Theory versus practice of inclusive education: An exploration of teacher development in selected affluent high schools in greater Durban.

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DECLARATION

I, **Jolene Ostendorf,** declare that *Theory versus practice of inclusive education: an exploration of teacher development in selected affluent high schools in greater Durban* is my own work, submitted in fulfilment of the degree of Master of Education, Educational Psychology at the University of KwaZulu-Natal. I further declare that this dissertation has never been submitted at any other university or institution for any purpose, academic or otherwise.

_____ _____

Jolene Ostendorf **Date**

As the candidate's supervisor, I have approved this dissertation for submission.

_____ _____

Dr. S. Ntombela **Date**

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ABSTRACT

Despite a national and international focus on the effective implementation of inclusive education, there remains a discrepancy between the desire to provide inclusive education and the realities of providing such an education. Whilst there has been wide-scale teacher development workshops offered by the KwaZulu-Natal Department of Education, the ability of these workshops to provide teachers with meaningful insight into how to implement inclusive education practices in their classroom has been limited. This training has been criticized for being too theoretical and providing teachers with few practical strategies to deal with learners who have barriers to learning. In addition to this, much of the training that has taken place has been aimed at primary school teachers and there is much confusion amongst the teaching body as to how inclusive education can be implemented in the high school.

This research studies the state of inclusive education in 6 affluent schools, both government and independent, in the greater Durban area, in terms of the teacher development that has taken place and the level of confidence amongst teachers in providing support to learners with barriers to learning, especially those learners who have learning disabilities. The schools researched are of the privileged few who can afford to invest in teacher development programmes over and above what is offered by the provincial department of education. In spite of this, teachers in these schools have been poorly prepared to meet the needs of learners with barriers to learning in their schools and they have little confidence in their own abilities to teach these learners. Subsequent interviews with senior staff members in these schools reveal that in reality, learners are not receiving the level of support that is being marketed by the Department of Education.

Through this research it becomes clear that schools which have successfully implemented inclusive education are those that have taken the initiative to embark on teacher development within the school. The research conducted and an extensive literature review is used to suggest ways of narrowing the divide between the theory of implementing inclusive education and the actual practice thereof.

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LIST OF ACRONYMS AND ABBREVIATIONS USED

IEB	Independent Examinations Board
ISASA	Independent Schools Association of Southern Africa
LD	Learning disabilities
SAALED	The Southern African Association for Learning and Educational Differences
SENCO	Special Education Needs Co-Ordinator

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1. INTRODUCTION AND STATEMENT OF THE PROBLEM

Education White Paper 6 – Special Needs Education: Building an Inclusive Education and Training System of July 2001 outlines the plan of the National Department of Education to develop an education system that can be considered inclusive and one that is aligned with the South African constitution (Department of Education, 2001: p.10). In this policy document it is proposed that the full implementation of an inclusive education and training system would take twenty years and clear timeframes are laid out (Department of Education, 2001: p.24). The year 2011 signalled the 'half way mark', of this proposed implementation, although the extent to which inclusive education has been implemented in schools, particularly high schools is debatable.

The effective implementation of inclusive education in schools is highly dependent on the training of educators and education managers who are tasked with implementing the suggested changes within the education system. Whilst matters pertaining to inclusive education form part of the current curriculum for pre-service educators, there is a concern in schools regarding the training and development of in-service educators. At present a number of high schools within the greater Durban area are educating learners with learning disabilities who would previously have been educated in remedial schools. Although the implementation of inclusion is still in its infancy, it is the researcher's experience that schools referred to as 'remedial schools' are under increasing pressure to prove their viability for the future. The recent proliferation of private, remedial schools in the greater Durban area is testament to the unstable future of the current remedial schools as well as the limitations placed upon these schools to provide the support which parents would expect. As a result of this, there is a severe shortage of schools in which learners with learning disabilities can enrol and these spaces are generally reserved for the most severe cases and for learners whose parents can afford the school fees and costs associated with remedial education. It has been the researcher's experience that many educators in high schools lack the necessary skills to accommodate these learners in the mainstream environment and as a result the educators are rapidly developing a negative perception of inclusive education.

In the United States of America, inclusion in schools was brought about by legislation called "Individuals with Disabilities Improvement Act" and this has been followed by other countries (Woolfolk, 2007:p.127). In South Africa, inclusive education is mandated through a number of pieces

of legislation of which the most noteworthy is Education White Paper 6 (Department of Education, 2001). As per Education White Paper 6 inclusion is seen as "accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience" (Department of Education, 2001: p.16). In essence, this is a call to the education system to uphold the principles of the South African constitution. It is expected of mainstream schools to function on a non-discriminatory basis and to accommodate learners with diverse learning needs, including those with disabilities as far as it is possible, within the same setting as their peers who do not have disabilities. It is believed that this system upholds the principles of equality for all by allowing equal access to education, but also by creating learners who are more tolerant of people who are differently abled than previous generations were, who may have not had exposure to people with disabilities. In a more generalised context, inclusion also deals with the belief that all learners, regardless of whether they have disabilities or not, learn in a unique fashion and it is the responsibility of the educator to meet the needs of these individual learners. Another thrust of inclusive education is the belief that all children will, at some point in their schooling life experience barriers to learning and development. Inclusive education is a system that acknowledges the existence of barriers to learning and attempts to remove them to minimise their impact.

The motivation for such as system is best summed up by Woolfolk (2007: p.128) who states that: "Advocates of Inclusion believe that students with disabilities can benefit from involvement with their non-disabled peers and should be educated with them". In the South African context the greatest motivation for an inclusive system of education is the history of inequality and discrimination that pushed the majority of learners (with and without disabilities) to the margins of educational provision, sometimes to the point of total exclusion.

The introduction of inclusive education is evidence of a shifting paradigm in education. Previously, schools viewed learners with any form of disability according to the medical model. With the introduction of inclusive education, a social ecological model is adopted (Swart & Pettipher, 2007: p.8).

Within the medical model, the child is viewed as having a problem and the problem is intrinsic to the child and therefore, extrinsic to the education system. The belief within the education system is that as it is the individual who is 'problematic' within the system, the individual should be isolated and placed in an education system that caters specifically for his needs. In simple terms, the medical

model views the learner as someone with flaws which need to be 'fixed' in order for him to conform to the majority of society, which is made up of 'normal' people (Swart & Pettipher, 2007: p.5). Research conducted by Ntombela (2006: p.31) suggested that there is still a heavy reliance amongst the teaching profession in South Africa on this medical model, in spite of its flaws and government pressure to more towards a more inclusive system.

Conversely, in the social ecological model, the criticism is levelled against the education system and community rather than the child who has the disabilities. The problem is seen as being extrinsic to the child and it is the responsibility of the education system to cater for the specialised needs of that particular child. In an ideal social ecological model, all learners would be educated together regardless of the learners' various disabilities. The terms frequently associated with the social ecological model include 'mainstreaming', 'integration' and 'inclusion', all of which indicate specific steps along the path towards a shift from the traditional medical model to one that meets the ideals of the social ecological model (Swart & Pettipher, 2007: p.5).

According to Education White Paper 6 (Department of Education, 2001: p.24), "establishing an inclusive education and training system will require changes to mainstream education so that learners experiencing barriers to learning can be identified early and appropriate support provided". However, this has not been the experience of high school educators in affluent schools, which could explain why the South African Department of Education has been lambasted in the media for its inability to implement its policies effectively.

The implementation of inclusion in the South African education system requires a paradigm shift. In order for this change to be brought about, a change is required in terms of the underlying climate of the schools to one that is embracing of diversity. According to Swart and Pettipher (2007: p.5), "support is the cornerstone of successful inclusive education". They (Swart & Pettipher, 2007: p.5) go on to state that "inclusive schools and classrooms focus on how to operate classrooms and schools as supportive and caring communities". The responsibility for developing supportive schools lies firmly with the managers of schools as well as with the educators. Therefore, it is imperative that the educators and education managers are trained specifically in matters pertaining to inclusion so that they do not meet these challenges with negativity. Ainscow (1999) has conducted research into the professional development of educators specifically with an interest in inclusion. He has theorised that if "staff development is to impact significantly on thinking and practice, it needs to be linked to school development and therefore to be school based and context focused" (*cited in* Landsberg,

Kruger & Nel., 2007: p. 20). The implication here is that staff development, particularly with regards to inclusive education should be presented within the environment in which it is to be implemented as opposed to being presented at a third party centre such as a teacher development centre or conference facility, for example. In addition to this, it must be taken into account that each school is unique thus it is impractical for all schools to follow the exact same curriculum with regards to staff development. The staff development programme within a school should be unique to the school itself.

In the book "Together Now", Potterton, Utley and Potterton (2010:p.6) state that in order to implement inclusive education successfully, schools should have the following measures in place:

- Inclusion should be regularly discussed at school management meetings.
- There should be a budgetary allocation specifically for inclusion expenses.
- In addition to this, there should be a mission statement in place that promotes inclusive practices within the school.

They also state that inclusive schools have the responsibility to develop the knowledge base of both staff and parents in matters regarding inclusion (Potterton, Utley & Potterton, 2010: p. 6). Earlier in the book they state that "it has been found that inclusion in schools can only be successful if…teachers are trained, and there are core groups at a school which are committed to inclusion" (Potterton, Utley & Potterton,2010: p. 1). This emphasises the importance of staff development in matters pertaining to inclusive education. Teachers will all need to receive some training, not simply a few selected teachers with the remainder of the teaching body expected to learn from their peers, conduct their own research or simply instinctively know what changes need to be made in the classroom. The change to an inclusive education system requires a paradigm shift in thinking amongst the teaching profession in South Africa, and as such there needs to be a paradigm shift in the manner in which teachers are being prepared for this change in the classroom environment. With this type of training that aims to meet the needs of all teachers in the country, it is inevitable that there will be teachers who are resistant to accepting the training or who are willing to diversify the manner in which they teach to encompass an inclusive ethos in the classroom. Therefore, it is of importance that in every school there is a core of individuals tasked with ensuring that the theory of inclusive education is being translated into the practice of inclusive education at a classroom level.

In a study dealing with the implementation of teacher support teams in the Ilembe district of KZN, Duncan (2005: p.49) reiterates this sentiment by Potterton, Utley and Potterton (2010: p1) that teacher training is directly linked to the implementation of inclusive education. He states that:

> "The disparity in information and knowledge about Teacher Support Teams across schools had influenced the degree of implementation. It does appear significant that the same schools that claim to have sufficient knowledge are those who have established Teacher Support Teams at their schools".

Thus Duncan (2005) has added his voice to calls for schools to have dedicated support teams in order to ensure the smooth transition towards an inclusive education system. He highlights the importance of moving away from full reliance on the Department of Education to provide schools in implementing inclusive education to schools. He advocates sharing the responsibility for this implementation and associated training in inclusive education within the community amongst schools and professionals who can lend assistance and support.

Duncan (2005: p.49) also found that the schools which were dealing with inclusion are the ones that have networked and formed their own channels of support. Similarly, he found that they are self-reliant and sufficiently capacitated in terms of material and human resources, thus not relying on the National Department of Education for this support. There is a correlation between this degree of self-reliance and the degree to which the schools were considered to be previously advantaged schools (Duncan, 2005: p.49).

Dednam (2007: p.371) has applied Ainscow's theory (1999) to the South African context in which children with learning disabilities are being educated. She clearly states that:

> "As teachers have to accommodate learners experiencing learning disabilities in the classrooms, they should be motivated to support them by acquiring knowledge and skills about them and how to support them".

Policy implementation is a complex exercise fraught with challenges. Jansen (2001) has conducted research into the causes of education policies not being implemented in South Africa. In a research paper looking at the lack of change in education reform and policy implementation after apartheid, Jansen (2001: p.271) asserts that:

> "In postcolonial states, the lack of fit between education policy and education practice is commonly explained in terms of the lack of resources, the legacy of inequality and the dearth of capacity to translate official vision into contextual reality".

In stating this, Jansen (2001) has contributed to the notion that South African schools are becoming fully reliant on the government to provide them with the human and financial resources required to implement changes in education, such as inclusive education. However, this reliance is historically flawed in South Africa where there has been a tradition of law makers and politicians have not considered how these changes will be brought about and what is required for implementation.

Further, Jansen (2001: p.271), in his exploration of why reforms fail to bring about change, is said to challenge the view that policy in South Africa is not necessarily created to bring about change but argues that after Apartheid many education policies were written simply as symbols of political reform. Jansen's research into policy development after 1994 found that in many cases, the implementation and practicalities of policies were dealt with as an afterthought.

Therefore, it could be argued that inclusive education as put forward in Education White Paper 6 (2001) is one of those policies that fit squarely in the genre of "political symbolism" (Jansen, 2001: p. 271). Inclusion by its mere definition aims to create a humane society that is more accepting of diversity – a clear aim of the post-Apartheid government.

Local research in the field of inclusion and professional educator development tends to focus on the training of educators in general and does not take into account the unique set of circumstances that affect high school educators. Research conducted in the past has been focused on the lack of effective implementation of inclusion and the education department's failure to assist schools in this regard. A study by Kalenga (2005: p.109) found that as a result of this lack of assistance "the majority of educators…do not know how to meet the diverse learner needs". This is alarming when one considers that the success of inclusion in schools is underpinned by the ability of educators to adapt their teaching methods to the benefit of all learners.

At a National Council of Provinces meeting in March 2010, the Minister of Basic Education was questioned about the state of non-special schools accommodating learners with disabilities. In her written reply, the Minister states that "in 2008, the Expansion of Inclusive Education was recognised as a national priority programme." (National Council of Provinces, 2010: p.4). From these statements it would appear that the implementation of inclusive education is on track, however, it must be borne in mind that Education White Paper 6 was promulgated in 2001, more than a decade ago. Thus, the guidelines for how this implementation is to take place was only finalised eight years later. Therefore we have had a space of eight years in which very little implementation of inclusion would

have taken place due to the lack of guidelines in place and unless serious remedial action proceeds in the immediate future, the implementation of inclusive education will take longer than the anticipated twenty years. This means that almost an entire generation of South Africans will miss out on experiencing an inclusive education.

In the same written reply to the National Council of Provinces (2010: p.4), in response to questions about inclusive education, the Minister states that "all future training of educators will emphasise the capacity of educators to support learners who experience barriers to learning in ordinary classes". The implication here is that this has not been a priority in the past eight years. This is alarming in light of the statistics provided by the Department in the same document which shows that according to the 2007 Annual School Survey, 78% of learners with disabilities are being accommodated in mainstream schools (National Council of Provinces, 2010: p.2). Of 116 230 South African learners with disabilities, only 25 359 are accommodated in special schools where educators have the necessary training and support to educate these learners (National Council of Provinces, 2010: p.2). In light of these facts, less than 25% of South African learners with disabilities are receiving the support that they require (National Council of Provinces, 2010: p.2); as such the quality of their educational experiences is being severely compromised. Many of these learners require significant support if they are to complete their basic education and continue into the Further Education and Training band. Without this support, we are increasing the probability that these learners will leave the education system before obtaining their National Senior Certificate or an equivalent qualification that will prepare them for the workplace.

The statistics are even more worrying when looking at them in the context of the researcher's study which looked at learning disabilities in particular. The 2007 Annual School Survey indicated that 86% of learners with Attention Deficit Disorder and 70% of learners with Specific Learning Disability are being educated in mainstream schools (National Council of Provinces, 2010: p.2). This leads one to wonder about the quality of support the learners received in 2007 when the Minister of Basic Education was only prioritising the skills and training of ordinary school educators to support learners with disabilities, three years later.

A popular branch of sociological research into inclusive education looks at the attitudes of educators towards inclusion as this has been proved to be an important factor in the successful implementation of inclusion (D'Amant, 2009: p.33). In her research on the preparation of educators for inclusion, D'Amant (2009:p.33) noted that there is:

> "Significant correlation between the extent to which teachers feel well-prepared and their confidence in the ability to achieve various teaching goals. Teachers who felt better prepared were significantly more likely to believe they could successfully reach all learners".

This highlights the importance of educator professional development in inclusive education matters as a means of improving educator attitudes towards inclusion. This, therefore, will improve the successful implementation of inclusion in schools. This idea is summarised in international literature which states that "teachers who reported higher levels of special education training or experience in teaching students with disabilities were found to hold more positive attitudes towards inclusion" (Van Ruesden, Shoho & Barker, 2001: p.7.). These studies by van Ruesden, Shoho & Barker (2001: p.7) have been corroborated by research conducted by Avramidis and Norwich (2002).

To date, there is a scarcity of research that studies the correlation between the theory of inclusive education and the actual practice of inclusive education, especially in the South African context. For this reason, the researcher has identified this as an area of research for this study.

Based on the research described, a number of aims for this study have been identified. In order to realise the aims of this research, the study will attempt to answer the following key research questions:

- What do educators understand by the terms "inclusive education" and "inclusive learning environment" and how did they come to this understanding?
- What kinds of training have they received to assist them understand inclusive education?
- How do the educators identify and support learners who have learning disabilities and what type/s of support (and resources) is/are available to enhance their teaching?
- What other support/resources do these educators need to be able to create inclusive learning environments?

1.2.   AIMS OF THE STUDY

This study has the following aims:

- To determine the extent to which in-service educators in affluent high schools in the greater Durban area have been trained to implement inclusive education practices.
- To establish the availability of support and resources to educators as they address learners' educational needs in these schools.

- To determine the support or resources educators need in order to create inclusive learning environments.

1.3. THEORETICAL AND CONCEPTUAL FRAMEWORKS

This study will be framed in a "meta-approach", as proposed by Engelbrecht (1999: p.3) an appropriate theoretical framework for inclusive education. The meta-approach recognises that inclusive education cannot be studied in isolation and that this education principle is "part of the wider human, political and ethical effort of securing a better life" (Engelbrecht, Green, Naicker & Engelbrecht, 1999: p.3). The implications of using the meta-approach as a theoretical framework for this study will be explained further in Chapter 2. Within this explanation of the meta-approach; the medical model, ecological model and the grounded theory will be discussed in detail in order to illustrate how these frameworks have been used in the development of inclusive education.

However, at this stage it is prudent to pay attention to the philosophies that have shaped this study as the basis from which the idea for this topic was developed.

1.3.1. The philosophy of inclusion

Underpinning this study will be the philosophy of inclusion, within education as well as in the general context. The philosophy of inclusion encompasses the values of a true democracy in which all individuals are treated equally and have a set of rights which are fiercely guarded (Engelbrecht *et al.,* 1999: p.3). As the principles of democracy have been rolled out in South African society, as well as on a global scale, there has also been an emphasis on extending these principles into the education system. This has resulted in the move away from a segregated education system towards a more integrated one, which, with time, will evolve into a fully inclusive education system. It is hoped that by doing this, the ideals of a healthy democracy will be passed down to future generations and thus protected in perpetuity (Engelbrecht *et al.,* 1999: p.3).

1.3.2. The philosophy of phenomenology

Further to this, this study will also be framed by the philosophy of phenomenology. Phenomenology is described by Higgs and Smith (2006: p.56) as "the philosophy that attempts to penetrate illusion in order to get at the reality underlying that illusion". They go on to state that "phenomenology is essentially a call to ruthless honesty" (Higgs & Smith, 2006: p.56). Phenomenology is unusual in comparison to other philosophies used in educational research as it does not dictate a definite methodology to carry out research and it is not underpinned by specific theories or ideologies (Higgs

and Smith, 2006). Instead, phenomenology is borne out of the world's major religions where there is a focus on the difference between 'good' and 'bad' (Higgs & Smith, 2006). In an education context, and indeed in the view of South African society, inclusive education encompasses the values of 'good' whilst segregated education represents that which is 'bad'.

The primary focus of phenomenology is discovering what the current situation is and what the reality of the situation is in order to reflect upon this and change the phenomenon that is being studied (Higgs & Smith, 2006). As Higgs and Smith (2006: p.58) state, phenomenology as a philosophy "insists on an account of observable reality as opposed to vague accusations". In this study, the researcher aims to explore the realities of inclusive education implementation through professional educator development as opposed to the politically-clouded reporting of what implementation and educator training is taking place. The basis of this philosophy is that we cannot expect to move forward if we do not have a clear understanding of where we are now (Higgs & Smith, 2006). For this reason it has enormous applicability to studies that deal specifically with the implementation of education policy.

As per the principles of phenomenology, the primary aim of this study will be to determine the current state of teacher development in affluent schools with regards to inclusion. This will allow for a framework for approaching the paradigm shift towards inclusive education in such schools to be developed.

1.4. RESEARCH DESIGN AND METHODOLOGY

1.4.1. Literature review

The literature study deals with the theory surrounding what is meant by the term "inclusive education". The second section of the literature review looks at the literature surrounding the implementation of inclusive education, globally and in South Africa. Finally, research with regards to professional development in relation to inclusive education is addressed.

1.4.2. Empirical research

1.4.2.1. The interpretivist paradigm

This study took place within the interpretivist paradigm and was conducted through the use of a mixed - method design, specifically through a responsive evaluation strategy (Harley, Bertram & Mattson, 1999; McMillan & Schumacher, 2006; Walliman, 2011). The interpretivist paradigm recognizes that people develop differing opinions about the world around them based on their

individual experience. It also understands that because each individual develops his own interpretation of situations based on his interpretation of his experiences, there cannot always be a universal truth to which all conforms (Walliman, 2011). The implication here is that not all research can be conducted in an objective fashion that can be confirmed by repetition of the research (Walliman, 2006). The interpretivist paradigm recognizes that the researcher is an active participant of the research process and the finding of the research will be based largely on the researcher's interpretation of what has been learnt from the subjects (Walliman, 2011).

1.4.2.2.   The multiple method design

Within this paradigm a multiple method design was employed to allow the researcher to make use of both quantitative and qualitative methods in order to explain the phenomenon being addressed; however for the purposes of this study there was a greater emphasis on the qualitative paradigm (Harley, Bertram & Mattson, 1999; McMillan & Schumacher, 2006; Walliman, 2011). The primary data collection took place through the use of a questionnaire and a semi-structured interview.

1.4.3. Survey

The initial stages of this research were conducted through a quantitative approach in order to determine precise measurements of the extent to which in-service educators have been trained on inclusive education matters, with particular reference to learning disabilities. This approach allowed for the collation of resources pertaining to inclusive education that were available to educators at the time of the survey. This was achieved through a questionnaire based on the "Index for Inclusion" survey as put forth by Booth and Ainscow (2001 *cited in* Potterton, Utley & Potterton, 2010). This survey has been used successfully world-wide to determine the state of inclusion in schools. For the purpose of this study it was adapted to focus specifically on educators and the degree to which inclusion is being nurtured in the schools being studied. Included in this questionnaire were questions pertaining to the in-service training that they have received with regards to learning disabilities (Potterton, Utley & Potterton, 2010).

Through the data analysis of the quantitative portion of the research I extrapolated a link between the professional developments that the educators have been exposed to and the state of inclusion in their schools. The data acquired in this part of the study was used for statistical purposes in order to determine any possible central tendencies (McMillan & Schumacher, 2006; Walliman, 2011).

1.4.4. Interviews

After the questionnaire was completed, a qualitative approach was adopted to assess the standard of professional development in inclusion that educators have received, with regard to teaching learners who have learning difficulties. The qualitative approach calls for a more in-depth study that focuses on details and descriptions rather than on data which can be scientifically calculated. This allowed the researcher to consider variables that cannot be quantified, such as educators' anxiety with regard to inclusion. The attitude of the educators as well as their confidence in terms of teaching learners with learning difficulties was used to assess the success of the standard of professional training. Educators from each school in the initial surveyed group were interviewed with a semi-structured interview tool. These participants were carefully selected to ensure that there was a reduction in the variables that could account for their understanding of inclusion and learning disabilities. These interviews included a case study of an adolescent with a learning disability, which required the respondents to provide step-by-step information of how such a learner would be supported in their school. Finally, these interviews also looked at how educators believe the implementation process and the current in-service training programmes could be improved, if necessary as well as the areas of concern that these educators felt should be addressed in greater detail during training (McMillan & Schumacher, 2006; Walliman, 2011).

The collected data was analysed in accordance with the principles of the qualitative approach. The preliminary data collected through the semi-structured interviews was collated into a document to which specific codes were allocated, in order to create typologies that enhanced the data analysis process. These typologies were then used to form a network which describes the participants' experiences of inclusion (Walliman, 2011). As with all qualitative research, the researcher was aware of the influence of personal bias in the observation of the subjects during the interview process (Walliman, 2011).

In order to ensure that the research is valid, there was a need that there be an agreement between the participants and the researcher (McMillan & Schumacher, 2006: p. 324). This is especially pertinent in the South African context where the paradigm shift in the education system has led to the development of new terms. There is also a prevalence of educators for whom English is a second language and thus for whom the official terms are completely foreign. In order to ensure that there is this agreement between the researcher and the participants, the researcher ensured that verbatim accounts of the interview are recorded with the use of a handheld recording device. This allowed for accurate quoting of the interview in the study. Participants were asked for their

definitions of key concepts in order to determine if there are any discrepancies (McMillan & Schumacher*.*, 2006; Walliman, 2011).

1.5. SAMPLING

The research group was selected through cluster sampling which ensured that the researcher has maximum participation rate and enabled the researcher to make effective generalizations. All people in the research population were educators in affluent schools. However, this also limited the outcome of the research to populations similar to the research sample (D'Amant, 2009; Kalenga, 2005; McMillan & Schumacher*.,* 2006; Walliman, 2006). Ten educators from each school were asked to answer the questionnaire confidentially. There is a risk associated with non-random sampling in that the results could be influenced by the pre-existing knowledge of the subjects; however, by using purposeful sampling the researcher was able to ensure that subjects are all of a similar level and experience in terms of their exposure to inclusion (Harley, Bertram & Mattson*,* 1999; McMillan & Schumacher*.*, 2006; Walliman, 2011).

The context for the research was affluent private and former "Model C" schools in the greater Durban area. Affluent schools were selected because they provide more training to their staff members on pertinent issues. The focus of the study was on learning disabilities, which are better diagnosed in affluent schools due to the cost involved in the assessment process. This also bears in mind that less affluent schools struggle with a number of barriers to learning such as chronic illnesses, poverty and malnutrition which may masquerade as learning disabilities.

1.6. ETHICAL CONSIDERATIONS

There are some ethical concerns that need to be considered in research such as this study. As the study was focused primarily on people, the privacy and integrity of these people needed to be maintained throughout the research process. As public institutions were being used in the study, the researcher secured informed consent from the subjects before the research commences; as well as from the KwaZulu-Natal Department of Education for permission to conduct research in government schools. In the case of private institutions, permission to conduct research was sought from the management of each school (McMillan & Schumacher*.*, 2006; Walliman, 2011).

As the research was conducted on a voluntary basis and the research did not expose the subjects to discomfort or danger; there were few ethical considerations. However, as with all research that deals with the issues of minors there were some confidentiality issues. In light of this, the

participants were reminded not to mention specific cases by name. There was the possibility that the participants may fear victimization if they speak unfavourably about their schools so for this reason the researcher ensured that there is anonymity of the participants (McMillan & Schumacher., 2006; Walliman, 2011). Inclusive education is seen as being a holistic manner of education and one that all schools should be striving towards, however, many schools are struggling to strike a balance between inclusion and maintaining high academic standards by which they are judged. This could mean that there are schools that have chosen to focus on their academic standards rather than the practices of inclusive education; which could be limiting within this study. If schools are conscious of the fact that they are not committed to the implementation of inclusion, they may be unwilling to participate in this study and there is a chance that this study will only be reflective of schools that are committed to inclusive practices.

1.7.   CLARIFICATION OF CONCEPTS

1.7.1. Inclusive education

The term 'inclusive education' is one that is broad and varies from region to region depending on the environment in which it is occurring. However, there are a few generalisations that can be affixed to the term and from which a definition can be constructed. According to Swart and Pettipher, inclusive is:

> "a dedication to building a more democratic society, a more equitable and quality education system and a belief that extends the responsibility of regular schools to accommodate the diverse needs of all learners" (*cited in* Landsberg, Kruger & Nel, 2007, pp3 – 4).

Regardless of the contextual differences, the definition of inclusive includes a statement about the integration of persons with disabilities into a mainstream environment. In the education context, this implies the integration of learners with disabilities into mainstream schools alongside their non-disabled peers, instead of in separate schools as was the custom in the past. The term 'inclusion' is also used throughout this study in reference to 'inclusive education'.

1.7.2. Barriers to learning

The term 'barriers to learning' refers to those intrinsic and extrinsic factors that hamper learners from being able to learn at their optimal level. Intrinsic factors that could possibly pose a barrier to learning include, but not limited to, physical disabilities and sensory impairments. Extrinsic factors could include factors such as poverty and malnutrition (Krüger and Groenewald*,* 2004). Figure 1.1 below is an overview of barriers to learning recognised in South Africa.

Figure 1-1: OVERVIEW OF BARRIERS TO LEARNING

Krüger, D and Groenewald, S. 2004. *A Practical Guide for Educators to Accommodate Diversities in Inclusive Education.*

1.7.3. Learning disabilities

In the context of this study, the focus was on inclusive practices pertaining specifically to learning disabilities. To quote Woolfolk (2007), learning disabilities are classified as being a "problem with acquisition and use of language; may show up as difficulty with reading, writing, reasoning or math" (2007: p.131). In the South African context such difficulties are referred to interchangeably by the terms 'learning disabilities' and 'learning impairments'. Lerner (1993: p.364) describes learning disabilities to be:

> "a general term which refers to a heterogeneous group of neurological disorders in the basic psychological processes of the brain and which manifest with language (speaking, reading and writing) and/or mathematical calculations."

For the purpose of this study, the researcher will be using this as the definition of learning disabilities to specifically identify the training of in-service educators in affluent schools under this topic.

1.7.4. Teacher development

Teacher development refers to training that educators may receive after completion of their initial training. This training can be through internal staff development programmes offered at the school in which they teach, by the National Department of Education, non-governmental organisations or through the educator's personal postgraduate studies. Such teacher development is usually in response to changes in the education system or in curricula, or purely for fulfilling the requirements of the Norms and Standards for Educators which calls on educators to be life-long learners themselves.

1.7.5. Inter-changeable terms

The following terms are used interchangeably in this study:

- "learning disabilities" and "learning impairments"
- "educator" and "teacher"
- "teacher development", "professional development for teachers" and "in-service training".
- "inclusive education" and "inclusion"

For the purposes of this study, individuals will be referred to by masculine pronouns. However, in each case it can be assumed that the pronoun is equally applicable to males and females.

1.8.   LIMITATIONS

South Africa is widely regarded as a diverse country, both racially and socio-economically. This diversity is evident in the education system with there being marked differences between affluent schools, found generally in the urban areas, and schools in poverty-stricken areas. For the purpose of this study, the focus is on affluent schools, thus any generalisations that can be deduced from the study will be limited to similar affluent environments.

1.9.   CONCLUSION

This chapter has provided an overview of this study into the professional development of high school teachers with regards to inclusive education. The study will address the dichotomy of the theoretical professional development of educators and the evolution of this into practice in the classroom. Special attention will be paid to the professional development that educators have received specifically to teach learners who have learning disabilities in the greater Durban area.

CHAPTER TWO

LITERATURE REVIEW

2.1. THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1.1. INTRODUCTION

In the introductory chapter, mention is made of philosophies that have paid an important role in the structuring of this dissertation; namely the philosophy of inclusion and the philosophy of phenomenology. The philosophy of inclusion, as the name suggests, underpins all research into inclusive education through an emphasis on equality for all people. Within this philosophy it is believed this equality must be upheld as a means to ensure a healthy democracy (Engelbrecht *et al*, 1999). In addition to this, the philosophy of phenomenology is used to frame this study. Paradoxically, it is the non-prescriptive basis of the phenomenology that makes it important in studying inclusive education. The philosophy of phenomenology recognises that in order to unveil the truth, a study does not necessarily have to conform to a specific methodology. Phenomenology encourages studies to explore the so-called 'moral compass' within a particular education context (Higgs & Smith, 2006). In order to understand the methodology of this dissertation, it is important that the theoretical and conceptual frameworks on which this study is based are clear. It is the aim of this chapter to clarify the frameworks of this study. This study will be framed in a "meta-approach", as proposed by Engelbrecht (1999: p.3) an appropriate theoretical framework for inclusive education. This will be discussed in greater detail as the chapter progresses.

2.1.2. THE META-APPROACH

The meta-approach recognises that inclusive education cannot be studied in isolation and that this education principle is "part of the wider human, political and ethical effort of securing a better life" (Engelbrecht *et al.,* 1999: p.3). The implication of this is that in this study the implementation of inclusion cannot be viewed as a simple process that is merely successful or unsuccessful. Instead, this study will look at a number of variables that interact and affect the implementation of inclusion (Engelbrecht *et al.,* 1999). In the context of this study, the meta-approach will be employed to look at whether the level of inclusion within the schools is purely based on what is being provided by the education department or if there are other factors at play such as the attitude of the teachers and greater community towards inclusion, for example.

Engelbrecht *et al* (1999: p.4) go on to state that the meta-approach is "based on adaptation of some principles of general system; ecological theories and systematic thinking". In applying this theoretical

framework to this study, researcher will be addressing the role of ecological theories in forming her thinking as well as those principles of systematic thinking which are applicable to this research.

In order to understand the significance of the ecological concepts, one has to first look at the medical model to get a sense of the paradigm shift that is involved in the implementation of inclusive education. Inclusion forms part of the broader shift from a medical deficit model to that of a social ecological model; which is of enormous importance when looking at the topic of disability and how this is catered for in the education system.

2.1.2.1. The medical model

Whilst the medical model is of great use within the medical profession where the aim is to diagnose a problem and then to heal the illness or sickness at work, it has limited appeal to those in the education profession (Swart & Pettipher, 2007: p.5). In essence, the medical model view looks for an explanation for the cause of any disability from within the child. The disability is seen as being intrinsic to the child himself, which has an impact on the manner in which education for such a child is approached. Swart and Pettipher (2007: p.5) found that "when applying this model to the field of education, children with any type of difference or more specific disability are singled out and the origin of the difference is looked for within the learner". Ultimately in the medical model of education, educators would look for the problem within the child, through a scientifically determined diagnosis and find ways in which this child's educational difficulties can be cured.

Most often, the view taken by educators towards such children would have been that they are different, thus they deserved to be taught in a different institution to their peers. This model is one that clearly promotes the ideals of a segregated education system. All learners who could not conform to the education systems already in place were summarily dismissed to schools or institutions where their needs could be dealt with (Swart & Pettipher, 2007). In the majority of these cases, the education received by these children was seriously inferior. Experts within the medical model truly believe that this arrangement is in the best interests of all involved. In order to achieve such a society, two education systems would be run parallel to one another. One system would cater for 'ordinary' learners with suitably qualified staff whilst the other education system would cater for learners with special needs. Teachers in such 'special needs' schools would be specifically trained to deal with the unique challenges posed by educating these learners (Swart & Pettipher, 2007). There would be little, if any, cross-over between the two education systems. The broader result of having

two such systems would be an affirmation for the greater society that segregating people who are different is an acceptable practice (Swart & Pettipher, 2007).

2.1.2.2. Ecological models

With the evolution towards a society that is increasingly more cognisant of providing equal human rights to all people, the popularity of the medical model decreased as people became more uncomfortable with the underlying philosophy. In response to this, normalisation was introduced in the 1960s. According to Swart and Pettipher, normalisation is best described as a system whereby people with disabilities are integrated as far as possible into a society created for people without disabilities, including into the education system (2007: p.6). When studying 'normalising', the two common terms associated with this process in education are 'mainstreaming' and 'integration', often used interchangeably in spite of their subtle differences (Swart & Pettipher, 2007: p.6).

Mainstreaming in education refers specifically to the practice of involving students with disabilities in the general education system, although within the system they are taught in special education classes (Engelbrecht *et al*, 1999: p.7). In some case, the learners with disabilities are introduced to the 'normal' class for short periods of time, particularly in areas where there is less academic focus, such as in art or creativity lessons. Whilst integration works upon the same principle, there is far greater emphasis on meaningful interaction between learners with disabilities and their non-disabled peers (Engelbrecht *et al,* 1999: p.8). According to Swart and Pettipher (2007: p.7), "integration involved more extensive and holistic participation of learners with disabilities in relation to mainstreaming, while significant instructional time in separate settings still prevailed".

Inclusion is an extension of the ideals put forward by the normalisation process. However, whereas normalisation pertains specifically to the education context, inclusion has a far greater overlap into society as a whole. In fact, inclusive education can only be considered a reality because of the related changes in society. The international and national development towards an inclusive education system will be explored in greater depth later on. It is imperative to note however, that whilst inclusive education is considered the ideal in education, it is a dynamic concept, which must continuously evolve to meet the needs of new generations of learners. Inclusive education is highly dependent on the barriers to learning being addressed in a particular school; therefore there is no universal model that can be applied to schools in order to make them inclusive. As a result of this:

> "the major challenge of the education system is to understand the complexity of the influences, interactions and interrelationships between the individual learner and multiple

other systems that are connected to the learner from an ecological systems theory or systems change perspective" (Swart & Pettipher, 2007: p.9).

In summary, the ecological theory is a linear process. If one were to apply the ecological theory to inclusive education, the following process would emerge: Inclusive education is implemented in schools; as a result of this, children experiencing barriers to learning are educated and as a result of this education, a more tolerant society develops. There is a distinct focus on the child and the child's experience of education is based solely on the standard of inclusive education in the school. However, it has been found that such a linear approach is overly simplistic and as a result, a systems theory has emerged in the field of education to better explain the role of the community in the education of a child. In a systems theory approach, a child's success will be based on how inclusive education was implemented, how the teachers and learners were affected by this implementation as well as on more abstract factors such as whether the concept of tolerance was actively taught and whether the children experienced any bullying as a result of inclusive education, for example. Whilst the focus remains on the child, in a systems theory approach, there is more recognition given to the place of the child within the community as a whole.

