



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**A COLLABORATIVE SELF-STUDY EXPLORING THE
IMPLEMENTATION OF INCLUSIVE EDUCATION IN A SCHOOL IN
THE UMLAZI DISTRICT**

A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATION

(EDUCATIONAL PSYCHOLOGY)

in the

COLLEGE OF HUMANITIES, SCHOOL OF EDUCATION

by

ZANELE PATIENCE NDLOVU

Student number: 205523060

SUPERVISOR: DR ASHNIE MAHADEW

Submission date: JUNE 2024

ABSTRACT

The literature highlights the significance of inclusive education in addressing the diverse needs of learners, as well as the importance of teachers possessing the necessary understanding and skills to implement it effectively. As a result, this study explored my inclusive practice using a collaborative self-study research design in a South African high school in the Umlazi District. The study aimed to understand how my personal history contributed to my interest in inclusive education. The study also explored how my two experienced colleagues (critical friends) and I experience inclusive education and, why we need to implement inclusive education using an intersectional lens. I employed a qualitative self-study methodological approach and used memory work, reflective journals, mind-maps and discussions to generate data and address my aim. The findings revealed that a) my past personal experiences developed and elevated my interest in inclusive education, b) learners with intersecting identities face multiple forms of exclusions, leading to feelings of invisibility and isolation, c) we (my critical friends and I) lacked sufficient understanding and capacities to address the intersections, diversity and inclusive education. This unpreparedness ultimately resulted in inadequate support and accommodation towards learners and awareness of the complexities of inclusive education. It also encouraged me to recognise and value the diversity of learners' experiences and identities. In light of these findings, I recommended the need to promote diversity, create inclusive environments and cultivate inclusive education by accommodating learners' multiple identities.

KEYWORDS: Diversity, Inclusive Education, Intersectionality, Self-study

DECLARATION

I, Zanele Ndlovu, declare that:

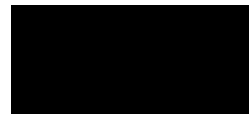
- (i) The research presented in this thesis was conducted by me, unless otherwise indicated.
- (ii) This paper was not previously submitted to any other institution for a degree or examination.
- (iii) The data, images, and information contained in this thesis are my own, I have not used photos that require citation.
- (iv) When using external sources, I either paraphrased or directly quoted the material, providing appropriate references.
- (v) In instances where I drew upon my previous work, I clearly identified my contributions and provided relevant citations.
- (vi) This thesis does not contain unoriginal material copied from online sources without proper acknowledgment and citation.

SIGNED:



Student: Zanele Ndlovu

20 June 2024



Supervisor: Dr Ashnie Mahadew

22 June 2024

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to the following individuals who have supported me throughout my journey:

First and foremost, I thank God for granting me the strength and resilience to complete this thesis. Without God, I would not have completed this thesis.

I am eternally grateful to my Supervisor, Dr. Ashnie Mahadew, for her unwavering support, encouragement, and constructive feedback. Her guidance and expertise always brought back hope that this thesis was doable.

I thank my loving husband-*S'thandwa sami* (my love), without his unconditional support, love and prayers, I would not have completed this thesis. I thank our three beautiful children (Nonjabulo, Ndumiso and Asante) for their constant support, patience, encouragement and prayers. Your love and understanding have kept me going.

I extend my appreciation to my critical friend, Nonhlanhla Zondi, who worked alongside me until the very end. Your insightful critiques and words of encouragement enriched my research and gave me strength to keep going.

I am grateful to my friend, Dr. Kanyopa, for encouraging me to pursue my Master's degree. Your belief in me has made a significant difference.

I thank my two colleagues (critical friends) who generously agreed to participate in this study. Your contributions have enriched my research.

Lastly, I thank my mother, siblings and in-laws for their prayers, comfort and encouragement throughout my academic journey. Your love, patience and belief in me kept me going.

Thank you all again for your support and contributions. The completion of this research would not have been possible without you all.

LIST OF TABLES AND IMAGES	
TABLE/ IMAGE	PAGE NUMBER
TABLES	
Table 3.1	34
Table 4.1	45
Table 4.2	54-55
IMAGES	
Image 4.1	46
Image 4.2	48
Image 4.3	50
Image 4.4	52
Image 4.5	54
Image 4.6	58
Image 4.7	61

LIST OF APPENDICES

Appendix A: Letter to Department of Basic Education

Appendix B: Approval Letter from Research Ethical Clearance office

Appendix C: Approval Letter from Department of Basic Education

Appendix D: Letter to the Principal

Appendix E: Approval Letter from the School

Appendix F: Participants' Informed Consent Letter

Appendix G: Turn it in Report

Appendix H: Letter from the Auditor

Table of Contents

ABSTRACT	ii
DECLARATION	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES AND IMAGES.....	v
LIST OF APPENDICES	v

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction	1
1.2 Background of the study	1
1.3 Problem statement	3
1.4 Rationale	4
1.5 Purpose of the study.....	5
1.5.1 Research objectives	5
1.5.2 Research questions	6
1.6 Research methodology	6
1.7 Theoretical framework	7
1.8 Overview of dissertation structure	8
1.9 Chapter Summary	8

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction	9
2.2 Understanding diversity, exclusion and inclusion	9
2.2.1 Diversity	10
2.2.2 Exclusion.....	10
2.2.3 Inclusion	12
2.3 Inclusive Education	13
2.3.1 The Historical Development of Inclusive Education	14
2.3.1.1 <i>Global Development of inclusive education</i>	14

2.3.1.2 <i>Development of inclusive education in South Africa (SA)</i>	15
2.3.2 Challenges experienced in the implementation of Inclusive Education	16
2.3.2.1 <i>Challenges experienced in the International Context</i>	17
2.3.2.2 <i>Challenges experienced in the African Context</i>	17
2.3.2.3 <i>Challenges experienced in the South African Context</i>	18
<i>a. Overcrowded Classes</i>	18
<i>b. Teachers' Role in Inclusive Education</i>	19
<i>c. Lack of Support from the Department of Education</i>	19
<i>d. Standardised Curriculum and Tests</i>	20
<i>e. Insufficient Resources</i>	20
2.3.3.1 <i>Benefits and successes of Inclusive Education in South African context</i>	20
2.4 Theoretical Framework	21
2.4.1 Intersectionality Theory	22
2.4.1.1 <i>Historical Background of Intersectionality Theory</i>	22
2.4.1.2 <i>Core Principles of Intersectionality Theory</i>	23
2.4.2 Intersectionality in the context of inclusive education	25
2.5 Chapter summary	26

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	27
3.2. Research paradigm	27
3.3 Research approach	28
3.4 Research design	29
3.4.1 Characteristics of Self-study Research Design	30
3.4.1.1 <i>Personal situated enquiry</i>	30
3.4.1.2 <i>Critical collaborative enquiry</i>	30
3.4.1.3 <i>Improved learning</i>	31
3.4.1.4 <i>A transparent and systematic research process</i>	31
3.4.1.5 <i>Knowledge generation and presentation</i>	31
3.5 Research location	32
3.6 My critical friends as research Participants	32

3.7 Data generation methods	34
3.7.1 Memory-work	35
3.7.2 Reflective journals	36
3.7.3 Mind-maps	36
3.7.4 Discussions	37
3.8 Data Generation Procedures.....	37
3.8.1 Research Question 1: Data generation and analysis.....	37
3.8.2 Research Question 2: Data generation and analysis.....	38
3.8.3 Research Question 3: Data generation and analysis.....	38
3.9 Data analysis	39
3.10 Trustworthiness.....	40
3.10.1 Credibility	40
3.10.2 Transferability	41
3.10.3 Confirmability	41
3.10.4 Dependability	42
3.11 Ethical consideration	42
3.12 Chapter summary	43

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction	44
4.2 Findings and Interpretations	46
4.2.1 Theme 1: My personal history and inclusive education	46
4.2.1.1 <i>Sub-theme 1: A tough childhood</i>	46
4.2.1.2 <i>Subtheme 2: My Late Friend</i>	48
4.2.1.3 <i>Subtheme 3: Teaching a Practical Choice</i>	49
4.2.1.4 <i>Subtheme 4: Parent Experiences of Discrimination</i>	51
4.2.2 Theme 2: Challenges Experienced by Teachers in the Implementation of Inclusive Education.....	53
4.2.2.1 <i>Subtheme 1: Overcrowded classes</i>	54
4.2.2.2 <i>Subtheme 2: Teachers' negative attitude towards the implementation of inclusive education</i>	56
4.2.2.3 <i>Subtheme 3: Inadequate support from the Department of Education</i>	57

4.2.2.4 Subtheme 4: Standardised curriculum and tests	58
4.2.2.5 Subtheme 5: Insufficient resources	59
4.2.3 Theme 3: Importance of Understanding intersectionality for Inclusive Education	60
4.2.3.1 Subtheme 1: Intersectionality means Inclusion for all	60
4.2.3.2 Subtheme 2: Intersectionality is about how some groups are included and others are excluded- it is not just about exclusion	62
4.2.3.3 Subtheme 3: Intersectionality is complex- not something easy to understand	63
4.2.3.4 Subtheme 4: Intersectionality ensures that classrooms are democratic	64
4.2.3.5 Subtheme 5: Intersectionality ensures greater social justice	65
4.3 Chapter summary	66

CHAPTER 5

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	67
5.2 Summary of the study	67
5.3 Research conclusions	68
5.3.1 Theme 1: My Personal History	69
5.3.2 Theme 2: Challenges of Inclusive Education	69
5.3.3 Theme 3: Importance of Understanding intersectionality for Inclusive Education	70
5.4 Limitations of the study.....	70
5.5 Recommendations	71
5.6 Recommendation for further research.....	72
5.7 Chapter summary	72
REFERENCE LIST.....	74
LIST OF APPENDICES.....	85

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

According to the United Nations Educational, Scientific and Cultural Organization [UNESCO] (2017), inclusive education focuses on minimising barriers to participation in education for marginalised individuals and groups. The movement to promote inclusive education emerged globally over 30 years ago, in response to the exclusion of diverse groups of learners (Ainscow, 2020; Engelbrecht et al., 2016). Despite this, the implementation of inclusive education remains a challenge in present educational institutions for various reasons in both global (Donath et al., 2023; Graham, 2020; Moberg et al., 2020) and local contexts (Dube, 2020; Li & Ruppard, 2021). This study, therefore, attempts to address this problem by adopting a self-study research design which enables teachers to critically evaluate their professional practice (Hauge, 2021). This study sought to explore and improve my inclusive practice using a collaborative self-study research design in a South African high school in the Umlazi District. The study aimed to establish how my personal history contributed to my interest in inclusive education. The study also explored how my critical friends and I experience inclusive education and why we need to implement inclusive education using an intersectional lens. Adopting a research design focusing on our (my critical friends and I) self-reflection, this study sought to make a unique contribution as there is a scarcity of research on inclusive education using self-study methods (Ireru et al., 2020; Mncube & Lebopa, 2019). This chapter presents the background, the research purpose and the rationale of the study. The overview of the thesis is also presented in the sections below.

1.2 Background of the study

The harsh laws of segregation and exclusion adopted by the apartheid government in South Africa's historical background are a direct contrast to the values of inclusive education (Engelbrecht, 2020; Ireri et al., 2020; Mncube & Lebopa, 2019). Although South African education existed prior to the arrival of the Dutch Colonists in 1652 when the National Party won the election in 1948, racial discrimination had a significant impact on the country's education system (Jansen, 1990; Seroto, 2018). This led to oppression and discrimination in schools attended by non-White learners. Discrimination and exclusion of learners in the education system were based mainly on race, where

Black children suffered the greatest oppression from apartheid education (Dewsbury & Brame, 2019; Donohue & Bornman, 2014). White schools received most of the resources, while their Black counterparts received limited resources and were subject to the Bantu Education Act no. 47 of 1953, which used education to oppress Black South Africans. In addition, Black learners with learning disabilities experienced a double disadvantage: first, because of their race and second, because of their learning disabilities and/or physical disabilities (Gallo, 2020; Sayed et al., 2020).

During the apartheid era, in addition to race, learners with physical and mental disabilities also experienced discrimination and exclusion (Bettercourt et al., 2018). Therefore, the admission of Black learners with learning disabilities was subject to rigid admission requirements. On the one hand, White special schools were fully resourced, while Black special schools were under-resourced and unable to cater adequately for different learning needs (Donohue & Bornman, 2014; White & Van Dyk, 2019). Also, of concern was that the Bantu Education (Act no. 47 of 1953) formed part of racial marginalisation and was utilised as a tool to promote inequality among races further (Gallo, 2020). During this time, Black South African races were taught basic skills that were meant to equip them to be better servants of White South Africans, while Black learners with other special learning needs were not given that much attention. This clearly indicated that inclusion and exclusion were mainly based on race.

In 1994, after the Apartheid era, a new democratic government was elected to rectify the imbalances of the past. The democratic government developed new policies that were meant to serve as a vehicle to achieve equality and freedom (Afolabi, 2014). Several regulations were in place to ensure that all learners were granted equal learning opportunities. In Section 29(1) of the *Constitution of the Republic of South Africa, Act No. 108 of 1996 (RSA, 1996)*, for instance, it is stated that everyone is entitled to basic education, equal learning opportunities and non-discrimination (Ndayi, 2020; Strohwald, 2021). Even though the main focus of the newly appointed government was to include all learners, the imbalances that dominated the apartheid era still continued. Thus, *White Paper 6: Special Needs Education, Building an Inclusive Education and Training System was published* (Department of Education [DoE], 2001) was implemented to overcome these inequalities in the education system.

1.3 Problem statement

The aim of the White Paper 6 (DoE, 2001) was to ensure that all learners are granted equal opportunities to access, participate and achieve at schools by establishing inclusive environments. This

policy aimed at addressing the needs of all learners, especially those with learning disabilities; and to redress the segregation that resulted from the apartheid education (Makgato et al., 2022). The White Paper 6 (DoE, 2001) encourages teachers to acknowledge and respect the varied learners' needs in terms of race, age, gender, language, ethnicity, class, ability, infectious diseases and socioeconomic statuses, indicating that all learners should be allowed to learn, regardless of their diverse and intersecting learning needs. However, even though this paper was institutionalised in 2001 as part of the transformation process aimed at ensuring an inclusive education and training system for all (Kowalczyk-Waledziak et al., 2020); research reveals that some learners' needs have not yet been met thus far in the education system (Engelbrecht, 2020; Ileri et al., 2020; Mncube & Lebopa, 2019).

Hence, despite the advent of the White Paper 6 (DoE, 2001), inclusive education remains an unrealised dream. Mncube and Lebopa (2019, p. 146) state that, "despite various attempts aimed at successful implementation of inclusive education in schools; not much has been achieved in this regard". The authors suggest that there is a lack of sufficient training on the implementation of inclusive education. When research by Ntombela (2011) explored teachers' understandings and perceptions of inclusive education, they found that most teachers had little information, support, or training concerning inclusive education. As a result, Ileri et al. (2020) and Mncube and Lebopa (2019) point out that implementing inclusive education in South Africa has been challenging to achieve. Similarly, Engelbrecht (2020) argues that despite it being many years after the Apartheid era, the implementation of inclusive education in mainstream schools remains controversial. Hence, Mncube and Lebopa (2019) maintain that continuous training and support for teachers on inclusive education is required to maximise the successful implementation of inclusive education. Teachers therefore require skills to deliver the curriculum based on the learners' specified needs.

Research reveals that teacher effectiveness determines the value schools provide to learners (Hanushek, 2014; Mncube & Lebopa, 2019). Effective teachers make an impact when they create inclusive learning environments that welcome all learners. Hence, this study aims to improve our effectiveness by adopting a self-study design that examines my and other teachers' perspectives on inclusive education. The purpose of the self-study research is to provide teachers with skills to improve their teaching practices (Pithouse-Morgan, 2022). In this study, I therefore attempt to tap into my past personal experiences regarding inclusion in a school, with the aim of improving my current inclusive teaching practices.

1.4 Rationale

During my teenage years in high school, I had the opportunity to learn alongside two classmates who had albinism. These learners were not treated well in my community due to the colour of their skin. There were myths surrounding albinism that instilled fear in these learners. They were told that *Sangomas* (traditional healers) steal their bodies to produce *muthi* (traditional medicine) to sell to people who wanted to get rich. Also, others mocked, laughed at and looked down upon these learners, with some learners even going as far as uttering painful comments like, “We are poor, yet we have people we can use to get rich”. This implied that their body parts could be used to create medicine to make people rich. Sadly, the discrimination experienced by these learners resulted in them dropping out of school, as they could not bear the negativity that they received at school. Teachers at that time did not pay attention to this kind of oppression, and nothing was done to assist the marginalised learners. The scenario described above was the starting point for my interest in inclusive education.

I personally believe that everyone has a right to learn, irrespective of their diverse learning needs. Diversity refers to the peoples’ differences due to various factors which may include the unique characteristics that create individuals’ similarities and differences (Done, 2019; Servaes et al., 2022; Thomas & Macnab, 2022). In the context of inclusive education, differences need to be recognised and valued. In other words, people must be treated as individuals with positive regard, despite differences. However, over the years, inclusive education has mainly focused on the inclusion of disabled learners (Artiles, 2013; Aziz et al., 2016; Bettercourt et al., 2018); and little focus has been placed on learners who are affected by other identity categories. Considering that the education system consists of diverse learners from different backgrounds, all diversities should be considered to maximise the successful implementation of inclusive education in schools. This study was therefore motivated by this gap in research, as many studies on inclusive education just focus on disability.

