not lead to effective implementation. Teachers cannot successfully implement IE in their classroom without the necessary skills that are required in a Full-service school. In order to initiate progress in Inclusive Education, the National Department of Education must take the first steps. When addressing school-level barriers to implementation the Department of Education should be able to determine the extent to which teachers are prepared to teach the various levels of learners within one classroom. Teachers require comprehensive training in areas where they lack the necessary skills that can assist in the successful implementation of IE. These training programmes can be supplemented with specialised support teams that can provide teachers with the skills that are required to address learners with barriers to learning. Teachers who lack the necessary skills to implement IE display lack of confidence and expressed a feeling of being demotivated. These teachers are not well prepared to conduct a lesson which impacts on the learner's progress. Quality education cannot be achieved by teachers who lack the knowledge and required skills to implement IE successfully.

5.3.2.6 Support from the Institutional Level Support Team

An Institutional Level Support team is a prerequisite for a learning support and the Education White Paper 6 (DoE, 2001) envisages both the ILST and the District Based Support Teams as mechanisms for the education system. It was clear from the participants that the school's ILST is fully functional and they provide the teachers with the necessary support that is required. All components of the ILST were functional and carried out their duties effectively. The DoE (2001) emphasises that the key function of the ILST is to support all learners and teachers by identifying support needed, and design support programmes to address the challenges experienced by the teachers as well as the learners. To ensure effective functionality and sustainability of the ILST it is important that continued support and development should be provided to teachers.

5.4 Recommendations based on findings

The following recommendations are informed by the conclusions drawn from the previous chapter, data analysis, and discussions of findings.

5.4.1 Recommendation One

Based on the data from Chapter Four there appeared to be much consensus about challenges experienced and practices adopted. The findings indicate that all stakeholders – that is, the Principals, Head of Department, and teachers, are aware about the shift of their school from being main stream to being the Full-service school. However, they are all aware of the disengagement of the Department of Education in the process and the challenges brought by the lack of support. There seemed to be consensus again on the points highlighted as challenges, namely: overcrowded classes, which prevent teachers from giving individualised type of the learning, required by learners with barriers for success. Teachers are unable to give learners individual assistance. To ameliorate this challenge, some strategies were suggested that encourage sharing and collaborative teaching and learning as best tools to improvise considering un-conducive classroom environment. This was seen as a way to assist the pressure of over-crowded classrooms. Finally, the school environment should be based on collaboration – where individuals are committed and promote teamwork. This includes the Principal's leadership style and his management team. The democratic values of Inclusive

Education that support teachers by taking cognisance of their beliefs and feelings along with their perceptions should be practised.

5.4.2 Recommendation Two

It is also recommended that on a national level, a budget must be put aside for Full-service schools, and later when IE is fully implemented, for mainstream schools, earmarked for specialist skills rooms to ensure that the younger learners with special education needs receive the necessary skills to progress. In my opinion, I suggest that schools should persist to request the required resources and facilities from the Provincial Department of Education in the exo-system; if unsuccessful, contact the National Department of Education in the macro-system.

5.4.3 Recommendation Three

A third recommendation is that parents need to be made aware that their services are vital and very important in the education of their children. This can only be possible by encouraging parents to volunteer to teach skills and values, such as telling stories from different cultural backgrounds, about various special ceremonial practices, and teaching learners about diverse traditional foods, songs and dance, or be teacher assistants. This will motivate other parents to be involved in their children's education. The school should also organise and provide training and workshops on addressing barriers to learning and support for parents. Full-service schools should be provided with learner support teachers or assistant teachers, without considering the number of learners in a school, because there are many cases that require special attention for learners who experience barriers to learning.

Parents should be aware of their child's difficulties and strengths, therefore it is imperative that parents serve as positive role models to their children with special education needs. With regard to the significant role that parents play in the education of their child with special needs, teachers must acknowledge the challenges faced by parents, which may contribute to perceiving their child in a negative light. Some of these challenges may include lack of knowledge, work commitment, and learners raised by grandparents. Teachers need to acknowledge some of these challenges and find ways to help parents by making them feel included, valued and empowered. This can be achieved by advocating parent support groups

as well as counselling sessions where parents could share their thoughts and fears. Parents would then be able to look beyond the child's learning barriers and focus on their abilities. Full-Service schools should be able to foster a partnership between the learner's home and the school. In this regard cooperation with specialists in parental involvement at tertiary institutions in the exo-system could be formed.