Possibly the most well know theory pertaining to the ecological systems theory is provided by Bronfenbrenner (*cited in* Swart & Pettifer, 2007: p.10). In the 1970s, Bronfenbrenner put forward an eco-systemic model looking specifically at the context factors. The diagrammatic representation of this model bears resemblance to a set of Babushka dolls in which one system fits comfortably inside another, resulting in one large system that encompasses a number of progressively smaller systems (Swart & Pettipher, 2007: p. 10). Bronfenbrenner's work is considered highly important in creating a framework for inclusive education as it fully explains the interactions between the individual factors at play within an inclusive context. Bronfenbrenner's model is best summarised by Swart and Pettipher who state that the model suggests "that there are layers or levels of interacting systems resulting in change, growth and development, such as physical, biological, psychological, social and cultural. What happens in one system affects and is affected by other systems" (2007: p.10).

At the centre of this model is the microsystem which deals with all systems of which a child is physically part, or of which a child is an active member. The systems that would make up the microsystem include the family into which the child is born, or cared for, the school which the child attends as well as any friendship circles in which the child socialises (Donald, Lazarus & Lolwana, 2004; Swart and Pettipher, 2007).

The mesosystem in turn deals with the complex interactions between the various systems in the microsystem. This has a significant influence on the implementation of inclusive education, as it highlights the importance of a holistic approach to implementation of inclusive education as opposed to a hyper-focus on one particular factor, such as school environment being accessible to people who use wheelchairs, for example. An example of mesosystemic interactions could be a boy who experiences learning disabilities, who finds himself part of a very supportive home environment in which he is motivated, yet the school which he attends is an academic results driven institution that is ignorant of his learning disabilities. The relationship that exists between the child's family and the school could be a deciding factor in that child reaching his full potential. A family can chose to inform the school about inclusive education and push for implementation or they can ignore the situation for fear of their son being victimised. Similarly, the child may have friends within the school who assist him with his school work or he may associate with other children who are poor academics and who have given up on improving their situation. This in turn is largely influenced by the manner in which the school deals with those learners it considers to be poor academics (Donald, Lazarus & Lolwana, 2004; Swart & Pettipher, 2007).

The exosystem encompasses the mesosystem and consequently the microsystems. Within the exosystem, the child may not be physically interacting with the various components, but he is influenced or affected by these components. To extend the example of the boy with learning disabilities, in the exosystem, the availability of professionals to diagnose learning disabilities in the town where the child lives will influence whether the child is diagnosed or is seen as being simply a weak academic. In a community where there is awareness of learning disabilities, the child is more likely to receive the support needed. If the district education administrators have an established support team in the area in which the child's school is based, one may find that the school would be more open to inclusive practices. Therefore, whilst the child may not necessarily interact with that district support team, the quality of education he does experience will be influenced by this (Donald, Lazarus & Lolwana, 2004; Swart & Pettipher, 2007).

The final system is the macrosystem, which consequently includes the exosystem, the mesosystem as well as the various microsystems. The macrosystem deals with the beliefs and philosophies entrenched in the greater society in which the child lives. For example, a society which values human equality will be far more accepting and accommodating of people in wheelchairs who may have trouble accessing buildings in the community at times (Swart & Pettipher, 2007: p. 12).

In addition to this, Bronfenbrenner also refers to the chronosystem, which bisects all of the previously discussed systems. This pays tribute to the impact of time on developments, both with the child through maturation, and the greater society. This is particularly pertinent in the South African context where society is changing from a society segregated by Apartheid policies to one that values democracy and equality (Swart & Pettipher, 2007: p. 12).

However, Bronfenbrenner is also cognisant of the value of a child's unique perceptions and opinions of the world around him. By doing this, Bronfenbrenner ensures that his model is not over simplified and used as a formula by which to seek a reason for a child's barriers to learning. It is important to accept that each individual has a unique manner in which he perceives the world, which ultimately affects his response to those environments (Swart & Pettipher, 2007: p. 12).

A 2005 study by Kalenga looked specifically at the ecosystemic influence involved in inclusive education. She (Kalenga, 2005: p.44) paid careful attention to defining both the systems theory and the ecological theory as "inclusive education needs to be considered in relation to the ecological and systems theories". In essence this study suggested that the ecological theory believes in the notion that we are all unique as a result of our differing experiences and interpretation of these experiences in the world around us. As a result of this, one cannot understand the exact experiences of another. In an inclusive educational context the implication is that learners cannot simply be categorised according to their specific barrier to learning. On the other hand, according to Kalenga (2005: p. 42 – 43), the systems theory "postulates that different levels and groupings of the social context are systems where the functioning of the whole is dependent on the interaction between parts". A system consists of a number of parts, all interacting together to create the system. One system can be a sub-system or part of yet another system. She (Kalenga, 2005: p.43) elaborates further on the system theory by stating that the "systems theory maintains that cause and effect relationships are not seen as taking place in one direction only, rather they occur in cycles. Because of the interrelationship between the parts, an action in one part of the system cannot be seen as the cause of action in another simple one-dimensional way".

From the works of both Bronfenbrenner (*cited in* Swart & Pettifer, 2007) and Kalenga (2005) a link to inclusive education can be extrapolated. Inclusive education cannot be looked at as a policy or practice in isolation; it has to be addressed in light of the entire community in which it finds itself. Inclusion cannot be looked at purely as an educational topic, but must also be addressed as a topic in the wider society as well. When it comes to inclusion the teaching fraternity is not simply made up

of professors or educators, the role of the child and his family members should not be underestimated.

2.1.2.3. Grounded theory

This study was approached in the interpretivist manner, therefore this research also makes use of the grounded theory as a means to analyse the data collected (Engelbrecht *et al,* 1999; Wellington, 2004; McMillan & Schumacher, 2006). Grounded theory involves the development of a theory from the data collected. This is in contrast to the majority of empirical studies that require the researcher to develop a hypothesis which must then be proved or disproved. Wellington (2004: p.29) describes the purpose of employing the grounded theory as being to "generate theory (inductively) from the data. Theory 'emerges' as the data collection process progresses and is firmly 'grounded' in it, and derived from it". The grounded theory as used in this study will contribute to the field of inclusive education as it focuses on deductions that can be made from what has been found to be occurring in schools as opposed to simply accepting what is supposed to be happening in schools with regards to teacher development for inclusive education (Wellington, 2004: p.29; McMillan & Schumacher, 2006: p. 318).

2.1.3. CONCLUSION

This chapter has shown how the meta-approach – encompassing principles of the ecological theories and systemic thinking – forms the theoretical framework for the rest of this study. The popular theory of Bronfenbrenner was explored in detail in order to illustrate the importance of the wider community in preparing for inclusive education and emphasises the detrimental effect that studying inclusion in isolation could have on this study in particular, as well as on the implementation of inclusive education in the greater context. This theory was given a more local relevance through the research conducted by Kalenga (2005). Finally, this chapter was concluded with a brief exploration into the grounded theory and the benefit of making use of grounded theory in the data analysis section of this particular study.

2.2. INTRODUCTION TO THE LITERATURE REVIEW

There is a significant amount of literature available on inclusive education, from a variety of international and national sources. As the literature available is vastly varied, for the purposes of this study, the literature available will be analysed in four categories: the evolution of inclusive education, inclusive education practices internationally, inclusive education in South Africa and teacher development for inclusive education.

2.3. THE INTERNATIONAL EVOLUTION OF EDUCATION – TOWARDS INCLUSION

In order to address the implementation of inclusive education, one needs to have a clear understanding of what inclusive education is, the philosophy behind inclusion in education as well as the developments that have led to inclusive education being considered the world-wide standard of good educational practice.

2.3.1. The philosophy behind inclusive education

The philosophy behind inclusive education is symptomatic of a wider movement to improving the plight of people with disabilities in society, who would have previously been shunned and hidden away from the rest of the community. In recognition of this, Swart and Pettipher (2007: p.4) begin their journey into the ideology behind inclusive education by stating that "schools do not function in isolation, but are influenced by economic, political and social developments". The implication here is that it would be foolish for one to look at the philosophy behind inclusive education purely in the context of an educational setting. They go on to quote the work of Karagiannis (1996: p.9) that "societies are undergoing fundamental changes as they undergo transformation from industrial to informational and from national to international societies" (*cited in* Swart and Pettipher, 2007: p.4).

2.3.2. Towards inclusive education - the history and development of legislation

The development towards inclusive education on a global scale is best analysed in terms of the significant documents and legislations put into place around the world, which in many cases have given countries the motivation to pursue the implementation of inclusive education.

Figure 2.1 represents the timeline of significant developments towards inclusive education.

	1948	The Universal Declaration of Human Rights (Paris, France)
	1972	Mills vs. Board of Education (USA)
	1989	United Nations Convention on the Rights of the Child (New York, USA)
	1990	World Declaration on Education for All (Jomtien, Thailand)
	1993	Standard Rules on the Equalization of Opportunities for Persons with Disabilities (New York, USA)
First democratic elections in South Africa	1994	The Salamanca Statement (Salamanca, Spain)
South Africa signs the Universal Declaration of Human Rights	1995	
New South African Constitution / SA Schools Act of 1996	1996	
	2000	Dakar Framework for Action (Dakar, Senegal)
Education White Paper 6: Special Needs Education	2001	

Figure 2.1   Significant developments towards inclusive education

(Researcher's original figure)

2.3.2.1. The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (United Nations, 1948) was drafted by the United Nations General Assembly in response to the gross human rights violation and genocide that characterised the Second World War. After initially abstaining from voting on this declaration, South Africa eventually signed in 1995 once the local atrocities of Apartheid were over and South Africans

could call themselves a democratic country that is capable of upholding the sentiments enshrined in the declaration.

Article 26 of the declaration deals specifically with human rights related to education. The first six words of this statement are clear: "Everyone has the right to education" (United Nations, 1948: p.7.). However, upon closer inspection it is point 2 of Article 26 (United Nations, 1948: p. 7) that provides us with the preamble to inclusive education by stating that:

> "Education shall be directed to the full development of the human personality and to strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups".

The correlation between this statement and the underlying principles and aims of inclusive education is strong.

2.3.2.2. Mills vs. Board of Education

In the years between the signing of the Universal Declaration on Human Rights and 1972, a number of legal cases were taken before the courts in the United States of America to ensure that all children were granted equal rights to education. However, it was a judgement on 1 August 1972 by District Judge Waddy in the District of Columbia that heralded the dawn of equal education for learners with barriers to learning. Previous court cases had dealt primarily with cases brought about by racial issues (Kids Together, Inc. 1972. p.1).

The case of Mills *versus* the Board of Education (1972) dealt with the rights of seven children, labelled as 'exceptional children' to enter the mainstream education system. In what was considered the politically correct terminology at the time, these seven children were labelled with a number of conditions ranging from behavioural and emotional problems to being hyperactive or mentally retarded. Judge Waddy found that it was the responsibility of the District of Columbia's Board of education to provide education for these children in regular classrooms, with the necessary support as needed. This judgement subsequently led to a number of similar cases in the United States of America for the rights of children with barriers to learning to be upheld (Kids Together, Inc. 1972. p.2-3).

2.3.2.3. UN Convention of the Rights of the Child

Signed on 20 November 1989, the United Nations Convention of the Rights of the Child (United Nations, 1989) set out to outline the rights related specifically to people under the age of eighteen.

All countries that are signatories to the convention, including South Africa, are bound by international law to honour the principles stated there-in. As with United Nations Declaration of Human Rights (United Nations, 1948), there is special attention paid to the importance of education for all. However, of particular interest to this study is the point made in Article 29.1(United Nations, 1989: p. 10), which states that:

> "State parties agree that the education of the child shall be directed to:
> The development of the child's personality, talents and mental and physical abilities to their fullest potential".

The implication here is that all children, regardless of their barriers to learning, should have access to a quality education that is equal to that of their peers (United Nations, 1989). As a signatory to this document, South Africa is obliged to provide this to the learners of our country.

2.3.2.4. World Declaration on Education for All

The World Declaration on Education for All (UNESCO, 1990) is part of the wider movement by UNESCO known as the 'Education for All' movement. This movement is commonly used as a guide post by governments around the world by which to judge the provision of education in a particular country. The infamous 'millennium development goals' are a product of this movement, which aims to provide equal access to education for all citizens of the world by 2015. The World Declaration on Education for All was adopted in Jomtein, Thailand in 1990.

This document is of particular interest in terms of inclusive education as it is the first such document to refer specifically to education provision for people with disabilities. Article 3.5 (UNESCO, 1990: p.5) states that:

> "The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system".

Once again South Africa, as are all signatories to the declaration, is mandated to provide an effective, inclusive education system.

2.3.2.5. Standard Rules on the Equalization of Opportunities for Persons with Disability

Adopted by the United Nations General Assembly in 1993, the Standard Rules on the Equalization of Opportunities for Persons with Disability (United Nations, 1993) set out to provide signatory countries with a set of rules pertaining to equality for people with disabilities. Signatory countries are politically obliged to conform to these rules. This document is also the earliest, clear statement

regarding an inclusive education system for all people. Rule 6 (United Nations, 1993: p.4) on education states clearly that:

> "General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisation… Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided".

It also makes provision for developing countries where inclusive education may not yet be a reality by declaring that special education should be offered with a view to integrating the learners in general education settings in the future (United Nations, 1993).

2.3.2.6. The UNESCO Salamanca Statement

Possibly the most well-known of all documentation pertaining to inclusive education is the statement adopted in Salamanca, Spain in June 1994 by the World Conference on Special Needs Education: Access and Quality. The Salamanca Statement (UNESCO, 1994) clearly says that:

> "students with special needs must have access to regular schools with adapted education" and lends its support to inclusive education by stating that "regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society".

It recommended that equal access to education for all could be achieved through the acceptance of the varying needs of learners and by making a concerted effort to accommodate these needs in the classroom (UNESCO, 1994).

As a result of this World Conference (UNESCO, 1994), governments were called upon to "adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools, unless there were compelling reasons for doing otherwise". In addition to this, it places some of the responsibility for providing resources on organisations such as the World Bank, UNICEF and UNESCO. In response to the Education for All Declaration (UNESCO, 1990) and the Salamanca Statement (UNESCO, 1994), the World Education Forum was held in Dakar in 2000 to review the progress of these important documents and the frameworks included in these. This forum expressed on-going support for the implementation of inclusive education globally.

Further information regarding the development of legislation towards inclusive education in South African schools will be covered in "Inclusive education in South Africa".

2.4. THE IMPLEMENTATION OF INCLUSIVE EDUCATION INTERNATIONALLY

Inclusive education in the developed world has been in development for a far greater period of time than it has been in South Africa. For this reason, it is imperative that the trials and tribulations of these countries with regards to inclusive education are studied so that we may learn from them and adapt them to our local context.

2.4.1. An international study of inclusion in education

The implementation of inclusive education in South Africa remains in its infancy; therefore in order to move forward, it is necessary to research the manner in which other countries have implemented inclusive education. The majority of the countries from which we can learn are in the developed world, hence whilst it is important to learn from these countries, it is imperative that some degree of cognisance is maintained as to the very different reality of the South African education system.

2.4.1.1. United States of America

Research conducted in the United States of America by Zigmond and Baker (1995: p.103) identified three key features of schools that have successfully implemented inclusion. The first feature is that "inclusion should be part of a school-wide reform". By its mere definition, inclusive education is not something that can be introduced for a select few and then possibly be expanded, as may be the temptation to do. They (Zigmond & Baker, 1995: p. 103) reiterate this by stating that full inclusion requires "all of the teachers (not just half of them) in a total school improvement effort". According to Zigmond and Baker (1995: p.103), this was achieved in American schools in the following fashion: "general education teachers received in-service training on classroom management, new ideas on teaching literacy, curriculum-based management, progress monitoring and accommodating pupils with special needs". In addition to this, they highlight the significant importance of strong leadership in the implementation of inclusion be it from a district manager, the school principal or simply a passionate teacher in the school who is willing to act as the agent for change (Zigmond & Baker, 1995).

The second feature of schools that successfully implemented inclusive education is that such schools made "available to pupils with LD [learning disabilities] a continuum of services ranging from self-contained classes to full-time placement in the regular class" (Zigmond & Baker, 1995: p. 103). Many schools were able to achieve this through the use of 'resource room education' in which learners are assigned to a regular class but there are a few lessons which they attend individually in order to address the academic skills that are hampering their academic progress, be they "reading, language

arts or mathematics" (Zigmond & Baker, 1995: p. 100). However, these individual lessons also catered for learners by providing them with lessons specifically targeting study skills or by allowing these learners to complete their regular classwork with additional supervision as well as to assist them in taking tests.

Finally, the third feature identified in the successful implementation of inclusion is that "the role of the special education teacher is critical to successful inclusive schools for pupils with LD" (Zigmond & Baker, 1995: p. 103).

Whilst this model is symptomatic of an integration model rather than one which can be fully referred to as an inclusion model, it has highlighted what can be achieved with adequate resources, both financial resources and human resources. The reality of the South African education environment is that the vast majority of schools do not have the necessary personnel available to facilitate a similar system in each school.

2.4.1.2. United Kingdom

Recent research by Stephen Rayner within the English school system in 2007 reiterated the features identified by Zigmond and Baker (1995) and looked in greater detail at the role of the Special Education Needs Co-Ordinator (SENCO) in the process of inclusion implementation. This research drew an inference between schools that were considered to be 'good schools' and the hallmarks of 'good schools' (Rayner, 2007). He (Rayner, 2007: p.144) found that good schools "aim to succeed in realising the full potential of every individual child in a learning community"; which is in essence identical to the aims of inclusive education. In many cases this has happened purely accidentally in the evolution of the school to purely accidentally in the evolution of a school to that of being considered a 'good school'. Therefore he (Rayner, 2007: p.144) concludes that "a good school is an inclusive school".

In order to assist with school reform towards inclusion "all mainstream schools in England are expected to have a designated teacher acting as the SENCO" (Rayner, 2007: p.145). Rayner (2007: p.145) goes on to describe the role of the SENCO as a "pivotal one in a whole school approach to effectively manage diversity and difference in the school community". Whilst this may sound at first impression as being contradictory to the work by Zigmond and Baker (1995) by making the implementation of inclusion in a school the responsibility of one individual, this is not the case. Rayner (2007) goes on to give a full description of the SENCO in a so-called good school to

demonstrate how this individual can smooth the transition towards being an inclusive institution. He positions the SENCO as a knowledgeable person who is tasked with leading the school towards inclusion by providing the leadership and support required for the teachers within the school (Rayner, 2007). The primary role of the SENCO in the early stages of implementing inclusive education is to provide "on-going technical assistance" (Rayner, 2007: p.146) and to "examine and adopt effective teaching approaches" (Rayner, 2007: p. 146).

The role of the SENCO is one that should be held in high-esteem and one that should be afforded management status within a school. The obvious benefit of having such a SENCO is that the transition towards inclusion is handled in a uniform fashion that is controlled and co-ordinated. This is especially important in terms of inclusive education as teachers' understanding of what inclusion entails can vary greatly from person to person. Without co-ordination in a school, one could land up with a kaleidoscope of different practices that resemble a whole spectrum of inclusive education. Again, the challenge with regards to transposing this on a South African environment is that there is a lack of adequately trained professionals who could fulfil this vital role in every school in the country (Rayner, 2007).

2.4.1.3. Italy

Thomas and Loxley (2007) briefly studied the success experienced in Italy in implementing inclusive education. They found that in order to bring about effective change, the Italian education department limited class sizes to 20 children per class, including a maximum of 2 children with special needs in each class. In addition to this, they provided support teachers to schools in the ratio of one support teacher for every 4 learners with disabilities in the school. Finally, in studying the training of these support teachers, it was discovered that each of these professionals was exposed to approximately 1 300 hours of training prior to entering the classroom as a fully-fledged support teacher (Thomas & Loxley, 2007: p. 128)

2.4.2. What can South Africa learn?

South Africa has its own history of inclusive education and the implementation thereof. As this is vital to the integrity of this study, it will be discussed separately and in great detail in the fourth section of this chapter. The purpose of this sub-section is to look at those lessons that can be learnt from the implementation of inclusive education in the other countries studied in this literature view.

The lessons that South Africa can take from the multitude of international studies is best summarised by the well-trusted researchers, Booth and Ainscow (1998). In 1998, they argued that "pedagogies cannot be selected and borrowed from a culturally-neutral peg. They (Booth & Ainscow, 1998: p. 233) are inseparable from the conceptions of and responses to student diversity within organisations, cultures and policies".

Whilst they were referring specifically to the implementation of inclusive education for students, South Africa can take note of this in terms of teacher development as well. The South African educational environment is one that is highly unique due to the significant disparities that are apparent; be it in the state of the schools, the socio-economic backgrounds of learners and the level of qualification found amongst the teaching body. Therefore, whilst it is important to study the journey towards inclusion in other countries, we must be mindful of the dangers involved in simply trying to transpose a system from one of these other countries onto the South African education landscape.

2.4.3. Inclusive education in secondary schools

The vast majority of research into the implementation of inclusive policies has been conducted in primary schools. Forlin in 2005 discusses the need to shift focus from implementing inclusive education in primary schools to the implementation thereof in high schools. She has warned that until recently high schools have largely been able to accommodate learners with disabilities due to a lack of large numbers of students with disabilities in the secondary school phases; however, with the implementation of inclusive education in primary schools, more learners with disabilities will be entering high school than in previous generations (Forlin, 2005). There is an increasing number of students entering high school from inclusive primary schools with the expectation being that they will receive the same forms of support. She (Forlin, 2005: p.87) states that "the impact of inclusive education on regular schools has to date been marginal as these schools have mainly been able to avoid the large influx of students with disabilities experienced by primary schools".

In addition to this, she encourages high schools to prepare for an increasingly diverse learner body, which if not catered for will result in more students being marginalised than in the past (Forlin, 2005). Forlin (2005: p. 87) warns of the "broadening diversity of student population in high schools and the challenges for students as they need to cope with increasing society pressures will see ever more potentially marginalised students who experience difficulties in accessing the regular class curriculum".

As is a common conclusion in many studies as to the implementation of inclusive education, Forlin (2005) recommends that schools need to be given the freedom to adapt their inclusive models to the particular needs and environments in which the school is located. Similarly, the importance of strong and positive leadership in fostering an inclusive mind-set within a school is again highlighted. Yet, beyond this there is very little research in terms of how to maintain and sustain inclusive practices once the dynamic leaders that build this mind-set leave the school (Forlin, 2005, pp. 90 – 91).

2.4.3.1. The gap between policy and school cultures

Research that looks specifically into how a secondary school can bridge the gap between inclusive policy and developing an inclusive culture was carried out in 2002 by Carrington and Elkins. From the first page of their report, they (Carrington & Elkins, 2002: p.1) highlight the need for "organisational support from a number of levels…if schools are going to achieve success in developing an inclusive school culture". Their study highlighted four themes around the topic of what is needed to create schools that are able to accommodate effectively the needs of a diverse student body; namely collaborative problem-solving, inclusive beliefs, commitment to reflection, vision and change as well as planning and teaching for diverse learners (Carrington & Elkins, 2002). The study places significant focus on the practical markers, or the evidence, by which these themes can be identified as being in place within a school (Carrington & Elkins, 2002).

According to Carrington and Elkins (2002), collaborative problem-solving is symptomatic of a healthy school environment in which communication between staff members is encouraged with regards to those learners who have challenging learning needs. They go on to detail the role of the special education teacher in encouraging this communication, primarily through a motivational method as opposed to being involved with the teaching staff purely for training purposes. The evidence of collaborative problem-solving is entrenched in the staff seminars that such a profession would organise for the teaching staff in a school, which would include topics such as differentiated learning in the classroom and how to put this into practice, as well as promoting in a sense the needs and successes of learners who have achieved at a high level within the school in spite of significant barriers to learning. The special education teacher would also be getting involved in the teaching of regular classes through group teaching lessons with other teachers, and through regular meetings with heads of departments and heads of subjects to facilitate the flow of information from them to the rest of the teaching staff. Finally, and possibly most notably, this individual communicates with

the staff regarding what topics they would like to see covered in staff development workshops as opposed to simply planning a programme that the teachers are subjected to (Carrington & Elkins, 2002).

As has been a common trend in many of the studies conducted into inclusive education, this study (Carrington & Elkins, 2002) found that in schools which have successfully bridged the gap between policy and culture, you will find a staff base from which to work who believe in the values of inclusive education. At the time of the study they found that two extremes existed in schools with regards to inclusive beliefs. Some teachers would be vehemently against inclusion whilst others would be completely in support of inclusion. This can escalate into a major problem as these two attitudes cannot co-exist. It is imperative that a school has a common vision and opinion with regards to inclusive education. In schools which have managed to achieve this common vision, the evidence exists in the changing attitudes amongst the teachers. Within the school one will be aware of a shift in the understanding of what a good academic standard is. Whereas once the school may have thought of a good academic standard as being one that exists in a strictly results-driven academic environment, to one in which a good academic standard is considered to be a standard that allows for all learners to perform at the best of their ability (Carrington & Elkins, 2002).

A school that is an effective inclusion environment is a dynamic school in which the school community is continually looking for ways in which to improve and develop through a commitment to reflective practices, vision and change. Such schools approach change with enthusiasm and display a willingness to be critical of their current practices if required. The evidence of this is in the manner in which staff development opportunities are handled. In a reflective school, teachers who are sent on staff development opportunities are encouraged to share their experiences with their colleagues upon their return and the lessons learnt through the courses and workshops attended are used as a catalyst for reflection of the practices currently employed in the school (Carrington & Elkins, 2002).

Finally, in terms of planning and teaching for diverse learners, Carrington and Elkins (2002: p.3) state that "inclusive schooling will require significant innovation and change in daily instruction approaches". They expand on this concept by implying that it is imperative that there is a degree of multi-level teaching happening in classrooms as well as a willingness by teachers to practice differentiation in their classes. The commitment to teaching learners with diverse needs is evident in the range of options available to teachers and learners. A school with an inclusive culture has a wide

range of flexible options, ranging from individualised education packages to pull-out lessons or in-class support. Furthermore, in such a school, the learners receive the support they require because they want that support as opposed to having a support system (with which comes a certain stigma) thrust on them. Lastly, this is evident in the way in which teachers plan their lessons. Teachers in inclusive schools plan their lessons with the needs of a broad range of students in mind as opposed to planning a homogenous lesson to which all of the learners must conform (Carrington & Elkins, 2002).

2.5. INCLUSIVE EDUCATION IN SOUTH AFRICA

South Africa has achieved world-wide acclamation for being a land of transformation in which its heavily segregated countrymen have escaped the bounds of Apartheid and become a country in which all its members are afforded equal rights. The following section is an analysis of the degree to which these rights have been translated from the ideals of the government into practice in the education system.

2.5.1. The framework for establishing inclusive education

In order to determine the level of policy backing the development of an inclusive education system in South Africa, the following documents will be studied: the South African Constitution (1996), the South African Schools Act of 1996 as well as Education White Paper 6 of 2001.

2.5.1.1. The South African Constitution

It could be stated that the march towards an inclusive education system in South Africa has been led by the Constitution drawn up in 1996 to ensure the equal rights for all South Africans. Lauded worldwide as being the ideal document in ensuring equality, the South African constitution (1996: p.6-7) states the following with regards to education in section 29:

> "1. Everyone has the right
>   a. to a basic education, including adult basic education; and
>   b. to further education, which the state, through reasonable measures, must make progressively available and accessible.
>
> 2. Everyone has the right to receive education in the official languages or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account
>   a. equity;
>   b. practicability; and

c. the need to redress the results of past racially discriminatory laws and practices".

When viewed in light of an earlier statement in section 9 (1996: p. 2.), which states, "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth", it is reasonable to deduce that the rights to an inclusive education system is a right provided to all South Africans that can be defended in the Constitutional Court if denied.

2.5.1.2. South African Schools Act

Whilst the South African Constitution (1996) was being finalised, another document of great importance to the lives of the learners was being written. The South African Schools Act of 1996 is the basis on which education decisions have been made for the past 15 years. As was the custom of the time, learners with disabilities were referred to as 'a learner with special education needs' and similarly the Act (1996) clearly segregates 'ordinary schools' from those of 'ordinary schools for learners with special education needs'. However, included in the Act (1996) is also the first indication that South Africa would be moving towards an inclusive education and training system. Chapter 3 (National Department of Education, 1996: p.6) contains the following statement which provides evidence of this, "The Member of the Executive Council must, where reasonably practicable, provide education for learners with special education needs at ordinary public schools and provide relevant educational support services for such learners".

In light of the South African Schools Act (1996) and the South African Constitution (1996), it is fair to state that 1996 was the birth of equal education for all learners regardless of their disabilities or for learners with barriers to learning as they would become known.

2.5.1.3. Education White Paper 6

At the time the research for Education White Paper 6 (2001) was being conducted, statistics showed that in South Africa there were 380 special schools, catering for 64 603 learners. This comprises 0.52% of the total learner body in South Africa (National Department of Education, 2001: p.13). In KwaZulu-Natal, however, only 0.28% of the population was being catered for in the province's 58 special schools (National Department of Education, 2001: p.13). Yet, upon looking closely at the statistics revealing the number of disabled people in South Africa, it would seem that there are far more disabled people in the country than the number of special schools available would reveal. In KwaZulu-Natal, 1,24% of the population was found to be disabled, yet only 0,28% of learners were

being educated in special schools (National Department of Education, 2001: p.14). It was disparities such as these that drove the National Department of Education to look at possible alternatives to the special school system in part, to ensure that all learners with disabilities are catered for equally, regardless of their province of residence. Thus, inclusive education in South Africa was born.

In Education White Paper 6 (National Department of Education, 2001) , it is clear that the emphasis is placed on teacher development. On page 18 6 (National Department of Education, 2001), the role of preparing teachers for inclusive education is stated as such:

> "Classroom educators will be our primary resource for achieving our goal of an inclusive education and training system. This means that educators will need to improve their skills and knowledge and develop new ones. Staff development at the school and district level will be critical to putting in place successful integrated educational practices. On-going assessment of educators' needs through our developmental appraisal, followed by structural programmes to meet these needs, will make a critical contribution to inclusion"

This process has been summarised in Figure 2.2.

Staff development on inclusive education topics.

Appraisal of these staff development opportunities.

Programmes redeveloped to meet the needs of teachers, and then presented in new format.

Figure 2.2   Staff development process proposed in Education White Paper 6.

Education White Paper 6 (2001) outlines four steps through which staff development will be achieved. The first step deals with the focus on training teachers in mainstream schools to develop a differentiated approach when planning lessons. Educators will be given guidance on preparing a lesson in such a way that the individual needs of learners and the variety of their learning styles can be catered for (National Department of Education, 2001: p.18). Whilst this training is taking place in mainstream schools, within special schools and full-service schools, the focus will be on preparing

the personnel within these institutions to become an important human resource to the remainder of the community. In essence, these teachers will be trained in the manner in which they can render advice and support to their colleagues in mainstream schools who will be faced with adapting their teaching for learners with disabilities in the future (National Department of Education, 2001).

At a district level, staff will be trained in providing support specifically to teachers who are dealing with learners who have disabilities. The emphasis will fall on ensuring that these personnel are equipped to provide schools with the necessary support to develop toward a whole, inclusive education system. The focus at this level will be on the various barriers that teachers may come into contact with, and how to overcome these barriers on a practical level in the classroom. Finally, at a management and governance level, personnel will be trained specifically in the differing management and governance needs of mainstream schools as opposed to the needs of a full-service or special school. There will also be a greater emphasis on identifying barriers to learning as opposed to simply addressing these barriers to learning (National Department of Education, 2001).

The long-term goal of Education White Paper 6 is quite clear: "the development of an inclusive education and training system that will uncover and address barriers to learning, and recognise and accommodate the diverse range of learning needs" (National Department of Education, 2001: p.45). The short to medium-term goals of Education White Paper 6 (National Department of Education, 2001: p.49) deal with a number of key areas related to the implementation of inclusive education. Of particular interest to this dissertation is the section titled "developing the professional capacity of all educators in curriculum development and assessment".

This section deals with four areas of development. The first area deals with a change in focus of all development programmes, be they focusing on curriculum, assessment or classroom instruction. The focus envisaged is that all such programmes will be cognisant of the variety of barriers to learning that participants may experience in accessing the staff development opportunities on offer. This will encourage programme developers to create development programmes that mirror the ideals of the classroom situation that they are promoting. District support teams will be required to render support in the form of developing and supplying schools with resources aimed at identifying barriers to learning and specialised support resources. Within this factor, the emphasis is on dealing directly with the special schools and resource centres, which in turn will be providing the mainstream schools with the necessary support (National Department of Education, 2001: p.49). In addition to this, the current norms and standards will be expanded to include a statement about educator competencies relating to the recognition and accommodation of barriers to learning

(National Department of Education, 2001: p.49). The final point addresses the mandatory 80 hours in-service training required by the government of teachers in a year. Within these short to medium-term goals there will be a shift to developing these courses in such a manner that they address topics on policies and programmes being implemented under the auspices of Education White Paper 6 (National Department of Education, 2001: p.50).

2.5.2. Implementing inclusive education – the pilot study

Arguably the most informative document about how the National Department of Education plans on implementing inclusive education is the November 2002 document called "Implementing inclusive education: true stories we can learn from", which is based on the initial pilot study.

A look into the past education provision for learners with barriers to learning revealed a highly segregated system, on racial grounds as well as on the grounds of disability, which was woefully incapable of meeting the needs of all learners with special needs (National Department of Education, 2002, pp. 6-7). In many cases, this resulted in learners with special needs receiving no education whatsoever. It was this research that spawned the development of Education White Paper 6, which was finalised in 2001. Through this process, the Department of Education (2002: p.8) committed itself to "promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society". As part of this process to develop inclusive education, the following guiding principles were put into place for what was at the time, the 'new' Education and Training System (National Department of Education, 2002: p.8):

- Protect the rights for all.
- Ensure that all learners can participate equally.
- Provide equal access to a single education system.
- Ensure all learners can understand and participate in teaching and learning in schools.
- Correct the inequalities of the past.
- Ensure community involvement in change.
- Make education as affordable as possible.

The goals of the National Department of Education through implementing inclusive education to re-develop the Education and Training System are to find solutions to strengthening the weaknesses in the education system, to include more learners and to provide learners with more opportunities to

be educated (National Department of Education, 2002: p. 9). In addition to this, they aim to help teachers and educationalists to meet the needs of all learners thus ensuring that all change can happen successfully (National Department of Education, 2002: p. 9). This report details the 'symptoms' of an inclusive education and training system as being one that recognises differences and then builds on the similarities in learners, as well as being a system that supports all learners, teachers as well as the education system as a whole so that all learning needs are being met. Finally, an inclusive education system is one that focuses on overcoming and removing barriers in the system (National Department of Education, 2002: p.9-10).

In the period from 2001 to 2012, the Department of Education (National Department of Education, 2002: p.11) plans to "change policies and laws for all levels of education" as well as to develop inclusive schools so that all learners have equal access to education, and to "strengthen education support services". This is a sentiment that was echoed in Ladbrook's study 7 years later, indicating that whilst these aims were clear in principal during the pilot project, they were not being translated into practice during 2009 (Ladbrook, 2009). Of particular interest to this specific pilot study is the aim of conducting "national information campaigns to help ordinary schools and other centres of learning to understand inclusive education" (National Department of Education, 2002: p.11). Furthermore, the Department of Education will develop new ways in which to ensure good quality education in all schools as well as to improve schools through developing programmes to "identify and address learning problems and disabilities early in the Foundation Phase" (National Department of Education, 2002: p.11). Most importantly, the Department of Education (2002: p.11) will find ways how to fund all of these development. Again, the question of finance was still being debated in 2009 by Ladbrook, indicating that a satisfactory solution to this problem was yet to be found at the time of her study.

2.5.2.1. Preparing the role players – teachers and school administrators
In order to determine how the role players in this pilot study should be prepared, some prior research was necessary into teachers' experiences and attitudes towards inclusive education before any training was embarked upon. This research (National Department of Education, 2002: p.13) found that "many teachers thought that children with disabilities or learning disabilities had to be taught by teachers with special qualifications. Others did not understand that the learning problems of many children were caused by the way teachers taught them, or the school system or even problems at home or in their communities". Many of the teachers surveyed felt that inclusive

education would prove to be an additional burden. It was noted that the misconceptions surrounding inclusive education were contributing to creating a culture of resistance.

"One of the biggest challenges of preparing teachers for inclusive education is to help them to understand what it is, and how to put it into practice in their own classrooms and schools. This is why it was important to train and develop teachers to prepare them properly for the Inclusive Education Pilot Project" (National Department of Education, 2002: p.14). The question remains through this study to determine whether this statement is simply a lofty goal or whether this has continued from the pilot project into the actual implementation of inclusive education.

In order to prepare the various role players properly, training courses and learning materials were developed by people who could provide some insight into the area of inclusive education and disabilities, such as universities, disabilities organisations and various other role players. The materials to be used in the pilot study (National Department of Education, 2002: p.14) "were developed through interactive consultative processes as the training and capacity building programmes progressed". Capacity building workshops were then held for parents, education officials and other role players but excluding teachers. The aim of these workshops was to give these role players a broad overview of inclusive education and to provide them with an understanding of their responsibilities in supporting teachers and schools through the pilot project and subsequent implementation process. An evaluation at the end of these capacity building workshops found that "the attitudes of parents and members of the School Governing Bodies have changed through the capacity building that has occurred. They are now developing inclusive school policies, are aware that they need to make their schools more accessible, and are involved in poverty alleviation projects" (National Department of Education, 2002: p.15). Whilst laudable, this indicates that there was a stronger emphasis on barriers to learning of a socio-economic nature rather than on barriers posed by intrinsic disabilities. This training would automatically have excluded the more affluent schools as this is not their primary market in terms of inclusive education.