I decided to use a self-study research design as I believe that teachers are essential tools for achieving inclusive education in schools. In my current employ where I work as a teacher, many learners face different challenges. Some are living in child-headed homes, some experience rape, while others hail from households where the parents abuse alcohol. These factors affect the learners’ daily school lives, such that some even go as far as dropping out. Self-study research encourages teachers to improve their professional practice by reflecting on and analysing their teaching methods and classroom interactions (Kortjass, 2020; Loughran, 2007; Pithouse-Morgan, 2022). Hence, adopting this research design

assisted me in reflecting on how my past influences my current practices. I believe that when a teacher knows how to reflect and transform their practices, teaching inclusively becomes an easier task.

1.5 Purpose of the study

The purpose of this study was to explore and improve my inclusive practice using a collaborative self-study research design in a South African High School in the Umlazi district. The study aimed to understand how my personal history contributed to my interest in inclusive education. The study also explored how my critical friends and I experience inclusive education and why we needed to implement inclusive education using an intersectional lens. The following objectives and research questions informed the study:

1.5.1 Research objectives

1. To identify and explore parts of my personal history that contribute to my interest in inclusive education
2. To establish our experiences of inclusive education from an intersectional lens in our educational context.
3. To explore the importance of implementing inclusive education from an intersectional lens in our educational context.

1.5.2 Research questions

1. What parts of my personal history contribute to my interest in inclusive education?
2. How do we experience inclusive education in our educational context?
3. Why do we need to implement inclusive education from an intersectional lens in our educational context?

1.6 Research Methodology

The research methodology outlines the procedures and motivations that informed my data generation processes. The interpretivist paradigm that guided this study, emphasises understanding individuals' subjective perspectives and the context in which people operate. Unlike positivism which seeks objective truths, interpretivism acknowledges that reality is socially constructed, and it relies on individuals' interpretations (Thanh and Thanh, 2015). Because the study aimed to understand the personal reflections of my critical friends and myself, it adopted the qualitative research approach. In addition, self-study was selected as the research design as it encourages teachers to reflect and transform their practice while working collaboratively with critical friends (Loughran, 2007; Samaras, 2011). This research design enabled me to tap into my past experiences to trace my past experiences that impact my daily teaching life. The study also incorporated my two colleagues (critical friends) who are experienced in the teaching profession, where we collaboratively unpacked our personal experiences and elaborated on how these experiences have shaped our teaching, with the ultimate aim of becoming inclusive teachers. Similar to Kortjass (2020), this study utilised memory-work, reflective journals, mind-maps and discussions for data generation. These methods enabled me uncover personal experiences, emotions and insights, providing a greater insight understanding of inclusive education. By using these methods, the study generated authentic and contextualised findings that can inform my practice, ultimately promoting more effective inclusive education.

Furthermore, thematic data analysis was done to analyse the data, where data is documented, grouped thematically and presented in a way that makes sense to the reader (Hemmings & Hill, 2014). Ethical considerations in this study promoted transparency and fairness, where my colleagues felt safe enough to share information with me (Gajjar, 2013). Confidentiality and anonymity also ensured that what was discussed during the research process could not be discussed with someone else without consent (De Clercq & Phiri, 2013). In summary, ethical considerations were implemented to ensure that the people who formed part of the study were not harmed in any way.

1.7 Theoretical framework

This study is framed by intersectionality theory. Intersectionality refers to ways in which different aspects of an individual's identity can cause them to overlap forms of discrimination and marginalisation (Berger & Guidroz, 2010; Cho et al., 2013). These aspects may include mental health,

sex, gender, sexual orientation, ethnicity, age, geographic location, and socioeconomic status (Kayi-Aydar et al., 2022). When these aspects combine, there is an increased risk of social isolation (Bešić, 2020). This means that what is experienced by one individual; may not necessarily be experienced by another individual. In other words, people experience exclusion differently (Young & Anderson, 2021); that is, an individual who is privileged due to the colour of her skin, but oppressed because of being a female, will not experience social isolation the same way as the person who is oppressed because of the colour of her skin and oppressed because of her gender.

According to Young and Anderson (2021, p. 81), “intersectionality is not just about examining personal identities, but also about examining the institutions that use identities to exclude, include, and privilege”. While inclusive education focuses on including disabled learners in mainstream schools, intersectionality goes even further. It suggests that the inclusion of learners who are experiencing other factors such as childhood trauma, sexuality, poverty and race should also be considered in the education context, in order to maximise successful implementation of inclusive education (Bešić, 2020; Kayi-Aydar et al., 2022). Intersectionality acknowledges the diversity of learner identities and life experiences, considering that inclusive education not only entails the inclusion of learners with learning and physical disabilities, but also involves other contextual factors such as race, religion and socioeconomic background (Bešić, 2020). A single learner might have a language barrier and have a physical disability at the same time. From an intersectional perspective, both these factors should be adequately addressed, in order to holistically include this learner (Artiles, 2013; Thomas & Macnab, 2022). In this study I used self-reflection to identify the contextual factors other than special needs or disability, as contributing factors to the exclusion of learners in a school environment.

1.8 Overview of dissertation structure

The dissertation consists of five chapters. Below is the layout of what each chapter consists of:

Chapter 1 outlined the background, problem statement, rationale and purpose of the study. The chapter also introduces the research methodology, theoretical framework and the key concepts relevant to the study. The chapter finally provides a brief synopsis of the dissertation in the overview of the chapters.

Chapter 2 reviews the literature to determine the extent of scholarly work on inclusive education in both local and international contexts. This chapter also discusses intersectionality as the theoretical framework that underpins this study.

Chapter 3 outlines the research methodology of the study and the reasons behind these choices. It provides a detailed elaboration of the interpretive paradigm, qualitative approach, research design, methods of data generation, data analysis techniques, sampling method and ethical considerations.

Chapter 4 focuses on the discussion of the findings based on personal experiences, as well as the experiences of my two peers who take on the role of critical friends. This chapter presents and interprets data generated from memory-work, reflective journals, mind maps, as well as discussions entries in relation to the literature and theoretical framework.

Chapter 5 concludes the thesis and offers a summary of the dissertation in relation to the three critical questions that drives the research. The thesis conclusions, implications and recommendations for further studies are also outlined here.

1.9 Chapter Summary

This chapter outlined the background of the study and provided a brief synopsis for the study. The research questions, key concepts, theoretical framework and methodological approach were introduced. The chapter finally provides an overview of the structure of this dissertation. The next chapter reviews and analyses literature and discusses the theoretical framework used in this study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The purpose of this study was to explore and improve my inclusive practice using a collaborative self-study research design in a South African High School in the Umlazi District. The study aimed to understand how my personal history contributed to my interest in inclusive education. The study also explored how my critical friends and I experience inclusive education and why we need to implement inclusive education using an intersectional lens. The previous chapter outlined the background of the study. The research rationale, research questions, research methodology and the purpose of the study were also introduced. The chapter concluded with an overview of the thesis. This chapter reviews the literature on inclusive education and related concepts of inclusion, exclusion and diversity. Furthermore, this chapter also outlines contextual factors that influence the implementation of inclusive education, both globally and closer to home. The chapter concludes by discussing the theoretical framework of intersectionality.

2.2 Understanding diversity, exclusion and inclusion

Guided by the research goals, this literature review attempts to summarise the current knowledge and identify gaps in the existing research. Understanding inclusion requires examining and understanding both exclusion and diversity (Mahadew, 2021). To gain a deeper understanding of inclusion in the context of the study, I examined the related concepts of diversity and exclusion. This, according to Cologon (2019), provides a foundation for understanding and unpacking the complex interpretations and implications of inclusion, which can vary in different contexts. Similar to Thomas and Macnab (2022), exploring the interconnected concepts of diversity, exclusion and inclusion enabled me to develop an informed understanding of inclusion in educational contexts, which served as the foundation of the research and analysis.

2.2.1 Diversity

Diversity refers to the peoples' differences due of various factors which may include the unique characteristics and identity categories that create individuals' similarities and different (Done, 2019; Servaes et al., 2022; Thomas & Macnab, 2022). These identity categories, according to Dobbin and Kalev (2022) include race, ethnicity, gender, sexual orientation, ability, culture, socioeconomic status and religion. In the context of inclusion, diversity is about acknowledging and embracing these intersecting differences. This means treating learners as unique individuals and having a positive attitude towards them, regardless of their differences and/or similarities. Similarly, diversity is about recognising, welcoming, respecting and embracing these differences, and creating an environment where learners experience a sense of belonging (Cologon, 2019).

Diversity in my school is evident in various aspects including language, sexual orientation, ability, culture, socioeconomic status and religion. We have learners from different linguistic and cultural backgrounds, with the majority speaking IsiZulu, while others are isiXhosa speaking. Although Lenaghan (2010) based her research in developing guidelines that should be used in maintaining recognition and protection of the right to freedom of religion; the school practices Christianity as a religion (as part of the School Constitution), some learners practice the Nazareth religion. During weekly assemblies, only Christian prayers are accommodated due to the school's constitution. Furthermore, similar to Pezzell (2023) and Schey (2023), the learner population consists of both females and males, and some learners identify as lesbians, gays, Bisexual, Transgender, Questioning, and others such as Asexual, Intersex, Non-binary, Pansexual and Two-Spirit (LGBTQ+).

The socioeconomic status of most learners is unstable, with some living in child-headed homes, experiencing abuse, or facing poverty. Currently, there is no official records of learners with physical or mental disabilities in our school. However, there are still unresolved cases of Grade 8 learners have been identified as lacking the fundamental skills of reading and writing. This therefore called for the need for me to conduct research on inclusive education that addresses diverse learning needs.

2.2.2 Exclusion

Cologon (2019) indicates that understanding inclusion without exploring exclusion poses a challenge. This means that in order to achieve successful implementation of inclusive education, it is essential to firstly identify and address the underlying factors that contribute to exclusion. Exclusion in a school

setup refers to the intentional or unintentional behaviour of isolation, marginalisation, or denying learners or teachers the access to opportunities, resources, or social interactions (Thomas & Macnab, 2022). This can occur in different ways and phases, including physical, academic or social exclusion, which may hinder learners from reaching their full potential. According to Engelbrecht (2020), this can affect both teachers and learners who feel isolated, discriminated against, or excluded due to various factors such as disability, race, gender identity, sexual orientation, socioeconomic status or religious beliefs. Exclusion can often lead to decline in academic performance, increased absenteeism, lower self-esteem and mental health issues (Done, 2019).

Cologon (2019) identifies macro-exclusion and micro-exclusion as two distinct forms of exclusion that share a common ground of marginalising individuals or groups. The author argues that macro-exclusion is quite visible and involves using laws or policies, that clearly exclude certain marginalised groups. An example of macro-exclusion, according to Mahadew (2021), is the introduction of the Bantu Education Act. This type of education, according to the author, offered Black people education that equipped them to be subordinates of the White supremacy. Micro-exclusion on the other hand, is not obvious like macro-exclusion. It consists of biases, social exclusion and stereotypes in everyday interactions (Cologon, 2014). An example of micro-exclusion is verbal abuse towards learners who are labelled as gay or lesbians. Without concrete evidence, it can be challenging to identify this type of exclusion. While both forms of exclusion may be harmful and leave people feeling marginalised, macro-exclusion is easy to identify, however identifying micro-exclusion can be a challenge.

Acknowledging and ultimately addressing dynamic factors leading to exclusion may serve as contributing factors towards address and overcome exclusion and promote inclusion (Dewsbury & Brame, 2019; Engelbrecht, 2020). This calls for a critical examination of the educational system, including policies, attitudes and practices, to identify areas that promote exclusion. By addressing these underlying factors and creating a more inclusive and supportive learning environment, Cologon (2019) argues that teachers, learners, parents and society can work towards ensuring that all learners experience equal opportunities to succeed and eventually reach their full potential.

2.2.3 Inclusion

In a school setup, inclusion refers to an environment that acknowledges, promotes and embraces all kinds of diversities, such that all learners are afforded fair opportunities to learn at their pace, in a way

that will be beneficial to them, regardless of any differences they may have (Afolabi, 2014; Arias et al., 2023; Dewsbury & Brame, 2019; Yilmaz & Yeganeh 2021). Bešić (2020) argues that inclusion aims at addressing any sort of exclusion that affects learners, regardless of the uniqueness of their abilities and needs. In addition, inclusion goes beyond considering and supporting only learners with disabilities but aims to create an inclusive school environment that values and supports all diverse learning needs and experiences, promoting equal opportunities for all (Cologon, 2019).

Ashiq et al. (2023) and Baafi (2020) stress that there are good chances that conducive and inviting classroom environments leads to higher academic achievements. A conducive learning environment is one that is inclusive; where learners feel safe, supported, comfortable and motivated to learn (Dewsbury & Brame, 2019). Several studies affirm that for teachers to create a conducive classroom environment, relationships of trust and affection must be built to create a positive and inclusive classroom environment. For example, a study by Howes et al. (1994) concluded that learners are likely to be kind towards each other provided they have a good relationship with their teacher. Also, research by Santos et al. (2010) highlight the role of positive relationships with teachers and a greater degree of peer acceptance of children diagnosed with Autism Spectrum Disorder than children who had poor relationships with their teachers. Similar studies (Pianta & Stuhlman, 2004; Santos et al., 2016) reveal that teacher-learner relationship impacts successful teaching and learning, as well as creation and maintenance of a conducive classroom that promotes a sense of belonging and inclusion for learners. Evidently, relationship building and care are essential contributors to inclusive and conducive classroom environments. Furthermore, a learner who did not overcome challenges like childhood trauma and peer pressure, is likely to be easily distracted and disruptive in class and may require additional care, acknowledgement and support to succeed. As a result, Cologon (2019) maintains that an inclusive school environment where teachers are able to acknowledge, respect and attend to the diverse needs of learners maximise accommodation for diverse learning needs.

2.3 Inclusive Education

The White Paper 6 (DoE, 2001) defines inclusive education as an approach that recognises, accommodates and supports the diverse learning needs of all learners, regardless of their different learning needs. This approach emphasises the importance of creating a sense of belonging and support for all learners, regardless of their age, gender or difficulties they may face (Afolabi, 2014; Al-Shammari et al., 2019). The ultimate goal of inclusive education is to meet the different (diverse)

learning needs of all learners, ensuring that everyone has an equal opportunity to learn and reach their full potential (Dewsbury & Brame, 2019).

Historically, according to Donohue and Bornman (2014), inclusive education accommodated mainly the needs of learners with physical and learning disabilities. However, Nilholm (2021) argues that inclusive education should cater for a broader range of learners, including those who may be experiencing economic struggles, have diverse sexualities or experiencing other challenges that impact their learning.

In a school context, learners may experience exclusion at various stages of their lives, and sometimes they may face multiple challenges simultaneously. For example, consider a learner who is not only living in a child-headed household, but also coping with the effects of Human Immunodeficiency Virus (HIV). This learner faces multiple challenges that can potentially exclude them from fully participating in educational activities. To ensure inclusion, the interconnected factors should be addressed, so that they do not create barriers to this learner's education. By acknowledging and supporting the learner's complex needs, Cologon (2019) and Engelbrecht (2020) maintain that teachers can create a more inclusive environment that allows learners to reach their full potential both personally and academically.

According to Donohue and Bornman (2014, p. 9), South Africa's inclusive education policies consist of ambiguity, leading to "symbolic implementation". This means that the policy may be presented as inclusive and progressive on paper, but in reality, it may not be effectively implemented, resulting in the continued marginalisation of vulnerable groups or individuals, despite its intentions.

Research indicates that despite various efforts to implement and promote inclusive education, some learners still encounter challenges that contribute to their exclusion (Arias et al., 2023; Bešić, 2020; Donohue & Bornman, 2014; Engelbrecht, 2020). As a result, the implementation of inclusive education has not been fully realised, resulting in the marginalisation and exclusion of certain learners, particularly those at the intersections of multiple identities such as race, gender, sexual orientation, ability and socioeconomic status, who face compounded barriers and biases that hinder their full participation and success. Below, I discuss the historical development of inclusive education; the challenges experienced in the implementation of inclusive education; as well as the benefits of inclusive education.

2.3.1 The Historical Development of Inclusive Education

The historical development of inclusive education is a dynamic process that has evolved over centuries (Bešić, 2020; Ntombela, 2011; Shevchenko et al., 2020). According to the authors, it has been shaped by various factors including economic, social and political contexts, as well as attempts in changing attitudes towards disability and diversity. From the early days of special schools to the modern-day attempts for inclusive practices, this journey has been developed by both milestones and struggles (Majoko, 2018). The history of inclusive education has laid the foundation for the ongoing efforts to provide equitable, accessible and quality education for all.

In the next two sections, I explore the development of inclusive education over time, both globally and in the South African context, highlighting the progress and challenges pertaining to the developments of inclusive education.

2.3.1.1 Global Development of inclusive education

The development of inclusive education has evolved globally over the past few decades, driven by international policies and initiatives (Cologon, 2019; Teodoro, 2020). Firstly, the United Nation's Education for All (EFA) movement, as identified by Ainscow (2020, p. 7), established in 1990, "has worked to make quality basic education available to all learners". The movement aimed at identifying and addressing the barriers to learning by identifying shortages in resources for teaching and learning. Secondly, the emergence of The United Nations Educational, Scientific and Cultural Organization's (UNESCO) Salamanca Statement in 1994, emphasised the importance of inclusive education and recognised the right to education for all, regardless of disabilities or abilities (Teodoro, 2020). This was then followed by Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2006, which particularly addressed inclusive education-equal opportunities for people with disabilities (United Nations, 2008).

The Sustainable Development Goals (SDGs) established in 2015, particularly Goal 4-Ensuring Quality Education and Goal 10-Decereasing Inequalities, focus on disadvantaged groups while emphasising quality and inclusive education (Pedersen, 2018). Furthermore, international organisations like the World Bank and United Nations International Children's Emergency Fund (UNICEF) were established to promote global inclusive education, providing resources and support for policy development and implementation (Shulla et al., 2020). Also, Individuals with Disabilities Education Act (IDEA) in the

United States, posed as another international policy that promotes inclusive education (Tran et al., 2018).

