School Management Teams and teachers' perspectives on their role in the implementation of Inclusive Education Policy: A case study of three primary schools in Umkhanyakude District

By

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DECLARATION

I, Khombisile Jeanette Thabede declare that the research reported in this thesis is my original work and sources cited were acknowledged.

Signed: …………………….   Date: ………………..

Khombisile Thabede

STATEMENT BY SUPERVISOR

As the candidate's supervisor, I agree to the submission of this thesis.

Signed: ………………………   Date: ………………….

Dr TT Bhengu

ABSTRACT

The study explored School Management Teams and teachers' perspectives about the role they played in implementing Inclusive Education policy in three primary schools in Umkhanyakude District. The motivation for the study was rooted in my personal experiences and observations as a teacher for 24 years and 12 years as a school principal in a primary school. My observation was that many SMTs and teachers struggled to have Inclusive Education policy implemented. As a result, these challenges have impacted on the quality of education offered at the school. It was on the basis of these challenges that I decided to explore the SMTs and teachers' role in the implementation of Inclusive Education policy in primary schools.

The study was focused on the field of educational leadership and management and was underpinned by Bush (2003) collaborative model and transformational leadership theory. A qualitative approach was used and it was located within the interpretivism paradigm. This paradigm was deemed appropriate because the study sought to understand the role that the SMTs and the teachers played in the implementation of Inclusive Education policy in their schools. Therefore, the participants were principals, HODs and teachers from three primary schools. Data gathering was done using three instruments which were semi-structured interviews, observation and documents review.

The study was located in three rural primary schools in Umkhanyakude District in KwaZulu-Natal Province in South Africa. The study focused on only three primary schools in KwaZulu-Natal and therefore, the findings could not be generalised across the province or the district. Data were analysed and results showed that although the policy was implemented but there were challenges in the implementation. Strategies were mentioned by schools but they were still far from achieving what would be called full implementation of Inclusive Education policy. Recommendations were made where parents were suggested to be involved in schools. Again, it was recommended that the participating schools need to form partnership with other stakeholders who included government departments and NGOs. Teacher training was also recommended where enough time had to be allowed in their training sessions.

Ethical clearance

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

8 July 2015

Mrs KJ Gumede (Thabede) 208525410
School of Education
Edgewood Campus

Dear Mrs Gumede

Protocol reference number: HSS/0612/015D
Project title: School Management Teams' understanding of their role in managing the implementation of Inclusive Education in Umkhanyakude District primary schools: A multiple case study

Full Approval – Expedited Application

In response to your application received on 29 May 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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 TT Bhengu
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo

DEDICATION

I dedicate this thesis to God my wonderful Counsellor and to His Glory. If God was not with me, I would have not come this far.

To my mother, Phandile ka Manukuza- Gumede; this work is also dedicated to her for being there for me throughout my life. I pray that God keeps her for much longer to witness His love.

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ABREVIATIONS AND ACRONYMS

CBST	Circuit Based Support Team
DOE	Department of Education
DOH	Department of Health
DPE	Directorate of Primary Education
DSBT	District Based Support Team
DSD	Department of Social Development
EEA	Employment of Educators Act
EFA	Education for All
EMIS	Education Management Information Systems
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-deficiency Syndrome
ILST	Institution Learner Support Team
KZNDoE	KwaZulu-Natal Department of Education
LSE	Learner Support Educator
LSEN	Learner Support Education Needs
MOPME	Ministry of Primary and Mass Education
NCESS	National Committee on Education Support, Services
NCSNET	National Commission on Special Needs in Education and Training
NGO	Non-Governmental organisation
NPA	National Plan of Actions Phase
PAM	Personnel Administrative Measures
PAP	Poverty Alleviating Programme
PEDP	Primary Education Development Programme
PPN	Post Provisioning Norm
RSA	Republic of South Africa
SACE	South African Council for Educators
SAPS	South African Police Services
SASA	South African Schools Act
SASSA	South African Social Security Agency
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
UNAM	University of Namibia

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

The study examined the School Management Teams (SMTs) and the teachers'perspectives on their role in the implementation of Inclusive Education policy in three primary schools in Umkhanyakude District in the province of KwaZulu-Natal, South Africa. This is the first chapter which introduces the research and as part of the introduction, it provides a background to the problem; the statement of the problem; the motivation for the study to be undertaken; the significance of the study; research objectives and research questions; definition of key terms underpinning the study and the outline of the study. As it is the case with all the chapters that make this thesis, this chapter ends with a chapter summary.

1.2 Background of the study

In 2001, the Department of Education (DoE) published a policy document on Inclusive Education. This policy makes an argument that the apartheid government had an education system and curriculum that had failed to respond to the diverse needs of the learner population, especially those that experienced barriers to learning (Department of Education, 2001). The arguments by the DoE regarding the unresponsiveness of the apartheid government are shared by scholars such as Tshifura (2012), Dyson (2007) as well as Engelbrecht and Green (2002). Therefore, it was important that the democratic government that assumed power in 1994 took action to remedy the situation outlined above. One of the measures taken by the new democratic government was to introduce a policy on Inclusive Education. Donohue and Bornman (2014) argue that Inclusive Education policy provision was designed to respond to the needs of the learners who had learning barriers. These scholars further state that Inclusive Education policy was designed to respond to the South African educational system by building an integrated system for all learners and using curriculum that is more flexible and more appropriate to the needs and abilities of learners.

The arguments made by Donohue and Bornman (2014) suggest that White Paper 6 was a turnaround strategy that was introduced to respond to the situation in which diverse needs of the learners were not catered for. White Paper 6 (Department of Education, 2001) states that

the impact of apartheid policy in South Africa was so dire such that only 20% of the learners with disabilities were accommodated in separate special schools. By its nature, separation and integration are two concepts that point in different directions. In the context of this study, where the previous government emphasised separation, the new government emphasised integration; hence the promulgation of White Paper 6. Statistics revealed that only 64200 learners with learning barriers or impairments were accommodated in about 380 separate special schools (Tshifura, 2012). The statistics indicated that hypothetically, 280 000 learners with learning barriers or impairments were not accounted for. Ainscow and Farrell (2002) state that in the early 1990s the appropriateness of having such a separate system was challenged both from human rights perspectives and from the point of view of effectiveness. This led to an increased emphasis in many countries, both developed and developing, on the notion of integration.

The constitution of South Africa (Republic of South Africa, 1996a) stipulates that it is the right for all children to have equal access to education of good quality. The constitution safeguards all people against any form of unfair discrimination. While the constitution stands, it has been observed that most learners in South African schools, especially those with disabilities of various kinds, encounter discrimination when attending schools. It has been observed that such learners are not provided with adequate educational resources that will ensure effective teaching and learning environment. Only a small percentage was at the advantage to have all resources provided. Citizens with disabilities were regarded as health and welfare issue with little commitment from other state departments which provide essential services such as education, employment, sports and recreation and public transport (Van Zyl, 2012). The neglect of learners with disabilities has persisted even though the government made commitments to reverse the situation. Learners with disabilities have been side - lined due to the persistent belief that they cannot learn. Miles and Singal (2010) concur with this view and state that in some countries the responsibility for learners with disabilities in schools fell within the ambit of the Department of Health and Social Welfare.

Theorists and practitioners of education such as Sayed and Soudien (2003), Tlale (2008), Miles and Singal (2010), Ngcobo and Muthukrishna (2011), as well as Ntombela (2001) argue that convolution on the implementation of the policy was not for South Africa only but other countries were also found to be struggling to have it implemented. Prior to the establishment of a democratic government, policies applied contributed to the marginalisation

with the result that many persons with disabilities were deprived of their rights and this included learner in schools. The National Education Policy Act, No. 27 of 1996 (Republic of South Africa, 1996b) says that all education policies must be geared towards the protection of the fundamental rights of every learner. Besides this piece of legislation, there is Personnel Administrative Measures (PAM) document which determined in terms of Section 4.2 (d) (ii) of the Employment of Educators Act (EEA) No. 76 of 1998, mandates the School Management Teams (SMTs) to provide the professional management in the schools as part of their management functions while the South African Schools Act (Republic of South Africa, 1996c) mandates School Governing Bodies to support schools.

The study conducted by Geldenhuys and Wevers (2013) found that in most work conducted on Inclusive Education policy, the concentration was on rationalisation for inclusion and the focus was on the rights of people with disabilities to a free and suitable education. The study by Geldenhuys and Wevers (2013) further found that the rights and ethics discourse was one of the ways to substantiate Inclusive Education policy. Tshifura (2012) has argued that, despite developments to address the problem, the implementation has continued to pose a challenge to most teachers. Dalton (2012) concurs with this view and argues that the implementation of the policy is hampered by the lack of knowledge and skills on the part of the teachers. Teachers who are entrusted with management roles cannot perform as required. For the successful implementation of Inclusive Education policy in the whole world, teachers must have adequate training, sufficient support and positive attitudes (Frankel, Gold & Ajodnia-Andrews, 2010). For instance, these scholars argue that to have the policy implemented effectively, resources must be provided with adequate training being provided to the teachers (Frankel, Gold & Ajodnia-Andrews, 2010).

The Department of Education (2009) highlights the responsibilities entrusted to the School Management Teams and the teachers. The School Management Teams consist of the principal, the deputy principal and the heads of departments. Among the duties entrusted to them is that of mediating learning for all learners including learners with disabilities. Another role is that of the educator demonstrating the ability to support and empower and also to develop the environment to suite the learners. They are expected to develop a supportive and empowering environment for the learner and responding to the learners' educational needs. The introduction of Inclusive Education policy was intended to do away with learner discrimination and address barriers to learning (Department of Education, 2001). The policy

acknowledges that all children and youth can learn and that they need support. Differences in learners whether due to age, gender, ethnicity, language, class, disability, HIV/AIDS status and other infectious diseases were to be recognised (KZNDoE, 2009). The diversity was acknowledged and focuses on the presence, participation and achievement of all students with particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or under achieving (Don, 2009).

The policy says that all learners can learn when supported. Kalenga (2010) suggests that education structures should meet the needs of all learners, acknowledging and respecting their differences by changing attitudes and environments. Furthermore, Education for All expressed among others the following initiatives as requirement to have the policy implemented; the provision of free and compulsory primary education for all and improving the quality of education (UNESCO, 2000). Chapter Two of the constitution of South Africa (Republic of South Africa, 1996a) speaks of the right of every person that has to be protected against unfair discrimination within or by an Education Department and the right to education for every child. Therefore, a child with disabilities should be allowed access to education. It is within the school where a school pack published in 2008 which is about Screening, Identification, Assessment and Support (SIAS) is conducted and the child is assisted (Zungu, 2014). The SIAS is a draft policy which aims to provide guidelines about how learners with disabilities can be identified at school level before appropriate support can be organised. Therefore, the main aim of the policy is to provide framework for the standardisation of the procedure to identify, assess and provide programmes for all learners who require additional support to enhance their participation in school activities (Department of Education, 2014). While teachers are expected to develop their own innovative ideas in designing support programmes and differentiating the curriculum for learners who experience severe intellectual barriers to learning (Department of Education, 2014). Weeks and Erradu (2013) argue that educators themselves also need support in providing high intensity assistance for learners who experience intellectual barriers to learning.

Schools are faced with challenges of managing power of the curriculum in terms of accommodating diverse learner needs (Kalenga, Fourie & Maphosa, 2014). The curriculum is standardised and only those that achieve the required minimum are considered to be successful. Therefore, those learners who do not have capacity and capability to successfully participate in the standardised curriculum are considered as failures, regardless of the

challenges that could have affected their results and without considering their gifts (Kalenga, Fourie & Maphosa, 2014). The SMTs are expected to make sure that schools cater for the needs of all the learners. The SMTs as curriculum implementers (Republic of South Africa, 1996b), are expected to encourage diversity among learners and be able to deal with different aspects (Vaughn, Boss & Shum, 2002). Again, the SMTs are expected to select best practices to enable the school to accommodate the diversity of needs which exist in the school because Section 29 South African Constitution stipulates a right for everyone to basic education.

1.3 Statement of the problem

The Department of Education (2001) committed itself to provide educational opportunities for all children regardless of disabilities they may have. South Africa has striven to get the Inclusive Education policy in motion (Engelbrecht, 2004; Essex, 2006; Dalton, 2012). Engelbrecht (2004) argues that raising a challenge faced by South African children where their rights are deprived when they cannot be accommodated in some schools. For that reason Mpya (2007) argues that it was important to examine all the aspects that are vital to the success of this endeavour. This includes the role that the SMTs and the teachers play in implementing Inclusive Education policy. In particular, examining how the SMTs and the teachers play their role in implementing the policy on inclusive education is important in many ways. First, the SMTs are tasked with the responsibility to lead in the implementation of the curriculum and have to see to it that the policy is implemented for the benefit of all learners at school. While issues of curriculum leadership remains the function of the School Management Team, the Education White Paper 6 has put an added responsibility to ensure that inclusive education is implemented in schools. From literature I have reviewed thus far, it has become clear that principals of schools, the HODs and many teachers in mainstream schools are largely incapable of implementing the policy on Inclusive Education. Literature I have reviewed suggests that little is known about whether or not principals and their team in the SMT understand the enormity of the challenge they face in implementing Inclusive Education policy. Similarly, the review of literature indicates that there is a need to develop a clear understanding of how SMTs and teachers implement Inclusive Education policy for them to meet the needs of learners (Maphosa & Mutopa, 2012). These various aspects require the SMTs to change their own attitudes towards and perceptions of learners (Vaughn, Boss, & Schumm (2003).

Despite such an expectation that the SMT take a lead in managing the implementation of this policy, the SMTs are not doing well on these aspects as it is expected of them. Teachers are complaining that they are clueless about Inclusive Education policy and the SMTs are failing to support them. They also complain that they are dealing with learners with learning barriers without having gone for training. This concurs with what was said by Mullick, Deppeler and Sharma (2012) when they argue that limited professional development makes teachers fail to Implement Inclusive Education policy. School Management Teams which manage policy matters in schools seem to lack knowledge and skills in this particular area (Mullick, Deppeler & Sharma, 2012). Anecdotal evidence obtained through informal discussion with colleagues and drawn from some readings, suggest that School Management Teams are unable to offer adequate assistance to the teachers. Blignaut (2001) states that officials are not fully trained and lack the necessary capacity to support. The above concern raised the interest to explore the SMTs and teachers' role in implementing Inclusive Education policy. Besides, we do not know how SMT members and teachers in the Umkhanyakude District feel about this topic. This study was conducted for purposes of eliciting, from the SMTs' and teachers' perspectives their views and experiences about the role they play in implementing Inclusive Education policy. The challenges as well as the strategies they adopt to deal with the challenges they encounter was part of the focus.

South Africa adopted the policy on Inclusive Education in order to address the barriers to learning in the education system but to this far, the implementation of Inclusive Education policy in schools is not competently done (Dalton, 2012). However, he mentioned that the implementation is hindered by the lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs. The study conducted indicated that teachers were not fully aware of the policy and that resulted in poor implementation (Mambo, 2011). Teachers were not trained to deal with the situation.

1.4 Motivation on the study

The motivation on the study is drawn from two levels; from my professional context and my involvement in academic arena. Professionally, I am a primary school principal in Umkhanyakude District in northern KwaZulu-Natal. Having been a teacher for many years in a primary school, I noticed that learners in my class learnt at different paces and have different learning abilities. Sometimes they are said to have learning disabilities but in fact

their problem was not really known. On many occasions I realised that teachers did not have the tools of identifying the problem the learners had. They would say that the learners have learning abilities only to find later on that in fact, they have huge challenges teachers could not identify.

It was very late when my attention was drawn to the content of Education White Paper 6 which made reference about challenges in learning and development of a learner. These challenges negatively affected their performance in schools. These barriers include prominent barriers such as systemic barriers which include policy and other curriculum issues like overcrowded classrooms and the provision of resources, both the physical and human resources (Department of Education, 2009).. Societal barriers were also mentioned as having an effect on learners' development. Societal barriers include the state of poverty, late admissions, violence and crime in homes and the impact of HIV and AIDS (Department of Education, 2009). The way that learners are taught such as inappropriate teaching and assessment methods and insufficient support for educators also contributed to the factors affecting learners negatively (Mpya, 2007). Some learners were physically challenged; some had been proven by medical doctors as having learning problems. This led to the schools to recognise and take into account the diverse needs of all learners. Teachers on an on-going basis report on learners with learning difficulties and they make suggestions about what should be done about learners concerned. Among these recommendations was that the affected learners should be refereed to special schools that can address their challenges. However, such recommendations stand in stark contrast to the spirit of White Paper 6 which seeks to achieve integration in the school through inclusive education.

In all qualifications I have had, Inclusive Education policy has never been part of the package. It was in 2007 when I decided to enrol with Embury College to do a short course on the policy that I became acutely aware of it and its underlying principles. The course paid a particular focus on Inclusive Education policy. Reading through various dissertations, theses and journals in the library on the topic, I came across scholars like Tshifura (2012); Geldenhuys and Wevers (2013) and others who have conducted studies on management of Inclusive Education policy. Some of the key findings were that the complexity of implementing the policy is an ongoing concern. This supports what Wildeman and Nomdo (2007) had said when commenting on challenges that still existed and which undermined effective implementation of this policy in South Africa.

It became evident that the implementation of this policy was slow and partial. One reason for that was that the SMTs and the teachers lacked skills and knowledge to differentiate the curriculum that will address a wide range of learners' needs (Dalton, 2012). The SMTs, as curriculum implementers (Republic of South Africa, 1996b) are expected to encourage diversity among learners and be able to deal with different aspects (Vaughn, Boss & Shum, 2002). Hay and Kgothule (2013) argue that the SMTs have not been equipped with knowledge and teachers have not been exposed to the real situation where the policy takes place. Therefore, it could not be concluded whether they could implement inclusive practices or not (Hay & Kgothule, 2013). Geldenhuys and Wevers (2013) found that learners with learning challenges in primary were deprived of full access to quality and equitable education opportunities. Scholars such as Thomazet (2009); Dladla (2014) argue that Inclusive Education policy is possible where the SMTs and the teachers are innovative. Chataika, McKenzie, Swart and Lyner-Cleophas (2012) further argue for the need to have a framework that will empower the SMTs and the teachers with necessary skills to cater for learners with diverse needs. Heystek (2002) argue that the environment within which the child grows cannot be overlooked. Theoretically, schools are the extension of the home (Bhengu, 2012). This view was also expressed by other various scholars both locally and internationally (Caldwell & Spinks, 1998; Sanders, 2001; Chaka, 2008; Brown & Duku, 2008; Bhengu, 2013).

1.5 Significance of the study

The area of Inclusive Education is relatively new in South Africa. Therefore, the study will provide deep insights about how the SMTs and the teachers perceive their role to be in the implementation of Inclusive Education policy, particularly in the context of rurality. In addition, the study will also provide insight about how School Management Teams and teachers' perspectives on their role translate to the manner in which they manage the implementation of Inclusive Education policy. The study will also contribute to the body of knowledge and literature on Inclusive Policy implementation. The review of literature has shown that very little is known about whether or not principals and their team in the SMT understand the enormity of the challenge they face in implementing Inclusive Education policy. Therefore, this study will make a contribution in terms of enhancing an understanding of how the SMTs play their role in implementing Inclusive education policy, particularly in the context of rural areas that are usualy characterised by the dearth of resources and

sparseness of the population. Given the fact that the review of literature indicates that there is a need to develop a clear understanding of how SMTs and teachers implement Inclusive Education policy for them to meet the needs of learners (Maphosa & Mutopa, 2012), insights drawn from this study will make a contribution in addressing this gap. The study also delves on the challenges faced by the SMTs in their attempts to implemenet Inclusive Education policy. Given that Transformational Leadership theory was used as a lens to understand the role played by the SMTs, this study stands a good chance of highlighting some challenges and also identify theoretical solutions that school managers can do if their orientation to leadership is transformational.

1.6 Research questions

- What role do School Management Teams and teachers play in implementing Inclusive Education policy?
- What challenges do School Management Teams and teachers encounter when implementing Inclusive education policy?
- How do School Management Teams and teachers deal with challenges they face regarding implementation of Inclusive Education policy?

1.7 Delimitation of the study

The study was conducted in three primary schools in Umkhanyakude District. Two circuits were chosen due to their nearness to my place of work; therefore, gaining access to research sites was easy. The three primary schools demonstrated the engagement in the policy. The area in far north of KwaZulu-Natal province, in deep rural areas where life is mainly characterised by high levels of unemployment and poverty, high rates of illiterate, HIV/AIDS pandemic and child headed families. For those community members who are employed, they work in the nearby forestry where they have to leave their homes early in the morning and come back home in the evening. Some work in far places leaving their children under the supervision of grandmothers and caretakers. They are often unable to attend to their children's education. The state of illiteracy makes it hard for parents to understand if their children have barriers. School Mnagement Teams and teachers of the schools had to play

their role in coming with strategies to assist the learners who experienced challenges in their learning due to the above mentioned situations.

1.8 Definition of terms

In order to understand key concepts of the study, it was necessary to elucidate them to avoid misinterpretations (Mpya, 2007). This scholar further points out that if the true meaning of the concept is used, then it will be that each term fits into place. The main concepts to be elucidated are Inclusive Education; Inclusion and barriers to learning.

1.8.1 Inclusive Education policy

Inclusive Education policy acknowledges the right of all learners even if they have any form of disability and it advocates supports for such learners (Department of Education, 2001). The policy is about strategies to be used to cater for learners with learning challenges (Department of Education, 2009). Inclusive Education policy is about the respect and acknowledgement of differences in learners due to various factors (Department of Education, 2009). This says that all learners have right to be at school regardless of disability they may have (Tshifura, 2012). Carreiro and King (2003) are of the view that to have all learners included make them feel welcome by everyone at school. Adding to this debate, Visser (2002) argues that all learners are recognised as having diverse needs, but are valued for their shared humanity. Visser (2002) further argues that Inclusive Education is a system where all learners can be educated together and where personal diversity is seen to be enriching while Swart and Pettipher (2006) describe Inclusive Education as the practice of including everyone irrespective of talent, disability, socio-economic background or cultural origin in supportive mainstream schools and classrooms where all learners' needs are met. Gross (2002) substantiates Swart and Pettipher's definition by describing.Inclusive Education as the process by which a school makes means to cater for all learners including learners with disability by providing all resources needed to support learners; included herein is the issue of infrastructure, human resource and material resources.

1.8.2 Inclusion

The concept 'inclusion' is central to this study as it is about the implementation of inclusive education policy and the role that is played by the SMTs in the implementation of this policy. Therefore, it is crucial that this term is defined. Inclusion is defined as embracing individuals with disabilities and offer opportunities to learn together with learners without disability in general classroom (Department of Education, 2005). Shelton and Pollingue (2000) state that inclusion is the act of placing learners with learning barriers in an educational environment with learners who do not have learning barriers for a designated period of time during regular school hours. This placement can be of an academic, non-academic or extra-curricular nature (Tshifura, 2012). Tshifura (2012) further argues that inclusion is the usual way of describing the extent to which a learner characterised as having special educational needs is truly integrated. Lewis and Doorlag (2006) maintain that it is the principle that refers to the right of all learners to feel welcome in a caring educational context.

Van Zyl (2012) understands inclusion as means to promote equal participation of all learners in the learning process irrespective of their disabilities. Dyson and Forlin (2007) postulates that inclusion programme seeks to establish supportive and nurturing communities of learners that are based on meeting the needs of all learners and respecting and learning from each other's individual differences. As much as others defined inclusion, Ainscow and Farrell (2002) understand inclusion as where school community welcomes all learners including learners with disability as full members at school and values them for the contribution they make.

1.8.3 Barriers to learning

Barriers to learning are defined differently by different scholars. For instance, a barrier is defined by Visser (2002) as something that hinders the learner from gaining access to education. Various factors can be the cause of barriers to learning. Some of the factors include the education system as a system, as well as the social, economic and political contexts. Furthermore, Burden (2000) on the other side sees barriers to learning as those factors that lead to the failure of the system to accommodate diversity which prevents learners from accessing educational provisions. Likewise, Erradu (2012) define learning

barrier as an obstacle that hinders the learner from accessing educational provision and may result in learning breakdown.

The Department of Education (2005) defines barriers to learning as the systemic, societal, pedagogic and intrinsic factors that obstruct learning and development. Barriers to learning in education system may arise from different aspects of the curriculum, and these may be language, classroom organisation, methods of teaching, pace of teaching and time available to complete the curriculum, assessment and provision of resources (Department of Education, 2005). These barriers were found to be preventing access to learning and development for learners (Department of Education, 2005). In addition to the above definitions, barrier to learning is defined by Bennet (2003) as impairment of intellectual functioning. Sebastian (2002) also defines it as the lack of support to learners who are struggling to learn and they need social support and educational services to cope in their learning.

Outline of the study

The study is organised into nine chapters and each chapter is briefly outlined below.

Chapter One

This is the first chapter that introduces the study and informs the readers about why the study was worth pursuing. The chapter begins with a detailed discussion of the background to the problem that was studied. Other components of the thesis such as the statement of the problem, objectives of the study, research questions and the significance of the study follow. As it is the pattern throughout this thesis, the chapter concludes with a chapter summary.

Chapter Two

This is the second chapter and it presents various debates on critical issues surrounding inclusive education and how the policy on inclusive education is being implemented in schools, particularly in rural contexts. Scholarship on various topics tackled in South Africa and internationally was interrogated with a view to eliciting some tentative answers to the research question.

Chapter Three

The review of literature I have spoken about in Chapter Two shaped the direction towards theories that may enhance the analysis of the findings. Therefore, this chapter presented a discussion about those theories that frame the study. Two theories were identified and discussed in this chapter and these theories were transformational leadership theory and collaborative model by Bush (2003).

Chapter Four

This chapter provides a comprehensive and detailed discussion about the research design and methodology that was used in producing the data that would answer the research questions underpinning the study.

Chapter Five

This chapter is the first out of three chapters that are dedicated to the presentation and discussion of data. The data was generated from three primary schools in the Umkhanyakude District, and the chapter focused on the roles that were played by School Management Teams and teachers in the implementation of Inclusive Education policy. The next two chapters had their own foci.

Chapter Six

This chapter paid a special focus on the challenges encountered by the School Management Teams and teachers in implementing Inclusive Education policy.

Chapter Seven

This chapter turns its focus away from the challenges and attempts to find answers to the question about strategies that were applied by the SMTs and the teachers in dealing with challenges identified in implementing Inclusive Education policy.

Chapter Eight

This chapter attempts to bring together data that was generated on the three themes, namely, the manner in which the SMTs and the teachers played their respective roles in the implementation of Inclusive Education policy; the challenges that they encountered and the strategies that they devised in minimising the effects of the challenges on successful policy implementation. Therefore, this chapter attempts to provide a synthesis of what is emerging from the analysis.

Chapter Nine

This chapter brings the study to its conclusion by drawing key findings from the themes that emerged from both the three data presentation chapters and also from the synthesis chapter which is Chapter Eight. On the basis of the findings, recommendations are made.

1.10 Chapter summary

This chapter served as an orientation to the study and provided a background to the problem. Besides introducing the study which focused on the perspective of the School Management Teams and teachers on their role in implementing Inclusive education policy, it also introduced the chapter. Through the presentation of the background to the problem and the rationale for the study, an argument was made that the School Management Teams are critical for effective implementation of this policy, particularly, due to their strategic position they occupy in the school. The next chapter focuses on the literature on the topic.

CHAPTER TWO

REVIEWING LITERATURE ON INCLUSIVE EDUCATION

2.1 Introduction

Chapter one introduced the study which focused on the School Management Teams and the teachers' perspectives on the role they played in implementing Inclusive Education policy. As part of the introduction, the background and rationale to the study was discussed, as well as the research questions were posed. This chapter reviews literature on inclusive education. Various debates held on this topic nationally and internationally are presented with a view to providing insights about various perspectives and challenges of implementing policies that deal with issues of inclusion in the context of the schools. The roles that are expected to be played by school managers and the teachers are also discussed. In addition, challenges that are usually encountered in implementing this policy are also discussed. Finally, strategies that have been used elsewhere in the world to counteract the challenges are also discussed.

The review of the literature is preceded by an overview of key terms which include various definitions of literature review. In other words, the chapter begins by conceptualising literature review. This is followed by the conceptualisation of Inclusive Education policy and this is followed by the discussion of principles underpinning Inclusive Education policy. After the discussion of these key concepts, the review of literature begins with the discussion about the connection between School Management Teams and Inclusive Education policy.

2.2 Conceptualising literature review

McMillan and Schumacher (2001) define literature review as an evaluation of available knowledge on a specifically identified and defined topic. This means that once a topic has been identified, there is a need to read and make an evaluation of knowledge about that particular focus area that is being studied. Various scholars explain this process in different ways. For instance, Hart (1998) defines literature review as a selection of information in the form of published or unpublished documents on the topic that one has proposed to study. This literature review should have information, ideas, data and findings presented from other

researchers that relate to the current study. In the same vein, Marshall and Rossman (2006) maintain that when reviewing literature one has to relate what one is studying with a larger, on-going discourse. McMillan and Schumacher (2006) concur with Marshall and Rossman (2006) and further state that the review irradiates the related literature to enable the reader to gain further insights from the study. In the context of this study, by reviewing literature, this means that I have read various pieces of written materials with a view to illuminating what can be known about inclusive education policies in this and many other countries and how leadership in the schools can play their roles.

McMillan and Schumacher (2006) argue that a carefully conducted and well-presented literature would add much in understanding the research problem. This suggests that for making the study problem to be more lucid, the researcher has to make use of empirical studies and be able to identify gaps existing in the problem. McMillan and Schumacher (2006) raised difficulty in building a body of precise knowledge about educational phenomena when literature is not reviewed. Literature includes many types of sources. These are professional journals, scholarly books and monographs, government documents, dissertations and electronic sources (McMillan & Schumacher, 2006). Electronic resources include among others various types of literature published on the internet, a global network of computer databases.

2.3 Definitions of Inclusive Education policy

From the literature reviewed, different definitions are given for Inclusive Education policy. It is according to the way people perceive it. Inclusive Education policy acknowledges the right of all learners even if they have any form of disability. Support to such learners was emphasised (Department of Education, 2001). The policy is about strategies to be used to cater for learners with learning challenges (Department of Education, 2009). Inclusive Education policy is about the respect and acknowledgement of differences in learners due to various factors (Department of Education, 2009). This says that all learners have the right to be at school regardless of disability he/she may have (Tshifura, 2012). Carreiro and King (2003) are of the idea that to have all learners included make them feel welcome by everyone at school.

Visser (2002) argues that all learners are recognised as having diverse needs, but are valued for their shared humanity. Visser (2002) further argues that Inclusive Education policy is a system where all learners can be educated together and where personal diversity is seen to be enriching. Swart and Pettipher (2006) explain Inclusive Education as the practice of including everyone irrespective of talent, disability, socio-economic background or cultural origin in supportive mainstream schools and classrooms where all learners' needs are met. Therefore, a policy on Inclusive Education has to do with guidelines about what has to be done in order to address issues mentioned above. Gross (2002) substantiates on Swart and Pettipher's (2006) definition by describing policy as the process by which a school make means to cater for all learners including learners with disability by providing all resources needed to support learners. Included herein, are infrastructure, human resource and material resources.

Whilst all the above definitions may be true and provide an understanding of policy by individuals, I chose to follow Florian's (2005) definition. Florian (2005) claims the policy is as opportunities offered to learner with disabilities to participate fully in all activities that embody everyday society. This says that all learners are accommodated at school and taught without being discriminated for any form of disability they may have. So, even learners with disability are part of learning. Florian (2005) further argues that meaning can be appropriate depending on how it is defined. Florian (2005) like Avramidis, Bayliss and Burden (2000) had similar views on Inclusive Education policy when they clarify the difference between integration and inclusion. Restructuring is referred to as reformation of mainstream schools to full service schools.

2.4 School Management Teams and Inclusive Education policy

Drawing from the discussion in the previous section, it is evident that the SMTs have a duty to ensure that the policy on Inclusive Education is properly implemented. In spite of worldwide efforts to ensure quality education for all learners through Inclusive Education policy, it appears through empirical evidence, that learners are still not allowed full access to quality education in schools especially those with learning challenges (Geldenhuys & Wevers, 2013). Geldenhuys and Wevers (2013) argue that policy has been implemented but still needs to achieve its goal of supporting learners and revolutionise teachers in the policy. The literature reviewed has been focused largely if not entirely on developing economies and these economies are largely similar to the situation in South Africa where this study was

conducted. Although scholarship in developed economies could also add some insights into this debate about the implementation of Inclusive Education, I just thought that it would be better to focus on developing economies as these bear resemblance to our own situation in South Africa. By so doing I was trying to ensure that I compare apples with apples, as the saying goes. On the African continent, countries such as Lesotho, Botswana and Namibia have been included in the discussion.

2.5 Inclusive Education policy in Bangladesh and Rome

Tshifura (2012) reviewed literature on this topic in countries outside Africa. What Tshifura (2012) noted was that in other countries outside Africa, integration was still largely representing an inspiration for the future. Tshifura (2012) further mentioned that in countries like Germany, while some pilot initiatives based on the idea of integration were underway, learners who were declared eligible for special education were placed in a separate special school. While the Netherlands reported that almost 4% of all learners aged 4-18 attended full-time special schools, the exact proportion varied with age. Ainscow and Farrell (2002) argue that the national policy developments were attempting to change that emphasis. Similar developments in countries such as Austria, England and New Zealand have led to major discussions of what might be the future roles of special education facilities and support services within system driven by a greater emphasis on integration.

Developed economies such as Australia, Canada, Italy, Norway, Portugal and Spain have shown considerable progress in implementing the integration principle universally. Langone (1998) argue that the local community was often seen as the normal setting for pupils with learning barriers, although even in these contexts the situation often exhibits variations from place to place. Langone (1998) further states that inclusive orientation was a strong feature of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education that was agreed upon by representatives of 92 governments and 25 international organisations in June 1994. Move towards inclusion was also endorsed by the United Nations General Assembly and its subsequent ratification by 187 countries specifically imposed a requirement for radical changes to traditional approaches to learning provision made for children with learning barriers. Ibrahim (2004) maintains that the Convention contained a number of articles that the required governments to undertake a systemic analysis of their laws, policies

and practices in order to assess the extent to which they currently comply with obligations they imposed with respect to such children.

Article 28 of the UN Convention on the Rights of Children asserts the basic right of every child to education and requires that this should be provided on the basis of equality of opportunity. In other words, the Convention rejects the discrimination against access to education on the grounds of learning barriers. UNESCO (1994) further argued saying the continued justification of the segregated provision made in many countries needs to be tested against the child's rights because it is emphasised in Articles 28 and 29, together with Articles 2, 3 and 23 that all children have a right to Inclusive Education, irrespective of disability.

UNESCO (1994) articulated that other sections of the UN Convention on the Rights of Children reveal interesting contradictions. Article 23, for example, states that 'children should be helped to become as independent as possible and to be able to take a full and active part in everyday life'. Nowhere does it mention specifically that these pupils should be taught in mainstream educational settings and, indeed it might be argued that the aims of the Article 23 are quite compatible with that notion that pupils with special needs may receive excellent education in special schools. It can be argued that the key point in Article 23 of the UN Convention is the importance of ensuring that pupils with barriers to learning become as independent as possible so that they can take a full and active part in everyday life when they leave school. Many would argue that high quality Inclusive Education policy is the only way to make this happens. Moreover, Ainscow and Farrell (2002) stipulated that supporters of special schools and other forms of special provision claim that a concentration of resources and expertise is needed in order to achieve this aim. In the UK the Centre for Studies on Inclusive Education policy also took human rights view of inclusion. Out many countries out outside Africa, only two will be discussed and these are Bangladesh and Rome.

2.5.1 Inclusive Education policy in Bangladesh

Bangladesh is one of the countries that are categorised as developing and she is also one of the countries where school leadership has faced challenges in the implementing the policy on inclusive education. Over two decades, Bangladesh had enacted a number of national pieces of legislation and policies and developed action plans. The Ministry of Primary and Mass

Education (MOPME) (2003) stated that the National Plan of Action Phase II (NPA II) emphasises that all primary school aged children including those from different ethnic groups, socio-economically disadvantaged and those with disability should attend and successfully complete the primary school. The NPA II was extended through to the Secondary Primary Education Development Programme (PEDP) with the overall goal of providing quality education accessible to all children of primary school age (Nasreen & Tate, 2007). More specifically, PEDP II has targeted the educational needs of four groups who were considered 'at risk' of exclusion because of gender, special needs, ethnicity and socio-economic disadvantages (Nasreen & Tate, 2007). Mullick, Deppeler and Sharma (2012) argue that while commitment to the ideal of achieving 'education for all' is an evident feature of policy, the reality of achieving Inclusive Education policy reform remained a challenge. Sarker and Davey (2007) further added that there was evidence that the practices of Inclusive Education policy in primary schools were qualitatively different to the goals set out in the Inclusive Education policy.

The Directorate of Primary Education [DPE], (2009) stated that more than one and half million children in Bangladesh in the groups targeted by Inclusive Education policy were reported to remain out of school. Nath and Chowdhury (2009) further state that only 50% of the enrolled students were reported to have completed the 5 years of primary schooling. However, Armstrong and Spandagou (2011) argue that if Bangladesh's efforts to make Inclusive Education are to become a reality, Bangladesh needed to identify and challenge exclusion at a national level and in the local social contexts in which it occurs.

2.5.1.1 Challenges identified in Bangladesh

There were numerous challenges that were encountered during the implementation. Some included the lack of authority; lack of acceptance; non-supportive views of parents; teacher resistance; limited professional development; limited resources and physical environment.

2.5.1.1.1   Lack of authority

The discussion in this section is premised on just one factor, and that is that school principals or school heads as they are called in Bangladesh, do not have any say in the recruitment, appointment of teachers or even their professional development. Mullick, *et al*. (2012)

highlight that the lack of authority started when the school leaders and the teachers could not be involved in policy development and decision making and reported failing to implement something they did not have a say on it. Some school leaders indicated that School Management Teams (SMTs) did not have any authority in teacher employment. Recruitment of teachers was done by the government officials (Mullick, *et al.,* 2012). The only thing that school heads had to do was to report to the higher officials about enrolment and number of teachers. The complaint was about the provisions that were done without them as schools being involved. In so doing, the head or school principal could not get suitable teachers for the need of their schools. Mullick, *et al.* 2012) argue that even in respect of minor issues that needed schools to have money, leaders needed to write to the education office. Sometimes it happened that decision do not favour them.

Mullick, *et al.,* (2012) also mention the professional development of teachers which was dependent on the decisions of the government education office. School leaders and teachers' opinions did not matter to the government officials; have did not have any contribution to the design, content or participation of any of the professional development activities. School management teams had little involvement in decision making about training programme. They were informed with notices about topic, schedule and venue for trainings (Mullick, *et al.,* 2012).

2.5.1.1.2   Lack of acceptance

The second challenge is located directly within the schools; schools had not come to understand and accept issues of diversity in the school context. Mullick *et al*., 2012) argue that acceptance of diversity was required for the successful implementation of policy. While the argument was on acceptance of diversity but school leaders reported that there were lots of challenges in this regard. Children with disabilities were found to be not protected in the schools. The main problem lies with other learners in the schools and not much among teaching staff. Some learners did not accept behaviour of leaners with disabilities and sometimes they made jokes out of them and were bullied (Mullick, *et al*., 2012).

2.5.1.1.3 Non-supportive views of parents

Mullick *et al.* (2012) highlight that adults and parents' response to policy is important because they are considered to be models for children but parents are sometimes believed to be not accepting the diversity including those with children with disabilities. It is further argued by Mullick *et al.* (2012) that the school management reported that parents of learners with disabilities believed that their children would not be successful in life and that they were a burden to them. Some parents even complained saying that due to the presence of children with disabilities in the class, their children were having problems in school and their learning was hampered (Mullick, *et al.*, 2012). Clearly, when there are such stereotypes and hostilities within the school community, it may prove to be very difficult to successfully implement this policy.

2.5.1.1.4 Teacher resistance

Teachers' resistance was another challenge that was raised in the country (Mullick, *et al.,* 2012). Teachers complained about workload that was very high. School leaders believed that by including children with special needs, indigenous children and children from disadvantaged groups increased the workload of the teachers (Mullick, *et al.,* 2012). Mullick, *et al.* 2012 further indicate what one teacher complained about workload that was described as "double compared to their previous workload before introducing the Inclusive Education policy". The other empirical study conducted in this country found that the school management teams confirmed such attitudes among the teacher. That study also emphasised that some teachers voiced support for the policy. Study by Mullick, *et al.* (2012) further mentioned that limited knowledge and skills was found to be a contributing cause for the teachers to resist implementing the policy. Mullick, *et al.* (2012) articulated that school management teams had a belief that teachers needed further professional development related to teaching in Inclusive classrooms as well as on the underpinning philosophy of the policy. The comments made by some SMT members were that teacher training was not sufficient. Teachers were taken for trainings which lasted for only 2 days and yet, they are expected to implement Inclusive Education policy.

2.5.1.1.5 Limited professional development

The need for professional development is important and cuts across all levels in the school. For instance, evidence that has been produced elsewhere in this chapter has suggested that teachers are not the only category of staff that requires professional development, but school management teams require similar support. Mullick, *et al.* (2012) argues that School Management Teams complain about teachers who lacked confidence in their teaching when they had to teach learners with diverse needs. Teachers were found to have limited knowledge and skills to develop appropriate learning-teaching activities, and these were an important barrier in getting them to embrace the idea of including all learners in their classrooms (Mullick, *et al.*, 2012). Training that was done for the teachers were insufficient. For teachers to be trained for Inclusive Education policy, it needs more than a day, more than a week and even more than a month.

2.5.1.1.6 Limited resources

Different forms of disabilities require suitable resources which seem to be costing a lot of money. For example, for a learner with speech, hearing and counting barrier, assistive devices are needed which cost a lot of money. Literature reviewed indicated that there was no funding for assistive devices or additional care for students with special needs and general shortage of learning-teaching materials in schools was a major problem (Mullick, *et al.*, 2012). The stipend that was given was not enough to cover all expenses they had. Mullick, *et al.* (2012) argues that language was one of major barriers to success for indigenous learners in primary education. Therefore, support was needed to enable children with barriers to participate in their schooling.

2.5.1.1.7 Physical Environment

The school environment is another challenge. The schools' learner- teacher ratio was also a problem when the teacher had to accommodate 50 learners in his/her class and some within that large group had learning barriers. The teacher could not attend to each learner according to his or her need. Most schools did not have even assistant teachers. Mullick, *et al.* (2012) commented saying that the SMTs believed that teachers could not adequately address individual needs of learners under such conditions and that high teacher student-ratio had negative impact on the quality of education. The quality of teaching is further aggravated by

the physical conditions of the schools where there is an inappropriate modification for learners with special needs (Mullick, *et al*., 2012). Mullick, *et al*. (2012) argue that to have large enrolment disadvantages the learners with disability while their physical conditions did not allow them access to ordinary school toilets, libraries, sports field even administration offices not even to mention their classrooms. For the above challenges there was a need to come with strategies to address them. The following are strategies adopted to address challenges identified.