5.4.4 Recommendation Four

A fourth recommendation is that District-support teams should be available for more specialist advice and intervention regularly. This team should consist of a core of education support personnel who could offer support and advice. They could include educational Psychologists, special teachers, guidance counsellors, speech and language specialists, occupational therapists, and even doctors and nurses. Assistance and guidance should be availed to the school's Institutional Level Support on the latest policies that support IE, such as whole school evaluation, parent empowerment programmes, and health promoting initiatives.

5.4.5 Recommendation Five

Recommendation Five recommends that the Provincial Department of Education needs to provide training of teachers, such as career-orientated workshops, provided by the National Department of Education. The RSA Department of Education has the responsibility of providing training to mainstream and Full-service school teachers via the Provincial Department of Education in the meso-system in terms of how to manage learners with special education needs. The DoE should continuously train teachers on identifying and addressing barriers to learning and should be provided with relevant documents to monitor the process. Policies also need to make provision for the appropriate resources required.

5.6 Limitation and implications for future research

Based on the findings of this study there is limited scope, since only one Full-Service school was used as a sample. It may be useful to determine whether the attitudes and beliefs of the participants in this study are similar to those responding to similar problems in other surrounding schools. Another limitation of this study is that the sample used was small,

which makes the findings of this study difficult to be generalised to all teachers working in schools where IE has been implemented. The findings of this study were also limited to the Intermediate and Senior Phase of the school. Full-service schools are still in the early stages of development, therefore the scope of this research may change once Full-service schools have been firmly established.

5.7 Chapter summary

This concluding chapter provided a brief summation of all the previous chapters (Chapter One to Chapter Four). Therefore, in this chapter various conclusions drawn from the key research questions were constructed, followed by discussions of recommendations, emerging from the findings and discussions in the study. Finally, the implications and limitations for further research were briefly discussed.

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APPENDIX A

ETHICAL CLEARANCE CERTIFICATE



21 April 2016

Mrs Zaheera Bibi Hoosen 215080392
School of Education
Edgewood Campus

Dear Mrs Hoosen

Protocol reference number: HSS/0332/016M
Project Title: Exploring experiences and practices of teachers in the implementation of Inclusive Education: A case of one Full Service School in the uMgungundlovu District

Full Approval – Expedited Application

In response to your application received 04 April 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Ncamisile P Mthiyane
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximbap@ukzn.ac.za | snymanm@ukzn.ac.za | mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



Four core Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX B
PERMISSION LETTER TO DEPARTMENT OF EDUCATION

11 Sadien Grove
Belfort
Pietermaritzburg
3201
04 May 2016

To whom this may concern:

Dear Sir/Madam

**RE: Application for Permission to Conduct Research in KwaZulu Natal Department of
Education Institutions**

I Zaheera Bibi Hoosen is currently studying masters via UKZN. I seek permission to conduct research in the above mentioned school.

Kindly view the documents and what is entailed with regards to my research. Your prompt reply and kind assistance will highly be appreciated.

Kind regards

Zaheera Bibi Hoosen

APPENDIX C

APPROVAL FROM DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/796

Mrs ZB Hoosen
11 Sadien Grove
Belfort
Pietermaritzburg
3201

Dear Mrs Hoosen

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**EXPLORING EXPERIENCES AND PRACTICES OF TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: A CASE OF ONE FULL SERVICE SCHOOL IN MGUNGUNDLOVU DISTRICT**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 May 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehogile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District


Adv. MB Masuku
Acting Head of Department: Education
Date: 19 May 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehogile.connie@kzncoe.gov.za / Phindile.Duma@kzncoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX D **LETTER TO SCHOOL PRINCIPAL**