Ongoing monitoring and research are continuous as means to improve inclusive education policies and practices worldwide (Donath et al., 2023; Graham, 2020; Moberg et al., 2020). These developments acknowledge the critical role in promoting global social justice, equity and diversity (Graham, 2020). This is an indication that inclusive education has become a foundation of global efforts to ensure quality and diverse education for all.

2.3.1.2 Development of inclusive education in South Africa (SA)

In 1994, new policies were developed by the democratic government which was elected to rectify the discriminations and oppressions that came with the Apartheid era. The *Constitution of the Republic of South Africa, Act No. 108 of 1996 (RSA, 1996)* was among the policies that were established to correct the imbalances that emanated from the apartheid era. This policy emphasise non-discrimination and equal opportunities to basic education (Ziyanda & Oscar, 2020). In addition to the establishment of the Constitution, the White Paper 6 (DoE, 2001) was established in 2001 as part of the amendment process aimed at implementing inclusive education and training system for all learners. This policy identifies and caters for the different learning needs in terms of race, age, gender, language, ethnicity, class, ability and socioeconomic status; indicating that all learners can learn, irrespective of their diverse learning needs (Engelbrecht, 2020). Even though these policies were formed within a human rights approach to accommodate the rights of excluded learners; Cologon (2019) Dewsbury and Brame (2019) and Engelbrecht (2020) maintain that successful implementation of inclusive education has not been fully realised. This means that many learners continue to face significant obstacles in accessing inclusive education, due to the continuing elements of exclusion and marginalisation.

For many years, inclusive education has mainly been based on physical and mental disability, placing less emphasis on other contextual factors such as class and ethnicity (Bešić, 2020; Engelbrecht, 2020). Majoko (2018) bases his research on disability and argues that less abled learners should not only be accommodated in mainstream schools, but all learners' needs should be met within the school environment. However, Clark (2020) argues that inclusive education does not only concern children with special needs, but also involves all children whose diverse and intersecting needs are not met in the school environment. This therefore This affirms that learners are unique; the challenges they face

also vary from individual to individual. Thus, schools, among other educational institutions, are required to serve all its learners regardless of their differences or special needs.

Mncube and Lebopa (2019) argue that despite numerous efforts to implement inclusive education in schools, significant progress has not been made. The authors argue that this is caused by the lack of adequate teacher training on inclusive education implementation. This belief is supported by Ntombela's (2011) research, which revealed that most teachers have limited knowledge, support and training in inclusive education. Consequently, Mncube and Lebopa (2019); Engelbrecht (2020) and Ileri et al. (2020) point out, even years after the end of apartheid, implementing inclusive education in South Africa has been challenging.

2.3.2 Challenges experienced in the implementation of Inclusive Education

Learners continue to face challenges in schools that go beyond physical and mental disabilities, affecting their learning processes (Cologon, 2019; Engelbrecht, 2020). As Clark (2020) notes, inclusive education includes not only children with special needs, but also all children whose needs are not met in the school environment, including those experiencing economic struggles and diverse sexualities and genders. While there has been a significant body of research on inclusive education, there is a need for intersectional perspectives, as highlighted by Bešić (2020). In the next section, I discuss the challenges of inclusive education in international,

African, and South African contexts, including the obstacles that hinder the implementation of inclusive education and the ways in which these challenges can be addressed to ensure that all learners have access to quality education.

2.3.2.1 Challenges experienced in the International Context

Implementing inclusive education in an international context has evolved over the years. In a school setup, experiencing cultural and linguistic diversity can contribute to communication barriers and require teachers to adapt their teaching strategies to meet diverse learning needs (Ainscow, 2020). Language differences can also limit access to curriculum materials and hinder learner participation. Furthermore, some schools lack the necessary infrastructure and trained teachers to support learners with diverse needs (Arias et al., 2023). According to Donath et al. (2023), Graham (2020) and Moberg et al. (2020), international schools face the challenge of accommodating diverse learner needs with

multiple curricula and assessment systems. Teachers must adapt to international education requirements, and learner mobility can disrupt continuity of support for learners with special learning needs (Bešić, 2020).

Ainscow (2020) argues that effective implementation of inclusive education requires continuous teacher training and development. The author stresses that teachers need adequate skills to adjust their practices to meet diverse learner needs, emphasising a commitment to ongoing support and training, which can be difficult to implement in resource-constrained settings.

2.3.2.2 Challenges experienced in the African Context

Implementing inclusive education in Africa faces numerous challenges, as identified by Du Plessis and Mestry (2019), Engelbrecht and Artiles (2016) and Ferguson et al. (2019). These challenges include limited resources, inflexible curriculum, poverty, lack of understanding of inclusive education, limited parental involvement and community involvement, inadequate policy integration and persistent colonial legacies. In Kenya, for instance, Odongo (2018) reveals that mostly in rural areas, parental involvement in learners' education remains constantly low. Similarly, in other African countries like Ghana and Nigeria, Opoku et al. (2022) argue that despite attempts to implement inclusive education, there seems to be significant knowledge gap in the implementation of inclusive education. This means that the implementation of inclusive education in some African countries has not been fully realised. Ongoing challenges highlight the need for continuous attempts to ensure equal access to quality education for all learners, regardless of their abilities and needs (Ainscow, 2020; Walton, 2018).

2.3.2.3 Challenges experienced in the South African Context

As mentioned above, the implementation of inclusive education has not been fully realised to this date. Learners still experience some level of exclusion that hinder them to learn at their full capacities (Cologon, 2019). Below I discuss literature with regards to the developments that have been made, the contributions by the Department of Education in attempt to promote the implementation of inclusive education, as well as challenges that exist in schools on inclusive education.

a. Overcrowded Classes

Overcrowded classes pose a significant challenge to inclusive education (Biyela, 2019; HunterJohnson, 2014; Osai, 2021). When there are too many learners in a class, teachers struggle to provide individualised attention, which is essential for meeting diverse learning needs (Graham, 2023). This can lead to increased stress levels for both the teachers and the learners, ultimately hindering the learning process. Classes exceeding capacity cause difficulty for teachers to individualise attention and cater to their different learning needs (Küçükler & Kodal, 2019). This overcrowding issue elevates the existing challenges in implementing inclusive education, making it more challenging for teachers to support learners with different abilities and unique learning styles (Mpu & Adu, 2021).

In a school context, teachers often find it challenging to meet the foundational needs such as the need for love and belonging, due to overcrowded classes. According to Carducci (2020), Maslow's hierarchy consists of five levels of basic needs. From the most foundational, basic needs include a) Psychological needs, b) Safety and security needs, c) Love and Belonging need, d) Self-esteem need and e) Self-actualisation need. The author argues that an individual is likely to be motivated to do well when the most basic needs are met.

b. Teachers' Role in Inclusive Education

Teachers play a crucial role in ensuring inclusive education, as they are the link between learners and the implementation of inclusive practices (Al-Shammari et al., 2019). Engelbrecht, (2020) argues that workshops aiming at equipping teachers with skills that stimulate successful implementation of inclusive education in schools are limited. However, some teachers lack understanding and support for inclusive education, hindering their ability to help learners with diverse needs (Arias et al., 2023; Cologon, 2019). To address this, Mfuthwana and Dreyer (2018) and Rice (2019) argue teacher development is essential, as it enables teachers to acquire the necessary knowledge and capacity to implement inclusive education effectively. Continuous training and support are necessary to motivate and develop teachers with the necessary skills to deliver the curriculum to learners with diverse needs (Mncube & Lebopa, 2019).

Teachers play a vital role in implementing inclusive education, while parental involvement is a crucial factor in this regard (Dewsbury & Brame, 2019; Paseka, 2020). When parents, teachers and learners work together, it creates a supportive environment that enhances the implementation of inclusive education (Hamlin & Flessa, 2018). Research suggests that parental involvement has a positive impact

on learners' education, and it is essential for achieving successful inclusive education (Afolabi, 2014). In South Africa, the formation of School Governing Bodies, which comprise learners, teachers, parents and school management, is an example of the contribution of parental involvement towards successful teaching and learning environment (Engelbrecht, 2020). When teachers work closely with parents to implement inclusive education, it elevates parental support that is necessary in achieving this common goal (implementation of inclusive education).

c. Lack of Support from the Department of Education

Teachers' most fundamental role is to ensure that all learners learn, regardless of their diverse learning needs. Teachers often require adequate support from the Department of Education to carry out this mandate with success. However, Arias et al. (2023) argue that facilities such as training programmes to help teachers understand and support inclusive education are not enough. This means teachers might not have the resources they need to help learners with different needs to learn to the best of their abilities. Similarly, Aziz et al. (2016) emphasise that there is insufficient training offered by the Department of Education to develop teachers with skills to better implement inclusive learning, leaving the responsibility for equipping teachers with appropriate dynamics of inclusive education to schools. Research however indicates that as much as South African teachers support the idea of successful implementation of inclusive education; there is still lack of adequate and sufficient resources to facilitate successful implementation (Engelbrecht, 2020; Ireri et al., 2020; Mncube & Lebopa, 2019). Hence, this is another factor contributing to the negative perceptions about the implementation of inclusive education (Engelbrecht, 2020; Mncube & Lebopa, 2019).

d. Standardised Curriculum and Tests

The one-size-fits-all approach to education poses as a challenge for learners who have unique learning needs (Hamre et al., 2018; Milne & Mhlolo, 2021). When the curriculum and tests are common for all learners, regardless of their diverse learning needs, it can create a challenging environment for those who learn at different speeds, or have different learning styles (Kauffman & Hornby, 2020). This approach can contribute to frustration and disengagement to learners who require additional support (Dunn & Griggs, 2000). Moreover, the restricted timeframe set by the Department of Education for teachers to complete the curriculum coverage limits their ability to provide extra help for the needy

learners (Milne & Mhlolo, 2021). This pressure can result in a lack of differentiation in instruction, leaving some learners feeling unattended (Hamre et al., 2018).

Hove and Phasha (2023) argue that teachers should implement instruction that accommodates diverse learning needs without separating them from their peers, because separation contradicts inclusive education principles. Instead, the authors argue that all learners can make progress in the common environment with the right conditions, allowing for differentiated instruction without separation. This provides evidence that learning can take place in a single environment without standardising test and the curriculum.

e. Insufficient Resources

Teachers require adequate and sufficient resources in order to reinforce teaching and learning (Cologon, 2019). However, a common challenge faced by some schools is a shortage of resources, thus challenging successful teaching and learning processes (Arias et al., 2023; Mokgwathi et al., 2023). These challenges include the shortage of textbooks, technology, and other materials essential for delivering relevant content. Moreover, inadequate resources can also limit the teachers' ability to individualise support for learners with diverse needs. The scarcity of resources in schools poses a significant challenge to providing education that caters for all learning needs (Cologon, 2019).

2.3.3.1 Benefits and successes of Inclusive Education in South African context

Inclusive education has a wide range of benefits that contribute to a more just and equitable society (Masalesa (2022); Mfuthwana & Dreyer, 2018). By providing a sense of belonging and addressing feelings of isolation, inclusive education seeks to contribute to the wellbeing of learners from diverse backgrounds (Bešić, 2020). It also aims at encouraging positive and supportive learning environments by promoting understanding, respect, empathy and acceptance among learners (Afolabi, 2014; Arias et al., 2023; Dewsbury & Brame, 2019). Similar to Bešić, 2020, inclusive education aligns with social justice principles, addressing inequalities caused by diverse learning needs. By valuing diversity and promoting inclusion, we (teachers, learners, parents and the society) can create a society that embraces diversity and provides equal opportunities for all, leading to more conducive learning environments where learners can reach their full potential (Cologon, 2019).

Despite the incomplete implementation of the 20-year plan outlined in the White Paper 6 (DoE, 2001), the Department of Education has attempted to promote inclusive education. The successes include the

introduction of feeding schemes, as well as improved teacher qualifications, as highlighted by Engelbrecht (2020). These initiatives have enabled learners from disadvantaged backgrounds to access education, ensuring that poverty is no longer a barrier to learning. Moreover, the establishment of no-fee schools in some rural and impoverished areas has contributed to the achievement of inclusive education, as highlighted in the Constitution (Okech et al., 2021). This initiative has ensured that learners from disadvantaged households are not excluded from receiving equal education opportunities (Done, 2019). Despite these accomplishments, more still needs to be done for the inclusion of marginalised groups of learners who may experience exclusion in schools (Al-Shammari et al., 2019; Dewsbury & Brame, 2019).

2.4 Theoretical Framework

A theory is a systematic and logical framework that consists of clear concepts, definitions and propositions, used to explain and understand a particular phenomenon or idea. As defined by Cornelissen (2023), a theory comprises a set of interconnected constructs, definitions and propositions that provide a comprehensive understanding of a phenomenon by identifying and explaining the relationships among variables.

A theoretical framework therefore serves as the foundation for research, outlining the theory guiding the study, setting boundaries and revealing underlying beliefs and assumptions (AlShammari et al., 2019). The framework enables the researcher to analyse, interpret and predict phenomena, and develop hypotheses and test them empirically. In contrast to a conceptual framework, which incorporates multiple concepts to frame a study, a theoretical framework takes into consideration the application of a pre-existing theory (Fellows & Liu, 2021; Hughes et al., 2019). Kivunja (2018) offers a helpful analogy to distinguish between theoretical and conceptual frameworks: the conceptual framework is the house, while the theoretical framework is a room within that house, serving a specific purpose, such as a kitchen or bedroom. Each room has a unique function, and no single room can fulfill all the purposes of the entire house.

This section provides an exploration of the theoretical framework guiding this study, with a specific focus on intersectionality as the foundational theory informing my analysis and interpretation of the research findings.

2.4.1 Intersectionality Theory

This study is grounded in the intersectionality theory which examines how multiple social identities intersect to produce unique experiences of discrimination and marginalisation (Bešić, 2020; Berger & Guidroz, 2010). In the following section, I explore the historical background of intersectionality theory, define its core principles, and examine its significance in promoting inclusive education.

2.4.1.1 Historical Background of Intersectionality Theory

This research is based on intersectionality as the theory that frames the study. Intersectionality theory was introduced by Kimberly Williams Crenshaw and is rooted in the United States black feminist movement who were fighting against oppression (Bešić, 2020). According to Cho et al. (2013), the concept of intersectionality unfolded in the late 1980s as a way to understand and address the complex issues that arose when different forms of discrimination, such as racism, sexism and homophobia overlap and intersect. It was also meant to highlight the importance of building a common ground among different groups fighting for social justice and human rights. As noted by Kayi-Aydar et al. (2022), the concept of intersectionality emerged as a response to the limitations of earlier social movements in the United States, particularly the women's rights movement, which sought to address workplace inequalities (Cho et al., 2013).

According to the author, the movement's failure to account for the intersecting experiences of women from diverse backgrounds, such as race, class, and sexuality, elevated the need for a deeper understanding of how multiple forms of oppression intersect. This realisation led to the development of intersectionality as a critical framework for analysing and addressing these complex forms of oppression (Kayi-Aydar et al., 2022). Collins and Bilge (2020) argue that African-American women faced double oppression due to their intersecting identities as Black, female, and belonging in the working class. However, according to the authors, intersectionality enabled these women to confront and stand up for their rights as both women and workers, simultaneously challenging the interconnected systems of oppression. Collins and Bilge (2020) stated that African-American women experienced double oppression because they were both Black and female. Through intersectionality, these women could challenge their rights as working females (Bešić, 2020; Crenshaw, 2019; Thomas & Macnab, 2022). Initially, intersectionality theory focused on gender-based oppression, fighting against the oppression of black women in society (Kayi-Aydar et al., 2022). However, over the years, it has expanded to other parts (Crenshaw, 2019). In light of the above, the section that follows characterises the concept of the intersectionality theory.

2.4.1.2 Core Principles of Intersectionality Theory

Intersectionality refers to the way in which social and political identities such as gender, class, sexual orientation, race, socioeconomic status and other parts of who we are intersect and contribute towards empowering or oppressing an individual (Bešić, 2020; Cho et al., 2013).

Kayi-Aydar et al. (2022, pp. 3-4) cite Collins and Bilge (2016) who explain seven “core ideas” that define intersectional frameworks.

Firstly, intersectionality does not focus on a single factor, instead, it examines how multiple factors, such as race and physical ability, intersect and interact to produce social inequality (Crenshaw, 2019). This approach, according to Bešić (2020), recognises that these factors do not operate in isolation, but rather are interconnected and influence one another, contributing to complex experiences of marginalisation. By exploring these intersections, intersectionality seeks to understand how they contribute to social inequalities.

Secondly, the intersectional framework is grounded in the idea that multiple systems of power intersect and interact, rather than a single system of power operating in isolation. This means that intersectionality recognises that different components of a learner's identity, such as class, race, gender and sexual orientation, come together to form a unique experience that cannot be reduced to a single factor (Young & Anderson, 2021). This understanding highlights the importance of considering the specific intersections of power and characteristics that shape learners' experiences.

Thirdly, intersectionality is fundamentally concerned with understanding the interconnectedness of social factors and how they shape learners' experiences. This approach employs a more coherent thinking that examines how diverse social factors interact and influence one another to contribute to experiences of marginalisation and privilege (Berger & Guidroz, 2010; Cho et al., 2013). Examining these intersections, intersectionality reveals how power or marginalisation shape our lives.

Fourthly, intersectionality is contextual such that the specific circumstances and power dynamics at hand can affect how different groups experience oppression. According to Watkins and McGowan (2023), intersectionality reveals the dynamics of oppression, demonstrating how different groups may experience it differently even within the same context. Apartheid is one example -while Black people were oppressed as a whole, Black women experienced additional level of oppression (Donohue & Bornman, 2014; White & Van Dyk, 2019). They were denied access to leadership positions and some

jobs were allocated for men only, whereas black men were not subject to the same restrictions (Bešić, 2020).