2.5.1.2 Strategies to address the challenges

Many strategies were adopted to address challenges identified in implementing Inclusive Education policy. Mullick, *et al*. (2012) argue that to address challenges, the SMTs also need to see themselves as part of the system which is making progress towards inclusion. Further, they mention that the SMTs are needed to engage themselves in the interaction with other schools for capacity building of all partners towards sustainable development. Ainscow and Howes (2007); Ainscow, Muijs and West (2006) describe this process as networking.

The empirical investigation done in this country indicated that the majority of teachers and the SMTs agree that evolving inclusive practices are significant for the effective inclusion in schools. The results, however, revealed that there was much still needed to be done to especially support classroom teachers with the implementation and creation of a sustainable inclusive ecology. Kgothule and Hay (2013) argue that the SMTs need to manage the process even more efficiently and effectively in order to become more positive. Armstrong and Spandagou (2011) are of the idea that Bangladesh has to make efforts to have the policy becoming a reality and had challenges identified at national level and socially.

2.5.2   Inclusive Education policy in Rome

Clark, Dyson, Millward and Skidmore (1995) commented saying that Inclusive Education policy has been a great challenge in many countries including developed economies such as Rome. When there are changes in the country and the educational system are also changing, there is bound to be new principles and interactive and/or organisational paradigms (Clark, Dyson, Millward & Skidmore, 1995). Although Rome is one of the oldest civilisations, it seduction system has undergone changes in the recent past and had to implement Inclusive

Education policy; However, during that process, Roman education system had barriers in the implementation of policy.

2.5.2.1 Challenges in the implementation of Inclusive Education policy in Rome

There are four major challenges that were encountered in the context of Roman education system. Such challenges include teacher attitude towards inclusion; teacher training and the lack of experience in special education needs. These three challenges are discussed below.

2.5.2.1.1 Teacher attitudes towards inclusion

One of the barriers in the practice of Inclusive Education policy was represented by the teachers' attitudes towards Inclusion and its principles. These attitudes were influenced by several factors such as the degree of children's difficulties; the nature of children's disabilities; teachers' experience with children with special needs and the trust in their own capabilities to implement Inclusive activities. Chhabra, Srivastava and Srivastava (2010) supported the idea that teachers perceive students with behavioural or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities.

2.5.2.1.2 Teacher training

Angelides (2006) argues that teachers did not feel prepared or competent to teach both regular learners and learners with special educational needs. The main reason was that they did not have sufficient training to deal with these Inclusive educational activities (Hay, Smit & Paulsen, 2001). These findings were consistent with those which underlined the fact that teachers who had an opened perception over the Inclusion were confident in their own abilities to implement the Inclusive Education (Buell, Hallam, Gamel-Mc Cormick & Scheer, 1999). That many mainstream teachers believed that children considered 'different' were not their responsibility; the idea revealed the fact that there were many schools where medical-pathological model still dominates the educational activity (Angelides, Stylianou & Gibbs, 2006).

2.5.2.1.3   Lack of experience in special education need

Lack of experience in the implementation of Inclusive Education policy greatly influenced the implementation of Inclusive Education policy on teachers (Angelides, 2006). Those teachers who had a more frequent contact with people with disabilities had more positive attitude towards Inclusion as compared to those who experienced little contact. Forlin, Tait, Carroll and Jobling (1999); Kalyva, Gojkovic and Tsakiris (2007) concur with this observation. On the same matter Ghergut (2010) argues that large number of teachers believed that the successful implementation of policy practices should be based on review of the curriculum and of the teaching strategies used in classes with children with special educational needs. In relation to what should be done in the Roman system, Unianu (2011) suggests that teachers' attitudes towards policy should be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. These conditions refer to among others the strategies that have to be adopted. The next section deals specifically about strategies that can work.

2.5.2.2 Strategies to deal with challenges identified

One of the key strategies was to ensure that the curriculum was restructured to accommodate Inclusive Education policy requirements. More help to support teachers was also suggested so that those teachers who were struggling to have Inclusive Education policy implemented can do it. More time was required for preparing the educational activities that would assist the learners. Decreasing the number of students in one class was also found to be a reasonable strategy that could be applied to deal with challenges as well as creating and developing opportunities for interactive partnerships between teachers, learners and parents.

It seems that most of the developed countries operate what is referred to as 'double track' (Tshifura, 2012). They allowed learners with diverse educational needs to receive equal and excellent education in separate especial schools rather than in mainstream schools. They felt that even the United Nations Convention did not specify where the children with diverse educational needs should receive their education. As long as equal and quality education is accessible by all learners, it means that learners are receiving Inclusive Education because

they receive similar education given to other learners of the same age group. Evidently, such conceptualisation of inclusion is quite different to that adopted in South Africa.

2.6 Inclusive Education policy in Southern African countries

This section provides an overview of how various countries have addressed the issue of Inclusive Education and what kinds of policies they have adopted. The discussion focuses more on the developing economies due to their contextual similarities with South Africa in terms of socio-economic deprivation experienced by people who live in rural areas.

2.6.1 Inclusive Education policy in Lesotho

Literature reviewed indicated that Lesotho experienced high rate of literacy. The Constitution of Lesotho recognised education as a directive principle of state policy under Chapter Three of the Constitution and not as a permissible right.

2.6.1.1 Challenges encountered in implementing the policy on inclusive education

Some of the challenges found were inadequate human and material resources. This included among others sign language interpreters, teachers skilled in braille, and brailed textbooks. Distance travelled to school was also a challenge because many schools that cater for learners with disabilities were mainly located in the capital city which is Maseru and children with disabilities sometimes travelled several kilometres to go to school. This had a negative influence on their performance. Rural areas were neglected. Discrimination was very high. Children with learning disabilities were excluded from ones without disabilities. Lesotho's assumption was based on placing learners in the mainstream classrooms with inadequate facilities. The few facilities they had were given by determination of disabled people's organisations, and also the government. Lack of resources as mentioned as a challenge was supported by Khoaeane and Naong (2015) when they argue that the challenges faced by the teachers when they have to deal with learners with disability are that there is no suitable infrastructure.

A major complaint was also on the lack of proper training in teachers to deal with learners with difficulties. The government was found not to be committing in proving inclusive environment and support material. There was no sympathy from parents and authorities (Khoaeane & Naong, 2015). These scholars further mentioned that situation like that did not only impact negatively on the morale of these teachers but also overwhelmed the intentions of ensuring that Inclusive Education policy was executed in a manner consistent with government policies (Khoaeane & Naong, 2015). For the challenges they had, they had to come with strategies to overcome them. The following were some of strategies Lesotho applied in dealing with the challenges.

2.6.1.2 Strategies introduced to overcome challenges

Capacity building was the key in conforming to the standards (Tshifura, 2012). The government of Lesotho supported regular and effective capacity building such as workshops and disability equality training for all teachers in the educational system. Resources were allocated to schools for facilitation of all-inclusive educational system and developing capacity of all schools in providing education for all children necessary. Donohoue and Bornman (2014) argue that there was a need to have public utilities renovated for accessibility to schools and other public places. Tshifura (2012) further argues that in recognition of Inclusive Education policy, Lesotho has to develop all schools to meet the needs of all children with disabilities to specific schools as the current situation does. Lesotho understood that to have education for all, there must be mechanism designed to make it available for the benefit of all children. The study further looked at the implementation of Inclusive Education policy in Namibia.

2.6.2 Inclusive Education in Namibia

It is noticeable that whilst Namibia and South Africa share similar historical factors in terms of political oppression suffered from the same regime, the two countries seem to have followed different interests and direction post-independence. While South Africa aggressively sought redress in many aspects of life including education (Bhengu, 2013), Namibians did not seem to have considered Inclusive Education policy as important or urgent. In that regard Zimba, Mowels and Naanda (2007) maintain that there was nothing prepared for awareness on policy whenever there were meetings. The society was more

concerned with the failures of children in Grade 10 and Grade 12 without the necessary understanding of the underlying causes of such failures (Zimba, Mowels & Naanda, 2007). These scholars further argue that the concept of Inclusive Education policy was not well understood by most Namibians.

2.6.2.1 Challenges encountered in implementing the policy on inclusive education

Despite the accomplishments mentioned above, there were challenges which prevented learners with special needs to achieve their full potential and which contributed to their social exclusion (Stofile, 2008). Access to both special classes and special schools were limited. Special learning needs were yet to be addressed. Access of children with special needs to education lagged behind the general increase in enrolment. Mutorwa (2004) commented on restructuring of education system that will accommodate all learners including those with diverse educational needs. Mutorwa (2004) argues that the policy was designed to address the inequalities in the provision of education so that people with disabilities can benefit. There were few schools to accommodate learners with disabilities. High enrolment was found to be a challenge where infrastructure was limited. Teacher training and support was also found a challenge when teachers had to teach Inclusive classes without having undergone training (Haitembu, 2014).

Teachers' attitudes towards Inclusive Education policy and learners with special needs were also a challenge. Having shared what these scholars are saying about challenges encountered in Namibia, my view is that the main challenge can be attributed to the view expressed by Zimba, Mowels and Naanda (2007). I believe that without a political will, little can be done. In the context of Namibia, it appears that senior leadership may not have begun to take this issue seriously for them to even think about legislating on this important subject. Therefore this says implementation of the policy in Namibia had challenges.

2.6.2.2 Strategies introduced to overcome challenges

The strategies adopted by the government of Namibia can be divided into three. The first has to do with legislative framework. The second has to do with curriculum development and the third one has to do with teacher training. These three strategies are discussed below.

2.6.2.2.1 Legislative framework

The Ministry of Education undertook a comprehensive education reform process that was aimed at access, equity, democracy and lifelong learning as principal means of investing in human capital to promote socio-economic development (Ontario, 2009). The reform process would enable government to respond to challenges of the 21st century and development of a knowledge – based society, thus becoming a driving force of what is contained in the Vision 2030 National Document that of education as a priority. In 2009, the Deputy Minister of Education launched an education project called Edulink as a way of supporting the concept of Inclusive Education policy. Hailer (2009) find that the Minister of Education approved and continued to support number of legislations in support of inclusion through projects such as Education For All (EFA), the Education and Training sector Improvement Programme, Education Sector Policy on Orphans and Vulnerable Children and Draft National Policy on Inclusive Education to show government commitment to Inclusive education policy.

National Policy on Inclusive Education had been drafted and the Education Management Information System (EMIS) was revised to include all data on various disabilities in which Namibians sign language had been added as another home language and medium of instruction in the Annual Census Forms. EMIS 2007 reported the number of learners with specific disabilities receiving education in mainstream schools. Almost 28 000 learners with mild to severe disabilities were recorded. This enabled the Ministry to plan and budget for these learners (Kupolo, 2010). Namibia like Lesotho encountered challenges in the implementation of the policy.

The Ministry of Education has identified two main areas of development in order to have policy implemented. The first has to do with a whole range of issues from the provision of material resources and systems of human resources deployment to issues of finances and training. The second one is dedicated to human resources development. These two broad areas are briefly discussed in the next two paragraphs.

Numerous challenges have been identified in the previous sections and some strategies to address them have been identified. The first one is the provision of improved teacher training and classroom support; a realistic learner-teacher ratio; improved classroom technology to support Inclusive learning. Besides these, other items such as more accessible physical school

environment and the entire reform of the education systems have been mooted. As a result, there is an urgent need to allocate specific funds and separate funds for all activities linked to realising the concept of Inclusive Education in order to remove existing barriers. For any success in this regard, there needs to be a political will and decisiveness at the upper echelons of power.

Another area of attention is training as many teachers have been identified as having limited understanding of what Inclusive Education is all about. To this end, Hailer (2009) argues that the absence of teachers' pre-service and in-service training on Inclusive Education is an obstacle. This scholar further argues that the blind and the deaf children had barriers with regard to communication and there was a need to provide suitable resources to meet their need. There was a great need to train professional interpreters to be used at school and public levels (Hailer, 2009). From the above areas of development identified; the following strategies were introduced to overcome the challenges associated with Inclusive Education policy.

2.6.2.2.2 Curriculum development

Mburu (2007) maintains that the National Institute for Education appointed inclusive officer in an effort to meet the needs of all learners including those with special needs, thus ensuring that curriculum development applies an inclusive approach and that compensatory and that learning support materials were being developed for the purpose of assisting teachers in this regard.

2.6.2.2.3 Teacher training

Kupolo (2010) argues that the Namibia Qualification Authority developed the National Professional Standards for teachers and that key competence areas were identified with one of them being the facilitation of learning. This programme clearly underlined the policy practices such as identifying learners with special needs; adapting and accessing learning resources and activities and providing advocacy and support for learners with special needs. Teachers were also trained in basic counselling skills to offer psychological support to children with diverse learning needs. The University of Namibia (UNAM) offered education

and training programmes that included this particular policy. The UNAM had established a Disability Unit to cater for the academic and social needs of students with disabilities. Learners with visual impairments had been included successfully for over 10 years and those learners had gone on to graduate from teacher training colleges in Namibia and Zambia as well as the UNAM. Despite shortcomings the government introduced Vision 2030 which calls for access to quality education for all regardless of their disabilities.

2.6.3 Inclusive Education policy in Botswana

Botswana is another African country that was not free from the Inclusive Education policy implementation until the government increased access to education. Since then, the education system had grown far more than the one inherited in 1966 when the country got independence from the Unite Kingdom. This was due to the commitment given to the development of education by the Botswana government. This commitment which was reinforced by the country's Vision 2016 provided a long term strategy within which education and training played a pivotal role (Miles, 2000). Vision 2016 called for the transformation of Botswana into a nation which was prosperous, productive and innovative, compassionate, just and caring, safe and secure, democratic and accountable, morally upright and tolerant as well as united and proud. To ensure that this vision becomes a reality, access to education was opened to all learners of all age groups. Again, the Botswana government instructed the Department of Special Support Services to be responsible for coordinating, monitoring and implementing support programmes relating to guidance and counselling, special education, HIV/AIDS, sports and safety, including boarding and nursing services. Through this Department, the Ministry aimed at providing Inclusive education to children of all ages (Matale, 2000). Tshifura (2012) argued that government made education accessible to all learners and created opportunities for lifelong learning so that individuals could accomplish their full potential and have meaningful contribution to the development of the country.

2.6.3.1 Challenges encountered in implementing the policy

Like other countries, Botswana was another country that was plagued with a lot of challenges. Teachers were not trained and for that reason they were not implementing Inclusive Education at all. There was no clear policy on Inclusive Education.

2.6.3.2 Strategies to overcome the challenges

To address the challenges highlighted in the previous section, the Botswana government pledged to support the policy on inclusive education through training educators on new teaching and learning methods to meet the needs of all learners (Tshifura, 2012). These strategies were learner centred. African countries studied all indicated positive views regarding the implementation of the policy. However, struggling to have what would be called complete Inclusive Education for all. This was attributed to the shortage of qualified personnel, lack of resources, inadequate training of teachers and inadequate supply of teaching and learning resources. Therefore, it is important for this study to get the perspectives of teachers and School Management Teams on their role in implementing Inclusive Education policy in our schools in South Africa.

2.7 Implementation of Inclusive Education policy in South African schools

South Africa like many developed countries and developing countries has adopted a policy on Inclusive Education where learners experiencing barriers to learning for various reasons such as ineffective learning ecology are included as far as possible (Kgothule & Hay, 2013). Inclusive Education policy as one of many policies and legislation in the government of the country needed to be implemented. The Department of Education (1997) introduced these policies with the aim to provide a framework for creating a sustainable learning ecology, recognising diversity and providing quality education for all learners including those excluded by the previous system (Kgothule & Hay, 2013). Again, the Department of Education (2009) re-emphasised the Section 5 of the South African Schools Act that all schools must make provision for all schools to be full service schools by stating that public schools must admit learners and serve their educational needs without unfair discrimination.

Siemens (2003) argues that these goals were to be achieved only if a learning ecology or an environment that is consistent with how learners learn. The appointment of the National Commission on Special Need Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) by the Minister of Education in 1996, supported the development of the index for Inclusion in 2000 (Booth, Ainscow & Shaw, 2000). According to the government Notice No. 16874, the terms of reference of NCSNET and NCESS were to advise the Minister of Education on the following matters (Department of Education, 2001):

- ➢ The immediate and long-term national and provincial needs and strategies for the education of learners with special needs education;
- ➢ The support structures required by the Minister of education, the provincial Minister of Education, the Department of Education or any other stakeholder's relevant authority for implementation strategies;
- ➢ The training of personnel for specialised education and education support services;
- ➢ The implications of the policy of mainstreaming for general education and strategies for marketing the policy to communities;
- ➢ The organisation, governance and funding of schools providing education for learners with special education needs;
- ➢ An implementation plan to effect the above guidelines for the involvement of international agencies and their interaction on provincial and local levels;
- ➢ A project plan and time frame when it is made available.

The above NCSNET and NCESS terms of references gave the way to the implementation and practice of Inclusive Education policy (Stofile & Green, 2007). Many schools in South Africa had begun to offer Inclusive Education policy as part of those changes. Some schools even changed their names from being ordinary primary schools to full service primary schools.

2.7.1 Support in the implementation of Inclusive Education policy in South Africa

The release of the Education White Paper No. 6: Special Needs Education (Republic of South Africa, 2001) was indicative of the fact that South Africa's work on creating Inclusive Education had begun and that the government was committed to the principles and values enshrined in the constitution of the country. The Report of the National Commission on

Special Need Education and Training (NCSNET) and National Commission on Education Support Services (NCESS) and the Draft Education White Paper on Special Education argue that there is a need to examine the social and political processes that operated within the education systems that excluded children with special needs (Department of Education, 2001). This approach was particularly irrelevant in countries where inadequate facilities, inadequate educator development, poverty and other social and political factors impact on the learning process. In order to reconstruct special need education, the focus had to be on the development of the education system so that it can be recognised and be made to respond to the diversity in the learning population rather than merely focus on supporting individual learners (Engelbrecht & Green, 2006). This also requires that countries which are eager to implement the policy should have a detailed policy on Inclusive Education.

The development of the policy on Inclusive Education has led to the development of different strategies on an Inclusive community-based system support education (Dalton, 2012).This was done in order to make Inclusive Education policy a reality. This policy legislated that no learner should be prevented from participating in the education system regardless of his/her physical, intellectual, social, emotional, language or other differences. This implies that all learners should have access to education, to the curriculum and to provide support where needed so that the full potential of each learner can be actualised (Department of Education, 1997). However, impressive policies and objectives encapsulated in the White Paper require appropriate support strategies to ensure that the outcomes of the envisaged policy are achieved in practice. However, this support has not been forthcoming in the manner outlined in the policy document (Weeks & Erradu, 2013).

Kgothule and Hay (2013) argue that it seems that the SMTs had not yet been equipped with knowledge and requisite skills. Similarly, it seems that the teachers had not been put into real situation where Inclusive Education policy takes place in order to ascertain whether they can implement inclusive practices. Engelbrecht (2006) notes that the attitude of many regular school principals and the teachers towards inclusion have unfortunately, been found often not to be positive. Teachers and principals had demonstrated a lack of knowledge about learners with learning barriers and inclusion. A growing number of authors were calling for professional preparation approaches that better prepared principals and teachers for the diversity of today's classrooms (Winter, 2007).

Inclusive Education policy in South Africa is envisaged as an integrated education system which involves special schools, regular schools, partnerships with stakeholders from the health and social development sectors and allows for pathways to all levels of education as well as all types of provision. Therefore, it complements the more Inclusive Education which is implemented in South African Schools. The Index for Inclusion (Booth, *et al.*, 2000) predominantly developed in the United Kingdom, but now is utilised internationally, is a valuable tool for creating inclusive learning ecology and implementing Inclusive Education policy. This Index highlights three dimensions used to ensure the successful implementation of Inclusive Education policy (Booth & Ainscow, 2002). The three dimensions are; creating inclusive cultures; producing inclusive policies and evolving inclusive practices. Through the process of addressing each of these dimensions meticulously, individual school communities are able to empower themselves in creating the type of Inclusive Education that is effective in their contexts and of benefit to their particular learners (Corbett, 2005). Therefore, if inclusion is to be comprehensively and efficiently implemented, school principals and teachers' views and knowledge regarding emerging inclusive practises should be established and developed (Tshifura, 2012).

At a school level, School Management Teams and the teachers must, in terms of the provisions of the Constitution and the Employment of Educators Act, play a leading role in the implementation of Inclusive Education policy. Strogilos (2012) concurs with this view and argues that Inclusive Education policy involves changes in many different levels, from policy and structural levels, partnership to the level of school leadership. Implementation is defined as a mechanism for the translation of policy into practice (Khalid, 2001). The implementation of the policy would have succeeded through the commitment of the SMTs and the teachers to the plan of action. The people to take a lead needed to be well informed of the policy and have a clear understanding of the policy.

Van Wyk and Marumoloa (2012) mention three stages to be followed in order to implement the policy effectively. The first stage is to develop guidelines that need to be followed and which include priority determination. The second stage entails a situation where the original policy is translated into practical measures that involve issues such as human resources provision, work procedures and organisational arrangement. The third stage is where corrective measures and reviews come about during implementation. For successful

implementation of policy, strategies and action plans needed to be developed to address the needs identified which are managerial needs and priorities (Van Zyl, 2012). Ainscow (1995) is of the view that there is more to successful implementation than simply producing a strategic plan. It is in the links between planning and action which in the end justify the effort put into planning activities. The practical focus on the impact of planning rather than the technical merits of different planning systems or approaches has to be kept in mind (Ainscow, 1995). In line with this line of thought, Ainscow (1995) further provides the following prerequisites for the successful planning in education management. The first argues that planning must be linked to common vision for the future. It is important that priorities for planning arise from this vision. Where there is a lack of congruence between a long term goal and a particular initiative, it is difficult to build commitment amongst the staff. The second argues that widespread involvement of staff in planning process gives assurance to their individual goals and that organisational goals are tied together. Involvement in the planning activity seems to be more important than producing plans; it is through collective planning that goals emerge and differences can be resolved and basis for action created.

2.8 The need for Inclusive Education policy in schools

There was a need to have Inclusive Education policy implemented in schools due to the reasons provided in the Constitution of the country and the provisions of the Education White Paper 6. In addition to those provisions, the situation on the ground necessitated speedy implementation of Inclusive Education policy due to the following socio-economic factors which tended to undermine the rights of many learners to quality education. The following factors identified and these include child- headed families; the high prevalence of HIV/AIDS which negatively affected the provision of and access to education; socio-economic factors and contextual factors of individual learners which entail difference in learning pace, physical disabilities as well as mental retardation of some learners. It is documented that many schools made attempts to implement this policy; however, while they were in the process of implementing Inclusive Education policy, a number of challenges were encountered. The next section outlines some of the challenges that the SMTs came across in the context of South African schools.

2.9 Challenges encountered by the School Management Teams in implementing the policy

The literature reviewed has indicated that most if not all countries have implemented Inclusive Education policy. While implementing Inclusive Education policy, they had challenges but these challenges did not hinder them to have the policy implemented. Four categories of challenges were identified, and these are teacher- education challenges; the lack of material and financial resources; curriculum - related challenges and the challenge of physical and psychological learning environments. Each of these challenges is discussed below.

2.9. 1 Teacher education challenges

In developing countries like South Africa and Namibia for example, teacher education was historically, uneven and fragmented (Engelbrecht & Green, 2006). Teachers serving under different administrations did not receive the same training (Engelbrecht & Green, 2006). The various education programmes had different entry requirements, scope, duration, organisation and focus (Engelbrecht & Green, 2006). The major challenge was that South African teachers were exposed for many years to the apartheid education system, which was teacher-centred and authoritarian (Donohoue, 2014). Teachers were not trained for practices within Inclusive Education system (Mambo, 2011). Many teachers felt threatened by the different practices introduced in the curriculum and Inclusive Education training initiatives. The challenge was to equip teachers with skills and to strengthen their beliefs in themselves as lifelong learners within their profession (Dalton, 2012).

2.9.2 Material and financial resources

Signatories to the Salamanca Statement (UNESCO, 1994) and the framework for action on special needs education committed themselves to providing adequate human and financial resources when offering Inclusive Education services to all their children, including those with diverse needs. To live up to this commitment, the signatories gave the highest national budgetary allocation to (UNESCO, 1994). This was confirmed by Gislason (2010) when saying that facilities provided in schools play a role in student learning. Despite the commitment to provide adequate human and financial resources, education in South Africa

faced a challenge of a lack of adequately trained teachers and sufficient classrooms, as well as other educational facilie**s.** In contrast to commitments made in the Salamanca Statement (UNESCO, 1994), a small amount of money in terms of funding is allocated on educational issues such as providing adequate school infrastructure, teaching and learning materials. This hinders the effective implementation of a coherent basic education programme in the country (Zimba, Mowels & Naanda, 2007). For instance, the implementation of an Inclusive Education programme is, among other things, hampered by a severe lack of human and material resources. Both rural and urban schools lack the resources to engage in Inclusive Education practices but prudently utilise the available resources (Zimba, Mowels & Naanda, 2007).

2.9.3 Curriculum challenges

The curriculum inherited from previous governments in various states such as Namibia, South Africa, Lesotho and Botswana bore little relevance to the lives and experiences of most people (Department of Education, 1997). The curriculum was prescriptive, decontextualised and emphasised a passive process of learning. Learners were seen as receivers and not creators of knowledge (Department of Education, 1997). After the countries attained their independence, there was a great need to transform their education systems including paying special attention to areas that had been neglected by the previous regimes.

2.9.4 Physical and psychological learning environments

Inclusive Education policy means that education service providers such as schools should ensure that all children have access to good quality education. This implies creating an environment in schools in which all children are able to learn. The development of environments that are conducive to learning is an essential component of the overall efforts by most countries to improve the quality of education and increase access to schools (Stofile& Green, 2007). A large number of schools in South Africa still have overcrowded classrooms and lack physical spaces for learner discussions, equipment to enable learner investigations, and materials to make learning interesting, relevant and challenging (Stofile& Green, 2007). These conditions prevent access to schools, create conditions that are not

conducive to learning, and affect the effective implementation of Inclusive Education policy (Engelbrecht & Green, 2006).

The above mentioned challenges indicated that Inclusive Education policy is not free from challenges. Challenges mentioned above were divided into two categories which were meso level and micro level (Engelbrecht & Green, 2007). The lack of resources affected the implementation of Inclusive Education policy because it is impossible to implement Inclusive Education policy in the absence of teaching and learning materials. Another group of challenges focuses on the lack of adequate training of teachers which contributes to most of these challenges because it is highly impossible to expect an educator who is not fully trained to effectively teach learners (Engelbrecht & Green, 2007). The Department of Education also needs to accept some of the blame for the persistence of these challenges. For example, the Department of Education failed to provide schools with enough classrooms for Inclusive teaching (Tshifura, 2012). Nevertheless, attempts have been made to address the challenges highlighted above.

2.10 Strategies adopted to address the challenges

A number of challenges were identified, particularly in the context of South Africa. Based on a study conducted in Mpumalanga province, Van Zyl (2012) has come up with four strategies that are believed to be a credible solution to most of the challenges identified. The first strategy entails management staff and teacher training. It has been argued elsewhere in this report that leadership in schools has had no training at all to deal with issues of Inclusive Education. Nevertheless, with the establishment of this policy school managers were made aware of this policy, but that does not mean that they were exposed to intensive training through which they could have clear grasp of what they should do to make implementation effective. This raises a need for them to undergo intensive training on this policy. Therefore, the most credible strategy is that of exposing school management teams and teachers to in-service training. Educators also need to be exposed to pre-service training so that when they assume teaching duties, they are well-equipped with requisite skills to handle diversity in general and Inclusive Education policy demands in particular.

The second strategy entails staff establishments; this means that employers have to ensure staff establishment is reviewed in order to accommodate smaller class sizes; that schools have

assistant teachers, special classes, sign language interpreters. Closely linked to the first strategy is the view that as part of their training, teachers should be equipped with skills that will enable them to do remedial education; to conduct remedial classes may be futile if the staff that is handling such classes does not have appropriate skills to do so. The third strategy is closely linked to political will in the sense that it involves the provision of financial resources. Finances are needed for effective implementation of Inclusive Education policy. The Department of Education has to have a clear policy on funding that will address these issues. Related to financial imperatives, it is important that schools are made accessible for the learners with physical disabilities. Schools lack basic provision of infrastructure and equipment to accommodate all learners, with and without disabilities. Without financial support of the government through the Department of Education, such strategies might not work. However, according to Van Zyl (2012), this is a strategy that will help resolve the challenges associated with the implementation of Inclusive Education policy. The fourth and the last strategy relates to the issue of orientation and advocacy. An orientation programme is needed for teachers and all levels of management to help them see that learners are all important at school. Such orientation programmes have to be instituted before the policy is implemented; that may assist in ensuring that all stakeholders are aware of the demands and responsibilities of schools in ensuring effective policy implementation.

2.11 Proposals for successful implementation of Inclusive Education policy in South Africa

Engelbrecht (2006) suggests that successful implementation of Inclusive Education policy programme is contingent upon several key factors including among others, positive teacher attitude towards and adequate teacher knowledge of Inclusion. The SMTs need to play a leading role in the implementation of Inclusive Education policy. The policy needs to be implemented in a planned manner (Van Wyk & Marumoloa, 2012). These scholars have identified three stages to effective implementation of this policy, and these stages are as follows:

- The development of particular guidelines that need to be followed.
- The translation of the original policy into practical measures that should involve issues like human resource provision, work procedures and organisational arrangement.

- The third stage is that of leadership that will ensure that corrective action and review may come about during implementation. This sends a message that SMTs and school governing bodies (SGB) need to have implementation details available in writing.

It is the responsibility of the SMTs to train teachers in the implementation of Inclusive Education policy (Van Wyk, 2012). The SMTs have to ensure that learners experiencing barriers to learning as a result of disabilities are welcomed in ordinary schools environments, provided with necessary support to achieve their full potential (Thurlow & Elliot, 2006). The SMTs should establish the nature and extent of support needed by the learner (Tshifura, 2012). The following are some of examples that the SMTs could modify or change to meet different kinds of support that individual learners may require (Department of Education, 2005). The SMTs are expected to ensure that modified access to building, for example, ramps, adapted toilets and a speaker system where applicable are available. They also have to ensure that applicable assistive devices such as braille, hearing aids, tape recorders, wheelchairs and standing frames are available in the schools and lastly, that learner-based and learner paced teaching are adopted in their respective schools.

Watkinson (2003) has highlighted the problem that inclusive teams face, and that includes the need for additional classroom; personnel because learners with diverse educational needs learn at different speeds and in different ways. With this in mind, the SMTs should encourage teachers to provide useful and enjoyable tasks instead of setting predetermined goals to be met by the end of the term (Foskett & Lumby, 2003). It is important that learners should not be bored and teachers need to acknowledge that learners with disabilities are like all other learners regardless of family background, ethnics groups and other socio-economic factors (Stakes & Hornby, 2000). Very often, teachers may be working with learners who might speak a different language or might not be literate in their first language who might or might not have been exposed to written language and who might or might not have been in an educational setting before (Tshifura, 2012). To deal with all these dynamics require highly skilled teaching team, and that is why the issue of training is of importance.

Teaching inclusive classes requires ongoing evaluation and problem-solving. This requires teachers to collaborate to design units of instruction and daily lessons that are suitable for learners with wide range of interests and learning styles (Janney & Snell, 2000). Armstrong,

Armstrong and Spandagou (2010) emphasise that educators in the mainstream are required to modify their teaching strategies and to tackle the diverse needs of learners, whereas Rose and Howley (2007) underline the need for dedicated teachers to empower and equip themselves professionally so that they could deliver quality education. On such situations, it is the responsibility of the SMTs to ensure that the activity-based lesson is designed to provide instruction or practice within the context of an authentic, hand -on activity. This approach stands in contrast with lessons that use lectures, worksheets and other more passive instructional formats to teach an isolated skill or concept (Thurlow & Elliot, 2006).

Walther-Thomas, Korinek, McLaughlin and Williams (2000) argue that appropriate and effective inclusion demands adequate resources. The SMTs needed to work closely with teachers and specialists to cultivate inclusive communities. The SMTs should recognise and appreciate the value of team-work, understand the professional development needs of all learners regardless of their differences. The SMTs should also create a classroom roster that reflects an appropriate balance of learner needs (Early & Coleman, 2005). Walther-Thomas et al (2000) emphasised the need for providing adequate resources. They further mention that appropriate and effective inclusion demands adequate resources and that assigning learners with diverse abilities to general education programmes without adequate support is not inclusion. A number of recommendations have been made which are aimed at facilitating effective policy implementation. These recommendations focus on human resources development in the form of preparatory Inclusive Training for initial pre-service teachers; in-service training for teachers and empowerment of School Management Teams.

2.11.1 Preparatory Inclusive Training for initial student teachers

The first recommendation focuses on pre-service training for teachers. Kgothule and Hay (2013) argue that teacher education during training should include relevant Inclusive Education policy knowledge and implementation skills to ensure that confident, competent, skillful and qualified teachers enter the inclusive classroom. This calls for curriculum adjustments that have to be undertaken at higher education institutions that train educators.

2.11.2 Regular workshops on inclusive classroom practices for In-service Training for teachers.

The second strategy shifts the focus away from pre-service training to in-service training for teachers. Kgothule and Hay (2013) argue that current teachers were real implementers of Inclusive Education policy and as such, they were to be supported and trained on continuous basis. Kalenga (2010) sees this continuous training as the way to enable schools to have strong leaders in inclusive school settings. It was advisable to utilise the three dimensions of the index for Inclusion as a starting point; namely: Creating Inclusive ecology and cultures, producing Inclusive policies and evolving Inclusive practices. This framework should, if conveyed correctly, ensure ownership of the process of Inclusive Education policy by teachers (Kgothule & Hay, 2013).

2.11.3 Empowerment of School Management Teams

Previous strategies focused on the teachers (pre-service and in-service). Such a strategy and recommendation cannot work if people who are mandated with leadership and monitoring of the policy implementation are left out. Therefore, it is argued that members of the SMT must be exposed to empowerment programmes that would build capacities to ensure effective policy implementation. In this regard, Kgothule and Hay (2013) argue that the implementation of Inclusive Education policy would most likely succeed or fail depending on the management of the process. Therefore, Kgothule and Hay (2013) argue further that the school leadership probably was the crucial management link in the bigger chain of management processes. Therefore, the SMTs need to be empowered to create inclusive cultures in their schools and will have to manage the evolving inclusive practices as efficiently as possible (Kgothule & Hay, 2013). Workshops held for the SMTs should not only emphasise theory, but practical skills as well. From the empirical research, it was clear that inadequate communication explained the gap between the perceptions of SMT members and teachers which will have to be improved (Kgothule & Hay, 2013).

2.12 The role of the school in the implementation of Inclusive Education policy

Kalenga (2010) proposes the provision of services of educational psychologists and educators who are adequately trained regarding learners with special educational needs in order to provide sufficient support systems in psychotherapy, psychometric assessments, career counselling and learning support. The Department of Education (2001) placed the responsibility for identifying barriers and offering support firmly at the door of the schools

(Department of Education, 2001). The policy argued that the success of the inclusive strategy rests with schools and it identifies teachers as ideally placed and a key resource in the implementation of the strategy. Schools are ideally placed to identify children in need and to facilitate the support process which often requires inter-sectoral collaboration (KZNDoE, 2009). According to Swart *et al* (2002), it is interesting to note that there is overwhelming evidence that teachers are the key force in determining the quality of inclusion. It is therefore, without doubt that teachers, if given support, can play crucial role in transforming schools or without support, they can bring no change at all (Swart, *et. al.,* 2002).

Schools in South Africa, particularly in rural area, have forged collaboration with various governments' departments. For instance, the learners' access to social grant has been facilitated through collaboration with Department of Social Welfare in terms of supporting the processing of grants application and identity documents. The Department of Health visits schools regularly to screen for common health related difficulties (KZNDoE, 2009). This role is particularly important and relevant in South Africa because the effects of HIV and AIDS mean that many orphans and vulnerable children do not have primary caregivers who are focused on their needs. Again, apartheid and its consequences in all areas from wealth to health, education and quality of life has meant countless barriers that need to be addressed in order to overcome historical disparities and promote a more equal society for all (KZNDoE, 2009).

2.13 Educational programmes offered in South African schools to support the implementation of Inclusive Education policy

There are four initiatives that have been adopted in the country as a way of supporting the implementation of Inclusive Education policy. These initiatives are Screening, IdentificationAssessment and Support (SIAS); the introduction of full service schools; Schools as centres of care and support and other support structures.

2.13.1 Screening, Identification, Assessment and Support (SIAS)

The Department of Education (2008) introduced Screening, Identification, Assessment and Support (SIAS) as a strategy that forms the basis on which Inclusive Education policy is built. Such a strategy would provide guidelines regarding early identification of

learners'strengths and weaknesses, correct assessment strategies of the nature and extent of the barriers that the learners may be experiencing and effective design and implementation of individualised support plans for these learners (Department of Education, 2008).

2.13.2 Introduction of full service schools

Full service schools are mainstream schools that are equipped with additional support provisioning to respond to a broader range of learning needs than mainstream schools (KZNDoE, 2009). This type of school is the school with specialised support staff who are learning support educator (LSE) and counsellor. It is a support centre with consulting room, health room, activity/training room with kitchenette, reception and storeroom, communal office space and disability friendly toilet. These institutions are provided with specialised learner teacher support material and assistive devices e.g. Braille textbooks, computer software (KZNDoE, 2009).

It is through this additional provisioning that the full service school is able to offer moderate to high levels of support on site and also act as a nodal point to deliver support programmes, services and resources to a group of schools (KZNDoE, 2009). The KwaZulu-Natal Department of Education (2009) elucidated that full service schools provided site-based support in the form of educational and psycho-social support programmes to surrounding schools. Again, this institution links with various stakeholders to access support services for learners, and these include Resource Centres, NGOs, CBOs, and government departments. Lastly, full service schools collaborate with Circuit Based Support Teams (CBSTs) and District Based Support Team (DBSTs) to access and /or deliver support for learners on-site.

2.13.3 Schools as centres of care and support

Inclusive schools have a vision based on our constitution's democratic principles which embraces diversity and welcome differences (KZNDoE, 2009). These principles acknowledge that all school's children within a community should learn together, regardless of their difficulties (KZNDoE, 2009). The KZNDoE (2009) further added that this included learners with various disabilities, special needs and general barriers to learning and development. These schools are committed to providing a quality relevant education to all

learners in their community without prejudice or discrimination (KZNDoE, 2009). Furthermore, the KZNDoE (2009) pointed out that in principle, the focus of the policy is the processes by which mainstream schools are made accessible to learners who are vulnerable to educational marginalisation and exclusion on all levels (KZNDoE, 2009). In other words, all schools need to actively promote equal educational opportunities for all learners by ensuring equal access for all learners (KZNDoE, 2009).

2.14 Support structures

There are two institutional support structures that were instituted by the provincial education department. The first one is Institution Level Support Team (ILST). This structure is located at school level and consists of the SMT members and the teachers. This committee after assessing a learner refers him or her to the District Support Team that is stationed in the District office but works closely with the schools. The second one is the District Based Support Team (DBST). This is a team which is understood to be well informed of the policy and with that in mind they should support schools in implementing Inclusive Education policy. The establishment of these two structures is supposed to be an indication of the provincial Department of Education to inclusive education and its policy. However, as it has been highlighted in the previous sections, it does not appear that there is a political will to actually commit financial resources and training that would go a long way towards achieving effective inclusive education.

2.15 Chapter summary

Literature reviewed has revealed that the School Management Teams and the teachers experienced challenges in the implementing the policy. It has also showed that despite the challenges identified, some teachers did not display sufficient commitment to the management of learners that experience barriers to learning in mainstream primary schools. This lack of understanding of their role raises the need to have them exposed to continuous professional development in order to sharpen their skills and knowledge. Continuous training is suggested as a way to enable schools to have strong leaders and teachers in inclusive school settings. Empowerment of teachers and SMTs is a crucial management link in the

bigger chain of management process. All schools should be provided with the services of educational psychologists and educators who are adequately trained in handling learners with special educational needs in order to provide sufficient support systems in psychotherapy,psychometric assessments, career counselling, learning support and so on (KwaZulu-Natal Department of Education). Drawing from the literature reviewed, there is a strong case for the parents to be educated on the policy so that they can participate effectively. Similarly, schools need to be empowered to infuse policy in their vision and mission statements as well as their development plans. There should be collaboration between schools, universities and non-governmental agencies that are oriented towards school development in order to assist parents, learners and community members in general to understand the ideals of inclusion in education (Dyson & Ainscow, 2003). Universities can assist with advocating the policy to communities and developing practical modules for their learners, which can help the educators to be effectively trained in Inclusive Education policy.

It is the responsibility of school leadership to direct, motivate and harness all the resources in the school in the direction that is needed in order to implement policies effectively. The training of the SMTs through workshops, seminars and conferences on the models suitable for Inclusive Education policy is essential. There was a need to understand that Inclusive Education policy is necessary for schools and the focus should be on the diverse learning needs of our learners in the diverse cultures of our rainbow nation. The need for Inclusive Education policy in schools arose from the above mentioned cases which were HIV/AIDS Child-headed families, socio-economic factors, and difference in learning pace, mentally retarded learners and other. The next chapter is dedicated to the discussion of theories that provide a framework for analysis.

CHAPTER THREE

THEORIES FRAMING THE STUDY

3.1 Introduction

The previous chapter focused on the discussion of debates, both dated and current, about Inclusive Education policy and the role that school managers play in it. This chapter presents a discussion about theories that provide a framework for analysing the role and various meanings that school managers attach to the role they played. Theories are formulated to help us explain, predict and understand a phenomenon. Theoretical framework is defined by Camp (2001) as systemic ordering of ideas about a phenomena being investigated or a systemic account of the relations among a set of factors. The theoretical framework is the structure that can hold or support a theory of a research study. Two theories provide a framework for this study, and these are transformational leadership theory and Bush (2003) collaborative model and they are discussed below. Transformational leadership is discussed first, followed by the discussion of collaborative model.