Obviously, the primary focus on preparation for this pilot project was that of teacher training and classroom support. All teachers invested in this pilot project attended training courses that were held either at schools, or at a district-based venue. In between these courses, the teachers then received further support through training teams observing the classroom situation and providing assistance. Upon reflection of these workshops, "all the role players identified the training programmes and workshops as very important and positive aspects of the project. Positive effects

that were raised include attitudinal change, new and improved levels of skill among teachers, information about the new policy, and the value of strategies such as collaborative working and 'getting help'" (National Department of Education, 2002: p.15).

The success of the training as a whole was attributed to these workshops as well as to the training and classroom support approach, the school-based approach and finally, the involvement of communities and universities in the training and support. The training and classroom support approach involved action research whereby the 'trainer' worked in tandem with the teacher in the classroom. This enabled the teachers to practice what they had learnt in the workshops, through a reflective process in collaboration with more experienced individuals. The researchers of this pilot project found that "the classroom-based support and action research processes provide the basis for an excellent model of participatory, interactive facilitation and learning process"(National Department of Education 2002: p.16). In the school-based approach the training and support happened at the school as part of the normal staff development programme. This approach was deemed a success by the researchers as there was a co-ordinated distribution of in-service courses. They (National Department of Education, 2002: p. 17) found that "when teachers are pulled out of their schools for training, it doesn't seem to be as successful. School-based training has been extremely effective because it allows for issues around inclusive education and developing inclusive practices to be integrated into general initiatives around staff development within schools". Due to the vast inequalities and the lack of a homogenous education system, this would allow schools to put into practice that which is relevant to their school. Trying to implement inclusion under its umbrella term of catering for all barriers to learning can be daunting for teachers, but by progressing through these various barriers to learning on a needs basis will assist teachers in finding the process of implementing inclusion far more successful, and less strenuous.

Of interest in this pilot study is the lack of specific focus on the preparation of school administrators, especially school principals. As international studies have shown, in order for inclusive education to be implemented effectively, there needs to be strong leadership within the school that is supportive of the move towards a more inclusive education system (Zigmond & Baker, 1995; Rayner, 2007). The research by Rayner was conducted subsequent to this pilot project, indicating that the importance of the school administrators is still a relevant element in the development of inclusive education.

Finally, a collaborative approach between universities and community organisations was encouraged. These groups were brought together in groups known as 'consortiums' in order to

develop the training programmes and materials to be used in the teacher training workshops, as well as to conduct the on-going research needed at both school-level and at district-level. Through this pilot project it was found that (National Department of Education, 2002: p.17) "all role players said that the consortium played a very positive role in the project. This included the members involved in the training as well as the researchers and the on-going support that they were able to offer the teachers and schools".

Whilst this all sounds very effective it is also important to give recognition to the weaknesses in the training that appeared. As part of the reflective process following the various workshops, it was noted that the participants felt that there was too much information to cover in the time that was available for training. As a result of this, the participants felt that it was difficult to make sure that the teachers understood properly.

As part of the pilot study, materials were developed that would aide in the implementation of inclusive education in schools. It was envisaged that these materials would help to teachers to understand what inclusive education is about, as well as to help them understand why people have learning disabilities. It was hoped that through this dissemination of information, teachers would have more confidence and will feel more confident in implementing inclusive teaching practices; it also helped to create an environment in which educators are more motivated to help learners with barriers to learning to overcome these barriers (National Department of Education, 2002).

In addition to ensuring that these materials were in line with the aims of Education White Paper 6 as well as Outcomes Based Education, through the development of these materials there was an emphasis on creating resources that were interesting, meaningful and easy to understand. There was also recognition of the value of input from disabled peoples organisations and people who have experienced barriers to learning. As well as including pertinent theoretical knowledge, the resources contained a practical element that informed teachers how to put inclusive practices to work in their classrooms. Finally, the materials were also designed in such a way that by using these materials the teachers should be able to identify barriers within the school and the wider community that need to be addressed. In collaboration with this final aim, attention was also paid to developing the capacity of parents and members of the wider community to support schools in the journey towards inclusive education (National Department of Education, 2002).

It was considered vital to the whole process that the way in which the materials were developed mirrored the ideals of inclusive education. It took into account all possible barriers to learning that could be posed by the materials themselves. Hence, there was an emphasis on making the materials easy to understand, especially to non-mother tongue users of the language and on making the materials available in formats that would be suitable for people with visual disabilities (National Department of Education, 2002).

Upon reflection, a number of strengths and weaknesses of the materials were identified. It was agreed that the aims of the materials had been met in that they were generally easy to understand, they helped the teachers to understand inclusive education better than previously and they informed the participants of good teaching methods that had high applicability to the classroom situation. The teachers enjoyed the level of creativity entrenched in the materials themselves. However, whilst they were generally easy to understand, there was still a leaning towards the use of academic language. This excluded teachers who may not be proficient in the use of the jargon involved, especially those teachers for whom English is a second language. It was also felt that it would be possible to further simplify the relationship between theory and practice as well as to develop this relationship more meaningfully. It was felt that with the focus being squarely on teachers, the materials lacked the necessary attention to building the parent component as well as that of the wider community. The focus on problem-solving was also not one that encouraged teachers and the community to deal with issues intrinsic to the school. Instead, the focus was on how problems could be dealt with by district support teams. Finally, there were concerns raised about the use of outdated terminology in the materials themselves (National Department of Education, 2002).

When looking at the training programmes and the materials as a joint project, four challenges to be addressed were identified. Firstly, the training programme requires revision to ensure that the content covered within the programme correlates to the time allocation. This can be achieved by focusing on ensuring the teachers understand the basics correctly, whilst more complex topics can be covered at a later stage. The weaknesses in the materials should be eradicated, especially the ones relating to the ease of understanding. It may be necessary to re-write the materials in a form that is more easily understood. The materials should also be translated into other languages to ensure that all role players have a clear understanding of the subject matter at hand. Finally, it is important that in the re-developing of materials and training programmes, greater attention is paid

to the role of parents and the community in implementing inclusive education (National Department of Education, 2002: p.36).

2.5.2.2 Creating reflective practitioners

Through the training process, teachers were given the skills needed to become reflective practitioners and "they learnt to put into practice what they had learnt about action research on the training courses" (National Department of Education, 2002: p. 37). Upon reflection of the training process in which teachers were encouraged to adopt a more action-research method, it was found that the teachers generally found this strategy to be effective as it encouraged practitioners to be more reflective. The process in the classroom, which the teachers were encouraged to use, is illustrated in Figure 2.4.

In using this approach, it was found that teachers became more aware of the barriers to learning amongst their learners and this allowed the teachers to think about these learners in a more conscientious manner in order to plan accordingly. The teachers also found that they were better equipped to recognise the changes that they could make, as well as to identify learners who had barriers to learning as a result of what they had learnt in the workshops. This exercise also made it clear to teachers that they were not aware of the barriers to learning in their classrooms before they underwent the training and emphasised to them their own importance in assisting learners with barriers to learning (National Department of Education, 2002).

In spite of all these positive changes towards inclusive education, the researchers still found that there are teachers who are resistant towards inclusive education and that work will need to be done in terms of developing positive attitudes towards learners with learning problems and disabilities (National Department of Education, 2002). A subsequent study by D'Amant (2009) again highlighted the imperative role of positive teacher attitudes in implementing inclusive education. The way in which the teachers were trained during this pilot project, and most importantly the time constraints involved, left much room for the teachers to become discontent with inclusive education. In light of D'Amant's study (2009), this could translate into a major obstacle on the pathway to an inclusive education system. This will be borne in mind as an important element to consider when looking at the current training of teachers in this study.

2.5.2.3. The effect of training in schools

Whilst this pilot project was carried out specifically for teachers, it of great importance to assess the significance of this training in terms of the wider school community as well. It was noted that as a result of this training and preparation for inclusive education, many more schools were made accessible to people with physical disabilities. The role of the school principal was noted as being

"Important in the effective implementation of inclusive education in schools. In the schools where the principals were supportive, they acted as a 'champion' *[sic]* for inclusive education. This had a very positive effect on the teachers, parents and other role players" (National Department of Education, 2002: p. 53).

Plan <u>what</u> they want to teach and <u>how</u> they want to teach.

<u>Teach</u> the planned lesson.

<u>Reflect</u> on what was taught, <u>how</u> it was taught and <u>how well</u> it was taught.

<u>Identify</u> areas for improvement or change.

<u>Set goals</u> to bring about the necessary change.

<u>Plan</u> to acheive the goals set.

<u>Change</u> what needed to be changed in the lesson.

While teaching the lesson, <u>observe</u> the effects of the changes.
(This could be done by the teachers or other observers.)
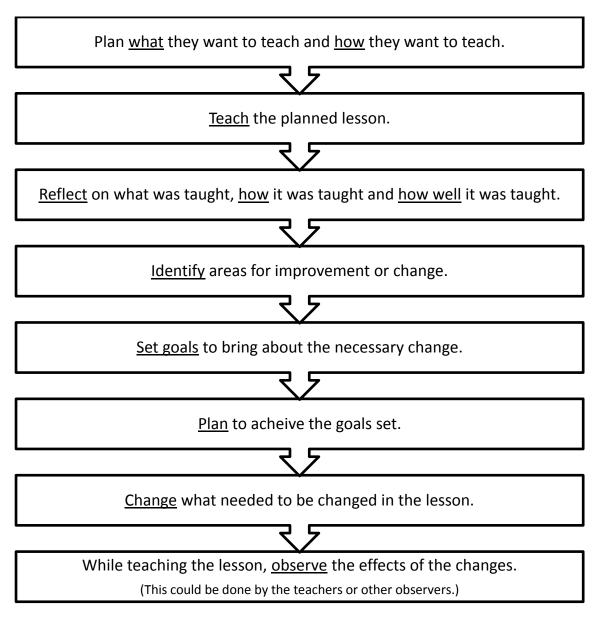
Figure 2.3   Action research in the classroom

(*Source*: National Department of Education, 2002)

In addition to the training offered to the teaching profession, school governing bodies also received some training, which inspired them to become more involved in projects pertaining specifically to inclusive education that required funding to be sourced (National Department of Education, 2002).

In many of the schools studied, school-based support teams were set up. The effectiveness of these teams was assessed to be more effective in cases where the school principal was part of this team. The pilot project found that these teams naturally carved themselves a niche in the school as the team that would co-ordinate all learner, teacher and school development as well as to identify the needs and barriers to learning that exist within the school. In addition to this, the team would develop strategies to deal with these barriers to learning and would identify people, within the school and from the wider community, who could assist the school in overcoming these challenges (National Department of Education, 2002: p. 56). It was determined that the combination of these elements in a school were the keys to success in effectively implementing inclusive education. Furthermore, this emphasised the success of small-scale training programmes within schools as opposed to large scale training sessions that are not generally well attended (National Department of Education, 2002).

2.5.2.4. What have we learnt?

In summary, this pilot project identified ten elements that need to be taken into account if we are to implement inclusive education effectively in South African schools. These elements are as follows (National Department of Education, 2002: pp. 89-90):

- Firstly, materials are of utmost importance, provided that they are relevant and accessible to the people who are being targeted. It was stated that "teachers, parents, education officials and other role players found it useful to have materials to refer to".

- Different learning theories need to be considered when planning training workshops. The aim of all training should be to take the educators from where they are at the time of the training, to where it is envisaged they should be.

- It is imperative that the full range of human resources are developed, not just teachers. School principals, governing bodies and support teams have a vital role in the smooth transition towards a school becoming an inclusive institution.

- The use of an action research model within the classroom is important as a strategy to help teachers improve or change the way in which they teach.

- It is imperative that training is done on a small-scale so that the training given can be specific to the environment in which it is happening. As stated "training and classroom support within a school-based approach has been a successful teacher training model".

- Non-governmental organisations and universities have an important role to play in the implementation of inclusive education, especially in terms of developing materials and providing resources.

- Teachers need to understand the link between Outcomes Based Education and inclusive education. This will promote the practical implementation of both in schools.

- It is of utmost importance that teachers understand the barriers that interfere with teaching in order to become better practitioners.

- There is a need for teachers to confront their fears with regards to inclusive education. They will be forced to deal with the challenge of addressing the needs of learners with barriers to learning, when they are exposed to such learners in the classroom. It is insufficient for schools to wait until all teachers are ready to embrace inclusive education, as in such a case, inclusive education would never be implemented.

- Finally, South Africa is a country that has limited resources; therefore it is imperative that we find creative ways to use the resources that are already at our disposal in order to implement inclusive education.

2.5.3. Key challenges of implementing inclusive education

2.5.3.1. Vision, capacity and resources

A presentation given in 2005 by Walton drew a direct link between the basic tenets of any successful endeavour and the implementation of inclusive education. According to Walton (2005), the 3 basic requirements for successful endeavours are vision, capacity and resources. She proceeded to evaluate critically each of these requirements in relation to inclusive education.

Her analysis of 'vision' demonstrated that the challenges in South Africa are limited to the misconceptions that people may have, as well as the negative attitudes that they may have with regards to inclusive education (Walton, 2005: p. 4). However, she also noted that once these hurdles can be overcome, attitudes amongst teachers, learners and other role players in the school environment have the potential to develop inclusive attitudes in the wider community. In terms of 'capacity', she listed the challenges as being the lack of teacher training in inclusive methodologies in addition to the pre-existing feeling that many teachers have of being overloaded (Walton, 2005: p. 5). In spite of the issues relating to capacity, she also noted that there is willingness within the

education realm to change and learn, in order to become inclusive practitioners (Walton, 2005: p.9-11). Finally, Walton addressed the challenges posed by 'resources', which have commonly been touted as a reason for the lack of implementation of inclusive education. She listed these challenges as being the lack of suitably qualified human resources as well as poor access to technical and assistive devices for learners who have more complex barriers to learning (Walton, 2005: p. 6). However, she was also quick to point out that South Africans are generally creative and innovative in their approach to maximising the potential of existing resources whilst also noting that in spite of these significant challenges, there are schools that have overcome these and are shining examples of inclusive practice (Walton, 2005, p14).

2.5.3.2. Challenges experienced by educators

Ladbrook (2009) conducted research into the challenges that educators experienced in the implementation of inclusive education in primary schools. Whilst the focus of this study is not directly applicable to this researcher's study which is dealing with inclusive education in high schools, there is some overlapping aspects. In particular, Ladbrook's research was conducted primarily in former Model-C schools which can be considered to be affluent schools. In summary, Ladbrook's research found that knowledge and training is imperative in the preparation of teachers to implement inclusive education, as well as in improving the attitudes of teachers towards inclusive education (Ladbrook, 2009).

Ladbrook (2009) found that at the time of the study, teachers simply did not have the necessary knowledge and skills needed to deal with the paradigm shift away from the medical model of viewing disability. She (Ladbrook, 2009: p. 131) found that teachers "continue to think in terms of the medical model which views learners in terms of deficiencies or individual pathologies". She also ascertained that in many of these affluent schools, the teachers are facing the challenge of balancing inclusive education with the pressure on them to achieve the highest academic standards possible. Ladbrook (2009) theorised that a lack of adequate preparation and training of teachers was resulting in the teachers experiencing additional stress. As a result of this stress, the teachers are more likely to view inclusive education negatively as it is this which is perceived to be the cause of this pressure, as opposed to their lack of preparation in dealing with paradigm shift that is underway. The lack of financial resources and equipment was also cited as a possible cause of stress (Ladbrook, 2009, pp. 131 – 132).

As a result of this study, Ladbrook (2009: p. 135) made the following recommendation: that "all educators and all personnel at all levels of education must receive adequate training in terms of the conceptual background for inclusive education". In order to bring this recommendation to fruition, she expanded on this idea to identify major areas where improvements could be made. Her first priority was to involve school principals and school management teams in extensive training so that they may act as the catalysts for change in their schools. Further to this, she suggested that teachers who already have experience and knowledge specialising in inclusive education are used to train other educators as well as to act as models for inclusive education methodologies. In recognition of the fact that there is a lack of skilled personnel to meet the requirements for training and skills at the time of the study, she suggested that such personnel are shared amongst districts rather than being confined to a particular school or a particular area. The focus here is on harnessing the talent pool that is already available to the maximum, in order to grow this pool as quickly and as effectively as possible. Similarly, a network of special schools and ordinary schools needs to be developed not only in previously underprivileged areas, but also in those areas that are deemed to be more affluent (Ladbrook, 2009, pp. 135 – 136).

In order to deal with the urgent need for financial and human resources, Ladbrook (2009) recommended that a budgetary allocation is given for each child with barriers to learning in schools. This allocation would then cover some of the costs associated with the additional resources these learners may require. Ladbrook (2009) highlighted the importance of prioritising educator training programmes that are formulated on an academic basis yet are presented by learning support teachers who have practical experience in the field. She also felt that it was imperative that the motivation for educators to become involved in such training programmes should be intrinsic to the culture of the school as opposed to being an extrinsic pressure placed on the educators. In other words, educators within the school should enthusiastically embrace opportunities for training rather than feel as if such training is an imposition (Ladbrook, 2009).

Ladbrook's study (2009: p. 138) is best summed up in the following statement:

> "South Africa has called on the educators to implement inclusive education. They are at the interface, they are experiencing significant challenges. Their voices have been heard. They require training and solid structured support, at all levels and from the wider community in order that they may meet the needs of all learners".

2.5.4. Educators' experience of inclusive education

Ntombela conducted research between 2004 and 2006 into the experience that educators' have had with regards to the implementation and progress of inclusive education in South Africa (2011).

Through her research, Ntombela found that "teachers had limited experiences of inclusive education and what it entails in South Africa. As a result, most teachers felt inadequately prepare to implement it" (2011: p. 5). She attributed the experiences of these educators to a lack of effective staff development within the National Department of Education. In order to rectify this situation, she recommended that attention needs to be paid to the professional development that is on offer to teachers. Her (Ntombela, 2011: p. 6) study was based on:

> "the assumption that teachers' knowledge and understanding of inclusive education would be greatly influenced by, among other things, the quality and quantity of professional development opportunities available to them in terms of what it is, why it is being adopted, and how it can be implemented".

After analysing a number of international studies based on effective training programmes specifically for teachers, Ntombela (2011) found that these studies highlighted the need for teachers to be re-trained over a prolonged period of time in a manner that is both theoretical and practical. Her research on the state of professional development in South Africa found that such training was often done in the form of workshops, which were part of a larger programme. The workshops offered were not of a stand- alone nature that focused purely on inclusive education (Ntombela, 2011).

In addition to this, she found that much of the training happening in schools was happening through a top-down approach in which one person in a school was trained and was then expected to disseminate their newly acquired 'expertise' to the rest of the teachers on their staff (Ntombela, 2011). This staff development model was referred to as a "cascade effect" (Ntombela, 2011: p. 10). As part of her research, Ntombela (2011) demonstrated how any misconceptions or misunderstandings that the trained teacher had, would then be passed down to the rest of the teachers in their school. Due to the nature of the professional development offered by the National Department of Education, the teacher being trained would receive only a very limited idea of what inclusion is, and this limited idea would then be further simplified for their subsequent staff training within their school environments. This would lead to a very 'watered-down' version of inclusion training being offered, and in many cases, information that is simply inaccurate being shared. Ultimately this model of training discourages the paradigm shift that is required towards implementing inclusive education as the message that the majority of the teaching population is receiving, is one that is over-simplified (Ntombela, 2011: p. 11). When questioned by Ntombela on the effectiveness of using the "cascade" model, a member of the National Department of Education confirmed the ineffectiveness of this model and stated that the reason this model was employed was due to a lack of human resources available to improve the current system in place (2011: p. 11).

The flaws in the professional development on offer from the National Department of Education were highlighted in the work that Ntombela (2011) did with teachers themselves. This research highlighted that educators interviewed simply did not have the knowledge to deal with learners who have barriers to learning. She also noted that those schools where there was generally greater confidence with regards to the implementation process had a common element, namely that they were led by principals who showed a special interest in inclusive education and had registered for courses in the field, in their private capacity (Ntombela, 2011). This further highlighted the positive correlation between effective professional development and the attitude of teachers towards inclusive education, and subsequently the effective implementation thereof (Ntombela, 2011).

In a quest to find an alternative to the once-off staff development currently being experienced by teachers, Ntombela (2011) cited a study by Schwille in 2007, which suggested that an effective professional development programme would consist of 5 elements.

1. The first element is that such a programme would enable teachers to apply their newly acquired knowledge in a supportive setting, where they can call on assistance if needed.
2. In addition to this, the teachers would be able to learn by observing the work of their more experienced peers as well as being observed by these peers and receiving feed-back on their progress, in a non-critical fashion.
3. The third element dealt with involving the staff in deciding the subject matter for professional development within the school, which would encourage the educators to become more involved in the training on offer. In relation to this:
4. There would also have to be a delicate balance between the subject matter being presented and the actual pedagogy involved in implementing inclusive education.
5. Finally, Schwille recommended that teachers be given the opportunity to become involved in action research and to share these results with others in a manner that will 'spread the word' of the benefits of their new teaching approaches (Schwille, 2007 *in* Ntombela, 2011: p. 7).

Of interest is that many of these elements discussed by Schwille (2007) and Ntombela (2011) appear in the pilot project undertaken by the National Department of Education in 2002. Whilst this pilot project noted some flaws, the baseline structure of the programme was deemed successful largely in part to the elements discussed by Schwille (2007) and Ntombela (2011). Of particular importance was the emphasis, in both studies, placed on the need for training of teachers to be supportive and

individualised to the needs of the teachers. One would assume that having experienced success in the use of this model, the National Department of Education would have employed this as a means of country-wide training. However, from Ntombela's study (2011) it is clear that in fact the opposite format have been employed in order to offer training on a large scale (through the use of the 'cascade model') as opposed to offering quality training (National Department of Education, 2002; Ntombela, 2011).

2.5.5. Inclusive education in independent schools

Walton, Nel, Hugo and Muller conducted a study in 2006 into the state of implementation of inclusive education in independent schools in South Africa, particularly those schools which could be considered to be affluent. This is of significant relevance to this researcher's study which deals with inclusive education, specifically in affluent schools and includes data collected from some independent schools in the greater Durban area. The focus of their study was on those independent schools which belong to the Independent Schools Association of Southern Africa (ISASA) (Walton, Nel & Muller, 2006).

As of 2012, ISASA has more than 700 member schools (including schools in other Southern Africa countries) (http://www.isasa.org/content/view/307/178/, accessed 21/04/2012), which is noteworthy when one considers that Education White Paper 6 (2001) does not clearly stipulate the role or obligations of these schools in terms of inclusive education, although it does note that such schools will be audited to determine compliance with the legislation pertaining to inclusion (Walton, Nel, Hugo & Muller, 2006: p.106). Whilst state schools are bound by departmental policy to implement inclusive education, independent schools have the freedom to "implement those inclusive practices that enable them to meet the learning needs of the children they serve" (Walton, Nel & Muller, 2006: p.110). However, ISASA has mandated its member-schools to include learners with special educational needs as far as is practical (Walton, Nel & Muller, 2006).

Due to the fee-paying nature of independent schools in the study, it would be prudent to note that this statement pertains to accommodating learners with educational barriers to learning rather than extrinsic barriers to learning, such as poverty. This particular study found that the most common barriers to learning reported by independent schools were learning disabilities, particularly Attention Deficit Hyperactivity Disorder (ADHD), yet in spite of this the highest number of barriers to learning amongst the learners themselves was revealed to be related to extrinsic barriers such as family problems as well as due to language difficulties (Walton, Nel & Muller, 2006: p. 113).

Interestingly, it was noted in this study that within ISASA schools very few learners with barriers to learning are catered for in a 'segregation' model system. The vast majority of these learners are instead catered for by the class teacher or in a 'pull-out' system that is reminiscent of an integration model. This is in line with the evolution towards inclusive education as learners are not permanently segregated from their peers (Walton, Nel & Muller, 2006).

When investigating these schools in terms of the resources available to implement inclusive education, Walton, Nel & Muller (2006) addressed the correlation between the school fees charged by these schools and the number of specialised support staff available such as remedial or special needs teachers. The study concluded that "learners in more affluent independent schools are more likely to have access to specialised support personnel" (2006: p. 116). The majority of the schools surveyed were found to have at least one remedial teacher or special needs teacher, with approximately half of the schools having access to an occupational therapist on site. However, although over 50% of the schools in this study reported to have some form of a SENCO employed at the school, only 26% of the schools in question were able to employ this professional specifically to fulfil this role (Walton, Nel & Muller, 2006: p.116). In the vast majority of the schools, the role of SENCO was fulfilled by someone who assumed these responsibilities in addition to their original teaching post or as part of the responsibilities bestowed upon a Head of Department or Deputy Principal position (Walton, Nel & Muller, 2006).

2.6. TEACHER DEVELOPMENT FOR INCLUSIVE EDUCATION

It is evident that the vast majority of studies find that the success of implementing inclusive education in any environment is directly attributable to the standard of teacher training in that environment. Yet, the studies in 3.4 have all referred to the problems associated with professional development.

The research that follows will describe lessons that have been learnt in the development of effective teacher training programmes and will lead to a synopsis of potentially useful strategies. By way of introduction, a study by Porter and Lacey (2005) will be referred to. Porter and Lacey state that in order for teacher training to be effective, there firstly needs to be "an on-going assessment of teacher training needs" (2005: p. 76). They go on to state that this should be done at a central, district-level based level as a practical indication of the district's commitment to furthering inclusive education. They list the priorities of teacher training as being multi-level instruction, co-operative

learning, and enrichment through the curriculum as well as strategies on how to deal with students who have behaviour problems (Porter & Lacey, 2005: p. 76). Finally, Porter and Lacey suggest that teacher training should be done in a pro-active manner whereby peer support groups are developed in order to engage in collaborative problem-solving (2005: p.76).

A slightly older study by Forlin and Chambers (2001) looked at the preparation of pre-service teachers, which although not obviously applicable to this study, can also provide us with some guidance into building a useful strategy for training teachers. In response to their belief that "the role of the generalist teacher is now affirmed as being an important component in the success or otherwise of inclusive education practice" (Forlin & Chambers, 2001: p. 17), Forlin and Chambers studied a module that was designed for pre-service teachers. The module was designed in such a way that it consisted of strategies that promote inclusive education in the classroom as well as discussions regarding the benefits and difficulties of inclusive education (2001).

When they looked at the attitudes towards inclusive education, they found that pre-service teachers were happy to accommodate learners with mild support needs but less supportive of those with more intensive support needs. They found the students were somewhat more positive after they had completed the inclusive education module, although they remained hesitant about teaching learners who are physically aggressive (Forlin & Chambers, 2001: p. 23).

The concerns that these pre-service teachers had with regards to inclusive education closely mirror those of in-service teachers. Forlin and Chamber's 2001 study revealed that most of the pre-service teachers were concerned about their own lack of knowledge, the difficulty in providing attention to all the students as well as in the increased workload involved. However, the primary concern for the students was the lack of staff in schools to support inclusion and a lack of adequate resources. They were least concerned about the impact that inclusive education would have on their stress levels and on the learners being stigmatised by their peers. They found no correlation between the attitudes of the learners and their concerns about inclusive education due to previous training, a level of experience in teaching students with disabilities or the qualifications of the students. They did, however, find a strong link between the perceived levels of confidence, knowledge, attitudes and the concerns of students about inclusive education. They found that there was significantly more confidence in students, particularly in terms of their ability to teach students with special needs, after they had completed the module on inclusive education. There was a similar correlation in terms of knowledge regarding the legislation on inclusive education (Forlin & Chambers, 2001).

In essence, this study showed that what pre-service teachers want most is a study unit on diversity with a greater emphasis on how to modify curricula. But this study also proved that "improving knowledge and confidence alone is insufficient to improve attitudes towards inclusion" (Forlin & Chambers, 2001: p.29). The lessons learnt from this study can be applied to the preparation of in-service teachers. This topic will be explored further in what remains of this chapter.

2.6.1. Successful in-service training

A 1983 study by Fagen and Wintrol addressed a number of strategies for training teachers to deal with students who are in some manner disabled. From the outset, the study supported the need for teachers to undergo some training pertaining specifically to inclusive education by stating that "it is clear that handicapped students are more likely to succeed in mainstream when the teacher has developed skills for classroom accommodations" (Fagen & Wintrol, 1983: p.6). However, whilst this need has been recognised on numerous occasions, practical strategies to bring this about have been lacking.

Fagen and Wintrol (1983) identify a number of problems with in-service training and suggested various strategies to combat these problems. The first problem identified was that of the need for in-service training versus the limited funding available, which teachers would rather use in other ways. In-service teachers have limited time and funding available with which to make a concerted effort to develop their professional skills in terms of inclusive practices. The second problem dealt with the need for in-service training being positioned against the competitive priorities of the community. Fagen and Wintrol (1983) highlighted the impracticality of expecting teachers to learn all that they need to know from a simple, one-day workshop. However, it is possible in one day to motivate and inspire these teachers to apply themselves to becoming inclusive practitioners. A willing teacher is more likely to make the time and funding available to pursue their skills development. They also suggested that in-service training should be realistic and build on the existing strengths and resources within a school, and where possible make use of people within the community to do the training. The teachers are more likely to relate well to these people and the people presenting will have a better understanding of the individual intricacies at play within that environment. Some staff members should be selected to do further training in the area of inclusive education. This selection should be done on the basis of talent and the chosen teachers must be willing to take on the responsibility of training their colleagues. In selecting such staff members, the strength of the teachers' characters will need to be borne in mind as these persons would be likely

to face opposition from colleagues who are against the implementation of inclusive education (Fagen & Wintrol, 1983).

Related to this, are the problems posed by the need for in-service training versus the natural obstacle presented by the staff themselves, such as an unwillingness to reform the education system in place and negative attitudes towards learners with disabilities. One must also remember that in today's frenetic world, teachers are increasingly suffering from depleted energy levels and are pre-occupied by the number of tasks that they have already been burdened with. Staff members who have been forced to teach learners with barriers to learning in the past, with no formal training on how to do this, may have developed resentment towards inclusive education as a result of this experience. In order to improve the standard of or, in some cases, rate of in-service training happening in schools, a number of special measures need to be put in place. Firstly, skilled specialists should be provided to manage the in-service development of teachers. Local school staff could possibly be identified to co-ordinate the in-service training of a group of their colleagues. It is also imperative that any training does not place additional pressure on the staff, thus a range of staff development options should be on offer to present the teachers with the most appropriate options for their circumstances. Finally, an assessment- prescription approach should be employed to assist staff in identifying their strengths and weaknesses (Fagen & Wintrol, 1983: p.8).

Despite the age of this study, it is clear that the work of Fagen and Wintrol (1983) is still highly relevant. Subsequent studies discussed in this dissertation (Porter & Lacey, 2005; Walton, Nel & Muller, 2006; Ntombela, 2011) have all echoed the sentiments of their work (Fagen and Wintrol, 1983) in spite of the varying contexts in which their research took place.

2.6.2. Reforming teacher education, enhancing teacher preparedness

A number of studies into teacher preparedness conducted by Forlin (2010b) have largely echoed the findings of Fagen and Wintrol (1983). In this particular presentation, Forlin's work deals with "a range of changes that have been implemented internationally to transform teacher education to better facilitate the learning of teachers in preparation for inclusion" (Forlin, 2010b. p. 649)

As discussed earlier, Forlin (2010b) found that the greatest challenge teachers were up against was that of finding time for teachers to continue studying in the area of inclusive education. This issue is especially prominent in rural locations where teachers may need to spend time travelling to and from resource centres for the purposes of this training. However, she also found that in the digital

age this is easily overcome with online learning courses. An online model by Phyllis Jones (*in* Forlin, 2010b) was used as an example whereby a small number of teachers from a wide range of schools, who were already dealing with low incidences of learning disabilities, were engaged in a collaborative paradigm. This model proved to be effective as the teachers provided each other with much needed support and were able to share ideas in a minimally restrictive environment (Forlin, 2010). This also allowed the teachers to interact with a number of para-professionals as needed. However, in order to be successful it was noted that a degree of empathy was required by all parties involved (Forlin, 2010).

Further to this, the study by Forlin (2010) highlighted the need for all training to be integrated into a number of 'across the board' areas. One of the problems identified was that all studies into inclusive education are done as stand-alone studies as opposed to being presented as a philosophy of education that should be used to underpin all classroom activity (Forlin, 2010).

Finally, Forlin (2010: p. 652) highlighted that "didactic lecture style teaching by teacher educators does not help teachers experience the inclusive pedagogies that they are expected to engage with as teachers". The implication here is that teachers could benefit significantly more from the training they receive if it was done in such a fashion that they are able to model the presentation and teaching techniques of the professional doing the training (Forlin, 2010).

2.6.3. The influence of educators' attitudes

The preparation for this research, revealed an enormous wealth of information pertaining to the influence that educators' attitudes have on the successful implementation on inclusive education. This topic has been briefly discussed, but will be explored in greater depth through the works of Madikane, Ntshangase and Mayekiso (2006), who conducted research into the attitudes held by pre-service educators towards inclusive education.

In essence, this study (Madikane, Ntshangase & Mayekiso, 2006: p. 130) concluded that pre-service teachers "are generally positive about inclusive education. Pre-service training in inclusive education and continued professional development are of paramount significance if inclusive education is to be successfully implemented". Whilst this research pertains to pre-service educators as opposed to the focus on in-service educators in this researcher's study; the link between adequate training in inclusive education matters and the attitude of educators is obvious (Madikane, Ntshangase & Mayekiso, 2006).

A 2002 research paper by Avramidis and Norwich has provided us with a wealth of information into the attitude of teachers towards inclusion. In addition to looking at the factors that impact on teacher acceptance of inclusion, Avramidis and Norwich (2002: p. 129) found that "the successful implementation of any inclusive policy is largely dependent on educators being positive about it" and that teachers attitudes are "strongly influenced by the nature and severity of the disabling condition presented to them". Although this research paper was taken from a wide range of studies conducted in developed countries, the information pertaining to the factors impacting on teacher acceptance of inclusion is also applicable to the South African context.

Avramidis and Norwich (2002) identified three variables that impact on teachers' attitudes towards inclusion, namely child-related variables, teacher-related variables and educational environment-related variables. In terms of child-related variables, they found that teachers were more accepting of children with physical and sensory disabilities than learners with learning difficulties and cognitive disabilities. Many teachers have severe concerns about the integration of learners with emotional and behavioural difficulties. There are a wide variety of teacher variables to be considered ranging from the gender of the teacher to the socio-political views of these teachers. Avramidis and Norwich found through their studies that female teachers tend to be more positive towards inclusion, as are younger teachers who have less than 14 years of teaching experience (2002: p. 136). Interestingly there is a correlation between the grade that the teachers teach and their level of support for inclusion. The study found that teachers, who teach learners in the higher grades, are generally more supportive of inclusion than teachers who teach the lower grades. The major factors involved in teacher-related variables are those of prior contact with people with disabilities, training received as well as the personal beliefs of the teachers. As would be expected, teachers who have had experience interacting with children who have disabilities in an educational setting have a more positive attitude towards the integration of these learners into mainstream schools. Similarly, those teachers that have received training to deal specifically with the needs of these learners have more positive attitudes. Teachers who subscribe to the medical model of disability have a significantly poorer attitude towards the inclusion of these learners. There is also obviously a positive correlation between teachers who have a more democratic view of society and their acceptance of inclusion in the classroom (Avramidis & Norwich, 2002). Finally, Avramidis and Norwich (2002) also discussed the importance of variables related to the educational environment. In schools where there was a greater availability of support, be it in the form of financial resources or human resources, teachers showed a more positive attitude towards inclusion.

In essence, this study has supported the claims of many other studies (particularly the work of D'Amant, 2009, discussed in this dissertation) that positive teacher attitudes are a vital part of implementing inclusion, and in order to develop these positive attitudes, teachers need to be adequately prepared to deal with the new challenges facing them in the classroom (Avramidis & Norwich, 2002).

2.6.4. The use of on-line professional development

In this technologically driven era it would be foolish to ignore the possibility of on-line programmes to develop teachers' knowledge and skills for inclusive education. Jones (2010) found that in order for on-line learning to be successful there needs to be a degree of dialogue, structure and learner autonomy in place (2010: p.154).

Jones (2010) suggested the following 7-step programme as an example of a course that could be presented to teachers. The first step would be an introduction that frames the study the teachers are undertaking by using a 20 minute video as a 'hook' to get the teachers' attention. The second step calls on the teachers to reflect on their current understandings and practices. Based on this the teachers select a number of articles to analyse based on what is most relevant to their situation. The fourth step consists of 2 videos of a modern classroom in comparison to a more traditional classroom in order to encourage the teachers to reflect on the similarities and differences between the two. Step five consists of a school-based activity to enable the teacher to apply what has been learnt on-line to the physical classroom environment. The final two steps conclude the programme by the teacher writing a reflective paper on the changing curriculum and finally to share their work and what they have learnt with a colleague (Jones, 2010: p. 154 – 156).

Whilst Jones (2010) acknowledged that on-line has a number of positive features, most of which are centred on the ease with which teachers can engage with the latest developments in inclusive practices; she also acknowledges the cons associated with on-line learning. The disadvantages include the huge amount of time that such a programme takes to develop and maintain as well as the tendency to have large classes in order to make the exercise worthwhile, which limits personal interactions between the programme leaders and the teachers being developed. The final disadvantage is the level of technical prowess required by programme leaders and the teachers, as well as the availability of suitable equipment (Jones, 2010: p.159). In light of these disadvantages, such a system would have to be carefully considered in the South African environment where the

majority of the teaching profession does not have access to the appropriate technology. However, as this particular thesis is dealing specifically with affluent schools, which have access to technology, on-line training can be considered a useful tool in the training of teachers for inclusive education.