Fifthly, intersectionality is complex and multifaceted, meaning that individual experiences can vary from learner to learner. According to Bešić (2020), what one person faces may not be the same as what another person encounters, even if they share similar identities or characteristics. This complexity highlights the importance of considering the unique intersections of power and identity that shape each learner's experiences, rather than making generalisations based on a single aspect of their identity.

Sixthly, the intersectional framework recognises that individuals have diverse backgrounds and are shaped by unique experiences, acknowledging that social justice is complex and multifaceted. This approach understands that people's identities, experiences, and perspectives are influenced by various factors such as race, gender, class, sexuality, ability, and more, and that these intersections impact their lives in distinct ways. By considering these differences, Thomas and Macnab (2022) emphasise that intersectionality seeks to promote inclusivity and equity.

Lastly, intersectionality does not solely focus on marginalised groups; instead, it seeks to understand how both privilege and marginalisation operate simultaneously to maintain social inequalities and the status quo in any given context (Crenshaw, 2019). By examining how power dynamics intersect and interact, Bešić (2020) argues that intersectionality reveals how dominant groups maintain their privilege and how marginalised groups are oppressed, highlighting the complex web of relationships that promotes inequalities.

2.4.2 Intersectionality in the context of inclusive education

Inclusive education recognises the diversity of learners' identities and experiences, with the aim of accommodating different learning challenges (Aziz et al., 2016; Bešić, 2020; Thomas & Macnab, 2022). This means that teachers can better support learners by considering how these intersecting identities impact their learning experiences and create more inclusive learning environments.

Socioeconomic factors such as race, class and gender significantly affect the learning process as a whole (Berger & Guidroz, 2010). A learner who lives in an impoverished household for example, is likely to lose concentration span in class due to an 'empty' stomach. Inclusive education therefore seeks to address the intersections of these factors, recognising that learners may face different forms of oppression or discrimination simultaneously. A learner may face racism and ableism or sexism and

homophobia, which can intensify and multiply the challenges they face within the education system. By acknowledging and addressing these intersections, inclusive education can create a more conducive, equitable and just learning environment for all learners. This means that teachers can develop more adequate and effective strategies to support learners from diverse backgrounds.

Research has revealed that a learner's socioeconomic factors significantly influence their educational journey (Berger & Guidroz, 2010; Thomas & Macnab, 2022; Young & Anderson, 2021), leading to varying levels of access to resources, support and opportunities that can impact their academic success. Traditionally, inclusive education focused on learners with physical and mental disabilities, neglecting other contextual factors like ethnicity, class, age, and childhood traumas (Bešić, 2020; Dewsbury & Brame, 2019). Intersectionality theory therefore offers a critical lens for understanding inclusive education, highlighting the importance of addressing multiple, intersecting factors that shape learners' experiences.

This study adopts an intersectional approach, recognising that all contextual factors contribute to a learner's education and must be addressed to maximise the successful implementation of inclusive education. Intersectionality theory, as classified by Cho et al. (2013), incorporates three enquiries namely application, debates and political interventions. These enquiries allow learners and teachers to critically examine and address the diverse intersections of power and privilege within the classroom environment (Crenshaw, 2019). By engaging with these enquiries, the author argues that both teachers and learners can develop a deeper understanding of creating inclusive learning culture that acknowledges and value diverse learning needs.

In short, while inclusive education recognises and values the differences among learners, intersectionality theory helps us understand how these differences intersect and impact learners' experiences; revealing the interconnectedness of identities within the education setup. By acknowledging power dynamics and privilege, teachers can address systemic barriers and better support learners in achieving their academic goals.

2.5 Chapter summary

This chapter reviewed literature on diversity, exclusion and inclusion as foundational concepts in inclusive education. The chapter also outlined the historical development of inclusive education and challenges experienced in the implementation of inclusive education. The chapter also highlighted the

benefits of inclusive education. Furthermore, this chapter deliberated intersectionality as the theoretical framework of the study. The next chapter discusses the methodological approach that was implemented for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to explore and improve my inclusive practice using a collaborative self-study research design in a South African High School in the Umlazi district. The study aimed to understand how my personal history contributed to my interest in inclusive education. The study also explores how my critical friends and I experience inclusive education, and why we felt compelled to implement strategies that would ensure inclusive education in a broad sense. In the previous chapter, I reviewed the literature on inclusive education and explained how intersectionality serves as the theoretical framework for the study. In this chapter, I discuss the methodological approach-how I, as the researcher, carries out research from the specified or known methods in a specific discipline (Degen et al., 2019). Hence, this chapter explains the procedures and motivations that informed the data generation processes.

3.2. Research paradigm

Ghiara (2020), Kivunja and Kuyini (2017) and Morrison (2020) describe the research paradigm as a structured investigation where data is generated, analysed and interpreted so as to understand, predict and control the study. A research paradigm represents the theoretical or philosophical foundation of a research study, serving as a guiding research philosophy. According to Outhwaite et al. (2020), a research paradigm consists of the researcher's abstract beliefs, principles and values that influence their understanding of the world; how they approach research shaping how they interpret and make sense of research data. Furthermore, the research paradigm acts as a lens through which a researcher views their research topic and examines the methodological aspects of their study, grounded in a specific philosophical foundation. As Diaz-Kope et al. (2019) emphasise, a paradigm plays a crucial role in research as it provides guiding beliefs and principles that determine what is worth studying, how to study it and how to interpret the results. In essence, research paradigms shape the entire research process, from conceptualisation to conclusion.

In this research I adopted the interpretivist paradigm to explore teacher inclusive education in a high school. Thanh and Thanh (2015) describe interpretivism as the development of understanding how

people view the world they live in through views, beliefs and opinions of the world. Therefore, this research seeks to develop a deeper understanding of how we (my critical friends and I) implement inclusive education in a high school. Compared to positivism, the interpretivist paradigm allowed me to draw conclusions that cannot be generalised to the entire population, but sought to view the phenomenon from the participants' point of view (Morrison, 2020). Hence, in this research, I aimed at tapping into my past experiences and those of my critical friends, in order to find out how our past experiences have affected us in our daily teaching experiences, and how I can use my past experiences as a stepping stone to improve inclusive teaching.

3.3 Research approach

This study is guided by an interpretive research paradigm which believes that reality is subjective and shaped by the experiences of research participants (Höppner et al., 2022). According to Busetto et al. (2020), research methods that explore and understand the unique meanings individuals or groups assign to social or human problems are qualitative. Therefore, adopting the qualitative approach enabled me to comprehend the meanings constructed and make sense of my experiences in the world I live in (Höppner et al., 2022).

As a qualitative researcher, I employed diverse methodologies to address questions that cannot be reduced to numerical data (Hennink & Kaiser, 2022). Furthermore, I applied qualitative approaches that involved a range of flexible and context-specific data generation and analysis procedures (Graneheim et al., 2017). These procedures evolved and adapted throughout the research process, allowing me to conduct a more detailed and in-depth exploration of the research experience. Höppner et al. (2022) note that, unlike quantitative research which focuses on cause-and-effect relationships, predict outcomes and generalise findings, qualitative research aims to generalise the study within a specific context. Consequently, this approach incorporates accounts of individuals' life experiences and their unique perspectives on the world. In this study, I aimed to explore my experiences with inclusive education through the theoretical lens of intersectionality.

Similar to Rahman (2020), this qualitative research is rooted in interpretivism, which offers a comprehensive understanding of human experiences within specific contexts. Using this approach enabled me to uncover how my subjective experiences shaped my meanings and perceptions. This allowed me to gain a deeper understanding of how my personal experiences intersected and impacted

my views and beliefs in a school setup. Furthermore, as Höppner et al. (2022) elaborates, I found that qualitative research boasts a flexible design, allowing for adaptability and reconstruction as needed. However, I also discovered that the in-depth analysis of data generated requires a significant amount of time, and the results can only be generalised to a limited extent to the broader population.

Therefore, by adopting a qualitative research approach, I was able to reflect on my past experiences, identifying the key elements that elevated my interest in inclusive education. These reflections, while personal and contextual, contributed to the research, but were not intended to be generalised to the entire population of teachers. Rather, they provided detailed insights into how inclusive education is shaped by past experiences, understood and implemented by teachers, in my specific context.

3.4 Research design

Research design is a clearly defined structure within which the study is implemented (Degn et al., 2019). In this research, I used the exploratory collaborative self-study to obtain a deeper sense of the teaching context with regards to inclusive education. Hassa and Khairuldin (2020) define exploratory research as gaining understanding to increase the knowledge of a particular phenomenon. Given that my research employed an exploratory case study, which aligns with the interpretivist paradigm, I selected the qualitative research design. This approach suited my study since my aim was not to collect empirical data (which is the focus of quantitative research), but rather to gain deeper understanding of how my past experiences influenced my understanding and implementation of inclusive education (Maxwell, 2013).

In this research, I selected a collaborative self-study, drawing on my personal experiences and those of my critical friends to investigate our experiences related to inclusive education within our current educational context. Self-study as a research design influenced qualitative methods to encourage me to explore my own teaching experiences, with the ultimate goal of self-assessment and improvement of teaching and learning practices (LaBoskey, 2004). By employing this research design, my critical friends and I gained a deeper understanding of our experiences, with the aim of becoming more effective teachers who can address inclusive education in our school context with greater efficacy.

3.4.1 Characteristics of Self-study Research Design

Self-study is made up of a number of aspects differentiate self-study from other research designs. According to Samaras (2010), self-study is a reflective and systematic approach to understanding one's own teaching practices, involving critical examination and collaboration to produce new knowledge and insights that can benefit the wider educational community. The following section outlines five characteristics of self-study research design.

3.4.1.1 Personal situated enquiry

Samaras (2011, p. 10) describes the characteristics of self-study, the first one being that it is “personal situated enquiry” in the sense that it focuses on the teachers’ previous and current classroom experiences- meaning that it is intrinsically stimulated. There are many aspects concerning self-study, however the common goal “is on what difference” teachers can make in the education system through exploring their own practices (Pithouse-Morgan et al., 2014, p. 1). Samaras (2011, p. 10) argues that self-study aims to reconcile the "living contradiction" that arises when there is a discrepancy between one's professed beliefs and actual practices, seeking to find a balance between the two. Loughran (2007, p. 14) further argues that “living contradictions” bring a balance between theory and practice, for the development of knowledge about education practices. Through the self-study design, I was able to introspectively examine my experiences and challenges, promoting a reflective analysis of my role as both a learner and a teacher.

3.4.1.2 Critical collaborative enquiry

The second characteristic of self-study research, according to Samaras (2011, p. 10), is “critical collaborative enquiry”. Samaras (2011) argues that the development and success of self-study may begin with self, but it also involves other stakeholders such as colleagues, learners and “critical friends” as well. Pithouse-Morgan et al. (2014) further argue that teaching and learning is a two-way process and therefore getting feedback from trusted colleagues ("critical friends") is important to help us question our assumptions and biases and improve our practice. According to Loughran (2007), the purpose of self-study is twofold: to enhance the individual's understanding and to share that knowledge with others, thereby contributing to the wider community. By investigating my and critical friends’ teaching experience through collaborative self-study, I sought to identify the contextual factors that impacted the implementation of inclusive education, ultimately gaining a deeper understanding of how our past experiences shaped our understanding and implementation of inclusive education.

3.4.1.3 Improved learning

The third characteristic of self-study, according to Samaras (2011, p. 11), is that it involves “improved learning”. Samaras (2010) argues that self-study should encourage improvement in personal teaching skills and as a result, influence those around you. Loughran (2007) suggests that teachers who engage in self-study do so to enhance their teaching practices, ultimately seeking to refine their teaching experiences and, in turn, improve the quality of teacher education as a whole. Similarly, Pothouse-Morgan (2022) maintains that teachers need to explore their childhood and teaching experiences with the aim of improving their educational practices. It is for this reason that I am revisiting my childhood to investigate if it has any influence on my teaching practice, with the aim to improve my own personal skills.

3.4.1.4 A transparent and systematic research process

The fourth characteristic according to Samaras (2011, p. 11) entails “a transparent and systematic process”. Samaras (2011, p. 11) believes that self-study enhances openness and honesty to allow “critical friends” to question and learn from it. Loughran (2007) describes self-study as a process of validation that relies on trustworthiness, emphasising the importance of rigorous and dependable methods in self-study research. Loughran (2007) posits that trustworthiness is essential in self-study and therefore needs to be given special attention. This means that when trustworthiness is not entailed in self-study, the study is likely to be questionable. Samaras (2011, p. 11) believes that teachers who engage in self-study aim to be transparent to such an extent that “the research process is enhanced through the review of critical friends who ask probing questions and offer alternative perspectives and interpretations”. Pithouse-Morgan (2022) notes that self-study research is theory-driven and ethical, involving a transparent and reflective process where researchers openly examine their thoughts and actions, and invite feedback from others to gain new insights and perspectives.

This research allowed me to interact with my critical friends and share our teaching experiences with the aim of improving our teaching practices.

3.4.1.5 Knowledge generation and presentation

The fifth characteristic, as identified by Samaras (2011), is that self-study involves creating and sharing knowledge. Samaras (2011) emphasises that self-study research is not solely about personal experiences, but rather involves making one's study public to facilitate review and critique. Pithouse-Morgan et al. (2014) argue that self-study researchers concerned with educational change should

balance their inward focus with an outward perspective on the political and social context. Pithouse-Morgan et al. (2014) also note that teachers' self-study can contribute to social action through creative and participatory research methods. According to Pithouse-Morgan (2022), self-study teachers who share their thinking and inquiry help teachers develop their knowledge of teaching practice, become aware of their own and others' needs, and make more meaningful and open decisions. This research approach allowed me to critically examine how my educational background and interactions with learners and colleagues has influenced me and how these experiences have shaped my teaching context.

3.5 Research location

The research location is the geographical site where the study takes place (Rousseau & Fried, 2001). I conducted the study in Umlazi Township, an impoverished school where I work as a teacher. Learners at the school do not pay school fees, while their meals are provided by the Department of Education's feeding programme. For some of our learners, these meals are the only meals they receive for the day. This school has an enrolment of more than 1500 learners. Some learners live in child-headed homes, while others are faced with challenges like rape, abuse and poverty. The school has a staff of 47 teachers who service more than 1500 learners. In Grade 8 and 9, the average number of learners is 65 and 52 per class, which exceeds the post provisioning norm set by the Department of Basic Education. The data was generated after working hours to allow for smooth running of the school programmes. As compared to conducting research in other schools, selecting a school where I was currently working at the time served as an advantage. The environment and my critical friends were familiar to me. I identified a need for greater inclusion at my school and wanted to make a positive difference by transforming my practice. Also, no extra travelling costs were incurred, as I could easily gain access to my research site and my critical friends.

3.6 My critical friends as research participants

Purposive sampling, as a non-probability sampling technique, is generally utilised to select research participants in the research process (Diaz-Kope et al., 2019). In this collaborative self-study, however, the selection of research participants is quite different. Firstly, I, the researcher was the main participant in this type of research. Due to the nature of self-study, the focus was primarily on my self-reflection to improve my practice and become better as a teacher (Campbell et al., 2020). Although self-study is

focused on personal and professional learning, interaction and interpersonal collaboration offer unique insights; therefore, I opted for a collaborative self-study. Similar to Pithouse-Morgan et al. (2014), I acknowledge that my learning occurred due to the input from my interactions with my colleagues as critical friends in my teaching context. At the outset, therefore, I needed to exercise discretion in selecting participants who would be appropriate for the study. I, therefore, purposefully selected participants who possessed the necessary expertise and experience to contribute positively to the research processes (Bedi et al., 2021). Similar to Samaras (2011), two of my trusted colleagues experienced in the teaching profession were selected as critical friends who were supportive, yet also challenged my ideas. Kortjass (2020) explains that critical friends are colleagues who offer honest and valuable opinions about improving our educational experiences. These friends played an important role in providing feedback, which encouraged me to reflect more on my teaching experiences, with the aim of improving my teaching pedagogies. Furthermore, the selection of critical friends was aligned with my objectives as a self-study researcher. My critical friends provided many questions that revealed deeper insights into my experiences and perceptions of inclusive education in the context of this study.

Table 3.1 indicates the biographical details of myself and the two selected research participants who took on the role of critical friends.

Table 3.1: Biographical details for participants			
	SELF STUDY RESEARCHER	CRITICAL FRIEND 1	CRITICAL FRIEND 2
GENDER	Female	Female	Male
AGE (in years)	37	31	40
SUBJECT(S) TAUGHT	Mathematics	English and Tourism	Computer Applications Technology (CAT) and Physical Sciences
TEACHING EXPERIENCE	15 years	7 years	16 years
HIGHEST QUALIFICATIONS	Bachelor's degree in Educational Psychology (Hons)	Bachelor's degree in Gender Education (Hons)	Bachelor of Education degree

3.7 Data generation methods

Data generation is an essential aspect of the research process, as it allows researchers to make relevant conclusions (Campbell et al., 2020; Maxwell, 2013). To achieve this, Ghiara (2020) argues that selecting appropriate data generation methods that align with research goals is of essence. Furthermore, using a combination of data generation methods provides a more understanding, as these methods complement and support the others (Diaz-Kope et al., 2019). This approach is particularly useful in self-study design, which employs diverse methods to gain a detailed understanding of a research topic (Kortjass, 2020).

In this research, I used different methods which included memory-work, reflective journals, mind-maps and discussions, to achieve an understanding of inclusive education. The use of different methods allowed me to triangulate data, catering to diverse learning styles and ensuring different perspectives were captured (Degn et al., 2019; Kortjass, 2020; PithouseMorgan & Samaras, 2017). While using multiple data generation methods can be time and resource-consuming (Hauge, 2021), the different methods contributed to the trustworthiness and richness of the data collected.