PERMISSION LETTER TO THE SCHOOL PRINCIPAL

Attention: The Principal

████████ Primary Full Service School

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Zaheera Bibi Hoosen, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu Natal Department of Education and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **Exploring Experiences and Practices of Teachers in the Implementation of Inclusive Education: A Case of One Full Service School in the uMgungundlovu District.**

This study aims to explore experiences and practices of teachers in the implementation of Inclusive Education. The planned study will focus on school the Intermediate / Senior Phase, the Head of Department and grade four (4) five (5) six (6) and seven (7) teachers. The study will use semi-structured interviews, documents review and focus group interviews. Semi-structured interviews will be conducted with the Head of Department and teachers. Participants will be interviewed for approximately 30-45 minutes. I will generate data by asking open-ended questions from teacher participants to learn about ideas, beliefs, views and their behaviours. Documents will be analysed these documents will include intervention programmes, assessment tools, school policies and timetables used by teachers and registers of learners experiencing barriers to learning difficulties. These will provide data about learners experiencing barriers to learning, assessment tools used by teachers and intervention programmes which are planned and used to support learners in a Full-service school.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

The identity of the school will not be divulged under any circumstance/s, during and after the reporting process. All the responses of participants in your school will be treated with strict

confidentiality. Fictitious names will be used. Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

For further information on this research project, please feel free to contact my supervisor, Dr N. P. Mthiyane at 031-260-3424 / 082-547-4113. E-mail: mthiyanen1@ukzn.ac.za. In addition, should you have any queries please feel free to contact me using the following contact details; Zaheera Bibi Hoosen, Tel 033-391-4998; Email:Zaheerahoosen@icloud.com Cell: 084-455-5597. Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Mrs Z.B Hoosen

DECLARATION

I(Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **Exploring experiences and practices of teachers in the implementation of Inclusive Education: A case of one Full Service School in the uMgungundlovu District.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the researcher to conduct her study in our school.

I understand that I am at liberty to withdraw from the research project any time should there be a need.

Signature of Participant: _____ Date: _____

Signature of Witness: _____ Date: _____

Thanking you in advance

Ms _____.[participant's name and surname]

APPENDIX E

INFORMED CONSENT LETTERS (PRINCIPAL)



Attention:

████████ Primary Full-service school

Edendale

3201

Dear Participant

INFORMED CONSENT LETTER

My name is Zaheera Bibi Hoosen. I am a Masters student studying at the University of KwaZulu-Natal, in the School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. My study title is: **Exploring experiences and practices of teachers in the implementation of Inclusive Education. A case of one Full Service School in the uMgungundlovu District.**

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about one (1) hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- If you are willing to participate in the semi structured interview session kindly indicate with a tick in the box below:

	Willing	Not willing
Interview		

I, Zaheera Bibi Hoosen, can be contacted at: Email: Zaheerahoosen@icloud.com Cell: 084-455-5597

My supervisor is Dr N. P Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal. Her contact details: e-mail: Mthiyanes@ukzn.ac.za ; Phone number: 031-260-1870.

For additional information, you may also contact the UKZN Research Office through: Mr P. Mohun (HSSREC Research Office) Tel: 031-260-4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Yours sincerely

Mrs Z.B Hoosen

DECLARATION

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT **DATE**

APPENDIX F

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE SCHOOL PRINCIPAL

This Interview schedule is designed to explore the experiences and practices of teachers in the implementation of Inclusive Education. This schedule will be used with the Head of Department.

Biographical Information of the School Principal

- a) Age: Age categories kindly indicate with a tick in the block below:

1 (25-35), 2 (35-50), 3 (50-60)

1	
2	
3	

- b) Gender:

M	
F	

- c) Educational qualifications:

Diploma	
Degree	
Honours	
Masters	

- d) Work experience (Number of years involved in education, positions held): _____ years.