2.6.5. Teacher preparation for inclusive education internationally

South Africa is not unique in its quest to transform its education system to an inclusive one, recognising that the key to this change being successful lies with the effective training of all staff involved with education.

The final aspect of this chapter is to address the nature of professional development in various countries around the world, which have similar contexts to that of South Africa and from which guidance could possibly be sought.

2.6.5.1. Thailand

In response to growing numbers of students presenting with learning disabilities, the Thai government instituted moves towards an inclusive education system in 1999. However, Thailand has struggled with professional development for teachers as there is not a large resource of professionals trained in special needs education on which to draw, as is the case in South Africa. The Thai training programme was centred on three different groups namely teachers, parents and administrators, all with a programme designed specifically for their needs (Kantavong & Sivabhaedya, 2010).

In order to overcome the challenges faced in Thailand, the training aimed specifically at teachers, consisted of five days of intensive training, followed by a three month period in which the teachers were expected to apply what they had learnt in their classrooms through assessing their lesson plans and materials and making appropriate changes. After three months the teachers were then visited by the programme developers to assess their progress in becoming inclusive practitioners. There was an emphasis on differentiated teaching methods in the classroom as well as allowing the teachers to develop their skills by focusing on one learning disability that was of interest to them. By doing this, the teachers felt as if they could use the knowledge they gained through the training in the practical environment of the classroom. They also found feedback from the programme developers to be beneficial (Kantavong & Sivabhaedya, 2010: p.227).

Subsequent research into the programme found it to be highly successful (Kantavong & Sivabhaedya, 2010: p.234) and is a programme that could have great relevance in the South African context. Interestingly, this detailed approach to training was echoed in the National Department of Education's pilot programme (2002); however the actual implementation of inclusive education in South Africa has not followed this format; largely due to financial constraints. The success of the Thai programme is further evidence of the need for South Africa to invest in implementing inclusive education in this detailed format as opposed to the current attempts at mass teacher development.

2.6.5.2. Mexico

In looking at international cases of teacher development, Mexico provides a good starting point for South African studies as both countries share a similar socio-economic status. In addition to this, the Mexican education system faces similar problems to South Africa in that learners come from a wide variety of language barriers and there is a high percentage of rural schools that need to be catered for but have historically been neglected. As in South Africa, Mexico has problems with poverty (Cedillo & Fletcher, 2010: p.162).

A professional development programme was put into place in Mexico in response to the mandate enforcing inclusive education in 1993. Between 1997 and 2002 this programme was continuously revised and reflected upon. The Mexican professional development programme consisted of five modules that were delivered in such a way that they would "facilitate informed discussion so that participants' concerns, doubts and interests were addressed and the participants arrived at significant conclusions about the specific problems and themes discussed" (Cedillo and Fletcher, 2010: p.164).

The first module consisted of introductions in which the theoretical components behind inclusive education were addressed, which then lead to a module that focused specifically on the possible implications of implementing an inclusive education system. The third module dealt with the implementation of inclusive education on a practical level, specifically what reorganising needs to occur in schools for them to become effective centres of inclusive education. Module four provided the teachers a chance to reflect on what they had learnt about inclusive education in light of their own teaching practices in the hope that these teachers would identify areas in which meaningful change could be executed. The final module of this programme was based on how to embrace and capitalise on the school's community to create a more inclusive school. This programme was

supported by the development of specifically developed resources including a collection of videos to support the content being disseminated (Cedillo and Fletcher, 2010: p. 164 – 165).

Upon reflection of this training programme, four areas for improvement were identified and should be taken cognisance of when putting together similar programmes in South Africa. The first point noted is one that is echoed in the studies discussed previously in that training programmes must be aware of the reality of the situation in which the teachers find themselves. The programme must be grounded in the community it is being presented to. The second issue was the use of the cascade model in disseminating information relating to inclusive education. Further reflection found that investment in a more direct approach would have resulted in a more successful programme. The third issue that was raised dealt with the training of teachers as opposed to being a professional who only deals hands-on with the students. It was felt that such individuals have a wealth of expertise that must be capitalised on. The final point of reflection dwelt on ensuring the sustainability of such a programme by ensuring that schools would eventually be able to take ownership of professional development as opposed to being reliant on training conducted by outsiders (Cedillo and Fletcher, 2010: p. 170).

2.7. CONCLUSION

Throughout this research the importance placed upon inclusive education on a global scale is evident. There is a determination to ensure that the implementation of inclusive education is successful as it represents 'the last hurdle' in terms of ensuring that education systems are equal for all members of the population which they are serving. However, there is also recognition that a move towards an inclusive education system requires a paradigm shift of previously unseen proportions within each country, from a medical model of dealing with people who have disabilities, to a more socio-economic perspective. The previous century was pivotal to the development of inclusive education in terms of creating the legislative framework from which countries can work, such as the Universal Declaration on Human Rights. Since then the global education market has entered an experimental phase in which each country is trying to develop a means of implementation that suits the individual education climate of each country. Whilst there has been some cross-contamination in terms of countries trying to learn from one another, there is an understanding that each country needs to develop an implementation programme that is adapted its own needs. The process of implementation, and the problems thereof, have reiterated to the global community that implementing inclusive education is a process of evolution as opposed to being a process for which there are set goal posts which when reached a country can declare that

they have a fully inclusive education system. Yet, there is consensus that the continued evolution of inclusive education is an imperative means of ensuring the best education possible for future generations.

In the South African context it has been shown that great attention has been paid since the birth of democracy to ensuring that all South Africans are afforded equal rights, particularly in the education context. There has been a focus on ensuring that the correct documentation is in place to ensure that the necessary paradigm shift occurs in our schools; however, there has been a lack of clear guidance as to how the pedagogy evident in schools at present should be adapted to meet the requirements set out of an inclusive education and training system. There is an ever increasing chasm between policy and actual implementation thereof, which risks growing discontent with the education system in our country. This chasm is particularly noticeable in the secondary school context as the focus on implementing inclusive education has been focused on primary schools with the hope that these positive reforms will follow the students into their higher education. The focus has also been on the challenges experienced by the educators who are involved with the practical element of implementing inclusive education at a grassroots level. The challenges faced by these educators range from fatigue due to ever-changing government policy as well as large class sizes and heavy teaching loads. There are also fears that such a policy will lead to further disintegration of academic standards in South Africa. These factors have culminated in a teaching body that is viewed as having largely negative attitudes towards inclusive education and a lack of interest in ensuring the effective implementation thereof.

From studying the various implementation models employed in countries across the world, it is evident how different they are from one another. There is a lack of a 'one size fits all' model that countries such as South Africa could adapt for their own purposes. There are a number of factors that have been evident throughout all the studies investigated, which must be borne in mind when developing an effective implementation model for South Africa. Firstly, there is a call from teachers to ensure that the materials presented to them have a practical element. The teachers are generally not interested in the theory surrounding inclusive education, but they have adopted a pragmatic approach and want concrete answers as to how children of all abilities can be successfully included in mainstream classrooms. In addition to this, it has highlighted the frustrations that the teaching fraternity feels towards short-term workshops or lectures that they are expected to attend where they are overloaded with information in a few hours and of which they do not see the relevance. There is far greater support for models which include development of skills over a prolonged period

of time and include some sort of support within the classroom setting. There has also been a general disregard for the popularly employed 'cascade model' in which a few teachers from a particular school or district are trained in inclusive education and are then obligated to train their colleagues in return. It has been found on many occasions that this leads to a denigration of the knowledge and skills required.

Previous research has identified a number of problematic areas that need to be addressed in the South African context if we are to implement inclusive education effectively, yet it has also provided a good overview of factors to pay attention to, in embarking on a successful implementation model. Of particular importance is the gap in literature relating to the chasm that exists between the theory of inclusive education and the practice thereof, particularly in the high school context. It is hoped that this study is able to contribute towards the narrowing of this gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This study was approached in an interpretivist manner. The implication of this approach is that the researcher plays an important role in the research processes as he is embedded in the study through interactions with the participants. The aim of research conducted in the interpretivist approach is to explore the differing perspectives and shared meanings of the participants in order to develop an insight into situations, in this case the situation was the state of inclusive education in the researched schools as well as the degree to which teachers are being prepared to implement inclusive education (Wellington, 2004: p.16; Walliman, 2011: p. 74-75). Wellington (2004: p.16) states that within the interpretivist approach "the interpretive researcher…accepts that the observer makes a difference to the observed and that reality is a human construct". The implication of this is that the role of the researcher is one that is far more active than in other approaches. The way in which the researcher interprets the environment that is being studied can affect the outcome of the study. As a researcher, the implication of this in this study was that I had to review my research in order to identify any bias that may have affected the way in which I interpreted the information that was gained.

This research was embedded in meta-approach, which encompasses the ecological theories, such as that put forward by Bronfenbrenner as well as the principles of systematic thinking such as that of the Grounded theory. The meta-approach was discussed in detail in Chapter 2.

As will be seen later in this chapter, a mixed-method methodology was employed in order to collect the data necessary for this study.

3.2. RESEARCH DESIGN

3.2.1. Purpose of the research design

As the title of this dissertation suggests, the nature of this research is exploratory. An exploratory design is indicative of the mixed-method research methods that are employed in this study. McMillan & Schumacher (2006: p.403) describe the purpose of an exploratory design as being "either to use the qualitative data exploring a particular phenomenon to develop a quantitative instrument to measure that phenomenon or to use the quantitative portion of the study to explore

relationships found in the qualitative data". The latter is applicable for the purposes of this study. Although most commonly employed to construct a quantitative instrument from qualitative data, for the purposes of this study, the qualitative data has been developed in reaction to the quantitative data in order for the qualitative data to support the information collected through the quantitative processes (Wellington, 2004: p. 49-50; McMillan & Schumacher, 2006: p. 28).

An exploratory design is most suitable to areas of research which have not been previously explored, such as this study which addresses teacher development in the greater Durban area, particularly in affluent high schools. As the previous chapter has shown that there is a wealth of information available regarding inclusive education in South Africa and how such systems have been implemented through teacher development in other parts of the world. There is a gap in the literature in terms of marrying these topics into an exploration of teacher development aimed specifically at inclusive education in South Africa. The purpose of this study is to contribute to closing the gap in this necessary area of literature.

3.2.2. The process of research design

3.2.2.1. Securing permission

Permission for this research to take place in selected affluent schools in the Greater Durban area was sought from the KwaZulu-Natal Education Department. This permission was granted on 2 February 2012 (Appendix A). The principals of each of the schools were then approached individually for permission to conduct research within their schools. The principals of the participating schools granted this permission electronically.

Further to this, ethical clearance to conduct this research was given by the University of KwaZulu-Natal on 20 April 2012 after all due processes were followed (Appendix B).

In addition to this, each one of the teachers interviewed signed a letter of consent stating that any information provided during the interview process may be used for the purposes of this research, on condition that their personal anonymity as well as that of their school is maintained. A copy of this letter of consent is in Appendix C.

3.2.2.2. Sampling

In the initial stages, stratified random sampling was employed at each of the schools in order to derive a generalised view of the state of inclusive education implementation in that particular school

as well as to extrapolate a global view of what in-service training the teachers had been exposed to prior to this study. Stratified random sampling is described by Wellington (2004: p.60) as being a "random selection within groups of a population".

The subsequent interview stage of the research was done on a non-probability sampling basis. In each school contact was made with the person in control of co-ordinating all affairs relating specifically to learners with learning disabilities. In the absence of such a person, the person in charge of academics was interviewed. This method of sampling was used for the questionnaire as a means of increasing the likelihood of a higher response rate. However, by using a stratified random sample in conjunction with this, it is possible to offer a basic generalisation into the state of in-service training in affluent schools in the greater Durban area (Wellington, 2004: p.58-63; McMillan & Schumacher, 2006: p. 122-123; Walliman, 2011: p.185-189).

3.2.2.3. Research field

Six secondary schools in the greater Durban area were selected for this study. All the schools selected are considered affluent schools as a result of their high annual school fees; all of these schools are either former Model-C schools or private schools. It was originally intended that the research field would consist of 3 private schools and 3 former Model-C schools; however, this was not possible on account of a lack of interest from the majority of the former Model-C schools approached. In one response it was noted that the school had already been extensively involved in education research and there was reluctance from the teaching staff to become further involved in this area. Other schools felt that their teaching staff was already under pressure with administrative tasks, and that participating in such research would further over-burden the teachers in those schools. It was explained to all schools that the questionnaire would take each teacher approximately 10 minutes to fill in, and a copy of the questionnaire was given to each of the principals when seeking permission to conduct research. All but one of the private schools approached were happy to assist with the research, and many commented on the value that they saw in research such as this. As a result of this, the research field consists of 4 private schools and 2 former Model-C schools.

Similarly, it was originally proposed that 2 co-educational schools would be researched as well as 2 schools catering only for boys and 2 schools catering only for girls. Interestingly, there was resistance from both private and former Model-C schools catering for all girls to become involved in this research. A member of staff from one the schools commented that this would be the case as they do

not practise inclusive education in their school. As a result of this, only one all-girls school participated in this research. Conversely, there was greater enthusiasm to become involved from the co-educational schools, which resulted in 3 co-educational schools being used for the purposes of research in this study. Of the co-educational schools approached, only one school was hesitant to become involved due to the amount of research their staff had already been involved with. Finally, there was generally a positive approach to participate in this research from all of the schools catering for all boys. All of the boys' schools approached submitted questionnaires, although one school submitted the questionnaires too late for them to be included in this study, despite the deadlines given.

In cases where the schools catered for grades other than Grades 8 to 12, they were asked to consider only data relating to the high school students. The questionnaire was distributed only to those teachers teaching within the high school.

Information pertaining to each of the schools included in the sample group is included below:

School CG

School CG is a co-educational, state-run high school catering for approximately 1000 students and is situated in an upper-income area in the greater Durban area. School CG has a 52-year history and is a former Model-C school. The maximum school fees in 2012 were R 25 575 per annum. The students are taught by 63 teachers, some of whom are state employees with the remainder being employed by the school governing body. The average class size at School CG consists of 28 students and one teacher. At the end of Grade 12, all students write the National Senior Certificate examinations. The data collected from School CG is attached as Appendix F.

School CP

School CP is a private, co-educational institution catering for 1180 learners from Grade R to Grade 12. There are a total of 41 teachers catering specifically for the high school students. In 2012, School CP celebrated its 50th year anniversary. The maximum school fees at School CP in 2012 were R 59 800 per annum. School CP has a reputation as being an open-minded institution that is committed to innovation. As a result of this, they attract large numbers of students with various barriers to learning. A dedicated centre for the support of these learners is in the process of being developed. This school is a member of ISASA and Grade 12s write the IEB matriculation examinations. The data collected from School CP is attached as Appendix G.

School BP

School BP is private, ISASA member school catering only for boys. This particular school caters for approximately 605 learners from Grades 8 to 12 and has a teaching staff complement of 53, the class sizes are a maximum of 25 learners per class. Over its ninety-one year history it has developed a reputation for being one of the most 'elite' schools in KwaZulu-Natal, and an academic history with learners frequently being placed in the top categories of national olympiads and the IEB Senior Certificate examinations. They also boast that they are a school that practices inclusive education. The data collected from School BP is attached as Appendix H. The maximum annual school fee for 2012 was R 99 300.

School CI

School CI is a private, co-educational institution that caters for approximately 910 students from Grade R to Grade 12. There are 24 teachers dedicated to the high school, and class sizes are between 22 and 25 learners. The school has an 83-year history, yet only became a member of ISASA in 2012. The maximum school fees are R 56 300 per annum. Grade 12 learners have the choice of writing the IEB Senior Certificate examinations or the National Senior Certificate examinations set by the National Education Department. The data collected from School CI is attached as Appendix I.

School GP

School GP is a private school catering only for girls. Over its 106 year history it has developed a reputation for being one of the top all-girls schools in KwaZulu-Natal, with high academic standards. Approximately 1002 girls are catered for between Grade R and Grade 12. There are 59 teachers dedicated to education in the high school grades. The maximum school fees for 2012 were R 61 440 per annum. The data collected from School GP is attached as Appendix J.

School BG

School BG is the largest, government school to participate in this study. School BG caters for 1350 learners from Grades 8 to 12. The teacher to learner ratio of 30:1 is achieved through the employment of 50 teachers, some of whom are paid by the KwaZulu-Natal Education Department with the remainder being employed directly by the school governing body. The annual school fees for 2012 were approximately R 30 000. School BG is located in an affluent area and over the course of its 57 year history has developed a reputation for being one of the top schools in South Africa, with its Grade 12 learners regularly being placed in the top 50 students in the country. The data collected from School BG is attached as Appendix K.

3.2.2.4. Participants

Each of the participating schools was asked to distribute the questionnaires to their entire teaching staff. The first 10 completed questionnaires were used for the purposes of this study.

The person in charge of learners with learning disabilities, or in the absence of such a position, the head of academics at each of the schools was then interviewed. It was originally intended that 2 teachers from the general teaching body would be interviewed; however, it was quickly noted in the majority of the questionnaires that there was a wide variety of scatter regarding the state of inclusive education within each school. I felt that selecting 2 teachers at random would not give me an accurate idea as to the state of inclusive education and the treatment of learners with learning disabilities at each school. Instead, the decision was taken to interview a person at a management level who would presumably have a greater insight into the workings of inclusive education at their school.

3.2.2.5. Ethical considerations

Every effort has been made in this study to ensure the anonymity of the participants. At no stage are the participants or the schools that they represent able to be identified. Each of the schools was given a double layered code based on whether it is a co-educational institution (C), or catering for boys only (B) or all girls (G) state funded school (G) or a private school (P/I) as well as whether it is a state funded school (G) or a private school (P/I). The participants were then randomly assigned a number that is attached to the code of their school. At no stage during the questionnaire process were the participants asked to identify themselves.

Each participant has been reassured of his anonymity, both verbally as well as in the granting of permission through signing the letter of consent (Appendix C). All data collected which could possibly identify the participants or their schools will be stored in a safe location for a period of 5 years, after which time it will be completely destroyed. This is applicable to both electronic data and data collected in the hard copy form.

3.2.2.6. Reliability and validity

In this study, the data collected will be validated through the use of 'triangulation', specifically data triangulation by making specific use of 'person triangulation'. Triangulation is described by Cohen and Manion (1994, *cited in* Wellington, 2004: p.24) as "the use of two or more methods of data collection in the study of some aspect of human behaviour". 'Person triangulation' is employed as

research is analysed at a collective level through the use of a questionnaire as well as at an individual level in the semi-structured interviews (Wellington, 2004: p. 23 – 25; McMillan & Schumacher, 2006: p. 374).

Reliability entails the ability of a researcher to replicate the constraints of this particular study and achieve a similar, of not identical outcome. However, as this is an ethnographic study embedded in the interpretivist paradigm, the possibility of this study being replicated and receiving the same result is unlikely. As with all interpretivist studies, there is a margin of subjectivity from the researcher and an understanding that when one is researching matters pertaining to responses from individuals, that replicating such a study would produce exactly the same results (Wellington, 2004: p. 31-32; McMillan & Schumacher, 2006: p. 183-185).

3.3. MIXED-METHOD RESEARCH

A mixed-method approach was employed for the purposes of collecting data in this study. The mixed-method approach makes use of both quantitative research as well as qualitative research. The importance of the mixed-method approach in educational research is strongly supported by Wellington (2004: p.17) as a means of achieving a holistic study. He states that "background statistics, or just a few figures from available records, can set the scene of an in-depth qualitative study. When it comes to data collection, most methods in educational research will yield both qualitative and quantitative data".

The disadvantage of using this methodology is that it requires greater quantities of data collection and subsequently data analysis than other methods (McMillan & Schumacher, 2006: p. 401 – 402).

3.3.1. Quantitative research

Quantitative research refers to the collection of data which is able to be quantified and measured according to a definite set of procedures and steps. When working in a quantitative study the purpose of the researcher is simply to be a channel or means by which data is collected in an unbiased fashion. Phase one of this study was carried out in a quantitative fashion (McMillan & Schumacher, 2006: p. 23-25; Walliman, 2011: p.174).

Within an education context the aim of quantitative research is to establish and identify relationships and to explain the causes of the changes occurring in a social context. In general, the aim of quantitative research is to develop a hypothesis which can be applied universally to other

situations. Within this study, the aim of employing quantitative research in the first phase was to determine that state of inclusive education in the schools studied as well as the degree to which the participants had been exposed to some form of professional development pertaining specifically to inclusive education. The aim of this phase was also to determine which barriers to learning teachers are *au fait* with, and specifically which learning disabilities they are comfortable with in order to identify specific target areas for professional development programmes later on in the study (McMillan & Schumacher, 2006: p. 12-13).

3.3.1.1. Data collection techniques

The data for this phase of the research was collected through use of a questionnaire. A questionnaire was employed as a means to gather the vast quantity of data required in an efficient a manner as possible. The added advantage of using a questionnaire is that it ensured the anonymity of the respondent (McMillan & Schumacher, 2006: p.194).

The initial questionnaire was designed after a review of literature on the elements that are considered necessary in order to classify the degree of inclusivity present within a school. The first 25 questions of the questionnaire pertained specifically to the school environment as well as the educator and were adapted from the *Index for Inclusion* as developed by Booth (2000, *cited in* Potterton, Utley & Potterton*,* 2010). These questions were answered according to a scale ranging from 1 to 5, with 1 indicating that the statement was completely false and 5 indicating that the statement was completely true (McMillan & Schumacher, 2006: p.197).

Question 3 was particularly interested in looking at the professional development of the respondents. For each statement the respondents were asked to answer a simple yes or no question indicating whether they had received training or not and this was followed up with a scaled answer indicating the quality of the training they received, in the event that they answered 'yes' to the earlier part of the question (McMillan & Schumacher, 2006: p.197-201).

Questions 4 and 5 were focused specifically on the learners that the respondents are in contact with and the nature of their barriers to learning. These questions consisted primarily of check-box type questions in which the respondents simply indicated the various barriers to learning or in the case of question 5, what support was available to these learners at the time of the study (McMillan & Schumacher, 2006: p.194-201).

Question 6 was the only part of the questionnaire that asked questions in an open form in order to determine some details related to the respondents in terms of their teaching experience and qualifications (McMillan & Schumacher, 2006: p.194 – 201).

The initial questionnaire was drawn up and distributed for pilot testing within the researchers own school. This allowed me to determine from the answers whether the questions were clear and would provide me with an accurate image of the state of inclusive education in these schools and the level of professional development they have been exposed to. After minor adjustments to this questionnaire, it was distributed to the schools who had agreed to participate in this study. A sample of the final questionnaire is provided in Appendix D.

3.3.2. Qualitative research

Qualitative research respects that not all information in education can be collected in the manner expected of a quantitative approach as education is a social construct that cannot always be clearly defined and measured. Qualitative research assumes that the world is made up of multiple realities which are constructed through the opinions and experiences of the people who dwell in those realities. The researcher has a far more active role to play in qualitative research than in quantitative research as the researcher has to interact with the subject matter and is given the opportunity to take into account other factors that cannot necessarily be quantified, such as the atmosphere in a school. The second phase of this study was carried out in a qualitative fashion (McMillan & Schumacher, 2006: p. 23-25; Walliman, 2011: p.174).

Qualitative research is often seen to be valuable in an education context as it aims to understand the relationships and social phenomena within a community from the perspective of the people within that community. Generally, the aim of qualitative research is to create solutions and theories that pertain specifically to a particular social context (McMillan & Schumacher, 2006: p. 12-13). The qualitative elements of this study have been conducted through interactive research methods, through the use of ethnographic research. Wellington (2004: p.45) succinctly describes the ethnographic approach as the situation in which "the researcher enters the social world of persons and groups being studied in an attempt to understand their shared meanings and taken-for-granted assumptions". The aim of the qualitative phase of this research was to add descriptive detail to the quantitative data collected as well as to provide a form of validation for the data collected in phase one.

3.3.2.1. Data collection techniques

The qualitative data for this study was collected by means of an interview, which was guided by the use of a semi-structured interview schedule (Appendix E). This method allowed for open-response type questions to be used in order to gather data that could be ratified. By employing interviews to gather this data the researcher was able to determine the values, prejudices and feelings of the person being interviewed through analysing their body language.

The person in each school that was interviewed was known as the 'key informant' in gathering the necessary details. Wellington (2004: p. 74) defines key informants as being "individuals who possess special knowledge, status or communication skills and who are willing to share that knowledge with the researcher".

Each of the interviews was recorded in conjunction with notes being taken during the interviews in order to ensure the accuracy as well as the quality of the evidence gathered. This allowed for verbatim transcriptions of these interviews to be drawn up for analysis purposes. This also contributed to the validity and trustworthiness of the data collected.

Reflexivity was also employed in order to contribute towards the validity of this study. Reflexivity in research is the acknowledgment of the role of the researcher in a study. In the words of Wellington (2004: p. 42), "being reflective involves thinking critically about the research process; how it was done and why, and how it could have been improved". These issues will be recognised in the data analysis portion of this study.

The interview schedule used consisted of a variety of open and closed questions, of which some were flagged as being compulsory questions designed to clarify information that was important to the integrity of the study. In some questions, probing was used in order to get a better understanding of the complexities at work with the schools being studied. The majority of the probes employed were used in order to obtain further details on certain topics or in order to encourage the participant to elaborate further on a question. All care was taken to ensure that all probing was of a non-directive nature so as to prevent any bias creeping in from the researcher. Care was also taken in the actual interviews to ensure that the questions were not too leading or restrictive (Wellington, 2004: p. 79-82).

3.4. DATA ANALYSIS

Due to the exploratory nature of this study, the quantitative data collected in phase one was analysed through the use of descriptive statistics. Once captured, the data was summarised into various descriptive statistics which simplified the analysis of this data in order to draw conclusions and to interpret the quantifiable data collected better. The first 35 questions of the questionnaire asked the participants to rank statements on a scale from 1 to 5. These responses were reduced to a range of the scores. The mean for these responses were calculated as was the median and mode. The standard deviation of these scores was calculated in order to determine the spread of the scores in relation to the mean. Descriptive statistics were generated for the results from each school as well as for the research group as a whole (McMillan & Schumacher, 2006: p.149-169).

In the qualitative portion of the research, the transcribed data was analysed according to a system of coding. This coding allowed for the development of various categories from the data, from which patterns were extrapolated (McMillan & Schumacher, 2006: p. 370- 375).

3.5. CONCLUSION

This chapter has provided information regarding the data collection methods employed within this mixed-method study. Details regarding the development and the use of the questionnaire as well as the semi-structured interview schedule have been included. The following chapter documents the analysis of data collected in this study.

CHAPTER FOUR

RESEARCH FINDINGS AND INTERPRETATION

4.1. INTRODUCTION

The following chapter looks at the research findings from the questionnaire as well as from the interviews that were conducted. The quantitative data from the questionnaires was analysed using descriptive statistics. The interviews were recorded verbatim and analysed for patterns using a coding system.

4.2. QUESTIONNAIRE

4.2.1. School environment

This portion of the questionnaire consisted of 15 questions designed to determine the degree to which the researched schools could be considered 'inclusive'. Each question in this section began with a statement to which the participants had to allocate a scaled answer indicating the level to which the statement is applicable in this school. One on the scale represented that the statement was completely false, whilst 5 on the scale represented a statement that is completely true.

All learners are equally valued.

In response to the statement above, the mean score for all schools was 4.1, with a range of 3 and the mode being 4. School CG scored slightly above this with a mean of 4.3 and a smaller range of 1, although the mode remained 4. School GP scored in a similar fashion with the only variation being a range of 2. School CP scored the same results as that for the statistics calculated for the entire group, whilst School BP indicated a lower mean score of 3.9 and a higher range of 3. School CI posted similar scores to School BP with a mean score of 3.7 and a range of 3, however the mode was 3. This indicates that there was greater disagreement amongst the participants of these schools with regards to all learners being equally valued, with more teachers than average believing that this is not the case within their school. School BG achieved a mean of 4.2 and a range of 2; however of particular interest is that this is the only school to score a mode of 5. This indicates that the majority of the participants from School BG completely agree with the statement that all learners are valued equally in their school.

School CG and School BG, both state-funded schools, seem to have higher rates of teachers agreeing with the statement. As these schools have the lowest school fees of the research population, it could

be concluded that in schools where the annual fees are higher, there is a greater variation in how the children are treated as there is likely to be a larger gap between the learners who are there as full fee-paying scholars and the learners who are attending the school as a result of bursaries and scholarships.

The school adheres to a policy of non-discrimination

The standard deviation for this particular question indicates that within this section, there is less deviation from the mean that in other questions. The mean score for the entire group was 4.7, indicating that the schools are generally aware of issues regarding discrimination in schools. Once again the government schools scored the highest in this category with School CG achieving a mean of 5, and School BG achieving a mean score of 4.9. The scores of the private schools indicated a link between the school fees paid to attend that school and the degree to which a policy of non-discrimination is adhered to. The most expensive of the private schools, School BP, scored the lowest mean of 4.2 whilst the least expensive of the private schools, School CI, scored the highest mean of these particular schools with 4.8.

The school admits all learners from the local area.

Unsurprisingly the two state schools achieved the highest scores in this area, with School CG achieving a mean of 4.7 and School BG achieving a mean of 4.5. The mean scores for the private schools ranged from 3.2 to 2.2, with the two smallest schools in the group, School CI and School GP being the most selective in terms of learner selection. The mean score for the entire group was 3.2. This result was to be expected as private schools are not under the same governmental obligations to accept learners residing in their locality, as are the government schools. The relatively high school fees charged by the private schools are also inhibitive to the majority of people who would like to attend such schools. The standard deviation for this question was a relatively high 1.7 thus providing further evidence of the wider scatter of results in this particular question.

There is a clear policy in place to deal with bullying.

The three schools to score the highest means in terms of the topic of bullying were the two all-boys schools and School CP, which has a reputation for being a less competitive and more family-orientated institution. Each of these schools achieved a mode of 5, indicating the majority of participants in these schools completely agreed that there is a clear policy in place to deal with bullying. However, that said, School CG and School GP only achieved modes slightly below the top 3 schools of 4.6 and 4.4 respectively. This would appear to be an area of concern for some teachers at

School CI, which only achieved a mean of 3.4 in spite of having a mode of 5. The range for this particular question was 4 indicating a large rate of disagreement amongst the staff as to the effectiveness of the anti-bullying policies in place. This is an area that needs to be carefully addressed in the move towards becoming an 'inclusive school'.

The school buildings are accessible to people with physical disabilities.

Of this section of the questionnaire, this particular question proved the lowest mode of the section with a poor score of 2. The mean of 2.4 was also the lowest score for the section; however the range was a high score of 4, therefore indicating a wide scatter amongst the schools. In analysing the results of this section, no clear pattern emerges that explains this range. For example, one of the oldest schools, School BP, achieved the highest mean score of 3.6 which is unexpected as one would assume that such a school has older style buildings which are harder to convert for purposes of accessibility for people with physical disabilities. Again, the lowest score was achieved by School CI, which had a mean score of 1.5; however this is possibly due to the reason given above of it being an older school with older infrastructure. The same is true of the oldest school in the group, School GP, which achieved a mean of 2 for this question. From these results one is led to deduce that School BP has prioritised access for the physically disabled, hence the higher than expected score.

There is a culture of respect in the school by both staff and learners.

In stark contrast to the previous question, School BP scored the lowest mean in this category with a mean of 3.5 and achieving a relatively low mode of 3, as opposed to the group mode of 4 for this question. The culture of respect is an important factor to bear in mind when developing a society with an inclusive mind-set and this is an area in which this school would need to improve. However, it should also be noted that the term "culture of respect" is a broad one which could be interpreted in a number of ways. What is considered respectful in one school may differ enormously from the definition employed in another school. The school to achieve the highest mean score in this question was the only all-girls school, School GP, with a mean of 4.5 and a mode of 5. School CP and School BG both achieved a mean score of 4.4, whilst School CG and School CI both scored below the group average with 3.7.

There are clear school-based inclusion policies in place and readily available.

The analysis of this question revealed a large variety in the answers provided by the schools. Whilst the general mean was 3.7, the range was 4 and the standard deviation was a relatively high score of 1.3. However, the most commonly given score for this question was 5. Again the schools' individual

results do not seem to conform to a particular pattern. The school with the clearest inclusion policies in place is also the most expensive school, School BG, which achieved perfect scores of 5 across the board for all the descriptive statistics. This indicates a 100% agreement amongst the teachers that the school has clear inclusion policies in place. The school to score most poorly in this category was School CI, which achieved a mean of only 2.7. More worryingly is the mode of 1, indicating that the majority of the teachers at this school completely disagree with the statement that there are clear inclusion policies in place. The range is a relatively large score of 4, which could indicate that the school does have inclusion policies in place but these are not widely known by the staff. Similarly, in School BG and School GP, the range is also 4; however the mean score for each of these schools is 3.3 and 3.4 respectively. The remaining two schools, School CG and School CP, both achieved a mode score of 4; however the mean score was 3.9 and 4.2 respectively.

Educators are made aware of learners who have learning disabilities.

Once again, the top scoring schools in this question were School BP and School CP, with means of 4.9 and 4.6 respectively. At School BP only one of the educators did not completely agree with the statement that educators are aware of learners who have learning disabilities, giving this question a score of 4 instead of 5. Both schools achieved a mode score of 5. On the other end of the spectrum, School CI again scored the lowest of the group with a mean of 3, which is significantly below the group average of 4. School BG, School CG and School GP scored 3.6, 3.8 and 4.3 respectively indicating that School BG and School CG performed below par in this area.

There is support available for learners with learning disabilities.

The majority of the group completely agreed with this statement, with the mode for this question being 5 and the mean 4.2. School BP and School CP remain top of the pile with School BP again achieving a perfect score. However, School BG which scored poorly in the previous question now scored a respectable mean of 4.4. The remaining schools all scored below the group mean of 4.2, with School CI remaining the worst performing school with a mean of 4.3.

There is a support structure in place that co-ordinates all support and accommodations for learners with learning disabilities.

Whilst the majority of the teachers in this study agreed that there was support available for learners in their schools who have learning disabilities, there were fewer consensuses about whether there was a co-ordinated approach with regards to this support. The relatively high standard deviation in this question of 1.2 indicates that there was a wider scatter in answers between the schools,

although the most commonly provided answer was 5. The mean for the group in this question was 3.8. The top 2 positions and the bottom positions remained the same as in the previous question with School BP once again achieving a 100% agreement rate. The two government schools remained below the group mean with School CG achieving a mean of 3.5 and School BG achieving 3.3, indicating that the results in this category may be influenced by staff funding and the reason these schools have performed poorly in this category is that they simply do not have the teaching staff available to co-ordinate affairs relating to students with learning disabilities. This would also be relevant in the context of school CI, which although a private school has the smallest teaching staff of the group.

Educators receive specific instruction as how to assist an individual with learning disabilities in the classroom.

This question has particular significance to the topic of this dissertation as it indicates the degree to which teachers have been prepared for inclusive education. With the group having achieved a mode of 3 and a relatively poor mean of 3.2 the need for proper staff support and training is highlighted in this question. School BP stands out in the group as being on the right to track in terms of supporting staff in this area with a mean score of 4.6. All teachers at this school responded with a score of either 4 or 5 on the scale indicating that they strongly agree that they have been equipped to assist learners who have learning disabilities. This score is particularly significant when you analyse the scores and note that the next highest mean score is School CP with a mean of 3.7, whilst some teachers completely agreed with the statement the majority of them answered with a score of 3. This indicates that they may have received some training but believe they could have been better prepared. Once again the schools that struggled the most significantly in this question were the two government schools and the school with the smallest staff complement. All three schools scored below the mean of 3.2, while School GP achieved exactly the same scores as the group mean and mode.

The school organises staff development activities to develop and assist staff in accommodating learners with learning disabilities in the classroom.

The link between this question and the previous one is clearly apparent in the identical scores achieved for all the statistics, most notably the mean and the mode. The majority of teachers at School BP were in complete agreement of the statement; however there were two teachers that answered 3 to the question thus lowering the mean score to 4.4. Interestingly there is no discernible reason for these lowered answers, other than personal opinion as in both cases there are other

teachers who have been at the school for a shorter period of time, indicating that the staff development was not an exercise carried out in the past and has since been discontinued which might have indicated that more recently employed teachers have not been exposed to the necessary staff development. The teacher with the least number of years teaching at that particular school gave this question a score of 4. At School CP, 3 of the teachers awarded this question the perfect score. Of these 3 teachers, the one has specific qualifications in remedial education and the other 2 have relatively little experience at that particular school (4 and 5 years respectively) indicating that this form of staff development may be built in to some form of staff orientation programme for new teachers to the school. There is a clear link between teachers who have spent a longer period of time at the school, and who were less enthusiastic about the level of staff development they have received. At School CG the mean was a disappointing 2.5, with the only teacher to award this question a score of 5 being the teacher who had been at the school for the longest period of time (11 years). However the possibly that this staff development occurs over an extended period is negated by the fact that a teacher with 10 years' service at that particular school answered the same question with a score of 1. School BG scored a mean of 3.5 whilst Schools GP and CI scored 2.6 and 2 respectively.

Educators make a concerted effort to accommodate learners with learning disabilities in the classroom.