3.2 Transformational leadership theory

Transformational leadership theory was chosen as it also focuses on the need to meet the current demand for innovation by empowering others through a distribution of leadership. As a result, transformational leaders do not provide leadership alone instead they share their leadership responsibility with other teachers. The underlying factor is that of building capacities in the people that are being led. In a nutshell, this theory of leadership aims at transforming the institutions and people in those institutions; this is important because, organisations cannot change unless people in these organisations are changing (Bhengu, 2012). Transformational leadership theory is a leadership style that leads to positive changes in those who follow. It is the style where the leader works with employees to identify the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. Different definitions are given for transformational leadership. For instance, Leithwood and Jantzi (2009), and Burns (1978) define transformational leadership as a process in which leaders and followers help each other in order to advance to a higher level of morale and motivation. Burns (1978), who is regarded by many scholars as the father of Transformational Leadership theory, highlights

the difficulty in differentiating management and leadership and resulted in characteristics to have it differentiated. This scholar further goes on to establish two concepts which are transforming leadership and transactional leadership. According to Burns (1978), the transforming approach creates significant change in the life of people and organisation. It redesigns perceptions and values, and changes expectations and aspirations of people involved. Transforming leaders are idealised in the sense that they are a moral exemplar of working towards the benefit of the team, organisation and community. Transformational leaders can try to change organisational culture.

Drawing from Burns (1978), Bhengu (2005) describes transformational leadership, not as a set of specific behaviours, but rather as a process in which the leader and followers raise one another to higher levels of morality and motivation. Transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality, and can be found at various levels of an organisation (Burns, 1978). What emerges strongly is the notion of stability and change or maintenance and development. The leader effects change in the attitudes of others while he is changing. In other words, a transforming leader is bound by rules of the game whilst pushing the boundaries at the same time (Bhengu, 2005). A similar idea is advanced by other writers such as Bennis and Nanus (1985); Leithwood and Steinbach (1991); Sergiovanni (1989 and 1990), who describe transformational leadership as if the leader is transformational; he is perceived as 'challenging the process' 'inspiring a shared vision' 'enabling others to act', 'modelling the way' and 'encouraging the heart' (S.W.E.D.L., 2001).

Van Loggerenberg (2002) avers that transformational leaders display dynamic actions by, for instance, providing clarity of focus so that everyone involved understands the intended outcomes of curriculum reforms; understanding group and change dynamics as natural phenomena; initiating and sustaining productive group dynamics within the context of situational leadership and relevant change management models; leading the development of clear outcomes, facilitating individual accountability and constantly monitoring progress; ensuring the formation of effective networking to share ideas, best practices and nurture emotional support; facilitating the creation of clear priorities and ensuring their systematic implementation and celebrating small successes.

Transformational leaders aim to change the *status quo* by articulating to their followers the problems or opportunities for improvement and compelling vision. Since 1980, it has been found that transformational leadership is more effective than transactional leadership in generating the extra effort, commitment and satisfaction of people led (Avolio & Bass, 2002). According to Avolio, Waldman and Yammarino (1991), successful leaders will have to be more than just managers; instead, they need to develop and motivate their followers and encourage positive changes in individuals, groups and teams. Transformational leaders provide a clear direction to their followers and empathise with their followers' needs and motivate them to achieve better outcomes (Bass & Riggio, 2006).

From the points raised above, it is evident that this approach may be daunting for leaders, especially for School Management Teams and teachers in rural communities given the contexts in which they work and the resources available to them. From the definition above, transformative School Management Teams and teachers must be open-minded about many issues in and around the school, imaginative, innovative and creative. They must be able to reflect on their leadership styles and behaviours, as well as, those of others within their schools. For School Management Teams and others around them, their vision, policy implementation and all inter-personal dynamics are constantly being subjected to rigorous scrutiny. Covey (1990) adds to this debate by saying that even beliefs, customs and culture are questioned. The individual leader is viewed as central to change. It is the individual that must change, be amenable to change, and also be the driver of the change process as a change agent. This theme is carried throughout the study. For example, Bhengu (1999); Kydd, Crawford and Riches (1997) and O'Sullivan (1999) allude to the importance of the individual in organisations, namely that there can be no talk of organisations growing if individuals in them are not growing.

The characteristics of transformational leadership are consistent with the expectations of the Education Department regarding principals' leadership and conduct as contained in the following set of criteria for assessing principals' readiness to deal with transformation. Although they do not seem to be intended to be the essence of transformation, these criteria do however, indicate collegiality that principals are expected to bring to their work with management teams in schools. Also, it would appear that the expectation is that a transformational leader will not have problems meeting such departmental criteria. In the

context of this study, transformational leadership is viewed as a possible vehicle to drive successful policy implementation as a plethora of policies have been introduced in South African schools since 1994. The introduction of Inclusive Education policy was found to have implications for school leaders. Inclusive schools require leaders who are democratic, transformative (Sharma & Desai, 2008), collaborative with other staff (Villa & Thousand, 2005) and act as facilitators (Hoskins, 1996). Effective inclusive leaders develop and sell a vision of inclusion, seek and support active involvement of parents and family members, obtain and provide resources, modify school policies to support inclusion, develop and plan for professional development, monitor the progress of inclusive efforts and support staff in their effects to implement Inclusive practices (Hoskins, 1996).

Literature reviewed has highlighted that many countries implemented Inclusive Education policy. While they implemented Inclusive Education policy, they had different challenges to the implementation of this policy. To have these countries implementing Inclusive Education policy successfully, there was a need to have School leadership transformed. They needed to accept change in the teaching system. It started with the higher education level where polices were designed. Characteristics of transformational leadership correspond with concepts of learning organisations in that a transformational leader is expected not only to lead, but also to learn and provide an environment that is conducive to effective learning. The learning referred to here is not only that of the learners, but for adults as teachers; it is not only for individuals in the school but also for the school as an organisation. Everybody is a learner in the learning organisation and everybody is a learner in transformational leadership (Sharma & Desai, 2008); transformation involves learning, learning involves transformation. This means that all people who seem to be the actors in the education scene with learners with disabilities need to transform because in one way or the other, they contribute either positively or negatively. For example, there are teachers, parents, peers and societies at large that look at disability as something that is a curse or a punishment from God (Mariga, *et al*. 2014).

Some people on the other hand, feel ashamed to have such children and as a result, they hide them from public eye (Munthali, *et al*. 2013). It is assumed that some contributing factors in the marginalisation of certain group of learners such as learners with disabilities are due to socio-cultural beliefs and attitudes both at home; school and in the society (Chimwaza, 2015).The principal learns from the teaching staff, parents and learners; it is not that

educators know everything and learners know nothing or the principal knows everything and the teaching staff knows nothing. Mulford (2003) argues that key relationships in the ways school leaders strengthen teacher recruitment; development and retention were shown to include factors such as teacher satisfaction, school effectiveness, improvement capacity, teacher leadership and development. Mulford (2003) further argues that a skilled and well supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Teachers who work together in a meaningful and purposeful way have been found to be more likely to remain in the profession because they feel valued and supported in their work. What was mentioned here is that not only are school leaders important but they are also generally seen to be taking on more and more roles. Transformational leadership contains four components which are idealised influence; inspirational motivation; intellectual stimulation and individualised consideration.

3.2.1 Idealised influencing

The idealised influencing is about the establishment of coalition where all key stakeholders are involved. It is in this process where a leader is responsible for creating a warm climate conducive to renewal, enthusiasm, openness and uninhibited participation. Each member of a leadership coalition is subject to an intrapersonal process of internalising the 'whys' and 'hows' of implementing the new curriculum and in this study Inclusive Education policy. The essence of idealised influencing is locked into a collaborative process of getting team members committed to developing ideal conditions for successful implementation of Inclusive Education policy. Leithwood (1992) sees transformational leaders as people who are in pursuit of three major goals which are to help staff members develop and maintain a collaborative, professional school environment, fostering teacher development and helping teachers solve problems more effectively. Teachers need to have comprehensive training programmes in areas where they lack skills. These training programmes can be supplemented with specialised support teams that have the capacity to enter classrooms and provide teachers with hands-on training and practical skills that they need to address learners' barriers to learning. The essence of idealised influencing is locked into a collaborative process of getting team members committed to developing ideal conditions for successful curriculum implementation.

3.2.2 Inspirational motivation

The second fundamental is inspirational motivation where a leader envisages a desired future state and shows how to get there. The capable inspirational leader needs to reduce a multitude of intricate matters to a few key issues. The aim is to energise the critical mass of teachers, learners and other stakeholders towards attaining a common goal of curriculum reform, in this case, the implementing of Inclusive Education policy. It is essential that the facilitative leader inspires the team to actively participate in determining how to reach these goals. Harris (2007) speaks of distributed leadership where activities are widely shared within and between the members in the organisation. What is said by Harris (2007) is what is required to happen to have Inclusive Education policy successfully implemented. Spillane (2006) further argues that distributed leadership is leadership that involves joint interactions of school leaders, followers and aspects of their situation. The study conducted in three schools highlights the interaction of different stakeholders to have Inclusive Education implemented. Grant (2005) also emphasises the importance of this approach to leadership by saying that distributed leadership is a distribution of leadership across the organisation and engaging expertise wherever it exists. To have Inclusive Education policy implemented, the involvement of all people is important. This is understood by a transformed leader.

As a transformational leader, the new role of a teacher would be required to work in new structures. These structures include clustering learners, team teaching, providing a common planning time, links parents and community and participating in wide networks of learning. Teachers need to seek out new ideas inside and outside the classroom (Fullan, 1993). Therefore, teachers need to lead the way in being continuous learners throughout their teaching careers. With so much to learn in ever changing profession, improvement can be seen as a never ending proposition.

3.2.3 Intellectual stimulation

The third fundamental is intellectual stimulation where a leader is expected to continually facilitate understanding of knowledge. Such understanding can be useful for instance, for successful implementation of Inclusive education policy. The leader is seen challenging assumptions, taking risks and solicits followers' ideas. For the understanding of terms used in policy documents and other dissemination materials, the leader is needed to clarify and

explain. In this context, curriculum dissemination may involve a systemic facilitation of meetings, plan of action, distribution of information and circulars. When district or provincial in-service programmes are offered, the school leadership is expected to provide the staff with all necessary support to attend to these and to share information with others in the school and community. The emphasis is on the importance of in-service trainings and continuous support at school and in the district for the effective implementation of policy. Transformative change requires shared mental models and shared language that can be used to discuss and scrutinise these models. It is therefore critical for the facilitative leader to break the paralysing effect of the rumours and fallacies that often precede implementation.

3.2.4 Individual consideration

The fourth and the last fundamental component is that of individual consideration. The theory indicates what is expected from a leader for effective implementation of the policy. In terms of this component, the leader needs take cognisance of individual's interests; value systems, roles and feelings as these would determine the effectiveness of curriculum reform. The leader has to establish one-to-one interpersonal relationships in order to capitalise on the benefits of effective teamwork. It recommended that for good performance, the focus should be on the individual's strength rather than on areas of development.

The new role of a teacher will require working in new structures. These structures will include clustered students, team teaching; provide common planning time, links parents and community and participating in wide networks of learning. Fullan (1993) emphasises that teachers need to seek out new ideas inside and outside the classroom. Therefore, teachers are expected to lead the way in being continuous learners throughout their teaching careers. With so much to learn in ever changing profession, improvement is a never ending proposition. Goodland (1994) argues that the new policy and leadership landscape will require teachers to move beyond the principal as an outside link, and take leadership into their own hands.

It is mentioned that as we advance toward the future, our entire society is changing in a dynamic global context. This global change includes among others, major institutions government and industries seeking ways to restructure. It is seen as increasing flexibility and effectiveness in the climate of change. Education is not left out on this change or movement.

Cashin *et al.* (2000) maintain that education is one of the sectors in our society that can prepare us for this new world and ensure our success. Previously, learners with disabilities were hidden in houses because parents and communities believed that these children were a curse and they felt ashamed to have them seen in the community (Chimza, 2015). However, the situation seems to be improving. Florian and Linklater (2010) have observed that learners with disabilities are now enrolled in mainstream schools, and Inclusive Education policy sought to accommodate this reality.

To understand key tenets of transformational leadership, I have adopted the definition of Leithwood and Jantzi (2009). These scholars characterise transformational leadership as all transactional approaches to leadership which emphasise emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organisational aims on the part of the leader's colleagues. This was concurred by Sergiovanni (2003) when he added that leaders and followers are united in pursuit of higher level goal common to both. Both want to become the best; want to shape the school in a new direction.

Leithwood and Jantzi (2009) provide what appears to be mostly developed model of transformational leadership for schools. The model consists of setting directions, developing people and redesigning the organisation. Setting directions entailed helping organisation members to develop shared understanding about the school, what and how it seeks to achieve its goals. Shared goals help people to find meaning in their work. It enables them to develop a sense of belonging, a sense of identity within their work context. Leithwood and Jantzi (2009) rightly say that specific practices such as articulating vision, fostering group acceptance and setting high performance expectations help to set the desired direction of the school.

Another part is that of developing people. Staffs need capacity to enable them to productively move in the direction desired by the school. Leithwood and Jantzi (2009) argue that such capacities are influenced by the nature of the relationship between members and those in leadership positions as well as the broader organisational context. With regards to a school, leaders must have knowledge about what improving teaching and learning will entail. They must offer intellectual stimulation, provide individualised support and serve as role models.

Jantzi and Leithwood (2009) further mention that transformational leadership is about creating school conditions that support and sustain high performance by all stakeholders; leaders, teachers, learners and support staff. This emphasises the importance of collective effort in working and learning or the building of leaning communities. A school' structure must therefore be malleable enough to be able to match its changing or improvement agenda. Some examples of fostering this agenda will include fostering culture-building, participatory decision-making as well as on-going refinement of routine and non- routine administrative activities.

Kalenga and Chikoko (2014) argue saying that in every organisation including schools, has some internal resources that the organisation can use to bear in the process of attempting to transform. It is their study that they adopted the asset –based model. This approach advocates the development and empowerment of communities from inside out (Kretz-man & Mc Knight, 1993). This model is informed by the belief that all individuals, families and learning contexts have capabilities, skills, resources and assets that they develop to become people who are able to solve problems in a variety of contexts (Khanare, 2009). The approach sees the starting point to addressing a group of people's problem as lying in what actually exists and work within that community in a variety of context. The belief is that even in the poorest of communities there exist some assets such as skills, resources, willingness and many other that can be harnessed in addressing problem there in. In the same vein, Minkler (1997) argues saying that the asset- based approach provides opportunities for outsiders to walk with community in its journey rather than making path or leading the group.

Taking this model to the topic of the study, it is understood that to have Inclusive Education policy implemented, everyone is needed and that the resources that are available may be made used of in order to have the policy implemented. Giving opportunities to other people to share what they have can also make the implementation a success. Inclusive Education policy implementation is still a challenge. It has taken some time since it was introduced but what seems to have happened is that there are challenges. Asset-based approach seeks to focus on the possibilities that already exists but which may not yet been adequately tapped. The asset-based approach is relationship driven (Khanare, 2009) and it relies on the involvement of all stakeholders in collaborative decision making and open access to information. Through collaboration, the asset-based approach advocates the mobilising of

existing strengths and assets including empowering, appreciating and motivating stakeholders to offer their time, expertise and encouragement.

The individual school should be viewed as possessing some assets that can be utilised in implementing the Inclusive Education policy. Schools should function as centres of care and support to all learners (Sayson & Meyer, 2001; Department of Education, 2004; Ebersohn & Eloff, 2006). If the school has to achieve its new role as the locus for care and support for all learners both the able and disabled, then it must engage itself in identifying and mobilising assets within itself as a system. Viewing the role of the SMTs from the leadership perspective has suggested an imperative for them to look at their practices from the angle of agency of transformation. In other words, school managers need to view themselves as agents of transformation who play their transformation roles at school level. The advent of a democratic state in 1994 and the restructuring of the education system emphasised the need of an inclusive approach to management. Therefore, it is important that this study also looks at how the SMTs operated within the new management set up of a democratic South Africa. The next section pays particular attention to this theme.

3. 3 Bush (2003) Collaborative Model

As alluded to in the previous section, the establishment of democratic management structures became a requirement in the context of change and transformation that pervaded the life in the country. In response to these new demands, the then Department of Education (DoE) established a Tast Team to review the manner in which education was to be managed in the new political environment. That Tast Team published a report in 1996 which was known as 'Change Management to Manage Change in South Africa' (DoE, 1996). One of the critical recommendations of that report was that school principals were no longer allowed to manage schools alone but were forced to share power with others such as the School Management Team (SMT). In a nutshell, there was a need for collaborative practices to be embedded in the lives of school managers.

According to Bush (2003), in terms of collegial model of management, organisations determine policy and make decisions through a process of discussions whch lead to consensus. Obviously, such a view is congruent with the values of inclusivity and participation of stakeholders in the decision-making processes in the schools. In addition,

power is shared among some or all members of organisation or the school who have shared understanding about aims of the organisation (Bush, 2003). That is why collaborative model is usually regarded as normative in its nature; it makes prescriptions abuot how decisions should be made and insists that there should be full participation of all relevant staieholders (Campbell & Southworth, 1993). This aspect of collaborative model is relevant for a study of this nature which sought to understand the roles played by the SMTs in implementing Inclusive Education policy. It srelevance lies more on the fact that the notion of active participation of all key stakeholders lies at the heart of democratic values that are enshrined in the country's constitution and the recommendations of the Task Team Report of 1996 (DoE, 1996).

While there is global interest in leadership and management, because of its perceived importance in developing and maintaining successful schools and education systems, there is much less clarity about which leadership behaviours are most likely to produce the most favourable outcomes (Bush, 2003). Evidently, such a management model is closely linked to certain approaches to leadership. Therefore, an awareness of alternative approaches is essential to provide a set of tools from which discerning leaders can choose when facing problems and dealing with day to day issues (Bush, 2003). The implementation of the South African Schools' Act and similar moves towards self-management in many other countries have led to an enhanced emphasis on the practice of educational leadership and management (Huber, 2004). Principals are inundated with advice from politicians, officials, academics and consultants about how to lead and manage their schools. Many of these prescriptions are a theoretical in the sense that they are not underpinned by explicit values or concepts (Bush, 2003). The various theories of educational leadership and management reflect very different ways of understanding and interpreting events and behaviour in schools and colleges.

Traditionally, leadership has been regarded as coercive, authoritarian, bureaucratic and top down approach (Pillay, 2008). Pillay (2008) further argues saying that traditional leadership was centred on hierarchical authority, division of labour, strict rules and regulations. However, later models of leadership have shied away from such notions Grant (2008) added saying that leadership was related to the idea as that of Grant (2008) where leadership was equated to headship. Muijs and Harris (2003) also had the same idea of headship. Khumalo (2007) concurs by saying that leadership was viewed as the sole responsibility of the principal as a leader. It was in this style of leadership where the principal attempts the

challenges and complexities of leadership alone (Coleman, 2005). According to Khumalo (2007), the principal was seen as the hero who stands at the top of the complex pyramid of power. However, there is a belief that leadership should and can be shared throughout the organisation and understood as collective leadership (Harris, 2003).

It was in 1996 that the South African Schools Act was introduced. The policy stipulates that managers must accept that they cannot run schools all by themselves. They needed to involve everyone in the school. Singh (2007) is of the idea that leadership is a shared activity. In the same view, collaborative model advocates that decisions. Therefore, leadership and management need to be recognised as a group activity. It is then that in 1996 School Management Teams were both conceptually and practically formed after the results of the Task Team report had been published. The School Management Teams comprises the principal, deputy principal and Heads of Departments (DoE, 1996). South African government wanted to flatten the structures (Republic of South Africa, 1996). The principal is no longer working alone but functions are shared. This team collaborate for the effectiveness of the school. Rajagapaul (2007) state that for the schools to become more collaborative, leadership need to be strengthened. Gronn (2000) mentioned that current leadership requires flatter organisational structures. The principal consult with everyone in the school. Likewise, in the implementation of Inclusive Education policy, everyone needed to be involved for its success. This involvement includes stakeholders.

Stoll and Fink (1995) argued saying that effectiveness of the school is about understanding of and respect for the different meanings and interpretations people bring to educational initiatives and work to develop shared meanings. In the implementation of Inclusive Education policy, the schools working collaboratively with all stakeholders towards shared vision towards a shared vision of their school within a culture of mutual respect and trust. Bush (2003) links leadershipto values or purpose while management relates to implementation or technical issues. Bolman and Deal (1997) articulate that for the school to operate effectively and achieve their objectives, leadership and management must be given equal prominence. The argument that Leithwood (1999) make is that in practice, principals of schools carry out their duties without understanding whether they lead or manage. Bush (2007) articulated that once the school is functional, leaders can progress to developing vision, outlining clear aims and policies with confidence that systems are in place to secure

their implementation. Bush (2003) speaks of consultation where the principal cannot work alone. The principal need to consults with SMT and SGB. According to SASA these structures work together for the effectiveness of schools. As the study is about implementing Inclusive Education policy, to have it implemented, everyone at school must be part of implementation. The responsibity is shared.

3.3.1 Collaborative model's positives and negatives

Like any other theory or model, collaborative model has its positive and negative aspects to it. Before I can delve on these aspects, I should point out that collaborative model has central features which distinguish it from any other management model. For instance, collaborative model is known for its strong normative orientation. It prescribes that decisions have to be reached through a process of negotiations which will culminate in consensus or agreement (Bush, 2003). Such an expectation is appropriate for schools because staff members are largely professional and thus have professional-authority of expertise (Brundrett, 1998). Obviously, collegial models are more relevant for schools because they have a significant number of professional staff, and professionalism has to do with autonomy which goes with authority of expertise (Bush, 2003).

Collaborative model also assumes that a common set of values are held by members within the school as an organisation (Campbell & Southworth, 1998). The other important element is that of the size of the organisation and the number of people with decision-making expertise which is also lined to the nature of their training as professionals. Therefore, the size of decision-making groups must be small enough for voices to be heard; otherwise for huge organisational structures, it might not be possible to have effective participation and effective processing of decisions that are taken for effective functionality of an organisation. Therefore, inherent in this discussion is a weakness in terms of time it maight take to arrive at a decision especially if the organisation is big. Therefore, the fact that decisions have to be reached by consensus rather than conflicts could also rander this model cambersome in and time consuming.

Some of opportunities in collaborative model are that of schools collaborating with parents in some decisions. Collaboration in groups helps teachers share ideas, and in so doing, learner achievement increases (Firtzell, 2013). Firtzell (2013) argues saying that collaboration create positive school climate and increase community involvement. Learners also collaborate and through that collaboration, they benefit because as they learn together in small groups, they benefit (Fitzell, 2013). In the topic of the study which the implementation of Inclusive Education policy, collaboration is important when all people are part of its implementation. Other positives of collaboration are that of new ideas shared, interdisciplinary teaching and learner achievement. To learners, collaborating with classmates can have positive results and achievement increase.

3.4 Chapter summary

The chapter has discussed the two theories which are transformational leadership theory and Bush (2003) collaborative model that served as a framework for the study. Theoretically, the success of the school lies on the transformation of the school where collaboration is the key. Where leadership is shared, there is a flow of influence in organisation.. The next chapter discusses the research design and methodology that was used in the study.

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter presented a discussion about two theories that underpinned this study. This chapter focuses on issues of methodology that was used in generating data that would respond to the three research questions. The chapter begins by outlining the research paradigm, followed by the discussion of the research design and the methodology used follows. Later on, a discussion of data generation methods; analysis methods; trustworthiness issues are presented and towards the end, it discusses ethical considerations that were handled during the research process.

4.2 Research paradigm

Creswell and Clarke (2007) define paradigms as world views that we bring to our research and which influences how we design and conduct our project. Bertram and Christiansen (2014) argue that a paradigm is a framework that symbolises a precise world view that describes to the researcher what is acceptable to research and how to do it. Three basic principles define as to how one views the world and how relationship is built (Merriam, 2009). These principles include epistemology; ontology and methodology. Epistemology refers to how the creation of knowledge is theorised, ontology specifying the form and nature of reality and methodology defining how the researcher goes about studying whatever is to be known (Bertram & Christiansen, 2014).

According to Guba and Lincoln (1994), Creswell (2012) and Nieuwenhuis (2012), there are three major paradigms that underpin research, namely; positivist, interpretive and critical theory. Each one of the three paradigms implies different way of social theorising. The study is located on interpretive paradigm. Interpretive paradigm endeavours to pick up human experiences in the world (Cohen, *et al*., 2011). Nieuwenhuis (2012) concurs with this view arguing that it is the meaning that individuals or communities assign to their experiences. To get real information, Cohen, *et al*. (2011) argues that it is good for the researcher to listen to

the voices of people concerned and understand from within. Post-positivism believe in multiple perspectives from participants rather than a single reality (Creswell, 2012).

Based on the focus of the study which is on the School Management Teams and teachers' perspective in implementing Inclusive Education policy, this study is located in the interpretive paradigm. Interpretive paradigm is concerned with meaning making and it seeks to understand the subjective world of human experience (Henning, Van Rensburg & Smit, 2004; Bailey, 2007; Cohen, *et al.*, 2011). Through the use of the interpretive paradigm, I had an opportunity to capture the experiences of the School Management Teams and teachers in implementing the policy. This was viewed by Maree (2003) when arguing that interpretive approach offers a perspective of a situation and analyse the situation under the study to provide insight into the way in which a precise group of people make sense of the situation they enter.

Neuman (2011) defines the interpretive paradigm as a whole system of thinking and further elaborates arguing that it is an analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social world. Interprevist paradigm assumes that people cannot be separated from what they know. Bertram and Christiansen (2014) maintain that the truth is created through dialogue. The study's epistemological view was that knowledge is created in the interaction with the researcher and the participants. Exploratory qualitative approach was used. By using this approach, I was able to interact with participants and through that process, I believe that multiple realities that participants have, new knowledge would be generated as there is no one single truth (Cohen, Manion & Morrison, 2007). Interpretive approach revolved upon factual representational methods such as interviews; observations and documents analysis (Bertram & Christiansen, 2014). A researcher and participants are joined together in the exchange of words and opinions. Methods used for data generation ensures that there is enough dialogue between the researcher and the participants to understand social world and the meanings these participants attach to it.

4.3 Research design

A research design can be regarded as a detailed outline of how an investigation will take place. Research design includes how data is gathered, instruments used, how are they going to be used and the intended means for analysing gathered data (Cohen, *et al*., 2011). Labaree (2009) sees a design as an overall strategy chosen to integrate the different components of the study in a logical way to ensure the effectiveness in addressing the research problem. Research design defines the study type.

Cohen, Manion and Morrison (2011) further argue that research design can be qualitative, quantitative and can be mixed methods. Terre-Blanche and Durrheim (2006) define it as a strategic framework for action that links research questions to the implementation of research. Terre-Blanche and Durrheim (2006) also elaborate on this stating that research design provides a detailed overview of plan of study of the study and how the data is generated and analysed. McMillan and Schumacher (2006) define research design as descriptive methodology that is used to obtain answers to the questions of the phenomena.

I framed this study within qualitative approach. Denzin and Lincoln (2011) conceptualise qualitative research as an investigation which is useful for examining a topic of study. Caudle (2004) explain that qualitative research design is a process of making sense of data gathered from interviews, on-site observations, documents and other then responsibly presenting what the data reveal. Again, qualitative research design is defined by Creswell (2007) as an inquiry process of understanding where a researcher develops a complex, holistic picture, analysis words, reports detailed views of informants and conducts the study in a natural setting.

Bamberger, Rugh and Mabry (2006) emphasise that qualitative research can enhance the understanding of participants' experiences. Bogdan and Biklen (1998) argue that this enhancement is done through techniques that give voice and articulate participants perspectives. Miles and Huberman (2009) are of the idea that qualitative research design is largely an investigative process where the researcher makes sense of a social phenomenon by contrasting, comparing and classifying the object of study. Miles, *et.al* (2009) elaborate on this debate stating that in this method a researcher builds abstractions, concepts, hypothesis and theories from details. Mouton and Marais (2008) concur with this and further state that

qualitative research designs begin with specific observations and build towards general patterns. McMillan and Schumacher (2001) see qualitative research design as a plan for selecting subjects, research sites and data gathering procedures to answer the research questions.

Questions in qualitative research are broad as compared to quantitative research but they need to be specific enough to tell the reader what is being investigated. The format of the research questions must be able to answer the research topic. The qualitative research design involves the procedure that researcher is going to follow, procedures like how data will be gathered and how it will be analysed (Rule & John, 2011). Qualitative research helps the researcher to gain understanding of the social world through direct personal experiences in real world settings Cohen, *et al.*, 2011). In this study, I personally visited selected schools and participants to generate data. This means that the factors of focus that were being explored were studied where they naturally occurred not in researcher-controlled environments under researcher-controlled conditions as it is the case with quantitative study (Van Zyl, 2012).

Burgess (2009); Creswell (2014) are of a similar view as Van Zyl (2012) that qualitative research studies share qualities and characteristics of humans within their natural environment. In this study, I interacted with the participants in their specific schools to generate data. This involvement in a natural setting helped me to elicit meanings that the participants attached to their behaviours; how they interpreted situations and what their perspectives were on the particular issues. As situations can influence perspectives, so people can also re-define and construct situations (Van Zyl, 2012). In the context of this study, I was sensitive in the way that I used my research methods. For instance, I tried to the best of my ability to bracket my biases and preconceived ideas and I focus on the research problem. Scram (2003) emphasises this aspect and argues that qualitative research is context sensitive. It proceeds from the assumption that ideas, people and events cannot be fully understood if isolated from the circumstances in which and through which they naturally occur (Scram, 2003).

Qualitative research design furthermore aims to accumulate information via fieldwork where the person in the form of the researcher plays an important role. This is referred to as ethnographic research. In this case, I worked closely with the participants and their schools in order to better understand their work life without exerting any influence on them or their

behaviours. I exploded the nature of their interests and understood their relationships (Mc Millan & Schumacher, 2006). Qualitative research design is fundamentally interpretive (Schulze, 2002). This means that experiences in qualitative research do not speak for themselves nor do features within a research setting directly or spontaneously announced themselves as worthy of the researcher's attention. As a qualitative researcher, I did not view my task simply as a matter of gathering facts about what happened. Rather, I was engaged in an active process of interpretation that involved noting some things as significant but ignoring others as not significant, and constantly checking my interpretations with the participants.

Qualitative research methods are important because they focus on process (Bazeley, 2007). Qualitative researchers are interested in finding out how understandings are formed, how meanings are negotiated how roles are developed, how a curriculum works out, how a policy is formulated and implemented, how learners become defiant and so forth (Woods, 1999). This means that the social life is on-going, developing and fluctuating. Some forms of behaviour may be fairly stable, some variable and others emergent. I took some time immersing myself in the field in order to cover the whole processes and produce a thick description that would encompass this richness of the descriptions of what I was observing.

Qualitative research methods are important because they are based on inductive analysis and grounded theory (Khosa, 2002). This means that the study would not start with a theory to be tested and proved or disapproved, but the other way round is true. In the context of this study, I gradually developed my understanding and explanations of what was emerging from the analysis of interactions with my participants. In qualitative research methods, data generation and sampling are emergent as opposed to predetermined (Khosa, 2002). This means that as I gain more insight into the phenomenon, I might re-define sampling as the study unfolds. Furthermore, data generation process continues until the data are saturated. Results were based on targeted schools. This means that results were confined to three visited schools in two circuits.

4.4 Case study

Rule and John (2011) define a case study as a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge. Yin (2012) defines a case

study as an empirical inquiry that investigates a contemporary phenomenon in-depth and within a real life context, especially when the boundaries between phenomenon and context are not clearly evident. Lauren (2006) sees a case study as a flexible form of enquiry best suited for studying a particular phenomenon. Mc Millan (2008) concurs with this view and further state that a case study entails an in-depth analysis of a single experience or entry.

Rule and John (2011) highlighted some reasons for choosing a case study for a study. Some of the reasons are that a case study generates an understanding of and insight into particular instance by providing a thick, rich description of the case and illuminating its relations to its broader contexts. Again, case study can be used to explore a general problem or issue within limited and focused setting. A case study might also shed light on other similar cases thus providing a level of generalisation or transferability. The researcher has easy access to the case (Rule & John, 2011). This concurs with Altheide and Johnson (1994). Johnson (1994) identifies the following factors as strengths of case studies. Johnson (1994) maintains that case studies cope with complexity as the case studies provide descriptive data, address problems of meaning, examine the records of past events and relate them to the present activity. This scholar further state that case studies have intelligible and non- technical findings as reports in the case study tend to be easily readable, able to be understood by non-researchers, and hence are more widely accessible form of research outcomes than is sometimes the case with other methods. Lastly, Johnson (1994) maintains that case studies provide interpretation of other similar cases as it gives a rounded picture which can be compared with other cases, and similarities as it gives a rounded picture which can be compared with other cases and similarities and differences are easily identified.

For this study, I used a case study of three primary schools. A multiple case study differs from a case study because a multiple case study is where more than one case is studied. Rule and John (2011)'s argument was that a multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases (Rule & John, 2011). If multiple case studies reveal common findings, they can generate tentative generalisations that might be tested further in future studies. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict contrasting results based on a theory (Yin, 2003). A multiple case study allows for some breath as well as depth of focus (Rule & John, 2011). Rule and John (2011) further state that a multiple case study provides a good way of testing methods in a variety of settings (Rule &

John, 2011) and further state that multiple case study can also generate new theory. Multiple cases are amenable to study within a common theoretical framework. Like all other methods, a multiple case study has its own limitations. For instance, the researcher might be tempted to look for similarities and disregard differences. Another limitation is that a multiple case study design still cannot generate findings that represent all cases of the population. The three primary schools were selected looking at the characteristics such as rurality, schools' reputation within their respective communities and departmental officials in the circuit. These three primary schools assisted me in gathering information about the topic of research from the relevant groups which were principals, HODs and teachers.

4.5 Sampling

Straus and Myburgh (2007) define sampling as a strategy that is used to select the sample of participants from the whole population in order to get information that could be generalised to the larger group. These people must demonstrate the characteristics that will benefit the researcher. However, in the context of this qualitative study, the results of the study were not going to be generalised at all, as it is the requirement for quantitative research.

Purposive sampling was used for this study. Leedy and Omrod (2005) describe purposive sampling as a method where people or other units are chosen for a particular purpose. This view is shared by Nieuwenhuis (2012) who states that purposive sampling is used in special situations where sampling is done with specific purpose in mind. Cohen, *et al*. (2007) concurs with this and further stating that purposive sampling is the process where researcher selects information-rich cases for in-depth study. Rule and John (2011) also supported the view that in purposive sampling, the researcher selects research participants deliberately because of their suitability in advancing the purpose of the research. In this study, the researcher was interested in school principals, HODs and teachers. This study as interpretive paradigm was used for the study and phenomenological characteristics were observed. Phenomenologicalstudy is defined by Leedy and Omrod (2005) as a study that attempts to understand people's perceptions, perspectives and understanding of a particular situation. Three groups of participants served purpose. Cohen, *et al*. (2007) concur by saying purposive sampling serves the real purpose of objectives of the researcher in discovering, gaining insight and understanding into a particular chosen phenomenon.

In the context of this particular study, I used purposive sampling wherein participants were hand-picked based on their relevance for the problem I was investigating. In the process of hand-picking, in fact, it was the participating schools that were purposively selected due to the fact that they matched the requirements of the study in terms of them being rural and also being primary schools. More details on these issues are provided in the delimitation section of Chapter One. Through purposive sampling, three (3) rural primary schools HODs, three (3) principals and three (3) teachers were selected. The total number of participants was nine (9). Principals were chosen because they are responsible for management of schools. I wanted to get their understanding of their role. The HODs are entrusted with the responsibility of managing the implementation of the curriculum in their respective departments and in the classroom. Teachers formed part of the study because they interact with learners and again interact with the SMTs. Teachers together with the SMTs helped me to get understanding of their role.

4.6 Data generation methods

For the purpose of data generation, I used three methods for data generation which were semi-structured interviews, observations and documents reviews. Rule and John (2011) define process of using multiple sources and methods to support propositions or findings generated in a case study as triangulation. I designed data generation instruments to obtain data which was then compared and summed up and subjected to qualitative data analysis. The following table clarify the above mentioned data collection methods which are groups of participants, number of participants and data gathering methods used for each group of participants.

TABLE: 1 Table of participants:

Participants	No. of participants	Data gathering method used
Principals	3: One from each school	Semi-structured interviews Documents analysis Obseravtion
HODs	3: One from each school	Semi-structured interviews Document Review Observation
Teachers	3: One from each school	Semi-structured Interviews Observation

4.6.1. Documents review

This is a form of qualitative research in which documents are interpreted. Documents review includes gathering information used in a formal description of the electronic text. It is also about studying the content and structure of the documents. According to Bell (2006, p.125), the term document is an "…overall term for an impression left on a physical object by a human existence." Documents are usually put into two categories, namely, primary sources and the secondary sources. By primary sources we are referring to original transcribed materials of the author's own experiences and observations, while secondary sources consist of material that result from someone else as the original source (Strydom & Delport, 2010). Documents provide valuable cross-validation of other methods used to support or disconfirm them (Borg & Gall, 1998). In the context of this study, the documents that I reviewed included minutes of meetings where for example, the HODs had meetings with Phase teachers and also minutes of meetings where school principals met with parents. There were other documents where letters were written to various stakeholders such as government departments asking for the support.

4.6.2 Observation

This method is particularly appropriate if a purpose of the case study is to capture and portray the liveliness and situatedness of behaviour and to convey what Cohen *et al* (2000) calls "a sense of being there".It is the primary method of studies in anthropology. In participant, observation, the researcher plays a dual role of participant and researcher (Rule & John, 2011). Recorded data collected during observations can be done in an open-ended format or with the aid of an observation schedule. When a checklist is used, the observations are guided by set of field questions within the checklist. A video can also be used to capture observation (Rule & John, 2011). Rule and John (2011) further mentioned that the video- recording provides a further opportunity for capturing observations, if practical and if ethical considerations have been taken care of.

4.6.3 Interviews

Interviews were found to be the most popular method in qualitative research (Cohen, Manion & Morrison, 2000; Henning *et al*, 2004; Bamberger, 2006). Interviews are defined as a two-way conversation in which the interviewer asks the participants questions to generate data and to learn about ideas, beliefs, views, opinions and behaviours of the participant while participants answer back. Essentially, the purpose of the interviews is to get information and to explore meaning (Malcolm, 2001). Malcolm (2001) further mentions three essential phases when conducting interviews. It is the beginning phase where the researcher's purpose is to establish rapport and set the agenda. Secondly, it is the body of the interview where the researcher works through the agenda, getting information and meanings. Lastly, it is where the researcher winds down the discussion. This is where the researcher can comment on aspects of the information and inviting questions or additional comments. Interview is often used in case studies (Bassey, 1999). Cohen, Manion and Morrison (2007) argue that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used; verbal, non-verbal, spoken and heard. Rule and John (2011) concur with this view and suggested some guidelines for conducting good interviews. Some of them are that of establishing a relaxed atmosphere and the nature and purpose of the study to be explained (Tshifura, 2012). The interviewer must allow the interviewee to ask questions of clarification about the study and make sure that the participant is willing to proceed with the study before beginning with interviews. Berg (2009) argues that interviewer must inform the interviewee

about ethical obligations and during the interview, the interviewer may ask additional questions and probe beyond the questions on their lists. The interview should not begin with demanding question. Kaplan and Saccuzzo (2009) suggest the type of questions to be asked. The questions used for interviews should be prompting allowing the participant to elaborate on the topic. These questions keep the interaction flowing.

During interviews, the interviewer must be a good listener to avoid interrupting the interviewee. Corbin and Strauss (2008) suggest some things to consider when conducting interviews. Confidentiality is one of the things required when conducting interviews. It is where *pseudonyms* are used instead of real names. The interviewer must ensure the participants their confidentiality. The interviewer should not lead participants to desired or preconceived conclusions or use non-verbal language to reinforce or discourage certain response. Appropriate permission must be obtained from the participants in order to record or videotape the interview. First interview conducted was semi-structured interview with school principals then with HODs and lastly with teachers.

4.6.3.1 Semi - structured Interviews

Semi-structured interview was selected as the means of generating data because it is suitable for the exploration of the perceptions and opinions of the participants regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers (Barriball, & White, 1994). Semi-structured interviews are widely used in qualitative research. Semi-structured interviews are defined by Cohen, Manion and Morrison (2011) as a prepared guide which allows open-ended conversation and where further probing can be undertaken. I used this data generation methods because it allows for follow-up questions and probes which enabled me to ask further questions for clarity purposes or for confirmation of my interpretation of what the participants were telling me about. By so doing, trustworthiness of what I was finding was enhanced. The view is supported by Nieuwenhuis (2012) who argues that semi-structured interviews allow for further questioning and discussion as inspired by the initial responses, with the conversation yielding rich insights as it deviated from the original question. The aim of using semi-structured interviews was to obtain information from a number of people while placing less emphasis on a standard approach (Johnson, 1994). Moreover, semi-structured interviews make allowances for the researcher to

seek clarification and elaborating during the interview process (Dawson, 2009; Cohen, *et al*. 2011; Nieuwenhuis, 2012). This implies that this type of interviews is flexible and adaptable.

Maree (2007) argues that the process of interviewing requires participant to answer a set of predetermined questions. Semi-structured interviews involve pre-set questions which initiated discussion, followed by further questions which arise from discussion (Maree, 2007). Rubin (2004) concurs with this view commenting on preparing questions ahead of time. The aim of employing semi-structured interviews for this study was to get the principals', the HODs' and the teachers' perspectives on understanding their role in implementing Inclusive Education policy. Semi-structured interviews were conducted with all three categories of participants separately, thus allowing them the opportunity to express their views freely. Semi-structured interview took place in their natural setting (Cohen, Manion & Morrison, 2011).

The researcher must establish relationships with the participants before engaging them in formal interviews. In this study, I started a relationship with the participants when visited their respective schools when I was still introducing the study to them. Through these visits, I was able to observe the culture of schools. Ethical issues were discussed with the participants prior to the interview's commencement. Prior interview date, time and venue were negotiated with interviewee.Venues for the interviews were arranged on time and were comfortable without any disturbance. I considered what Nieuwenhuis (2012) argues is the ideal settings for the interviews, namely, the locations where there were no interruptions or distractions and that the participants should be physically and emotionally comfortable. It was conducted in one of offices when school was out as it was stated by the Department of Education that the study should not interfere with teaching and learning in schools. The interviews lasted for between 45 minutes to 1 hour with each participant. I outlined fully the purpose of research and how interview data was going to be used.

The digital audio-recorder was used to record verbatim the content and the process of the interviews and then transcription was done afterwards. The purpose and the significance of using the audio-recorder was discussed with participants prior using it as part of ethical considerations. The interviews were recorded with the aim of ensuring authenticity and avoiding possible misinterpretations that might arise afterwards. Audio-recording was found to be useful in the sense that it allowed me time to listen to the interviewees attentively and I was able to respond to their questions and I also probed their responses. According to

Wellington (2000), using a tape recorder has advantages and disadvantages too. These two views are summarised in table below:

Advantages	Disadvantages
Tape recorder preserves actual natural language. It can be flattering for interviewee. Is an 'objective' record. Interviewer's contribution is also recorded and can be reflected upon. Allows interviewer to concentrate, to maintain eye contact and to observe body language.	Can generate enormous amounts of data. It is time-consuming to transcribe. Context not recorded. Presence of machine can be off-putting, e.g. creates anxiety. Core issues may be masked by irrelevancies.