1. What is your understanding of IE?
2. Do you think your classroom is conducive for inclusive education implementation?
3. Schools face multiple challenges with regard to barriers to learning. Can you share with me some of these challenges and how you deal with them?
4. Are there any policies related to Inclusive Education and others in your school? How are they developed by whom? etc? Please elaborate.
5. Could you also share with me if you regard your school's LLST as effective in its duties? What is done to capacitate them? Has the school functionality changed in any way since it became a full service school? How has it changed and what has been the good about this change? Please explain.
6. As a school Head of Department, what are your perceptions and experiences with regard to the implementation of Inclusive Education at your school?
7. Can you elaborate about the support received by the ILST and the District-based Support Team?
8. How do you address the issue of curriculum or adapt the curriculum in order to be accessible for all learners?
9. How would you describe parental involvement with regard to learner's academic progress?
10. What are the challenges in relation to the following:
Parental involvement and the wider community?

APPENDIX G

INFORMED CONSENT LETTER TO THE HEAD OF DEPARTMENT



Attention:

████████ Primary Full-service school

Edendale

3201

Dear Participant

INFORMED CONSENT LETTER

My name is Zaheera Bibi Hoosen. I am a Masters student studying at the University of KwaZulu-Natal, in the School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. My study title is: **Exploring experiences and practices of teachers in the implementation of Inclusive Education: A case of one Full-Service School in the uMgungundlovu District.**

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about one (1) hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- If you are willing to participate in the semi structured interview session kindly indicate with a tick in the box below:

	Willing	Not willing
Interview		

I, Zaheera Bibi Hoosen, can be contacted at: Email: Zaheerahoosen@icloud.com Cell: 084 45555 97.

My supervisor is Dr N. P Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal. Her contact details: e-mail: Mthiyanes@ukzn.ac.za; Phone number: 031-260-1870.

For additional information, you may also contact the UKZN Research Office through: Mr P. Mohun (HSSREC Research Office). Tel: 031-260-4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Zaheera Bibi Hoosen

DECLARATION

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX H

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE HEAD OF DEPARTMENT

This Interview schedule is designed to explore the experiences and practices of teachers in the implementation of Inclusive Education. This schedule will be used with the Head of Department.

Biographical Information of the Schools Head of Department

Age: Age categories kindly indicate with a tick in the block below:

- a) 1 (25-35), 2 (35-50), 3 (50-60)

1	
2	
3	

a)

b) Gender:

M	
F	

c) Educational qualifications:

Diploma	
Degree	
Honours	
Masters	

d) Work experience (Number of years involved in education, positions held): _____ years.

DECLARATION

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

1. What is your understanding of IE?
2. Do you think your classroom is conducive for inclusive education implementation?
3. Schools face multiple challenges with regard to barriers to learning. Can you share with me some of these challenges and how you deal with them?
4. Are there any policies related to Inclusive Education and others in your school? How are they developed by whom? etc? Please elaborate.
5. Could you also share with me if you regard your school's LLST as effective in its duties? What is done to capacitate them? Has the school functionality changed in any way since it became a full service school? How has it changed and what has been the good about this change? Please explain.
6. As a school Head of Department, what are your perceptions and experiences with regard to the implementation of Inclusive Education at your school?
7. Can you elaborate about the support received by the ILST and the District-based Support Team.
8. How do you address the issue of curriculum or adapt the curriculum in order to be accessible for all learners?
9. How would you describe parental involvement with regard to learner's academic progress?
10. What are the challenges in relation to the following:

Parental involvement and the wider community.

APPENDIX I

INFORMED CONSENT LETTER TO THE TEACHERS



Attention:

████████ Primary Full-service school

Edendale

3201

Dear Participant

INFORMED CONSENT LETTER

My name is Zaheera Bibi Hoosen. I am a Masters student studying at the University of KwaZulu-Natal, in the School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. My study title is: **Exploring experiences and practices of teachers in the implementation of Inclusive Education. A case of one full-service school in the uMgungundlovu district.**

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about one (1) hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- If you are willing to participate in the semi structured interview session kindly indicate with a tick in the box below:

- If you are willing to participate in the semi structured interview session kindly indicate with a tick in the box below:

	Willing	Not willing
Interview		

I, Zaheera Bibi Hoosen, can be contacted at: Email: Zaheerahoosen@icloud.com Cell: 084-455-5597

My supervisor is Dr N. P Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal. Her contact details: e-mail: Mthiyanes@ukzn.ac.za; Phone number: 031-260 3424.