3.7.1 Memory-work

Memory-work is a data generation method used in self-study research and it involves systematically reflecting on personal experiences and memories related to a research topic (Pithouse-Morgan et al., 2019; Samaras, 2011). According to the authors, memory work requires the researcher to recall and write down memories using inspirations to stimulate recall, and to analyse and interpret them according to their patterns. Through memory-work, researchers can obtain a deeper understanding of their own experiences and how these experiences evolved over time. As highlighted by Onyx and Small (2001), cited by Therre (2022, p. 19), memory-work is an appropriate tool to reflect on “specific memories”, enabling the researcher to identify memories that shaped their interest in inclusive education. Like Kortjass (2020, p. 75), I believe that memory-work enabled me to document both “positive and negative” memories, bring them all together, with the aim of improving my practices.

I began with memory-work and reflective journals as a data generation method. As highlighted by Onyx and Small (2001), cited by Therre (2022, p. 19), memory-work is an appropriate tool to reflect on “specific memories,” as I believe it enabled me to identify memories that shaped my interest in inclusive education. In this study, memory-work assisted me to identify key moments and insights that shaped my understanding and implementation of inclusive practices. Similar to Kortjass (2020), examining my past experiences and emotions, memory-work provided a detailed perspective on how my experiences developed my interest in inclusive education. This method allowed me to explore my personal and professional growth, enabling me to identify key learning experiences and challenges that shaped my development. Consequently, examining my own memories and experiences enabled me to generate new insights and knowledge that can inform my research, as well as my teaching practices.

3.7.2 Reflective journals

Reflective journals are a valuable data generation method in self-study research, allowing researchers to document their personal and professional growth (Kortjass, 2020). By regularly writing in a reflective journal, researchers can explore their experiences and as a result, develop a deeper understanding of their study. According to Dhlula-Moruri (2020), reflective journals provide a space for researchers to identify areas for improvement and develop a more reflective and critically aware approach to their research.

In my reflection process, I jotted down my thoughts and experiences related to inclusive education, identify areas for improvement and develop a more thoughtful understanding of my practice. Through reflective journaling, I gained new insights into my beliefs, assumptions and values, and developed a deeper understanding of my experiences and research. By analysing my reflective journal entries, I was able to discover areas for improvement and insights to redefine my approach to inclusive education. Consequently, reflective journals offered a unique window into my thoughts and experiences, thus providing insightful source of data for the self-study research.

3.7.3 Mind-maps

Mind-maps are a visual data generation method used in self-study research to explore, organise and group ideas (Kortjass, 2020). The author argues that creating a mind-map enables researchers to visually represent their feelings, thoughts and experiences, identify connections and relationships between them, and generate new insights and perspectives. According to the author, mind-maps can be used to brainstorm ideas and reflect on experiences, making them a useful tool for self-study research.

In this study, mind-maps helped me to develop a more holistic understanding of inclusive education by identifying connections between different ideas and concepts regarding inclusive education. Through mind mapping, my critical friends and I were able to tap into our past experiences, in order to gain a deeper understanding of the challenges related to the implementation of inclusive education. Similar to Kortjass (2020), mind maps also served as a stimulus for further reflection and exploration, helping us to explore the deeper meaning of inclusive education in our school contexts. By using mind-maps as a data generation method, I was able to gain a more integrated understanding of the research topic and identify areas for improvement in my teaching pedagogy.

My critical friends and I had two sessions where we discussed the challenges experienced in our teaching profession regarding inclusive education; as well as the importance of implementing inclusive education in our educational context. Through the discussions, we managed to identify key points which we used to develop mind maps.

3.7.4 Discussions

As highlighted by Kortjass (2020, p. 61), discussions in self-study research develops “excellent mutual relationship”, allowing critical friends to learn from each other. Discussions also challenge researchers to think and group data such that it makes meaning to engagements at hand (Dhlula-Moruri, 2020). Within the discussions, I incorporated pictures because, according to Dhlula-Moruri (2020, p. 59), they were “the most useful artefacts as they illustrated what I wanted to convey about my personal history in the most authentic way”.

In this study, discussions helped me to communicate with my critical friends in collaboratively exploring the challenges that we experience in our daily teaching experiences. The discussions assisted me to uncover the meaning of inclusive education at an intersectional lens. The discussions took place after working hours where I had two sessions with each critical friend

3.8 Data Generation Procedures

Below is an explanation the procedures that were followed to generate and interpret data:

3.8.1 Research Question 1: Data generation procedures

Research question 1: What parts of my personal history contribute to my interest in inclusive education?

To respond to research question one, I used memory-work and reflective journals. I used an old family picture as a prompt to elicit parts of my personal history that have contributed to my interest in inclusive education. In addition to memory-work, data triangulation was facilitated by written entries in my teacher reflective journal. As defined by Small (2007, p. 4) this research follows three phases of memory-work as a means of generating data.

In *phase one*, I asked myself the following question, “what photograph of my family might be a prompt to help me critically reflect on my own history and how it has influenced my preferences, choices, and

practices as an inclusive teacher?” In *phase two*, I used the selected family picture to trigger my past personal experiences and how they have impacted on my current inclusive teaching practices. I also wrote these memories down in my reflective journal, which assisted with data triangulation. In *phase three*, I analysed my memories and reflective journaling and identified how they relate to my professional development as an inclusive teacher.

3.8.2 Research Question 2: Data generation procedures

Research question 2: How do we experience inclusive education in our educational context?

To respond to the second research question, I used field notes of discussions and a mind-map. My interactions in a dialogue session with my critical friends enabled us to share our experiences, challenges and understandings of inclusive education in our school. In *phase one*, I started a discussion session by introducing my colleagues to a definition of inclusive education from a theoretical perspective of intersectionality. In *phase two*, through discussion, my colleagues and I explored our experiences of inclusive education in our school context to develop a deeper understanding of the parts that have been achieved and those that still need to be improved upon. To represent data, I used discussions. In *phase three*, I made notes of our discussions, thereafter used thematic analysis to identify themes in the data and finalise my findings. The mind maps were helpful in triangulating the data that was jotted down from the discussions (Hemmings & Hill, 2014).

3.8.3 Research Question 3: Data generation procedures

Research question 3: Why do we need to implement inclusive education from an intersectional lens in our educational context?

Based on our discussions during the first dialogue group and the discussion of our memorywork and mind maps I asked my colleagues to brainstorm with me why we need to implement inclusive education from an intersectional lens in our educational context. In *phase one*, we used a flip chart to document our ideas. In *phase two*, through discussions, my colleagues and I explored why we need to implement inclusive education from an intersectional lens in our school context. To represent data, I used a reflective journal and mind-map to present findings. In *phase three*, I wrote down notes from the discussions. I thereafter used thematic analysis to identify themes in the data and finalise my findings. The entries in our reflective journals were helpful in triangulating the data that jotted down

from the discussions (Hemmings & Hill, 2014). The following section presents synthesis of the research findings and the interpretations of the data.

3.9 Data analysis

Analysing data allows the researcher to draw appropriate conclusions from the data generated and, therefore, it is essential for the researcher to select a method that will best suit the study. For the purpose of this research, I used thematic data analysis method. Lin (2019) defines thematic analysis as a systematic method of generating data such that the researcher is able to look at the data, organise it and make sense of it. Data-driven themes were then generated through data coding and analysis to obtain detailed thematic analysis as elaborated by Braun and Clarke (2006) in Hemmings and Hill (2014). Furthermore, this research used in-depth thematic analysis to identify emerging themes through six steps, as outlined by Braun and Clarke (2006) in Terry et al. (2017):

Firstly, I ensured familiarisation by reviewing the collected data, which helped me to develop in depth understanding of the research context and participants' responses. This involved thoroughly reading and re-reading the data, including field notes from discussions about inclusive education. By doing so, I was able to identify patterns, themes and codes, and develop a rich understanding of the data, which informed my entire analysis and interpretation.

Secondly, recognising patterns in the data I generated, I sorted it out into specific codes. This involved identifying recurring themes of my study and ideas in the data and categorising them into unique codes. By doing so, I was able to organise and structure the data in a way that revealed meaningful insights and relationships, which informed my analysis and interpretation. This coding process helped me to identify key findings, trends and outcomes that emerged from inclusive education's data.

Thirdly, I compared the data by grouping the initial codes to identify themes emanating from the data I generated. This involved categorising the codes into broader themes and sub-themes, which helped me to see the relationships and patterns between the different codes. By doing so, I was able to identify key themes that emerged from the data, which revealed meaningful insights and findings on inclusive education in a school at the Umlazi District. This process of theme identification helped me to extract the essence of the data, and to develop a deeper understanding of our experiences and perspectives on inclusion.

Fourthly, I grouped and reviewed the themes I identified into general themes. This involved categorising the themes into higher-level categories, which helped me to see the overarching patterns and relationships between the themes. By doing so, I was able to identify general themes that captured the essence of the data, and to develop a comprehensive understanding of the research findings. This process of theme categorisation helped me to synthesise the data, and to identify the key takeaways and implications of the research.

Fifthly, I ensured that the themes I selected made sense in relation to each research question, literature review, theoretical framework, methodology and data analysis. This involved critically evaluating the themes to ensure they were coherent, consistent and accurately reflected the data. By doing so, I was able to confirm that the themes I identified were meaningful, relevant and trustworthy, and that they effectively captured the essence of the research findings. This process of theme validation helped me to increase the credibility and reliability of my research.

Lastly, I selected delegate statements to support the existing data and themes. This involved carefully choosing quotes from the data that accurately represented the themes and findings, and that helped to illustrate our experiences and perspectives. By doing so, I was able to use the critical friends' own words to bring the data to life, and to provide a deeper understanding of the research findings. This process of selecting delegate statements helped me to add depth and credibility to my research report.

3.10 Trustworthiness

Trustworthiness in qualitative research is a tool that is used to evaluate the quality and loopholes of the data generated and interpreted (Amin et al., 2020). Samaras (2011) argues that by integrating openness, authenticity and critical reflection, self-study researchers can build a credible and trustworthy foundation for their research. Furthermore, Kortjass (2020, p. 71) argues that “conducting research ethically enhances the quality of research and contributes to its trustworthiness”. Trustworthiness therefore is discussed under the following sub-headings:

3.10.1 Credibility

Credibility refers to the degree to which the research findings are true and trustworthy, based on the researcher's methodology and data analysis (Samaras, 2011). According to the author, credibility is established through the researcher's transparent and systematic approach, use of multiple data sources and thorough data analysis. Credibility is related to the element of trustworthiness, as it establishes the

researcher's credibility and expertise in the field, making the findings more trustworthy. According to Kortjass (2020), a credible researcher is one who analyses data systematically and has a deep understanding of the research topic.

In this study, I sought to ensure that the research findings were true and accurate; and I used triangulation to show that my study's findings were credible (Nowell et al., 2017). I used similar research from other authors to strike a balance between what other researchers had found and my own study's findings. By doing so, I was able to increase the credibility and trustworthiness of my research. I aimed to demonstrate that my study's findings were not isolated, but rather complemented and supported existing research in the field. Through triangulation, I was able to cross-check and verify my findings, increasing the confidence in my results (Fletcher, 2012).

3.10.2 Transferability

Transferability is the degree to which the research findings can be generalised, applied or transferred to other contexts (Amin et al., 2020). Transferability is related to the element of trustworthiness such that it establishes the relevance and applicability of the findings beyond the specific research context. A transferable study is one where the findings can be applied to other similar contexts, and the researcher has provided enough detail for others to make informed decisions about its applicability (Kortjass, 2020).

This study aimed to demonstrate that its findings were applicable to other contexts, such as similar populations and similar phenomena (Amin et al., 2020). I provided detailed descriptions of my research methods and research context to indicate that the study could be applied to other similar situations. Similar to Samaras (2011), this helped me to conduct a thorough investigation in data collection and representation, ensuring that my research met the standards acceptable in academic research. By doing so, I was able to increase the transferability of the findings and contribute to the existing body of knowledge.

3.10.3 Confirmability

Samaras (2011) defines confirmability as the degree to which the research findings can be verified by others using transparent methodology, data analysis and documentation. According to the author, confirmability is related to the element of trustworthiness, as it ensures that the findings are not just a product of the researcher's biases or assumptions but can be verified by other researchers as well.

Furthermore, a confirmable study is one where the methodology and findings are clearly documented, and the data is available for others to scrutinize (Fletcher, 2012).

In this study, I ensured that the findings were based on our experiences and not shaped by my personal bias. This involved ensuring that my bias did not display favouritisms in the analysing and interpreting what my critical friends said to fit a personal agenda. To ensure confirmability, I employed an audit trail, which included every step of data analysis that provided to rationalise my decisions. This assisted me to accurately create research study's findings that consisted of our responses (Nowell et al., 2017). By doing so, I was able to increase the objectivity and confirmability of the research and demonstrate that my findings were grounded in the data provided.

3.10.4 Dependability

Dependability is the degree to which the research findings are consistent and reliable, based on the researcher's thorough methodology and data analysis (Fletcher, 2012; Nowell et al., 2017). According to the authors, it is established using different data sources, member checking and peer debriefing. Samaras (2011) argues that dependability is related to the element of trustworthiness, as it ensures consistency and reliability (over time) in research findings. A dependable study is one where the findings are consistent across different data sources, and the researcher has demonstrated a rigorous approach to data collection and analysis.

The study sought to ensure dependability in its findings, to the extent that if it were to be repeated by other researchers, the findings would be consistent. In other words, if another researcher wanted to redo this study, they should have had enough information from my research report to do so and obtain similar findings (Amin et al., 2020). As Samaras (2011) emphasises, I provided detailed descriptions of the research methods and analysis to enable other researchers to replicate the study and verify the findings. By doing so, I increased the dependability of my research and demonstrated the reliability of my results.

3.11 Ethical considerations

According to Kortjass (2020), a strong ethical framework is crucial when conducting qualitative research studies in maintaining a self-critical perspective. The author maintains that this is particularly important in research because researchers have a responsibility to ensure that their work does not harm

others. In this study therefore, I recognised that ethics is a crucial component to ensure a transparent and fair research process (De Clercq & Phiri, 2013). This means establishing trust with my critical friends, ensuring they feel safe sharing their information with me. As a result, I understood that I was not supposed to disclose what was discussed during the research process without their consent, or their responses without their permission. Additionally, I made sure to conduct the research in a way that did not in any way intimidate, belittle or judge my critical friends based on their responses (Gharaveisi & Dastgoshadeh, 2020). I endeavoured to be transparent, providing enough information about the research context (Makel & Plucker, 2017; Lazaro et al., 2015). I also maintained good record-keeping, verified data with my critical friends, ensured proper and confidentiality. Furthermore, I withheld the names of my critical friends in the research report and sought their verification and approval before the data generation and presentation processes (De Clercq & Phiri, 2013).

The research environment was secure and conducive, allowing my critical friends to decline or withdraw from the study at any stage if they felt uncomfortable (Gajjar, 2013). I was aware of the ethical concerns when accessing participants through a gatekeeper (Flewitt, 2015). To address this, I obtained permission from the Department of Education Durban region and received consent from the school Principal and two qualified colleagues (critical friends) who participated in the research. I withheld the school's name to ensure confidentiality (De Clercq & Phiri, 2013). I reported my critical friends' responses precisely, without bias, exactly as they responded.

3.12 Chapter summary

In this chapter, I identified and outlined the research methodology of the study and the reasons behind these choices. I elaborated on the interpretive paradigm, research design, methods of data generation (memory work, reflective journals, mind-maps and discussions), data analysis techniques, sampling method and ethical considerations. The chapter also outlined trustworthiness and ethical consideration of the study. The next chapter focuses on discussing the findings based on personal experiences, as well as the experiences of my two colleagues who took on the role of critical friends. It also presents and interprets data generated from memory work, reflective journals, mind maps, as well as discussion entries in relation to the literature and theoretical framework.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This study focused on enhancing my inclusive teaching practices through a collaborative self-study approach at a high school in the Umlazi district of South Africa. By examining how my personal experiences and background influenced my passion for inclusive education, I sought to gain a deeper understanding of myself as an educator and identify ways to better support diverse learners. In the previous chapter, I discussed the methods of generating and analysing the research data. This chapter provides a presentation and interpretation of data generated by myself, the researcher, and two other colleagues who are my critical friends.

The following research questions shaped my study and informed the data generation and presentation:

1. What parts of my personal history contribute to my interest in inclusive education?
2. How do we experience inclusive education in our educational context?
3. Why do we need to implement inclusive education from an intersectional lens in our educational context?

The study generated data that was analysed in light of the literature reviewed in Chapter Two and the theoretical framework underpinning this study. Using thematic analysis, the data generated from my reflections and collaborations were analysed, identifying common patterns which were grouped into themes and subthemes that revolved around our reflections on inclusion in education. I used the table below to present the data in alignment with the research questions.

Table 4.1: Research questions and findings

Research question	Data generation	Theme	Sub-themes
What parts of my personal history contribute to my interest in inclusive education?	-Memory Work -Reflective journal	-My personal history and inclusive education	-Past experiences of discrimination - My late friend -Teaching as a Practical Choice - Parent experiences of discrimination
How do we experience inclusive education in our educational context?	-Mind -maps - Discussions	-Challenges experienced by teachers in the implementation of inclusive education	- Overcrowded classes -Teachers' negative attitudes -Inadequate support from the Department of Education Standardised Curriculum and Tests -Insufficient resources
Why do we need to implement inclusive education from an intersectional lens in our educational context?	-Reflective Journals -Discussions - Mind-maps	Importance of understanding intersectionality for inclusive education	-Inclusion for all -Different identities - Intersectionality complexities - Democratic classrooms -Social justice and diversity

4.2 Findings and Interpretations

In this section, the three main themes that emerged from the data are discussed:

- My personal history and inclusive education
- Experiences and the implementation of inclusive education
- Importance of understanding intersectionality theory for inclusive education

The data is presented in the form of self-reflections, reflections from critical friends and personal interpretation of learnings.