In spite of the low scores provided in the previous two questions, it would seem that there is still some interest on the part of the teachers in catering for these learners in the classroom situation. The mean for this question was 3.7 as opposed to 3.2 in the previous questions. The mode was also higher at 4. Interestingly, the only school at which this was not the case was School BP. Although this school scored highly in the staff development and instruction questions, they received the second-lowest score in terms of the teachers putting in the effort to accommodate these learners in the classroom. This alarming trend would indicate that in spite of the support the teachers have been given, there is still reluctance on the part of the teachers to implement what they have been taught. Alternatively there may exist a situation whereby these teachers believe that the needs of these learners are being addressed by a specific individual in the school and as a result they do not need to make any further effort. The deduction that can be made here is that at this particular school, the extrinsic pressure to be an inclusive practitioner is greater than the intrinsic motivation to do so. All other schools scored better in this question than in the previous 2 questions. Of particular interest is the lowest scoring school in previous sections, School CI, which scored a mean of 2 for the question relating to staff development yet a mean of 3.6 in terms of teachers making the effort to

accommodate learners with learning disabilities. This indicates that the teachers are willing to accommodate these learners, yet need to be empowered to do so. Once again, the importance of intrinsic motivation in becoming an inclusive practitioner is emphasised. This topic will be addressed in more detail in the next section dealing specifically with questions relating to the educator.

Assessment concessions are in place to assist learners with learning disabilities in formal assessment tasks.

The question assesses the degree to which schools are giving their learners with learning disabilities the opportunity to maximise their potential during assessment through the use of readers, scribes and extra time, for example. In this question, there is a significant difference between the private schools and the government schools indicating that the IEB has a more effective system in place in terms of awarding the examination accommodations to deserving candidates on the basis of their learning disabilities. All of the private schools scored a mean of between 4.8 (School BP) and 4.3 (School CP and CI). Conversely, the mean scores for Schools CG and BG were 3.5 and 3.6 respectively.

Can the school in which you teach be considered "inclusive"?

This question was designed as an opinion-based question to determine the level of happiness of teachers with regards to inclusive education. It was assumed that in schools where the staff is satisfied with the degree to which they are 'inclusive' higher scores would be given than in schools where the teachers believe that there is still room for improvement in this area. In a school where teachers have a good image of inclusive education and can see the benefit of this policy in schools, they would be expected to be motivated to include learners with a wider variety of barriers to learning, thus would answer with lower scores than teachers in other schools. Interestingly, the two schools that have consistently achieved the top scores in this section of the questionnaire, School BP and School CP, achieved high means in reply to this question of 4.6 and 3.9 respectively. This indicates that the teachers are satisfied as to the level of inclusive education happening in their schools and do not believe that there is as much scope for expanding this programme in their schools as was the case in the other schools. The two schools which regularly scored the lowest results in this section of the questionnaire, School CG and School CI, both scored poorly in a comparison of the mean scores indicating that the teachers at that school believe that there is scope for improvement in this area.

Total Scores

In this section of the questionnaire, each school could score a total of 750 points based on the numerical values given for each question ranging from 1 point to 5 points. The school that achieved the highest result in terms of points for inclusivity in the school environment was School BP with a total of 645 points. The next highest score was School CP with a total of 608 points. The best performing government school was School BG with a total of 567 with School CG following close behind with 557 points. The lowest scoring schools were School GP and School CI with 553 and 469 points respectively. With School GP being the only girls school to participate in this research, their relatively poor score in this area affirms my suspicions that many girls schools did not participate as they are aware of the poor state of inclusive education within their schools.

Figure 5.1 compares the annual school fees for each school to their score for the school environments part of the questionnaire. As can be seen from this chart, there is little correlation between the school fees charged by a school and their performance in this section of the questionnaire. Although School BP and School CP scored in correlation to their school fees, this was not the case in the other four schools. Therefore, it can be deduced that the annual school fees have a limited impact on the schools ability to implement inclusive practices.

Conversely, in Figure 5.2, a clear connection can be determined between the total inclusion score awarded to each school and the mean score achieved by the schools for the question pertaining specifically to the staff development within that school in matters relating to inclusive education. The only school to diverge from this pattern is School CG; thus it can be deduced that there exists a high correlation between the degree of inclusivity evident in a school and whether or not the teachers have benefitted from staff development in this area.

The correlation between the inclusion score and the mean scores achieved for the question dealing with support structures providing a co-ordinated approach to dealing with learners who have learning disabilities is less clear, but there is definitely a degree of correlation to be seen.

In summary, in order for a school to implement inclusive education effectively, the most important factor is the need for effective staff development as well as a co-ordinated approach in assisting learners with learning disabilities, to a lesser degree.
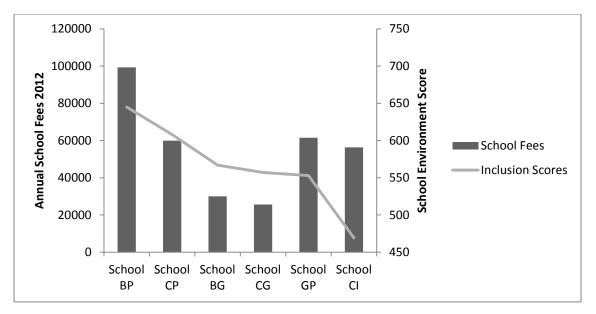
Figure 4.1   **Comparison of Annual School Fees to School Environment Score**

4.2.2. The educator

This portion of the questionnaire consisted of 10 questions designed to determine the degree to which the participants practice inclusive education within their own classrooms. Each question in this section began with a statement to which the participants had to allocate a scaled answer indicating the level to which the statement is applicable to the teacher. One on the scale represented that the statement was completely false, whilst 5 on the scale represented a statement that is completely true.

I value all my learners equally.

For the first question of this section, the whole group achieved a mean score of 4.7 with a range of 3 and a mode of 5. The only school to have a range over 1 is that of School BP with a range of 3 and the lowest mean of 4.4. This was due to one of the teachers ranking himself a 2 on this scale. The best achieving school in this area was School CG with a mean of 4.9, followed closely by the only other government school in the group, School BG, with a mean of 4.8. School CI achieved a mean of 4.7, School GP scored a mean of 4.5 and the final school, School CP achieved a mean of 4.6.
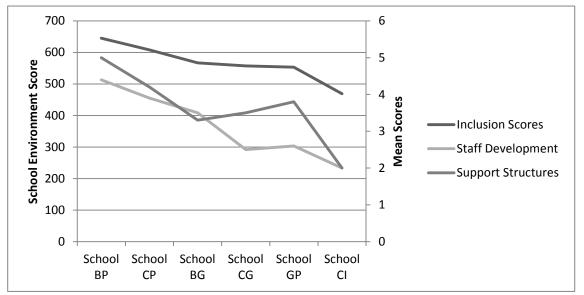
Figure 4.2   **Correlations between School Environment Score and Mean Scores for Staff Development and Support Structures**

I have a clear understanding of what "inclusive education" is.

The scores for this question were similar for the majority of the schools. The whole group achieved a mean score of 4.2 with a range of 3 and a mode of 5. Of the 6 schools researched, the results from 3 of the schools had a range of 2 and a mode of 5, with a mean between 4.2 and 4.5. School GP achieved a mean of 4.4 with a range of 1 and a mode of 4. The remaining schools, School BP and School CI achieved means of 4.1 and 3.6 respectively.

I plan my lessons with the individual needs of learners in mind.

This question was designed to determine the degree to which the researched teachers make use of differentiated strategies in their lesson planning. The whole group achieved a lowered mean score of 3.9 with a range of 3 and a mode of 4. The top achieving school in this question was School CG which achieved a mean of 4.4 and a mode of 5, with the lowest score being given from this school of a 3. School GP and School CP achieved identical scores with a mean of 4 with a range of 2 and a mode of 4. Again, the worst performing school in this question was School BP with a mean of 3.5 and a mode of 3.

I encourage all learners in the class to participate in my lessons.

The participation of all learners is of great importance in an inclusive classroom. This question achieved the best results for this section of the questionnaire with the whole group achieving a mean score of 4.7 with a range of 2 and a mode of 5. Three of the schools scored exactly the same

results of a mean of 4.8 with a range of 1 and a mode of 5, namely School CI, School GP and School BG. School CP achieved a mean of 4.7 with a range of 1 and a mode of 5. The lowest two achieving schools were School CG with a mean of 4.5 and School BP with a mean of 4.4. It should be noted that the scores of School BP may be under-represented due to one respondent consistently scoring himself below that of the remaining participants from this school, indicating that this individual does not have confidence in his own ability to be an inclusive practitioner.

I have a clear understanding of learning disabilities.

The results from this question indicate that there is a fairly mediocre understanding of what learning disabilities are amongst the respondents. The whole group achieved a mean score of 3.9 with a range of 3 and a mode of 4, as was the scores for School BG. Two schools scored below the mean, School CI and School BP with a mean of 3.6 and 3.5 respectively. School CG and School CP achieved a mean of 4.1 with a range of 2 and a mode of 5.

Figure 5.3 compares the scores from this question, with the question in the previous section of the questionnaire regarding staff development in the schools. As can be seen from the graph there is very little correlation between staff development and the teachers' understandings of learning disabilities, indicating that the training received was not effective. Only one of the schools managed to achieve an equal score for both questions, indicating that the staff development was effective in improving the teachers' understand of learning disabilities.

I am aware of the specific needs of the learners I teach that have learning disabilities.

For this question, the whole group achieved a mean score of 4.0 with a range of 3 and a mode of 4. The two highest achieving schools in this question were School GP and School CP which achieved a mean of 4.4, although the former had a higher mode score of 5. For the first time in this section of the questionnaire, School BP did not score at the lowest end of the spectrum with a mean of 4.2 with a range of 2 and a mode of 4. The lowest achieving school in this particular category was School CG with a mean of 3.5.
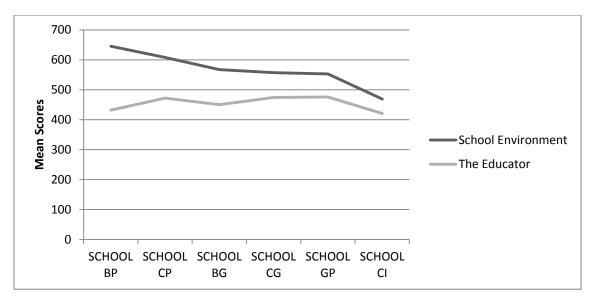
Figure 4.3 **Correlation between Staff Development and teachers' understanding of learning disabilities.**

Figure 5.4 shows the correlation between the teachers' awareness of the learners' specific needs and the question in the previous section addressing the degree to which teachers are informed about which learners in their classes have learning disabilities.
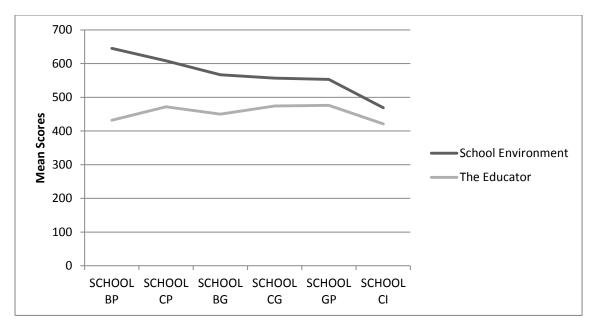

Figure 4.4 **Correlation between teachers' awareness of learners' specific needs and an awareness of which learners have learning disabilities.**

The level of correlation between these two questions was far greater than in Figure 5.3. Three cross-over points in Figure 5.4 indicate that for 3 of the schools the teachers' awareness of their learners' specific needs is directly related to their awareness of which learners have learning disabilities. The only school in which the teachers were more aware of their learners' needs was School CG, in spite of not receiving sufficient information regarding which learners have learning disabilities.

I know how to meet the needs of learners with learning disabilities.

The scores for this question were somewhat deflated indicating that although the teachers are aware of the learners needs, they are not confident about how these needs should be accommodated in the classroom. The whole group achieved a mean score of 3.5 with a range of 4 and a mode of 3. The top school in this category was School GP with a mean score of 3.8 indicating that teachers' at this school feel that they know how to meet the specific needs of the learners' with learning disabilities. Similarly teachers at School CG and School CP shared similar feelings to the teachers at School GP. The lower scores in this question indicate a need for the teachers to be given guidance on how to meet the needs of learners as well as being made aware of which learners have specific needs. School CI achieved the lowest mean score of 3.2 and a mode of 3.

I differentiate my teaching style to accommodate learners with learning disabilities.

This question determines the degree to which teachers make use of differentiated strategies in the classroom to meet the needs of all their learners in an inclusive setting. Again, the scores for this question were quite deflated indicating that this would be an area that needs to be addressed through staff development. The whole group achieved a mean score of 3.8 with a range of 3 and a mode of 4. School CP achieved above group average with a mean of 4.1. This was closely followed by School GP and School CG who both scored a mean of 4. Once again, School CI and School BP achieved the poorest scores with means of 3.1 and 3.5 respectively.

I accommodate the needs of learners with learning disabilities during assessment tasks.

For this question, the whole group achieved a mean score of 3.5 with a range of 4 and a mode of 4. School GP achieved a mean of 3.8 however the mode of 3 indicates a greater degree of scatter in the answers received from this school. On the other hand, School CP achieved a lower mean of 3.6 but a higher mode of 4. School CG achieved a mean of 3.5 with a range of 3 and a mode of 4, with School BG achieving the same range and mode but a mean that is 0.4 points lower. School CI and School BP remain the poorest achievers in this regard with means of 3.2 and 3.3 respectively.

I keep myself up to date with latest research regarding the education of learners with learning disabilities.

Whilst question one of this questionnaire dealt with the training staff received from the school, this question looks specifically at the effort made by the individuals to keep their knowledge current in the area of learning disabilities. The whole group achieved a mean score of 2.8 with a range of 4 and a mode of 3. The standard deviation for this particular question was relatively high with 1.1 indicating that the situation varies significantly from school to school.

Figure 4.5   Correlation between staff development and continued learning on the part of the teacher.

Figure 5.5 analyses the relationship between these two questions. A pattern emerged revealing that in schools where there is greater staff development offered by the school, the teachers were more reluctant to do their own research in the area. Conversely, in schools where there is little staff development, the teachers are more motivated to improve their knowledge of their own accord. Of great concern is School CI which indicated poor levels of staff development and poor levels of teachers educating themselves in this area, indicating the presence of a *laissez faire* attitude towards all forms of staff development within this school.

Total score

As for the previous section in this questionnaire, a total number of points were allocated to each school based on the responses of all the teachers. The maximum obtainable number of points for this section was 500 from the 10 questions. This section revealed very different results to that of the

section dealing with the school environment, as can be seen in Figure 5.6. The scores were significantly closer. The top scoring school in this section was School GP with 476 points, followed closely by School CG with 474 points. School CP scored a total of 472, with School B achieving 450 points. The two schools to perform the most poorly in this section were School BP with 432 points and School CI with 421 points.
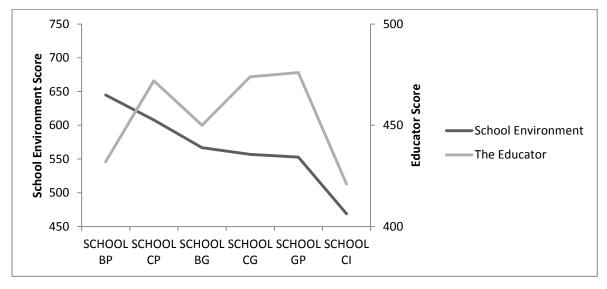

Figure 4.6   **Comparison of School Environment score to Educator score**

The variation between the points scored for each of these sections does not indicate a clear pattern. Whilst School BP scored the best result for an inclusive school environment, they scored poorly for scores amongst the teaching taking place in the classroom. This could indicate that whilst the staff is receiving adequate training and the school's management is creating an environment conducive to inclusive education, the training and staff development is ineffective as it is not being carried over into the classroom situation. On the other hand, whilst the environment at School CP is less conducive to inclusive education, the staff is employing inclusive education practices to a greater degree in the classroom. In School GP the school environment is not supportive of inclusive education, but the teachers are making an effort to use inclusive practices within their classroom. This may indicate that whilst the teachers themselves are keen to implement inclusive education, there is a lack of support from the management teams in ensuring that these teachers are provided with a supportive environment in which to do so. School CI scored poorly in both sections indicating that there is an atmosphere of disrespect for inclusive education within the school.

4.2.3. Professional development

The third section of this questionnaire consisted of 10 questions designed to determine what professional development in the area of inclusive education that the teachers have been exposed to in the past. Each of the 10 questions consisted of 2 parts, with the first part indicating whether or not they had received a specific form of training and the second part asking them to rate the effectiveness of the training through the use of a scaled score. For questions where the participants answered 'no' to the first part of the question, the second part of the question was automatically assigned a score of zero.

I have received sufficient development in matters pertaining to inclusive education – during my initial teacher training.

Although the focus of this study is on in-service teacher training, this question was asked in order to determine the background that the participants are working from. Of the 60 participants, only 21 received some form of training in inclusive education during their initial training. Of these 21 respondents, 13 have less than 15 years teaching experience indicating that the move to include content on inclusive education in the teaching training programmes in South Africa is a relatively juvenile movement. At face value this is a positive movement as it implies that the work force entering the teaching profession have been prepared for the reality of an inclusive education system. Unfortunately, it would appear that this training is inefficient as the average score achieved for this form of training was 1.1, which equates to "a complete waste of time" on the scale given. If one takes into account the scores of only those 21 teachers who had experienced some pre-service training into calculating an average, the average score for the effectiveness of this training is 3.2. This is a much better score yet still concerning as it implies that the training received was useful but there was little applicability to the classroom situation.

I have received sufficient professional development in matters pertaining to inclusive education – whilst in-service from the Department of Education.

The responses to this question would have been skewed due to only 2 government schools participating in this study. Interestingly, of the 20 respondents from government schools, only 2 answered that they had received some form of in-service training from the education department in this regard and when looking at the effectiveness of this training, one teacher considered it to be a complete waste of time, whilst the other found the training to be useful but having little applicability to the classroom situation. Three of the teachers from private schools indicated that they had received this form of training, presumably from when they previously taught at a government

institution. All of these teachers considered this training to be useful but lacking in applicability. This is a worrying trend as training from the department of education accounts for the majority of training occurring in the area of inclusive education in South Africa. It would appear from the respondents' scores that they found the theoretical training to be useful but that this training was not set in the context of a classroom. As was seen repeatedly in the literature review, it is vital to ensure that any training given to teachers is based on the classroom environment in which they are expected to implement the new measures and policies.

I have received sufficient professional development in matters pertaining to inclusive education – whilst in-service from the school that I teach at.

Of the total group, 38 of the teachers responded that they had received sufficient training, but 21 responded that they had not. Of the schools researched, 100% of the teachers at School BP responded that they had received training whilst at the school and they assigned an average score of 4 to this training. Hence they found the training to be generally useful and somewhat applicable to the classroom situation. A similar situation existed at School CP, where 80% of the teachers had benefitted from staff development pertaining to inclusive education directly from the school in which they teach. On the other end of the spectrum, at School CI only 20% of the staff had benefitted from this form of staff development. As can be seen in Figure 5.7, the scores of these 3 schools indicate a high correlation between the percentage of staff members who benefitted from staff development, and the schools' overall scores for school environment and to a lesser degree, to the scores' allocated for the educator as an inclusive practitioner. School CI has managed to strike a balance in providing staff training to develop the teacher as an inclusive practitioner as well as to develop an inclusive school environment. However, School BP has focused on nurturing an inclusive school environment. Regardless of the minor details, it is clearly evident that those schools who have invested in staff development for inclusive education within the school, have been able to create schools that are more conducive to inclusive education. There is a definite link between the level of staff development occurring in a school and the ability of the school to implement inclusive education.

I have received sufficient professional development in matters pertaining to inclusive education – whilst in-service from non-governmental organisations

Of the 60 teachers who responded, only 13 had benefitted from some form of training offered by non-governmental organisations (NGOs) and there was an even spread amongst the schools indicating that NGOs are not targeting specific schools for training but rather offering training that
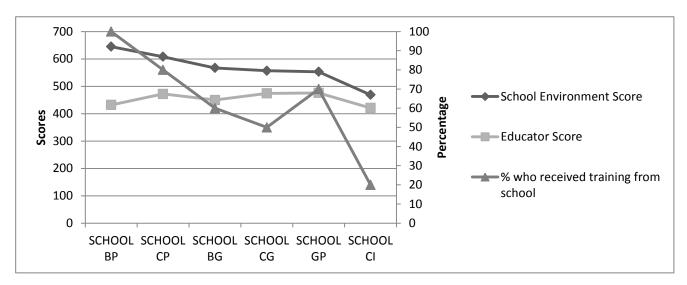
Figure 4.7   **Correlation between scores and percentage of teachers who received training from the school.**

people can enrol for. Of interest, however, is that from these 13 people the average rating of this training was 3.6 implying that the training was somewhat successful in that they found it to be useful and to have some applicability in the classroom itself.

I have received sufficient professional development in matters pertaining to inclusive education – whilst in-service from institution at which I have enrolled in courses targeting inclusive education. Fourteen of the teachers responded that they had in fact enrolled in courses focusing on inclusive education. The greatest number of teachers from any school to pursue this mode of training was 4 teachers from School BG followed by 3 teachers each from School CG and School CP. Schools BG and CG are of particular interest as these are both government schools that have received little by way of training from the education department or from internal staff development programmes. This indicates that there are teachers at these schools who have identified this as an area in which they must improve their skills and have made a concerted effort to do so. As was the case with the training offered by the NGOs, this training was viewed favourably by the participants with an average score of 3.5 indicating that they found this to be mostly useful.

Whilst questions 3.1 to 3.5 focused on general training in the area of inclusive education, questions 3.6 to 3.10 were designed to focus specifically on the training these teachers have been exposed to in terms of learning disabilities, as this is the most common barrier to learning addressed in affluent schools where parents generally have the financial resources available to investigate a child's poor academic performance. The difference between the two sets of questions was clearly marked.

Interestingly, one respondent did not note this difference and labelled the questions as 'repetition' implying that inclusive education refers only to the inclusion of learners with learning disabilities. This is a misconception that I have frequently been faced with in the past 6 years that I have been working in the field of inclusive education.

I have received sufficient professional development in matters pertaining to learning disabilities – during my initial teacher training.

Of the 60 teachers who responded, 24 stated that they had received some training in the area of teaching learners with learning disabilities. This indicates that some of these teachers received training in learning disabilities, but not in the area of inclusive education as a whole. In comparing the results of 3.1 and 3.6, a clear pattern emerges. Those teachers' who have received training in learning disabilities, but not in inclusive education as a whole, are generally those with the most teaching experience (over 15 years) indicating that there has been a shift in the initial teacher training programmes from a focus on learning disabilities to a broad focus on inclusive education as a whole in more recent times. Contrastingly, the teachers with less teaching experience who presumably trained in the last 15 years reported that their training focused specifically on inclusive education and not on learning disabilities. This represents a shift in terms of the diversity seen in South African schools in the past 15 years and the subsequent shift in teacher training programmes to address a greater spectrum of diversity.

I have received sufficient professional development in matters pertaining to learning disabilities – whilst in-service from the Department of Education.

It would appear from these results that there has been a focus on addressing learning disabilities in schools by the Department of Education, rather than focusing on inclusive education as a whole. 10 teachers reported receiving training pertaining to learning disabilities, whilst only 5 had received training in inclusive education. The average score allocated to the training in learning disabilities was 3.3 and in line with the score allocated in question 3.1 to the training of teachers in matters pertaining to inclusive education.

I have received sufficient professional development in matters pertaining to learning disabilities – whilst in-service from the school I teach at.

The scores for this question were identical to the scores achieved in question 3.3 indicating that when staff development is carried out in a school context, learning disabilities are addressed as an element of inclusive education as opposed to being a completely separate issue. It is clear from the

scores in these two questions that the majority of in-service training with regards to inclusive education is happening within the schools themselves and not from outside organisations or bodies. This has an enormous impact in terms of where this study should be focusing when looking at staff development programmes. It is also in line with the international literature that indicates the most effective training takes place within the environment to which the participants have to apply it. In other words, the training is taking place within the same school context that the teachers are expected to implement inclusive education.

I have received sufficient professional development in matters pertaining to learning disabilities – whilst in-service from non-governmental organisations.

From this question it is clear that NGOs offering training are tending to focus on inclusive education as a whole, as opposed to focusing on the single barrier to learning of learning disabilities. Whilst 13 teachers responded that they had received training in matters pertaining to inclusive education from NGOs, only 10 teachers from the same group have received training that focuses specifically on learning disabilities.

I have received sufficient professional development in matters pertaining to learning disabilities – whilst in-service from institutions at which I have enrolled in courses targeting learning disabilities.

Whilst 14 teachers had enrolled in courses about inclusive education, only 8 teachers had enrolled in courses aimed specifically at teaching learners with learning disabilities. This could indicate that more teachers are confident in terms of teaching learners with learning disabilities than they are in teaching learners with other barriers to learning; or it could be that the courses in which they enrolled simply focused more on inclusive education as a general topic than on learning disabilities in particular. This topic will be explored further in the questionnaire.

4.2.4. The learner

The aim of this section of the questionnaire was to investigate the various barriers to learning dealt with in the researched schools in order to determine which barriers to learning are more prevalent. The emphasis was on conditions that have actually been diagnosed as opposed to conditions that the teachers suspect may exist within a learner, as seen in Figure 5.8.

 As expected given the socio-economic circumstances of these schools, the most prevalent barrier to learning is that of learning disabilities. The scores from all of the schools recorded learning
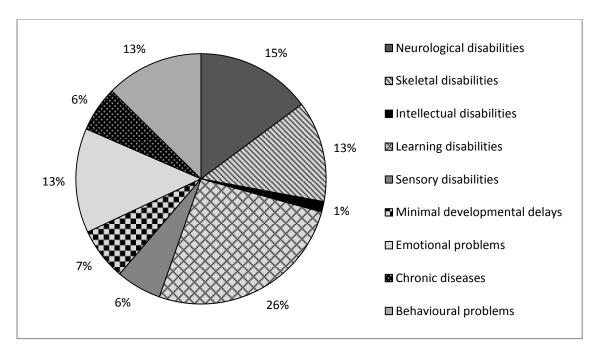
Figure 4.8   **Prevalence of barriers to learning in the researched schools.**

disabilities as being the most common barrier to learning; however, there were also significant numbers of physical disabilities amongst learners, with neurological disabilities such as epilepsy being slightly more prevalent than skeletal disabilities. Of interest is that only 2 of the researched schools, School BP and School CP, had learners with intellectual disabilities amongst their student body. Both of these schools scored well in the inclusive school environment section of the questionnaire. Of all the private schools, only School CP had a significant prevalence of behaviour problems with 7 teachers reporting this, as opposed to only 2 or 3 teachers reporting this in the other private schools. Both of the government schools reported relatively high scores in this category with 9 teachers from School CG reporting teaching learners with behaviour problems and 4 teachers from School BG reporting the same. However, it is prudent to note that it is possible that in this category of barriers to learning the teachers' opinions of the learners' behaviour as opposed to a diagnosed condition may have influenced these scores.

The significance of this question was to determine areas in which staff development programmes for affluent schools could focus.

After the prevalence of the various barriers to learning had been assessed, the teachers were then asked to indicate the prevalence of varying learning disabilities in particular. The results of question 4.2 are shown in figure 5.9. As with question 4.1, the significance of this was to determine which

learning disabilities would need to be focused on in staff development programmes for affluent schools.

The most commonly indicated learning disability was ADHD, in both the inattentive and hyperactive forms. Almost all of the teachers indicated that they taught learners who had these conditions. The next most prevalent was Specific Learning Disability, with 43 of the teachers indicating that they taught a learner with this disability. Interestingly, 34 of the teachers reported teaching learners with autistic spectrum disorders, with the private schools generally recording higher numbers of teachers teaching learners with this condition than the government schools. The two least prevalent conditions were dyspraxia and dyscalculia with only 7 of the teachers from the total group of 60 indicating that they taught learners with these learning disabilities. Two of the schools recorded a nil result for these disabilities indicating that none of the learners at those schools had either dyspraxia or dyscalculia.

4.2.5. Learner support

Availability of professional support

This question caused the greatest amount of confusion amongst the participants, with a number of them responding with 'not sure' for some of the questions. This question asked the participants to determine which of a list of professionals were available at the school to support the learners with barriers to learning. The participants were also asked to indicate whether the fee for such additional support was included in the general school fee, or if this was an additional cost to the parents. The professionals listed were as follows: inclusion specialist, remedial therapist, speech and language therapist, educational psychologist, other psychologist, occupational therapist and school counsellor. Due to the scatter amongst these scores, where more than 50% of the teachers in a school have indicated that such a professional is employed or available at the school, it will be presumed that this support is available. The contents of this question are verified through the interviews as well, thus the focus for this particular section will be on determining what support is available to the learners of each of these schools.

At School CG, the learners have access only to a school counsellor. According to the teachers at the school, there are no other professionals available to support the needs of these learners, although 4 of the teachers indicated that a remedial therapist is available at the school.
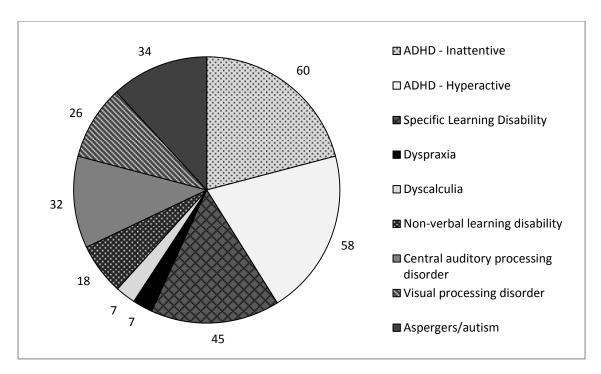
Figure 4.9   **Prevalence of specific learning disabilities in the researched schools.**

At School BG there is a remedial therapist as well as a school counsellor available. There was a lack of clarity as to whether there is an educational psychologist available or not, with only 4 of the participants indicating that there was the support of such a professional on campus.

School CI has the services of a remedial therapist as well as that of an educational psychologist and an occupational therapist. From the responses of the teachers at this school it can be deduced that the costs for this additional support is included in the general school fee.

At School GP, learners have access to support from an educational psychologist as well as from a school counsellor. Some of the teachers indicated that there was a remedial therapist as well as a speech and language therapist available, but this could not be confirmed from this question as only some of the teachers indicated this possibility.

School BP employs an inclusion specialist as well as a school counsellor. The services of an educational psychologist as well those of a remedial therapist and a speech and language therapist are also available to support the learners. Any fees associated with the inclusion specialist and the school counsellor is included in the general school fee.

Finally, at School CP, the learners have access to the services of a remedial therapist, a speech and language therapist, an occupational therapist, an educational psychologist as well as a school counsellor. Some of the teachers indicated that there was an inclusion specialist available but this could not be confirmed in this question.

As one would expect, there is a definite link between the school fees charged and the availability of support at a school. In general, the private schools are able to provide their learners with more professional support than the government schools. However, it should be noted that this is not a perfect correlation as the most expensive schools do not have the same variety of services available as at some of the less expensive private schools. It is interesting to note that the two schools which have repeatedly scored well throughout the questionnaire, School BP and School CP, are the ones at which there is the greatest level of support and in particular they are the only 2 schools which had teachers indicate that the services of an inclusion specialist are available.

Question 5.2 dealt with issues surrounding when the learners would be able to receive support from the professionals during the day. From the teachers' responses it is clear that the majority of learners receive support in the form of 'extra' assistance in the afternoons once the school day has been completed, or that learners may be pulled out of class to attend these lessons during the day. At School CP, the learners are also provided with support within the classroom environment through the use of facilitators and teacher aides. Only 5 of the teachers indicated that the learners receive no support whatsoever, with one of these teachers being from School CG and the other 4 teaching at School CI. The majority of the teachers at School CG indicated that the learners are supported within the class through the teacher being accommodating of their needs. The only other schools to indicate this possibility were the boys' schools, School BG and School BP. However only a few of the teachers at each of these schools indicated this, thus the results could not be confirmed.

Is there a co-ordinated approach to supporting learners with learning disabilities?
The purpose of this question was to gain insight as to whether the support available to learners is co-ordinated, and if so, who is responsible for the co-ordination of this support. Again, this was an area of confusion that will be addressed in more detail through the questionnaire process. The third part of this question was designed to determine whether the person who is responsible for this co-ordination is focused only on those learners with learning disabilities or on the general student body, as would be the case with a Head of Academics, for example.

At School CG, the teachers generally agreed that there is a co-ordinated approach with regards to supporting learners with learning disabilities; however there was a lack of consensus with regards to whether this responsibility lies with the school counsellor or the remedial therapist. The majority of the teachers agreed that the person responsible for this co-ordination looks after the affairs of the learners with learning disabilities.

At School CI, 6 of the teachers agreed that whilst there is support available to the learners in their school, there is not a co-ordinated approach in terms of one person overseeing this.

The teachers of School GP generally agreed that there is a co-ordinated approach to the support of these learners, with the school counsellor in charge of co-ordinating this support. However, this individual is responsible for co-ordinating support related to all of the learners attending the school, as opposed to focusing only on those learners with learning disabilities.

School CP had the greatest agreement in terms of this particular question with 90% of the teachers researched agreeing that there is a co-ordinated approach to supporting learners with learning disabilities in the school. The remedial therapist is responsible for the co-ordination of all support relating specifically to the learners with learning disabilities.

Similarly, School BP achieved the same scores with the vast majority of the teachers agreeing that the learners benefit from a co-ordinated approach in terms of the support the learners receive. However, this support is co-ordinated by the school's inclusion specialist who looks after the needs of all the learners in the school who have learning disabilities. Again, the feedback from Schools CP and BP highlight the importance of a co-ordinated approach in the implementation of inclusive education within a school.

The final school, School BG, has a co-ordinated approach for those learners with learning disabilities in the school. The remedial therapist at School BG is responsible for this co-ordination.

Question 5.4 and Question 5.5

Question 5.4 and question 5.5 were designed to determine the degree to which teachers are comfortable teaching learners with learning disabilities. Question 5.4 sought to determine which of the learning disabilities they are familiar with, whilst question 5.5 aimed to determine which of the learning disabilities the teachers are confident in providing support for within their classroom.

Literature has shown that the ability of a teacher to implement inclusive practices is improved with the teachers' confidence levels in dealing with learners who have learning disabilities, as was seen in the study by D'Amant (2009).

Of the 60 respondents, 57 of the teachers indicated that they were familiar with ADHD, however, only 44 of these teachers feeling confident to teach learners with these disabilities. The next most common learning disability with which the teachers are familiar is specific learning disability. Forty-three of the teachers indicated that they were familiar with this learning disability, yet only 18 indicated that they were confident teaching learners with specific learning disability. The teachers were least familiar with dyspraxia and dyscalculia as conditions, with only 4 teachers indicating that they were confident in teaching learners with these disabilities. Nineteen of the teachers were familiar with non-verbal learning disability, but only 14 were confident teaching learners with this particular learning disability. The processing disorders were familiar to more than half of the teachers; with 28 of the teachers being familiar with central auditory processing disorder and 26 indicated a familiarity with visual processing disorder. However, in terms of their confidence in dealing with these disorders, only 17 indicated a confidence in dealing with central auditory processing disorder and only 16 felt confident teaching learners with visual processing disorder. The greatest difference between the 2 categories was seen in the autistic spectrum disorders. 37 of the teachers indicated a degree of familiarity with this disorder, yet only 11 felt confident in teaching learners who are on the autistic spectrum.

Interestingly, from the group of 60 teachers researched, 15 did not complete question 5.4 instead choosing to indicate that they are not confident in teaching learners with any form of learning disabilities. Seven of the teachers from School CI indicated that they are not confident in terms of teaching learners with learning disabilities, which may account for the lack of progress in terms of implementing inclusive education within this school.

4.2.6. Participants' backgrounds

The final question in this questionnaire was designed to gain further information about the research participants. The average length of teaching experience amongst the group is 18.5 years; however the range varied from a length of one year to 41 years of experience in the profession. The average period of service at the school where they are currently teaching is 10 years, varying from a period of 1 year to 41 years at the same school. Surprisingly, 5 of the teachers who participated in this questionnaire do not hold any form of teaching qualification; however, 4 of these people hold

postgraduate degrees. Three of the teachers indicated a qualification in either special needs education or in education psychology.

4.3. INTERVIEWS

After the questionnaires were completed, in-depth interviews were conducted with each of the professionals in each of the schools. These interviews were recorded verbatim and recorded.

When analysing the data collected from these interviews, major themes could be identified and were used to formulate 3 questions to be answered.

4.3.1. What does inclusion look like?

The first theme deals with the model of inclusive education in schools and acts as a way to establish what support and resources each of the schools have to work from in order to implement inclusive education effectively, which is the second aim of this study (as noted in Chapter 1.2). The latter part of this theme will also deal with the question of what resources the educators feel they need in order to create inclusive learning environments.

The primary resource in implementing inclusive education in schools is a knowledgeable teacher who will lead the process. In research conducted by Zigmond and Baker in 1995 as well as by Rayner (2007) in British schools found that the availability of a SENCO or a teacher acting in a similar role to that of a SENCO had a positive impact on the implementation of inclusive education in schools (Rayner, 2007). Therefore, determining the knowledge base of the people overseeing inclusive education in each of the participating schools provided me with a good platform from which to judge whether these schools had such a knowledgeable person in place from which to expand the principles of inclusive education in the school. In the schools where the implementation of inclusive education has been less successful, I found that there was far less of a co-ordinated approach to meeting the needs of learners with disabilities. Within these schools, particularly in School CI and in School CG, the people interviewed also had a rather academic focus in their definition of inclusive education. Both people focused on integrating learners from remedial schools into the mainstream school. It is also pertinent to note that in both of these cases, the schools admitted that they accept learners with disabilities into the school and then find a way in which to meet the needs of these learners. In the frank words of the key informant from School CG,

> *"We will include people with disabilities, but then it is a case of scrambling around to support the child's needs".*

The schools that have been more successful in implementing inclusive education have all followed a programme of upgrading their skills before receiving children with disabilities into the school.