For additional information, you may also contact the UKZN Research Office through: Mr P. Mohun (HSSREC Research Office) Tel: 031-260-4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX J

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHER PARTICIPANTS

This Interview schedule is designed to explore the experiences and practices of teachers in the implementation of Inclusive Education. This schedule will be used with the Head of Department.

Biographical Information of the teacher participants

- a) Age: Age categories kindly indicate with a tick in the block below:

1 (25-35), 2 (35-50), 3 (50-60)

1	
2	
3	

- b) Gender:

M	
F	

- c) Educational qualifications:

Diploma	
Degree	
Honours	
Masters	

- d) Work experience (Number of years involved in education, positions held): _____

years.

DECLARATION

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX K

TRANSCRIPTION OF INTERVIEW WITH THE SCHOOL PRINCIPAL

1. What is your understanding of IE?

It is a process whereby we facilitate and teach and organise all the activities in a school in such a way that every learner is catered for. Whether he is good or not good.

2. Do you think the classrooms are conducive for the implementation of Inclusive Education?

No, they are not unfortunately we do not have many teachers, so our classes are very full.

3. Schools face multiple challenges with regard to barriers to learning. Can you share with me some of these challenges and how you deal with them?

One of the biggest challenges is that when we have identified a learner, the parents they don't want to fully participate and fully co-operate to the activities by the school. In that way we normally invite to the specific meeting we giving the specifics of what is happening, we guide them on the way which they should participate and we refer the learners to the higher body and were they should be which is the district head office support team.

4. Are there any policies related to Inclusive Education and others in your school? How are they developed by whom? etc? Please elaborate.

We have which is called the inclusive education policy which caters for everyone in a school situation and it deals mainly with those who have got barriers like the learners cannot read and write. The learners who cannot pronounce words, alphabets in the right way, the learners who fails to calculate or do the counting with mathematics and also the learner who mis-behave in classroom they are referred to our support center where LST take care of them. Not much but in each and every class about 5 or 6 learners referred to the center.

5. Could you also share with me if you regard your school's LLST as effective in its duties? What is done to capacitate them? Has the school functionality changed in any way since it became a full service school? How has it changed and what has been the good about this change? Please explain.

The ILST have got 3 components the teachers support, the whole school evaluation, and the learner support. According to the plan and policy they meet once a month which could also be once a term depending on their regularity of the meetings or urgency of the matters they need to discuss but when they have met they come back and report to the staff as a whole so that everyone in this school even if he is not part of it, he knows what is taking place.

6. As a school principal, what are your perceptions and experiences with regard to the implementation of Inclusive Education at your school?

Changing is always coming with its own dynamics, at first it was a bad thing because you know when there is a change we don't except it as a whole but as time goes on we realize that it's a good things to apply our minds on and do what we are expected to do because when we talk of the Full-service or IE it is where we give support and care to our learners so far when we started there were those challenges when I would say teachers themselves they were not of the opinion it can be their own way of helping and digging out from what they know trying to translate what they know and to something that is new but as time goes on now they are getting ready to assist and to support and to take care of all the learner in their classroom.

7. Can you elaborate about the support received by the District-based Support Team.

Not much support but there is a little bit of support we get. Regarding the workshops well workshops are very rare in a term we almost start a term towards the end of a term without any workshops but the SNAZ issue or the IE up to now we have only one meeting or workshop this year in 2016. Regarding the district support team we had 2 positions in our school the Counselor and learners support which was by someone who retired. The Counselor is still there but for the past two years we have not seen the school psychologist, we have never seen her in our school. This year she has never visited us so those are the problems we facing because even if we have identified the problem within the school the first person we need to start conducting is her as a psychologist we find ourselves running around not knowing whether to do the work or even if we have done the work is it fair that we jump her and then we go to the next person and those are the challenges that we face.

PROBING QUESTING WHAT HAPPENS IN THE INTTERIM WHEN THERES NO PSYCHOLOGIST.