4.2.1 Theme 1: My personal history and inclusive education

This theme is motivated by the question: What parts of my personal history contribute to my interest in inclusive education? To respond to the first research question, this theme comprises four sub-themes, which include a) a tough childhood, b) a story about how I met my late friend and how meeting her changed my life, c) teaching as a practical choice, and d) parent experience of discrimination.

4.2.1.1 Sub-theme 1: A tough childhood



Image 4.1: Memory-work, a photograph of my mother at work as a receptionist

I am the last born of the family and I grew up in Osizweni, a township situated in Newcastle. I was raised by a single parent; my father passed away when I was four years old. At home I lived with my

mother, five siblings and two grandchildren. We stayed in a four-bedroom house which was built by my father before he passed on. The house was not well structured and had no plan that was drawn when it was built; as a result, it had a lot of leaks on the roof. My siblings and I were never excited about rain because it meant we had to leave everything, rush home and place buckets that would prevent water from spreading all over the house. Life was tough to an extent that my mother was the only one who was working. She did not have a stable well-paying job, as she worked as a receptionist at a doctor's surgery (Image 4.1). Page and Stevens (2005, p. 77) affirm that "previous researchers have shown that children who grow up in single-parent families have lower incomes than children who grow up in two-parent families". My mother tried to make ends meet, even though she was earning around eight hundred rands per month, which was not enough to meet all the household's needs.

As I grew up, I could see my mother's house falling apart because of the rain, and at the same time, at school, I experienced some kind of exclusion in the sense that I struggled to make friends. This put me under a lot of pressure. I would see some of my schoolmates with many friends, I had none. At one time I was sitting with my classmates during break time, and we were playing a game where everyone was writing a list of their friends, and because of peer pressure, I wrote three names of the girls I wanted to be my friends. It was such an embarrassment because when they wrote their friends' lists, they did not include my name. This affected me academically because I felt that I lacked love and a sense of belonging, as explained in Maslow's hierarchy of needs, that every individual requires a sense of love and belonging (Carducci, 2020). My tough childhood contributed to my journey of becoming an inclusive teacher.

Personal Learning from Memory-Work

Contribution to my journey as an Inclusive Teacher: A Tough Childhood

Coming from a single-parent household and experiencing exclusion in high school elevated my interest in inclusive education. My experiences eventually developed empathy and a deep understanding of the diverse learning needs within a school environment. These diverse needs are a result of the different identity categories, in my classroom (Dobbin & Kalev, 2022). Recognising learners' needs (love and belonging) through my experiences, as outlined in Maslow's hierarchy of needs (Carducci, 2020), developed the reason to create a conducive learning environment where all learners feel safe, valued and included. Similar to Pianta and Stuhlman (2004) and Santos et al.

(2010); building solid relationships, identifying socioeconomic barriers and enforcing a sense of belonging, encouraged me to create a conducive classroom environment that promotes inclusion, celebrates diversity, and encourages mutual respect within a school environment. This aligned with a study by Howes et al. (1994), who concluded that prosocial behaviour and withdrawing behaviour towards fellow learners were impacted by the quality of the relationship with the teacher. Additionally, due to the hardships I experienced, my personal journey encouraged me to motivate learners to thrive, regardless of their own challenges. Consequently, these experiences have equipped me with positivity and enthusiasm to implement inclusive education and to ensure every learner reaches their full potential academically, socially and emotionally.

4.2.1.2 Subtheme 2: My Late Friend

In Grade Eleven, I met my late friend who was also raised by a single parent like me and she shared the same desire as me, namely to renovate her mother's house (Image 4.2). Life became better



Image 4.2: Memory-work, A picture of my late friend and I when we were doing grade 12 (2004)

because I realised I was not the only one who had low self-esteem due to impoverished background, we both shared common goals and struggles. We both felt that the uniform did not fit us well like other

learners, we both struggled to make friends because we felt that we were not ‘cool’ enough to meet the standards of the others. However, due to perseverance and courage to thrive for more, we eventually developed bravery and realised that the challenges we went through were only preparing us to be better people in the future and that it was only dedication and consistency in our studies that was going to open new doors for us. This image above made me realise the learners I teach go through different challenges, and if these challenges are not addressed, some learners may easily get distracted in class. this posed as a challenge in the implementation of inclusive education.

Personal Learning from Memory-Work

Contribution to my journey as an Inclusive Teacher: My Late Friend

Similar to Therre (2022), reflecting on my memories enabled me to unleash both “positive and negative” memories. I learned that learners face several challenges, other than the exclusion of learners with physical and learning disabilities. This aligns with many scholars (for example; Cologon, 2019; Engelbrecht, 2020) who highlight that in schools, learners continue to face challenges that go beyond physical and mental disabilities, which affect their learning processes. In this case, socioeconomic factors such as low self-esteem and struggling to make friends, contributed towards learners’ exclusion. My experience therefore encouraged me to build strong, empathetic relationships, and to promote and encourage support among learners, as aligned with Santos et al. (2016). I believe sharing my experiences with learners will not only demonstrate how I overcame my own challenges, but will also cultivate an environment where they feel safe to share their challenges, cultivate a sense of belonging and empower themselves to overcome obstacles through sharing and collaboration (Dewsbury & Brame, 2019; Engelbrecht, 2020)

4.2.1.3 Subtheme 3: Teaching a Practical Choice

When I was doing Grade 12, I realised that there were many graduates who had no jobs due to their career choices. Some of them had degrees in Bachelor of Commerce Accounting, Financial Management and Marketing. This worried me a lot because I was so keen to renovate my mother’s house (Image 4.3) and I had to select a career that had job opportunities. There was nothing as painful as seeing my mother trying to pull herself together for her children’s sake. I then embarked on a research to find out how different careers operated in terms of job opportunities. I observed that the teaching profession had more job opportunities than any other careers at that time. I decided to apply

only for the teaching profession because, according to my mini research about careers, I was certain that after graduation, I would not be without a job.

During the application process, most teachers in my school discouraged me from joining the teaching profession (some were even laughing at me) because they felt that they were underpaid by the Department of Education. Except for one teacher who helped me and encouraged me to apply, other teachers discouraged me from applying to a single university, for one course choice. Instead, they encouraged us to apply for at least three career choices. This made me realise that the teaching profession was not only undermined by external forces, but it was also looked down upon by people who were within the profession itself. That alone said a lot about the kind of education and the level of passion for their jobs. Regardless of all the discouragements, I went on with my application because, in the back of my mind, I knew what I wanted to achieve. I wanted to help renovate my mother's house, and teaching was the only career that made sense to me at the time.

Specia and Osman (2015) suggest that there is a common belief that may be harmful to the teaching profession, that teachers are “born”. Scott and Dinham (2008, p. 116) further argue that some teachers are not born, but acquire skills “through training”. As such, the drive behind my choice was not so much about passion, but it was more about renovating my mother's house so that even the rain that affected the house would not destroy our household belongings anymore. Besides my personal experiences, my mother's stories also aroused my interest in inclusive education.

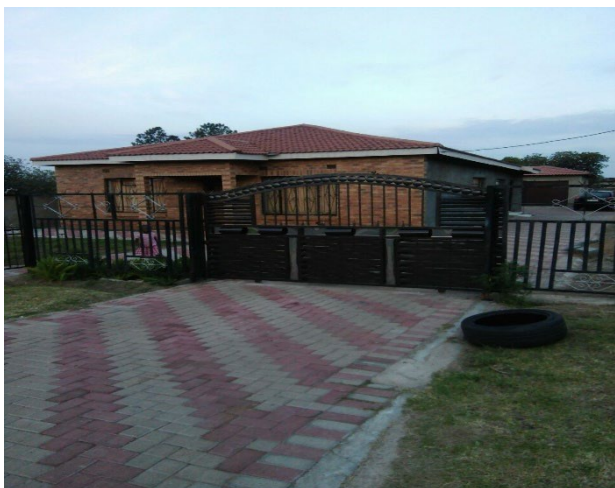


Image 4.3: Memory-work, my mother's renovated house

Personal Learning from Reflective Journal

Contribution to my journey as an Inclusive Teacher: Renovating my Mother's House *The memory-work above indicates how my motivation to become a teacher was a result of my impoverished circumstances. My childhood dream of renovating my mother's house (Image 4.3) channelled my decision to become a teacher. Despite the discouragements I received from teachers, selecting a career choice that served my needs well indicated that not all teachers are "born teachers". Some teachers are driven by practical circumstances in choosing the teaching career (Scott & Dinham, 2008). From this reflection, I learned that passion for teaching does not only emerge from within, but it can also be acquired through teacher-development programmes such as workshops and seminars aimed at equipping teaching with adequate knowledge to carry out the mandate of implementing inclusive education successfully (Engelbrecht, 2020; Mncube & Lebopa, 2019).*

4.2.1.4 Subtheme 4: Parent Experiences of Discrimination

My journey towards inclusive education was stimulated by a story I was told by my mother about the education system that was offered during the early 60's. My mother always emphasised that she wanted us to have a better education than the one she received. She believed that the education that was offered at that time did not encourage her to be confident and brave. She explained that most teachers who taught at that time were people who had just finished grade twelve and not trained to become teachers like how it is done currently. When writing a test, my mother would write the correct answer and then immediately scratch it and write an incorrect one just because she had no confidence in herself and was unsure which answer was correct. As a result, my mother could not finish school. This story was an eye opener to me in such a way that I realised that not only are learners excluded based on their physical and mental disabilities, but there are other factors that may lead to exclusion of learners.

My mothers' story made me curious in knowing more about other challenges that learners face, which may hinder successful teaching and learning. Furthermore, the story aroused my interest in inclusive education to such an extent that I wanted to look back on my school and teaching journey to discover how inclusive education shaped the way I conduct my lessons as a teacher. This is the reason I decided to conduct a self-study method and focus on an intersectional lens. I decided to focus on intersectional approach to inclusive education because my former Supervisor, Dr Frizelle, who offered me several

articles to read on this approach, conducted a mini workshop to enlighten me about this approach. I had never heard about intersectionality before, and I was quite excited to explore this approach because it does not only emphasise inclusive education as an inclusion of learners who are physically and mentally disabled, but also considers other challenges that learners are faced with, such as financial struggles, poverty, teenage pregnancy, and so on. Young and Anderson (2021) affirm that both these contextual factors should be addressed to maximise effective teaching and learning. This means that one learner might experience exclusion in more than one aspect of life. Below is the picture of my mother and her two friends while she was still a learner (Image 4.4.).



Image 4.4: Memory-work, my mom (in the middle) and her two friends during her school days

**Contribution to my journey as an Inclusive Teacher: Parent Experiences of
Discrimination**

The illustration above confirms that my socioeconomic status elevated my interest in inclusive education and was an eye-opener that inclusive education is not only about disability. From the analysis of the above memory-work, I learned that my desire to become a teacher was driven by social circumstances; being raised by a single parent who was not financially stable drove my desire to pull my family out of poverty. My mother's experiences of the kind of education system she experienced in the 1960s (image 4.4), and her lack of confidence, contributed the broader scope of educational exclusion beyond physical and mental disabilities. This story ignited my curiosity about various factors, such as socioeconomic status, that can hinder successful learning. My journey towards becoming an inclusive teacher was further influenced by my upbringing in a financially unstable single-parent household, driving my desire to support marginalised learners. The introduction to intersectionality increased my knowledge and understanding of the intersectionality and the barrier to inclusive education that learners face; that is, diverse challenges like poverty, discrimination based on sexuality and teenage pregnancy. Reflecting on my mother's past experiences of discrimination, I realised that inclusive education is all about addressing all aspects of a learner's life – not just ability and disability to achieve inclusive teaching and learning (Afolabi, 2014; Arias et al., 2023; Bešić, 2020; Dewsbury & Brame, 2019).

4.2.2 Theme 2: Challenges experienced by the teachers in the implementation of inclusive education

This theme is motivated by the question: How do we experience inclusive education in our educational context? To respond to the second research question, I began with discussions with my critical friends, and drawing mind maps as a data generation method. As highlighted by Kortjass (2020) and Pithouse-Morgan and Samaras (2017), mind maps in self-study research help researchers to organise their reflections, resulting in more comprehensive and insightful findings. Similar to Kortjass (2020), I used mind maps to show how the research group categorised concepts and created links. This theme comprises the five subthemes, as outlined in the mind map below (*Image 4.5*), which include the challenges related to the implementation of inclusive education.

Below is a mind map that emerged from the discussion regarding the challenges with the implementation of inclusive education, as discussed by my colleagues and I. In this case, I refer to my colleagues as my critical friends. Kortjass (2020, p. 13) indicates that “a transparent and systematic

research process” is one that is characterised by honest procedure among the researcher and participants (referred to as critical friends).

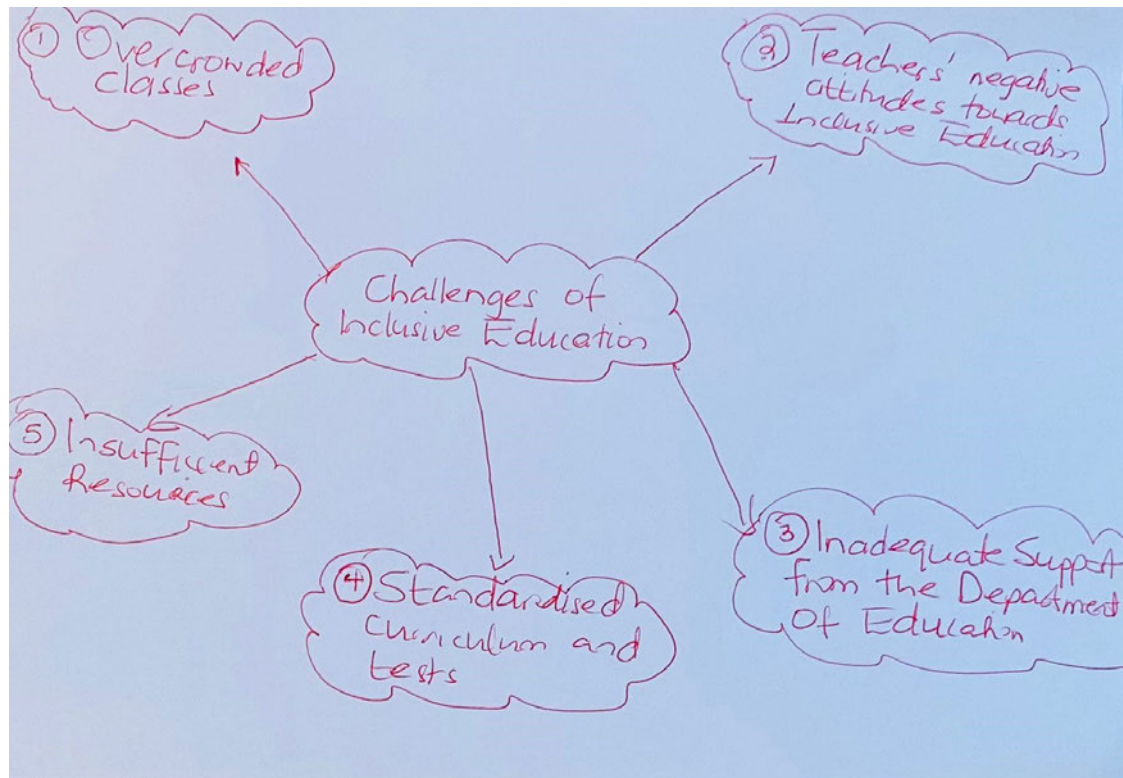


Image 4.5: Mind map, challenges related to the implementation of inclusive education

4.2.2.1 Subtheme 1: Overcrowded classes

In a discussion with my colleagues, we noted that most of the classes in our school are overcrowded. Table 4.2 describes the average number of learners per grade (Table 4.2):

Grade	Average number of learners per class
Grade 8	65
Grade 9	52
Grade 10	65
Grade 11	55

Grade 12	40
----------	----

Graham (2023) argues that there is link between the number of learners in class, and the quality of teaching that the learners receive. This means that in an overcrowded class, the quality of teaching is likely to be less than that of a non-overcrowded class. Furthermore, while Graham (2023, p. 169) argues that “when classrooms are overcrowded, this may lead to a stressful environment which can negatively impact the quality of teaching and learning that is possible”. Küçükler and Kodal (2019) emphasise that managing and obtaining good results in an overcrowded class remains a challenge.

Through the discussions, my critical friends indicated that most of the classes in our school are overcrowded, that it becomes difficult for a teacher to give individual attention in class. “*Even marking and providing prompt feedback for the entire class becomes a challenge*” one critical friend remarked. Through the discussions, we also discovered that there is a challenge in recalling most learners’ names due to overcrowded classes. We then concluded that teaching an overcrowded class contributes to the exclusion of some learners, to such an extent that it becomes difficult to identify different learning needs.

Challenges Experienced in the implementation of Inclusive Education: Overcrowded Classroom

My key learnings from implementing inclusive education reveal that overcrowded classes contribute significantly in delaying the process of successfully implementing inclusive education. A teacher with 60 learners in one class finds it challenging to remember the names of all learners and attend to all their diverse learning needs, thus affecting the quality of teaching. Research by Graham (2023) indicate that overcrowded classes negatively impact both teaching and learning such that it creates stressful environment and reduces teaching quality. Consequently, this aligns with Küçükler and Kodal (2019) who maintain that large classes make it difficult for teachers individualise attention, recall the learners' names, and cater to their different learning needs, which results in greater challenges in achieving inclusive education.

4.2.2.2 Subtheme 2: Teachers' negative attitude towards the implementation of inclusive education

The discussion I had with my critical friends revealed that some of the teachers around us are skeptical towards the implementation of inclusive education. Some teachers feel that the learners should be allocated to different schools based on their performance; others feel that learners with different learning needs are too hard to handle. My critical friends indicated that they themselves do not clearly understand inclusive education, and the extent to which a learner should be included. They even mentioned that it would be helpful for the Department of Education to conduct seminars to educate teachers about how inclusive education works.