Interestingly, the informant at School CI described her role within the school as:

> *"I have been teaching for 7 years at [name removed], as a senior Geography teacher. I am Head of Academics".*

While the informant at School CG stated her position at the school as: *"I am the school counsellor".*

The body language of both individuals indicated to me that both felt that overseeing the implementation of inclusive education within their school was an additional burden on their time and a task for which they are not suitably qualified.

Each one of the key informants was asked to define what they understand by the terms 'inclusive education' and 'inclusive learning environments'. The majority of the informants developed definitions based around the education of all children together, regardless of their abilities in what is known to them as a mainstream school. Only one of the informants (from School CI) stated that inclusive education is:

> *"Including learners from an ex-remedial background into mainstream schools, and expecting the same of these learners".*

This does not indicate that there is an understanding that each learner has a unique manner of learning which should be accommodated in the school. On the other hand, the informant from School BP described inclusive education succinctly in the statement that

> *"Inclusive education is about educating all children within the same institution regardless of their abilities or disabilities".*

Whilst not specifically mentioned, the latter definition hints at an understanding that learners are to be treated as individuals. In light of Rayner's findings (2007), it is not surprising that this incorrect response was from School CI, which does not have a staff member fulfilling the role of a SENCO and which performed poorly in the questionnaire process of this research. The quantitative research judged this school to have a significant amount of work to do in terms of implementing inclusive education. In response to the question about inclusive learning environments, there was a wide variety of answers. The majority of informants focused on the physical environment such as catering for students who use wheelchairs or positioning of seating in the classroom. School GP replied that:

> *"An inclusive learning environment should be wheel-chair friendly and there should be the availability of braille".*

Half of the respondents spoke of the need for additional support, particularly for learners with learning disabilities, in the form of extra teaching or specialised teaching for these learners. Only 2 of the schools noted the need for an inclusive learning environment to be one of tolerance and acceptance. In response to this question, School BP offered the most comprehensive answer, which of most importance indicated an understanding of using differentiated teaching in the classroom:

> *"In my mind an inclusive learning environment is one in which all of the boys are getting the same content from the lesson, but are each given the opportunity to develop this own understanding of the content and can work at a pace that is suitable to them. It's on in which the boys who need help can get it without feeling ostracized by their peers."*

(It should be noted that whilst the informant speaks of "boys" and does not mention girls, this is attributable to her being involved in an all-boys school, rather than being a discriminatory practice.)

Possibly the most visual element of this theme is that of what support is in place and how problems are identified with learners. I describe this as the most visual element as this is what one can actually see when walking through a school; for example, there may be dedicated areas to assisting learners with disabilities or the presence of teaching assistants in the classroom. If asked, a school could draw up an organogram or similar visual aid to demonstrate the support processes in place in that school.

Each of the schools made use of some form of entrance test or a standardised test in order to benchmark the learners. In some schools this was used for the purposes of assigning students to classes based on their ability level, and in others this was used as a proactive approach to identifying learners who may struggle academically to put adequate support in place as early as possible. From the answers acquired, a pattern of a co-ordinated approach versus that of a less co-ordinated approach was once again evident in the schools. The informant from School BG responded the most comprehensively:

> *"I would…do an assessment of the child as well administer a Reading Age test… I would also interview the parents to gain some background information of the child's progress at Primary School (sic), his medical history, (problems during childhood), early reading and spelling problems etc. I would also check to see if an assessment had ever been done by an Educational Psychologist, in order to get an idea of the learner's Verbal and Non-Verbal I.Q. scores".*

A link between schools that have a co-ordinated approach and their successes in implementing inclusive education can be easily extrapolated. In the schools that have successfully implemented inclusive education as shown through the questionnaire analysis (primarily Schools BP and CP), there

is a highly co-ordinated approach which the inclusion specialist oversees. These schools also have the necessary personnel available to ensure that the children who are identified as having some form of barrier to learning are catered for from the first day that they enter the school. In the schools where inclusive education has been implemented less successfully, this is not the case.

The final part to this theme was addressing the question of what resources are needed in the participating schools if they are to create an inclusive learning environment. These needs varied greatly from school to school, however there was a common need in terms of having qualified, specialised staff to assist those learners who have additional needs. The response from school GP is quite interesting as it defines those elements which are already available in the most successful schools:

> *"We would definitely need and academic specialist to co-ordinate everything. This person would also facilitate or be involved in training teachers. We would also need to look at the ethos of the school and formalize our inclusive ethos. We would need to offer extra-lessons to help the girls who battle academically. In terms of facilities, it would be nice to have a centralised facility to offer all of these services and we would need more rooms to use as separate venues during exams".*

This again echoes the findings of Rayner's research into the importance of having staff that are committed to the implementation of inclusion in schools (Rayner, 2007). The majority of the other resources that the key informants felt that their schools would need related to material items such as computers, specific assessment tools and teaching facilities.

4.3.2. What does inclusion feel like?

The second theme to emerge was centred on the idea of what inclusion within the schools 'feels' like to the informants. In other words, this theme encompassed the attitudes and confidence of the teachers who are expected to implement inclusive education. When conducting these interviews it was immediately evident from the body language of the people I interviewed why their schools had been successful in implementing inclusive education or not. The best performing schools from the questionnaire process have an approach to inclusive education that is different to the less successful schools. Firstly, these schools have an inclusion specialist or a remedial teacher heading up a department that is devoted to ensuring that inclusive education is implemented in these schools. These people presented themselves as being enthusiastic and positive about inclusive education. They have made a concerted effort to stay up to date in terms of their knowledge and to impart this knowledge onto others. The informant at School BP, for example, has studied extensively in the area of inclusive education:

"I did my Honours through UNISA which was quite interesting and the modules that focused on inclusive education were useful... I've also been really lucky in that [name removed] have a good staff development programme in place so I have been sent on quite a few conferences, which allowed me to network with other teachers in similar posts to mine. I'm very involved with an organization called SAALED that brings out a team of Australian experts, including Professor Giorcelli, every 2 years and I find that those conferences are wonderful. Although Australia has a very different education situation to us, the speakers always talk in a way that is applicable to a wide variety of schools".

Conversely, the informant at School CI simply answered "no" when asked whether she had undergone any professional development relating specifically to inclusive education.

As there is a vast difference in the school fees charged by the two best performing schools, it can be concluded that whilst finances play a role in terms of employing suitable personnel, it is not the only deciding factor in determining a school's success in implementing inclusive education. The fact that both of these schools have experienced staff looking after the implementation of inclusive education within the school provides evidence of the important role played by staff development in inclusive education. Further evidence of this is at School GP which has the financial resources available to employ suitable personnel but have chosen to not to do so. The informant at this school states that:

"There seems to be the belief that the small classes and extra lessons offered by the school put sufficient support in place".

Interestingly, School BG is also resourced with a teacher with experience in remedial education who looks after the needs of learners with disabilities; however, this individual exuded a less confident approach towards inclusive education who stated on a few occasions that she feels inclusive education is unrealistic. This was particularly evident in her statement about what inclusive education is:

"I would define 'inclusive education' as a system which is able to embrace learners of all abilities, including those who are physically handicapped, hearing/sight impaired or mentally handicapped. This definition does not imply that I necessarily believe it to be successful".

The fact that this professional has had the necessary training to implement inclusion at a formal level yet she still qualified this statement with a negative comment, demonstrates the degree to which her attitude has been sullied against the success of inclusive education.

It should also be noted that this teacher was also expected to teach other academic subjects, which may have altered her view on the matter as she does not have the capacity to immerse herself in inclusive education to the degree that some of the other teachers have. Those schools who do not

have an individual overseeing the implementation of inclusive education, all spoke of the need to have such a person fulfilling this role. It was clear from the interview process that although it may seem to be contrary to the aims of inclusive education to have an individual overseeing the implementation of inclusive education, having such a person on the teaching staff has the reverse effect in that it encourages the whole staff to become more inclusive in their practices.

4.3.3. Where do you hear about inclusion?

The third and final theme to be extrapolated from the interview process was that of how teachers are being trained or developed in order to implement inclusive education. This theme answered the question relating to the aim in Chapter 1.2 which sought to determine the extent to which in-service teacher have been trained to implement inclusive education practices.

In terms of the way in which these people have gained knowledge and content regarding inclusive education, it was clear that the Department of Education has provided very little support to schools in this area. The response to questions posed about the level to which the education department assists schools in developing their skills and knowledge in inclusive education, was most often "none". The most holistic answer was provided by the informant from School CG who stated there is:

> *"not really any support from the Department of Education. All the resources we need are funded by the school. There is no back-up from the department and things take a long time to get done. Our governing body is very supportive and involved but they do not have the knowledge about inclusive education that is needed".*

The people interviewed all expressed that they felt that networking with teachers who are experienced in the field of inclusive education was more successful than many of the workshop and conferences they had attended. For the schools where there was not an inclusion specialist employed, the greatest concern with regards to staff development was simply the time involved in developing the necessary body of knowledge. The School CI informant was honest in her response to professional development:

> *"There hasn't been much professional development. We have a staff development day once a term, but I find that the staff is reluctant to go on courses because of the time lost to do this".*

Whilst they all expressed that the opportunities were available to them to improve their skills, they did not believe that the time given to attending courses and workshops was valuable in comparison to the amount of teaching time they would be giving up for this opportunity.

It is pertinent to note that the key informants who have a relatively well developed idea of inclusive education and all that it involves have such knowledge because of their own intrinsic drive to learn more about the subject. The majority of these teachers have completed postgraduate courses in the subject or have ensured that they stay up to date by attending conferences and workshops relating to inclusive education. The informant at School CP states that she attends:

> *"All of SAALED's workshops and conferences, as well as conferences held by NAPTOSA that focus on remedial education".*

A possible reason for this can be found in the work of Fogarty and Pete (2007), who developed a list of 9 characteristics that pertain specifically to the adult learner. The first characteristic that they identified which is evident in adult learners is that these learners (in this case, teachers) want to be in control of their learning. Adults, unlike children, want to decide what they learn, at what pace they learn and how they wish to learn (Fogarty & Pete, 2007: p.16-17). In addition to this, they also note that "initial professional development…rarely leaves teachers with any change in their thinking about how to go about their craft" (Fogarty & Pete, 2007: p.5). In essence, teachers expect their learners to learn in the fashion that they dictate, yet these very same teachers are hostile learners themselves when put in a similar situation whereby they have to attend a specific lesson (in the case of teachers, this would be in the form of professional development workshops or seminars) on a topic that may hold little interest to them. It would appear that there is a danger involved in simply letting teachers study what they wish and when they wish, in that you would develop a core group of teachers who are willing to improve and adapt their teaching style. This core does not often comprise of the majority of the teaching staff within a school and thus it is realistic to assume in the case of inclusive education that only providing for the enthusiastic few would simply perpetuate the notion of having one teacher taking care of the needs of all learners with barriers to learning. However, Fogarty and Pete maintain that in order to implement change in a school, the school needs to capitalise on the enthusiast energy of a few at the beginning of the process. The idea is that this enthusiasm will infiltrate the remaining teaching body and create the momentum required for change to occur. This also have the advantage of giving the sceptical teachers an example of the effectiveness of the training in a practical environment, which may then inspire these teachers to join in the change process (Fogarty & Pete, 2007).

4.4. CONCLUSION

This chapter has provided information on the findings from both the questionnaire process as well as from the interviews conducted with people from each of the schools. Upon analysis both methods of

data collection revealed the importance of effective staff development in ensuring the successful implementation of inclusive education in schools. In addition to this, it was also noted that the most successful schools were the ones who have specifically tasked a staff member with overseeing all matters pertaining to inclusive education in their school.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

A body of research is incomplete without evidence of what has been learnt from that research and how it has contributed to the field in which the study is based. The purpose of this chapter is to summarise the findings of this study from both the literature review and the empirical study. As a result of these findings, a number of recommendations have been made as a contribution to the further development in the field of inclusive education. As an inclusive practitioner, the practice of reflection is highly important. In this regard, the limitations of this research are discussed, as are potential areas for further research in the future.

5.2. LESSONS FROM PAST RESEARCH

The literature review discussed the changes in education around the world to a system that is more tolerant of people with disabilities, with the hope that future generations will have greater respect for the myriad of differences in the global population today. It was found that whilst the appropriate legislation has been put in place, both internationally and nationally, the greatest obstacle in achieving an inclusive education system is the implementation thereof. In order for inclusive education to become a reality, a paradigm shift needs to happen in our schools, and in order for this paradigm shift to take place we need to focus on staff development that will guide teachers in making these changes where they are most practical, in the classroom. Staff development in South Africa has been haphazard and has more often than not left teachers feeling overwhelmed rather than inspired to be the agents of change in schools today. A study into the programmes put into place in various countries around the world highlighted that in order for implementation to be successful, there needs to be a staff development programme in place that take cognisance of the environment in which it is being presented. Each programme should be individualised to the school in which it is being offered and presented in such a way that each member of staff is receiving the knowledge directly from the expert employed to distribute this knowledge, as opposed to simply training a few staff members who are then tasked with handing down this information to other staff members. Finally, we must be mindful of the needs of teachers when planning such programmes. Teachers do not want to attend workshops in which they are lectured to for a few hours and then expected to go into the classroom and apply all that they have learnt. They want to learn in co-operation with their peers in a manner that encourages them to develop the necessary skills at their own pace.

5.3. SUMMARY OF FINDINGS FROM EMPIRICAL STUDY

The empirical study for this research consisted of two parts, a questionnaire filled in by 60 teachers from 6 different schools in the Durban area, which was then followed up with an interview with each of the teachers in these schools who are tasked with co-ordinating all activities relating to learners with learning disabilities. From the questionnaire, it quickly became apparent that the schools which are investing resources into staff development are the schools who are achieving the most in terms of implementing inclusive education. Furthermore, it was found that a school can no longer rely on the training given by the education department or outside organisations. The data analysis from these questionnaires showed that in the majority of these cases the training offered, if any has been offered to the school, is ineffective. The schools who are achieving the greatest success in creating inclusive education environments have a number of factors in common. The first factor is that they all have one person co-ordinating all of the affairs within the school relating to inclusive education. This includes co-ordinating the needs of the learners with additional therapists as well as ensuring that the teachers in the classroom are adequately prepared to accommodate the needs of the learners with disabilities in the classroom. In other words, these people have a responsibility towards the learners with disabilities as well as a responsibility towards the teachers in the school in terms of developing their skills. The second factor is that they are willing to invest time and money in ensuring that staff development with a focus on inclusive education happens within the school. The last factor is a willingness by the teachers of the school to develop their skills and an enthusiasm to embrace an inclusive mind-set. As was seen earlier in the literature review, this motivation to improve their skills and to implement inclusive practices is based on their confidence in doing so. Their confidence as teachers is in turn related to the staff development that they have received. Therefore, in essence, the questionnaire portion of this empirical study proved that in order for a school to implement inclusive education effectively, the school needs to take ownership of the staff development available to the teachers within that school.

The interviews largely supported the data collected through the questionnaire process. Possibly the most important consideration to have come from the interviews was the value that schools place on human resources, as opposed to physical or financial resources, in implementing inclusive education. All of the schools agreed that in order for inclusive education to be implemented effectively, a school needs to adopt a team approach but at the same time this team approach must be spearheaded by someone with the necessary experience in the field of inclusive education.

5.4. RECOMMENDATIONS

This study would add little to the world of inclusive education without recommendations that could be applied to schools in the South African context. Throughout the course of this study, the importance of having an inclusive specialist in each of the schools was noted. I would recommend that schools employ an inclusive specialist, who would be primarily responsible for co-ordinating all support regarding individual learners who have barriers to learning. This individual would act as a conduit between the school in which they are employed, specifically in terms of how the child is accommodated in the classroom, and any other professionals that may be providing the child with support. In addition to this, the inclusion specialist would be responsible for all staff development related to inclusive education within the school, which would involve identifying areas where development is most needed on an on-going basis. In order to facilitate the development of effective staff training workshops, I have developed a checklist known at the "Special Learning Needs of Teachers" checklist (see Appendix L) which could be employed in schools.

It would be irresponsible for an inclusion specialist to believe that he is the expert in the area of inclusion at any given time as the area of inclusive education is one that is dynamic. It would be beneficial for inclusive specialists in similar schools to form networks within which they can encourage the flow of information between schools. As the schools would be similar, it would also be possible to share opportunities for staff development within these schools. I would suggest that staff development programmes are run in collaboration with teachers from other schools around topics that are applicable to all of the schools, such as certain learning disabilities, with follow-up development sessions within the teachers' 'home' school environment.

Based on what has been learnt through this research process, I have designed a staff development programme which could possibly be employed in schools looking to improve their staff development programmes in the area of inclusive education. In order to provide the necessary detail for such a programme, I have used School BP as an example school for which a programme has been designed. The detail of this programme is included in Appendix M. As part of this programme, I have also designed a sub-programme that could be used to introduce intern teachers, as well as new teachers to the school, to the inclusive practices in a school as this will differ from school to school.

A summary of the proposed programme can be seen in Figure 6.1. The first process in developing this programme would be to identify the participants seeking a staff development opportunity and to interview, or provide a questionnaire, in order to determine their needs and expectations from

the staff development programme. The programme would then begin with an initial training day in which the teachers are given background information pertaining to inclusive education, and importantly, the support system in place at that particular school. Based on the individual needs of the teachers, a series of resources would be designed as a 'take home' study unit that they can work through at their leisure. In schools where there is a high level of technology use, these resources could possibly be provided electronically and could also make use of resources available on the internet for further development. As part of this self-study unit, the teachers would be asked to implement some changes in their classrooms and to reflect on these changes critically. Throughout the course of a year, the development group would meet regularly in informal group sessions chaired by the inclusion specialist to discuss the successes and failures in implementing their newly developed strategies. At the final session of the year, the teachers would be given a questionnaire on the whole staff development programme to assess areas of weakness that need to be improved for future groups. As part of the development process, the teachers would also be encouraged to observe lessons being taught by the inclusion specialist in order to identify strategies employed by this specialist in the classroom. Finally, the teachers could also opt to have the inclusion specialist sit in on some of their lessons to provide them with guidance on how they can implement more inclusive strategies within their own classroom environment.

5.5. LIMITATIONS OF RESEARCH

The findings of this study can only be applied to the somewhat limited research group, within which the study was conducted, being that of affluent schools in the greater Durban area. I am confident that this study could be applicable to other affluent schools in KwaZulu-Natal. Unfortunately, the reality of the South African education landscape is that it is one fraught with vast inequalities and it could be said that there are many different educational experiences available in South Africa at present. The affluent schools of the country provide their learners with an education that is easily amongst the best in the world, yet in rural areas the state of education is amongst the worst found globally. Therefore it is prudent to note that the findings of this study are only applicable to affluent schools which have the capacity to focus on staff development programmes in an attempt to improve the standard of education at these schools.

Research Process

The teachers who wish to participate will be asked to fill in a short questionnaire to determine certain focus areas for the workshop.

Development Workshop

This will be done in the week leading up to school starting. This will include an introduction to inclusion as well as the specific focus areas pinpointed by the staff.

Implemention in the classroom and self-study tasks

The staff will be given resources to work on in their own time, and within their specific focus areas.

They will also be asked to implement some change in their classes and to reflect on this.

Group sessions to discuss issues

The teachers will meet once a term to discuss any issues they have picked up and to discuss possible solutions to problems they have found. This will also give them an opportunity to go over any problems with the self-study work.

Final review and reflection

At the end of the 3rd term, the teachers involved will meet for the last time to discuss any outstanding issues and to reflect on their staff development process in order to improve it for future years.

Figure 5.1   Summary of proposed staff development programme

Furthermore, due to the diversity within the research group, the findings of this study should be used as a means by which to develop a set of generalisations regarding inclusive education in affluent schools in greater Durban.

5.6. FURTHER RESEARCH POSSIBILITIES

There are a number of areas in which this research could possibly be extended in the future. Firstly, if one was to continue in the same vein as this study, the research could be extended to affluent schools on a provincial level. Alternatively, the same empirical research could be carried out in a wide array of schools within KwaZulu-Natal instead of focusing on affluent schools alone.

As a follow-up study to this one, an action-research study could be carried out to assess the effectiveness of the professional development programme recommended in this study. This would allow for the programme to be tested in schools, and then adapted according to the areas in which there were weaknesses.

Finally, it should be noted that South African schools are 'in progress' when it comes to implementing inclusive education practices. It would be beneficial to repeat this study in a decade when according to government guidelines; schools should have completed implementation of inclusive education.

5.7. CONCLUSION

The field of inclusive education in South Africa is on of great diversity. As has been shown by the research conducted in this study, there exists great diversity in terms of how schools are implementing inclusive education as well as the degree to which each of these schools is practicing inclusive education. Great diversity exists in amongst the learner body many of whom are presenting with some form of barrier to learning in the classroom. However, possibly most importantly, there exists great diversity in the attitudes of teachers towards inclusive education. There are teachers who believe that inclusive education is simply another government policy designed to put additional pressure on them, or to increase their already burdensome administration work. These teachers are the ones who believe that inclusive education in South Africa will never work and as a result they have no interest in adapting their teaching strategies to a changed education climate. The teachers who have experienced the joy of assisting a child who would previously have been segregated from his peers in a special school and seeing the immense potential of these learners to achieve their dreams, are passionate about inclusive education and are determined to make a difference to the

lives of future learners through the continued implementation of inclusive education. These are the teachers who will lead South Africa into the inclusive future that was dreamt of by millions through years of darkness and segregation in South Africa. It is my sincere hope that this research forms part of my humble contribution to the field of inclusive education, an area that to me represents so much about the potential of South Africa in the future.

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APPENDICES

APPENDIX A

Letter of permission from KwaZulu-Natal Department of Education

kzn education
Department
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar   Tel: 083 341 8610   Ref.:2/4/8/140

Ms Jolana Ostender
P.O. Box 1016
GILLITTS
3603

Dear Ms Ostender

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Theory Versus Practice of Inclusive Education: an Exploration of Teacher Development in Selected Affluent High Schools in Greater Durban**, 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 01 January 2012 to 29 February 2013.
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 Mr. Alwar 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 Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
    10.1   Durban Girls' High School
    10.2   Glenwood High School
    10.3   Hillcrest High School
    10.4   Kloof High School
    10.5   Westville Boys' High School
    10.6   Westville Girls' High School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education

Date

...committed to service and performance
beyond the call of duty.

APPENDIX B
Letter of ethical clearance

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Research Office (Govan Mbeki Centre)
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
Ximbap@ukzn.ac.za

20 April 2012

Ms Jolene Amanda Ostendorf (203504299)
School of Education Studies

Dear Ms Ostendorf

PROTOCOL REFERENCE NUMBER: HSS/0120/012M
PROJECT TITLE: Theory versus practice of inclusive education: An exploration of teacher development in selected affluent high schools in greater Durban.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

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 school/department for a period of 5 years.

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

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Dr Sitheolle Ntombela
cc Dr D Davids
cc Mrs S Naicker/Mr N Memela

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood   Howard College   Medical School   Pietermaritzburg   Westville

APPENDIX C

Letter of consent

Research for thesis towards Master of Education

(University of KwaZulu Natal)

Theory versus Practice of Inclusive Education: An exploration of teacher development in selected affluent high schools in greater Durban.

LETTER OF INFORMED CONSENT

January 2012

Dear Sir/ Madam

You are being invited to participate in a study into the in-service training of teachers in topics related to inclusive education. This study will culminate in a thesis that will be submitted for the awarding of the Master of Education degree. The research is being undertaken by me, Jolene Ostendorf, under the guidance of my supervisor at the University of KwaZulu-Natal's School of Education Studies, Dr. Sithabile Ntombela.

The objective of this study is to determine the extent to which in-service educators in affluent high schools in the greater Durban area have been trained to implement inclusive education practices. This study also aims to establish the availability of support and resources to educators as they address learners' educational needs in these schools.

The study is being conducted in 6 affluent schools (both private and state schools) in the greater Durban area amongst randomly selected educators teaching in these schools currently. Should you agree to participate in this study you will be required to complete a questionnaire that will provide me with information about your exposure to training related to inclusive education as well as the implementation of inclusive education at the school in which you teach. This questionnaire will take you between 10 and 15 minutes to complete. You may also be asked to participate in a semi-

structured interview, which will provide me with more detailed information about the training you have received as well as the support for learners available at the school. The interview will take approximately 30 minutes and will be voice recorded for quality purposes.

There are no known risks to you should you participate in this study, nor are there any costs involved in your participation. There will not be any financial gain from participating in this study. This study will be anonymous and neither you, nor the school you teach at, will be identifiable. Participation in this study is voluntary and you are free to withdraw from the study at any time. All documentation and recordings will be destroyed after the mandatory period of 5 years for which it has to be kept. Should you choose not to participate in this study, you will not be disadvantaged in any way.

If you have any questions or concerns about this study, please contact me on 083 665 2740 or at jolene@kearsney.com. This study has been approved by the Faculty Higher Degrees Committee at the Faculty of Education, University of KwaZulu- Natal. Should you have require information about the authenticity of this study please contact Dr Sithabile Ntombela on 031 260 1342 or at ntombelas1@ukzn.ac.za.

Please complete the declaration below if you would like to participate in this study, and as such contribute to the development of inclusive education in South Africa.

Many thanks

Jolene Ostendorf *B.Ed Hons*

APPENDIX D

Questionnaire

QUESTIONNAIRE

THE SCHOOL ENVIRONMENT

There are 15 questions in this section related to inclusive education practices at the school in which you teach. Please rate each statement from 1 to 5, with 1 representing that the statement is completely false, and 5 representing that the statement is completely true.

Completely false ------------------------- > Completely true

1.1. All learners are equally valued.

1	2	3	4	5

1.2. The school adheres to a policy of non-discrimination.

1	2	3	4	5

1.3. The school admits all learners from the local area.

1	2	3	4	5

1.4. There is a clear policy in place to deal with bullying.

1	2	3	4	5

1.5. The school buildings are accessible to people with physical disabilities.

1	2	3	4	5

1.6. There is a culture of respect in the school by both staff and learners.

1	2	3	4	5

1.7. There are clear school-based inclusion policies in place and readily available.

1	2	3	4	5

1.8. Educators are made aware of learners who have learning disabilities.

1	2	3	4	5

1.9. There is support available for learners with learning disabilities.

| 1 | 2 | 3 | 4 | 5 |

1.10. There is a support structure in place that co-ordinates all support and accommodations for learners with learning disabilities.

| 1 | 2 | 3 | 4 | 5 |

1.11. Educators receive specific instruction as how to assist an individual with learning disabilities in the classroom.

| 1 | 2 | 3 | 4 | 5 |

1.12. The school organizes staff development activities to develop assist staff in accommodating learners with learning disabilities in the classroom.

| 1 | 2 | 3 | 4 | 5 |

1.13. Educators make a concerted effort to accommodate learners with learning disabilities in the classroom.

| 1 | 2 | 3 | 4 | 5 |

1.14. Assessment concessions are in place to assist learners with learning disabilities in formal assessment tasks.

| 1 | 2 | 3 | 4 | 5 |

1.15. The school in which you teach can be considered "inclusive".

| 1 | 2 | 3 | 4 | 5 |

Adapted from:

Booth, T. (2000). Index for Inclusion. *cited in* Potterton, M., Utley, M. & Potterton, J. (2010).

THE EDUCATOR

There are 10 questions in this section related to your personal inclusive education practices in the classroom situation. Please rate each statement from 1 to 5, with 1 representing that the statement is completely false, and 5 representing that the statement is completely true.

Completely false ------------------------- > Completely true

2.1. I value all my learners equally.

1	2	3	4	5

2.2. I have a clear understanding of what "inclusive education" is.

1	2	3	4	5

2.3. I plan my lessons with individual needs of learners in mind.

1	2	3	4	5

2.4. I encourage all learners in the class to participate in my lessons.

1	2	3	4	5

2.5. I have a clear understanding of learning disabilities.

1	2	3	4	5

2.6. I am aware of the specific needs of the learners I teach who have learning disabilities.

1	2	3	4	5

2.7. I know how to meet the needs of learners with learning disabilities.

1	2	3	4	5

2.8. I differentiate my teaching style to accommodate learners with learning disabilities.

1	2	3	4	5

2.9. I accommodate the needs of learners with learning disabilities during assessment tasks.

1	2	3	4	5

2.10. I keep myself up to date with latest research regarding the education of learners with learning disabilities.

1	2	3	4	5

Adapted from:

Booth, T. (2000). Index for Inclusion. *cited in* Potterton, M., Utley, M. & Potterton,

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PROFESSIONAL DEVELOPMENT

There are 10 questions in this section. Each question is made up of 2 parts – the first part deals with training that you have received. The second part as you to rate the training you have received on a scale from 1 to 5 as follows:

1- A complete waste of time.

2 – Somewhat useful but not relevant to the classroom situation.

3 – Useful but there was little applicability to the classroom situation.

4 – Generally useful and somewhat applicable to the classroom situation.

5 – Completely useful and highly applicable to the classroom situation.

3.1. I have received sufficient development in matters pertaining to **inclusive education** – during my **initial teacher training**.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.2. I have received sufficient professional development in matters pertaining to **inclusive education** – whilst in-service from the **Department of Education**.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

2.4. I have received sufficient professional development in matters pertaining to **inclusive education** – whilst in-service from **the school** I teach at.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.4. I have received sufficient professional development in matters pertaining to **inclusive education** – whilst in-service from **non-government organisations.**

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.5. I have received sufficient professional development in matters pertaining to **inclusive education** – whilst in-service from **institutions** at which I have enrolled in courses targeting inclusive education.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.6. I have received sufficient professional development in matters pertaining to **learning disabilities** – during my **initial teacher training**.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.7. I have received sufficient professional development in matters pertaining to **learning disabilities** – whilst in-service from the **Department of Education**.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.8. I have received sufficient professional development in matters pertaining to **learning disabilities** – whilst in-service from **the school** I teach at.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.9. I have received sufficient professional development in matters pertaining to **learning disabilities** – whilst in-service from **non-government organisations.**

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

3.10. I have received sufficient professional development in matters pertaining to **learning disabilities** – whilst in-service from **institutions** at which I have enrolled in courses targeting **learning disabilities**.

Yes ☐   **No** ☐

Please rate the effectiveness of this training.

1	2	3	4	5

Adapted from:

Booth, T. (2000). Index for Inclusion. *cited in* Potterton, M., Utley, M. & Potterton,

THE LEARNER

4.1. Please indicate **(✔)** which of the following barriers to learning have been diagnosed amongst the learners in your school:

Physical disabilities	**(✔)**
- Neurological problems e.g. epilepsy / cerebral palsy	
- Skeletal and muscular disabilities e.g. amputations	
Intellectual disabilities e.g. Downs Syndrome	
Learning disabilities e.g. ADHD, dyslexia	
Sensory disabilities e.g. Blindness	
Minimal developmental delays e.g. immaturity of the brain	
Emotional problems e.g. elective mutism, post-traumatic stress	
Chronic diseases e.g. HIV/AIDS	
Behavioural problems e.g. juvenile delinquency	

4.2. Please indicate **(✔)** which of the learning disabilities have been diagnosed amongst the learners in your school:

	(✔)
Attention Deficit Hyperactivity Disorder – Inattentive type	
Attention Deficit Hyperactivity Disorder – Hyperactive type	
Specific Learning Disability (Dyslexia)	
Dyspraxia / Aphasia	
Dyscalculia	
Non-verbal learning disability	
Central Auditory Processing Disorder	
Visual Processing Disorder	
Aspergers Syndrome/ Autism	
Other: (please specify)	

_____

LEARNER SUPPORT

5.1.   Please indicate **(✔)** which of the following professionals are available at the school in which you teach to provide support to learners in an academic capacity. Furthermore, please indicate **(*)** which of these services are included in the school fees.

	Available (✔)	**Included in school fees (*)**
Inclusion specialist		
Remedial therapist		
Speech and language therapist		
Educational psychologist		
Other psychologist		
Occupational therapist		
School counselor		

5.2.   Please indicate (✔) which of the following systems best indicates the manner in which learners with learning disabilities in your school receive support.

Learners who need any form of support are not accepted into the school.	
Learners receive no form of support over and above normal school lessons.	
Learners receive support from professionals after school or during breaks.	
Learners can be pulled out of class to attend lessons and therapies with professionals.	
Learners are supported in the classroom, with the assistance of facilitators and teacher aides.	
Learners are completely supported within the classroom through the use of differentiated instruction and the teacher accommodating the needs of all the learners.	

5.3. a. Is there a co-ordinated approach (e.g. communication between therapists and teachers) to supporting learners with learning disabilities?

Yes	No	

5.3. b. If yes, who is responsible for this co-ordination?

_____

5.3. c. Is this person responsible for co-ordination relating to all learners or only for specific learners (e.g. the class teacher is responsible for co-ordination only pertaining to learners in their class)?

_____

5.4. Please indicate which of the following learning disabilities you are familiar with:

	(✔)
Attention Deficit Hyperactivity Disorder – Inattentive type	
Attention Deficit Hyperactivity Disorder – Hyperactive type	
Specific Learning Disability (Dyslexia)	
Dyspraxia / Aphasia	
Dyscalculia	
Non-verbal learning disability	
Central Auditory Processing Disorder	
Visual Processing Disorder	
Aspergers Syndrome/ Autism	

5.5. Please indicate which of the following learning disabilities you are confident of providing support for in your classroom

:

	(✔)
Attention Deficit Hyperactivity Disorder – Inattentive type	
Attention Deficit Hyperactivity Disorder – Hyperactive type	
Specific Learning Disability (Dyslexia)	
Dyspraxia / Aphasia	
Dyscalculia	
Non-verbal learning disability	
Central Auditory Processing Disorder	
Visual Processing Disorder	
Aspergers Syndrome/ Autism	

PARTICIPANTS' BACKGROUND

Please answer the following questions about yourself:

6.1. How many years teaching experience do you have? _____

6.2. What qualifications do you have? _____

6.3. How many years have you been teaching at your current school?

_____

_____

Data collection for thesis towards Master of Education

(University of KwaZulu Natal)

Theory vs Practice of Inclusive Education: An exploration of teacher development in selected affluent high schools in greater Durban.

Many thanks for your participation!
Jolene Ostendorf *B.Ed Hons*

APPENDIX E
Interview schedule

SEMI-STRUCTURED INTERVIEW SCHEDULE

The aim of this interview is for the researcher to gain further insight into your understanding of inclusive education, how you have come to this understanding and the level of support being offered to the learners in your school. As this is a semi-structured interview, there are some specific questions that I will be asking; however, you are also encouraged to add your own detail related to your experiences of inclusive education. All information collected during this interview will be confidential and you are asked to be as honest as possible in your answers. Every effort has been made to ensure that this interview is not invasive or degrading. You are not obliged to answer all the questions, especially if you feel uncomfortable and you may end the interview at any stage. The interview will be recorded for the purposes of ensuring accuracy during data analysis.

(* Indicates compulsory questions that need to be answered by all participants.)

1. **Please provide me with a brief synopsis of your teaching experience and qualifications to date.**

   The purpose of this research is to extrapolate a link between how high school teachers are being trained for the purposes of inclusive education and the reality of inclusive education in the classroom.

2. **Defining inclusive education**

2.1. *How would you define the term "inclusive education"?
2.2. Considering your answer in 2.1., how would you rate the implementation of inclusive education at your school on a scale from "non-existent" to "a model for other schools to follow"?

3. **Defining inclusive learning environments**

3.1. *What do you consider to be an "inclusive learning environment"?
3.2. Considering your answer in 3.1., do you consider your classroom to be an "inclusive learning environment"?

4. ***What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"?**
    For instance, did you develop these definitions at university during your initial training or from your own informal research into education issues.

5. **Initial training into inclusion**

    5.1.   Did your initial teacher training include any training specifically related to inclusive education?
    5.2.   If so, please comment on the quality of this training and whether you feel this prepared you adequately for teaching in an inclusive classroom.

6. **Professional development relating to inclusive education**

    6.1.   * Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?
    6.2.   *If so, please elaborate on the training that you have received. For example, when did you receive this training, who was responsible for the training, duration of training etc.
    6.3.   *Do you feel that this training adequately prepared you to create inclusive learning environments in your classroom?
    6.4.   Did you find that there was an emphasis on specific barriers to learning over other barriers? For example, more attention was paid to managing physical disabilities than learning disabilities.
    6.5.   Did you find the training to be more related to the medical effects of disabilities or the educational effects of disabilities?

7. ***Identification and support for learners with learning disabilities***

    Your school has been chosen for this study as the demographics of the school suggest that the most common barrier to learning will be learning disabilities. As the term "inclusive education" is a broad one, this study is looking at inclusive education specifically in terms of the inclusion of learners with learning disabilities into the mainstream education system.

    To facilitate my understand of how learners with learning disabilities are identified and supported in your school, I will use the following case study:

A child enrolls at your school with very weak academic results, particularly in English – the language of instruction at your school.

7.1. *What steps are taken to determine why this child is performing poorly?
7.2. Is this investigation done before the child arrives at the school, or once the child is integrated into the school?
7.3. Is there a person/department in the school that the child's parents are referred to, or are they sent directly to outside professionals?

Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.