No we just conduct the department of education SNAZ section ya we refer straight to them but whatever we need to do.

8. How do you address the issue of curriculum or adapt the curriculum in order to be accessible for all learners?

There is this thing which is called the curriculum diversity it's a policy in the IE its builds mainly with mainstream schools like ourselves were a teacher will do the preparation according to the levels of his or her learners and in that case he or she will divide his learners according to groups, the group of the slow learners , the group of the middle one, and the group most receiving our instruction and according to those groups we will be

applying curriculum diversity to ensure that everyone is catered for and the support that he needs to give to the individuals.

9. How would you describe parental involvement with regard to learner's academic progress?

Ya they are more involved when we do have meetings but the only problem is when we meet invite a parent for a specific problem that relates to his or her learner that's where you see that they are having this denial attitudes were they don't want their learners to be identified referred to another school which would be a special school or a school that will give higher support that what we are doing right now.

10 What are the challenges in relation to the following:

Parental involvement and the wider community.

Parents are not very supportive, they are unaware of Inclusive Education. They fail to attend meetings or make class visits. This can be very stressful for the teachers especially if a child is not coping in school. The parents must be more involved and support the children and teachers.

APPENDIX L

TRANSCRIPTION OF INTERVIEW WITH THE HEAD OF DEPARTMENT

1. How would you describe the change from being a mainstream to Full-service school?

I think that Full-service school is very good because it caters for all the learners but especially for those who got barriers in learning so we identify them we screen them we SIAS process to screen their problem problems find their problems so we can attend them individually. We have got two learner assistants so which help us during the lessons they deal with the learners with the barriers but sometime we call them to the class when teachers conducting the lesson and tell him or her that those learners got a problem give them those activities they must have them in cause they are slower than other learners I think it is very useful cause we we teach all the learners.

2. Do you think your classroom is conducive for the implementation of Inclusive Education.
No, because there are too many children, some learners need individual help from us, this is difficult with so many learners. We need more teachers and classrooms.

3. What are the challenges and successes in implementing Inclusive Education?

Ya we've seen so many progress in the learner so even in their progress after they have been helped by the they are progressing in mostly maths and languages so that they improve in their reading and maths.

4. What are your experiences with IE and its successes? Elaborate on:

Learner's experiences and successes

Curriculum

Ya they are adapting cause those learners say they are help the teachers so they we teach them step by step that the remedial lessons so that they adapt gives time give ourselves time to teach them cause we understand their problems now than before in the mainstream we were just teaching all learners the same but now we changed to adapt to their needs.

Relationship with other teachers

I think now they are very close to teachers than before they able to talk to the class teachers about issues if they got problems they are open to teachers they express their problems to those got home problems, they come to class teachers and talk to class teachers, child got a problem at home doesn't eat at home come to school without even food they are very close to

teachers cause we just told them just go to your class teacher with anything that you have or even the school.

Teaching methods

We use different group methods, we group them according to their ability so those who are good we put them together those who have problems we put them together so that we can pay more attention to them, to those with problems. We group them according to their ability so that we are able to assist them.

Intervention strategies employed to assist learners

Ya there are some teaching material that we got from department we use in maths in counting or even for games so we usually use them in the classroom most of the time.

Ya we have extra lessons we take the learners to the centre and they are help by the LST sometimes.

Support from different stakeholders: DoBE officials, principal, parents and co-operation from learners.

Ya but the problem with the psychologist usually is not here most of the time so she talks English most of the time in this area it's a rural area and most of the parents know Zulu so I think next time we will get psychologist that can speak Zulu so he or she can understand the learners Beena the current psychologist is only speak English. Sometimes other parents are very hard to explain to and even the learners is very speaks hard to explain themselves to her because she only speaks English.

SUPPORT FROM PRINCIPAL

Ya every time.

The parents co-operate some- times we call the meetings with them interview them about their children we call them to come to school and have meetings with them they support us we liaise with them most of the time.