Table 2: Advantages and disadvantages of audio-recording

The above mentioned information especially the disadvantages on one hand, helped me to take caution of some factors that might have hindered the process. Acknowledging such factors minimised the problems that might have arisen. The advantages on the other hand helped me to make the best out of the whole process. Mkhize (2007) emphasises that the researcher has to ensure that all mechanical aspects are taken care of to avoid any distraction that might have resulted. For example, audio-recorder lasted each interview without being changed. The interviewee was then not distracted. At the end of the interview, the participants were given an opportunity to share their views on the study which was out of planned interview questions. I also gave them the opportunity to highlight some of the things that relate to the focus of our discussion that I may not have asked them. In fact, I realised that such an approach was useful because, the participants got an opportunity to add their own story to the discussion and more insights were generated through that process.

4.6.4 Research instruments

Research instruments are the tools that researchers use in order to generate information required for the study. Instruments include questionnaires, interviews schedule, observation schedule and sometimes reading. The validity and reliability of any research project depends to a large extent on the appropriateness of the instruments. However, as discussed later on in this chapter, qualitative researchers use alternative concepts instead of validity and reliability that are used in quantitative inquiry.

4.7 Data analysis

McMillan and Schumacher (2006) define data analysis as an inductive process of organising data into categories and identifying patterns or relationships among categories. These scholars further see data analysis as a process of coding, catergorising and interpreting data in order to provide explanations of a single phenomenon of interest. Rule and John (2011) concur with the views expressed by McMillan and Schumacher (2006) that coding provides a good opportunity for getting close to the data.

There seems to be agreement among various scholars about what qualitative data analysis is about. Like McMillan and Schumacher (2006) has described data analysis in the above paragraph, Cohen *et al.* (2011) describe qualitative data analysis as making sense of data in terms of the participants' definition of the situation, noting the pattern, the themes, the categories and regularities. What Cohen, *et al.* (2011) seem to be emphasising is the paradigmatic notion of foregrounding the perspectives of the participants in the process of making sense of the data. As this research study is qualitative in nature the data analysis is intended to foreground the participants' experiences and understanding on a specific phenomenon and in this case, it is their views about how they understand their role to be in the implementation of Inclusive Education policy. Analysing data enables the researcher to assemble constructive descriptions and be able to identify the relevant themes and eventually justify with substantial explanations.

In order to analyse the interviews, the actual words recorded must be transcribed *verbatim*. According to Henning *et al*. (2004), audio-taping and transcribing are imperative as it allows

the researcher to reflect and review data. In this particular inquiry, I followed Henning et al. (2004) advice; I transcribed the interviews *verbatim*. Once I had completed the transcription process, I started reading the transcriptions repeatedly so that I could familiarise myself with the content of the interviews. Thereafter, the process of coding the data commenced. This method enabled me to divide data into specific themes. According to Henning *et al*, (2004), once the themes are identified accurately; then each theme can be used as a foundation for an argument in the discussion part of the research. Interview transcripts can be analysed using the discourse analysis, thematic analysis or the content analysis method. Thematic and content analysis require the researcher to take the responses of participants and then identify possible themes (Rule & John, 2011). I chose to use the content analysis process of interpreting data. I want to identify what is similar and different regarding the role that they played in the implementation of Inclusive Education policy. Similarly, when it came to a discussion about the challenges that they encountered, I followed the pattern described above.

4.8 Trustworthiness

It is taken as a fact among scholars that research is not worth doing if its findings cannot be viewed as credible. Quantitative researchers have their own ways of ensuring trustworthiness of the findings and they use terms such as validity and reliability. Since qualitative researchers use their own alternative concepts of ensuring trustworthiness, Guba (1981) suggested that trustworthiness of qualitative studies should be achieved by giving attention to the study's credibility, transferability, dependability and confirmability. Tshifura (2012) defines trustworthiness as convincing audiences and self those findings of an inquiry are worth paying attention to or worth taking account of. To ensure that research is worthwhile and is an adequate representation of social representations that have been studied, I used the four criteria as articulated by Lincoln and Guba (1985). These criteria form part of trustworthiness and they are credibility, transferability, dependability and confirmability. They are discussed in details below.

4.8.1 Credibility

Lincoln and Guba (1985) regard credibility as a means through which researchers assess the extent to which the data that has been gathered and analysed is believable and trustworthy. According to McMillan and Schumacher (2006), credibility in qualitative research

determines that the research is conducted in such a way that the phenomenon is accurately described. Therefore, one can argue that credibility depends more on richness of information gathered rather than amount of data gathered. It ensures that what participants said is true and interpreted correctly so that the findings of a study will be believable. Credibility depends more on richness of information gathered rather than amount of data gathered. To ensure credibility of the findings in this study, I used a number of techniques. For instances, to gauge accuracy in this study, I used triangulation and member-checking. I used two methods of triangulation; namely, that of different participants. In this case the main participants were school principals; HODs and the teachers. By so doing I ensured that the implementation of Inclusive Education policy was viewed from the perspectives of School Management Teams and also from that of the teachers.

The other triangulation used was that of data generation methods, and this took the form of semi-structured interviews and documents reviews. The second technique used to enhance the credibility of the findings was member-checking. Doyle (2007) says that member-checking is primarily used in qualitative inquiry methodology. Harper and Cole (2012) define member-checking as a quality control process by which a researcher seeks to improve accuracy, credibility and validity of what has been recorded during a research interview. Again, Romm (2010) remarked that member-checking can be seen as part of the process of developing enhanced intersubjective understanding as a dialogical process. Cho and Trent (2006) state that member-checking can operate within a range of epistemological outlooks; it can be seen as part of the process of developing enhanced intersubjective understanding as a dialogical process. In the context of this study, I ensured that I cross checked my interpretation of what the participants had said with them. I made sure that my interpretations of claims made were consistent with their own understanding by asking for clarity. In that way, any misunderstanding in terms of interpretations between me and the participants were resolved. Rager (2005) argues that qualitative researchers using member-checking might consider that activity can also be therapeutic for them especially when the focus of research can be rendering.

4.8.2 Transferability

There seems to be agreement among various scholars that transferability is the extent to which the findings can be applied to other areas (Lincoln & Guba, 1998; Maxwell, 2002). Research findings are transferable only if they fit into new contexts outside the actual study context. There are contrasting views on this issue, since findings of a case study are always specific to a small scale of participants, within a particular context (Erlandson & Edwards, 1993). Lankshear and Knobel (2004) argue that transferability is the way to determine whether the results of a study can be generalised to other contexts and settings and further state that transferability is achieved through producing detailed and rich descriptions of the contexts. In the context of this study, I ensured that comprehensive details of sampling size, the location of the study and the data generation methods were provided for the readers to be able to relate the findings on their own situation. Results from three sampled schools assisted readers to compare findings and real situation and were able to utilise findings of research for their situation.

4.8.3 Dependability

According to McMillan and Schumacher (2006), dependability is used to test the relevance of data that has been generated and analysed to the actual situation under investigation. These scholars further emphasise that dependability is concerned with precision and accuracy. Lincoln and Guba (1985) state that in order to address dependability issue more directly, processes within study should be reported in detail, thereby enabling a future researcher to repeat the work and if not necessary to gain same results. Cohen, Manion and Morrison (2011) concur with Lincoln and Guba (1985) that for a research to be reliable or dependable, it must demonstrate that if it were to be carried out on a similar context, then similar results would be found. In this study, all processes of study were given in details to ensure dependability for readers to get more understanding of what steps were taken to reach the findings.

4.8.4 Confirmability

Confirmability is defined by Lincoln and Guba (1985) as a qualitative inquirer's comparable concern to objectivity. Barbie and Mouton (2009) and De Vos (2010) refer to confirmability as the degree to which the findings are a product of focus of inquiry and not biases of the researcher. In confirmability steps must be taken to help ensure as far as possible that the work's findings are the result of experiences and ideas of the participants rather than the characteristics and preferences of the researcher (Shenton, 2004). Miles and Huberman (2009) consider that key criterion for confirmability is the extent to which researcher admits his or own predispositions. In my study it might be issue of sampling where participants will be chosen by principal.

4.9 Ethical considerations

Ethics in research is meant to ensure that the entire research process unfolds in a manner that is ethically and morally correct, and it is very important as it deals with the interactions between participants and the researcher. According to Leedy and Omrod (2005), ethical issues fall into four main categories, namely, the protection from harm, informed consent, right to privacy and honesty with professional colleagues. Denzin and Lincoln (1994) concur with Leedy and Omrod (2005) that ethical standards such as the participants' rights, confidentiality, mutual respect and anonymity are imperative in qualitative research method. Again, Strydom (2010) describes ethics as a set of moral principles which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents. Babbie (2010) asserts that ethics are typically associated with morality and this is concerned with what is right and wrong. Whilst the researcher has a right to search for knowledge, truth and reality, it is an internationally accepted fact that the pursuit of such knowledge should never be at the expense of the rights of others (Mouton, 2006).

In observation of these principles, preparations for visiting schools for research process were followed. For instance, before I could commence with the process of data generation, I visited schools and got the permission to conduct research with them. Permission to conduct research was also sought from KwaZulu-Natal Department of Education. The University of KwaZulu-Natal has its own code of conduct when doing research and such a code is

applicable to both the staff and the students of this institution. Therefore, I had to prove that the way I would do research complies with ethical standards of the University. Therefore, I applied for ethical clearance, and the ethical clearance letter from University of KwaZulu-Natal was also issued. Permission letter to conduct the study was sent to the district director and to the schools in which the study was to be conducted. The purpose of the study and the ethical considerations were explained to the participants.

Participants were also informed of their rights. For instance, they were informed that their participation in the study was voluntary. Therefore, the principle of voluntary participation was promoted and participants were guaranteed of this right and also the right to withdraw from the study at any time during the research process. The notion of protection against harm goes beyond emotional harm to include possible harm in the form of victimisation that might occur to the participants. That is why it is critical that the identities of the participants have to be protected. One way in which such protection can be guaranteed is by way of using *pseudonyms* in order to conceal their identities (Cohen, *et. al*., 2011). Therefore, all the participants that had agreed to take part in study were assured of confidentiality and anonymity. In compliance with that undertaking, their identities were not disclosed to any one; instead of using their real names in reporting what they told me, I used false names or pseudonyms. Participants were told that their identity and that of their schools would remain anonymous.

It is also part of ethical considerations to inform the participants about the nature and purpose of the study. Once they had agreed to participate and understood the research, I gave them forms known as Informed Consent forms in which they declared that they understood the nature and purposes of the study and that they were participating voluntarily and that they knew that they had to tight to withdraw from it at any stage. They also agreed to have the interviews audio-recorded. Christen (2008); Silverman (2010) support this. The use of tape recorder was also discussed with participants. They were assured that the findings of the study were going to be used strictly for academic purpose and were to be destroyed afterwards.

4.10 Limitations

Marshall and Rossman (2006) argue that there is no research project that does not have any limitations; there is no such thing as a perfectly designed study. Patton (1990) also concurs with this view by saying that there was nothing like perfect research design. Even with this study, although it was carefully prepared, but I was aware of some limitations. Limitations were the number of schools that were used. Study was limited to few local schools because of the distance while district is wide. The interview technique is time consuming. Because of time constraints, three qualitatively oriented types of data generation instruments were used, that was semi-structured interviews; observation and document analysis. Number of participants was limited. Study was conducted in two circuits. It is possible that different findings might have existed at district level if study had been extended to other circuits. Results of the study can, therefore, not be generalised to a larger, district level.

4.11 Chapter summary

In this chapter a detailed discussion of the research design and qualitative methodology that was used in the study was presented. The discussion started with the presentation of the research paradigm, research design and methodology. All the research processes were discussed such as sampling methods, methods of generating data, how it was analysed and how ethical considerations and dilemmas were handled. The next chapter is dedicated to data presentation.

CHAPTER FIVE

THE ROLES PLAYED BY SCHOOL MANAGEMENT TEAMS AND TEACHERS IN IMPLEMENTING INCLUSIVE EDUCATION POLICY

5.1 Introduction

Chapter Four has provided a detailed discussion about the research design and methodology that was used in generating data that would help answer the research questions underpinning this study. Chapter Five is dedicated to the presentation and discussion of data generated from the SMTs and teachers on their role in implementing Inclusive Education Policy. Semi-structured interviews and documents reviews were used to elicit views of these participants about their understanding of their roles in implementing Inclusive Education policy and how their understanding may have influenced manner in which they implemented the policy. Due to voluminous nature of data generated, I have divided data presentation chapter into three chapters. Each chapter addresses one broad theme which reflects one research question. The next two chapters address challenges the SMTs and teachers encounter in implementing Inclusive Education policy as well as the strategies they have developed in dealing with challenges they encountered. Before I go further, I see it important to refer back to critical questions which I presented on introductory chapter. Critical questions are as following:

1. What role do School Management Teams and teachers play in implementing Inclusive Education policy?
2. What challenges do School Management Teams and teachers encounter when implementing Inclusive education policy?
3. How do School Management Teams and teachers address challenges they face in implementing Inclusive Education policy?

Participants from each school were organised as following: one principal, one HOD and one teacher from each school. This makes a total of three participants in each school and total of nine participants in the study. The documents that were reviewed included the school year

plan, communication book for the school and for the phases, work control book/file and minute books for staff and phases. In presenting data, *verbatim* quotations from the participants were used. This ensured that voices of participants were not lost.

5.2 Presentation and discussion of data

Six major themes emerged from the data and these are as follows: (1) Participants' awareness of the policy; (2) Management of the implementation; (3) The SMTs capacitating teachers; (4) Collaboration with other stakeholders; (5) Strengthening of parent- school partnership; (6) Enhancing collaboration with other government departments and NGOs. These themes will be discussed below.

5.2.1 The participants' awareness of Inclusive Education policy

The data indicated that all the participants from three schools agreed that they were aware of this policy and also that they had consulted everyone at school including parents and the community about Inclusive Education policy. The availability and the intentions of this policy were communicated to the teachers, parents and the learners. For instance, the existence of the policy on Inclusive Education was mentioned in parents meetings held at schools. The awareness campaign started with the SGB meetings as the body that includes parents, teachers and non-teaching staff. Parents' meetings were convened and the policy was introduced to them and they were told about its implications for their children. In all the meetings held thereafter, Inclusive policy was put in the agenda so that it was kept in the consciousness of all relevant stakeholders. Parents' meetings were deemed to be the right platform to talk about the policy. It was in the meeting that the importance of the policy was emphasised and making parents aware of how they and school should work together for successful implementation of the policy. Ms Dawn, Principal of Lilly Rose Primary School had the following to say:

> *As an SMT in the school, we understand that it is our responsibility to communicate the Inclusive Education policy. We meet with teachers at school and discuss the policy. Again we convene SGB meetings and have Inclusive Education policy discussed. It is in the SGB meetings where policy is introduced and discussed before*

taking it to parents. In the parents' meeting we discuss the policy with parents making
them aware of their role as parents and the importance of supporting their learners.

Views expressed by Ms Dawn, Principal of Lilly Rose Primary School were also shared by Mr King, Principal of Lwandle Primary School and Ms Judith, Principal of Impala Primary School. They mentioned the meetings that they had held with parents to make them aware of the policy and the conditions stated in the policy. They further elaborated on the policy, for example, where it emphasises the opportunities to be offered to all the learners to learn as their right. This is what the principal said:

> *In meetings that we have at school we discuss Inclusive Education policy to parents.*
> *Parents are told about learners rights to be at school. So, they as parents must not*
> *jeopardise the learners' right by not allowing them to come to school and when they*
> *are at school parents are not part of their learning* (Ms Judith, Principal of Impala
> Primary School).

The views shared by the principals were also shared by the HODs. For instance, Ms Elephant, the HOD from Impala Primary School shared her experiences where she met with the teachers and discuss the policy. She declared that she found such discussions helpful to the teachers who usually reported challenges that they encountered in their teaching. When they were made aware of the policy, they were then able to assist all the learners with various forms of challenge in learning. The following is what the HOD said:

> *As an HOD in my phase, I hold phase meetings with teachers and we talk about this*
> *policy thus making teachers to be aware and to understand the content of the policy,*
> *particularly where it emphasises that all learners have a right to learn and that they*
> *cannot be discriminated against regardless of the challenges they may have like*
> *failing to learn; physical disabilities; short-sighted; speech problem; hearing problem*
> *and social problems. So as teachers, they need to be aware of the policy to be able to*
> *support learners in their learning even if they have challenges* (Ms Elephant, the
> HOD from Impala Primary School).

Views shared by the HOD from Impala Primary School were also by the HODs from Lilly Rose Primary School and Lwandle Primary School. For instance, in emphasising the importance of awareness to teachers, the HOD had this to say:

I organise meetings with teachers and discuss the policy on Inclusive Education. By so doing, I feel we need them to understand the policy as people who are with

learners in the classroom and they are the ones who face challenges in the class. Teachers are encouraged to support leaners and be reminded of what the policy says about discrimination (Ms Amazon, the HOD from Lilly Rose Primary School).

From the comments made above, it can be noted that the support from the teachers is highly needed where all learners need support as teachers need to include a learner in their teaching regardless of disability she/he may have. The policy was said to have been communicated to the teachers by the SMT. Teachers had to inform the learners in the classes about the policy so that they understand it and apply it to their daily living like not discrimination against other learners because of the disabilities they may have. They confirmed that workshops were conducted by the Department of Education although they complained of time spent on workshops. They complained about not getting enough time to grasp and digest the information they received. This is what the teacher commented:

The policy was communicated to us as teachers in meetings we have. This is repeatedly done whenever we have meetings even if it was not on the agenda but drawing from the principal's remarks, we get something on Inclusive Education policy. We are encouraged to have it implemented for the success in our teaching and to eliminate learner dropout (Ms Ant, the teacher from Impala Primary School).

While the majority of participants agreed that they were made aware of the existence of the policy on Inclusive Education, it was noted that some of the teachers were not well informed of the policy. Even workshops that they attended, apparently, were not deemed useful in terms of enabling them to better understand the key issues pertaining to this policy. In other words, there were instances where, there was no tangible difference between those teachers who attended the workshops and those who did not. It was just that the schools had received a circular for the workshop inviting teachers to attend. When they came back to the school,

they continued their normal practices the same way they were doing before attending the workshop. This was mentioned by the teacher who said:

Workshops are conducted by the district but in our understanding as teachers we think they are especially for full service schools that are seen supported because even if we have attended, there is no follow up by SMTs and no reporting are done to the staff. Even that district team never visits us to see to the implementation of what they were talking about in the workshops conducted (Ms Molly, teacher from Lwandle Primary School).

Comments by this teacher suggest that there were some shortcomings in terms of the SMT members monitoring their work. If any teacher was sent to attend workshops, it is the responsibility of the SMT to make a follow up and give an opportunity to a teacher to report to other staff members. Furthermore, it is important that when they monitor the work of the teachers, the SMT also see to it that the policy is implemented.

In the previous paragraphs I have mentioned that the SGB was amongst the first stakeholders to be informed about various policies including Inclusive education policy. Besides, the SGB and parents, teachers were also made aware of the policy. This was done in staff meetings and phase meetings held. This helped the teachers in dealing with learners who had learning challenges. When they were aware of the policy, I believe that they will be in a better position to assist learners with challenges in their learning.

Ms Molly, teacher from Lwandle Primary School commented on her awareness of Inclusive Education policy. She indicated that she was new in the system of education but she had the opportunity to acquire information whilst she was studying in the tertiary institution. The information she acquired equipped her to understand the policy and to have it implemented in her teaching. This is what the teacher said:

I am new in education system but I was lucky to get information on Inclusive Education policy when I was studying with distance learning. One of my modules was on Inclusive Education policy. So, when I was appointed at this school, I found it

easier to understand the implementation of the policy because I was aware of it. I found that even at school there were documents talking about Inclusive Education policy and I read them through (Ms Molly, teacher from Lwandle Primary School).

Workshops that were organised by the Department of Education or Non-Governmental Organisations (NGOs) on Inclusive Education policy added to the awareness of policy to the teachers. This point is also raised by Zimba (2007) by saying that through these workshops, teachers are capacitated and they are able to understand Inclusive Education policy. The teacher mentioned that she also attended workshops and these workshops further increased her awareness and understanding of the policy.

The participants from the three researched schools indicated mentioned that they were made aware of Inclusive Education policy. Principals working together with the HODs have to see to it that teachers implement the policy in their teaching for the success of learners. Van Zyl (2012) emphasises the undisputable right of every child to education which is in the constitution of South Africa. To ensure that this right is protected, people need to be aware and understand this policy so that it can be implemented successfully.

In this regard, participants firmly agreed that Inclusive Education policy represents a shift from a discriminatory type of education system where learners were grouped according to their learning needs to an inclusive environment. Comment further illustrates the widely held view that, unlike in previous system of education which grouped learners according to their learning needs, Inclusive Education policy views all learners as equal. Awareness of all participants complements the DoE principle (Department of Education, 2001) where it emphasises acknowledgement of all children and youth and support they should be given.

5.2.2   Participants managing implementation of the policy

The SMTs are tasked with the responsibility of overseeing the smooth running of day- to- day teaching and learning process. In support of implementation of policy, the SMTs must display their understanding of the policy. Langone (1998) emphasises that the School Management Teams have a duty to ensure that the policy is successfully implemented in their schools. One principal mentioned that she assisted the teachers in developing lesson plans

and work schedule and made funds available for the provision of resources. This is what she had to say:

> *I develop teachers in lesson plans and work schedule. I see to it that the curriculum caters for all the needs of all learners. I have a time table compiled for class visits. I monitor strategies teachers employ. I make funds available through getting donations and other forms of fundraising to add up on the funds allocated by the Department of Education. This helps to provide other resources that are not met with government allocated funds* (Ms Dawn, Principal of Lilly Rose Primary School).

Ms Judith of Impala Primary School supported what was said by Ms Dawn, Principal of Lilly Rose primary School. She also mentioned that she assisted the teachers in developing their lesson plans and in giving support where it was needed. She attended to the challenges that the teachers raised. Challenges include learner absenteeism and family problems that affect learner performance at school and many. This is what she echoed:

> *My role as a principal is huge. I assist my teachers in developing their lesson plans and work schedule. I ensure that curriculum is flexible and it meets the needs of learners with diverse needs. Flexible curriculum is important because it allows teachers to use different methods of teaching that allows learners with different abilities to be involved. I also assist teachers in challenges that they encounter for instance learners who come late at school or a leaner who is always absent at school* (Ms Judith, Principal of Impala Primary School).

The principal of Lwandle Primary School mentioned his role in the management of policy implementation. As a manager, he does planning and organise duties for each teacher. This is what he said:

> *I am a curriculum manager. I do planning and organise duties for each teacher. I see to it that teachers implement Inclusive Education policy in their teaching. I encourage*

recognition of learners with disabilities in the class and encourage teachers to prepare special programmes for such learners. I provide resources such as money to attend workshops and sometimes organise awareness campaigns where government departments come to school (Mr King, Principal of Lwandle Primary School).

Three principals indicated that they understood their role in managing the policy. HODs from three participating primary schools also had something to say. For instance, the HODs as heads in curriculum implementation had to see to the implementation of policy, together with teachers; they have to come with strategies to deal with learners who experienced challenges in their learning. It was for that reason the HOD commented saying:

In meetings I hold with my phase teachers, we discuss curriculum implementation and challenges we encounter in our teaching. For challenge beyond our effort to deal with, we invite district officials (SNES section) to come and assist at school (Mr Manzi, HOD from Lwandle Primary School).

In support of the comments made by Mr Manzi HOD from Lwandle Primary School, another HOD commented, saying that she managed the implementation of the policy where she develops her teachers in planning their subjects. She sees to the provision of resources for proper teaching and learning. This supports what was said by Donnelly (2003) when emphasising that SMTs had to see to it that resources are provided for support of the policy implementation. This is what the HOD said:

I develop my teachers in planning for their subjects. I control their work to see if they implement Inclusive Education policy in their teaching. I see to it that I make requisition to have resources available for the use by teachers in their teaching (Ms Elephant, HOD from Impala Primary School).

Views raised by the two HODs above were complemented by those of the HOD from Lilly Rose Primary School. She mentioned the assistance that she gave to her phase teachers and also the monitoring strategies applied to the teachers in their teaching by conducting class visits. This is what she said:

> *I have a timetable for work control. I control the learners' and the teachers' work. I conduct phase meetings every Tuesdays where discuss curriculum matters. We share our experiences in classes we teach and discuss strategies to deal with learners who experience challenges in their learning* (Ms Amazon, HOD from Lilly Rose Primary School).

Documents that were reviewed confirmed what was said above. The school year- plan for instance, indicated that there were dates scheduled for staff development meetings and work control that was done monthly. Phase minute books were also visited and minutes indicated that management was done. As said in Tshifura (2012), policy needs all people concerned in teaching to understand it for the benefit of learners at school. It is for that reason that teachers were also interviewed on managing the implementation of the policy. Views shared by principals and the HODs on managing the implementation of the policy did not differ from what the teachers did in managing the policy. As managers, teachers mentioned that they organised sitting arrangement, providing resources like reading materials and involving parents in their children learning. This is what the teacher said:

> *I see to it that my learners sit comfortable. I make them feel welcomed at school. I see to it that learners with sight problem are made to sit in the front of the classroom. I provide resources suitable for all learners in the class. I invite parents to visit school for support in their children'learning* (Ms Molly, teacher from Lwandle Primary School).

What was shared by the teacher from Lwandle did not differ from the other two teachers from Impala Primary School and Lilly Rose Primary School respectively. These teachers

mentioned that they managed classrooms where they had to see to it that all learners were made to sit comfortably. Teachers mentioned that there were no restrictions in terms of seating arrangements but learners with any form of disability were taken care of. The following is what the teacher echoed:

> *I consider the different kinds of disabilities my learners might have. Some learners have hearing problems; some are short-sighted and some are physically disabled. I make sure that I take recognisance of all those challenges and deal with them. For instance, if a learner has a reading problem, I make means to provide big books and books with pictures. Short-sighted learners are made to sit in the front* (Ms Dakalo, teacher from Lilly Rose Primary School).

The understanding of the policy enables the teacher to identify the challenges in her class and come with strategies to deal with those challenges. Ms Ant from Impala Primary School concurs with this by saying that she identified the barriers to learning among her learners by using documents (SIAS) provided by the Department of Education which deals with Screening, Identification, Assessment and Support to learners. This is what the teacher had to say:

> *Assisted by the SIAS pack, I identify different barriers on my learners. I offer support as much as I can. For short –sighted learners, I provide books with big fonts and make learners sit in the front. I provide flash cards for flexible reading. I allow space for learners on wheelchairs. I design support programmes for learners identified to have challenges in learning. Understanding that all learners are supposed to learn to reach their potential, I design a support programme. I understand that learners differ in their learning and they can do well in other things, I therefore apply curriculum differentiation in my teaching* (Ms Ant, teacher from Impala Primary School).

The information given by the participants above indicates their understanding of the policy and the management of it. In the South African schools, Inclusive Education policy is new.

Like other countries mentioned in Chapter Two, South Africa needs to manage Inclusive Education policy implementation. Its success will be through managing and supporting of its implementation.

5.2.3   Capacitation

Three principals from the participating schools mentioned the role they played in the implementation of the policy where they capacitated teachers with a belief that when people are capacitated, they perform as required because they know what to do and how to do it. In the context of this study, it also emerged that if people are capacitated, they will implement Inclusive Education policy and it will be a success. In this regard, Ms Judith, Principal of Impala Primary School highlighted the support she gave to her teachers when she organises workshops. This is what she said:

> *I organise workshops where teachers are capacitated. I run in-service workshops and I also have teachers workshoped by experts from outside to come and help the teachers. I also work with district office to have teachers workshoped and trained on SIAS pack. Whenever the teachers encounter a problem in her teaching, I come to her rescue immediately.*

The views shared by Ms Judith, Principal of Impala Primary School did not differ from what was said by Ms Dawn, Principal of Lilly Rose Primary School. She mentioned that she developed the teachers in their teaching. This is what she mentioned:

> *I formulated Institution Learner Support Team which is an umbrella of all other committees at school. In this committee, challenges in teaching are discussed and strategies suggested in supporting learners. I develop teachers timeously. I allow teachers to attend workshops. I provide assistive devices such as hearing aids for learners with hearing problem. I organise with local hospital to come and conduct assessment on learners.*

Mr King, Principal of Lwandle Primary School added that he also capacitated less experienced teachers. This is what he said:

> *I capacitate my teachers by organising school-based workshops to coach and train the less experienced teachers. I develop teachers in doing lesson plan and discuss annual teaching plan with them. I conduct class visits to monitor the implementation of the policy and support teachers in their teaching. I allow teachers the opportunity to attend workshops organised by the Department of Education and sometimes by NGOs* (Mr King Principal of Lwandle Primary School).

As much as principals claimed to support the teachers and the HODs in implementing the policy, the HODs as curriculum managers in their respective phases also have a role they play in capacitating teachers. This is what one of the HODs had to say in this regard:

> *I prepare support programme where phase teachers are workshoped. With the permission from the principal, I invite neighbouring school teachers where they share information on their teaching* (Ms Elephant, HOD from Impala Primary School).

The HODs had to monitor and support the teachers in their teaching and also ensure that the policy was implemented. This what Ms Amazon said:

> *I develop my teachers by conducting in-service workshops* (Ms Amazon, HOD from Lilly Rose Primary School).

The discussion above indicated that each participant understood the role to play to have Inclusive Education policy implemented.

5.2.4 Collaboration with other stakeholders in implementing Inclusive Education policy

The need for collaborative efforts is crucial at this time in the history of South Africa. I am saying this drawing largely from various scholars who have written about issues of leadership and management in South Africa, since the advent of a democratic dispensation in the country. This theme seems to be recurring even in this study as schools; districts; government departments and NGOs are encouraged to work together in order to support schools. Through their support, learners with different challenges can be assisted. The district suggests that various teams visited schools to support teachers; Department of Health attending to medical problems; the Department of Social Development attending to social problems, South African Police Services for crime and awareness and many more. Existing resources in the community can lend support to the learners and may also be used to strengthen support at district level (Department of Education, 2001a). Collaboration experienced by the SMTs and the teachers in the study defined a necessity for team work where all stakeholders are involved for a common cause. The discussion that follows provides a detailed account about how collaboration was done and/or was experienced by various stakeholders that participated in this study.

5.2.4.1 Strengthening interdepartmental collaboration

Collaboration is one of strategies to enhance the implementation of the policy. This calls for different stakeholders taking part in the implementation of it (Mambo, 2011). Mahlo (2011) supported stating that the success of the policy was where the school climate, culture and the collaboration of all role players within the school community are established. SMTs and teachers voiced out the need to strengthen collaboration with other government departments. When these people work together, the policy will be a success. Government departments like Department of health, SAPS, DSD and others are needed. All participants in the study unanimously agreed that collaboration of these departments is important for the implementation of policy.

Ms Dawn Principal of Lilly Rose Primary mentioned the working together of these people making difference at school. When asked about support structures that supports them as a school, she echoed:

> *Understanding that we have trained staff in the Department of Education district office, it is their duty to support schools. Beside the support from the district office staff, we have other government departments that we work with. To mention the few, we have Department of Health where we refer learners for psychological and health support. The Department of Social Development assist the school in getting birth certificates for learners to access social grant. We are supported by SAPS for awareness on drug abuse and crime* (Ms Dawn, Principal of Lilly Rose Primary School).

The support given to the schools contributed in making the implementation the policy a success. The support structures mentioned by the principal of Lilly Rose Primary School were the structures that were also mentioned by Impala Primary School principal since the schools operated under the same district. Impala Primary School principal highlighted the importance of collaboration of schools with other government departments. This is what she mentioned:

> *Having been in this school for sometimes, I have met different government and non-government structures that supported our school in different ways. For instance, we have the Department of Health. There is a clinic near our school. We take our learners to the clinic when they are sick and sometimes, we organise with them to come to school for awareness. We also have the Department of Social Development where our learners are assisted in getting birth certificates to access social grant. The South African Police Services support us as a school in teaching our learners about substance abuse and crime. Few months ago, they were also making awareness on human trafficking* (Ms Judith, Principal of Impala Primary School).

All three participating school principals shared similar understandings that collaboration as government departments made the implementation of the policy a success. This view came to the fore when another principal also commented that as a school they were also supported by various government' s departments such the Department of Education, The Department of Social Development; the Department of Police Services and others. This support was seen to

be making a difference in their school. Most learners were receiving social support in the form of, for example, social grant through (DSD); for health related problems they attended a local hospital and clinics around the area (DOH) and in fighting crime they worked with the Department of Police (SAPS). This is what the principal had to say:

We work with different government structures in our school. For example, Subject advisors from the Department of Education (District Office) visit our school and support us in our teaching. Teachers are equipped with strategies on dealing with learners who have challenges on learning. The Department of Health make awareness at school and come for learner vaccination which help in learners' health conditions. We have NGOs that support learners who are orphans and vulnerable. They workshop them and have school uniform provided and some food parcels. Our school is linked with SAPS. They come to school for awareness on teenage pregnancy, drug abuse and crime (Mr King, Principal of Lwandle Primary School).

Views expressed in the discussion emphasised the need for collaboration of various departments for the success of the policy. For instance, the HODs highlighted that they needed to have professionals where, for instance, they refer some cases to. These specialists included psychologists, social workers and policemen and women. This is what one HOD said in this regard:

I do not have a reliable social worker who attends to such cases; there is no psychologist, no policeman and no social worker to attend to cases I as a teacher cannot handle, I need to refer them to professionals (Ms Amazon, HOD from Lilly Rose Primary School).

The comments above reflected the frustration and helplessness of the SMTs and teachers in fulfilling their work because it was not always possible to get appropriate support services from the other departments. Porter and Stone (1997) argue that to have the policy implemented, teachers need to be supported in the development of new and effective

practices. This can be done by using other teachers supporting one another. This teacher needs to have time to support teachers at school and sometimes support even neighbouring schools on inclusive practices. It is for that reason that the teacher in the study commented saying:

I work with the District Office staff to facilitate these issues in the circuit. I get training on monthly basis especially on diagnostic assessment, learning styles inventories, behaviour management and literacy development. This assists me with information that I share with other teachers. Through this process, I am able to assist my school teachers and again our neighbouring schools. I discuss with them SIAS pack where strategies are discussed. I support them in lesson planning which is inclusive (Ms Ant, teacher from Impala Primary School).

Support given to the schools by different departments was valued by the schools and was found to be of benefit to them. Stofile (2008) concurs with this view and argues that the formation of local coalitions of those affected by the policy is the most crucial elements during implementation. In the study, different government departments and schools appeared to be working together which was consistent with is argued in the literature. Studies conducted also assert that strong support at all levels of the Department of Education is the key strategy to the successful implementation of the policy (Department of Education, 1997; 2001; 2005b; Hay, 2003; UNESCO, 1999).

The SMTs and the teachers indicated that there were some problems such as learners who needed medical care, some abused, violence and rape, which they were unable to solve but required someone with the relevant skills and competencies. This was mentioned by Ms Elephant, the HOD from Impala Primary School. This is what she had to say:

Our learners come to school and report cases like rape, abuse at home and learners that need medical care. We as teachers do not have knowledge on these cases; we then get help by referring them to departments concern.

This was confirmed by Van Zyl (2012) by saying that when schools and other departments work together, there is a possibility to have the policy implemented. Each department is easily accessible when the need arise.

5.2.4.2 Collaboration with non-governmental organisations

The implementation of Inclusive Education policy must not remain with government departments only but collaboration with various stakeholders such as the NGOs make the implementation of the policy to be successful. Tshifura (2013) feels strongly about this issue and argues that the role that an NGO can play in the implementation of the policy should not to be underestimated. In the context of this study, some NGOs have come to the rescue of many families and learners at schools. There are many barriers to learning that the teachers had experienced in the schools, and some of them had to do with social and socio-economic issues. As such, teachers believed that not all the barriers to learning were, or could be regarded as the responsibility of the teachers or the schools alone. Therefore, collaboration among all stakeholders was deemed necessary for the successful implementation of the policy. Such a process required collaboration of both the schools and the NGOs.

This was understood by all principals in the study and they highlighted some examples of collaboration they had forged with various NGOs in their communities. They further acknowledged the assistance they received from them where for instance, learners who were orphans received material support. This is what one principal said:

> *We have learners who are orphans and some do have parents but they seem not taken care of due to financial constraints in families. These learners are known as orphans and vulnerable children (OVC). Through the NGO working in the area, these learnersare supported. They get food, clothes and all workshoped. They are given school uniform* (Ms Dawn, Principal of Lilly Rose Primary School).

Collaboration with the NGOs was also viewed by the principal of Impala Primary School as very important. She mentioned the support given to the learners and the community where children were provided with food even after school hours. This is what she said:

Our school is used as a centre to feed children. We have a kitchen donated by the NGO. Children come to school in the afternoon and get food before they go home and sleep. If it was not for this NGO, many families would be starving (Ms Judith, Principal of Impala Primary School).

The collaboration with NGOs goes as far as the provision of some resources. Some learners who had physical disabilities were given wheelchairs and were able to come to school and learn and they could move all over the school. This was emphasised by the teacher who mentioned that the NGO in their area assisted with the provision of wheelchairs to some learners. This is what she said:

We have learners with physical disability; some were assisted by the hospital with wheelchairs but these were not enough. The NGO identified the need and we had wheelchairs provided for these learners (Ms Ant, teacher from Impala Primary School).

Same assistance was mentioned by the teacher from Lwandle Primary School. Learning devices were provided to the school by the NGO. This is what one teacher had to say in this regard:

*We had a problem with devices at school and through collaboration with NGO; we had those devices provided. The NGO organised with the doctors to have learners assessed and then devices are provided such as spectacles and hearing aids (*Ms Molly, teacher from Lwandle Primary School).

5.2.4.3 Strengthening collaboration with the community

The notion of collaboration or partnerships between schools and their communities has been written about quite extensively. In the context of this study, collaboration was not only limited to the NGOs and various departments on government, but it extended to the

community members. The data indicated that in the communities where the schools were located were a number of retired professionals such as teachers, nurses and others. Some were not parents to the learners in the schools but they had something to offer. These people had vast knowledge and experience in their respective fields. Their experiences made them knowledgeable in some areas. If schools used their expertise, they might become great assets to the school. One teacher acknowledged the involvement of retired members of community. This is what she had to say:

We have an old lady who was once a teacher and she retired. She is in our community. She is still capable to teach, we use her to assist in teaching especially where we have learners struggling on their learning. Using her skills and experience, most learners are assisted (Ms Molly, teacher from Lwandle Primary School).

Members of the community have skills that can assist schools in dealing with challenges. There were learners who had challenges in their learning but have other skills. Community members could assist these learners by developing them on handwork and other things that the learner is capable of.

In our community we have people who weave ilala and some do other craft works. We invite them at school to help learners develop their skills in such art work. This helps learners to be equipped with skills so that even if she/he leaves the school, she/he has something to do to earn living. Community members enjoy the opportunity given to them (Ms Judith, Principal of Impala Primary School).

Schools in the communities were ruled by traditional leadership. Building partnership with traditional authorities can benefit the schools. These structures are in a position to give support to the schools in different forms. The data showed that traditional leaders ensured that there was protection of the school and sometimes, they attended to the needs of the schools. This was confirmed by the principal of Lilly Rose Primary School when she

mentioned that the electrification of their school was done by the traditional authority through the community levy. The school was located along the sea where tourists visited the place and were charged for the visits. Some of that money was used to support schools. This is what she said:

> *We are working together with the traditional authority. We attend meetings in the community and report the progress of the school and challenges we as a school have. We had our school electrified and classrooms built* (Ms Dawn, the Principal of Lilly Rose Primary School).

Comments made by the principal of Lilly Rose Primary School did not differ from what was emerging at Impala Primary School. Impala Primary School was located near a game reserve that was visited by tourists. These tourists have contributions that they make to the school. This is what was mentioned by the principal of Impala Primary School:

> *The school is next to one of game reserves that are visited by many tourists. They sometimes come to our school and help our learners with games and make some donations like clothing and finances. Even if they are in their countries, we keep in touch and more funds are sent to school* (Ms Judith, Principal of Impala Primary School).

From the discussion above, one can conclude that for schools to have the policy implemented, they needed support from everyone who could give because teachers and SMTs were not specialists in all fields. This became more where there were problems that they could not solve due to the lack expertise. They needed to get professionals on that area. Therefore, the collaboration of everyone on all the levels is highly important. Haihambo (2010) affirms this when referring to Bronfenbrenner's ecological systems theory where the theory explains differences in the individual's knowledge, skills and abilities and the role of support system to guide and structure the individual. Therefore, collaboration of the various systems is regarded as important for the implementation of Inclusive Education policy.

5.2.4 Parent- school partnership

Partnership between school and parents make the implementation of a policy a success where communities are involved in school activities. These activities include parents helping in the maintenance of school buildings. Skilled parents used to build ramps to give learners with physical disabilities easy access to the classrooms. One school principal mentioned that in the provision of material at school, they have parents who come to school and assist by building ramps for learners on wheelchairs.

> *From our community there are skilled parents who come and assist at school by building ramps for learners on wheelchairs. These ramps start from the school gate where some learners are dropped from cars that transport them to school* (Mr King, Principal of Lwandle Primary School).

The partnership of school and parents was also mentioned when parents in the SGB helped develop policies that guided a number of activities. This is what the principal of Lilly Rose said:

> *Involving the community in the school's programmes helps us as the school to work in line with what happens in the community through the information raised by parents in the School Governing Bodies (SGB)* (Ms Dawn, Principal of Lilly Rose Primary School).

Partnership of schools with parents creates good atmosphere where parents see the need to assist at school. In another school, it was indicated that parents planted grass in the school yard to reduce sandy areas.

> *I am a convenor in Environmental Club at school. We work together with Nature Conservation Services and KZN-Wildlife. We encourage school greening and*

prevention of soil erosion. We involve parents where they come and plant grass on sandy areas. This assists in learners using crutches and wheelchairs to access the whole school (Ms Elephant, HOD from Impala Primary School).

Another school highlighted the involvement of parents in Poverty Alleviation Programme that benefited parents and community of the school. Parents used their skills to grow vegetable gardens and make food available and other things to sell. The school bought vegetables from them and parents used that money to support their families like buying food and providing learner school needs.

We have parents who grow vegetable gardens. Since schools have nutrition programme, we as a school organise with the school supplier to buy vegetables from local gardens in supplying vegetables at school. We find this benefiting parent because they use that money to support their families and meet their children school needs (Ms Amazon, the HOD from Lilly Rose Primary School).