7.4. *Please describe the support process/system that is in place at your school to support this child appropriately, in as much detail as possible. What facilities are available to assist this child? Drawing an organogram may assist you in describing the support network at your school.
7.5. Is there any co-ordination of this support? If so, who is responsible for this co-ordination?
7.6. *How would you adapt your lessons to accommodate this learner in your class?
7.7. In your opinion, do you think this child would have a realistic chance of making significant academic progress at your school? What would the expected outcomes for a child such as this be – a NSC pass with admission to a Bachelor degree or enrolment at an FET college offering vocational courses in Grade 10 etc.?
7.8. *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support "in-house" or do you as an educator have to make a concerted effort to do the research and find your own sources of support?
7.9. *If this child was in your class, how confident would you be as an educator that you are equipped to meet the needs of this child?
7.10. Would you feel confident enough to provide this child with the support he/she needs whilst also ensuring that the needs of the other learners in your class continue to be met?

8. **How teachers learn**

8.1. Do you consider yourself "up-to-date" on the latest education matters?

8.2. What do you find is the most effect way of staying up-to-date? Conferences and workshops held by the DoE or NGO's, formal study courses, in-school training, the internet, following a blog, networking with other teachers etc.

8.3. How does your school support you in terms of professional development – both formally and informally?

8.4. *Do you feel that the training you received with regards to inclusive education has been practical enough to deal with the reality of what is happening in the classroom?

8.5. How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?

9. Support/ resources that teachers need

9.1. Do you feel that you have sufficient access to resources that can help you implement inclusive education practices in your classroom?

9.2. Do you find that inclusion in your school is only being handled by one person/ department or do you feel as if the shift towards inclusive education is happening as a whole-school approach?

9.3. Is there support for adopting inclusive education from the school's management and governing board / board of governors?

9.4. *What resources and support do you need to create an ideal inclusive learning environment in your classroom?

9.5. *How do you think teacher training pertaining to inclusive education should be conducted so that it will be useful to the teachers in your community?

APPENDIX F

Data collected from School CG

QUESTIONNAIRE ANALYSIS

SCHOOL CODE: CG		TOTAL SCORE:		557				
THE SCHOOL ENVIRONMENT		**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
1.1.	All learners are equal.	4.3	0.5	4	5	4	1	4
1.2.	Policy of non-discriminations.	5	0.0	5	5	5	0	5
1.3.	All local learners accepted.	4.7	0.5	5	5	4	1	5
1.4.	Policy dealing with bullying.	4.6	0.7	5	5	3	2	5
1.5.	Accessible to physically disabled.	2.5	0.7	2	4	2	2	2
1.6.	Culture of respect.	3.7	0.8	4	5	2	3	4
1.7.	Inclusion policies in place.	3.9	0.7	4	5	3	2	4
1.8.	Educators aware of LD learners.	3.8	1.1	3.5	5	2	3	5
1.9.	Support for learners with LD.	4.1	0.9	4	5	3	2	5
1.10.	Support structure in place.	3.5	0.8	3.5	5	2	3	3
1.11.	Specific instruction for educators.	2.6	0.8	2	4	2	2	2
1.12.	Staff development re: LD	2.5	1.4	2	5	1	4	1
1.13.	Effort to accommodate LD.	3.3	0.9	3	5	2	3	3
1.14.	Assessment concessions.	3.5	1.5	3.5	5	1	4	5
1.15.	Is your school inclusive?	3.7	0.8	3.5	5	3	2	3

		TOTAL SCORE:		474				
THE EDUCATOR		**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
2.1.	Value all learners equally.	4.9	0.3	5	5	4	1	5
2.2.	Clear understanding of IE.	4.5	0.7	5	5	3	2	5
2.3.	Plan lessons for individuals.	4.4	0.7	4.5	5	3	2	5
2.4.	All learners participate.	4.5	0.7	5	5	3	2	5
2.5.	Understanding of LD.	4.1	0.9	4	5	3	2	5
2.6.	Aware of specific needs.	3.5	0.7	3	5	3	2	3
2.7.	Know how to meet specific needs.	3.6	0.8	4	5	2	3	4
2.8.	Differentiate learning style.	4	0.7	4	5	3	2	4
2.9.	Assessment accommodations.	3.5	1.1	3.5	5	2	3	4
2.10.	Continued learning re: LD	2.8	1.1	3	5	1	4	3

PROFESSIONAL DEVELOPMENT		YES	NO	AVERAGE
3.1.	YES/NO	6	4	
	Rating			2.1
3.2.	YES/NO	2	8	
	Rating			0.4
2.4.	YES/NO	5	5	
	Rating			1.6
3.4.	YES/NO	2	8	
	Rating			0.7
3.5.	YES/NO	3	7	
	Rating			1
3.6.	YES/NO	6	4	
	Rating			2.2
3.7.	YES/NO	3	7	
	Rating			0.9
3.8.	YES/NO	7	3	
	Rating			2.2
3.9.	YES/NO	1	9	
	Rating			0.4
3.10.	YES/NO	2	8	
	Rating			0.9

THE LEARNER		TOTAL
4.1.	Physical Disabilities	
	Neurological	5
	Skeletal	8
	Intellectual Disabilities	0
	Learning Disabilities	10
	Sensory Disabilities	2

	Minimal Developmental Delays	2
	Emotional Problems	4
	Chronic Diseases	3
	Behavioural Problems	9

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	9
	Specific Learning Disability	6
	Dyspraxia/ Aphasia	1
	Dsycalculia	0
	Non-verbal Learning Disability	2
	Central Auditory Processing	3
	Visual Processing Disorder	2
	Aspergers/ Autism	5
	Other:	

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	0
	Included in school fees	0
	Remedial therapist	0
	Available	4
	Included in school fees	4
	Speech&Language Therapist	0
	Available	1
	Included in school fees	0
	Educational Psychologist	0
	Available	2
	Included in school fees	1
	Other Psychologist	0

	Available	3
	Included in school fees	3
	Occupational Therapist	0
	Available	0
	Included in school fees	0
	School Counsellor	0
	Available	10
	Included in school fees	7
		TOTAL
5.2.	Learners who need any form of	0
	support are not accepted.	0
	Learners receive no support.	1
		0
	Learners receive support from	4
	professionals after school.	0
	Learners are pulled out of class	5
	to attend lessons with pro.	0
	Learners supported within class	4
	with facilitators/ aides.	0
	Learners supported within class	6
	through accommodating needs.	0

		YES	NO
5.3.a	Yes/No	7	2
5.3.b	Who is responsible?		
5.3.c	Co-ordination for **all** learners OR only **specific** learners?		

		TOTAL
5.4.	ADHD Inattentive	9
	ADHD Hyperactive	10
	Specific Learning Disability	6

Dyspraxia/ Aphasia	2
Dyscalculia	1
Non-verbal Learning Disability	3
Central Auditory Processing	4
Visual Processing Disorder	3
Aspergers/ Autism	4

SCHOOL CODE: CG

5.5. ADHD Inattentive	7
ADHD Hyperactive	8
Specific Learning Disability	3
Dyspraxia/ Aphasia	1
Dyscalculia	1
Non-verbal Learning Disability	4
Central Auditory Processing	3
Visual Processing Disorder	3
Aspergers/ Autism	1

PARTICIPANTS' BACKGROUND	AVERAGE
6.1. Teaching Experience	11.3
Qualifications	
Years teaching at current school	6.9

School CG: Interview transcript

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I am the school counsellor.

- *How would you define the term "inclusive education"?*

In the past we had special schools for students with disabilities, but now days we incorporate these children into mainstream schools.

- *In light of your previous answer, how would you rate the implementation of inclusive education at your school on a scale from "non-existent" to "a model for other schools to follow"?*

We will include people with disabilities, but then it is a case of scrambling around to support the child's needs.

- *What do you consider to be an "inclusive learning environment"?*

I would consider it to be a classroom in which there is correct lighting and the children are placed in positions where they can get attention. It would also include a number of different learning skills.

- *Considering your previous answer, do you consider your classroom to be an "inclusive learning environment"?*

We have a learning centre which is open in the afternoons where we make use of a peer tutoring system so that everyone gets one-on-one attention. We also have a remedial therapist who sees the children during class time. There is also a smaller Grade 8 class to assist those children who need lots of support.

- *Did your initial teacher training include any training specifically related to inclusive education?*

My initial training was sparse so the majority of my knowledge comes from subsequent courses. After going on these courses, I then feedback to the staff. I have not received much training from the Department of

Education, the majority is provided by private companies offering courses. These courses have info about the theory and the practice of inclusive education but there is an emphasis on the theory side.

The vast majority of the courses are focused on learning disabilities. There has been a focus on education but in order to implement everything they tell you, you would need a full remedial unit to make it all work.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study:*

A child enrols at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

First the grade head would pick up any problems from the initial tests given to the Grade 8s for English and Maths. The very weak learners are put into the smaller Grade 8 class. After this, the counsellor then processes the school records of these students and looks into the child's background to see if they need to be assessed. I would like us to do more, but there are constraints on my time and our resources.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*
- *Is there any co-ordination of this support?*

There could be more co-ordination between the counsellor and the teachers. We are looking at changes in the structure of this in the future to have just one person overseeing the academic progress of the learners.

- *In your opinion, do you think this child would have a realistic chance of making significant progress at your school?*

This child would probably just pass matric because of their limited academic exposure.

- *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support "in-house" or do you as an educator have to make a concerted effort to do the research and find your own sources of support?*

Once a term we have a staff development workshop, which is a departmental requirement but this workshop covers many areas and not just inclusive education.

- *How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?*

Some teachers are supportive and some are not. The teachers who are closer to retirement seem to be less interested, but there are also some younger teachers who are 'wearing blinkers' in terms of inclusive education. There is definitely still some resistance. They are not resistant to learning about inclusive education but they are resistant to the implementation of it.

- *What do you find is the most effective way of staying up-to date?*

Courses and guest speakers as well as 'linked-in' groups to discuss issues. I find this discussion to be the most useful. I also use websites, read psychology magazines and belong to a counsellors group.

- *Is there support for adopting inclusive education from the school's management and governing board / board of governors?*

No, not really any support from the Department of Education. All the resources we need are funded by the school. There is no back-up from the department and things take a long time to get done. Our governing body is very supportive and involved but they do not have the knowledge about inclusive education that is needed.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

We would need a substantial budget to fund all of the changes needed and to buy resources. Our staff would also need intensive training in the area and a team of people to deal with the children who have learning disabilities. I would like to see the Grade 8 programme with the small class being extended into Grade 9. We would also need co-operation from parents and far more support should be provided by the department of education, such as better access to psychologists.

- *How do you think teacher training pertaining to inclusive education should be conducted so that it will be useful to the teachers in your community?*

Training should be made compulsory, like the CASS meetings are and we need to be more pro-active about developing our knowledge before a child with disabilities enters the school. We also need the Department of Education to be far more involved in this process.

APPENDIX G

Data collected from School CP

SCHOOL CODE: CP	TOTAL SCORE:		608				
THE SCHOOL ENVIRONMENT	MEAN	STDEV	MEDIAN	MAX	MIN	RANGE	MODE
1.1. All learners are equal.	4.1	0.6	4	5	3	2	4
1.2. Policy of non-discriminations.	4.7	0.5	5	5	4	1	5
1.3. All local learners accepted.	3.2	1.4	3	5	1	4	5
1.4. Policy dealing with bullying.	4.8	0.4	5	5	4	1	5
1.5. Accessible to physically disabled.	2.8	0.9	2.5	4	2	2	2
1.6. Culture of respect.	4.4	0.5	4	5	4	1	4
1.7. Inclusion policies in place.	4.2	0.4	4	5	4	1	4
1.8. Educators aware of LD learners.	4.6	0.5	5	5	4	1	5
1.9. Support for learners with LD.	4.5	0.5	4.5	5	4	1	5
1.10. Support structure in place.	4.2	0.6	4	5	3	2	4
1.11. Specific instruction for educators.	3.7	0.8	3.5	5	3	2	3
1.12. Staff development re: LD	3.9	0.9	4	5	3	2	3
1.13. Effort to accommodate LD.	4.2	0.6	4	5	3	2	4
1.14. Assessment concessions.	4.3	0.8	4.5	5	3	2	5
1.15. Is your school inclusive?	3.9	0.3	4	4	3	1	4
	TOTAL SCORE:		472				
THE EDUCATOR	MEAN	STDEV	MEDIAN	MAX	MIN	RANGE	MODE
2.1. Value all learners equally.	4.6	0.5	5	5	4	1	5
2.2. Clear understanding of IE.	4.2	0.9	4.5	5	3	2	5
2.3. Plan lessons for individuals.	4	0.7	4	5	3	2	4
2.4. All learners participate.	4.7	0.5	5	5	4	1	5
2.5. Understanding of LD.	4.1	0.9	4	5	3	2	5
2.6. Aware of specific needs.	4.4	0.5	4	5	4	1	4
2.7. Know how to meet specific needs.	3.6	0.8	4	5	2	3	4
2.8. Differentiate learning style.	4.1	0.6	4	5	3	2	4
2.9. Assessment accommodations.	3.6	0.7	4	4	2	2	4
2.10. Continued learning re: LD	3.3	1.2	3.5	5	1	4	4

SCHOOL CODE: CP

PROFESSIONAL DEVELOPMENT		YES	NO	AVERAGE
3.1.	YES/NO	4	6	
	Rating			2.8
3.2.	YES/NO	1	9	
	Rating			3
2.4.	YES/NO	8	2	
	Rating			3.5
3.4.	YES/NO	4	6	
	Rating			3.5
3.5.	YES/NO	3	7	
	Rating			4
3.6.	YES/NO	4	5	
	Rating			3.5
3.7.	YES/NO	2	8	
	Rating			4
3.8.	YES/NO	9	1	
	Rating			3.6
3.9.	YES/NO	3	7	
	Rating			4.3
3.10.	YES/NO	3	7	
	Rating			4.3

SCHOOL CODE: CP

THE LEARNER		TOTAL
4.1.	Physical Disabilities	
	Neurological	9
	Skeletal	5
	Intellectual Disabilities	2
	Learning Disabilities	10
	Sensory Disabilities	5

	Minimal Developmental Delays	5
	Emotional Problems	9
	Chronic Diseases	3
	Behavioural Problems	7

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	10
	Specific Learning Disability	8
	Dyspraxia/ Aphasia	2
	Dsycalculia	3
	Non-verbal Learning Disability	6
	Central Auditory Processing	9
	Visual Processing Disorder	6
	Aspergers/ Autism	10
	Other:	

SCHOOL CODE: CP

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	3
	Included in school fees	1
	Remedial therapist	0
	Available	10
	Included in school fees	2
	Speech&Language Therapist	0
	Available	9
	Included in school fees	0
	Educational Psychologist	0
	Available	6
	Included in school fees	0
	Other Psychologist	0

Available	7	
Included in school fees	1	
Occupational Therapist	0	
Available	9	
Included in school fees	0	
School Counsellor	0	
Available	10	
Included in school fees	9	

SCHOOL CODE: CP	TOTAL	
5.2. Learners who need any form of	0	
support are not accepted.	0	
Learners receive no support.	0	
	0	
Learners receive support from	7	
professionals after school.	0	
Learners are pulled out of class	8	
to attend lessons with pro.	0	
Learners supported within class	6	
with facilitators/ aides.	0	
Learners supported within class	1	
through accommodating needs.	0	

	YES	NO
5.3.a Yes/No	9	1
5.3.b Who is responsible?		
5.3.c Co-ordination for **all** learners OR only **specific** learners?		

	TOTAL
5.4. ADHD Inattentive	10
ADHD Hyperactive	10
Specific Learning Disability	7

	Dyspraxia/ Aphasia	2
	Dsycalculia	3
	Non-verbal Learning Disability	6
	Central Auditory Processing	8
	Visual Processing Disorder	6
	Aspergers/ Autism	9

SCHOOL CODE: CP

5.5.	ADHD Inattentive	8
	ADHD Hyperactive	9
	Specific Learning Disability	5
	Dyspraxia/ Aphasia	1
	Dsycalculia	1
	Non-verbal Learning Disability	5
	Central Auditory Processing	6
	Visual Processing Disorder	5
	Aspergers/ Autism	4

PARTICIPANTS' BACKGROUND		AVERAGE
6.1.	Teaching Experience	17.9
	Qualifications	
	Years teaching at current school	9.7

School CP: **Interview Transcript**

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I have been teaching at this school for 15 years. I have a number of advanced qualifications in the area of remedial education.

- *How would you define the term "inclusive education"?*

Inclusive education is including all learners into a school, regardless of any disabilities they may have.

- *Considering your answer, how would you rate the implementation of inclusive education at your school?*

Our school is very well developed in terms of inclusive education. We have always had a reputation as being a 'different' school that has a relaxed atmosphere so inclusive education has been very successful here.

- *What do you consider to be an "inclusive learning environment"?*

An inclusive learning environment is one in which the students have access to those resources that will maximize their learning in a classroom.

- *Considering your previous answer, do you consider your classroom to be an "inclusive learning environment?*

Very much so. Our students do sometimes have to be taken out of class for special support but this allows us to give them access to all of the support that they need.

- *What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"?*

I'm very involved in the area of remedial teaching, which is evolving into inclusive education. As education is changing I have made sure that I am keeping up to date. I am also part of the Remedial Teachers

Association in my region and a committee member of the KZN SAALED branch. My son and my husband both have learning disabilities so this has also influenced me to find out as much as I can.

- *Did your initial teacher training include any training specifically related to inclusive education?*

Yes. One of my majors at the time was 'remedial education', which was the precursor to inclusive education in my school.

- *Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?*

I have, and I also do quite a bit of staff development in other schools.

- *Please elaborate on the training that you have received.*

I attend all of SAALED's workshops and conferences, as well as conferences held by NAPTOSA that focus on remedial education.

- *Do you feel that this training adequately prepared you to create inclusive learning environments in your classroom?*

Yes, although I have also learnt a lot from working with children who have learning disabilities and from networking with people in a similar field to me.

- *Did you find that there was an emphasis on specific barriers to learning over other barriers?*

Because of my focus on remedial education in the past, most of this training has focused on learning disabilities.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study;*

  A child enrolls at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

Before the child arrives at the school we do some entrance exams with them in the areas of Maths, Science and English. This is not to exclude them from the school but to assist us when we stream our classes. A lot of our students come to use from remedial schools so it is then up to me to investigate what their learning problems are and to put into place the best support system for that child. We then allow the child to write their first set of exams without any accommodations and once we see what the effect of this is, we apply to the IEB for these children to have the proper accommodations. This means that they have to be fully assessed, which also helps us.

- *Is there a person/ department in the school that the child's parents are referred to, or are they sent directly to outside professionals*

The parents are referred to outsiders for the IQ testing that may need to be done, but all other support is available at school.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*

The process is more or less the same regardless of what the disability is. We do have a few students with autism who need further monitoring but this is explained to all the people in the school who may have contact with the child, not just their teachers.

- *Is there any co-ordination of this support? If so, who is responsible for this co-ordination?*

Yes, I co-ordinate all of this support from our [support centre] but I also have a team of teachers, therapists and interns to help me.

- *In your opinion, do you think this child would have a realistic chance of making significant academic progress at your school?*
-

I am confident that any child entering our school will be able to meet their full potential.

- *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support 'in-house' or do you as an educator have to make a concerted effort to do the research and find your own sources of support?*

My school is very supportive.

- *If this child was in your class, how confident would you be as an educator that you are equipped to meet the needs of this child?*

Very confident.

- *Would you feel confident enough to provide this child with the support he needs whilst also ensuring that the needs of the other learners in your class continue to be met?*

Yes, but I do have lots of experience in the area and I have a good team to back me up.

- *Do you consider yourself "up-to-date" on the latest education matters?*

Yes, I do.

- *What do you find is the most effective way of staying up-to-date?*

I would definitely say networking with other professionals in the area. This is why I belong to a number of organisations and I am willing to share my knowledge with other teachers. It is also important to attend regular workshops and conferences to make sure you are getting the latest information.

- *How does your school support you in terms of professional development – both formally and informally?*

They are very supportive and are happy to send us on courses when we ask. They also make a special effort to train people who may not have had access to a good education before to become teacher assistants in our school.

- *How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?*

They are very supportive and interested in what we do. It is an important part of the school and the teachers have accepted that this is what happens at [name removed].

- *Do you feel that you have sufficient resources that can help you implement inclusive education practices in your classroom?*

Yes and we will be improving our facilities in 2013, which is something we are really looking forward to.

- *Do you find that inclusion in your school is only being handled by one person/department or do you feel as if the shift towards inclusive education is happening as a whole-school approach?*

Although I co-ordinate this support, it is very much a team effort. Without the support of the whole school, from the Head to the gardeners, inclusive education would not have been as successfully implemented.

- *Is there support for adopting inclusive education from the school's management and governing body?*

Yes, although the governing body sometimes worries about what impression the community will have of the school if we accept all sorts of children with disabilities. I sit on the school management committee.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

It is vital that your whole staff is involved in implementing inclusive education. We are also lucky in that we have quite a few staff members devoted to the support centre, such as a speech and language therapist, an occupational nurse and quite a few teacher assistants.

APPENDIX H

Data collected from School BP

QUESTIONNAIRE ANALYSIS

SCHOOL CODE: BP

| TOTAL SCORE: | | | 645 | | | | |

THE SCHOOL ENVIRONMENT	MEAN	STDEV	MEDIAN	MAX	MIN	RANGE	MODE
1.1. All learners are equal.	3.9	1.10	4	5	2	3	4
1.2. Policy of non-discriminations.	4.2	1.03	5	5	3	2	5
1.3. All local learners accepted.	2.5	1.78	1.5	5	1	4	1
1.4. Policy dealing with bullying.	4.9	0.32	5	5	4	1	5
1.5. Accessible to physically disabled.	3.6	1.07	4	5	2	3	4
1.6. Culture of respect.	3.5	0.71	3	5	3	2	3
1.7. Inclusion policies in place.	5	0.00	5	5	5	0	5
1.8. Educators aware of LD learners.	4.9	0.32	5	5	4	1	5
1.9. Support for learners with LD.	5	0.00	5	5	5	0	5
1.10. Support structure in place.	5	0.00	5	5	5	0	5
1.11. Specific instruction for educators.	4.6	0.52	5	5	4	1	5
1.12. Staff development re: LD	4.4	0.84	5	5	3	2	5
1.13. Effort to accommodate LD.	3.6	0.70	3.5	5	3	2	3
1.14. Assessment concessions.	4.8	0.42	5	5	4	1	5
1.15. Is your school inclusive?	4.6	0.70	5	5	3	2	5

| TOTAL SCORE: | | | 432 | | | | |

THE EDUCATOR	MEAN	STDEV	MEDIAN	MAX	MIN	RANGE	MODE
2.1. Value all learners equally.	4.4	0.97	5	5	2	3	5
2.2. Clear understanding of IE.	4.1	0.74	4	5	3	2	4
2.3. Plan lessons for individuals.	3.5	1.08	3.5	5	2	3	3
2.4. All learners participate.	4.4	0.52	4	5	4	1	4
2.5. Understanding of LD.	3.5	0.85	3.5	5	2	3	4
2.6. Aware of specific needs.	4.2	0.63	4	5	3	2	4
2.7. Know how to meet specific needs.	3.5	0.97	3	5	2	3	3
2.8. Differentiate learning style.	3.5	0.97	3	5	2	3	3
2.9. Assessment accommodations.	3.3	1.25	3	5	1	4	3

2.10. Continued learning re: LD	2.5	1.18	2.5	5	1	4	3	

SCHOOL CODE: BP

PROFESSIONAL DEVELOPMENT	YES	NO	AVERAGE
3.1. YES/NO	3	7	
Rating			0.8
3.2. YES/NO	0	10	
Rating			0
2.4. YES/NO	10	0	
Rating			4
3.4. YES/NO	1	9	
Rating			0.4
3.5. YES/NO	1	9	
Rating			0.4
3.6. YES/NO	4	6	
Rating			1
3.7. YES/NO	0	10	
Rating			0
3.8. YES/NO	10	0	
Rating			3.8
3.9. YES/NO	1	9	
Rating			0.4
3.10. YES/NO	0	10	
Rating			0

SCHOOL CODE: BP

THE LEARNER	TOTAL
4.1. Physical Disabilities	
Neurological	6
Skeletal	7
Intellectual Disabilities	1
Learning Disabilities	10

Sensory Disabilities	2	
Minimal Developmental Delays	2	
Emotional Problems	5	
Chronic Diseases	2	
Behavioural Problems	3	

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	10
	Specific Learning Disability	10
	Dyspraxia/ Aphasia	3
	Dsycalculia	2
	Non-verbal Learning Disability	6
	Central Auditory Processing	9
	Visual Processing Disorder	8
	Aspergers/ Autism	3
	Other:	

SCHOOL CODE: BP

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	10
	Included in school fees	7
	Remedial therapist	0
	Available	5
	Included in school fees	1
	Speech&Language Therapist	0
	Available	5
	Included in school fees	1
	Educational Psychologist	0
	Available	10
	Included in school fees	6

Other Psychologist	0	
Available	1	
Included in school fees	0	
Occupational Therapist	0	
Available	0	
Included in school fees	0	
School Counsellor	0	
Available	8	
Included in school fees	6	

SCHOOL CODE: BP	**TOTAL**
5.2. Learners who need any form of	0
support are not accepted.	0
Learners receive no support.	0
	0
Learners receive support from	6
professionals after school.	0
Learners are pulled out of class	9
to attend lessons with pro.	0
Learners supported within class	0
with facilitators/ aides.	0
Learners supported within class	4
through accommodating needs.	0

	YES	**NO**
5.3.a Yes/No	9	1
5.3.b Who is responsible?		
5.3.c Co-ordination for **all** learners OR only **specific** learners?		

	TOTAL
5.4. ADHD Inattentive	10
ADHD Hyperactive	10

	Specific Learning Disability	9
	Dyspraxia/ Aphasia	0
	Dsycalculia	2
	Non-verbal Learning Disability	2
	Central Auditory Processing	7
	Visual Processing Disorder	4
	Aspergers/ Autism	3

SCHOOL CODE: BP

5.5.	ADHD Inattentive	9
	ADHD Hyperactive	9
	Specific Learning Disability	5
	Dyspraxia/ Aphasia	0
	Dsycalculia	0
	Non-verbal Learning Disability	2
	Central Auditory Processing	4
	Visual Processing Disorder	3
	Aspergers/ Autism	0

PARTICIPANTS' BACKGROUND		AVERAGE
6.1.	Teaching Experience	19.8
	Qualifications	
	Years teaching at current school	10.05

School BP: Interview transcript

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I have 6 years teaching experience, the first year of which was teaching part-time at a remedial school. I have specialized in inclusive education ever since. I have an Honours degree from UNISA, with a specialization in inclusive education.

- *How would you define the term "inclusive education"?*

Quite simply, to me inclusive education is about educating all children within the same institution regardless of their abilities or disabilities. This is in an ideal world though as it is not always practical or in the best interest of the child to educate them in a so-called mainstream environment.

- *In light of your previous answer, how would you rate the implementation of inclusive education at your school on a scale from "non-existent" to "a model for other schools to follow"?*

School BP [name removed] is a leader in the field of inclusive education. We are often visited by other schools who want to learn from us.

- *What do you consider to be an "inclusive learning environment"?*

In my mind an inclusive learning environment is one in which all of the boys are getting the same content from the lesson, but are each given the opportunity to develop their own understanding of the content and can work at a pace that is suitable to them. It's one in which the boys who need help can get it without feeling ostracized by their peers.

- *What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"?*

I've read extensively on how to make classrooms a bit more 'friendly' towards boys who have learning disabilities as well as into how to accommodate students with learning disabilities etc. but probably the greatest source in terms of developing my definitions of these topics have been the boys themselves. Having being able to watch them adapt to an inclusive environment over the past few years and also having an open relationship with them about what their needs are, what works for them and what doesn't, has

helped me realize what the true meaning of inclusive education is. It still amazes me to see how these big, tough boys who have a reputation of being people who don't tolerate weakness just get on with helping each other in the classroom. I sometimes have to remind them that I am there to help them as well!

- *Did your initial teacher training include any training specifically related to inclusive education?*

It did but to be honest I don't remember too much of it. At the time inclusive education was very new in South Africa and lectures consisted mostly of different groups of students arguing about whether this is a good thing or not. There was no applicability to the classroom.

- *Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?*

Plenty! As I said earlier I did my Honours through UNISA which was quite interesting and the modules that focused on inclusive education were useful. Unfortunately, those were only 2 out of 5 modules we had to do and the other modules felt like repetition of my undergrad degree. It probably would have been more useful to focus more modules on inclusive education. I've also been really lucky in that [name removed] have a good staff development programme in place so I have been sent on quite a few conferences, which allowed me to network with other teachers in similar posts to mine. I'm very involved with an organization called SAALED that brings out a team of Australian experts, including Professor Giorcelli, every 2 years and I find that those conferences are wonderful. Although Australia has a very different education situation to us, the speakers always talk in a way that is applicable to a wide variety of schools. More than anything though, I think the best thing about these kinds of conferences is that it re-motivates and inspires you all over again. Inclusive education can be quite difficult at times and it is nice to be reminded that there are other people out there who have experienced the same frustrations.

- *Did you find that there was an emphasis on specific barriers to learning over other barriers? For example, more attention was paid to managing physical disabilities than learning disabilities.*

I found that they tended to focus on a broad range of disabilities, when at times I would have actually preferred more emphasis on learning disabilities as this constitutes the majority of what we are dealing with at the moment.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study:*

A child enrols at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

Before any boy arrives at the school he has to complete an entrance exam which gives us an idea as to his abilities. If he does quite badly in these exams we do a bit more investigating, like contacting his school to see if he has always battled and talking to his parents to find out if he has had any learning problems in the past.

Then, when the child arrives at [name removed] in grade 8, we do a series of baseline tests to determine what his reading and comprehension abilities are like. This is a back-up measure to make sure that any problems are picked up as soon as possible so they can be sorted out. All of this 'investigation' is handled by the inclusion specialist and the marketing office. If the marketing office has any concerns from the application, they pass it on to the inclusion specialist.

As far as possible we try to identify what the issue is within the school, but we often find that the most effective way to deal with possible problems is for the child to undergo a full psycho-educational assessment. It is not something we do lightly because it is really expensive, but it does give us an accurate idea as to what we are dealing with and how to accommodate that child. I always tell parents it's a bit like sending your car to be fixed but not telling the mechanic what is wrong. He will eventually work out what is wrong but it is going to take much longer to find where the problem is.

We use outside psychologists to assess the children, who can assess the boys on campus because so many of our students are boarders. I find the boys are more comfortable doing these kinds of tests with outsiders.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*

We have quite a few boys with this disorder in the school.

Firstly, before the boy arrives we would have got as much info from his parents and previous therapists as possible. This will allow us to see exactly what 'type' of CAPD he has as it can vary from child to child. It also gives us an indication as to how badly affected he is by this disorder.

For each child with CAPD (and some of the other learning disabilities) I then draw up a 'teaching strategy' for all of his teachers. This gives them a bit of background as to his learning history as well as to what his strengths and weaknesses are in the classroom. I also provide strategies as to how this boy is best accommodated in the classroom, e.g. not next to noisy fans or distracting boys etc.; near the front so he can see your face but not right in the front.

Further on in his Grade 8 year I would look at if he would benefit from exam accommodations like extra time to help him with processing during the exam. Also, if he is really battling academically, he can be put on an individual education package in Grade 8 and 9. So if he is not likely to do science to matric, for example, he will be excused from science in Grade 8 and 9, what we call the middle school, to attend academic support lessons. These lessons are run by me and we focus on improving his reading and comprehension skills, as well to give him a bit more time to catch up on the work he has missed in class. In some cases I can re-explain things to him or we can go over some of the concepts again just before tests and exams.

This is all coordinated by me in collaboration with the boy's teachers and his grade head.

Very few boys in our school leave at the end of matric without getting a bachelors entrance so it is quite realistic for a child to go to university after being at [name removed]. The boys who really battle will usually get a diploma pass so they can still go on to some form of tertiary institution.

- *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support "in-house" or do you as an educator have to make a concerted effort to do the research and find your own sources of support?*

We regularly have staff workshops, which I usually run. As I said before, we also have access to a great staff development programme which really encourages us to improve our skills. I do a lot of my own research on the internet as well, but that is because it is something that I am passionate about. Our staff also has access to an 'inclusion library', both books and on the school intranet site, where they can learn more about the different learning disabilities they might see in the boys they are teaching.

- *If this child was in your class, how confident would you be as an educator that you are equipped to meet the needs of this child?*

Absolutely confident, and I can honestly say that about 80% of our teachers would agree with me. We have taught many boys with this disorder and other learning disabilities so we know how to adapt and if not; we know where to get the info we need.

- *Do you consider yourself "up-to-date" on the latest education matters?*

Absolutely.

- *What do you find is the most effective way of staying up-to-date? Conferences and workshops held by the DoE or NGO's, formal study courses, in-school training, the internet, following a blog, networking with other teachers etc.*

I would have to say networking with other teachers in similar jobs to me and also making use of the internet. There are literally millions of blogs and twitter accounts that provide teachers with support or good links to resources, making it easier to accommodate these boys. It's good to freshen up your ideas from time to time but also to keep up to date with what technology the boys could use to make their lives easier.

- *Do you feel that the training you received with regards to inclusive education has been practical enough to deal with the reality of what is happening in the classroom?*

Yes and no. I think the only true training you can get is in the classroom but some of the courses and workshops have helped to prepare me for what I will be dealing with in the classroom.

- *How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?*

Generally the attitudes are really good and are steadily improving, especially as we have older staff retiring and younger staff entering the school. I can definitely see the benefits of the training. Some teachers are quite stubborn and won't change but that is to be expected everywhere I think.

- *Do you feel that you have sufficient access to resources that can help you implement inclusive education practices in your classroom?*

I do, but only because I have developed a lot of the resources myself. A lot of what we work with is not aimed at high schools and is quite babyish so I try to adapt it to the needs and interests of the boys that I

teach. If there are any resources that I think would be really useful, the school is always willing to make a plan to purchase these and if it is something really special, the parents' society will contribute money towards it.

- *Do you find that inclusion in your school is only being handled by one person/ department or do you feel as if the shift towards inclusive education is happening as a whole-school approach?*

At the moment it is being run by one person, which is a problem but we have already put a programme in place that will deal with this in the next 2 years.

- *Is there support for adopting inclusive education from the school's management and governing board / board of governors?*

Absolutely. Our board of governors and the management of the school are completely supportive.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

People tend to think that money will solve all of the problems but that is not true. In fact, I probably have the smallest budget in the school simply because I have to design a lot of the resources I use. I think a school would need to invest in a few basic tests, such as the Edinburgh reading test just to assist those students who seem to be battling for no reason. I think access to computers is a huge help for boys who have learning disabilities and I am really excited about how tablet computers will help them in the future.

Possibly the most important thing though is human resources. There is a huge amount of admin work that goes with inclusion and these learners really need someone to pay attention to their needs which doesn't work if the inclusion specialist is overloaded. I am really worried at the rate at which inclusive education specialists are being produced and I think there needs to be a lot of focus on this in the future if we are to solve this problem.

- *How do you think teacher training pertaining to inclusive education should be conducted so that it will be useful to the teachers in your community?*

I find that teachers are most interested in learning when it is based on what is happening in their own classroom and it is interactive. Teachers don't have a lot of time to waste on staff development so

whatever they are being exposed to needs to be practical, it needs to be quick and you need to be able to guide them to places on the internet or to books where they can get more information.

APPENDIX I

Data collected from School CI

QUESTIONNAIRE ANALYSIS

SCHOOL CODE: CI	TOTAL SCORE:		469				
THE SCHOOL ENVIRONMENT	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
1.1. All learners are equal.	3.7	1.2	3	5	2	3	3
1.2. Policy of non-discriminations.	4.8	0.4	5	5	4	1	5
1.3. All local learners accepted.	2.2	1.8	1	5	1	4	1
1.4. Policy dealing with bullying.	3.4	1.7	4	5	1	4	5
1.5. Accessible to physically disabled.	1.5	0.8	1	3	1	2	1
1.6. Culture of respect.	3.7	1.2	4	5	2	3	4
1.7. Inclusion policies in place.	2.7	1.6	3	5	1	4	1
1.8. Educators aware of LD learners.	3	1.4	3	5	1	4	3
1.9. Support for learners with LD.	3.4	1.3	3.5	5	1	4	4
1.10. Support structure in place.	3.1	1.4	3	5	1	4	3
1.11. Specific instruction for educators.	2.3	0.9	3	3	1	2	3
1.12. Staff development re: LD	2	1.2	2	4	1	3	1
1.13. Effort to accommodate LD.	3.6	1.0	3.5	5	2	3	3
1.14. Assessment concessions.	4.3	1.1	5	5	2	3	5
1.15. Is your school inclusive?	3.2	1.2	3	5	1	4	3

THE EDUCATOR	TOTAL SCORE:		421				
THE EDUCATOR	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
2.1. Value all learners equally.	4.7	0.5	5	5	4	1	5
2.2. Clear understanding of IE.	3.6	1.1	3	5	2	3	3
2.3. Plan lessons for individuals.	3.7	0.9	4	5	2	3	4
2.4. All learners participate.	4.8	0.4	5	5	4	1	5
2.5. Understanding of LD.	3.6	1.1	3	5	2	3	3
2.6. Aware of specific needs.	3.6	1.2	3.5	5	2	3	3
2.7. Know how to meet specific needs.	3.2	1.2	3	5	1	4	3
2.8. Differentiate learning style.	3.1	0.7	3	4	2	2	3
2.9. Assessment accommodations.	3.2	0.6	3	4	2	2	3

2.10.	Continued learning re: LD	2	0.9	2	4	1	3	2

SCHOOL CODE:

		YES	NO	AVERAGE
3.1.	YES/NO	3	7	
	Rating			1.1
3.2.	YES/NO	0	10	
	Rating			0
2.4.	YES/NO	2	8	
	Rating			0.6
3.4.	YES/NO	2	8	
	Rating			0.8
3.5.	YES/NO	1	9	
	Rating			0.5
3.6.	YES/NO	2	8	
	Rating			0.8
3.7.	YES/NO	1	9	
	Rating			0.5
3.8.	YES/NO	1	9	
	Rating			0.3
3.9.	YES/NO	1	9	
	Rating			0.5
3.10.	YES/NO	0	10	
	Rating			0

SCHOOL CODE:

THE LEARNER		**TOTAL**
4.1.	Physical Disabilities	
	Neurological	2
	Skeletal	3
	Intellectual Disabilities	0
	Learning Disabilities	9

	Sensory Disabilities	1
	Minimal Developmental Delays	2
	Emotional Problems	1
	Chronic Diseases	0
	Behavioural Problems	3

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	9
	Specific Learning Disability	5
	Dyspraxia/ Aphasia	0
	Dsycalculia	0
	Non-verbal Learning Disability	1
	Central Auditory Processing	2
	Visual Processing Disorder	1
	Aspergers/ Autism	5
	Other:	

SCHOOL CODE:

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	2
	Included in school fees	2
	Remedial therapist	0
	Available	7
	Included in school fees	7
	Speech&Language Therapist	0
	Available	3
	Included in school fees	3
	Educational Psychologist	0
	Available	7
	Included in school fees	7

Other Psychologist	0	
Available	0	
Included in school fees	0	
Occupational Therapist	0	
Available	7	
Included in school fees	7	
School Counsellor	0	
Available	2	
Included in school fees	2	

SCHOOL CODE:		**TOTAL**
5.2.	Learners who need any form of	0
	support are not accepted.	0
	Learners receive no support.	4
		0
	Learners receive support from	6
	professionals after school.	0
	Learners are pulled out of class	5
	to attend lessons with pro.	0
	Learners supported within class	0
	with facilitators/ aides.	0
	Learners supported within class	0
	through accommodating needs.	0

		YES	**NO**
5.3.a	Yes/No	4	6
5.3.b	Who is responsible?		
5.3.c	Co-ordination for **all** learners OR only **specific** learners?		