5. Can you also share with me the most disturbing challenges you have experienced as you implement IE.

Mmm a disturbing one I think a most of the time there are some learner that were are been raped at home we getting this but now we know but we call the nurses they come to check

those learners even for even those that problems with sights and test them so we very close with the nearest clinic. Some of the learners come from poor backgrounds.

Most of the time we call the other like people come to the assembly they talk about those things to all learners in the school to tell them how to deal with those things and to make them aware of those things so they become aware with different topics . We talk to all the learners.

6. What is your relationship as teachers in the Full-service school with the neighbouring schools?

Ya we meet sometimes cause usually working with a FNB programs so they call us group all the schools around get together and talk about learners with barriers most of the time so FNB programs they group us to discuss these problems facing our different schools.

7. What kind of barriers do you mostly experience?

We don't have enough resources to assist the learners with barriers.

8. What support do you receive from the different stakeholders: DoE officials, principal, parents and co-operation from learners?

We don't get support from the Department of Education and parents. The principal supports the teachers, and our learners they always try their best.

9. Could you also share with me if you regard your school's ILST as effective in its duties? Please explain.

Our school's ILST is very supportive the have meetings and provide guidance. I think that there is there is a funding from department that is specific for IE so I think the principal usually if we ask something can help us to teach the learners or to help those learners he he he does that and he also makes ramps for learners with wheel chairs. So the school is supporting us in every way there is a fund that is specific for IE.

10. What are the challenges in relation to the following.

Parental involvement and the wider community

Ya we usually write a letter if we want them to come discuss issues of the children they usually come in numbers they got no problem with that we meet with them discuss the issues that we want to discuss with them.

APPENDIX M

TRANSCRIPTION WITH TEACHER PARTICIPANT 1

1. How would you describe the change from being a mainstream to Full-service school?

I feel its better because in mainstream school there are different levels of learners, but you will find that teachers do not address the difficulties those different levels. In the mainstream schools you don't have teachers with remedial education. The department does not cater for that conditions, we need to address the barriers of learning.

2. Do you think your classroom is conducive for the implementation of Inclusive Education.

Oh definitely not conducive, with so many children in one class, it is difficult for me to help children who have barriers or are weak. We need smaller numbers in our classes or teacher assistance.

3. What are the challenges and successes in implementing Inclusive Education?

There are challenges because we are working with the community and then children they are exposed to the community peer group and their families, sometimes there problems like poverty. May be the peer pressure, parents do not accept the learners require help like IE. they deny that fact.

4. What are your experiences with IE and its successes? Elaborate on:

There are successes sometimes we refer some learners where they need to be referred to.

Learner's experiences and successes

Curriculum

Learner adapt to the curriculum because the teaching methods are adapted to cater for learners with special need.

Relationship with other teachers

The relationship is strong because we the parents and the community as well no about them. There is collaboration between the school and the community.

Teaching methods

We look at the type of individual and we are forced to change our teaching style as well as our assessment to cater for learners.

Intervention strategies employed to assist learners

We do assessment during lessons. If we find that learner doesn't cope we do the thorough assessment were we sit down with the learners ask them some question, we also involve their parent. There are people that can assist us the social workers we have been having a person who was very helpful to us.

Support from different stakeholders: DoE officials, principal, parents and co-operation from learners.

Yes we do because there are some workshops have been conducted by DoE.

5. Can you also share with me the most disturbing challenges you have experienced as you implement IE.

The challenge I noticed in the mainstream schools they sometimes send the learners to us were as those learners need a special school but we are not a special school, we are a Full-service school some of these learners need to be sent to a special school we do not have adequate resources for them.

6. What is your relationship as teachers in the Full-service school with the neighbouring schools?

The relationship is strong, because we are a team of learner support, we keep in contact with teachers everything that is done they know that even the principal the relationship with the other schools they know about us we sometimes find resources from them we discuss learners progress and work with other school when we have workshops.

7. What kind of barriers do you mostly experience? Why?

Mostly in our classrooms the barriers we have is regarding the literacy problems we do the normal teaching we don't separate learners from those that don't cope well. What we do we mix them up with the group that is doing well with the group that is having problems, so they help each other. We look at what the learner does, we work on that.