Local youth who had passed matric but were not attending tertiary institutions and were computer literate were used to come and support learners in the support centre. This was supported by Ms Judith, Principal of Impala Primary School. This is what she had to say:

We have youth in our community. After passing matric they stay at home because they do not have money to further their studies, we use them to assist in the school where they help struggling learners in the support centre.

The development of ILST in schools where members of the community were part of this team formed an important part in supporting the policy. Help from the community facilitated

the process of meeting the needs of some of their learners. Schools could not do everything on their own. It was for that reason that Ms Molly, teacher from Lwandle Primary School mentioned involvement of parents in developing school garden for the support of learners who are needy.

> *As a chairperson of ILST, we have a school vegetable garden where we work with parents to have vegetables produced. These vegetables are given to learners who are orphans and some vulnerable to eat at home. Funds are raised to buy maize meal to add to that for learners. We invite parents or guardians of these learners to come and collect food.*

The comments by the teacher highlight the importance of parent-school partnership for the implementation of the policy. Parents drawn to school felt being part of the school and they engaged themselves in the activities done at school. Kimu (2012) argued that schools are part of society and community in which they belong. Kim (2012) further raised the issue of the school as social sub- system which cannot function in isolation. According to Bronfenbrenner (1994) learning is a social process affected by forces at many levels including government policies and the society.

5.3 Chapter summary

In conclusion, I should point out that, through this chapter, I have indicated that all the participants in this study had adequate understanding of Inclusive education policy. Similarly, the participants played a prominent role in the implementation of this policy. The next chapter highlights the challenges faced by the schools in implementing this policy.

CHAPTER SIX

CHALLENGES ENCOUNTERED BY SCHOOL MANAGEMENT TEAMS AND TEACHERS

6.1 Introduction

Chapter Five presented and discussed data generated on the participants' perceived role in the implementation of Inclusive Education policy. The data indicated that they all understood their role and further indicated that the SMT members ensured that all stakeholders were aware of and actually understood the need for the policy and also that they actually embraced it. However, despite such positive messages from the research sites, it also emerged that during the implementation of the policy, many challenges were encountered. Therefore, this chapter presents a detailed discussion of the challenges that made it difficult for the SMT and the teachers to have the policy implemented.

6.2 Presentation and discussion of data

In presenting the data, *verbatim* quotes from the participants have been used to ensure that the 'voices' of the participants remain original in the study as was done in Chapter Five of the study. The presentation also incorporates data generated through documents reviews and observation made during visits in the schools. The challenges were categorised into five themes and these are (1) Challenges relating to the provision of resources; (2) Classroom related factors; (3) School management related factors; (4) Domestic factors and (5) Issues relating to collaboration among parties. The study will begin looking at the provision of resources.

6.2.1   Challenges relating to the provision of resources

The availability of resources to support teaching and learning in the school contexts has been highlighted by many scholars. Similarly, the implementation of Inclusive Education policy is negatively affected by the shortage of resources of various kinds. For instance, Van Zyl (2012) raises concerns about situations where inadequate resources are provided in schools and highlights that it results in schools failing to have the policy implemented. Implementing

Inclusive Education policy requires that there should be adequate and appropriate resources such as infrastructural resources, human resources and material resources. Tshifura (2012) adds to this debate by saying that the provision of adequate resources including infrastructure enriches the implementation of the policy. The data indicated that all three categories of resources posed a challenge to the effective implementation of Inclusive Education Policy. Bornman and Rose (2010) argue that the lack of support and resources as well as the prevailing negative attitudes towards disability, all contribute to the general perplexity in South African schools towards the concept of inclusion. Each of the three resources is discussed in the section below. The first to discuss is provision of infrastructure.

6.2.1.1 Inadequate provision of infrastructure

Inadequate infrastructure becomes a barrier to learning and development when the learners' individual needs are not met in the classroom (Van Zyl, 2012). From the data gathered data all the participants highlighted the provision of appropriate infrastructure as a major challenge. Equipment such as wheelchairs and crutches were always needed when providing education for the learners with special needs. Such equipment were either not available in the schools studied or was inadequate. Tshifura (2012) argues that to have appropriate infrastructure in schools would enhance the implementation of Inclusive Education policy because then all the learners, even those experiencing physical disabilities would be accommodated. For instance, learners who are on wheelchairs will access the whole classroom like all other learners.Transformational leadership acknowledges the provision of resources and argue that there are limits to what the school can achieve when resources are not provided.or inappropriate. Ms Judith, Principal of Impala Primary School said:

> *Yes, I encounter too much problems. Insufficient classrooms are a problem. Out the enrolment of 800 plus, we have 13 classrooms. This results in overcrowding where you find more than sixty learners in one class. Learners on wheelchairs are confined in a corner without moving freely. I don't know whether I can call this as discrimination in disguise. But it is because of space that is not enough for them to move.*

Walther-Thomas *et al* (2000) argues that to have appropriate and effective implementation of the policy there must be adequate resources. Tshifura (2012) further says that while this is mentioned but most of the South African learning centres were physically not accessible to all because they were not built to accommodate the physically disabled learners.

Infrastructure was found to be a huge problem in studied schools. Participants mentioned the condition of classrooms which were not accommodative to all learners. The buildings were built before schools had the understanding of Inclusive education policy. There were steps in all entrance to the classrooms and no ramps for those learners with physical disabilities. The way classrooms were built, gave access only to learners without physical disabilities. This was confirmed by Ms Dawn, Principal of Lilly Rose Primary School when she commented as follows:

> *Provision of infrastructure is also a challenge. Our schools were built long time ago. Everything at school suits only learners without disability. To have schools cater for physical disabled learners, a lot needs to be changed. The school needs to have ramps for learners on wheelchairs for easy mobility instead of steps that the school have.*

The challenge of infrastructure in three schools was a major problem. The shortage of classrooms was reported to be one of the causes of overcrowding in the classrooms. In the principal' office, the staff establishment chart was displayed on the wall. There was a class with 63 learners when some had 45 or 50. One teacher was allocated to the class of 63 learners. This overcrowding did not allow space for physically disabled learners to access the whole classroom. This was mentioned by Van Zyl (2012) as discrimination because inclusive classroom should guard against unfair treatment of learners. The implementation of Inclusive Education policy cannot be a success in such conditions. There should be enough learning space provided to accommodate all learners including learners using crutches and wheelchairs and those who use equipment such as computers as their learning aids. Access to classrooms and the school yard must be improved by putting ramps for the benefit of all learners. Buildings as such are dilapidated and this condition can be a threat to learners' lives.

Mr King, the Principal of Lwandle Primary School commented highlighting that they had great challenge with infrastructure. There was a shortage of classrooms and the same classrooms were not big enough to accommodate many learners. The school had old buildings which were likely to fall at any time. This is what he said:

> *Infrastructure is a great challenge. Firstly, we don't have enough classrooms. Even the few that we have are not user-friendly. They do not allow enough space for learners with physical disability. The school is very old. Some classrooms are leaking and big cracks on the walls. The school was built before the policy was introduced. There are steps between each block because of the area on which the school was built. The place is uneven.*

The views expressed by the three principals on the lack of infrastructure were echoed by Van Zyl (2012). This scholar said that a school building as a physical environment is essentially a message that reflects the time of its construction and the notion its designers have of the school, its goals, and the content areas of the school activities, teachers, learners and learning. When there is congruence between this message contained in the school buildings and the school goals, particularly, in relation to the learning theory that is being applied, the design of the school will have succeeded (Van Zyl, 2012). This author further emphasised that in order to achieve such a result, it was necessary to combine architectural thinking and mastery of engineering sciences with competence on the fields of education and pedagogics (Van Zyl, 2012). Therefore, the goal of multi-professional planning of schools is to create an optimum learning environment (Happonen, 2000). Very few schools meet this criterion. The reason is that no school is designed as a multi-professional project between architects and teachers where the learning theory of Inclusive Education policy is accommodated (Happonen, 2000). This scholar further argues that schools buildings must its design promote a good learning environment.

The HODs from participating schools confirmed the views uttered by three principals where they highlighted the challenges posed by the lack of appropriate infrastructure to effective implementation of Inclusive Education policy in their respective schools. For instance, they highlighted the problem of cracked floors and leaking roofs where one finds it difficult to

implement the policy on Inclusive Education. The sandy area where the school was built was also a challenge for the mobility of wheelchairs. Transformational leadership involves the the transformation of infrastrure like classrooms which were built long time ago. To have Inclusive Education policy implemented, the buildings need to be transformed as to accommodate all learners including learners with disabilities. The physically disabled learners struggled to get to ordinary toilets as such toilets were not meant for them. Toilets are a need to everyone; therefore, suitable toilets must be provided for learners with disabilities. This is how Ms Elephant, the HOD from Impala Primary School put it:

> *There are cracks on the floors which make it difficult for learners on wheelchairs to move around classrooms. There are no suitable toilets and even the supply of water is a problem in the area. The school is in a sandy area. The place is uneven which make it difficult for learners on wheelchairs to move freely around school. Some classrooms even had broken window panes which were dangerous to all learners. Learners used cardboard to cover the broken windows. This needed the school to have it fixed.*

This view was also shared by Ms Amazon, the HOD from Lilly Rose Primary School. She mentioned the architectural problem when the planning for the school was done. There was no idea of Inclusive Education policy in their mind. That was the reason the school had classrooms which accommodated normal learners and the learners on wheelchairs struggled to get into the class with their wheelchairs. Van Zyl (2012) argues that the school building as a physical environment is essentially a message that reflects the time of its construction and notion its designers have of the school. The HOD had this to say:

> *The problem that we encounter is infrastructure. We have limited classrooms and these classrooms are standard for mainstream schools. Should it happen that a learner with physical disability is admitted, we have a problem with space. She/he remains stuck in the corner where his/her chair was able to fit in. This problem goes as far as accessing school as a whole including toilets, playground and even getting into classroom because mainstream schools are not prepared for them* (Ms Amazon, the HOD from Lilly Rose Primary School).

Concerns about the lack of suitable toilets and the persistent presence of dilapidated buildings were also a concern to Ms Antonia, the HOD of Lwandle Primary School. Classrooms entrances needed modification for easy access to the classrooms. The modification of buildings for the accommodation of learners with disabilities was mentioned by Loreman *et al* (2005) as a pre-requisite to learning in an inclusive environment. In response to such a need, ramps should be built for learners with physical disabilities instead of steps which cater for normal learners. She further commented on passages that were not wide enough to accommodate the needs and safety of learners with disabilities. The school needed to maintain buildings for the safety of learners and easy access to school. This is what Ms Antonia said:

> *Infrastructure at school is a problem. Our school is old. The roof is falling in some classrooms. When it rains, water runs from walls and there are pools in the classrooms. The school has steps when moving from one block to another. If physically disabled learners are admitted at school, they have a problem in accessing the whole school. Toilets used at school are for learners without physical disability. There are no toilets prepared or built for physically disabled learners* (Ms Antonia, the HOD from Lwandle Primary School).

From the comments made by HODs, it is clear that infrastructure was a challenge in most schools in the study. All three HODs from three participating schools raised the concern on infrastructure where it was seen as a challenge. The literature reviewed indicated that the challenge of infrastructure was not for South African schools only. Agbenyega (2007) in the research conducted in Ghana identified areas that included resources as challenge. This was also supported by Happonen (2000) where he identified good learning environment as a place where the purpose for which certain facilities and space used determines the quality of the environment. This says that the learning environments are adapted to suite different learning needs of different learners. This calls for schools to have suitable toilets for the learners including learners with physical disability. The schools needed to provide walk ways for learners on wheelchairs. Classrooms are to be prepared that they are accessible for learners with disability. Classrooms need to be in good condition, not leaking for the safety and health condition of learners.

Views expressed by the principals and the HODs were also affirmed by some the teachers. They raised their concerns on the infrastructure which, in their view, undermined the provision of quality education. They complained of not having suitable toilets for the learners with disabilities. Teachers found it difficult to implement the policy in conditions where classrooms were designed to suite normal learners. The size of the classroom also contributed to the challenges encountered. Thus the bigger the classroom, the better it would be for those learners with diverse needs. This concurs with Department of Education (1997) when the issue of schools in rural areas was mentioned. It was found that the vast majority of schools were physically inaccessible to many learners and more specifically for learners with physical disabilities.

In the schools I visited, most schools buildings were poorly maintained. This confirmed what was mentioned that in rural schools, buildings were found run down and poorly maintained while in the urban advantaged areas where basic facilities existed. Most learners were housed in buildings that did not have ramps and had poor facilities in order to accommodate learners with different forms of disabilities including the blind and the deaf learners. In the theory of transformational leadership, Leithwood and Jantzi (2009) and Shield (2003) state that the transformational leaders are engaged in setting directions, developing people and redesigning the organisation. This says that mainstream schools must transform to become inclusive schools. The process of transformation will require that a new direction is set for these schools. For example, changes in infrastructure, from staircases to ramps and wheelchair friendly structures to help accommodate learners with physical disabilities (Kalenga; Fourie & Maphosa, 2014).

Drawing from the above discussion, it can be argued that transformational leaders will not be trapped in the present, but will focus on what needs to happen in their schools in order for them to be relevant to the South African society of today. However, the data demonstrates that reality in all the schools that participated in the study was far from ideal in terms of catering for the needs of the learners with disabilities. This is what Ms Ant the teacher from Impala Primary school said:

Our classrooms are not suitable for all types of learners or learners with different disabilities especially those with physical disabilities. The entrances to the classrooms do not allow a

wheelchair to move freely without assistance. Most classrooms have bad floors. Floors are cracked and some have big holes which are dangerous to learners.

The above statement from a teacher shows how difficult it was to effectively implement Inclusive Education policy. If schools did not have suitable basic resources or no resources at all, policies will remain on paper as the schools will have no ways and means of achieving the dream of Inclusive Education policy. Comments made by Ms Ant, the teacher from Impala Primary School were supported by Ms Hadebe the teacher from Lwandle Primary School and Ms Dakalo the teacher from Lilly Rose Primary School when they commented on the size of the classrooms and the life of classrooms. Classrooms were old and had cracks which were seen to be dangerous to the learners. The size of the doors was also a problem which resulted in the learners using wheelchairs struggling to get into classrooms without being assisted. The school was not user-friendly for both the learners and the visitors. The observations done indicated that the drive ways that were once constructed from school gate to the school yard were broken. The intention to have them was to assist learners on wheelchairs to access school easily. Instead of being useful they were then useless and dangerous to the learners. The school buildings needed to be well organised for proper implementation of Inclusive Education policy. The sentiments were echoed by Ms Molly when she said:

> *We have standard classrooms. The size is only suitable for normal learners. These classrooms were built long time ago. They have cracks which make it difficult for learners on wheelchairs and those using crutches to access the whole classroom. Entrances to classrooms are not wide enough for learners on wheelchairs. The school is not user-friendly for learners, teachers and visitors at school because verandas are not wide enough for people with disabilities. Suitable toilets are not provided for disabled learners. Physically disabled learners share toilets with learners without disabilities.*

Infrastructure was found to be a challenge in most schools. There was a need to have these challenges dealt with. This was supported by Mahlo (2011) when saying that the lack of or

inappropriate infrastructure becomes a challenge to learning and development when individual needs are not met in the classroom. Mahlo (2011) further argues that to have appropriate infrastructure in schools would enhance the implementation of the policy because then all learners, even those learners who are experiencing physical disabilities would be accommodated. The provision of resources is not only on infrastructure but it also involves human resources.

6.2.1.2 Inadequate provision of human resources

The participants indicated that the provision of adequate human resources was one of the barriers to effective teaching and learning, and thus posed a challenge to the successful implementation of the policy on Inclusive education. This view concurs with what is mentioned by Mahlo (2011). This scholar argues that meaningful learning is likely to happen if adequate human resources such as teachers, therapists, nurses and others are made available. Participants mentioned that they had many learners due to the large community surrounding the school. Some families come from far flung places to live in the area and due to this phenomenon, overcrowding resulted. For instance, each teacher was found to have more than fifty learners in a class. This made the teachers fail to attend to individual needs of all learners. This was confirmed by Tshifura (2012) when she said that Inclusive Education policy is possible with a manageable number of learners in each class. Participants felt that there was a need to have learner – teacher ratio revised in order for them to offer effective teaching. Beside learner-teacher ratio, participants indicated that there was a need to have therapists and school nurses in schools. They indicated that there were cases where the teacher was limited to attend to the learners' need because of insufficient knowledge but therapists or school nurses are trained to do it. This says that schools need to have therapists for challenges that are beyond the teachers' competences.

It was for that reason that the following comments were made by the Principal of Lwandle Primary School Mr King. This is what she said:

> *We experience difficulty when coming to the provision of human resources. It starts with teachers. We do not have enough teachers at school. Each class have more than*

fifty learners. This leads to overcrowding and it is difficult for a teacher to implement Inclusive Education policy in that situation. We do not have nurses for medical problems and psychologists in case a learner needs counselling. There are learners who come reporting abuse at home and some are reporting rape. Teachers are not trained on that.

Insufficient staff makes it difficult for the policy to be implemented. Waltkinson (2003) echoes similar sentiments saying that the problem inclusive schools face is the need for additional classroom personnel because children with diverse educational needs learn at different pace and in different ways. Teachers identified challenges which were beyond their understanding to diagnose learners. That needed qualified staff such as nurses and sometimes psychologists to attend to. The schools must have support centres and staff deployed to work in those centres. Ms Dawn, Principal of Lilly Rose Primary School expressed her views saying:

We have a support centre that was donated to our school but there is no one to work there to support the learners. Due to the limited number of teachers at school, we cannot take the teacher to remain in the support centre and support learners. We feel we need assistant teachers because of some the learners who are experiencing challenges in their learning. There are no school nurses and therapists in the support centre of which is vital important that we have them.

This was affirmed by Ms Judith the Principal of Impala Primary School. She said that she had a problem with support staff such as nurses and therapists. Even if the support centre was provided at school as they did; however, with regards to the material they have to use, it is important that there is someone who is knowledgeable about them, otherwise, there will still be a problem. This is what she said:

The school has a support centre as the school was identified for Inclusive School project. The DoE is running workshops in our school and the school is made a reference to other schools. We do have assistant teachers but because of the number

of learners who need assistance, two teachers are not enough. We do not have school nurse and therapist. Teachers are frustrated when they have to refer cases that need nurses and therapists.

Assistant teachers are a prerequisite in the Inclusive school. In the class of sixty learners, a teacher cannot spend enough time with learners who encounter barriers in learning because of time allocated for each subject. It is therefore advisable that the school have support centres and staff working there to support learners who have challenges in their learning. Assistant teachers take them slowly in their pace while the teacher continues with others. In support of the comments above, Ms Judith, the Principal of Impala Primary School commented:

If the school had assistant teachers, the burden will be eased from class/subject teachers because teachers are not delayed with struggling learners instead these learners are taken to the assistant teachers who takes them slowly for support. This support eliminates learner drop –outs.

In the three schools visited, human resources were identified as major problem. White Paper 6 (Republic of South Africa, 2001) elaborates on the provision of resources to ensure successful implementation of the policy. Views shared by the three school principals were also the concerns of the HODs and the teachers in the participating schools. They complained of big numbers in classes which resulted in teachers failing to attend each and every learner. They also complained of frustration they faced when they have matters that needed professionals such as speech therapist. They commented that if there was enough human resource in schools, then it was going to be easy to have Inclusive Education policy implemented. That was the reason Ms Elephant, HOD from Impala Primary School when she said:

The number of teachers at school is not enough. Learner: teacher ratio by the DoE is said to be 1: 40 but in our school is not like that. We sometimes have 60 learners in

each class and that make it difficult to individualise learners. I understand curriculum differentiation but in this case, it is difficult to have it applied.

The views expressed by three principals and the HODs in participating schools were corroborated by those of the three teachers. Teachers highlighted that the challenges in human resource provision whereby they had to teach many learners in one class because of insufficient teachers at school. This made them to struggle to implement Inclusive Education policy. Some learners were very difficult to handle. They needed extra time or else the teacher would spend more time with them. This is what Ms Ant; teacher from Impala Primary School had to say:

I am teaching Grade 2 and have 69 learners. I do not even know their names and I sometimes do not mark their workbooks. The classroom is small that means I do not have space to stand and have no space to walk around when I teach. There are learners when they have to write, they hide with other learners because they know I cannot come to their table. When the staff allocation is done, the department does not look at the difficulty of each learner. There are learners where one learner is equal to four learners. I as a teacher need to spend more time to that learner. This means that there can be no proper teaching and learning and the implementation of the policy is hindered.

The above comments stands in stark contrast with what is contemplated in the White Paper 6 (Republic of South Africa, 2001) when it states that there should be provision of resources. One can deduce that whatever the policy says is in paper, but practically, it is impossible. For instance, various Human Resources Management (HRM) circulars are sent to schools where learner-teacher ratio is clearly stated, but one may find that the post provisioning norm (PPN) says something different. In the final analysis, the principal will be guided by the PPN because it determines the number of teaching staff that the school may have, and provisions of the White Paper may mean nothing in this scenario. This also indicates that school principals are limited in terms of what they can do in schools. Schools cannot make decisions on their own in appointing teachers if there is a need. This fact highlighted by Mullick,

Deppeler and Sharma (2012) where they cite a case of Bangladesh. In that country, just like it is the case in South African public schools, School Management Teams did not have any authority to employ teachers. The recruitment of teachers was the activity of the government officials (Mullick, *et al* (2012). The same reality exists in South African schools, where the powers to appoint the teachers still rests with the government officials. Although one may argue that schools have some authority on teacher appointment, through the School Governing body provisions, but schools powers are very limited in terms of what they can do.

6.2.1.3 Inadequate provision of material resources

The value of having adequate and appropriate material resources to promote learning cannot be overestimated in the implementation of Inclusive Education policy (Mahlo, 2011). The provision of adequate resource material is essential for the implementation of the policy. The provision of furniture suitable for learners, support material like stationery and other teaching material such as assistive devices is important for the implementation of the policy. However, Mahlo (2011) has highlighted that a large number of schools in South Africa were still facing a challenge on provision of resources. Some of them did not have furniture. Learners sat on the floors and some sat on their school bags. The schools that have furniture, such furniture is not suitable for learners with disabilities. Tables and chairs are not designed to suite disabled learners. Ms Judith, the Principal of Impala Primary School commented on the supply of material resources saying:

> *In our school we have enough furniture but it is not suitable for learners with physical disabilities. We do not have computers to help our leaners with programmed activities and games. One computer that we have is for administration.*

The same concern was raised by Ms Dawn, Principal of Lilly Rose Primary School who mentioned that they received donated computers but did not have someone to assist in that computer centre. If these computers were used, they were going to assist where some learners were going to play programmed activities in the computers.

Our school was donated with computers but there is no one to help in the centre so our computers are not used. Even if we feel the need to use computers for some programmes to support learning, we are unable. The furniture that we have is not suitable for all learners. Teachers require other material such as television systems and large print books which we fail to get them because of limited funds allocated to schools by the Department of Education. The few large print books are not enough (Ms Dawn, Principal of Lilly Rose Primary School).

Resource allocation in most schools is found to be too low to support the proper learning and teaching (Kalenga, 2012). Kalenga (2012) further states that the education of children with diverse needs seem to be impossible in many countries including South Africa because of lack of resources needed. Data generated suggested that there was still a challenge in the provision of resources in schools. Mr King, Principal of Lwandle Primary School commented:

Material resources are a challenge. We have learners who struggle with hearing but we do not have hearing devices to help them. Some learners need wheelchairs for easy moving around the school but we do not have them and some need crutches. The furniture that we have is broken and the school does not have enough money to buy new furniture or have the broken furniture repaired. The requisition is done to the Department of Education through District Offices but the response is delayed.

In support of what was said by the principals, all HODs from three schools mentioned the same problem with classroom conditions and their inability to provide assistive devices. Learners who have challenges in hearing and poor sight need to have devices for support. This can be hearing aids, reading glasses and big books with wide fonts. The school must provide these in support of Inclusive Education policy implementation. This is what Ms Elephant, HOD from Impala Primary School commented:

In my class I have a little girl who is having a problem in hearing. The other day she hears you and sometimes cannot hear at all. I have reported the matter to the principal and she promised to inform the local clinic. We are still waiting for assistance. Her parent was called and she reported that she has been to different hospital for the same problem but nothing is happening up to now.

Inclusive Education policy specifies the kinds of resources that schools need to have, and these include resources like assistive technology (corner chairs; adapted desks; wheelchairs; hearing aids); support personnel (teacher assistant, psychologist, speech therapists and councillors); skills development (district training teachers on the use of devices and on dealing with learners with learning barriers); environmental access (ramps, corridor rails, parking bays, toilets and signage) (Republic of South Africa, 2009). From the data analysed, it shows that provision of many resources as mentioned above, is still a challenge. Drawing from the discussion above, it is evident that Inclusive Education policy is not free from challenges (Peters, 2014). Ecological systems theory suggests that there are challenges at all of the levels which impact on the effective implementation of Inclusive Education policy in schools (Bronfenbrenner, 1979).). Mahlo (2011) further argues that the learner does not exist in isolation from surrounding systems, but rather that the environment helps determine the success in his/her academic career. If all the systems work well together all learners in schools, even those who are experiencing barriers, should benefit. Beside the resources mentioned above, there are other factors that have effect.

6.2.2 Classroom related factors

Participants mentioned some of the challenges they encountered. Some of challenges encountered were mentioned as overcrowded classrooms; attitude of teachers towards learners experiencing problem in learning, time, language of teaching and learning and intervention strategies.

6.2.2.1 Overcrowded classrooms

Over-crowding was found to be a challenge. All the participants complained about overcrowding saying that teaching and learning would not take place as planned if there were too many learners in a classroom. Overcrowded classrooms resulted in teachers not paying attention to other learners especially those that encountered challenges in their learning. One teacher made the following comment:

> *What is expected of me if I have to teach 69 learners in one class? I do not know even their names. I don't have even the space to stand. At the end I am failing to identify and assist learners who are struggling with their learning* (Ms Ant, the teacher from Impala Primary School).

The comment by Ms Ant was also a concern by all other participants including the principals and the HODs. Overcrowding was a great challenge and schools found it difficult to deal with it because as they mentioned, it is about classrooms which is beyond their affordability to supply them. The principal of Impala Primary School added that where she mentioned the school enrolment against the number of teachers which results in overcrowding in classrooms. This is what she had to say:

> *Insufficient classrooms are a problem. Out of 800 plus learners, we have 13 classrooms. This results in overcrowding where you get more than sixty learners in one classroom. Teaching and learning is not likely to happen as expected* (Ms Judith, the Principal of Impala Primary School).

The comments by the participants are highlighting the challenges that teachers have on the implementation of Inclusive Education policy in class. To have Inclusive Education policy implemented, overcrowding in classrooms must be dealt with.

6.2.2.2 Teacher attitude towards learners experiencing barriers to learning and development

The study conducted by Bothma, Gravett and Swart (2000) revealed that there were negative attitude that teachers displayed towards Inclusive Education policy. Such findings contradicted with what was expected from the teacher as argued by Mahlo (2011) when saying that teachers who demonstrate accepting attitudes were more likely to promote social justice, a healthy environment to learn and human rights. Teachers have a responsibility to demonstrate to the learners that they can feel safe and develop a sense of belonging by modelling a positive attitude towards learners with barriers and among their peers, learners and parents.

In the context of this study, teacher attitudes were found to be having an influence in the implementation of Inclusive Education policy. However, it can be argued that they did not display any negative attitudes towards the policy or the learners with disabilities. In fact, their gripes were largely about the contextual factors which prohibited them from teaching all learners in a manner that would benefit all of them. They were complaining of overcrowded classrooms which resulted in them not caring for learners who were struggling to learn. They could not even try to implement strategies suggested in their teaching. To that end, one of the teachers had this to say:

> *They are so many that I do what I can without considering those who are facing challenges in their learning* (Ms Ant, the teacher from Impala Primary School).

The above extract from the teacher, suggests that teachers were negatively affected by overcrowding in their classrooms such that they ended up adopting ambivalent attitude towards those learners with special learning needs. This was also mentioned by Ms Molly, the teacher from Lwandle Primary School. She said that many learners in her class made her work very hard and that resulted in her neglecting learners with barriers to learning in order to ensure that curriculum coverage was realised as prescribed by the Department of Education.

I have district staff on curriculum section who wants to find work completed on time. To see to it that I meet that requirement; I have to rush and have Annual Teaching Plan (ATPs) completed. Then struggling learners are left behind (Ms Molly the teacher from Lwandle Primary School).

The attitude that the teachers demonstrated was against the intentions of the policy which states that all learners have a right to learn and that they need to be supported. Therefore, those teachers that were unsupportive were undermining successful implementation of the policy. The HODs also complained about the teachers who were unsupportive to the learners with learning barriers. In response, they sat down and planned support programmes but some teachers did not use them. What happened is that these programmes were neatly filed in teachers' file without having them used to extend learning opportunities to the learners. This what the HOD said:

In our phase meetings, we sit down with my phase teachers and we discuss strategies to use in our teaching. A copy for each teacher is made and handed to her. You will find that it is neatly filed in her file without using it. Teachers want to use their knowledge on teaching without using guides provided (Ms Amazon, the HOD from Lilly Rose Primary School).

6.2.3 Domestic factors that have effect on the implementation of Inclusive Education policy

For the implementation of the policy to be successful, the partnership between the home, school and the learner is crucial, but due to the socio-economic status and unemployment, most of the parents in South Africa leave the learner in the care of grandparents or siblings (Mahlo, 2011). Three microsystems were found to be the major challenges to learning. These are home environment; peer group and school. Parents were found to be not actively involved in the development of learners that experience barriers to learning. They perceived learner development as the sole task of the school. Geldenhuys and Wevers (2013) emphasise the

importance of the environment in which the learner grows up by saying that learners that grow up in such home environment tend to be at risk of poor academic performance.

All the participants in the study mentioned the lack of parental involvement in the learner education as challenge to have the policy implemented effectively. When teachers identified the problem that needed a parent, it was a problem because parents did not cooperate with the school; for instance, they did not come to school when invited to do so. The cause of that response or non-response could be linked to the learners' home situation. For instance, it might that the learner stays with grandparents who might not be able to attend to such issues such a number of factors such as old age; lack of understanding of current issues in education; lack of interest in issues relating to education; illiteracy and illness. Some parents worked in towns, far away from home and they leave their children with grandmothers. These children were taking care of their grandmothers who were sick at home. Therefore, family responsibilities lay squarely on this learner. To have Inclusive Education policy implemented, parents must be part of their children learning, support them, attend meetings at school and visit school timeously to support even teachers. Ms Dawn, the Principal of Lilly Rose Primary School made the following comment:

> *I had a learner who always came to school late. His class teacher reported him timeously that he is always late or absent at all. When I asked him why he was always late, he told his story [My grandmother is sick, I had to prepare food and help her with medication before I come to school, I also go to my neighbour to ask them to look after my grandmother while I go to school. My mother is said to be in Durban and working]. I decided to pay a visit to the family. What I saw was heart-breaking. I had to call social workers from the local hospital.*

The lack of support the learners get from home can contribute to the learner performance at school. Frempong, Charlotte, Kholofelo and Motha (2014) concur with the above view and argue that learners living in impoverished communities are likely to be exposed to the risk of getting substandard quality of education. Learners walk a long distance to school. When they come to school, they are tired because many homes in rural areas are far from schools and parents could not afford to pay for transport to school every day. Because of low education levels, most parents are not employed, and therefore experience varying levels of poverty.

They leave homes to get work in far places leaving children with grandmothers and caregivers. Hay (2003) also shares similar views and argues that many learners are raised by grandparents, who in most instances are not able to provide the necessary support at home due to their low literacy level. One of the HODs had the following to say in this regard:

Most children stay with their grandmothers because their mothers are working in far places. Grandmothers are illiterate which make them unable to assist learners with school work. They go to school without pens to write and this result to them stealing other learners' pens. Most of these learners are always bully (Ms Elephant, HOD from Impala Primary School).

To have the policy implemented is difficult in situations where some families are child-headed. The Constitution of South Africa (Republic of South Africa, 1996a) states that every child has a right to be at school and learn and the child has a right to be taken care of. In the researched area, some families were child-headed due to the passing away of both parents. Some of these children did not have access to social grant because they did not have birth certificates. These are some of challenges faced by school management in some communities. These children survived on the charity of their neighbours. Some of them leave school to earn a living from local farms or else they look after siblings from other families in order to get money. When they were at school, they were not totally focused on learning because of the situation at home. This situation required an understanding teacher to observe and deal with the situation. Ms Molly, teacher from Lwandle Primary School shared the following experiences:

A learner reported that she stays with her younger brothers and sisters and she was the eldest. Their parents had both passed away. This learner will come to school looking tired and sometimes not having eaten anything. She has this burden of taking care of his/her younger siblings. As a teacher, I cannot continue teaching this learner without having assisted him.

The state of poverty in the area made parents to leave home early and never attend to their children' school work. In such situations it was difficult for the teacher to have Inclusive Education policy implemented. Some parents earned a living by working in the nearby farms. This mother would wake up early in the morning and leave for work and when she comes back late at night, she was tired. She did not have time to attend to her children's school work or their well-being. The busy schedule of parents did not allow time for them to be part of their children learning.

> *One learner reported that she stays with her mother who wakes up as early as four in the morning and go to work in the nearby farm. The parent come home very late and is tired. She cannot look at the learners work. The learner will come back the following day without having been assisted with her homework. Some parents sometimes take their children to those farms and make them work to earn extra money. This results to learner absenteeism (*Ms Ant, teacher from Impala Primary School).

Bronfenbrenner's theory is an example of a multi-dimensional model of human development which posits that there are layers or levels of interacting systems resulting in change, growth and development, namely physical; biological; psychological; social and cultural. Swart and Pettipher (2005) concur with this view and argue that what happens in one system affects another and is affected by other systems thus human behaviour, experiences and actions cannot be understood if the contexts in which they occur are not considered. Neglected children in the area are one of challenges the schools encounter. The teacher observes poor performance on the learner and when she wants to make a follow up about home, the child will become suspicious. This makes it difficult for the teachers to give assistance to such learners. Most learners taught in schools nowadays are from single mothers. When their mothers passed away, there is a problem with any information required. This makes it difficult to have Inclusive Education policy implemented. Ms Dakalo, teacher from Lilly Rose Primary School had this to say:

The learner reported that she had never seen her mother. When she grew up she was told that her mother left her with her grandmother and was never known her where about. She stays with her grandmother. Grandmother does not have anything about a learner birth history. She had to cook, clean the house, fetch water from nearby community water supply and delay to have her school work done. Sometimes there is no candle in the house. She cannot do her school work.

The study indicated that there were parents who were not supportive to their children; instead they drank alcohol excessively and took drugs; therefore, there was no parental guidance given to the learners. They did not understand why children must go to school. There were many learners in the schools who came from such families, were forced to take care of household and look after themselves. The lifestyle of parents influences their children's development. This burden of extra responsibility at home had negative impact on the learners' ability to respond positively to teaching and learning opportunities at school. The support expected from parents by the teachers was not forthcoming due to family situation highlighted above. When invited to school, these parents did not come. One of the HODs had the following to say on this matter:

There was a heart-breaking case that was reported by a learner. The learner reported that she did not get enough sleep. His father was drunk and fighting with his mother who was also drunk. He beat her severely and she was unconscious. The boy was taken by the neighbour and stayed there for the night. I as a teacher, what can I expect from the learner living in this family? (Mr Manzi, HOD from Lwandle Primary School.

Situations like these make it difficult to have the policy implemented. There are families where violence is the feature of life. Sometimes, such violence takes place in front of the children. Such experiences must have negative effects on their lives. It goes a long way to affecting their performance at school. Marais and Meier (2010) mentioned the disruptive behaviour that comes from families and that had an effect on the learner. It is alleged that some families hide their children because of disability they have. They are ashamed of the

learner condition. They think other learners will laugh at them. This is against the policy which states that all learners have a right to be at school and be taught (Republic of South Africa, 2001). This was observed in one family.

The story reflected in the above paragraph is not an isolated one; in fact, the data indicates that there are children who were not attending school altogether due to their disabilities. It emerged that one of the learners at Lilly Rose primary had a sibling who had physical disabilities and was not attending any school. This is what Ms Dawn, Principal of Lilly Rose Primary School had to say about this matter:

> *There was once death in the one family. As a school we visited the family because we had learners from that family. When we got there, there was a boy crawling on his knees. When we speak to him, he was fine with no problem of understanding. He was only physical disabled from birth. The parent told us that she decided not to take him to school because other children were going to laugh at him.*

The literature reviewed indicated that responses of adults and parents towards the policy were important because they were considered to be models for their children. Some parents had difficulties accepting the diversity of learner population in the schools including those with children with disabilities. On the importance of parents, Winkler (2004) argues that parents have a great influence on their children's development. School Management Teams also mentioned that parents of children with disabilities had that feeling that their children would not be successful in life and see them being a burden for them and they did not have high expectations for them in school. Mr Manzi, HOD from Lwandle Primary School mentioned a case where parents did not support their children with school work. He highlighted the following:

> *Parents do not support their children. If a child is given work do at home, the parent think that the child does not want to learn or the fault is with me as a teacher who does not understand my work and I send the work to her as a parent, without the parent understanding the child's problem. The parent does not understand Inclusive Education policy. The same parent is invited to come to school, she does not come.*

Domestic factors that have influence on the implementation of Inclusive Education policy go as far as sickness in families. HIV/AIDS pandemic is a major challenge in the implementation of Inclusive Education policy in schools as mentioned by researched schools. There are many learners who stay with parents who were said to be HIV infected and some were said to be suffering from AIDS. Learners were negatively affected in this situation and some of these learners were also infected with this virus. Such a child may not focus fully in the classroom when she is thinking of the parent who is sick at home. Such learners were rarely in the class because they attended to their sick parents or they had no one to motivate them when parents have already passed away. The understanding of the School Management Teams and the teachers of the implementation of Inclusive Education policy was important in motivating these learners. One of the participants had this to say:

> *There are cases of HIV/AIDS where both parents are sick and some had passed away and children are left alone. Some children are even infected. Whey they have to take treatment, they need to have eaten something. The provision of food at home is poor. Sometimes, the oldest had to take care of the young ones. She is also not fully grown up for that responsibility. All these children do not have birth certificates to access grant. We have such cases in our school* (Ms Amazon, HOD from Lilly Rose Primary School).

Another challenge which makes it difficult for the school to work harmoniously with the parents is either the lack of understanding from them regarding learning barriers or denial of the problem. Some parents deny that their children experience barriers to learning. Instead, they believe that their children have been bewitched or that the problems experienced by the children had to do with a family history which shows that no one in the family had ever completed schooling. Such denial syndrome made it difficult to have their children assisted. The three principals indicated the denial of parents was problematic for the implementation of Inclusive Education policy as learners were unable to get the required assistance as soon as they had been identified. They did not want to give permission for their children to be assessed. The Principal of Lilly Rose Primary School Ms Dawn had this to say:

One parent commented that it was for this family history that no one gets to Grade 12. The highest Grade that was ever met in the family was the boy who passed Grade 9 and was working in the local supermarket as a cashier. Parents believe that there is something like witchcraft if the learner cannot cope in class. If we as a school recommend medical assistance, parents do not want to grant permission to have assessment conducted.

The sentiments were echoed by Ms Dakalo, teacher from Lilly Rose Primary School. She maintained that parents believed in witchcraft. If the learner cannot do well at school, a parent believes that she/he has been bewitched and that child needed to be taken to the traditional healers or diviners. These parents lacked understanding of barriers to learning. This is what she said:

A parent will tell you that the child is bewitched when the child is unable to read, so you as a teacher have to wait for her to take the child to the traditional healer. That delays the child because you as a teacher, you cannot use the intervention strategies when the child is still with the traditional healer. And sometimes, they do not come back.

The spirit of trust between the school and parents was found to be lacking. Some parents sometimes did not trust the teachers and what they said. If the teacher invites the parent to come to school for a learner learning and behaviour problem, the parent cannot take it. They have developed that attitude that teachers hate their children. They may even tell the teacher that they were going to take their children to other schools. Parents should be supportive to the class teachers, especially in solving problems of the learners who are experiencing barriers to learning. If parents take the responsibility for their children, class teachers will also be encouraged to support the learners when they know they get parents' support (Mahlo, 2011). The narratives highlighted above were also shared by one of the participants who said:

Some believe that teachers hate their children. They see no problem with their learners. If the teacher continues to explain the problem she have with the learners in their learning, parents even mentioned that they would rather take their children to another school (Mr King, the Principal of Lwandle Primary School).

The relationship between the school and other departments made it easy for the school to refer identified learner to the local clinic and sometimes to the specialist. This is done with parent consent. There were learners who needed medical support and some needed counselling. Teachers are not trained for that but they can refer for further investigation. They invited parents to the school. They suggested referral to specialist or hospital. Parents believed that what the teachers were telling about their children was that they were not normal, and they could not accept that. One of the participants had this to say:

> *If you suggest referral to specialist because of the problem you as a teacher you identify, the parent think you are saying that his child is not normal and the parent cannot accept that she even ask if you were a doctor to suggest that* [angazi noma seningodokotela yini, besithi ningothisha] "*I don't understand where teachers have become medical doctor or not!*" (Ms Judith, Principal of Impala Primary School).

This says parents did not understand the role that is played by teachers in the lives of their children generally, and in the implementation of Inclusive Education policy in particular. It is evident from comments above that there are different social factors that can serves as barriers to learners such as different socio-economic backgrounds. According to the White Paper 6, some learners may require more intensive and specialised form of support to develop their full potential but the acceptance of parents their children's challenges in learning is a great challenge (Republic of South Africa, 2001). Some parents even decided to take their children to another school because the former school had pointed to a challenge in learner learning and they wanted to involve a parent in dealing with the problem. Ms Ant, teacher from Impala Primary School had this to say:

> *The learner will migrate to the other school if he/she is identified as having a problem and parents would take them out of the school where they were identified because parents do not want to accept that they had a problem. Some learners even drop out of the school.*

There are cases when the school need parent's consent like cases where a leaner reports that she was raped. This requires the involvement of various specialists such as psychologists, social workers and police services. This needs to be done through the parent consent. The parent is called and she cannot come. Ms Molly the teacher from Lwandle Primary School had this to say*:*

> *We sometimes have cases where learners report cases on sexual abuse or rape. We as a school don't know what to do. We only phone the police but this situation goes beyond informing police, but again the parent need to be informed and give consent to have a case opened. The learner needs to be counselled.*

According to Digman and Soan (2008), children who are negatively influenced by their home environments struggle to meet academic demands and to manage their relationships with others. Pillay (2004) identifies those physical constraints such as overcrowded homes, the lack of water, electricity and finances as being some of the causes for learners to underperform at school. Besides domestic factors, classroom factors can have impact on the implementation of Inclusive Education policy.