		TOTAL
5.4.	ADHD Inattentive	9
	ADHD Hyperactive	8

	Specific Learning Disability	5
	Dyspraxia/ Aphasia	1
	Dsycalculia	1
	Non-verbal Learning Disability	2
	Central Auditory Processing	2
	Visual Processing Disorder	1
	Aspergers/ Autism	8
SCHOOL CODE:		
5.5.	ADHD Inattentive	3
	ADHD Hyperactive	3
	Specific Learning Disability	1
	Dyspraxia/ Aphasia	0
	Dsycalculia	0
	Non-verbal Learning Disability	0
	Central Auditory Processing	0
	Visual Processing Disorder	0
	Aspergers/ Autism	1

PARTICIPANTS' BACKGROUND		AVERAGE
6.1.	Teaching Experience	18.8
	Qualifications	
	Years teaching at current school	9.4

School CI : Interview transcript

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I have been teaching for 7 years at [name removed], as a senior Geography teacher. I am the Head of Academics.

- *How would you define the term "inclusive education"?*

Including learners from an ex-remedial background into mainstream schools, and expecting the same of these learners.

- *In light of your previous answer, how would you rate the implementation of inclusive education at your school on a scale from "non-existent" to "a model for other schools to follow"?*

We are quite good at including these learners but not so good at actually accommodating their needs. As a school we have the right mind-set but not the skills needed to be inclusive. The philosophy and the management of the school are open to inclusion, but I'm not too sure about the teachers who actually have to teach these children.

- *What do you consider to be an "inclusive learning environment"?*

In an inclusive school, everyone is 'on board' including the learners. There is an acceptance of learners who are different and the environment is nurturing and caring. There needs to be skills training for the staff to deal with these children who are different. There also needs to be feedback from the children in terms of where they need help and what is working for them.

- *What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"?*

The general ethos of the school has given me an understanding of what inclusive education is. This is a very family-orientated school. I received very little training at university about inclusive education.

- *Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?*

No.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study:*

A child enrols at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

Firstly, I look at the child's school file to see if there have been any problems in the past. From this I then inform the teachers of any learning disabilities that the child may have so that they are aware of these. We also do entrance exams when the child is enrolled in the school, but this is to benchmark the child for our streamed classes. This is not used as a tool to exclude the child from the school.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*

The Head of Academics communicates with the class teachers about the child's learning disabilities. It is then up to the teacher to bear this in mind when teaching the child and to put the necessary accommodations in place for assessment. These are formalized in the child's Grade 11 year with the IEB. The Head of Academics is also responsible for monitoring the child's results to check that they are coping. There are not a huge number of interventions available. In Grade 9 the children all do aptitude tests, which help them to choose subjects that are best suited to them and their abilities for Grade 12. The ethos of the school allows the child to flourish as there is an atmosphere of nurturing in the school. Each child has the opportunity to excel in some area, which boosts his self-esteem. Once his self-esteem is good, they do better in the classroom too. We offer them the best environment in which to achieve, which probably would not happen in a bigger school.

- *If this child was in your class, how confident would you be as an educator that you are equipped to meet the needs of this child?*

Not very confident. I think I would cope with the child but I would always feel inadequate and like I could be doing more for that child.

- *Do you consider yourself "up-to-date" on the latest education matters?*

We do try to stay up to date as far as possible, but probably not as much as we could.

- *What do you find is the most effect way of staying up-to-date? Conferences and workshops held by the DoE or NGO's, formal study courses, in-school training, the internet, following a blog, networking with other teachers etc.*

ISASA are very good at feeding information through to us. I also read journals and magazines. I do use the internet but not too much, I don't have the time to find the articles I need. I would probably use this more if I was directed to important articles by someone else. It all boils down to the time taken to do this research and we don't have much time left to do this.

- *Do you feel that the training you received with regards to inclusive education has been practical enough to deal with the reality of what is happening in the classroom?*

There hasn't been much professional development. We have a staff development day once a term, but I find that the staff is reluctant to go on courses because of the time lost to do this.

- *Is there support for adopting inclusive education from the school's management and governing board / board of governors?*

Yes. Management is on board and the school generally has a very inclusive ethos.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

In terms of training, teachers need to know how to understand the child and what a reasonable expectation is for the child. Also they need guidance on how you can help the child. You also need to have an ethos in the school that is supportive.

We also need to be able to keep up to date with the latest trends. Newsletters would help with this.

There also needs to be a system in place that allows for parents to get the feedback they need without focusing too much on specific children. It has to be fair for everyone and you can't pay too much attention to one particular child. Teachers need to be given guidance on how much contact with the parents is enough.

APPENDIX J

Data collected from School GP

QUESTIONNAIRE ANALYSIS

SCHOOL CODE: GP	TOTAL SCORE:		553				
THE SCHOOL ENVIRONMENT	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
1.1. All learners are equal.	4.3	0.7	4	5	3	2	4
1.2. Policy of non-discriminations.	4.6	0.7	5	5	3	2	5
1.3. All local learners accepted.	2.2	1.4	2	5	1	4	1
1.4. Policy dealing with bullying.	4.4	0.7	4.5	5	3	2	5
1.5. Accessible to physically disabled.	2	1.1	2	4	1	3	1
1.6. Culture of respect.	4.5	0.7	5	5	3	2	5
1.7. Inclusion policies in place.	3.4	1.1	3.5	5	1	4	3
1.8. Educators aware of LD learners.	4.3	0.7	4	5	3	2	4
1.9. Support for learners with LD.	3.8	0.9	3.5	5	3	2	3
1.10. Support structure in place.	3.8	1.2	4	5	1	4	4
1.11. Specific instruction for educators.	3.2	1.0	3	5	2	3	3
1.12. Staff development re: LD	2.6	0.5	3	3	2	1	3
1.13. Effort to accommodate LD.	3.9	1.1	4	5	1	4	4
1.14. Assessment concessions.	4.7	0.5	5	5	4	1	5
1.15. Is your school inclusive?	3.6	0.7	4	4	2	2	4

	TOTAL SCORE:		476				
THE EDUCATOR	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
2.1. Value all learners equally.	4.5	0.5	4.5	5	4	1	5
2.2. Clear understanding of IE.	4.4	0.5	4	5	4	1	4
2.3. Plan lessons for individuals.	4	0.5	4	5	3	2	4
2.4. All learners participate.	4.8	0.4	5	5	4	1	5
2.5. Understanding of LD.	4	0.8	4	5	3	2	4
2.6. Aware of specific needs.	4.4	0.8	5	5	3	2	5
2.7. Know how to meet specific needs.	3.8	0.8	4	5	3	2	4
2.8. Differentiate learning style.	4	0.7	4	5	3	2	4
2.9. Assessment accommodations.	3.8	0.8	4	5	3	2	3

| 2.10. | Continued learning re: LD | 3 | 0.7 | 3 | 4 | 2 | 2 | 3 |

SCHOOL CODE:

		YES	NO	AVERAGE
3.1.	YES/NO	4	6	
	Rating			1.4
3.2.	YES/NO	2	8	
	Rating			0.6
2.4.	YES/NO	7	3	
	Rating			2.4
3.4.	YES/NO	2	7	
	Rating			0.8
3.5.	YES/NO	2	5	
	Rating			0.3
3.6.	YES/NO	5	5	
	Rating			1.7
3.7.	YES/NO	3	7	
	Rating			0.8
3.8.	YES/NO	6	4	
	Rating			1.9
3.9.	YES/NO	1	8	
	Rating			0.2
3.10.	YES/NO	1	7	
	Rating			0.2

SCHOOL CODE:

THE LEARNER		TOTAL
4.1.	Physical Disabilities	
	Neurological	5
	Skeletal	3
	Intellectual Disabilities	0
	Learning Disabilities	10

	Sensory Disabilities	1
	Minimal Developmental Delays	1
	Emotional Problems	7
	Chronic Diseases	1
	Behavioural Problems	2

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	10
	Specific Learning Disability	8
	Dyspraxia/ Aphasia	0
	Dsycalculia	0
	Non-verbal Learning Disability	0
	Central Auditory Processing	3
	Visual Processing Disorder	4
	Aspergers/ Autism	9
	Other:	

SCHOOL CODE:

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	0
	Included in school fees	0
	Remedial therapist	0
	Available	3
	Included in school fees	1
	Speech&Language Therapist	0
	Available	2
	Included in school fees	0
	Educational Psychologist	0
	Available	6
	Included in school fees	2

Other Psychologist	0	
Available	2	
Included in school fees	2	
Occupational Therapist	0	
Available	1	
Included in school fees	0	
School Counsellor	0	
Available	10	
Included in school fees	7	

SCHOOL CODE:		**TOTAL**
5.2.	Learners who need any form of	0
	support are not accepted.	0
	Learners receive no support.	0
		0
	Learners receive support from	9
	professionals after school.	0
	Learners are pulled out of class	3
	to attend lessons with pro.	0
	Learners supported within class	3
	with facilitators/ aides.	0
	Learners supported within class	2
	through accommodating needs.	0

		YES	**NO**
5.3.a	Yes/No	6	2
5.3.b	Who is responsible?		
5.3.c	Co-ordination for **all** learners OR		
	only **specific** learners?		

		TOTAL
5.4.	ADHD Inattentive	9
	ADHD Hyperactive	9

	Specific Learning Disability	9
	Dyspraxia/ Aphasia	0
	Dsycalculia	1
	Non-verbal Learning Disability	3
	Central Auditory Processing	2
	Visual Processing Disorder	6
	Aspergers/ Autism	9
SCHOOL CODE:		
5.5.	ADHD Inattentive	8
	ADHD Hyperactive	7
	Specific Learning Disability	2
	Dyspraxia/ Aphasia	0
	Dsycalculia	0
	Non-verbal Learning Disability	2
	Central Auditory Processing	1
	Visual Processing Disorder	1
	Aspergers/ Autism	4

PARTICIPANTS' BACKGROUND		AVERAGE
6.1.	Teaching Experience	22.2
	Qualifications	
	Years teaching at current school	12.85

School GP : Interview Transcript

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I have a Masters in Education with a specialization in educational psychology. I began my career in adult basic education and at my current school I have taught life skills to grade 8s and grade 9s as well as a number of small modules. I am currently the school psychologist.

- *How would you define the term "inclusive education"?*

Inclusive education is giving equal opportunity to everyone, regardless of her ability.

- *In light of your previous answer, how would you rate the implementation of inclusive education at your school on a scale from "non-existent" to "a model for other schools to follow"?*

It is not as thorough as I would like it to be. There is more inclusion happening in the primary school than in the high school. There seems to be the belief that the small classes and extra lessons offered by the school put sufficient support in place. We have started implementing accommodations for exams as well as an electronic reading programme but it is not smoothly implemented at this stage. There is room for improvement.

- *What do you consider to be an "inclusive learning environment"?*

An inclusive learning environment should be wheel-chair friendly and there should be the availability of braille. There should be extra-support available with remedial teachers. There should be more teacher workshops and awareness as well as an ethos that supports children's achievements outside of the classroom. Our school is still very far away from having this type of learning environment.

- *What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"? For instance, did you develop these definitions at university during your initial training or from your own informal research into education issues?*

I have attended IEB workshops on accommodations. I have never been trained in remedial education or inclusive education. The focus of my degree was on an awareness of difference rather than on how to assist

people with disabilities. I have also learnt a lot from networking with colleagues in the primary school who have experience in this area, as well as from colleagues at other schools.

All training I have received has been ethos based and being non-judgmental. It has been more philosophical.

- *Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?*

Only from the IEB.

- *Did you find that there was an emphasis on specific barriers to learning over other barriers? For example, more attention was paid to managing physical disabilities than learning disabilities.*

Definitely more based on learning disabilities.

- *Do you feel this training adequately prepared you to create inclusive education environments in your classroom?*

The focus was on the theory behind inclusive education and on the admin work needed for accommodations. It was not practical for teachers.

- *Did you find the training to be more related to the medical effects of disabilities or the educational effects of disabilities?*

The emphasis was on the academic side. Other congresses that I have been to focused on medical issues.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study:*

    A child enrolls at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

When the girl arrives in Grade 8 we do English exams at the beginning of the year. Any girls who do poorly in this exam go into a supported English class for Grade 8 and 9. The psychologist then does standardized

reading and spelling tests with these girls. When problems are picked up, the parents are contacted and put into touch with a remedial therapist.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*

The same as I have just explained. Ideally, a teaching strategy will be drawn up for the child's teachers so they know how to assist her.

The problem is we don't get much feedback from the teachers – either positive or negative; or the teachers are ignoring what we are telling them. I focus on the emotional issues and not the academic issues. We rely on the teachers to pick up any possible candidates for accommodations.

- *In your opinion, do you think this child would have a realistic chance of making significant academic progress at your school?*

As much as anybody else.

- *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support "in-house" or do you as an educator have to make a concerted effort to do the research and find your own sources of support?*

There is nothing formal organized. There is no school support in providing professional development but they are happy to send you on courses.

- *How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?*

There is still some ignorance as well as irritation and concern about the effect this will have on academics. We are marketing that we are an inclusive school but in reality we are offering something else.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

We would definitely need an academic specialist to co-ordinate everything. This person would also facilitate or be involved in training teachers. We would also need to look at the ethos of the school and formalize our inclusive ethos. We would need to offer extra-lessons to help the girls who battle academically. In terms of facilities, it would be nice to have a centralized facility to offer all of these services and we would need more rooms to use as separate venues during exams.

APPENDIX K

Data collected from School BG

QUESTIONNAIRE ANALYSIS

SCHOOL CODE: BG	TOTAL SCORE:		567				
THE SCHOOL ENVIRONMENT	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
1.1. All learners are equal.	4.2	0.8	4	5	3	2	5
1.2. Policy of non-discriminations.	4.9	0.3	5	5	4	1	5
1.3. All local learners accepted.	4.5	1.3	5	5	1	4	5
1.4. Policy dealing with bullying.	4.7	0.5	5	5	4	1	5
1.5. Accessible to physically disabled.	2.1	0.7	2	3	1	2	2
1.6. Culture of respect.	4.4	0.5	4	5	4	1	4
1.7. Inclusion policies in place.	3.3	1.6	3	5	1	4	5
1.8. Educators aware of LD learners.	3.6	1.1	4	5	2	3	4
1.9. Support for learners with LD.	4.4	0.7	4.5	5	3	2	5
1.10. Support structure in place.	3.3	1.3	3.5	5	1	4	4
1.11. Specific instruction for educators.	2.7	0.8	2.5	4	2	2	2
1.12. Staff development re: LD	3.5	0.8	3.5	5	2	3	3
1.13. Effort to accommodate LD.	3.8	1.1	3.5	5	2	3	3
1.14. Assessment concessions.	3.6	1.5	4	5	1	4	5
1.15. Is your school inclusive?	3.7	1.2	4	5	2	3	5

	TOTAL SCORE:		450				
THE EDUCATOR	**MEAN**	**STDEV**	**MEDIAN**	**MAX**	**MIN**	**RANGE**	**MODE**
2.1. Value all learners equally.	4.8	0.4	5	5	4	1	5
2.2. Clear understanding of IE.	4.4	0.7	4.5	5	3	2	5
2.3. Plan lessons for individuals.	3.8	1.0	4	5	2	3	5
2.4. All learners participate.	4.8	0.4	5	5	4	1	5
2.5. Understanding of LD.	3.9	0.9	4	5	2	3	4
2.6. Aware of specific needs.	3.8	1.0	4	5	2	3	5
2.7. Know how to meet specific needs.	3.3	0.9	3	5	2	3	3
2.8. Differentiate learning style.	3.8	1.1	4	5	2	3	4
2.9. Assessment accommodations.	3.4	1.2	3.5	5	2	3	4

2.10.	Continued learning re: LD	3.2	1.1	4	4	1	3	4

SCHOOL CODE:

PROFESSIONAL DEVELOPMENT		YES	NO	AVERAGE
3.1.	YES/NO	1	9	
	Rating			0.3
3.2.	YES/NO	0	10	
	Rating			0
2.4.	YES/NO	6	4	
	Rating			2.5
3.4.	YES/NO	2	8	
	Rating			0.7
3.5.	YES/NO	4	5	
	Rating			1.4
3.6.	YES/NO	3	7	
	Rating			0.8
3.7.	YES/NO	1	9	
	Rating			0.3
3.8.	YES/NO	5	5	
	Rating			1.8
3.9.	YES/NO	3	7	
	Rating			1.1
3.10.	YES/NO	2	7	
	Rating			0.6

SCHOOL CODE:

THE LEARNER		TOTAL
4.1.	Physical Disabilities	
	Neurological	6
	Skeletal	3
	Intellectual Disabilities	0
	Learning Disabilities	9

Sensory Disabilities	2	
Minimal Developmental Delays	3	
Emotional Problems	4	
Chronic Diseases	4	
Behavioural Problems	4	

4.2.	ADHD Inattentive	10
	ADHD Hyperactive	10
	Specific Learning Disability	8
	Dyspraxia/ Aphasia	1
	Dsycalculia	2
	Non-verbal Learning Disability	3
	Central Auditory Processing	6
	Visual Processing Disorder	5
	Aspergers/ Autism	2
	Other:	

SCHOOL CODE:

LEARNER SUPPORT		TOTAL
5.1.	**Inclusion Specialist**	0
	Available	0
	Included in school fees	0
	Remedial therapist	0
	Available	9
	Included in school fees	9
	Speech&Language Therapist	0
	Available	0
	Included in school fees	0
	Educational Psychologist	0
	Available	4
	Included in school fees	4

Other Psychologist	0	
Available	1	
Included in school fees	0	
Occupational Therapist	0	
Available	0	
Included in school fees	0	
School Counsellor	0	
Available	10	
Included in school fees	10	

SCHOOL CODE:		TOTAL
5.2.	Learners who need any form of	0
	support are not accepted.	0
	Learners receive no support.	0
		0
	Learners receive support from	9
	professionals after school.	0
	Learners are pulled out of class	10
	to attend lessons with pro.	0
	Learners supported within class	1
	with facilitators/ aides.	0
	Learners supported within class	3
	through accommodating needs.	0

		YES	NO
5.3.a	Yes/No	7	3
5.3.b	Who is responsible?		
5.3.c	Co-ordination for **all** learners OR		
	only **specific** learners?		

		TOTAL
5.4.	ADHD Inattentive	10
	ADHD Hyperactive	10

	Specific Learning Disability	7
	Dyspraxia/ Aphasia	2
	Dsycalculia	3
	Non-verbal Learning Disability	3
	Central Auditory Processing	5
	Visual Processing Disorder	6
	Aspergers/ Autism	4

SCHOOL CODE:

5.5.	ADHD Inattentive	8
	ADHD Hyperactive	8
	Specific Learning Disability	2
	Dyspraxia/ Aphasia	1
	Dsycalculia	2
	Non-verbal Learning Disability	1
	Central Auditory Processing	3
	Visual Processing Disorder	4
	Aspergers/ Autism	1

PARTICIPANTS' BACKGROUND		AVERAGE
6.1.	Teaching Experience	20.8
	Qualifications	
	Years teaching at current school	11.7

School BG

- *Please provide me with a brief synopsis of your teaching experience and qualifications to date.*

I have been teaching for 31 years. I initially did a Higher Diploma in Education through Edgewood College, and then in 2006 I completed an Honours. B. Ed through UNISA, specializing in Special Needs Education.

- *How would you define the term "inclusive education"?*

I would define "inclusive education" as a system which is able to embrace learners of all abilities, including those who are physically handicapped, hearing/sight impaired or mentally handicapped. This definition does not imply that I necessarily believe it to be successful.

- *Considering your answer, how would you rate the implementation of inclusive education at your school?*

The implementation of "inclusive education" at our school is limited. I see learners who are experiencing learning problems on a "one-to-one" basis, but I only have two hours a day in my timetable to do this. Over and above my remedial work I teach an almost full academic timetable. We have no facilities to accommodate learners who are wheel chair bound, or who are hearing/sight impaired.

- *What do you consider to be an "inclusive learning environment"?*

I understand an 'inclusive learning environment" as one which can accommodate learners of all abilities and handicaps.

- *Considering your previous answer, do you consider your classroom to be an "inclusive learning environment?*

No.

- *What has assisted you in developing your understanding of "inclusive education" and "inclusive learning environment"?*

My understanding of 'inclusive education' was developed whilst studying through UNISA, as at that time 'inclusive education' was defined as a system which can accommodate learners of all abilities and handicaps. This model of 'inclusive education' has since been seen as unrealistic and impractical.

- *Did your initial teacher training include any training specifically related to inclusive education?*

No.

- *Have you undergone any professional development that relates specifically to inclusive education and creating inclusive learning environments?*

Yes

- *Please elaborate on the training that you have received.*

I embarked on an Honours Degree is Special Needs Education in 2003, and completed it in 2006.

- *Do you feel that this training adequately prepared you to create inclusive learning environments in your classroom?*

To a certain extent – I learnt a lot about coping with learners who are ADD/ADHD, and about those who for different reasons become "more time learners." However, at no stage did I learn anything about teaching learners who are physically/mentally impaired.

- *Did you find that there was an emphasis on specific barriers to learning over other barriers?*

I felt that a lot more time was spent learning how to cope with ADD/ADHD learners, and very little on managing/teaching learners with physical disabilities.

- *Did you find the training to be more related to the medical effects of disabilities or the educational effects of disabilities?*

The emphasis was more related to the educational effects of disabilities.

- *To facilitate my understanding of how learners with learning disabilities are identified and supported in your school, I will use the following case study;*

  A child enrolls at your school with very weak academic results, particularly in English – the language of instruction at your school. What steps are taken to determine why this child is performing poorly?

I would be asked to do an assessment of the child as well as administer a Reading Age test, I still use the Daniels and Daick, as a suitable alternative has not yet been developed. I would also interview the parents

to gain some background information of the child's progress at Primary School, his medical history, (problems during childhood), early reading and spelling problems etc. I would also check to see if an assessment had ever been done by an Educational Psychologist, in order to get an idea of the learner's Verbal and Non-Verbal I.Q. scores.

- *Is this investigation done before the child arrives at the school, or once the child is integrated into the school?*

It is usually done once the child is integrated into the school as very often these learners live in the area and we are therefore obliged to accept them, regardless of their abilities.

- *Is there a person/ department in the school that the child's parents are referred to, or are they sent directly to outside professionals*

The child's parents are always immediately referred to me. The child is then tracked by me and his progress is closely monitored. He will also be included in my remedial programme, which runs each afternoon until 4:30 p.m. During this time the boys work on the SRA Reading Laboratory, as well as on language skills and activities to extend their vocabulary.

- *Assume that the child has been diagnosed as having Central Auditory Processing Disorder (CAPD). CAPD is a complicated disorder that can have a severe impact on a child's ability to learn. Whilst there is nothing wrong with the child's physical hearing, they struggle to interpret information they receive orally and to store this information for use in future. This has an impact on their ability to carry out instructions in class.*

This child would follow much the same process as described earlier, with as much individual attention as possible being given in the afternoons, using listening skill activities as well as activities to develop his sequencing skills.

- *Is there any co-ordination of this support? If so, who is responsible for this co-ordination?*

I, as the remedial teacher at the school, am responsible for this co-ordination.

- *How would you adapt your lessons to accommodate this learner in your class?*

I would make sure that the child was seated in the front of the classroom, I would repeat any instructions given slowly, facing him so that I could be sure that he was both listening and focused, and if necessary would ask him tell me what instructions he needs to carry out, so that I could be sure that he knows what

to do. I would also keep a close eye on him throughout the lesson to ensure that he has indeed grasped what is required of him.

- *In your opinion, do you thing this child would have a realistic chance of making significant academic progress at your school?*

The child's chances of making realistic progress at our school would be entirely dependent on both his intellectual ability as well as his desire to achieve. (This is, of course true of all learners!) However, he would receive as much assistance as possible from our staff, whom on the whole I believe to be both competent and willing to help our learners in any way possible. With this in mind, he would have a good chance of getting a NSC pass with the ability to enter University.

- *What support is available for you as an educator to enhance your teaching of this child? Does your school provide the support 'in-house' or do you as an educator have to make a concerted effort to do the research and find your own sources of support?*

The support for this child would come largely from me. I do offer the staff as much support as possible to assist them in dealing with these learners and I do at times do class visits and "team teaching," where I focus on the learner with CAPD in order to allow the teacher to focus on the other learners.

- *If this child was in your class, how confident would you be as an educator that you are equipped to meet the needs of this child?*

I would feel fairly confident, but only because of my training in this field.

- *Would you feel confident enough to provide this child with the support he needs whilst also ensuring that the needs of the other learners in your class continue to be met?*

Yes, but once again only because of my training.

- *Do you consider yourself "up-to-date" on the latest education matters?*

No, vast strides are being made in the education of these learners and I would very much like to study further to improve my knowledge and ability to assist these learners. I just need to find the time!

- *What do you find is the most effective way of staying up-to-date?*

Networking with other remedial teachers is without a doubt the most valuable way of staying up to date. I taught at Hillcrest Primary in their remedial Unit for a number of years, and still stay in contact with many of the Special Need teachers from there, most of whom have a Special Needs qualification as well as a wealth of experience to share.

- *How does your school support you in terms of professional development – both formally and informally?*

I receive a lot of support from the Head of Academics as well as the Principal, and have never been refused requests for equipment such as Reading Laboratories, activities to improve concentration etc. What I would really welcome is another qualified remedial teacher on the staff as I am very often very stretched and as a result am often unable to provide sufficient support to learners with Special Needs, due to time constraints.

- *Do you feel that the training you received with regards to inclusive education has been practical enough to deal with the reality of what is happening in the classroom?*

Yes and no, I would have liked my training to have included a lot more practical activities, such as visits to schools for children with Special Needs (i.e. Fulton, Browns etc.), in order to gain more "hands-on" experience.

- *How would you describe the attitudes towards inclusive education in your school? Do you think this is related to the training that these teachers have received?*

The attitude at our school depends largely on the individual educators, many are tolerant and willing to learn how to accommodate these learners, and some do not bother to make any special allowances for these learners. However, I sense that the "mood" is changing, as the number of learners with Special Needs is increasing rapidly, and staff are realizing that we as educators have to become better equipped to deal with them.

- *Do you feel that you have sufficient resources that can help you implement inclusive education practices in your classroom?*

No, we are not in possession of many resources, but I have been given a budget for next year to begin purchasing some.

- *Do you find that inclusion in your school is only being handled by one person/department or do you feel as if the shift towards inclusive education is happening as a whole-school approach?*

There is a gradual move towards inclusive education being handled by the whole school; it is slow, but definitely beginning to happen.

- *Is there support for adopting inclusive education from the school's management and governing body?*

Some support is in place, but more is needed.

- *What resources and support do you need to create an ideal inclusive learning environment in your classroom?*

I do not believe that one can create an "ideal inclusive learning environment" in a school and even though I am a remedial teacher and help these learners as much as possible, I am not convinced that inclusive education is necessarily the answer. I think the more Special Needs learners that we include in our schools; the more we are going to compromise the progress of our mainstream learners. I believe that the formation of a specialised remedial unit in every school, such as the one at Hillcrest Primary, is an ideal way to cope with these learners. They are taught by qualified, experience Special Needs teachers, they are placed in small classes and are encouraged and assisted to achieve their full potential, very often returning to the mainstream environment within a short space of time.

- *How do you think teacher training pertaining to inclusive education should be conducted so that it will be useful to the teachers in your community?*

I think that all teachers should have some understanding of learners with Special Needs, and initial teacher training should include this, but I also think that those who feel a calling to assist those who do not learn as easily, for whatever reason, should receive specialized training in order to teach in specific remedial environments.

APPENDIX L

Special Learning Needs of Teachers

THE 'SPECIAL' LEARNING NEEDS OF TEACHERS
A PROFESSIONAL DEVELOPMENT CHECKLIST

	What are the 'special' learning needs of teachers?	How will this be accommodated in this professional development programme?
	SETTING THE GOALS	
1	Teachers are self-motivated 'learners' as they are clear about the skills that they wish to develop and what they would like to achieve from their professional development. Teachers work well towards goals and appreciate clear targets.	
	FIND OUT WHAT THE TEACHERS ALREADY KNOW	
2	In order for teachers to adapt to new ideas, they need a basic level of knowledge or skills in that area. Teachers are more likely to use new ideas if they have been coached specifically in that area.	
	FIND OUT WHAT THEY WANT TO LEARN	
3	As adults, teachers have a clear idea as to what they expect to achieve from a professional development course. Teachers learn better when training is specific to their needs, as opposed to being given information on a general topic.	
	DESIGN THE LEARNING ENVIRONMENT	
4	Teachers work better in sociable settings within a trusting environment. They require emotional support to bring about change in classrooms as well as the relevant expertise from professionals.	
5	Teachers draw on their own classroom experiences when learning. They appreciate being able to apply what they already know, to what they are learning. It is very important that training is centred on the classroom situation and not on theory alone.	
6	Teachers spend hours preparing resources and appreciate being able to recycle or adapt resources to the changing needs. However, they are slow to re-evaluate their materials and require guidance in this regard.	
7	Teachers appreciate a variety of different stimuli when learning, thus they learn through an eclectic approach. The use of multimedia and audio-visual resources is popular as this allows them to continue with their learning at their own pace.	

8	Teachers' emphasis the need for professional development to be pragmatic. They appreciate a problem-solving approach that provides them with solutions to the very real problems that they encounter in the classroom.	
9	Teachers do not easily apply what they have learnt in professional development programmes to the classroom. They appreciate on-site support with guidance in order to feel secure in adapting their classroom techniques.	
10	Training needs to be continual and not a once-off basis. This allows teachers to become acquainted with the basics and then to develop their knowledge further as well as giving them the necessary time to work with the ideas; under supervision.	
REMEMBER!		
Teachers tend to put all else before themselves. They expect to derive maximum benefit from their time invested. This should be respected by the professional development organisers and every effort made to ensure that teachers feel that this exercise is beneficial to them.		

APPENDIX M

Staff development programme

Staff Development Programme
INCLUSIVE EDUCATION

AIMS

- To provide a core group of teachers with the basic skills relating to inclusive education.
- The aim of this programme is to be time-effective and to create an environment in which teachers are comfortable to discuss issues arising from Inclusive Education.
- To provide teachers with the information they specifically need, instead of focusing on a broad overview of inclusion therefore preventing feeling overwhelmed by the changes.
- To create teachers who are enthusiastic about Inclusive Education.

TOPICS TO BE COVERED

- What is inclusive education?
- Interpreting information about relevant boys.
- An overview of the various learning disabilities that may be experienced in the classroom.
- The support network available at "School BP".
- Accommodating learners with disabilities in the mainstream classroom.

This will be a morning workshop, which will then be supplemented by group discussions and guidance relating to the topics the teachers ask specifically for in a questionnaire prior to the programme being put together.

PRESENTATION

Research has shown that simple staff development "stand up and talk" sessions have limited success with teachers. For this reason, this programme is developed around fulfilling the needs of teachers in a relaxed manner.

- The focus will be on "sharing" information rather than standing up and lecturing to the teachers involved.

- Teachers will be given time after the initial information sharing session to make small changes in their classroom and to observe the impact of these changes in their class.

- The teachers will also be given a self-study to work through in order to develop their areas on interest in more detail. This will not be a time-consuming exercise and will give the teachers the freedom to work at their own pace, and within their areas of interest. Where possible, I will adapt this to be subject specific.

- Once a term I will then meet with this group of teachers to reflect on what they have discovered in their classrooms and through the self-study. The emphasis of these follow-up sessions will be on resource development that meets the needs of all students in a classroom. We will not be focusing on developing new resources, but rather how to adapt the resources that already exist.

- Teachers will be encouraged to visit and observe academic support lessons to see how differentiated learning works in practice.

- For those teachers who want more practical guidance, I will make arrangements to observe them in their classrooms. This will be completely voluntary.

THE 'SPECIAL' LEARNING NEEDS OF TEACHERS

A PROFESSIONAL DEVELOPMENT CHECKLIST

	What are the 'special' learning needs of teachers?	*How will this be accommodated in this professional development programme?*
	SETTING THE GOALS	
1	Teachers are self-motivated 'learners' as they are clear about the skills that they wish to develop and what they would like to achieve from their professional development. Teachers work well towards goals and appreciate clear targets.	*The teachers will be given a questionnaire beforehand to determine what their interests and needs are.*
	FIND OUT WHAT THE TEACHERS ALREADY KNOW	
2	In order for teachers to adapt to new ideas, they need a basic level of knowledge or skills in that area. Teachers are more likely to use new ideas if they have been coached specifically in that area.	*The programme will begin with a brief insight into inclusive education. They can opt for classroom observations to assist them as well.*
	FIND OUT WHAT THEY WANT TO LEARN	
3	As adults, teachers have a clear idea as to what they expect to achieve from a professional development course. Teachers learn better when training is specific to their needs, as opposed to being given information on a general topic.	*Group discussions will facilitate developing knowledge in their subject specific area.*
	DESIGN THE LEARNING ENVIRONMENT	
4	Teachers work better in sociable settings within a trusting environment. They require emotional support to bring about change in classrooms as well as the relevant expertise from professionals.	*The relaxed atmosphere of this workshop will meet these challenges. All training will take place in the comfortable inclusion venues.*

5	Teachers draw on their own classroom experiences when learning. They appreciate being able to apply what they already know, to what they are learning. It is very important that training is centred on the classroom situation and not on theory alone.	*They will be given time to apply what they have learnt in the classroom and to reflect on this. Follow-up meetings will provide a forum to solve these problems.*
6	Teachers spend hours preparing resources and appreciate being able to recycle or adapt resources to the changing needs. However, they are slow to re-evaluate their materials and require guidance in this regard.	*Teachers will be encouraged to bring their existing resources and discuss with the group how they can be adapted for the needs of all learners.*
7	Teachers appreciate a variety of different stimuli when learning, thus they learn through an eclectic approach. The use of multimedia and audio-visual resources is popular as this allows them to continue with their learning at their own pace.	*A variety of resources will be employed – modelling the teachers individual learning styles.*
8	Teachers' emphasis the need for professional development to be pragmatic. They appreciate a problem-solving approach that provides them with solutions to the very real problems that they encounter in the classroom.	*Group sessions throughout the year will facilitate a problem-solving approach.*
9	Teachers do not easily apply what they have learnt in professional development programmes to the classroom. They appreciate on-site support with guidance in order to feel secure in adapting their classroom techniques.	*They will be given the opportunity to observe academic support lessons, or to request observation of their own lessons.*
10	Training needs to be continual and not a once-off basis. This allows teachers to become acquainted with the basics and then to develop their knowledge further as well as giving them the necessary time to work with the ideas; under supervision.	*This programme has been set up in such a way that there are follow-up sessions as well as self-study components.*

Research Process

The teachers who wish to participate will be asked to fill in a short questionnaire to determine certain focus areas for the workshop.

Development Workshop

This will be done in the week leading up to school starting. This will include an introduction to inclusion as well as the specific focus areas pinpointed by the staff.

Implemention in the classroom and self-study tasks

The staff will be given resources to work on in their own time, and within their specific focus areas.

They will also be asked to implement some change in their classes and to reflect on this.

Group sessions to discuss issues

The teachers will meet once a term to discuss any issues they have picked up and to discuss possible solutions to problems they have found. This will also give them an opportunity to go over any problems with the self-study work.

Final review and reflection

At th end of the 3rd term, the teachers involved will meet for the last time to discuss any outstanding issues and to reflect on their staff development process in order to improve it for future years.