8. What support do you receive from the school?

Yes, from school and even from the district.

9. Could you also share with me if you regard your school's ILST as effective in its duties? Please explain.

Yes I think they are, In terms of the ILST there are 3 portfolios levels learner support, teacher support and the whole school. According to our policy agreement we meet once a term unless

a problem arises. They discuss issues and present their cases so that they become aware of what is happening. So they are functional.

10. What are the challenges in relation to the following:

Parental involvement and the wider community

Parents deny a lot. Lack of knowledge; in other parents' lack of interest. Parents do not honour school visits, learners do not do homework as there is no supervision of homework at home. No follow up done by parents plus minus 20 percent of parents involve themselves in their learners' academic progress. Some parents are just pushing their learners to school so that they get time to go to work or just do their own business (they take school as a dumping zone and do not want to take part). (Non-profit organisation) from the community sponsors vulnerable learners with school uniform

APPENDIX N

DOCUMENTS ANALYSIS SCHEDULE

The documents that will be reviewed will not be older than two years and will include:

1. Full-service schools Inclusive Education Policy, this will allow me to familiarise myself with the policy and what is expected from a Full-service school.
2. Minutes of the ILST meetings, how often meetings are conducted what procedures are put into place?
3. Intervention programmes that are used for learners with barriers.
4. Time table of the support centre.
5. Class registers, to have an idea as to how many learners are in each class.
6. Assessment methods used to cater for the various types of learning barriers.

Official documents will be used to corroborate the observations and interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the observations and interviews.

APPENDIX O

TURNITIN CERTIFICATE

The screenshot shows a Turnitin document viewer interface. At the top, the title of the document is displayed: "EXPLORING EXPERIENCES AND PRACTICES OF TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: A CASE OF ONE FULL-SERVICE SCHOOL IN THE UMGUNGUNDLOVU DISTRICT". Below the title, the author's name is listed as "BY ZAHEERA BIBI HOOSEN". On the right side of the header, the Turnitin logo and a similarity score of "9% SIMILAR OUT OF 0" are shown.

The main content area displays the dissertation text. A section of the text is highlighted in pink, indicating a potential similarity match. The text reads:

2 A dissertation submitted in fulfilment of the requirements for the degree of Masters in Educational Psychology, College of Humanities – School of Education – University of KwaZulu-Natal

Below the text, the supervisor is listed as "SUPERVISOR: Dr N. P. Mthivane".

On the right side of the screen, a "Match Overview" panel lists the sources found in the document, along with their percentage similarity:

Rank	Source	Similarity (%)
1	uir.unisa.ac.za	3%
2	etd.uwc.ac.za	1%
3	www.mcser.org	1%
4	Motlatswe, Jacomina. "T..."	<1%
5	researchcommons.wai...	<1%
6	www.education.gov.za	<1%
7	scholar.sun.ac.za	<1%
8	education.pwv.gov.za	<1%

At the bottom of the screen, a taskbar is visible with icons for various applications like Windows, Google Chrome, Internet Explorer, and Microsoft Word. The system tray shows the date and time as "09:43 AM 2016/12/22".

APPENDIX P

LANGUAGE EDITING CERTIFICATE



Books are uniquely portable magic

Lindi Gross
27 Glade Road
Morningside

December 2016

Supervisor: Dr NP Mthiyane
College of Humanities
School of Education
University of KwaZulu-Natal

Dear Dr Mthiyane

EXPLORING EXPERIENCES AND PRACTICES OF TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: A CASE OF ONE FULL-SERVICE SCHOOL IN THE UMGUNGUNDLOVU DISTRICT

I hereby certify that I proofread and edited the above document as commissioned by Mrs Zaheera Bibi Hoosen in compliance with customary requirements – checking typography, spelling, grammar, punctuation and use of language style.

Yours truly

Lindi Gross

Editor/Proofreader

Specialising in academic documents [MBA Dissertations, Forensic Investigation Reports]

EDITION & PROOFREADING

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031-207-1164

"Words Refreshed and Crafted with Care"
AvraCadAvra ... Aramaic:
"It will be created in my words"

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