Teachers are a fundamental tool in executing the Department's mandate, that is, to implement inclusive teaching and learning in schools (Engelbrecht et al., 2017; Shevchenko et al., 2020). Without the teachers, it would be difficult to implement inclusive education. However, for the teachers to achieve the departmental mandate, they need to be fully equipped with the correct skills that would enable them to help accomplish successful implementation of inclusive education. Furthermore, for full realisation of the implementation of inclusive education, teachers need to have a positive attitude and be considerate towards different learning needs. Arias et al. (2023, p. 527) stresses that teachers "are among the difficulties in implementing" inclusive education in schools.

As Arias et al. (2023, p. 526) highlighted that "teachers doubted their capacity and readiness for the successful implementation of inclusive education", my critical friends also indicated that they do not feel sufficiently equipped to implement inclusive education.

Challenges Experienced in the Implementation of Inclusive Education: Teachers' negative attitude towards the implementation of inclusive education

In the discussions held with my critical friends, I learned that teachers play an important role in implementing inclusive education. I also discovered that as a teacher, I cannot operate in isolation. For them to implement inclusive education successfully, the Department of Education should also play its vital role in providing sufficient and adequate support for the teachers. Hence, the teachers' negative attitudes, self-doubt to handle learners with different needs and lack of understanding of inclusion, hinder the implementation of inclusive education (Mfuthwana & Dreyer, 2018; Rice, 2019).

4.2.2.3 Subtheme 3: Inadequate support from the Department of Education

In a discussion we shared, my critical friends and I collaboratively recalled that we have never attended a workshop seminar that addresses inclusive education. Most of the workshops we attended were content based and focused more on teaching strategies, little attention is paid to the challenges that the learners' face, which may hinder their learning process. I once had a conversation with my colleague (critical friend) who is now working at a special school and he indicated that in their schools, they do have workshops that cater for special needs. This gave me an indication that inclusive education workshops are available for special schools, where teachers are taught how to handle learners with physical impairments. Arias et al. (2023) argue that the department of education should fully equip teachers and provide infrastructures that promote inclusive education. From these discussions, I can conclude with my critical friends that we do not receive adequate support from the Department of Education to effectively equip us to handle diverse learning needs.

My school is triple story with stairs only; it does not accommodate learners with physical impairments and joints injuries (Image 4.6). This poses a challenge because in the discussions we shared, my critical friends and I discovered that our school does not have the capacity to accommodate learners with physical disabilities. This posed ambiguity between the expectations by the Department of Education for schools to implement inclusive education, and a non-conducive school environment for learners with physical special needs.



Image 4.6: My school infrastructure***Challenges Experienced in the Implementation of Inclusive Education: Inadequate support from the Department of Education***

Similar to Aziz, et al. (2016), I learned that some teachers lack sufficient support from the Department of Education, in their efforts to implement inclusive education. Despite attending content-based workshops, we (my critical friends and I) remain unequipped to successfully implement inclusive education due to insufficient training on inclusive education. The school's infrastructure is also not conducive for learners with physical disabilities, with stairs only and no accommodation for physical special needs. Consequently, the ambiguity between the Department of Education's expectations and the school's lack of capacity to implement inclusive education caused us to feel unsupported.

4.2.2.4 Subtheme 4: Standardised curriculum and tests

In the discussion we shared, it emerged that learners are not the same and do not grasp concepts at the same pace. Some learners are quick to understand in a lesson presented, while others require more time to familiarise themselves with content. Teachers on the other hand, have limited time set by the Department of Education to cover a set amount of content and all learners are expected to write the same standardised tests, regardless of their different learning needs.

From the discussions with my critical friends, it was apparent that there are a number of learners who are struggling to match up to the curriculum requirements, that is, they feel overwhelmed by schoolwork and as a result fail to meet deadlines. These learners take time to understand concepts and are expected to write standardised tests. This puts a strain on them to such an extent that some end up dropping out.

The one-size-fits-all curriculum, according to Hamre et al. (2018) and Milne and Mhlolo (2021), can be challenging for learners with diverse learning needs. When the curriculum and tests are common for all learners, regardless of their different learning needs, it can create a challenging environment for those who learn at different paces (Kauffman & Hornby, 2020).

Challenges Experienced in the implementation of Inclusive Education: Standardised curriculum and tests

My key learning of implementing inclusive education revealed that learners have diverse learning needs, but the standardised curriculum can promote exclusion towards learners with learning barriers (Kauffman & Hornby, 2020). Teachers have a challenge to support learners who require more time to learn since there is limited time to complete the syllabus. Hence, an inclusive education is essential to cater for diverse needs.

4.2.2.5 Subtheme 5: Insufficient resources

In the discussion we shared, we concurred with Mokgwathi et al. (2023) that resources are an essential tool in class: when resources are insufficient, teaching and learning becomes a challenge. Arias et al. (2023) identify insufficient resources as one of the challenges towards the successful implementation of inclusive education. Mokgwathi et al. (2023) argue that it is the responsibility of the Department of Education to supply all schools with sufficient resources to maintain the smooth running of the schools.

After a discussion with my critical friends, we collaboratively identified textbooks as one of the resources that is insufficient in our school. Textbooks are an essential tool towards meaningful teaching and learning processes (Mokgwathi et al., 2023). In my school, subjects such as Mathematics do not have textbooks; learners rely on handouts given by teachers. This makes it difficult for learners to practice at home, especially those who do not have cellphones to download softcopies of textbooks. Even some of those with cell phones cannot download because of monetary constraints. Furthermore, in subjects like isiZulu, where the learners are required to continue reading a novel while at home, the learners share these textbooks. This makes it difficult for learners to complete reading novels in time.

Challenges experienced in the implementation of Inclusive Education: Insufficient resources

Similar to Cologon (2019), my key learnings from the discussion above highlighted the Department of Education's responsibility to ensure adequate resource allocation. I discovered that in my school, the insufficient resources (textbooks) caused a challenge to ongoing teaching and learning. Hence, this taught me that adequate resources are essential for successful teaching and learning, while resource provision is essential to ensure equal opportunities for all learners.

4.2.3 Theme 3: Importance of Understanding intersectionality for Inclusive Education This theme is motivated by the question: Why do we need to implement inclusive education from an intersectional lens in our educational context? To respond to the third research question, I began with discussions with my critical friends and used our reflective journal as data generation methods. As highlighted by Kortjass (2020, p. 61), discussions in self-study research develop “excellent mutual relationships” , thus allowing critical friends to learn from each other. Discussions also challenge researchers to think and group data such that it makes meaning to the engagements at hand (Dhlula-Moruri, 2020). Similar to Kortjass (2020, p. 181), I also used reflective journals and mind maps to interact with my critical friends “in developing the concept” that aligns with the implementation of inclusive education at an intersectional lens. This theme highlights the need for teachers to understand intersectionality, and therefore, this section consists of five subthemes, intersectionality: a) means inclusion for all, b) is not just about exclusion, c) is complex- not something easy to understand, d) ensures that classrooms are democratic, and e) ensures greater social justice.

4.2.3.1 Subtheme 1: Intersectionality means Inclusion for all

In the discussions we shared, my critical friends and I noted that for many years, inclusion has been associated with disability more than any other contextual factor. After the apartheid era, the focus was on disability and race, placing little emphasis on other factors like religion, class and economic status (Mncube & Lebopa, 2019).



Image 4.7: Mind map: Inclusive education at an intersectional lens

Through the discussions we shared about learners in our school, we noted that the learners experience different contextual factors. Some learners reside with parents who consume drugs, while others live in overcrowded homes where they are not able to complete homework or prepare themselves for upcoming tests and examinations. Other learners in our school are living in child-headed homes and as a result, they feel overwhelmed by schoolwork due to their home set-ups. The responsibility to take care of their siblings comes as a lot of pressure to them, such that they end up not being able to concentrate in class.

Child abuse is another factor we collaboratively identified as contributing towards the exclusion of learners in our school. According to Cristescu and Baban (2022, p. 181), child abuse negatively affects the development of a child and can majorly contribute to “poor school adjustment”. Some learners in our school experienced abuse such as rape, while others are a product of rape. We usually hold one-on-one sessions with learners a) to track their progress; b). to find out how their family set-ups are; c) and how all the family dynamics affect their learning processes. During encounters, we discovered that

some of the learners have experienced rape more than once in their lifetime, and their families are aware of the situation but have done nothing to protect them against abuse. In fact, some of the family members go as far as threatening the learners against revealing rape incidences to outsiders. We also discovered that the learners' surroundings and daily routine have major contribution towards their performance in school.

Therefore, the mind map below (Image 4.6) emphasises that inclusive education does not only involve disability. Through the discussion, we concluded that inclusive education includes other contextual factors such as (and including) sexual orientation, gender, citizenship, ethnicity, special education needs, economic status and physical ability (image 4.6)

Importance of understanding intersectionality for Inclusive Education: Intersectionality means Inclusion for all

The key learnings highlighted on the above subsection indicated that inclusive education consists of a broad range of contextual factors beyond disability and race, including sexual orientation, gender, citizenship, ethnicity, economic status, and physical ability. Diverse challenges experienced by learners call for an inclusive education that caters to all learning needs, not just accommodating physical and mental disabilities (Berger & Guidroz, 2010; Cho et al., 2013).

4.2.3.2 Subtheme 2: Intersectionality is about how some groups are included, and others excluded- it is not just about exclusion

From the discussion we shared, we highlighted that inclusive education means all learners are eligible to learn, irrespective of the differences and challenges they may experience in different stages of life (Arias et al., 2023; Bešić, 2020; Dewsbury & Brame, 2019). This means that inclusive education places emphasis that all learners should be given an opportunity to learn, irrespective of the challenges they may be faced with.

We agreed that at an intersectional lens, inclusive education means that learners experience different challenges at different areas of life, this leads to multiple identities which may intersect simultaneously or at different stages of life (Bešić, 2020). It also means that oppression cannot be generalised to every

learner, because it is not equal for all (Thomas & Macnab, 2022). This means that, through intersectional inclusive education, learners who are privileged may not experience severe oppression, as compared to those who are disadvantaged and marginalised. An example would be a learner who experienced childhood trauma, attends a school that provides counselling sessions and is financially stable versus a learner who experienced childhood trauma, lives in a child-headed home and has no counseling sessions. The first learner is likely to be more advantageous than a learner who experienced childhood trauma, lives in a child-headed home and has no counselling sessions.

Importance of understanding intersectionality for Inclusive Education: Intersectionality is about how some groups are included, and others are excluded- it is not just about exclusion

This reflection highlighted that inclusive education should promote equal learning opportunities for all learners, irrespective of their differences or challenges. Intersectionality recognises that learners experience diverse challenges simultaneously, leading to the intersections of multiple identities and as a result, impact their learning experiences. Similar to Thomas and Macnab (2022), we noted that oppression is not experienced equally by all learners, marginalised learners experience more severe oppression than the privileged. Intersectional inclusive education therefore acknowledges and addresses these differences, providing equal opportunities for all learners. It also recognises that learners' experiences and challenges vary from learner to learner, and that some may require additional support, such as counseling or financial assistance, to reach their full potential (Young & Anderson, 2021). By understanding and addressing these differences, we believe that we can create more inclusive and supportive learning environments that promote success and equity for all learners.

4.2.3.3 Subtheme 3: Intersectionality is complex- not something easy to understand Through a discussion with my critical friends, we discovered a learner experiences inclusion and exclusion differently. Some experience these at early stages of school life, while others experience it later. We collaboratively discovered that some learners feel neglected in class, they feel that most attention is given to learners who do well in their subjects. Those learners who are struggling feel that they are not given desired attention, and as a result, they feel overshadowed by bright learners.

Therefore, encouraging a sense of belonging and empowerment among learners from diverse backgrounds is crucial; it promotes collaboration of all the intersecting challenges faced by learners. This meant we can better support learners by considering how their intersecting identities impact their learning experiences and as a result, create more inclusive learning environments (Aziz et al., 2016; Bešić, 2020; Thomas & Macnab, 2022). It also meant that we (as teachers) must engage in ongoing self-reflection and professional development to address biases and improve our practices (Bešić, 2020). By embracing an intersectional approach, teachers can better address the complex needs of diverse learners and promote more inclusive and equitable learning environments. This consequently leads to a more diverse education system, where all learners can thrive and succeed (Kayi-Aydar et al., 2022).

Importance of understanding intersectionality for Inclusive Education: Intersectionality is complex- not something easy to understand

As we reflected on our teaching journey with my two critical friends, I was reminded of the impact of inclusive education on our experiences. We witnessed first-hand, how exclusionary practices affected learners who felt neglected, as well as those who struggled with anger issues due to insufficient love and sense belonging at home. These experiences not only shaped our teaching approaches, but also served as an eye opener to the deeper meaning of inclusive education. Consequently, the reflections made us aware of the intersectional identities that affect learners' experiences (Crenshaw, 2019). Hence, we were enlightened to engage in ongoing professional development and self-reflection to address biases and improve our teaching practice. By adopting an intersectional approach, we believe we can better address the complex needs of diverse learners, promoting inclusive and diverse learning environment where all learners can reach their full potential (Bešić, 2020; Berger & Guidroz, 2010).

4.2.3.4 Subtheme 4: Intersectionality ensures that classrooms are democratic

Through our reflections and discussions, we recognised that in an inclusive environment, every learner should be accommodated and valued, irrespective of their diverse identities. Through an intersectional lens, inclusive education is an approach that considers the multiple identities that learners hold, such as race, gender, sexuality, ability, class and more (Bešić, 2020; Cho et al., 2013; Kayi-Aydar et al., 2022). This perspective recognises that learners' learning experiences are impacted by the intersections

of these identities. To implement inclusive education, as Bešić (2020) explains, teachers must first acknowledge and address the unique challenges faced by learners with multiple marginalised identities, such as those with mental disabilities who are also part of ethnical minorities. This involves creating inclusive environment and democratic classrooms that promote equity and accommodate diversity, where all learning needs are met.

Importance of understanding intersectionality for Inclusive Education: Intersectionality ensures that classrooms are democratic

I learned that inclusion means every person should be valued and respected, irrespective of their diverse identities. Inclusive education recognises that learners' experiences are shaped by intersections of their identities, such as race, gender, sexuality, ability and socioeconomic status. This means that we as teachers must acknowledge and address the unique challenges faced by learners with multiple marginalised identities, creating democratic classrooms that promote equity and accommodate diversity (Cho et al., 2013). By understanding and addressing the learners' intersecting identities, we can provide continuous support, ensuring a sense of belonging and empowerment, while meeting the diverse learning needs of all learners (Bešić, 2020).

4.2.3.5 Subtheme 5: Intersectionality ensures greater social justice

The discussions we shared highlighted that to implement inclusive education as teachers, we must provide and encourage needed support to learners to ensure equal access to education for all learners. Inclusive education involves implementing curriculum that resembles learners' diverse identities and experiences (Engelbrecht, 2020). This means incorporating diverse perspectives and histories, and using teaching methods that engage and empower learners. We also acknowledged that even though some researchers focus more on physical and mental disabilities, inclusive education should accommodate diverse learning needs (Donohue & Bornman, 2014; White & Van Dyk, 2019). Global inclusive education therefore should aim to prioritise care, equality and equity for learners with disabilities, requiring positive attitudes, knowledge, and skills to create inclusive learning environments (Donath et al., 2023; Graham, 2020; Moberg et al., 2020). By embracing social justice and diverse perspectives and approaches, we can work towards creating more inclusive and equitable learning environments for all learners.

Importance of understanding intersectionality for Inclusive Education: Intersectionality ensures greater social justice

Inclusive education is an ongoing process that requires continuous refinement and adaptation. We learned that true inclusivity involves not only accommodating diverse learners, but also addressing systemic barriers and biases that promote exclusion (Arias et al., 2023).

Through this journey, my critical friends and I have come to understand that inclusive education is not merely a teaching approach, but an ongoing duty that requires empathy, patience and a willingness to challenge power structures (Mahadew, 2021). As teachers, we have a responsibility to create learning environments that value diversity and promote equity. Our experiences have taught us that inclusive education is a continuous process of growth, reflection, and adaptation that has transformed our teaching practices and our very understanding of what it means to be a teacher (Cologon, 2019).

4.3 Chapter summary

This chapter outlined the findings of the data generated and connected it to existing research. Memory-work, reflective journals, mind-maps and discussions were used to generate and organise the data. The findings were discussed based on personal experiences as well as the experiences of my two colleagues who took on the role of critical friends. The next chapter sums up all the discussions in the previous chapters, including the current chapter. It also paves the way forward in terms of the suggested personal developments concerning the implementation of inclusive education through an intersectional lens.

CHAPTER 5

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter responded to the three research questions that informed the study. The chapter presented and analysed the data generated using memory work, reflective journals, mind maps and discussions. This chapter summarises the key learnings (from findings), stating the conclusions and making recommendations for future research. It provides a clear overview of the entire study and its contributions to my educational practices.

5.2 Summary of the study

This study explored the implementation of inclusive education in a South African high school in the Umlazi District through an intersectional lens. Intersectionality, in this regard, considers how different aspects of a person's identity (such as geographic location, sex, gender, sexual orientation, ethnicity, age and socioeconomic status) can expose them to intersecting forms of discrimination and marginalisation.

Chapter one outlined the background of inclusive education in the South African context and provided a rationale for the study. The research questions, key concepts, theoretical framework and methodological approach, were also introduced. Furthermore, I as the researcher, reflected on my past experiences, including witnessing learners with albinism being excluded and mistreated, and believe that conducive environments are crucial for effective learning. The chapter finally provided an overview of the structure of this dissertation.