6.2.4 Management factors that have effect in the implementation of Inclusive Education policy

The data has indicated that there were also management factors that negatively affected the implementation of Inclusive Education policy in schools. A major factor appeared to be the lack of training on the side of the teachers and also management in the schools. In that regard, Tirusew (2005) argues that the major challenge of Inclusive Education policy is to attempt to satisfy the needs of heterogeneous group of learners in the classroom but from the comments made by the participants, it appeared that teachers lacked training. Inadequate training, lack of experience of Inclusive Education policy, little control over decisions were other problems highlighted in the literature. Such a lack of training in teachers was a contributing factor in the implementation of Inclusive Education policy. Pottas (2005) takes the view that teachers perceive their lack of knowledge and personal efficacy as linked to their training. To further this argument, Dagnew (2013) avers that the lack of teachers trained in Special Needs

Education (SNES) was a serious challenge to the implementation of Inclusive Education policy.

 In this study, what was noted was that schools did have qualified teachers. Teachers had teaching diplomas and degrees obtained in tertiary institutions for their teaching qualifications. Most of these teachers did not have Inclusive Education policy in their package. These were teachers who got training before the introduction of Inclusive Education policy. Some of them were in the institutions which did not offer Inclusive Education policy as a module in their qualifications even after Inclusive Education policy was introduced. This led to teachers failing to implement Inclusive Education policy.

The Education School Survey in South Africa conducted indicated that teachers performed many different roles at school which included amongst others, being counsellors; ministers; parents and social workers. The reality is that the majority of teachers in South Africa were never trained for these roles (Tshifura, 2012). Workshops organised by the Department of Education are not enough to make teachers understand the implementation of Inclusive Education policy easily. All participating principals agreed with these sentiments saying that their teachers were qualified for teaching but most of them were not trained for Inclusive Education policy. Consequently, there was a need for further training of teachers for the implementation of Inclusive Education policy to meet all the circumstances that arose while at work with diverse learners in schools. This is what was said by Mr King, Principal of Lwandle Primary School:

> *My teachers are well qualified. All of them meet minimum requirement level by the Department of Education which is Matric plus three year training (M+3) but they do not have thorough training on Inclusive Education policy. They do not know how to treat learners with learning challenges. I spend time training them and I find it hard to divert them from their old ways of doing things. I as a principal also do not have enough information. I sometimes send them to attend workshops organised by the Department of Education.*

The comments from the principal emphasise the fact that teachers were not well prepared to implement Inclusive Education policy. Dagnew (2013) argue saying that teachers must be

competent and confident in their teaching ability because teachers are responsible for any adaptation that may be necessary for learners' success in the learning environment. Teachers must have skills to develop and adapt curricula to meet individual needs. Principals must have intensive training.

Teachers that participated in this study recognised the need to be well trained in implementing Inclusive Education policy. Literature revealed that to have Inclusive Education policy implemented, teachers required diverse knowledge and skills (Borman & Rose, 2010). This was confirmed by Engelbrecht and Green (2006) when they indicated that many teachers were not trained for practices within Inclusive education system. This resulted in many teachers feeling threatened by the different practises introduced in the curriculum and Inclusive education policy training initiatives. One teacher commented:

> *Different policies are brought to schools. One of them is the policy that speaks of schools as centres of care and support. How do I take care of learners with different challenges when I am not trained on that? I need intensive training in Inclusive Education policy so that I will be able to support learners who are having barriers to their learning. I sometimes meet learners who have situations that I as a teacher cannot handle, situations like a learner who report to have been raped* (Ms Ant, teacher from Impala Primary School).

The importance of training is heard when teachers emphasise that they need appropriate training so as to gain skills and knowledge to implement Inclusive Education policy correctly. This is supported by Dagnew (2013) when talking about teacher training saying that teachers must both be competent and confident in their teaching ability and these teachers must have the skills to develop and adapt curricula to meet individual needs. Most teachers were trained to teach in a normal class situation. To have them trained for Inclusive Education policy would make them understand what they need to do to have policy on Inclusive Education implemented. The comments made by the teacher from Impala Primary school were seconded by Ms Dakalo teacher from Lilly Rose Primary School. She commented saying:

We do attend trainings; but we need more training on Inclusive Education policy so that we can implement it correctly. Workshops organised by the department are for a day or two which is not enough to teachers who has never been trained at all in Inclusive Education policy and to those who need to be revived timeously. It is through these trainings that we are familiarised with terms used in Inclusive Education policy and methods to use in our teaching to accommodate all learners.

Training of teachers for the implementation of Inclusive Education policy is very important to eradicate discrimination and pave the way for disabled learners to access education like all other learners at school. The statement above, affirmed that teachers did not have appropriate skills and knowledge to implement Inclusive Education policy. There is a desperate need for more intensive training so that the classroom teachers can be confident in supporting learners with barriers in their classes. Pieterse (2010) is of the view that the implementation of Inclusive Education policy is hampered by inappropriately trained educators who are frustrated and unmotivated and experience feelings of guilt and inadequacy. Capacity building workshops are needed to be run and these workshops will equip teachers, principals and others involved in the implementation of Inclusive education policy.

One HOD emphasised the difficulty of teachers in accommodating learners that experience barriers to learning and cited instances where they have to work at a pace that suites their special abilities. She referred to educators' desire to complete work within a certain time frame as required by the Department of Education. That department sets time frames to have Annual Teaching Plans (ATPs) completed. This puts pressure on the teachers. Ms Amazon, HOD from Lilly Rose Primary School had this to say:

Teachers want to be at a certain time, according to the so called pace setters by the Department of Education; therefore, they fail to pay thorough attention to learners who are struggling in their learning, which they are expected to do.

Likewise, Pieterse (2010) concurs with the above-mentioned views that, because of the challenge of large numbers of learners needing support and the associated limitation in terms

of time constraints, the majority of the learners who experience barriers to learning simply go unsupported in schools. Pieterse (2010) further maintains that this consequently nullifies the envisaged benefits of their inclusion in diverse mainstream classrooms. Through trainings conducted, gradually, teachers will learn to move with all learners without rushing time and apply curriculum differentiation in support of struggling learners (Pieterse, 2010). Empowerment of school leaders to mobilise resources to successfully implement Inclusive Education policy is necessary because empowered school leaders can involve the community people in school development work and reform activities.

To conclude this section, I can say that, drawing from empirical data presented in this section, one may argue that Inclusive Education policy has not been implemented effectively in most mainstream primary schools. The implementation of Inclusive Education policy has been seriously hampered by the unavailability of adequate support structures as a result of inappropriate training and the reluctance of role players to embrace Inclusive Education policy within the different layers of the ecological system. To have Inclusive Education policy implemented, collaboration among stakeholders is important. The next section pays particular attention to collaboration with various stakeholders and how the lack of such collaboration affects effective implementation of this policy.

6.2.4.1 Collaboration of various stakeholders

Collaboration has the potential to promote greater confidence, competence and professional relationship and communication as well as enhance the planning and delivery of Inclusive Education policy (Dagnew, 2013). Dagnew (2013) further mentions that through collaboration, the individual teacher, learners and the school as a whole benefits for its lead ultimately to the improvements of the delivery of appropriate education. However, from the literature in Chapter Two, inclusion was cast as being not an individual enterprise but a team effort. It was clear from the findings that schools; home, Non-Governmental Organisations and Government Departments needed to be in partnership in order to help the learners to succeed because barriers to learning influence the whole education system and society in general. This affirms Bronfenbrenner's theory which demonstrates how micro system for example, the home is interwoven with the meso-system. For example, the school as well as the wider society in determining the level of comfort and contentment human beings

experience as they go about their life courses (Haihambo, 2010). According to White Paper 6 (Republic of South Africa, 2001), existing resources in the community will help support learners and will be used to strengthen support at district level (Department of Education, 2001a). However, despite the positive effects of collaboration and networking as advocated above, the data has indicated that those benefits could be missed.

6.2.4.2 Collaboration within the school and neighbouring schools

The belief in collaboration by the teachers and the SMTs has a potential to drive teachers to share good practices in order to achieve effective implementation of Inclusive Education policy. Collaborative practise is also necessary to increase the efficacy of the teachers in order to facilitate the implementation of this policy in classroom and identify possible strategies to address the challenges they may face during daily learning - teaching activities. Collaboration as experienced by the SMTs and the teachers was seen to be a *sine qua non* for teamwork in the successful implementation of Inclusive Education policy. The study indicated that schools had structures that could lay a sound foundation for collaboration such as subject teacher committees. That was a suitable platform where teachers discussed strategies to apply for the implementation of Inclusive Education policy in their teaching. As much as needs were identified, one of the challenges they had was that of time to meet and discuss the implementation of the curriculum especially on Inclusive Education policy. There was more preoccupation with the challenges of teaching ordinary learners. Ms Antonia, the HOD from Lilly Rose Primary School had this to say:

> *As HOD in my phase, I hold phase meetings. In these meetings, I come with programme and then allow teachers to also contribute their ideas. I also organise subject teachers committees where teachers share their experiences on their teaching and come with suggestions on dealing with challenges if any. I found this helpful because as one teacher is sharing, another teacher is assisted in the area she/he was struggling. My worry is when I do not get enough time to workshop my teachers on Inclusive Education policy. The concerns teachers raised are important but little time is spent on developing them.*

Collaboration is essential for teacher development. Schools in Bangladesh have systemic arrangements for school networking that started long ago and was known as cluster meetings and sub-cluster meetings (Moulton, Rawley & Sedere, 2002). Though the cluster meeting and sub-cluster training were introduced for information dissemination and in-service professional development, these tools were used for school –to-school collaboration and joint effort to facilitate inclusion. On this, Mr King Principal of Lwandle Primary School commented:

> *Teachers are taken to circuit cluster workshops that are organised by the District subject advisors specifically for different subjects. Inclusive Education policy is never put on the agenda of these workshops. This networking makes teachers understand better what they are teaching. They get new ideas and methods in presenting their lessons. If many workshops were organised strictly for Inclusive Education policy implementation as is done in other subjects, then, there was going to be understanding of the policy and the implementation was going to be a success.*

The discussions made above suggest that teachers must engage themselves in interaction with other schools for capacity building of all partners towards sustainable development. The literature indicated that this interaction was done in England and was known as school –to – school collaboration (Ainscow & Howes, 2007). Scholars such as Ainscow, Muijs and West (2006) describe it as networking. Schools in the study indicated that they did network with neighbouring schools although it was not adequately done. The participants consistently mentioned time as a factor which proved to be a barrier when they had to visit neighbouring school. They are always engaged to different activities at school. One HOD commented as follows:

> *As HODs we sometimes share our experiences in teaching and learning. If I get something that benefits my phase teachers, I talk to my phase teachers and we organise a visit to the school. We get the permission from my principal to visit that school. In our case, we have Impala Primary School that is doing well in the implementation of Inclusive Education policy. My worry though is that time does not*

allow us to do this regularly. The little time we get is not enough to gather enough information (Mr Manzi, the HOD from Lwandle Primary School).

This was confirmed in the literature (Chapter Two) when it was stated that the network leadership has openness and trust which support networked schools in sharing data and professional practise to increase the ability of practitioners in identifying good practice and it prepares the schools. Teacher development is essential in assisting teachers to implement Inclusive Education policy. Principals in the study indicated that they had developmental meetings at school where they developed teachers in their teaching. It is these meetings where Inclusive Education policy implementation was also discussed for the success of all learners. This chapter is about the challenges that the SMT members and the teachers encountered as they attempted to implement Inclusive Education policy. While this section proposed collaboration as an area that could enhance opportunities for effective implementation of policy, it has also indicated that such collaboration did not happen as anticipated, and this posed a challenge to the implementation of this policy.

6.2.4.3 Collaboration with the Non-Governmental Organisations (NGOs)

The role that NGOs can play in the implementation of Inclusive Education policy should not be underestimated. Haihambo (2010) indicates that the overlaps of micro, meso, exo and macro systems all contribute to form the whole that the individual will perceive as positive or negative. As it was mentioned earlier that teachers are not experts in other things like dealing with abused children and family violence, the NGOs play a critical role such as the provision of training to the teachers and organising programmes to support orphans and vulnerable learners. The challenge noted in the study was that there were few NGOs in the community to work with. Because of many schools serviced by these NGOs, little assistance was given to the schools.

In this study, the SMTs and the teachers indicated that they worked with limited number of NGOs for the support of learners. The NGOs in the community visited schools and requested schools to identify orphans and vulnerable learners (OVCs). Ms Judith, Principal of Impala Primary School had the following to say in this regard:

In our school we have Institution Learner Support Team (ILST). This team compiles the lists of all learners who are vulnerable and orphans. These lists are kept at school. Parents of these learners are invited to meetings at school. This makes the school understand the problems at home and it organises with the NGOs to have them assisted and sometimes visits a learner's home. Because of the large number of learners at school, and time, some learners end up not supported.

It is evident that the NGOs were helpful in schools where many learners had various vulnerabilities. To have Inclusive Education policy implemented, children must be fed and well cared for. It is their right to be taken care of and fed (Republic of South Africa, 1996a). The NGOs organised for the learners to access grant. The number of NGOs in the area limits assistance to many learners.

NGOs organise for OVC to get social grant from DSD. If they come as a NGO, they are attended well compared to when parents come on their own. NGOs are recognised by DSD staff. The process is quick and successful but the number of NGOs in the area is low. Most schools are left out because of limited funds raised by NGOs (Ms Molly, teacher from Lwandle Primary School).

These NGOs capacitated parents with information on staying with orphans by having meetings and workshops held from time to time.

These people (NGOs) hold meetings with parents and learners and workshop them. They also organise food parcels and sometimes encourage parents to have gardens at home for vegetables. They encourage us as a school to prepare vegetable gardens and have vegetables shared with vulnerable learners (Ms Dawn, Principal of Lilly Rose Primary School).

The discussion above has also indicated that NGOs have a critical role to play in implementing Inclusive Education policy. However, it has also emerged that, as much as these organisations are useful and have positive impact on the communities, issues of demand and supply come into the picture and these NGOs have difficulties coping with the demand for support. The next section shifts the focus away from stakeholders like the NGOs to government's departments.

6.2.4.4 Collaboration with the district office

Collaboration has been highlighted in various sections of this report as being beneficial to quality education provision. Similarly, collaboration with the district is very important. The district office staff is appointed to support schools in the implementation of various policies including this one. The challenges that the participating schools raised were that the number of the staff in the district office to visit schools was limited. There were many schools in the district with learners that had different challenges in learning. The Principal of Lilly Rose Primary School made the following comment:

> *We have district office staff that visits us at school. Our problem is that they take some time to visit us and reported delay because of visiting other schools in the district.*

The same concern was raised by the Principal of Impala Primary School who mentioned that they appreciated the support they received from the district. The problem they raised was that it took sometimes to see them coming to schools again. Because of the few they have, it takes some time for the schools to be assisted. This is what she said:

> *We sometimes have district staff visiting us at school but we see it not enough. It takes some months or else called to workshops that take few hours in a day. To have them working with us as schools will make the implementation of the policy a success* (Ms Judith, Principal of Impala Primary School).

The visit of the district officials was seen mainly for mainstream curriculum without considering Inclusive Education policy. The team visiting schools is more concern about completion of the Annual Teaching Plans (ATPs) without worrying about learners who have challenges in their learning and the results at the end of the year. Such challenges were highlighted in Chapter Two where the review of literature was presented. It emerged that some countries are more concerned about the results at the end of the year without looking at the challenges that schools might have. This was pointed out by Mr King, the Principal of Lwandle Primary School. This is what he said:

Whenever the district visits us, we know they are coming to monitor curriculum implementation without observing challenges most learners have. Their concern is about results at the end of the year. If the school has high number of failed learners, the principal must account; they are not concerned about anything else (Mr King, the Principal of Lwandle Primary School).

The HODs, the teachers as well as the principals had similar concerns about the availability of the district team in support of Inclusive Education policy implementation. The collaboration was going to make the district understand the challenges schools have like the supply of suitable resources. The study indicated that there is a need to have collaboration among the schools and the district office for the implementation of Inclusive Education policy. This calls for the district coming down to schools and observe challenges schools might have. The schools too, need to inform the district now and then about challenges they encounter. Again the collaboration of schools with community, parents, NGOs and all other government departments will make the implementation of the policy a success. Working together of all stakeholders will make the implementation of Inclusive Education a success. However, the evidence presented seems to suggest that such potentially useful practices have not yielded positive results due to the existing contextual challenges such as inadequate provision of human resources in the district offices and stereotypes of marginalising learners with disabilities when discussion, for example, curriculum issues.

6.3 Chapter summary

To recap, I should highlight that the study focused on the roles of the SMT members and the teachers in implementing Inclusive Education policy. Chapter Five has indicated that the participants in this study had a clear understanding about this policy and the need for its effective implementation. This chapter has focused solely on the challenges faced by all three categories of the participants (school principals; the HODs and the teachers). This chapter has indicated that there were challenges facing the schools and also that such challenges were beyond the ambit of the school to solve. Nevertheless, leadership has been shown to have an enormous role to play in addressing whatever challenge the school may be facing. This says that schools need to come with strategies to deal with challenges encountered.

CHAPTER SEVEN

STRATEGIES PROPOSED BY SCHOOL MANAGEMENT TEAMS AND TEACHERS

7.1 Introduction

This is the third and the last chapter that presents a descriptive account of the SMTs' and the teachers' understanding their role in implementing Inclusive Education Policy. Chapter Five focused on the SMTs' and the teachers' role in implementing this policy. Chapter Six focused on the challenges that the SMTs and teachers encountered. This chapter focuses on the strategies that are used by School Management Teams and teachers in dealing with challenges they encountered when implementing Inclusive Education Policy. The data revealed a number of strategies that three categories of participants (principals; HODs and teachers) used in dealing with challenges encountered. These strategies are presented and discussed in the following section.

7.2 Presentation of data

Out of data analysed and challenges identified, all participants i.e. principals, HODs and teachers had suggestions on strategies to be used in challenges mentioned in the previous chapter (Chapter Six).The following strategies were identified; namely (1) Adequate provision of resources; (2) Provision of adequate teacher training and recruitment; (3) Enhancing collaboration with other government departments and NGOs; (4) Soliciting support from the District Office staff; (5) Promotion of parent involvement in their children learning; (6)Teaching strategies to be applied; (7) Valuing Diversity. Each of the strategies was used as a heading to discuss data on strategies used to deal with challenges in implementing Inclusive Education policy.

7.2.1 Adequate provision of resources

Resources in three researched schools were found to be inadequate in terms of addressing the needs of the learners, particularly those with disabilities. This resulted in these schools struggling to have the policy implemented. Nevertheless, these schools devised some

strategies to address the problem of shortage of key resources. They mentioned that they used funds allocated to schools by the Department of Education to have adequate resources provided. This was illustrated by Ms Judith, Principal of Impala Primary School when she said:

> *Out of norms and standard allocation from the department of education, the school afford to have ramps built from the school gate to few classrooms. The department of education allocates funds for schools to do minor repairs. This assists learners on wheelchairs to access the school easily* (Ms Judith, the Principal of Impala Primary School).

The views expressed by Ms Judith were also shared by Ms Dawn, the Principal of Lilly Rose Primary School and Mr King, the Principal of Lwandle Primary School respectively. For instance, Ms Dawn highlighted that to have classrooms and school environment appropriately prepared, the provision of ramps and doing away with sandy areas, they had to work with parents and skilled community members. This is what she said:

> *Using skilled community members, the school prepares ramps for wheelchairs. Soul Buddyz Club working together with Girl guides and Environmental Club, mark danger zones in our school. Parents in the community come and do voluntary work at school where they plant grass to reduce sandy areas* (Ms Dawn, Principal of Lilly Rose primary School).

The literature reviewed in Chapter Two indicated that in order to make sure that all schools are accessible for people with physically disabilities, all new schools that are in the planning phase should be built in line with the National Building Regulations as promulgated in 1986 (Van Zyl, 2012). The principal of the school has a duty to inform the district office of the needs of the school. This was understood by Mr King, Principal of Lwandle Primary School when he made the following comment:

We have made a number of applications to the DoE to have schools renovated or sometimes make recommendations for new buildings to suit the needs of all learners at school for inclusion of all learners' needs (Mr King, the Principal of Lwandle Primary School).

Data generated from school documents reviews as one of instruments used for data generation in this study, confirmed what was said by Mr King, the Principal of Lwandle Primary School. There were copies filed after applications were sent to the Department of Education to have school renovated. The school log book that was also visited indicated that after the application was sent to the district office, the district officials visited the school. The views from three principals were also shared by the HODs from the three participating schools. For instance, Ms Amazon, the HOD from Lilly Rose Primary School as SMT member, mentioned the urgent demand that forced them as a school to make application to the Department of Education to have the school renovated in preparation for a learner with disabilities who was to be admitted at school. This is what she said:

A learner on wheelchair was sent to our school by the local hospital for admission. As a school we were forced to send her back home while sending urgent application to the DoE physical planning section requesting to have school renovated and access to classrooms and have walkways paved from the school gate.

The schools needed to provide walk ways for learners on wheelchairs. Classrooms had to be prepared in such a way that they were accessible for the learners with disabilities. Classrooms needed to be in good condition, not leaking for the safety and health condition of learners. The schools did not solely rely on the Department of Education but they also had means to deal with the provision of adequate resources. Ms Ant, teacher from Impala Primary School made the following comment:

The school sometimes write applications to the nearby game reserve to get assistance to have infrastructure provided. We had classrooms built and some renovated. The area has a problem with water supply but through the assistance from this game reserve, we were provided with a borehole and water tanks were donated to the school.

As much as schools appeared to rely mainly on Department of Education for funding, but what was noted was that some schools had funding from other sources. For instance, Lilly Rose Primary School, just like Impala Primary School, mentioned that besides applying to the Department of Education for assistance, the school also got assistance from the local traditional authority. Through the community levy charged from visitors visiting the sea and the wetland in the community, the school was electrified and some had classrooms built. This indicates the interest that traditional leadership can play a supportive role in the education of the community's children. This may also indicate that if leadership in the school engages with stakeholders such as leaders in the community such as traditional leaders, more can be achieved. Ms Amazon, the HOD from Lilly Rose Primary School had this to say:

We have our traditional authority supporting us. Not long, we had some classrooms built and the whole school electrified (Ms Amazon, HOD from Lilly Rose Primary School).

Mahlo (2011) comments on provision of adequate and appropriate resources when she highlights that to have resources in place would promote the implementation of the policy. The provision of adequate material promotes the implementation of Inclusive Education policy. Ms Dawn, Principal of Lilly Rose Primary School supported this when she emphasised that when making requisition for school furniture, she considers catering for all. The provision of other resources is also done considering any form of disability that the school might have. This includes wheelchairs and crutches provided with the assistance of the Department of Health and NGOs. This is what she said:

In the requisition done for the school, I include furniture that is suitable for all learners with and without disabilities. We also get assistance from the department of health where wheelchairs and crutches are given to school. The NGO working in our community assisted with few wheelchairs which we use at school for all needy learners. Some learners even take them home (Ms Dawn, Principal of Lilly Rose Primary School).

The provision of resources in schools was seen being a challenge and the strategy was that schools provide resources for the support of learning. There were learners who were mentioned to have hearing problem and some were short–sighted. Ms Elephant, HOD from illustrated the following:

Working together with the Department of Health, the school provide hearing aids; spectacles for learners with sight problem; crutches and wheelchairs to learners who are physically disabled in support of learners who have challenges (Ms Elephant, HOD from Impala Primary School).

It was found that there were learners who had challenges in their learning. Resources like computers were needed for extended opportunities to learners who are struggling in their learning and also the provision of other resources such as big books and charts. The principal of Impala Primary School, Ms Judith indicated that they had received donations in the form of computers in their school and were using them for support in their teaching for the implementation of Inclusive Education policy. They found it helpful, and she had this to say in that regard:

I work with the community for the projects conducted in the area. Sometimes I take these people to my school. It is where we speak about the school and the needs that we have as a school. They had a concern about learners who were struggling to learn. We were donated with activities- programmed computers and we find them

very helpful to learners who are struggling to learn because they learn through play which they enjoy (Ms Judith, Principal of Impala Primary School).

Teachers as participants in the study were also concerned about the situation they found the learners in. It was for that reason that Ms Hadebe from Lwandle Primary School made a comment that some learners were physically disabled and did not have crutches or wheelchairs. They were carried by their parents when coming to school and some dropped by cars at the school gate. The situation was discussed with the local hospital. Wheelchairs and crutches were provided to school. This is what she said:

The school is assisted by the NGOs and the hospital nearby to have wheelchairs provided for learners with physical disability. Some learners are provided with crutches (Ms Molly, teacher from Lwandle Primary School).

The provision of resources in schools cannot be underestimated as it assists to have policy implemented. While schools expect the Department of Education to improve schools in order to meet the demand for the current education which is inclusive, but with the little they afford, they can make implementation of the policy work. Donohoue and Bornman (2014) support this when mentioning the need to have schools and public places renovated for accessibility.

7.2.2 Provision of adequate teacher training and recruitment

Capacity building is the key in conforming to high standards of professionalism. The literature reviewed indicated that in the country such as a Lesotho, they had regular capacity building initiatives such workshops and disability equality training for all teachers in the educational system. South Africa, just like in Lesotho, Inclusive Education policy will be successful if the existing resources are utilised effectively. Carrington and Tomlin (2010) speak of teachers' motives in teaching career and the factors influencing their choice of course and institution. Qualified and skilled teachers need to be recruited on an elevated

status so that more teachers can be attracted to the posts. Teachers who are already in the system need to be trained. One of the participants had this to say in this regard:

The school advertised posts to get suitable candidates. We sometimes do not get suitable candidates through interviews, then it calls for us as a school to workshop teachers that we have. I conduct in-service workshops and allow opportunity for them to attend other workshops outside the school. Continuous training and workshops attended assist teachers with information in the implementation of Inclusive Education policy (Ms Judith, Principal of Impala Primary School).

Qualified teachers who have Inclusive Education policy as a subject in their training are the source of information to other teachers who have been at school for a while but are not qualified for Inclusive Education. These teachers are used by the school to capacitate other teachers in workshops organised at school.

Newly qualified teachers who are trained in Inclusive Education policy help the school deal with the challenge of implementing Inclusive Education policy. These teachers capacitate teachers who were at school long time ago but were not trained for Inclusive Education policy. I as an HOD conduct in-service workshops to capacitate my phase teachers (Ms Amazon, HOD from Lilly Rose Primary School).

The provision of assistant teachers, psychologist and therapists was seen as a major challenge in schools. These people needed to work hand in hand with schools for the success of Inclusive Education policy implementation. The post provisioning norm needed to be revised in schools to accommodate posts for such people. Ms Ant, teacher from Impala Primary School had this to say:

If the post provisioning norm can be reviewed by the Department, it can make difference in the implementation of the policy because the lesser the number of learners in the each class, the better the implementation of the policy. I as a teacher

will be able to move from one learner to another and give full support. To have
assistant teachers can also make a difference. Assistant teachers help where I as a
teacher encounter a problem with regards to spending enough time to one learner
who might be slow in her /his learning.

The comment made by Ms Ant, the teacher from Impala Primary School concurred with those of Mr Manzi, the HOD from Lwandle Primary School. He highlighted the importance and the need to have school nurses, psychologists and others in schools to have Inclusive Education successfully implemented. Because of their skills and knowledge, these peoples can make a difference in schools. He mentioned the following:

Knowledge and skills that these people have, make it easy for us as teachers to refer
learners when we encounter problems in learning due to hearing and other
challenges in learning. We know that teachers are not trained for some cases like
dealing with learners with psychological challenge but to have people like social
workers and school nurses can make difference in our schools (Mr Manzi, HOD from
Lwandle Primary School).

The availability of assistant teachers and other staff such as school nurses and assistant teachers was also a matter of concern to other schools. For instance, Ms Elephant, HOD from Impala Primary School emphasised the need to have assistant teachers in their school. She mentioned that they had two assistant teachers that were sent by the Department of Education. To have assistant teachers in their school had a remarkable impact on their work; it has made things little easier for them. Although they were still not happy in terms of huge learner enrolment and the number of learners with disabilities, but at least they are assisted. This is what she had to say:

We have two assistant teachers at school. To have these people in our school make
the difference at school because they are trained for challenges that we encounter as

schools when we as teachers we are not trained. They have enough time to spend with one learner when I as a teacher had to rush to cover the annual teaching plan. By so doing some learners are left not attended. Some learners have social problems which needs social workers.

Human resource was found to be a challenge in schools whereas, in most schools they did not have assistant teachers even the few that they had, complained about the enrolment that put more pressure on available human resource at school. Participating schools suggested the strategy to have the Department of Education revising post allocation norm and have teaching staff added in schools.

7.2.3 Enhancing collaboration with other government departments and NGOs

The study conducted indicates that working together with other government departments assisted the schools. It was found that there are various government departments as mentioned earlier on. These government's departments were found helpful in schools in the implementation of Inclusive Education policy. Learners were found to have different challenges which needed the involvement of these departments. There were learners who had physical disability, some learners had hearing problems, sight problem, some had allegedly been raped and some were orphans and vulnerable. If the schools continued working with these departments, then the implementation of Inclusive Education policy will be a success.

A teacher from one school mentioned the involvement of the Department of Health. To them, to have this department working with their school helped to eliminate problems. Learners were sent to local clinics and where they received assistance. Some learners were diagnosed there and referred to the hospital. This is how she put it:

We no longer have learners who stay at home when they are sick because parents know that we take learners to the clinic. They send them to schools and it is the responsibility of the school to see to it that the learner is taken to hospital. The mobile clinic visits the school and have learners treated especially on infectious diseases and other vaccinations are conducted (Ms Elephant, HOD from Impala Primary School*).*

Collaboration with other departments benefited the school. There were learners who could not access grant but through the school working with social development, these learners were assisted to access social grant. Department of Social Development and the Department of Home Affairs came to the school and completed forms to assist learners in getting birth certificates so that they could access social grant.

> *Many learners have access to social grant after they have been assisted at school by Department of Social Development. To have them getting this money help in the provision of food and school uniform* (Ms Ant, the teacher from Impala Primary School).

What was shared by the participants above did not differ from the views of other participants in other schools. They shared same sentiments regarding the support they received by working together with other government departments. This means that for schools to have Inclusive Education policy implemented, they need to collaborate with other departments.

Ms Dawn, Principal of Lilly Rose Primary School also commented on assistance they got from the local hospital. She mentioned that the local hospital assisted them as a school with health related problems on their learners. This is what she had to say:

> *Our school is less than a kilometre to the nearest hospital. It is easy for us to access help whenever there is a need. Because of being near the hospital, many learners especially those with physical challenges are sent to our school. The physiotherapist then visits them for support.*

Without this assistance the school was going to struggle to have Inclusive Education policy implemented. Collaboration with other government departments as a school has assisted in making the implementation of Inclusive Education policy a success. Such successes can be attributed to the fact that what the school was unable to provide, the another department would be available for the provision of assistance. The involvement of other government

departments also contributed to the implementation of Inclusive Education policy. For instance, the Department of Police and the Department of Social Development, as well as the Department of Health have been the lifeline for the schools. There were learners who came from abusive families. When they came to school, they brought with them social challenges as the person and the context within which he or she lives cannot be separated; hence the use of ecological theory in trying to understand the learners' situation. The role that was played by, for instance, the Department of Police was mentioned by Ms Judith, the Principal of Impala Primary School when she said:

> *As a school, we invite SAPS to come and address challenges we encounter with our learners such as crime and abuse. Sometimes other departments such as DSD, DOH and Home affairs come and they share different information from their departments which assist learners.*

Beside government departments, schools mentioned that they worked with NGOs. These NGOs were mentioned to be playing a big role in schools in support of Inclusive Education policy implementation. Because of funding they raised as NGOs, they were able to provide more assistance to schools to supplement what schools receive from the Department of Education. The assistance they got from the NGOs enabled them to implement the policy. For instance, there were learners who were orphans and some suffered from other vulnerabilities other than being orphans. Some of them came to school without them having had a proper meal, or anything resembling a meal. This is what Ms Judith had to say in this regard:

> *We have NGO working in our community. They used our school as a feeding point. They have their kitchen and dining hall where learners and community are served meals in the morning and afternoon. This we saw as a strategy that assisted us as a school because learners come to school and have something to eat and before or after school they have something to it. The state of poverty is fought* (Ms Judith, Principal of Impala Primary School).

The availability of the NGOs in schools was also highlighted by the teacher from the same school. This is what she had to say:

> *We have NGO which visits our school. They hold meetings with parents who have vulnerable children and those who stay with orphans. They organise workshops with them timeously. They provide school uniform and food parcels to learners* (Ms Ant, Teacher from Impala Primary School).

The constitution of the country emphasise that all children have a right to be fed and be taken care of (Republic of South Africa, 1996a). It is for that reason that even in schools learners are provided with food. It is understood that even if they have a right to be fed, but without having someone feeding them, then they would go hungry irrespective of the right they have. This situation can have effect on their learning. This was emphasised by Mr King, Principal of Lwandle Primary School when he mentioned the assistance they get from NGOs.

> *The community we have is under the severe state of poverty. Housing and food is a big challenge. Parents are illiterate. To have NGO in this community assist us as a school a lot. Learners and the community are provided with food, clothing and some even have houses built.*

The presence of other departments is felt when learners are assisted with their schoolwork and provided with food and clothing. Learning and teaching does not rest upon the teacher alone but also people surrounding the learner have a role to play in the implementation of Inclusive Education policy. This was for that reason that the SMT members actively engaged NGOs and other stakeholders in order to assist in implementing this policy so that the spirit and principles enshrined in this policy could be put into practice. That is why the Principal of Lwandle mentioned the assistance they got from the NGO that works with them in assisting learners with their school work. This is what was said:

There are learners who do not have parents to assist at home. Some parents passed away and some are working in far places. They only come home once in a month. They have no or little time to spend with their children. When these people from NGO offer to assist such learners, then, these learners do well in their school work (Mr Manzi, HOD from Lwandle Primary School).

The implementation of Inclusive Education policy must not rely solely on the school or the teachers alone but all other stakeholders must get involved and see to it that the policy is implemented. It was for that reason that the teacher from Lwandle Primary School made the following comment:

The availability of NGO and government departments such as Department of Health and the Department of Social Development assist us a school because they attend to cases which are difficult for us as a school since we are not trained in some areas to assist the learners. There are many children who come from the community where some children are orphans; it calls for everyone to get involved in their learning. Social workers assist in dealing with challenges that affect learners at home and sometimes do counselling (Ms Molly, teacher from Lwandle Primary School).

For the implementation of Inclusive Education policy, it is important that there is collaboration among government departments and Non- Government Organisations (NGOs). Each department has its role to play in the implementation of Inclusive Education policy. As mentioned by participants above, each contribution by the department is observed and found helpful in one way or the other.

7.2.4 Soliciting support from the District office staff

This chapter is dedicated to the discussion of strategies that were adopted by the SMT members and teachers in addressing the challenges they encountered in implementing the policy on inclusive education. In some ways I can say that these strategies were actually meant to ensure that this policy was successfully implemented despite contextual challenges

in which the schools were located. One major strategy adopted by leadership in the participating schools was that of collaborating with various stakeholders and among them was the staff members located at the district office.

The collaboration between the schools and the district office was seen as necessary for effective implementation of Inclusive Education policy. If all the units in the district worked together, then the schools would succeed in implementing Inclusive Education policy. In the district office there were different departments and all were working with same schools. These departments were tremendous pressure in that all of them wanted to see themselves making positive impact on the schools, yet some of them did not understand the role each of them had to play. It was like they were also competing among themselves and also made competing demands on the schools. For instance, the curriculum wing within the district office made demands on the schools without clear understanding of the learners with learning challenges. This was challenge was highlighted by Ms Dawn, Principal of Lilly Rose Primary School. This is what she said:

> *If we strengthen each other and give support, then the implementation of Inclusive Education policy can be successful. What we as a school experience is that we sometimes recommend that the learners is retained for another year to develop a certain area like language then comes the district official from curriculum department saying that the policy does not allow the learner to be retained based on the language. This says we are under one department but doing two different things at a time.*

The challenge mentioned by the principal of the school above was affirmed by the HOD from the same school. The HOD complained of the friction between them as schools trying to implement Inclusive Education policy but what they did differed from what the curriculum section of the Department of Education in the district said should happen. This is what the teacher said:

> *We as a school take time with our leaners trying slowly to make them achieve what they can. If I see that the learner is not ready to move to the next grade on that year, I*

decide to retain him/her and give support in the coming year. Here comes the district office with the policy saying that the learner must move to the next grade having not achieved the basic especially in language which is their mother tongue (Ms Amazon, HOD from Lilly Rose Primary School).

Communication between the schools and the district office staff is very important for the implementation of Inclusive Education policy. This says that from the beginning of the year there must be meetings held to discuss curriculum with the district. Schools and district office staff need to understand that they are all dealing with curriculum. By communicating, they get to know what and where one fits and how they can assist one another without having friction of some kind. Ms Dakalo from Lilly Rose Primary School also echoed her concern on challenges they encounter with district officials.

The officials come to schools with the progression requirements which state that the learner cannot be kept in one grade for a certain period. Even if the learner has not mastered that subject especially mother tongue, she /he is progressed to another grade. I as a teacher feel I am not doing enough because according to me, I was still trying to assist the learner. I had remedial programme organised for such learners.

The challenge raised by Lilly Rose Primary School participants was also a matter of concern at Impala Primary School. The school raised the issued where they did not have a final word on learner progression because of the policy from the district office and the province.

We as a school spend time with learners and understand each and every learner's challenge in learning. When we make a decision to have a learner retained for another year, this is against the policy in the curriculum section. I as a teacher, knows where and how to assist the teacher because I have been with him/her for the whole year. I have strategies designed to apply to assist the learner if I retain him/her. How is the next grade teacher going to do that? (Ms Judith Principal of Impala Primary School).

Same concern was mentioned by Ms Elephant and Ms Ant of the same school. Their concern was on retention of learners who were not ready to progress but because of the policy, they were forced to take them to the next grade without having mastered anything. This is what was said:

> *I am prepared to assist my learners to make them promoted to the next grade when they are ready. Because of many learners in one class and time allocated for subjects, I fail to make it on time. So if I decide to keep the learners for a year to apply some strategies, then learners are made to move to the next grade. This hinders me in my attempts to implement Inclusive Education policy* (Ms Elephant HOD from Impala Primary School).

Misunderstanding between the district and schools was felt by teachers when another teacher from Impala commented saying that it was difficult to work with the district staff when they did not come to schools timeously and then at the end of the year it is then that they wanted to apply policies on progression.

> *We feel we are not cared for by the district when we only see them at the end of the year when they have to come with policies on learner progression without them knowing what we are dealing about to have Inclusive Education policy implemented* (Ms Ant, teacher from Impala Primary School).

What is said by teachers reflect the misconception between the district office staff curriculum section and schools. The data has indicated that some of the policies of the Department of Education seemed to undermine what the schools were doing. This resulted in some schools using a strategy of sticking to what they as a school believe would make their schools keep to the levels of achievement despite what for instance, the curriculum section of the district office expected of them. This section has also indicated that collaboration with the district office was not as smooth as it could. This calls for collaboration between schools and the district office staff to have the policy implemented in schools. Experiences of school-based

educators suggest that there is a need for the district officials to visit schools more frequently in order to support and discuss the content of policies. The LSEN section of the district office has an added responsibility to avail themselves to schools and be known. Questions that sometimes asked by curriculum section can be easily answered when teachers are supported by documents from this section.

7.2.5 Promotion of parent involvement in their children learning

To have parents involved in their children's education is paramount important. There is corpus of scholarship which points to the benefits of parental involvement in the school life of the learners. Harris and Goodall (2007) mentioned that the involvement of parents in their children learning makes great improvement to a learner achievement. The attribution of responsibility for education is a key factor in shaping parents' views about what they feel is important for them to do (Harris & Goodall, 2007). Parents can be involved in many ways. To have them invited in parents meetings, allowing them to perform duties at school and allowing them opportunities to visit school to check on their learner progress. Encouraging parents to be involved in the affairs of the schools is one of the strategies that were used by the principals and the teachers that participated in this study. On this issue, Ms Amazon, HOD from Lilly Rose Primary School had this to say:

> *We invite parents meetings quarterly where we update them with learners' progress and emphasising the importance of their support in their children learning. We also have phase meetings conducted at the beginning of each quarter to analyse the results of the previous quarter.*

The year plan in the HOD office indicated scheduled quarterly meetings. The minutes also confirmed the gathering parents and school have. To have Inclusive Education policy implemented parents must be involved. Parents can be allowed opportunities to come and assist struggling learners. In the context of this study, it emerged that there were many retired people who had passed Grade 12 and had certificates but did not further their studies so that they could get professional qualifications. Such people could be of assistance to the schools but some of them were not. There were also professional nurses who had retired and the

schools were utilising them to their advantage. One of the participants had this to say in this regard:

> *We have retired teachers who are still capable to teach. We need invite them to come and share their experiences in teaching. We also have retired nurses who are also capable to assist in health issues where they facilitate health lessons. These people are invited when we have meetings at school and share with parents* (Ms Dawn, Principal of Lilly Rose Primary School).

Ms Judith, Principal of Impala Primary School concurred with the view of involving parents. She mentioned the involvement of parents when they attend meetings invited at school. Parents were made aware of the policy. As it was highlighted in the previous chapter, although parents were made aware of this policy, I should reiterate that parental attendance in parents meetings remained a challenge. Nevertheless, when they did, schools took advantage of their presence and updated them about the schools' programmes. This was confirmed on minute books analysed for SGB and parents meetings held.

> *We have meetings invited at school to discuss school matters. In all meetings attended, curriculum is discussed. It is in these meetings that parents are made aware of Inclusive Education policy. They are also reminded of their role in their children learning. Policies such as curriculum policies and progression requirements are discussed with them. We sometimes invite other government departments in such meetings* (Ms Judith, Principal of Impala Primary School).

The involvement of parents was also mentioned by the HODs from different schools. They mentioned the involvement of parents when they were invited as phase learner parents to discuss learner progress. One HOD mentioned that after each term they discussed the results with parents in phase meetings.

> *Parents of learners who did not pass are invited to school and given opportunity to comment on learner progress and suggest ways to improve results. It is in these meetings that parents discuss challenges they have with their children at home and sometimes parent even give a history of the birth of a child. This assists us as a school to know how we help a learner* (Ms Elephant, HOD from Impala Primary School).

Parents were invited to phase meetings organised by the HODs. They were invited to come and check on learner progress and also discussed the challenges with teachers and school. They found it working for them because after the meeting with parents, some learners performed better in their school work. It was believed that such improvement could be attributed to the support they received from parents. Ms Molly, teacher from Lwandle Primary School also commented saying:

> *We invite parents to discuss the results at the end of each term. They are also invited as phase learner parents and check on their learners' work. The comments they make huge difference in the learners' performance. One parent commented saying that they were happy to be invited to school because she wanted to sit next to her son and hear him saying what makes him not to pass. I also invite learner parent when there is something I want to check with a learner which I cannot ask direct to the leaner but a parent have information about that learner.*

The presence of parents in their learner education is important. This study has found that many learners did not have parents as many of them had died, largely due to illnesses. Those who were still alive worked in far places where they come home once a month or even in six months' time. They left their children with grandmothers who were invariably illiterate. There were also parents who worked in local farms. They worked for many hours and came home tired and unable to assist their children with school work. Engelbrecht, Oswald and Forlin (2006) found that these factors undermined parents' willingness to get involved in their children's education. The lack of parent involvement delays implementation of Inclusive Education policy. The three participating school participants raised their concern on parents who were not part of children learning. One principal commented saying that it assisted them

as a school when they attended community meetings. The integration of school activities with community activities helped in the implementation of Inclusive Education policy.

> *In our traditional authority, they have different structures which include education desk. When the community have gatherings, we as schools are given an opportunity to present challenges and success we have as schools in the community. It is where we talk about challenges we as schools have in the involvement of parents in their children education* (Ms Dawn, Principal of Lilly Rose Primary School).

Drawing from the above extracts and also from literature, one can argue that when parents are involved in learner education then implementation of Inclusive Education will succeed. Parent involvement was confirmed by teachers and SMT in the study. Some parents attended church. It must be the concern of everyone that chances is given to education desk to address the congregation on the education of learners. This also is indicative of the view that society is organised into various spheres and there are relationships between such spheres. As the child grows, she or he is influenced by all these societal structures such as home; the church; the school and also the broader society. That is the hallmark of Bronfenbrenner's ecological theory that was discussed in detail in Chapter Three.

7.2.6 Teaching strategies applied by teachers

Curriculum is the core of education. It is through the curriculum that teachers can shape the future of learners and are able to develop their values, knowledge and skills (Dalton, McKenzie & Kahonde, 2012). This means that curriculum must be accessible to every learner and must be suitable to the learning needs of the learners. The curriculum is seen as a tool that enhance social justice, democratic values and human rights for all citizens and ultimately for an inclusive society.

Considering the curriculum, the participants felt that it needs teachers to have the curriculum that is understandable to all learners by breaking it into smaller pieces to ensure that a section is taught at a time. Such a strategy was also used by some of the participants and their justification was based on the view that it increased opportunities to all learners to benefit from the type of education provided. In short, by encouraging curriculum differentiation, one

is actually preparing an environment where inclusive education can succeed and thus promote effective implementation of this policy. Ms Ant, teacher from Impala PrimarySchool understood this as curriculum differentiation, and she maintained that she adopted that strategy as part of encouraging successful Inclusive Education policy implementation. This is what she had to say in this regard:

> *Understanding my learners, I apply curriculum differentiation in my teaching. This helps me to accommodate all my learners in a subject understanding that they differ in their learning. I have to break my lesson into smaller pieces and I found that the majority of the class understands.*

If the curriculum presented to the learners is not suitable for them, they cannot engage in it; thus they cannot learn from it (Kalenga, 2010). Sometimes teachers are found to have difficulties adapting and modifying the curriculum to suite the learners' individual needs. To have the curriculum modified helps the learners understand the subject because it has been simplified for their understanding. This calls for teachers to be trained on the implementing the policy so that they understand terms used. One teacher commented that if they see that they face challenges in their teaching, they do not know how to modify the curriculum.

> *I do not know how to modify the curriculum, then how will I know what each learner's needs are in the classroom. I am not properly trained. More training will assist me to understand the implementation of the policy* (Ms Dakalo, teacher from Lilly Rose Primary School).

This chapter is dedicated to the discussion of strategies that were used by the members of the SMT and the teachers in ensuring that Inclusive Education policy was effectively implemented. However, it has emerged in the previous section of this chapter, not all the strategies utilised were successful. The two extracts above tell us two different stories that are also closely related. One story tells us that curriculum differentiation was a strategy that was employed by some participants because they understood its benefits. The other story tells us that some teachers experienced difficulties in using differentiation, yet they were aware that

they needed to use it but lacked skills to do so. Participants highlighted the need to have the Department of Education developing the curriculum that suits the diversity of learning needs in their classrooms. Their concern was that they were not trained on how to develop such a curriculum and their lack of understanding and skill deficit resulted in the learners being excluded from effective learning. This is what one of the participants had to say in this regard:

> *Learners with barriers and those without are all treated them the same. People must understand that I cannot teach something that I do not understand. I suggest that if we as teachers have training on how to develop the curriculum then we can be able to accommodate all learners in our teaching* (Ms Molly, teacher from Lwandle Primary School).

What teacher says raised the concern on curriculum modification where teachers will have to use a variety of methods in their teaching. While teachers were struggling to employ different learning styles, Armstrong and Spandagou (2010) emphasise that teachers in the mainstream schools are required to modify their teaching strategies and to tackle the diverse needs of learners. The findings from the study indicated that teachers seldom applied a variety of teaching techniques to accommodate diverse learning styles of learners and to provide equal development opportunities for all learners or even use alternative modes of assessment. Sigafoos and Elkons (1994) argue that teachers in mainstream schools lack confidence even if they try to include learners with disabilities because they lack proficiency on modifying the regular education curriculum to suit learners with learning needs. Rose and Howley (2007) on the other hand underline the need for dedicated teachers to empower and equip themselves professionally so that they deliver quality education. Training on the implementation of Inclusive Education policy will assist such teachers.

Participants in the study believed that the language of teaching and learning can have an impact on the implementation of Inclusive Education policy. It is understood that learners in Grade R to Grade 3, their language of learning and teaching is mostly in mother tongue and in our schools, it is isiZulu. Little is taught in English. When they moved to another phase they have to adapt to all subjects being taught in English. These learners were found to be

struggling to understand instruction from the teacher. At the end these learners were labelled as learners with challenges in learning when, actually, it was not. One teacher had the following to say:

I am teaching Natural Sciences and Technology in Grade 4. I have a group of learners who cannot utter even a word in English. Once you move to IsiZulu, all hands are up because they have answers but they could not understand the question (Ms Judith, principal of Impala Primary School).

This indicates the challenge that the learners encountered when teaching and learning took place in another language which was different from their mother tongue. Teachers needed to understand this and needed not to group these learners to learners with challenges to their learning because these were just disadvantaged. Arguably such teachers needed to provide resources where learners could be familiarised with terms in English because like in Grade 4; all learners are expected to use English as their language of teaching and learning. One teacher raised a challenge where learners could not understand the language of teaching and learning. What she said was that she prepared flashcards and charts where common or daily used vocabulary is written and displayed in the classroom. This is what this participant had to say:

I prepare flashcards with simple words that are used on daily basis. I have words such as what; where; when; with meanings in isiZulu. This I find working for me to have my learners understanding the language. I also have charts written and have short sentences constructed for their understanding (Ms Elephant, the HOD from Impala Primary School).

This is part of support programme to have learners trained on the use of English as their first additional language. Teachers need to provide resources for the support in the implementation of Inclusive Education policy.

7.2.7 Development of Assessment strategies

Assessment in inclusive class needs to be developed to cater for all learners. The challenges that each learner has must be considered. There are learners who are slow in writing and that may be due to the fact that they cannot see clearly. Concession must be applied for such learners. This help the learners to be allow extra time when writing assessment. If it is about poor eye sight, such learners have their scripts prepared in big fonts (KZNDOE, 2014). The same considerations have to be applied to the left handed learners; they have to sit in positions where they are comfortable. Such considerations need to be applicable to other learners who are not necessarily left handed; the main message is that the needs of the learners are of paramount importance. Assessment tasks as mentioned earlier need to be simplified for a learner to understand (Mahlo, 2011).

7.2.8 Valuing diversity

Mullick, Deppeler and Sharma (2012) emphasise the need to increase the importance of valuing diversity of the people. This can be done through activities that are done and that need to be as inclusive as possible. One participant argued saying that this can be done through exposure to television programmes. She said:

> *To change the minds of people more television programmes and radio programmes are needed where communities will see different people living with disabilities. This might change their understanding of Inclusive Education policy by everybody* (Ms Judith, Principal of Impala Primary School).

The data indicates that the notion of valuing diversity was uppermost in the participants' minds. However, it appeared that, not much had been done in promoting this aspect. For instance, the extract above suggests that the principal concerned had not done anything to actualise this wish, but it remained as an item that needed to be actioned, particularly, its benefits were acknowledged by the participants. Drawing from the views of these participants, one can argue that the value of embracing diversity must be instilled in the minds of learners at school where they meet with learners of different disabilities. In response

to this need, some of the schools organised games where all learners were offered opportunities to play and demonstrate their talents in the games.

> *In our school plan we have sports day where all learners are engaged in different sporting activities. Learners with disabilities are allowed opportunity to play and compete with others. They seem to be enjoying this practice and the other learners support them* (Ms Amazon, HOD of Lilly Rose Primary School).

On this issue, another participant added that for those people who were not exposed to televisions, awareness campaigns need to be conducted in communities and schools where community will be attracted.

> *In communities like where our school is, awareness would work to make people value diversity. This can involve games to be played by people of different disabilities, display work done by these people and have presentations from various departments* (Mr King, Principal of Lwandle Primary School).

Some communities have projects that are run by people who have various challenges, including physical disabilities. Working together with the NGOs in the community these people have been assisted to display their skills on activities such as bricklaying and artwork. At the end these people are skilled for different type of work. Valuing diversity and promoting inclusive activities and projects was one of the strategies that the participating schools tried to develop, but it was still at its infancy. One of the participants had the following to say in this regard:

> *There is a centre in the community where school dropout learners and other adults are welcome to come and attend courses to develop their skills and be able to earn a*

living. People with physical disabilities are found weaving ilala and making sculptors (Ms Dawn, Principal of Lilly Rose Primary School).

For the community to understand diversity and its value, the community must be involved in school activities. The involvement of the community in schools serves to foment successful implementation of the policy (Loreman, 2007). This was also acknowledged by Ainscow (2005) when stating that community-school collaboration is one of the key levers for change.

7.3 Chapter summary

In conclusion, it is clear that on challenges raised in chapter six, it was important to have ways of dealing with them. This was then raised in this chapter. The concern of participants was that if they are well equipped, they are prepared to implement Inclusive Education policy. This was about provision adequate of resources; teacher training; collaboration with NGOs and government departments; soliciting with district office; parents' involvement; teaching strategies and valuing diversity.

CHAPTER EIGHT

MAPPING EMERGING PATTERNS FROM THE DATA

8.1 Introduction

Chapter Seven presented a discussion drawn from the three participating schools on strategies they used to overcome challenges mentioned by each participant from three different schools in Chapter Six regarding the implementation of Inclusive Education policy. This chapter serves as an attempt to bring together key issues that emerge from the three chapters that may form a pattern of some kind. The idea is that key themes or pattern about the role played by the participants in implementing the policy might emerge by outlining similarities and differences of different aspects of the study. Therefore, this chapter is about abstractions from the data that seek to provide some explanations about how and why the SMTs and the teachers in the primary schools played their roles the way they did.

8.2 Similarities and differences in the schools and in the community

There were more similarities than differences between the schools, particularly in relation to the community in which the schools were located. For instance, the community where the three primary schools were situated was rural as rurality is understood in the context of South Africa. The state of poverty and unemployment were said to be high; the community was characterised by child-headed homes due to the death of heads of families and breadwinners; most of the deaths were attributed to HIV/AIDS and other related diseases; life in the community was said to be like a struggle as there were few proper houses; not enough food was available due to the prevailing poverty; no clean piped water and electricity supply was available. Members of the community made fire outside houses to cook and used candles to light the rooms. These candles were sometimes dangerous and many families reported to have lost members because of the use of candles.

To avoid recurrence of poverty, people have to find job opportunities so that they can earn a salary and provide for the families. Since there were few job opportunities in the community, parents resorted to leaving their children with grandmothers and went to towns and cities

seeking employment, which in most instances, were located far away from their homes. In such situations, it is difficult to have Inclusive Education policy implemented. All three schools were under the leadership of traditional authority. What was positive about Amakhosi is that they all demonstrated keen interest in what was happening in the schools. It is for that reason that Lilly Rose Primary School had electricity supplied at school by the traditional council. The community levied charged from visitors coming to the area was used to have schools in the area electrified.

While there were similarities in the life they shared as communities, but some communities were better on some of the issues raised above. For example, the state of poverty, even when the area was said to be dominated by poverty, there were families who were not struggling with life. Some parents worked in the nearby hospital and some in cities like Durban, Johannesburg and Empangeni. Electricity supply in some families was not a challenge because they could afford to install it without the government subsidy, but those were very isolated cases. Such families had big houses roofed with tiles. Electricity was supplied by ESKOM and not yet subsidised by municipality so it was very expensive for many families to get electricity. The supply of water in the community of Lilly Rose Primary was better than in the community where Impala and Lwandle Primary Schools were situated. Lilly Rose was at an advantage in that it was along the road to local hospital, therefore the water that was supplied to the hospital was also supplied to the school. The community around Lilly Rose Primary School benefited from water when the missionaries living in the area raised funds to have water provided in the community although at present water was still a challenge because of drought all over the country. Again, Lilly Rose Primary School had an advantage of having electricity supply as compared to other two primary schools because the school was under the traditional authority that raised money through community levy. When the traditional authority electrified schools, Lilly Rose Primary School was also electrified.

The discussion above focused more on the community in which the schools were located. The discussion is now shifting to focus on the schools. These schools seemed to have a lot in common. What was similar in all three schools was that they were all combined primary schools from one district, starting from Grade R up to Grade Seven. All three researched schools were in one province which is KwaZulu-Natal. The schools had School Management Teams comprising the Principal, Deputy Principal and the HODs. There was one HOD for the Foundation Phase; one for the Intermediate Phase and one for the Senior Phase which had

Grade seven in primary school as the beginning of a Senior Phase. All three researched schools, like all public schools in the country, were governed by the School Governing Bodies (SGB) which comprised the principal as ex-officio member, parents and teachers. In schools with non-teaching staff, one of them represented them in the SGB. All three researched schools reported good working spirit with their SGBs. Whenever there was something needed at school and it was reported to the SGB for approval, the approval was done without hesitation. The SGBs in schools actively supported teaching and learning. For instance, they provided resources such as furniture, textbooks and even had minor renovations done. All three schools were public schools that operated within policy guidelines of the Department of Education. These policies included admission policy; code of conduct for learners; curriculum policies, Inclusive Education policy and others.

All three researched schools were Quintile One schools. Quintile system is a funding formula used by the Department of Education to rank schools in terms of economic conditions of the population around it. This is done to assist the Department of Education in determining the level of financial support it will provide. In terms of this formula, the lower the quintile in which the school belongs to, the higher the level of funding it will get, and *vice versa* (Bhengu, 2013). This means that these schools were located in poor communities and schools were poorly resourced. In addition, all three schools were categorised as 'No-Fee' paying schools. As No-Fee schools, parents did not pay school fees due to their poor economic situation. Instead, the government was responsible for the provision of school needs from the funding system known as Norms and Standards. The schools were fenced and had security guards at the gate to monitor people who come in and leave schools.

Within the similarities mentioned above, there were also differences as well. Some schools did not have state paid security guards especially at night. Parents had to pay out of their pockets to have a security working at night. The fence in some schools was well cared for and some had falling fence and no one was attending to that. This resulted in learners going out of the school using those openings on the school fence. The situation relating to resources such as human, material and physical resources differed. In some schools they had more resources compared to others. For example, in one school there were assistant teachers when others did not have any, yet they all needed this kind of support. In the three participating primary schools, out of the three schools, only Lwandle Primary School did not have deputy principal and had two HODs while Impala Primary School and Lilly Rose Primary School had deputy

principals and three HODs each school. When Lilly Rose Primary School and Impala Primary School had all three support staff, Lwandle had only a security guard.

The staff establishment was illustrated as following:

School	Enrolment	Principal	Deputy	HODs	Teachers	Support Staff
Lilly Rose	598	1	1	3	14	3
Impala	824	1	1	3	21	3 + 2
Lwandle	507	1	-	2	12	1

Table 3: Staff establishment in each school

The table above indicates the difference between staffing in each school. It should be noted that Impala Primary School had 2 added for assistant teachers. In the three primary schools it was found that all classrooms were standard and all were not inclusive education compliant. All classrooms were overcrowded. The condition of classrooms was poor with broken glasses on windows and some had broken door handles and some did not have doors at all. As mentioned that classrooms were not user friendly for all the learners, there were steps on classrooms entrances which deprived learners on wheelchairs to move freely when getting inside the classrooms. The numbers of classrooms differed from one school to another. While all three researched schools seemed to have something common with classrooms but Lilly Rose Primary School differed from the two other schools. The condition of classrooms at Lilly Rose Primary School was much better. The school indicated that it was maintained and that there were glasses fitted on windows in most classrooms and doors were fitted although few had handles.

The data also indicated that the teachers in the three schools were trained for teaching. In other words, they met the requirements of the Department of Education in terms of a teacher who is fully qualified; such requirements were that a teacher has to have a Grade 12 certificate and a four year teacher training qualification. While they were all trained in teaching, it was found that the majority did not have training on Inclusive Education policy. This resulted in them not being able to appropriately care for the learners with learning

challenges. They were found to be lacking in knowledge about dealing with learners with barriers to learning.

The data has shown that the three researched primary schools had a feeding scheme where learners were fed by the Department of Education. This nutrition programme was part of poverty alleviation programmes and it helped the learners to have something to eat before they started learning and sometimes, they would have meals during the day. There were learners who came to school having not had a proper meal because of poverty in the families. The three researched schools had a number of orphans and vulnerable learners (OVC). There were learners who were known to be struggling in their learning because they had no food to eat. All three schools were selected for government schools' project where a sum of R30 000 was given to each school to cater for the OVCs. This money was used to buy school uniform. Almost 200 learners benefited from this project and they each received a school uniform which consisted of a tunic dress and a pair of shoes (girls) and a pair of trouser and a shirt plus shoes for boys.

8.2.1 Similarities and differences in the role played by the SMTs and the teachers

The study indicated that the SMTs in all three participating schools promoted the awareness on Inclusive Education policy. The SMTs in three researched schools made everyone at school aware of Inclusive Education policy. This awareness included parents, teachers, learners and the community. The way the three researched schools promoted awareness on Inclusive Education policy was the same. They mentioned using parents meetings who were invited at school to discuss the policy with them. They also mentioned that they used staff meetings convened in schools to make awareness to teachers by discussing the policy with them. Teachers were made to understand their role to have the policy implemented. Beside staff meetings, the HODs had the policy communicated to the teachers in their phase meetings. It was also promoted to the learners in gatherings that the schools had. It was mentioned that it was done in the assembly when learners gathered for prayers or else in their classrooms by class teachers. It was in such gatherings where learners were made aware of their rights to schooling and the respect they deserve irrespective of disability they may have (Republic of South Africa, 1996a; Republic of South Africa, 1996b). The data indicates the SMTs in the three reached schools used the community meetings to have the community

informed of the policy again they mentioned the awareness days that they as schools organised to have the community informed of the policy and other schools' programmes. The SMTs mentioned that they invited different government departments to make awareness to the community invited to schools. The aim of the policy was to have everyone educated on Inclusive Education policy. Learners knowing their rights as mentioned in the School Act (Republic of South Africa, 1996b). The policy highlighted the rights of all learners to be at school and cared for without being discriminated and be taught.

The study in the three researched schools mentioned that the SMTs worked with the teachers to manage the implementation of the policy. The SMTs developed teachers in planning for the lessons and work schedule. The study further mentioned that the SMTs were aware of their role where they controlled and monitored work of teachers. Participants from the three researched schools highlighted that teachers were capacitated by the SMTs and that such capacitation made them perform their role to have Inclusive Education policy implemented. Their capacitation was through workshops organised by the district and in-service workshops organised in the schools. The SMTs made funds available for teachers to attend workshops. The SMTs in the three researched schools invited experts to come and assist teachers at school. To have Inclusive Education policy effectively implemented, everyone had to be capacitated. The SMTs and the teachers all respected the right of learners as stipulated in South African Constitution Act (Republic of South Africa, 1996a) where education is declared as a right for everyone. Further, the Constitution acknowledges the right of all learners to be taught and cared for without being discriminated against. The SMTs in these three schools preached the gospel of teachers teaching learners without any discrimination and learners not discriminating one another.

The three researched primary schools showed that the SMTs and teachers created partnership with other government departments and non-government departments. Such partnerships assisted schools to get service whenever there was a need. The partnership was mentioned where the school was situated near the clinic and were assisted with health facilities. Medical assistance that was provided assisted the schools to deal with learners who had different challenges in their learning. They mentioned times when the Department of Health had to come to school and have learners immunised the same department visited the schools for other medical conditions such as eye testing; hearing; speech therapy; psychology testing and sometimes treated for any sickness they have. The partnership between the school and other

departments were also mentioned when there were cases in the community that affected the learners. The school working with SAPS attended to such cases. It was in the partnership that some schools mentioned assistance they got from NGOs. Learners were provided with school uniform, food parcels and some even had their homes built. For the schools to have Inclusive Education policy implemented, the partnership with government departments and NGOs was found important. Poverty alleviation in schools was dealt with when schools were in partnership with these departments. While the three schools formed partnership with other departments but Impala Primary School was different from the other two researched schools. Besides the assistance from government departments, Impala Primary School mentioned partnership with the game reserve that was near the school and that benefitted the school because they were donated with classrooms and tourists visiting the place had donations made to the school. The partnership between the schools and government departments and NGOs was of utmost importance.

Participants from the three researched schools emphasised that their schools advocated parental involvement in the schools' activities. There is a range of varying factors that influence the establishment of parent-teacher co-operation and these factors include cultural, linguistic, social economic and historical factors (Tomlinson, 1996; Wolfendale, 2000; Reay, 2009). This co-operation requires different forms of participation of parents. The involvement of parents as espoused in the three researched schools. That was important in many ways. For instance, school required information from the parent for their children, such information could include medical report that the schools require from parents to have learners assisted and a learner's developmental peculiarities, potential and their behaviour outside the schools. Parental participation is the most important aspect of current educational reforms and a fundamental principle of Inclusive Education policy (Farell & Jones, 2000; Tassoni, 2003; Smit & Liebenberg, 2008; Tsotetsi, van Wyk, & Lemmer, 2008; Ndlovu, 2011). There were parents who were said to be responsive to the school needs. For instance, these parents were seen attending meetings and came to school whenever invited. It was observed that when parents were part of learning, Inclusive Education policy can be implemented. While schools were forming partnership with parents, there were some parents found not co-operative with the schools. This was highlighted as one of the barriers which negatively affected the chances to a learner to be assisted because there was information that was required from a parent. This says that parents could not prioritise their learner education. And some apparently, lacked knowledge about the importance of these issues and illiteracy was blamed for such conduct of

the parents. On the surface, it would appear as if such parents did not value their learners' education. However, when looking deeper into such parental apathy, the lack of understanding about what parents are supposed to be doing could take part of the blame. Consequently, some learners tended to drop out of school due to the lack of support from home and local community. To alleviate learner drop out that was seen taking place in three schools, Inclusive Education policy was needed to be implemented in schools so that whatever challenges they have, are addressed.

8.2.2 Similarities and differences in challenges encountered by the School Management Teams and teachers

The three participating schools indicated that overcrowding was a big challenge. There were no enough classrooms. The overcrowding resulted in teachers failing to implement Inclusive Education policy. There were classrooms where teachers were said to have more than 60 learners in one classroom. This further suggested that the Department of Education was not paying special attention to issues of high learner-teacher ratio, particularly where learners with physical disability were involved. While the policy on Inclusive Education was introduced in schools but preparations were not properly done to have it implemented. This was mentioned in Chapter Two where Van Zyl (2012) emphasised that when resources were not available, it showed that the implementation of the policy in that country was rushed. The three researched schools suggested that it would be effective if at least the general classroom enrolment was reduced to a lower number. While teachers in three schools complained about overcrowding, some complained that even if they were not overcrowded, the difficulty of each learner resulted in one teacher spending more time on that learner. One teacher even mentioned that one learner was equivalent to four learners in terms of time needed for each learner experiencing challenge in learning.

With regards to the issue of disregarding the learners' individual circumstances, one teacher made the following comment:

> *When the Department of Education allocates teachers, the difficulty of learners is not considered. There are learners who are like one learner equal to four learners. Another case is where the post provisioning norm is done counting even school*

management teams' members who do not have high duty load. They are counted as full time teachers in the class.

The above comment captures the mood and views of all the participants has discussed in Chapter Six. Such comments also suggest that the Department of Education needs to pay particular consideration to these issues allocating teaching posts to schools. Otherwise, the challenge of overcrowding will persist and that may result in Inclusive Education policy not being implemented in schools.

School Management Teams and the teachers in three researched schools mentioned that parents of the children with disabilities believed that their children are witch crafted. It was difficult to have witchcraft proven. In the meantime, delays occur while parents are still debating about who bewitched the child and for what purpose. The school cannot seek medical assistance when the parents are still seeking diviners and traditional healers. Without trivialising the importance of traditional healers in African communities, the data from all three research sites indicates that, sometimes, consultations with such healers were not done in a coordinated way. This calls for trust between the two important societal structures, namely, the school and the family. Some parents even decided to take their children away from school and that increased the number of learner drop-outs and also learners who repeat classes in schools. Some learners were made to stay at home while some were sent to other schools because parents had difficulties accepting that they have challenges in their learning. The response of parents delayed the assistance to be given to learners with learning challenges.

Another challenge raised in three researched schools was that of resources. In all three researched schools, physically disabled learners were found struggling to access the whole school due to the school yard set-up which did not enable wheelchair bound learners to gain easy access to the classrooms. The condition of classrooms was not suitable for Inclusive Education policy. Floors were damaged with broken windows. All three researched schools had non-inclusive classroom compliant. The schools that mentioned to have classrooms had them but all were found not inclusive education compliant. Resources were further mentioned as a challenge where there were no enough human resources. The shortage of human resource especially teaching staff resulted in overcrowding in classrooms which made it difficult to have the policy implemented. Teacher reported failure to move around the classrooms to

assists struggling learners. To have Inclusive Education policy implemented, preparations must be done and this included among other things physical; human and material resources.

Three researched schools study indicated that all teachers were trained for teaching and they met the requirement of the Department of Education in terms of their professional qualifications. It was mentioned that while teachers were qualified for teaching profession but they did not have expertise in the field of Inclusive Education policy. This says that they cannot implement Inclusive Education policy without understanding it. Teacher attitude in the study was found having an influence on the way in which they taught and catered for the needs of all the learners. Oswald and Swart (2011) argue the current education demands teachers to challenge their existing schemas about practices in the education of learners with disabilities. The study mentioned teachers who were complaining of overcrowded classrooms which resulted in them not caring for learners who were struggling to learn. They could not even try to implement strategies suggested in their teaching. One teacher said:

> *I do not have enough time to attend to all these learners. They are so many that I do what I can without considering those who are facing challenges in their learning* (Ms Ant, the teacher from Impala Primary School).

This says that teachers had attitude towards learners with learning barriers in such a way that even if they were provided with strategies to deal with them, teachers were not prepared to do that. This was also mentioned by Ms Hadebe the teacher from Lwandle Primary School. She said that many learners in her class were making her work very hard in such a way that she neglected learners with barriers to learning to cover work prepared for the day as prescribed by the Department of Education. Teachers could not implement Inclusive Education policy when there was curriculum team who wanted to get work completed on time. Teachers had to rush to finish the syllabus without considering learners with challenges.

> *I have district staff on curriculum section who wants to find work completed on time. To see to it that I meet that requirement, I have to rush and have ATPs completed. Then struggling learners are left behind* (Ms Molly the teacher from Lwandle Primary School).

The attitude teachers demonstrated was against the policy which stated that all learners have a right to learn and that they needed to be supported. The unsupportive teachers made the implementation of Inclusive Education policy to fail in the class. The HODs also complained of teachers who were unsupportive to learners with learning barriers. They had support programmes planned but teachers do not use them. These programmes were neatly filed in teachers' file without having them used to extend learning opportunity for learners. More details on this issue can be found in **Section6.2.2 of Chapter Six.** The school environment can encourage or stifle learning (Shield, 1991). Shield (1991) further argues that effective schools co-ordinate cross curricular activities to provide a connected meaningful curriculum. This requires collaboration among teachers led by effective leader to organise and maintain the effort.

Poverty was mentioned a challenge in three researched schools. Parents left their children to work in far places and some relied on grants from the government to support their families. Meyer (1997) found that the income provided in the family increase parental involvement in school achievement. When the parent is around, the learner feels secured and has someone to report to whenever there is a need. There is that security. Shields (1991) mention that the achievement of a learner is affected by the values and beliefs of the family and community. Some families and communities particularly in poverty stricken areas, do not value formal education.

8.2.3   Similarities and differences with the strategies used by School Management Teams and teachers to overcome challenges encountered

The previous section dwelled on the challenges faced by the three schools in implementing the policy. The data indicated the challenges were similar more than they differed. Despite the challenges that have been presented, there are certain strategies that the SMT members and the teachers adopted in order to respond to the effects of the challenges. The study has revealed that the School Management Teams and the teachers persisted in their campaigns to raise the awareness to the community, the parents, the teachers and the learners about this policy and the need to observe it. One of challenges was that the teachers did not possess requisite skills to handle some learning problems that arise during teaching in class. In all

three researched schools, the strategies suggested were teacher training to be conducted and in-service workshops done for equipping teachers. The study indicated need for teachers to be trained in basic different skills and offer psychological support to children with diverse learning needs. Swart and Pettipher (2005) mention professional development as a strategy to prepare teachers for collaboration and support. It assists them in understanding their relative roles and responsibilities in implementing policy. The study mentioned support on policy where teachers are trained on new teaching and learning strategies that meet the needs of all learners. These strategies were learner centred. I must also mention that despite these strategies to have teachers trained in certain aspects, it emerged from the discussion with them that they were not coping, and that they needed special skills to handle learners with special needs.

The data from the three researched schools clearly show that parental involvement in the academic lives of their children was of absolute importance. It has showed that certain techniques were employed in trying to have parents heavily involved in the school's activities. It has been established in research that involving parents in their learner learning was advantageous. When parents are part of their children learning, it helps the school when there are challenges in the learner learning. The study also indicated that many families had learners who stayed with illiterate grandmothers. They could not assist them in their school work. This tended to hinder the implementation of Inclusive Education policy. Teachers believed that when they invite parents it was because there was information that could not be shared with any other person except the parent of a learner or a legal guardian. A teacher from one school in the Foundation Phase reported that she invited a parent to check on a learner's progress and the results of that involvement of a parent were very good. A learner was then doing very well in his learning:

> *I had a learner who was struggling to learn but since I had no history on his file I was unable to assist him, I then invited a parent who came and give a birth history of a child. Ii was then that I was able to assist him. From there, the boy is doing wonders* (Ms Molly teacher from Lwandle Primary School).

This says when parents are part of their children learning, Inclusive Education policy can be implemented successfully. That is why the three schools regarded parental involvement as a

strategy to turn around the situation in their schools and enhance opportunities for successful implementation of Inclusive Education policy.

Hallahan and Kauffman (2006) argue that the support that the learner receives from home can contribute greatly to his confidence and performance in classroom and admit that in terms of primary prevention, parents are the primary care-givers. These scholars further argue that there was little that school could achieve in the prevention of health- related causes as well as basic social and emotional causes of disabilities and difficulty in learning, unless parents become directly involved. Therefore, the partnership with parents was strengthened for the implementation of policy. Donald, Lazarus and Lolwana (2002) suggest that a parent is invited to be active partners in dealing with challenges or else such challenges will get worse. For instance, to reduce learner drop-out and class repetition, extra help and support was required from the parents, and without their active participation in handling these issues is likely to be futile.

Therefore, the study has indicated that the strengthening of partnership with parents was crucial if the battle is to be won. It was mentioned in the study that there were learners who had no parents; they were all by themselves (child-headed families). The SMTs mentioned that the home visits would be continued and working together with the Department of Health for home –based care team, these learners would be assisted and supported with their school work. Some learners did not have parents; they were all by themselves. It emerged that schools were trying their best to involve parents and other stakeholders. One school teacher reported the involvement of retired teachers in their teaching and some parents were involved in projects that were run at school. Such involvement proved to be beneficial to the school and the learners. The difference between the schools is that it was not all the schools that had retired teachers nearby. To have them to come to school would cost the school a lot of money. The study indicated that there was a need to involve parents as learning partners to play a role in the learners' education as it helps improve learners' results and also contributed towards the learners' succeeding in their career (Tshifura, 2012). There was a belief across the school that with the support of the parents, learners' academic achievement would improve. Furthermore, it was believed that even parents would learn to take responsibility for their children learning. If parents are supportive to their learners, teachers also are encouraged to support learners because both the teacher and a parent are supporting the learner (Tshifura, 2012).

It also emerged in the study that schools were trying to supplement resources provided by the department. There were applications written to different companies requesting donations. However, some schools did not make any means to provide resources. They solely relied on the Department of Education to have resources provided. It emerged in the study that the involvement of all government departments in implementing Inclusive Education policy would make the implementation a success. The presence and the support from different departments and NGOs assisted the schools to have Inclusive Education policy implemented. Impala Primary School was found to be having a support centre and the kitchen where orphans and vulnerable learners and families were fed. While other schools got assistance from the NGOs, Impala Primary School was the only school among the three that had established such a strong relationship with an NGO. That was also an indication that leadership plays a critical role in changing the fortunes of the school or any organisation for that matter. Two schools may be located in the same community with learner population facing similar challenges, but leadership that prevails in that school will be a determining factor to separate one school from the other (Bhengu & Mthembu, 2014).

In all three schools School Management Teams and teachers indicated that they involved stakeholders. They mentioned that they understood that they could not work alone; therefore, they involved government departments such as the Department of Police; the Department of Health; the Department of Social Development and also involved NGOs. The involvement of these departments and other stakeholders was seen assisting. For instance, the Department of Health provided health community workers who visited homes and identified needy families and child-headed families. They then had referral done to the Department of Social Development. That particular department then organised social grant for these families and see to it that for the families that were child-headed, were taken good care of. All that happened because leadership in the schools acted in response to the situation on the ground. That calls for the kind of leadership that attempts to understand the situation in and outside the schools; this requires leadership that realises that schools are not islands and that what happens outside of it affects it in some ways. The whole notion of ecology comes into the picture when discussing such issues.

While this chapter focused on similarities and differences in roles, challenges and strategies in implementing inclusive Education policy, what was noted in the discussion was that similar issues across the schools dominated. There few differences where each school

differed from the other like when Lilly Rose Primary School highlighted the issue of the infrastructure and the supply of electricity and water at school. Again, the differences were observed where the two schools were making means to have resources provided by not relying solely to the Department of Education but they also made applications to other sources such as game reserves and traditional authorities.

8.3 Dominant approach to leadership used by School management Teams and teachers

In this section, leadership approaches that dominated in the researched schools are explored. Transformational leadership theory is one of the theories that underpin the framework for this study. Transformational leadership theory is a leadership style that advocates that there should be positive changes in those who follow (Lagestee, 2013). Transformational leadership is an approach whereby a leader works with employees to identify the needed change; creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. Burns (1978) defines transformational leadership as a process of influencing major changes in the attitudes of employees, so that the goals of the organisation and the vision of the leader are realised. Bhengu (2005) describes transformational leadership, not as a set of specific behaviours, but rather as a process in which the leader and followers raise one another to higher levels of morality and motivation. Transformational leader ought to have the ability to engage people. This means that team members are well motivated because the leader is able to encourage and empathise with his employees and at school it is SMT and teachers. The leader is capable of rallying his different teams to work for one common goal.

From the definitions above, transformative School Management Teams and teachers must be open-minded about many issues in and around the school, being imaginative, innovative and creative. They need to be able to understand what is needed and be able to motivate and redirect people involved toward what is required. For School Management Teams and others around them, their vision, policy implementation and all inter-personal dynamics are constantly being subjected to rigorous scrutiny. The characteristics of transformational leadership are consistent with the expectations of the Education Department regarding SMTs' leadership and conduct.

The study viewed transformational leadership where the policy was introduced in schools and had to be implemented. The introduction of Inclusive Education policy was found to have implications for school leaders. Inclusive schools required leaders who are democratic, transformative, and collaborative with other staff and act as facilitators. This was discussed in more details in Chapter Two of the study. In the study it appeared that schools communicated the policy on Inclusive Education. The school community was aware of the requirements of this policy, and these stakeholders were consulted at different levels where parents; learners; teachers and community were made aware of the policy. This suggests that the SMTs in all three schools understood their role as leaders and used their understanding to share their knowledge with others.

The characteristics of transformational leadership correspond with concepts of learning organisations, in that a transformational leader is expected not only to lead, but also to learn and provides an environment that is conducive to learning. Learning referred to here is not only that of learners, but for adults as teachers; it is not only for individuals in the school but also for the school as an organisation. Everybody is a learner in the learning organisation and everybody is a learner in transformational leadership; transformation involves learning, learning involves transformation. The principal learns from the teaching staff, parents and learners; it is not that teachers know everything and learners know nothing or the principal knows everything and the teaching staff knows nothing.

The policy on Inclusive Education was introduced and people concerned had to understand it so as to have it implemented. It was found in the literature (Chapter Three) that research conducted indicates the leadership that makes a difference is the one that aims at achieving outcomes where a learner benefits. Burns (2007) argues that joint efforts produce positive results is an excellent way and help individuals become part of an effective team. The study of three researched schools mentioned that the policy was made known to people. This would assist schools to have the policy implemented to people who had prior been informed of the policy. The awareness went as far as other stakeholders outside the schools.

Transformational leadership contains four components as mentioned by Loggerenberg (2002) which are idealised influence; inspirational motivation; intellectual stimulation and individualised consideration. Idealised influencing is about the establishment of coalition where all key stakeholders are involved. The study mentioned the importance of having all

stakeholders involved for the implementation of the policy. Researched schools highlighted the involvement of different government and NGOs for the implementation of policy and community was not left behind. The study mentioned schools attending community meetings to bring awareness to the policy. By so doing, communities played a role to have the policy implemented. It is in this process where a leader is responsible for creating a warm climate conducive to renewal; enthusiasm; openness and uninhibited participation. Each member of a leadership coalition in subject to an intrapersonal process of internalising the 'whys' and 'hows' of implementing the new curriculum and in this study Inclusive Education policy. The essence of idealised influencing in this study is locked into a collaborative process of getting team members committed to developing ideal conditions for successful implementation of Inclusive Education policy.

Leithwood (1992) sees transformational leaders as people who are in pursuit of three major goals which were to help staff members develop and maintain a joint effort; making schools inclusive environment; promoting teacher development and helping teachers solve problems more effectively. The findings for this study indicate that the SMTs organised workshops for the teachers and had teachers developed in terms of planning lessons and understanding annual teaching plans.

The second fundamental is inspirational motivation where a leader envisages a desired future state and showing how to get there. The capable inspirational leader needs to reduce a multitude of intricate matters to a few key issues. The aim is to energise the critical mass of teachers, learners and other stakeholders towards attaining a common goal of curriculum reform, in this case, Implementing Inclusive Education policy. It is essential that the facilitative leader inspires the team to actively participate in determining how to reach these goals. Harris (2007) speaks of distributed leadership where activities are widely shared within and between the members in the organisation. What is said by Harris (2007) is what is required to happen to have Inclusive Education policy implemented. Spillane (2006) further argues saying that distributed leadership is leadership that involves joint interactions of school leaders; followers and aspects of their situation. The study conducted in three schools mentioned the interaction of different stakeholders to have Inclusive Education implemented. Grant (2005) adds to the debate by maintaining that distributed leadership is a distribution of

leadership across the organisation and engaging expertise wherever it exists. The schools mentioned the involvement of Department of Health for medical challenges; the SAPS for criminal cases and the Department of Social Development for social challenges like assessing social grants. To have Inclusive Education policy implemented, the involvement of all people is important. This is understood by a transformed leader. The SMTs and the teachers understood that to have Inclusive Education policy implemented, they needed to involve everyone. It is of critical importance that these school leaders had a vision to have their schools playing a role of being centres of community life and contribute to the social transformation within their respective communities. That one of the ingredients of transformational leadership, and leadership in the participating schools took cognisance of this.

As a transformational leader, the new role of a teacher would be required to work in new structures. These structures included clustered learners; teachers planning together; involving parents and community and networking. Teachers needed to seek out new ideas inside and outside the classroom (Fullan, 1993). Teachers had to lead the way in being continuous learners throughout their teaching careers. The study mentioned that teachers attended workshops and had in-service workshops at school. For teachers to have Inclusive Education policy implemented there is much to learn and do.

The third fundamental is intellectual stimulation where a leader is expected to continually facilitate understanding of knowledge needed to successful implementation of policy. For understanding the terms used in the documents and other dissemination materials, the leader was needed to clarify and explain. In this context, curriculum dissemination involved a systemic facilitation of meetings, plan of action, distribution of information and circulars. Parents and community were not left out in this dissemination of data. When district or provincial in-service programmes were offered, the school leadership should provide the staff with all necessary support to attend these and to share the information with others in the school and community. In-service trainings and continuous support was recommended for schools and district.

The fourth fundamental is that of individual consideration. The theory indicates what is expected from a leader for effective implementation of the policy. The leader needs take cognisance of individual interests; value systems; roles and feelings as these would determine

the effectiveness of curriculum reform. The leader has to establish one-to-one interpersonal relationships in order to capitalise on the benefits of effective teamwork. It recommended that for the good performance, the focus be on strength more than on areas of development.

8.4 Bush (2003) Collaborative Model

Bush (2003) collaborative model is another theory used in my study. As alluded to in the previous section, the establishment of democratic management structures became a requirement in the context of change and transformation that pervaded the life in the country. In response to these new demands, the then Department of Education (DoE) established a Tast Team to review the manner in which education was to be managed in the new political environment. That Tast Team published a report in 1996 which was known as 'Change Management to Manage Change in South Africa' (DoE, 1996). One of the critical recommendations of that report was that school principals were no longer allowed to manage schools alone but were forced to share power with others such as the School Management Team (SMT). In a nutshell, there was a need for collaborative practices to be embedded in the lives of school managers.

According to Bush (2003), in terms of collegial model of management, organisations determine policy and make decisions through a process of discussions whch lead to consensus. Obviously, such a view is congruent with the values of inclusivity and participation of stakeholders in the decision-making processes in the schools. In addition, power is shared among some or all members of organisation or the school who have shared understanding about aims of the organisation (Bush, 2003). That is why collaborative model is usually regarded as normative in its nature; it makes prescriptions abuot how decisions should be made and insists that there should be full participation of all relevant stakeholders (Campbell & Southworth, 1993). This aspect of collaborative model is relevant for a study of this nature which sought to understand the roles played by the SMTs in implementing Inclusive Education policy. It srelevance lies more on the fact that the notion of active participation of all key stakeholders lies at the heart of democratic values that are enshrined in the country's constitution and the recommendations of the Task Team Report of 1996 (DoE, 1996).

While there is global interest in leadership and management, because of its perceived importance in developing and maintaining successful schools and education systems, there is much less clarity about which leadership behaviours are most likely to produce the most favourable outcomes (Bush, 2003). Evidently, such a management model is closely linked to certain approaches to leadership. Therefore, an awareness of alternative approaches is essential to provide a set of tools from which discerning leaders can choose when facing problems and dealing with day to day issues (Bush, 2003). The implementation of the South African Schools' Act and similar moves towards self-management in many other countries have led to an enhanced emphasis on the practice of educational leadership and management (Huber, 2004). Principals are inundated with advice from politicians, officials, academics and consultants about how to lead and manage their schools. Many of these prescriptions are a theoretical in the sense that they are not underpinned by explicit values or concepts (Bush, 2003). The various theories of educational leadership and management reflect very different ways of understanding and interpreting events and behaviour in schools and colleges.

Traditionally, leadership has been regarded as coercive, authoritarian, bureaucratic and top down approach (Pillay, 2008). Pillay (2008) further argues saying that traditional leadership was centred on hierarchical authority, division of labour, strict rules and regulations. However, later models of leadership have shied away from such notions Grant (2008) added saying that leadership was related to the idea as that of Grant (2008) where leadership was equated to headship. Muijs and Harris (2003) also had the same idea of headship. Khumalo (2007) concurs by saying that leadership was viewed as the sole responsibility of the principal as a leader. It was in this style of leadership where the principal attempts the challenges and complexities of leadership alone (Coleman, 2005). According to Khumalo (2007), the principal was seen as the hero who stands at the top of the complex pyramid of power. However, there is a belief that leadership should and can be shared throughout the organisation and understood as collective leadership (Harris, 2003).

It was in 1996 that the South African Schools Act was introduced. The policy stipulates that managers must accept that they cannot run schools all by themselves. They needed to involve everyone in the school. Singh (2007) is of the idea that leadership is a shared activity. In the same view, collaborative model advocates that decisions. Therefore, leadership and management need to be recognised as a group activity. It is then that in 1996 School Management Teams were both conceptually and practically formed after the results of the

Task Team report had been published. The School Management Teams comprises the principal, deputy principal and Heads of Departments (DoE, 1996). South African government wanted to flatten the structures (Republic of South Africa, 1996). The principal is no longer working alone but functions are shared. This team collaborate for the effectiveness of the school. Rajagapaul (2007) state that for the schools to become more collaborative, leadership need to be strengthened. Gronn (2000) mentioned that current leadership requires flatter organisational structures. The principal consult with everyone in the school. Likewise, in the implementation of Inclusive Education policy, everyone needed to be involved for its success. This involvement includes stakeholders.

Stoll and Fink (1995) argued saying that effectiveness of the school is about understanding of and respect for the different meanings and interpretations people bring to educational initiatives and work to develop shared meanings. In the implementation of Inclusive Education policy, the schools working collaboratively with all stakeholders towards shared vision towards a shared vision of their school within a culture of mutual respect and trust. Bush (2003) links leadershipto values or purpose while management relates to implementation or technical issues. Bolman and Deal (1997) articulate that for the school to operate effectively and achieve their objectives, leadership and management must be given equal prominence. The argument that Leithwood (1999) make is that in practice, principals of schools carry out their duties without understanding whether they lead or manage. Bush (2007) articulated that once the school is functional, leaders can progress to developing vision, outlining clear aims and policies with confidence that systems are in place to secure their implementation. Bush (2003) speaks of consultation where the principal cannot work alone. The principal needs to consults with SMT and SGB. According to SASA these structures work together for the effectiveness of schools. As the study is about implementing Inclusive Education policy, to have it implemented, everyone at school must be part of implementation. The responsibity is shared.

8.4 1 Collaborative model's positives and negatives

Like any other theory or model, collaborative model has its positive and negative aspects to it. Before I can delve on these aspects, I should point out that collaborative model has central features which distinguish it from any other management model. For instance, collaborative model is known for its strong normative orientation. It prescribes those decisions

have to be reached through a process of negotiations which will culminate in consensus or agreement

(Bush, 2003). Such an expectation is appropriate for schools because staff members are largely professional and thus have professional-authority of expertise (Brundrett, 1998). Obviously, collegial models are more relevant for schools because they have a significant number of professional staff, and professionalism has to do with autonomy which goes with authority of expertise (Bush, 2003). Collaborative model also assumes that a common set of values are held by members within the school as an organisation (Campbell & Southworth, 1998). The other important element is that of the size of the organisationa and the number of people with decision-making expertise which is also lined to the nature of their training as professionals. Therefore, the size of decision-making groups must be small enough for voice to be heard; otherwise for huge organisational structures, it might not be possible to have effective participation and effective processing of decisions that are taken for effective functionality of an organisation. Therefore, inherent in this discussion is a weakness in terms of time it maight take to arrive at a decision especially if the organisation is big. Therefore, the fact that decisions have to be reached by consensus rather than conflicts could also rander this model cambersome in and time consuming.

Some of opportunities in collaborative model are that of schools collaborating with parents in some decisions. Collaboration in groups helps teachers share ideas, and in so doing, learner achievement increases (Firtzell, 2013). Firtzell (2013) argues saying that collaboration create positive school climate and increase community involvement. Learners also collaborate and through that collaboration, they benefit because as they learn together in small groups, they benefit (Fitzell, 2013). In the topic of the study which the implementation of Inclusive Education policy, collaboration is important when all people are part of its implementation. Other positives of collaboration are that of new ideas shared, interdisciplinary teaching and learner achievement. To learners, collaborating with classmates can have positive results and achievement increase.

8.5 Chapter summary

This chapter has mapped out the emerging patterns from the data that was discussed in the previous three chapters. The emerging patterns presented were drawn from data generated when interviews were conducted with participants in three researched schools. Besides the interviews, information from documents reviews and informal personal observations had also been presented in those three chapters. In mapping the emerging patterns, the chapter used a technique of exploring the similarities and differences in three researched schools in the manner in which they implemented Inclusive Education policy. What was found in the study was that similarities dominated the study more than the differences when looking at the roles of the SMTs and the teachers in implementing Inclusive Education policy. The same applies to the analysis of data generated on the challenges encountered in implementing Inclusive Education policy and strategies suggested to deal with challenges. Drawing from the discussion presented in this chapter and the three chapters preceding this one, the next chapter presents the findings and on the basis of these is findings, recommendations are made.

CHAPTER NINE

SYNTHESIS, FINDINGS, AND RECOMMENDATIONS

9.1 Introduction

The previous chapter which is Chapter Eight presented an analysis of data that was presented in the previous three chapters, namely, Chapter Five; Chapter Six and Chapter Seven respectively. This is the final chapter which brings the study to its conclusion. The focus of the study was on the role that is played by the School Management Teams and teachers in the implementation of Inclusive Education policy in their schools. In understanding the manner in which these stakeholders played their roles I used their own perspectives. In other words, the SMT members and the teachers were able to tell their own stories through this research project. The state, through the constitution of South Africa (Republic of South Africa, 1996a) declared that all learners have a right to be at school and be taught without being discriminated against for any form of disabilities that the learner may have and any other including colour; race; gender; religion; culture; learning styles and language. Therefore, all learners are given opportunity to learn and be supported to achieve his/her goals.

The purpose of the study was to get the views of the School Management Teams and the teachers' about what they are expected to do in terms of this policy and also what they were actually doing in the name of Inclusive Education policy implementation in in three primary schools in Umkhanyakude District. In any undertaking, there is bound to be challenges along the way that may hinder or frustrate those people who are tasked to perform their duties; in this case, the task is to implement the policy so that all learners can enjoy their right to quality education. Therefore, the study also sought to explore challenges that the School management Teams and teachers encountered when implementing Inclusive Education policy and also how they overcome challenges they encounter in implementing Inclusive Education policy. In presenting the findings, I am using the three research questions that underpinned this study. The first justification for adopting this approach is that it would be easier to bring together the actual findings that are derived from the three chapters (Chapter Five to Chapter Eight). My using research questions to organise the discussion of the findings would enable me and the readers to pinpoint major issues that were drawn from the three chapters that were descriptive in nature and also from the analytic chapter (Chapter Eight). The second

justification is based on my belief that it would be simpler to make an assessment about the extent to which these three research questions have been addressed. However, the findings are presented and discussed; a synthesis of the study is presented. Based on the findings, recommendations are made for various stakeholders to consider.

9.2 Synthesis of the study

The issue of inclusive education in the context of a new democratic dispensation is important. It is because of such importance that the government drafted White Paper 6 which has been widely used to debate issues of inclusivity. Inclusive Education policy is derived from this legislative framework. The expected role of the SMTs and the teachers, as well as the need for understanding how the participating schools played their role in implementing this policy is addressed in Chapter One. Various debates about the benefits and contextual challenges facing school managers and the teachers are outlined. Discussions, debates and empirical studies have been consulted from both national and international arena (Chapter Two). Two theories were advanced to underpin this study. These theories are Bronfenbrenner's ecological systems and transformational leadership theory (Chapter Three). The discussions of theories that provide the framework for the study had a conceptual link with the design and methodology that was adopted for the study (Chapter Four). From a methodological discussion the thesis moves on to provide a description of what transpired in the engagements with various participants in the study. Such discussions are provided in Chapter Five, Chapter Six and Chapter Seven. The eighth chapter provided abstractions from the descriptions of data presented in the previous three chapters. The purpose of that chapter was to try to show patterns and key themes that emerged from the data presented with an aim of explaining why what appears to be the case is the case. The final chapter (Chapter Nine) presents findings that are drawn from both the descriptive and theoretical analysis, and the insights gained provided a basis for making recommendations.

9.3 Research Questions related

The study that is reported in this thesis was underpinned by the following research questions:

- What roles do School Management Teams and teachers play in implementing Inclusive Education policy?

- What challenges do the School Management Teams and teachers encounter when implementing Inclusive Education policy?

- How do School Management Teams and teachers overcome the challenges they encounter in implementing Inclusive Education policy?

9.4 Presentation of findings

In presenting the findings, research questions have been utilised so that it is easier to assess data generated and that it is directly aligned to the main question guiding the study. This section is presenting the findings. The following is about responses from the participants on each research question. The research questions are used as headings to organise the presentation. As explained in the synthesis section, the use of research questions is also meant to make some assessment of the data in relation to the questions. This means that an attempt is being made to assess the extent to which the research questions have sufficiently answered all three research questions that are driving the study. The first research question focused on the SMTs and teachers' role in implementing Inclusive Education policy.

9.4.1 What roles do School Management Teams and teachers play in implementing Inclusive Education policy?

This question aimed to elicit empirical data around the role of the SMTs and the teachers in implementing Inclusive Education policy. The data presented painted a clear picture about the role that the SMTs and the teachers played in implementing this policy. First, the data indicated that all three categories of participants showed that they understood the policy, both in terms of the content and the spirit of what it sought to achieve. To answer the question about the SMTs and the teachers' understanding of their role, a question was answered through the study conducted in three primary schools with principals; HODs and teachers as

participants in the study. A detailed presentation of this theme was done in **Chapter 5 Section 5.2.** Although five themes were presented in Chapter Five, the synthesis of the

findings generated three ways in which these participants played their role in implementing the policy. The role played by the SMTs and the teachers entailed the promotion of awareness of this policy among various stakeholders within the school; promoting partnership between the school and the parents and lastly, by encouraging collaboration among various stakeholders. Each of these roles is briefly discussed below.

9.4.1.1 Promoting awareness of Inclusive Education policy

On the question of SMTs and teachers understanding their role, the study specifically says that it presents reality from their perspectives; in other words, this is their reality of the role they played. Similarly, the promotion of awareness was the duty that all the participants, the SMTS and teachers took on as their responsibility to do. The findings show that the SMTs and the teachers promoted the awareness of the policy among all the school community. The school community includes parents; the teachers and the learners. There is no doubt that the role of promoting awareness of Inclusive Education policy was important to the schools in order to help the school as a whole to successfully implement Inclusive Education policy. Data has revealed the extent to which the SMTs and the teachers made it a priority to have awareness campaigns within the school so that the school community can be sensitised about such issues of national importance. The significance of everybody embracing Inclusive Education policy is enormous and lies at the heart of social justice, equity and equal access to education which is enshrined in the constitution of the country. In that regard, the study can make a conclusion that an attempt was made to be as inclusive of as many stakeholders as possible in promoting Inclusive Education and its implementation.

The findings show that the SMTs and the teachers demonstrated clear both the awareness and the understanding of the policy and the role that they were expected to play in its success. They took it upon themselves to invite parents to parents meeting and have the Inclusive Education policy discussed. It started with School Governing Body as the body that represents parents; teachers and non-teaching staff at school. The policy was discussed and then a parents meeting was convened. Parents were informed of the policy and emphasis was made where parents were informed of their role to have Inclusive Education policy

implemented. The findings of the study have shown that in order to promote awareness, the SMTs and the teachers used every opportunity they got to communicate it to the parents. This was evidenced by the fact that even when the parents' meeting had been convened to discuss other important matters, the issue of inclusive education would also feature in the agenda and would be spoken about. All these things were done in order to ensure that parents understood the importance of this policy and how important they as parents were in the school; and that Inclusive Education policy cannot be implemented without their active participation. The detailed discussion was presented in **Section 5.2 of Chapter Five**.

The study further mentioned that the awareness of the policy was brought to learners at school. The policy was also communicated to the learners so that they were aware of the policy and understood its content. In the assembly the SMTs talked about the policy emphasising the content of the policy on the rights of each learner at school and emphasising that there should be no discrimination against any learners with disabilities of any kind. The respect and support from one another was emphasised. While learners were informed of the policy and their rights as mentioned in the policy, some felt uncomfortable when they were struggling to learn and some decided to leave the school.

The awareness was further done where there were community gatherings. It was mentioned in the study that the traditional council had interest in schools; so whenever there was a meeting, it was made important that schools get an opportunity to present something on curriculum and the topic on Inclusive Education policy was always prioritised. This was done to make the community understand the policy and support where necessary to have Inclusive Education policy implemented effectively.

9.4.1.2 Parent-school partnership

Family-school partnership was mentioned as collaborative relationships and activities involving school staff, parents and the school as a whole. Effective partnership should be based on mutual trust and respect and shared responsibility for the learner education. **Section 6.2.3 in Chapter Six** of the study highlighted some of the challenges and parents- school relationship was mentioned one of the challenges that undermined successful implementation of this policy. The study show that schools felt important to extend partnership with parents. Partnership between the school and the parents made it easier for the implementation of the

policy to succeed in the sense that three researched schools communities were found to be involved in some school activities.

It was mentioned in the study that some activities included parents who helped in the maintenance of school buildings. Skilled parents used to build ramps to give learners with physical disabilities easy access to classrooms. One school principal mentioned that they have parents who come to school and assist by building ramps for learners on wheelchairs. This is important due to the fact that many scholars have identified the issue of school-partnership to be a challenge that many schools in rural communities were grappling with.

This is important due to the fact that many scholars have identified the issue of school-partnership to be a challenge that many schools in rural communities were grappling with (Stan & Aimee, 1997; Kgaffe, 2001; Kabir, 2014; Matshe, 2014). The study's findings have shown that when parents are made part of the school activities they make it to happen. The study mentioned that involving parents in the school helped the school to work in line with what happens in the community.

The findings have shown that teachers reported cases where parents did not send their children to school because of disability learners had. Through partnership with parents schools mentioned assistance they got when the chairperson had to make a follow up on the matter and the learner was brought to school. This says that the need for the school to form partnership with parents is huge. Through partnership, parents come with the information that will help the school to implement the policy. It was recommended that schools continue involving parents in school activities to have the policy implemented because there are things that schools cannot do when the parents on the other hand have information on that. Strategies suggested in developing partnership with parents were put in place. The participation of parents in learning for the implementation of Inclusive Education policy included among others, participating of parents in other school activities outside the classroom as mentioned that skilled parents were offered opportunity to build ramps at school and some parents assisting learners after school. Parents were also seen participating, supporting teachers and valuing teachers.

9.4.1.3 School Management Teams and teachers collaborating with stakeholders

On the issue of collaboration, the findings indicate that the three schools in the study embraced collaboration with various stakeholders. The study findings indicated that the SMTs and the teachers collaborated with stakeholders to have Inclusive Education policy implemented. This collaboration helped the schools implement Inclusive Education policy because some stakeholders came with assistance on social matters. Such assistance included the facilitation of access to documents such as birth certificates (Department of Social Development); some assistance came from the Department of Health officials who assisted the learners to gain access to medical facilities in order to address their medical problems; some provided assistance on crime such as rape and violence at homes (South African Police Services). Schools reported cases where learners experienced rape and the social workers were needed for counselling and the SAPS for action on those who broke the law and to raise the learners' awareness of other criminal offenses that they might commit. Some schools reported violence experienced by learners at home. It was mentioned in one school where a learner reported rape and teachers as are not trained for such cases had to report to the principal who phoned the SAPS and they attended the case as they are trained for that. Seeing the benefit of collaboration in the three participating schools, it was recommended that this collaboration need to be extended or strengthen for the better implementation of the policy.

The study further made a finding that relate to the collaboration between the schools and NGOs that operated in the communities. Through such collaboration, schools benefited in the form of the assistance that was offered to the learners in terms of the provision of meals, clothing and school uniform. The three researched schools mentioned that the availability of NGOs in their community made them to be able to have Inclusive Education policy implemented. This was discussed in the literature where the interrelatedness of all parts within a whole is emphasised to have policy implemented. The study indicated that not all learning barriers were the responsibility of the SMTs and the teachers but other people could make it happen that these challenges were dealt with to assist the learner who may be struggling in his or her learning. Therefore, collaboration among all stakeholders including NGOs was found necessary.

From discussion above it can be concluded that for the SMTs and the teachers to have Inclusive Education policy implemented, they needed support from everyone who is able to

give support. The study further highlighted problems they could not solve alone and as such they required services of professionals. This tells us that collaboration of everyone on all levels is highly important. It was recommended that schools collaborate with NGOs for the benefit of learners who are having social challenges which also affect learning and teaching.

Collaboration was further mentioned where schools collaborate with businesses around the area, other community school – based agencies. One school mentioned the existence of the collaboration with game reserve which was situated near the school and the school benefit from that. Tourists visiting the area also visited the school and have some lessons shared. The different methods shared assisted the school to also apply them in their teaching. Networking was also developed because even after they have left the country, they continued supporting the school financially and material.

9.4.2 What challenges did the School Management Teams and teachers encounter in implementing Inclusive Education policy?

The findings that relate to the challenges that the SMTs encountered in implementing Inclusive Education policy indicate that such challenges can be categorised into three types. The first relates to the provision of adequate resources and the second has to do with classroom related challenges and the last is referred to as domestic issues. These are discussed below.

9.4.2.1 Provision of inadequate resources

The findings have indicated that the participants from schools understood their role in implementing Inclusive Education policy. Whilst they understood their role as mentioned in **Section 5.1 of Chapter Five**, they also highlighted some challenges they encountered when attempting to implement this policy. Some of challenges mentioned were the provision of resources. Resources were found to be a challenge where there were no enough classrooms and some schools had classrooms but were found to be not inclusive education compliant. The lack of appropriate infrastructure becomes a barrier to learning and development when

individuals' needs are not met in the classroom (Van Zyl, 2012). These challenges resulted in schools failing to implement Inclusive Education policy. For Inclusive Education policy to be implemented, the schools needed to be prepared where suitable resources are provided and this includes user-friendly classrooms for all learners including learners with disabilities. The goal of multi-professional planning of schools is to create an optimum learning environment (Happonen, 2000).

The challenges mentioned further indicated that there was a challenge on human resources. In the three schools researched, it appeared that the provision of human resource was a challenge. Schools mentioned that they had insufficient teachers and these teachers were not trained for Inclusive Education policy. To have Inclusive Education policy implemented, teachers needed to be well informed with the policy and had clear understanding of it. Moreover, there was a challenge on material resources where the schools mentioned that they could not implement Inclusive Education policy because there was a shortage of material resources.

The three researched schools mentioned the challenges relating to the provision of human resources. Human resources mentioned among others were teachers; school nurse; councillors; assistant teachers and other required support staff for the implementation of Inclusive Education policy. Each category mentioned had a role to play in implementing Inclusive Education policy. Meaningful learning is likely to happen if adequate human resources such as teachers, therapists, nurses and others are available to enable the implementation of Inclusive Education policy to be successful (Mahlo, 2011). The outcry of schools in this challenge indicated that the absence or shortage of these affected the implementation of the policy. Insufficient staff makes it difficult to have Inclusive Education policy implemented. According to Waltkinson (2003), the problem inclusive schools face is the need for additional classroom personnel because children with diverse educational needs learn at different speeds and in different ways. Schools researched indicated challenges which were beyond their understanding to diagnose learners. That needed qualified staff such as nurses and sometimes psychologists to attend to the needs of the learners. The schools needed to have support centres and staff deployed to work in those centres.

Material resources were also mentioned a challenge that affected the implementation of Inclusive Education policy. Provision of adequate resource material was found useful to

promote the successful implementation of Inclusive Education policy. The three researched schools mentioned the provision of furniture suitable for learners, support material like stationery and other teaching material such as assistive devices as important for the implementation of the policy. However, the literature review presented in Chapter Two suggested that a large number of schools in South Africa still had challenges regarding the provision of physical and human resources. Some schools did not have furniture. In some instances, learners sat on floors and some sat on their school bags. The schools that had furniture, the furniture was not suitable for learners with disabilities. Tables and chairs were not designed to suite learners with physical disabilities. The value of having adequate and appropriate material resources to promote learning cannot be overestimated in the implementation of the policy (Mahlo, 2011).

9.4.2.2 Classroom related challenges

Besides the issue of the lack of resources mentioned above, schools mentioned classroom related factors that they believed had an effect on the implementation of Inclusive Education policy. These factors were found to be making the implementation of Inclusive Education policy a challenge. Participants in the study mentioned challenges they encountered which included overcrowded classrooms. The overcrowding was found to be posing a serious challenge when teachers mentioned that they were failing to attend to an individual learner because there were many learners and the floor space did not allow teacher to move around the classrooms. Learners on wheelchairs were also disadvantaged freedom to access classroom.

Teacher attitude towards learners experiencing barriers to learning and development was also mentioned by the three schools as a challenge in implementing the policy. Teacher attitude in the study was found having an influence in the implementation of Inclusive Education policy. I must also stress at this point that teachers' ambivalent attitudes towards learners with learning barriers and/or physical disabilities had more to do with the fact that resources that would lessen the burden on their part were not forthcoming from the Department of Education. Therefore, the message which says that teachers' attitudes towards the learners in need of additional support were negative could be misleading. In fact the findings suggest

that the learners were caught in the middle of the problem which was not their creation, nor were the teachers necessarily negative towards this category of learners. For instance, these teachers complained about overcrowded classrooms which resulted in them not caring for learners who were struggling to learn. They could not even try to implement strategies suggested in their teaching. In Chapter Two of the study it was stated that teachers had a responsibility to demonstrate to the learners that they can feel safe and develop a sense of belonging by modelling a positive attitude towards learners with barriers and among their peers, learners and parents. In that regard, Mahlo (2011) argues that teachers whodemonstrate accepting and inviting attitudes are more likely to promote social justice, a healthy environment to learn and human rights.

The seating arrangement was also seen as a challenge. One teacher highlighted the challenge she faced when she had to group learners but only to find that the space was limited. Even if there was a learner who needed to have a space organised for him or her in the front, doing that was impossible due to the fact that the desks were next to the chalkboard. Therefore, the challenge of overcrowding was observed in some schools and that resulted in learners seem not cared for.

The issue of the language of teaching and learning was also mentioned a challenge where learners could not understand instruction when is said in the language which is not their mother tongue. I must hasten to say that such challenges of the language of teaching and learning are not unique to schools with learners who need special needs, but it was a problem that is acknowledged across the country. In this it was for the teacher to understand and acknowledge that the learner is not a slow learner but merely do not understand the language and concepts. Therefore, the concept should be explained in the mother tongue before moving to another language. It was observed that to have Inclusive Education policy implemented in primary schools, especially in Foundation Phase, learners need to be taught in their mother tongue before moving to a language the learner struggle to understand. In primary schools, teaching learners in their language that they understand could eliminate some of the problems experienced in schools (Mahlo, 2011).

9.4.2.3 Domestic factors

I call the third category of challenges as domestic factors, and these were mentioned by all the participants from the three researched schools. It was emphasised that for a successful implementation of Inclusive Education policy, the partnership between the home and the school was found to be crucial. However, due to socio-economic conditions in the community and the homes of these learners, as well as the issue of high levels of unemployment, most of the parents in these communities left their children in the care of grandparents or siblings. In fact, such a phenomenon has been documented by various researchers as prevalent in many rural communities in South Africa. Tshifura (2012); Mahlo (2011); Smith (2007) and Kgaffe (2001). Findings of this study have shown that due to low education levels, many parents in rural areas struggled to get permanent employment, and therefore experienced varying levels of poverty. The study mentioned that parents were found leaving their homes to work in far places leaving children with grandmothers and caregivers. This was commented on by Hay (2003) saying that many learners were raised by grandparents, who in most instances were unable to provide the necessary support at home due to their low literacy level.

Parents are required to support learners at home as stipulated in the policy that learners must be cared for and supported. Winkler (2004) also concurs with this view saying that parents are the most and enduring influence on their children's development. Therefore, it is important that they play an active role in the education of their children. Although parental involvement is legislated for both locally and in the internationally community, it was found in the study that there largely a lack of support from parents. That does not mean that there were no positive contributions of the parents in this community. In fact, we have noted that some parents played a crucial role on renovating the schools such as building ramps for those learners using wheelchairs. The participating schools felt that parents were largely neglecting their responsibilities as primary teachers leaving their learners to the school. The study indicated that parents were not supporting the schools where learners were given homework. Of course, such a situation should not be a surprise given that the data has suggested that many of them had low levels of education. They may not necessarily be uninterested in educational matters, but it could be that they did not understand what they were supposed to do with the learners' homework. One teacher mentioned that there were times when she wondered whether to give homework to the learners. To a teacher this was an insurmountable

challenge. This teacher believed that what she gave to learners was an extension of the lesson and through the assistance of parents a learner was going to understand better, but that was not to be.

The literature reviewed mentioned the home environment as a contributing factor in the learner achievement. Bronfenbrenner's' ecological theory emphasises that one needs to understand the influences of the home environment of the learner to understand why the learner might be experiencing problems in learning (Mahlo, 2011). Micro-systems as said by Bronfenbrenner are the immediate environments in which an individual develops, characterised by those individuals and events closest to one's life; therefore, the home as the micro-system should provide the appropriate support. Some families in the study were mentioned to have all resources to support their children while others struggled to attend especially medical diagnosed challenges. Needy parents whose children were diagnosed will be working with government hospitals which took almost three to six months or a year to have a learner assisted while the affording family would take their child straight to a specialist and have all required resources provided.

The study also highlighted the issue of the attention that focused on the contrasting traditional and biomedical views of disability. Traditional views of disability related to the beliefs that have been handed down through generations. This issue was also mentioned by Jackson and Mupedziswa (1998) when they argue that the traditional perspective attributes disability to family sin, witchcrafts and that angered ancestors when others looked at it on biomedical perspectives (Gibson & Landry, 2010). These traditional beliefs were at times found delaying accessing modern medical interventions while they look for folk cures (Maloni, *et al*,. 2010). The implementation of Inclusive Education policy was then delayed when parents were denying that the learner needed medical support.

Another endemic challenge found in this study is the issue of child-headed homes. Most families mentioned in the study were found to be headed by children because of death in families. The challenge was that all of these children were still at school and no one was responsible to check on their work and support them in doing homework. The older one had to see to the provision of food and had no time to support school work and some were of the same age and school level. Some learners were found living with parents who were always under the influence of liquor. There was no concern on their children learning. Therefore,

social problems at home were highlighted in the three researched schools. A learner coming from a family where parents always fight will always focus on that and unable to concentrate on learning (Ashbourne & Carter, 2002). The same learner was reported bullying other learners. The frustration he has is taken out to other learners. This indicates challenges schools have to implement Inclusive Education policy.

9.4.3 What strategies did the School Management Teams and teachers use to deal with challenges encountered?

The question highlighted above aimed at eliciting empirical data around the School Management Teams and the teachers' strategies used to overcome the challenges they encountered in implementing the policy on Inclusive Education. The findings that are discussed in this section are drawn specifically from the descriptions that were presented in Chapter Seven. The discussion about strategies that were used by the SMTs and the teachers are categorised into three focus areas, namely, the provision of adequate resources; the promotion of parent involvement in their children learning and enhancing collaboration with other government departments and NGOs. These strategies are discussed below.

9.4.3.1 The provision of adequate resources

It emerged from the three researched schools that the provision of adequate resources such as infrastructure, human resources and material resources was found to be a challenge. It also emerged from the interviews conducted with all the participants that schools had strategies on the provision of adequate resources. They mentioned that they used funds allocated to schools by the department of education to have adequate resources provided. They also mentioned that they raised funds through donation from local businesses and game reserves in the school community. This strategy made them have more classes to lessen the negative impact of over-crowding that frustrated teaching in all participating schools.

In relation to the provision of human resources, some schools mentioned that they had a challenge to get enough teaching staff. They complained of allocation of teachers from the Department of Education. The allocation was mentioned to give more learners in each classroom as compared to the ratio stipulated. Teachers felt that officials of the Department of Education had to revisit the formula used to determine PPN in schools. Some schools used

retired teachers and youth in the community to assist in schools. Some were found in schools where schools were donated with support centres but no one assisting there. Through the use of these strategies, the implementation of Inclusive Education policy continued despite enormous challenges.

Adding to the lack of funding, the researched schools had a shortage of lack teachers who had capacity and knowledge to instruct a diverse body of learners in a single classroom without considerably increasing their workload. The Department of Education (2001) states that new curriculum and assessment initiatives will be required to focus on the inclusion of the range of diverse learning needs. While these workshops are seen advantageous to the teachers, they are offered little time (Stofile, 2008). The programmes also tend to focus on developing a couple of skills, whereas teachers often need far more comprehensive training programmes. These programmes had the potential to increase classroom participation, especially among the learners with special needs. Teachers also mentioned the provision of other resources to supplement what was provided at school and also requested parents to provide them with recyclables material.

9.4.3.2 Enhancing collaboration with other government departments and NGOs

The second strategy entailed enhancing collaboration between schools and various government's departments and non-governmental organisations (NGOs). It emerged from the three schools that they worked with government departments and NGOs. The three schools mentioned that working together with other government departments assisted the schools. Some departments mentioned were the Department of Health; the Department of Social Development; Department of Police and various Non-government organisations. These departments were found to be helpful in schools in the implementation of Inclusive Education policy. Learners were found to have different challenges which needed the involvement of these departments. There were learners who had physical disability, some learners had hearing problems, sight problem, some had allegedly been raped and some were orphans and others suffered from various vulnerabilities. If the schools continue working with these departments, then the implementation of Inclusive Education policy will be a success. When I make such a statement, I am mindful of interpretative paradigm that underpinned this study.

Therefore, this finding acknowledges the fact that collaboration will help in dealing with the challenges highlighted in the previous section. However, this finding acknowledges that such a statement reflects the realities of the participants in this study. The findings show that orphaned children and others that can be considered to be vulnerable children (OVC) were supported by the NGOs, and the support took the form of receiving food packs; clothing and sometimes, shelter was provided to some families through collaboration between schools and these departments. Such collaboration assisted in making the implementation of this policy as success.

9.4.3.3 Promotion of parent involvement in their children learning

All three researched schools made remarkable attempts to solicit parental involvement in the implementation of Inclusive Education policy. While schools complained about parents not being actively involved in their children learning but schools persisted in their attempt to involve them and made them feel invited to participate in their children' education. They mentioned that they had them involved in various school activities, giving them opportunities to volunteer in the school cleaning campaigns; and do minor renovations. The partnership between the home, the school and the learner was found to be crucial. However, due to the socio-economic conditions in these communities and high levels of unemployment, the schools mentioned that most of parents in their schools left their children in the care of grandparents or siblings. This was problematic in the sense that it was always difficult to access caretakers and grandmothers because of various reasons. For instance, it would be very difficult to expect a grandmother to be actively involved due to old age and high level of illiteracy that has been alluded to in previous sections. This was seen having a great impact on the implementation of Inclusive Education policy. Because of that, the schools had to do something to counteract such a reality. That is why the school engaged in campaigns to have parents involved in the programmes of the schools.

The findings further indicate that such strategies helped to a certain extent because some parents came to work with the schools. The involvement of parents in their children's education is paramount important. Schools need to involve parents in any form so as to make them feel responsible for their children learning Parents can be involved in many ways. To have them invited in parents meetings, allowing them to perform duties at school and allowing them opportunities to visit school to check on their learner progress. The strategy

adopted by the schools was seen having great impact on the implementation of Inclusive Education policy.

9.5 Recommendations for further research

The recommendations based on findings revolved mainly on challenges mentioned above. The study indicated that the implementation of Inclusive Education policy was still far away to be achieved. What was observed was that there was a gap between the policy and the implementation of it. The study indicated that there was the understanding of the policy as mentioned earlier on by all participants but the implementation part of it was not possible because of some factors that were mentioned in the study. The researcher feels that if further research can be conducted, issues like the following topics can further be addressed:

The study revealed that most schools did not have relevant and necessary resources to implement Inclusive Education policy. Because of this shortage of relevant resources, which included human, material and physical resources, the implementation of Inclusive Education policy wbas undermined and delayed. The study therefore calls for an enquiry on the supply of resources to schools. This was suggested that it can be done using parents and schools getting donors by making applications to business people around the area and tourists visiting the area. This involved the Department of Education revising the post provisioning norm (PPN) for the supply of enough teachers with reasonable and manageable number of learners in each classroom.

The study also revealed that the SMTs and the teachers were not adequately trained to have Inclusive Education policy implemented. This was seen having negative impact on the implementation of Inclusive Education policy. This study therefore make a recommendation that trainings for future studies should investigate strategies that can improve the quality of training of School Management Teams and teachers in the implementation of Inclusive Education policy. The study also suggested the importance of having all teachers trained in the tertiary level for Inclusive Education policy so that when they are employed in schools they have the understanding of the policy.

The study also revealed that there was inadequate support from the district office where it was mentioned that it was due to the shortage of staff in the district. The number of schools in the district is too high for the few staff in the district. Although it may be outside the mandate of this study, nevertheless, it can be argued that there is a need for the Department of Education to take the issue of human resources seriously. This relates to the supply of support staff in the district for the support of schools in the implementation of Inclusive Education policy. The study revealed that parents were not part of their learners' education which resulted in Inclusive Education policy not implemented. Parents have a big role to play in their children learning; therefore, they must not be left out but be made to understand their role in the implementation of Inclusive Education policy. The study therefore recommended the school- parent collaboration be emphasised by using strategies recommended in Chapter Seven. The study also highlighted the challenge on the availability of NGOs in some places for the assistance of needy learners. The availability of NGOs was observed to be beneficial where schools were working with them. This is another area where the study cannot make a recommends that NGOs should be made available for many schools so that all schools benefit from the programme for the implementation of Inclusive Education policy. It is outside the mandate of the study as the study is focused on what happens in the schools and whether leadership in them looks inside or outside of the school as well. However, what this study can make recommendation on is that leadership in the schools need to be alert to the assets that are available in the communities. This includes the availability of NGOs that could be operating in the communities. Therefore, the focus should lie with leadership in each school as it contributes immensely to the success of failure of organisations in general and schools in particular.

9.6 Chapter summary

In conclusion, the study was aimed at observing the implementation of Inclusive Education policy in schools. A qualitative research design was used to gain information and understanding of the phenomenon. The researcher adopted a qualitative approach to explore the implementation of Inclusive Education policy. A sample of three primary schools with nine participants was used. This involved three participants in each school which were principal, HOD and teacher from each school. Data was generated through semi-structured interviews, observation and document analysis. This was done using three research questions. The study answered these three questions where the researcher reviewed literatures on studies

conducted in the implementation of Inclusive Education policy in other countries and have that compared to what was said in the Inclusive Education policy in South Africa.

From the literature reviewed, it emerged that many countries have implemented Inclusive Education policy. Countries like Botswana; Namibia; Lesotho; South Africa and countries abroad were mentioned to have implemented Inclusive Education policy. The study indicated that while these countries had Inclusive Education policy implemented but they were found having challenges in the implementation of Inclusive Education policy. Due to the challenges mentioned, participants complained that the implementation of Inclusive Education policy was compromised but these challenges did not hinder them from continuing implementing Inclusive Education policy. Likewise, South African schools had to implement Inclusive Education policy irrespective of challenges they encounter. For instance the study mentioned challenges on the provision of resources where they did not have enough and adequate classrooms, they had insufficient human resource and no or insufficient material resources; lack of teacher training where participants indicated that the trainings were not enough and conducted in one day when too much needed to be addressed; parents involvement was lacking and denial of acceptance on parents; collaboration with others stakeholders like government departments and NGOs. Using the strategies they suggested, they needed to implement Inclusive Education policy successfully.

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APPENDIX A: permission letter to KZNDoE

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P. O. BOX 420
Pongola
3170
7 July 2014
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KwaZulu-Natal Department of Education

APPLICATION TO CONDUCT RESEARCH IN UMKHANYAKUDE DISTRICT PRIMARY SCHOOLS

I hereby apply for a permission to conduct research in three primary schools in Umkhanyakude District.

I am currently reading for PhD in education leadership and management (ELMP) in the University of KwaZulu Natal. My topic is "HODS' understanding of inclusive education in relation to learner performance in KZN schools in Umkhanyakude District".

Your co-operation in this regard will be highly appreciated.

Researcher

 Khombisile Jeanette Gumede (Thabede)

Student no: 208525410

email: khombi.thabede@gmail.com

Cell no: 082 368 38 56 /079 02 677 89

Appendix B: Permission to conduct research in the KZNDoE institutions

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane   Tel: 033 392 1004   Ref.:2/4/8/423

Ms KJ Gumede (Thabede)
PO Box 420
PONGOLA
3170

Dear Ms Gumede (Thabede)

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMTs) IN THE MANAGEMENT OF IMPLEMENTATION OF INCLUSIVE EDUCATION. A CASE STUDY OF THREE PRIMARY SCHOOLS IN UMKHANYAKUDE 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 24 May 2015 to 31 July 2016.
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 Kehologile 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.

Mkhanyakude District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 22 May 2015

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 1004beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX C: Letter requesting participation in the study

P. O. BOX 420
Pongola
3170
7 July 2014

Dear Participant (Teacher)

Sampled school

INFORMED CONSENT LETTER

My name is Khombisile Jeanette Thabede. I am ELMP PhD candidate studying at the University of KwaZulu-Natal, Edgewood Campus.

My research topic is**: Implementing Inclusive Education policy in Primary Schools: School Management Teams and Teachers' perspectives in Umkhanyakude District**

As I will be collecting data through journals and interviews, I will be happy to have you as one of my participants.

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 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.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: khombi.thabede@gmail.com

Cell: 082368 38 56 or 079 026 77 89

My supervisor is Dr TT Bhengu in Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: bhengutt@ukzn.ac.za. 031 260 3534

Thank you for your contribution to this research.

Declaration of informed consent

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.

I hereby provide consent to:
Audio-record my interview / focus group discussion   YES NO
Video-record my interview / focus group discussion   YES NO
Use of my photographs for research purposes   YES NO

SIGNATURE OF PARTICIPANT   **DATE**

…………………………………………   …………………………..

APPENDIX D: Interview guide questions for school principals

1. For the period you have been a principal, there are experiences to share, experiences like learner dropout, lack of support from parents, failure rate etc. What do you think are the causes of this? Share that with me.

2. The Department of Education entrusted you with roles to play, what are your roles and how do you apply them in the management of your school?

3. What do you understand about Inclusive Education policy?

4. Out of the enrolment your school has, how many learners do you know they experience problem in learning?

5. How do you manage Inclusive Education policy?

6. As a principal, do you understand your role in the implementation of Inclusive Education policy? If yes, what are your roles, if not, as a manager what do you think are your roles?

7. Do you give support to your teachers in the implementation of Inclusive Education policy? How do you support teachers?

8. Are there any challenges in the implementation of Inclusive Education policy? If yes, what challenges do you encounter?

9. How do you overcome the challenges you encounter?

10. What strategies do you have to deal with challenges?

11. Since Inclusive Education was introduced, how do you see your school making an impact on the issue?

12. What structures support your school in the implementation of Inclusive Education policy?
Specify the type of support.

13. Any input to share

APPENDIX E: Interview guide for HODs

1. What do you enjoy most about your position as HOD?

2. As an HOD in your school, what are your roles as prescribed by the DoE?

3. Have you ever heard of Inclusive Education policy, if yes, what is your understanding about it?

4. Have you ever been trained on the Implementation of Inclusive Education policy? If yes, do you find the training addressing your problems?

5. Who do you think is responsible for the implementation of Inclusive Education policy? Why that person?

6. What are the challenges in the Implementation of Inclusive Education?

7. What do you think are the causes of these challenges?

8. Do you have strategies in place to deal with challenges? If yes, what are they and if not, what would you suggest as strategies?

9. What do you think are the advantages of Inclusive Education in your school?

10. Do you get any support from your principal? If yes, how are you supported? If no, how do get support? Any support from outside?

11. What support do you give to your teachers in the phase in the implementation of Inclusive Education?

12. Any other input that you would like to share with me.

APPENDIX F: Interview guide for teachers

1. You have just joined teaching where the language spoken is about Inclusive Education. What do you understand about Inclusive Education?

2. You have just joined teaching where the language spoken is about Inclusive Education. What do you understand about Inclusive Education?

3. As a teacher, the Department of Education entrusted you with roles to play entrusted with roles to play. Do you understand them? If yes, how do you apply them in managing the implementation of Inclusive Education in your school?

4. How do you manage Inclusive Education in your class?

5. Your SMT is in the forefront in managing the implementation of Inclusive Education. How do they meet you in your needs as a teacher?

6. What challenges do you encounter in the Implementation of Inclusive Education?

7. How do you deal with challenges mentioned above and all other challenges?

8. Is there any support you get from your SMT? If yes, what support is given?

9. What would you like to see happening in your school in the implementation of Inclusive Education?

10. Now that we come to the end of our interview, do you have anything to share with me? If yes; I offer you this opportunity to share that.

End of our interview

Thankyou

APPENDIX G: Turnitin Certificate