Chapter two reviewed literature on diversity, exclusion and inclusion as foundational concepts in inclusive education. The chapter outlined the historical development of inclusive education and challenges experienced in the implementation of inclusive education. Moreover, the chapter highlighted the importance of considering contextual factors such as childhood trauma and poverty, as additional factors to physical and mental disabilities, to maximise successful implementation of inclusive education. The chapter also highlighted the benefits of inclusive education and identified intersectionality as the theoretical framework of the study. As a result, the study emphasises the significance of intersecting identities in inclusive education and encourages teachers to be change

agents while working collaboratively with school critical friends to continuously assess their progress regarding educational matters.

Chapter three identified and outlined the research methodology of the study and the reasons behind these choices. In this chapter, I elaborated on the interpretive paradigm, qualitative approach, research design, methods of data generation (memory-work, reflective journals, mind-maps and discussions), data analysis techniques, sampling method and ethical considerations and trustworthiness.

Chapter four outlined the discussion and interpretation of data generated. It involved presenting findings of the data generated and connected it to existing research. Memory-work, reflective journals, mind-maps and discussions were used to generate and organise data. The findings were discussed based on personal experiences as well as experiences of my two colleagues who took on the role of critical friends. Moreover, the chapter aimed to identify parts of my personal history that contributed to my interest in inclusive education, explore experiences of inclusive education from an intersectional lens, and understand why inclusive education needs to be implemented from an intersectional lens.

5.3 Research conclusions

The findings of the study concluded that we (my critical friends and I) need to be sufficiently equipped with skills to handle learners with diverse learning needs, while the lack of trained teachers and poor school conditions negatively affect the quality of education for all. As a result, the study provided valuable insights into the importance of inclusive education and the need for us to be trained in intersectional approaches to support diverse learners. The study recognises the importance of inclusive education and the crucial role that teachers play in achieving it. Through self-study, discussions and reflection, I aimed to better understand my personal experiences and how they impact my interactions with learners.

Research revealed that many teachers lack the necessary training and qualifications to support diverse learning needs, leading to increased stress levels and negatively impacting learner progress. The study also emphasised that to achieve inclusive education, teachers must be adequately equipped with the skills to handle learners with diverse needs. The study views this as essential in accommodating learners' diverse needs.

Based on the findings of this research, in response to each research question, I have drawn the following conclusions:

5.3.1 Theme 1: My Personal History

Research Question 1: What parts of my personal history contribute to my interest in inclusive education?

This self-study research explored how my personal history and experiences contributed to my interest in inclusive education. Through memory-work and reflective journals, I identified essential memories that directed my journey and interest in inclusive education. Furthermore, my experiences of exclusion, as well as my mother's experiences about her education, elevated my interest in inclusive education. I came to the realisation that inclusive education is not only about physical and mental disability but also about addressing other intersecting challenges that learners face, such as poverty, socioeconomic status and teenage pregnancy. My socioeconomic status and the desire to renovate my mother's house drove my decision to become a teacher, and my research on intersectionality also aimed to deepen my understanding and interest in intersecting identities in inclusive education.

My historical experiences played a vital role in pursuing my interest in inclusive education. My desire to become a teacher was driven by my socioeconomic status, and my exploration of intersectionality deepened my understanding of the intersections of inclusive education. I believe that this self-study transformed my teaching pedagogy to create inclusive learning environments that address the multiple and intersecting needs of all learners.

5.3.2 Theme 2: Challenges of Inclusive Education

Research question 2: How do we experience inclusive education in our educational contexts?

From the discussion I had with my two critical friends, as well as research surrounding our discussions, I can conclude that inclusive education is a complex concept that goes beyond physical and mental disabilities. Our discussion revealed several challenges related to implementing inclusive education, including overcrowded classes, teachers' negative attitudes, lack of support from the Department of Education, standardised curriculum and tests, as well as insufficient resources. Learners experience exclusion in different ways; therefore, inclusive education should cater to all intersecting identities and diversities. Our discussion emphasised the need for an intersectional lens to achieve inclusive education, acknowledging that learners experience multiple challenges that intersect in different stages of their lives. We acknowledged the importance of catering for diverse learning needs by providing support and fostering a sense of belonging among all learners. In summary, our shared experiences and insights encouraged the significance of inclusive education in promoting equity and social justice. This

means that by recognising and valuing diversity, inclusive education can help break down barriers and challenges systemic inequalities, ultimately promoting equity and social justice. Learners from diverse backgrounds, abilities, and identities to reach their full potential, preparing them to thrive in an increasingly complex and interconnected world. By embracing an intersectional approach, I believe I can create more inclusive learning environments where all learners can be comfortable to learn and as a result, reach their full potential.

5.3.3 Theme 3: Importance of Understanding intersectionality for Inclusive Education Research question 3: Why do we need to implement inclusive education in our educational contexts?

From the discussions of the third theme, I learned that the importance of implementing inclusive education in my educational contexts lies in understanding intersectionality, which recognises that learners experience different challenges which intersect and as a result, hinder the learners from reaching their full potential. These intersecting identities include race, gender, sexuality, ability, class, socioeconomic status, language, etc. Inclusive education acknowledges and addresses these challenges and, therefore, believes that creating inclusive environments and democratic classrooms can promote equity and accommodate diversity. To implement inclusive education, my critical friends and I concluded that we must identify, acknowledge and address the diverse challenges faced by learners with intersecting identities; provide support to ensure equal access to education for all learners; implement a curriculum that reflects multiple identities and experiences; encourage a sense of belonging and empowerment among learners from different backgrounds; and promote an ongoing self-reflection and professional development to address biases and improve teaching pedagogy. By embracing an intersectional approach, my critical friends and I believe we can promote more inclusive and equitable learning environments, where all learners can reach their full potential.

5.4 Limitations of the study

Limitations in a study refers to the elements that affect the interpretation of the results of particular research (Ross & Bibler Zaidi, 2019). In this study, I used the qualitative research design; the research findings cannot be generalised to a larger population, except for the context where research was conducted. According to Hauge (2021, pp. 47-48), conducting a self-study poses three significant challenges:

Firstly, the self-critical nature of one's own work can be a challenge, as it may be difficult for teachers conducting self-studies to "ask serious critical questions about their own actions, existing

interpretations, and assumptions". If not careful, self-study researchers may unconsciously be biased by their beliefs, leading to a risk of bias. To influence teaching experiences, teachers' thinking about teaching must be transformed, and critical questions must be asked about what is being done. I found that conducting a self-study was challenging due to the need to examine my own interpretation, requiring careful self-reflection to avoid unconscious bias and transform my teaching practices.

Secondly, Hauge (2021) notes that self-studies may lack generalisability, as findings may only be true to the specific teacher conducting the study and may not be applicable to the broader population of teachers. Such studies may raise awareness and open new understandings for the individual conducting the study, but the value may not extend beyond the local individual context. Similar to Hauge (2021), I noted that the self-study I conducted lacked generalisability, as the findings were only true to the specifically to me and were not applicable to the broader population of teachers, limiting the value of such studies to the individual context.

Thirdly, in this study, I discovered that I was tempted to prioritise efficiency over understanding, focusing solely on "what works", which risked reducing self-study to its functional and problem-solving aspects, thereby missing opportunities to develop a deeper critical, political, educational and epistemological understanding of teacher education and teaching (Hauge, 2021, p. 48). However, by intentionally expanding my research agenda to explore the complexities and depth of teaching and by embracing a more critical and reflective approach, I was able to overcome this limitation and gain a richer understanding of my own teaching practices and the broader educational context.

5.5 Recommendations

Implementing inclusive education is crucial to address the diverse and intersecting needs of learners and promote equity (Dewsbury & Brame, 2019). Understanding intersectionality in inclusive education is vital, considering the multiple identities and challenges that learners face. To achieve this, I recommended that it is essential to create inclusive learning environments and democratic classrooms that accommodate and promote learners' intersections of diversity by providing support and ensuring equal access to education for all learners. An inclusive curriculum that reflects diverse identities and experiences must be implemented. Moreover, fostering a sense of belonging and empowerment among learners from diverse backgrounds is essential, as is encouraging critical thinking and dialogue about intersectional issues and social justice. Engaging in ongoing self-reflection and professional development to address biases and improve teaching practices is essential in the implementation of

inclusive education. Prioritising accommodation for diverse learning needs is important, it requires positive attitudes, sufficient and appropriate knowledge, patience and skills to create inclusive learning environments. By embracing social justice and diverse perspectives, we can work towards creating more inclusive and equitable learning environments for all learners. Furthermore, teacher developmental workshops on inclusive education and utilising policies like White Paper 6 (DoE, 2001) are crucial for effective implementation. Additionally, self-study and reflective practices should be utilised to transform teaching approaches and promote inclusive education. By taking these steps, inclusive educational contexts that support all learners can be enhanced.

5.6 Recommendations for further research

This research explored inclusive education using an intersectional lens, as well as identifying and acknowledging challenges (other than disabilities and race) affecting the successful implementation of inclusive education in a high school in the Umlazi District. Challenges experienced by learners in my school context were identified and discussed. For further research, I recommend the use of a self-study design to transform and improve inclusive education especially in disadvantaged schools and among marginalised learners. I believe that by using self-study, teachers enhance their professional development and are equipped to support diverse learning needs.

5.7 Chapter summary

The purpose of this study was to explore and improve my inclusive practice using a collaborative self-study research design in a South African High School in the Umlazi district. The study aimed to establish how my personal history contributed to my interest in inclusive education. The study also explored how my critical friends and I experience inclusive education, and why we need to implement inclusive education using an intersectional lens. This final chapter provided a summary of the study, drawing on the insights and findings from the previous four chapters. It presented the key conclusions and recommendations for future research and practice, offering a clear and concise overview of the collaborative self-study contributions to my education context. Through this study, my critical friends and I have come to understand that inclusive education is not merely a teaching approach, but an ongoing process that requires empathy, patience and a willingness to challenge and improve our teaching practices. As teachers, we have a responsibility to create learning environments that value diversity and promote equity. Our experiences have taught us that inclusive education is a continuous

process of growth, reflection and adaptation, that has transformed our teaching practices and our very understanding of what it means to be a teacher (Cologon, 2019).

REFERENCE LIST

- Afolabi, O. E. (2014). Parents' Involvement in Inclusive Education: An Empirical Test for the Psycho-Educational Development of Learners with Special Education Needs (SENs). *International Journal of Educational Administration and Policy Studies*, 6(9), 196-208. <http://www.academicjournals.org/journal/IJEAPS>
- Ainscow, M. (2020). Inclusion and equity in education: Making sense of global challenges. *Prospects*, 49(3), 123-134. <https://doi.org/10.1007/s11125-020-09506w>
- Al-Shammari, Z., Faulkner, P., & Forlin, C. (2019). Theories-based inclusive education practice. *Education Quarterly Reviews*, 408-414. <https://www.asianinstituteofresearch.org/eqr>
- Amin, M., Norgaard, L., Cavaco, A., Witry, M., Hillman, L., Cernasev, A., & Deselle, S. (2020). Establishing trustworthiness and authenticity in qualitative pharmacy research. In *Research in Social and Administrative Pharmacy* (pp. 1331-1508). <https://doi.org/10.1016/j.sapharm.2020.02.005>
- Arias, C. R., Calago, C. N. S., Calungsod, H. F. B., Delica, M. A., Fullo, M. E., & Cabanilla, A. B. (2023). Challenges and implementation of inclusive education in selected Asian countries: A meta-synthesis. *International Journal of Research in Education and Science (IJRES)*, 9(2), 512-534. <https://doi.org/10.46328/ijres.3089>
- Artiles, A. J. (2013). Untangling the racialization of disabilities: An intersectionality critique across disability models1. *Du Bois Review: Social Science Research on Race*, 10(2), 329-347.
- Ashiq, M. I., Saleem, K., & Farooqi, M. T. K. (2023). Effectiveness of teachers' metacognition in developing conducive classroom learning environment. *Journal of Development and Social Sciences*, 4(1), 622-635.
- Aziz, L., McKenzie, L. J., Watermeyer, B., Waterhouse, S., Beere, R., Japtha, V., ... Swift, O. (2016). Promoting the right to education of children with disabilities. Position statement on the implementation of White Paper 6. Drafted for the Right to Education of Children with Disabilities Campaign (R2ECWD). Retrieved 2023/2024 from <https://static.pmg.org.za/160308R2ECWD.pdf>
- Baafi, R. K. A. (2020). School physical environment and student academic performance. *Advances in Physical Education*, 10(02), 121.
- Bedi, I., Kukemelk, H., & Bardone, E. (2021). Practices, personal and school factors that influenced school heads' job stress and satisfaction. *European Journal of Educational Research*, 10(51-62). <https://www.eu-jer.com/>
- Berger, M. T., & Guidroz, K. (Eds.). (2010). *The intersectional approach: Transforming the academy through race, class, and gender*. Univ of North Carolina Press.
- Bešić, E. (2020). Intersectionality: A pathway towards inclusive education? *Prospects: Quarterly Review of Comparative Education*, 49(3-4), 111-122. <http://dx.doi.org/10.1007/s11125-020-09461-6>
- Bettercourt, G., Kimball, E., & Wells, R. (2018). Disability in postsecondary STEM learning environments. *Journal of Postsecondary Education and Disability*, 31(4),

383-396. <http://www.ahead.org/publications/jped>

- Biyela, B. N. (2019). *Leading teaching and learning in an overcrowded classroom: experiences of four teachers in two secondary schools* (Doctoral dissertation). University of KwaZulu Natal.
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neuro-Oncology Practice*, 7(2), 109-117. <https://doi.org/10.1093/nop/npp055>
- Cammarano, C., & Stutelberg, E. (2020). Seeing through serpent and eagle eyes: Teachers as handlers of memories. *Teachers College Record*, 122(4), 1-24. <http://www.tcrecord.org/Content.asp?ContentId=23077>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661. <https://doi.org/10.1177/1744987120927206>
- Carducci, B. J. (2020). Maslow's hierarchy of needs. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *The Wiley Encyclopedia of Personality and Individual Differences: Models and Theories* (pp. 269-273). Wiley.
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810. <https://doi.org/10.1086/669608>
- Clark, S. (2020). Examining the development of teacher self-efficacy beliefs to teach reading and to attend to issues of diversity in elementary schools. *Teaching and Teacher Education*, 91, 127-142. <https://doi.org/10.1080/13664530.2020.1725102>
- Collins, P. H., & Bilge, S. (2020). *Intersectionality*. John Wiley & Sons.
- Cologon, K. (2014). Better together: Inclusive education in the early years. In J. Fasoli, J. Davis, & A. Cologon (Eds.), *Inclusive education in the early years: Right from the start* (pp. 3-26). Oxford University Press.
- Cologon, K. (2019). *Towards inclusive education: A necessary process of transformation*. Clifton Hill, VIC: Children and Young People with Disability Australia (CYDA).
- Cornelissen, J. P. (2023). The problem with propositions: Theoretical triangulation to better explain phenomena in management research. *Academy of Management Review*. Advance online publication. <https://doi.org/10.5465/amr.2022.0297>
- Crenshaw, K. (2019). *Difference through intersectionality*. In *Dalit Feminist Theory* (pp. 139-149). Routledge India.
- Cristescu, D. S., & Baban, A. (2022). Exposure to Abuse and School Adjustment: The Moderator and Mediator Roles of Perceived Social Support from Parents, Classmates, and Teachers. *Journal of Education for Students Placed at Risk*, 27(3), 181-212. <http://dx.doi.org/10.1080/10824669.2021.2023540>

- De Clercq, F., & Phiri, R. (2013). The challenges of school-based teacher development initiatives in South Africa and the potential of cluster teaching. *Perspectives in Education*, 31(1), 77-86. <https://hdl.handle.net/10520/EJC133226>
- Degn, L., Mejlgaard, N., & Schneider, J. (2019). Using Mixed Methods to Map Vaguely Defined Research Areas. *Research Evaluation*, 28(4), 394-404. <http://dx.doi.org/10.1093/reseval/rvz025>
- Department of Education (DoE). (2001). *Education White Paper 6: Special needs education. Building an inclusive education and training system*. Pretoria: Department of Education.
- Dewsbury, B., & Brame, C. J. (2019). Inclusive teaching. *CBE—Life Sciences Education*, 18(2), fe2. <http://dx.doi.org/10.1187/cbe.19-01-0021>
- Dhlula-Moruri, M. N. (2020). *Exploring collaborative learning: a university educator's self-study* (Doctoral dissertation). University of KwaZulu Natal.
- Diaz-Kope, L., Miller-Stevens, K., & Henley, T. (2019). The Relationship between Gender, Methodological Approach, and Research Design. *Journal of Public Affairs Education*, 25(1), 93-114. <http://dx.doi.org/10.1080/15236803.2018.1463792>
- Dobbin, F., & Kaley, A. (2022). *Getting to diversity: What works and what doesn't*. Harvard University Press.
- Donath, J. L., Lüke, T., Graf, E., Tran, U. S., & Götz, T. (2023). Does professional development effectively support the implementation of inclusive education? A meta-analysis. *Educational Psychology Review*, 35(1), 30.
- Done, E. (2019). How inclusion became exclusion: Policy, teachers and inclusive education. *Journal of Education Policy*, 34(1), 1-35.
- Donohue, D., & Bornman, J. (2014). The Challenges of Realising Inclusive Education in South Africa. *South African Journal of Education*, 34(1), 1-14. <http://www.sajournalofeducation.co.za>
- Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education*, 39(1), 1-9. <https://doi.org/10.15700/saje.v39ns1a1774>
- Dube, B. (2020). Rural online learning in the context of COVID-19 in South Africa: Evoking an inclusive education approach. *REMIE: Multidisciplinary Journal of Educational Research*, 10(2), 135-157.
- Dunn, R., & Griggs, S. A. (2000). *Practical approaches to using learning styles in higher education*. Bloomsbury Publishing USA.
- Engelbrecht, P. (2020). Inclusive Education: Developments and Challenges in South Africa. *Prospects*, 49(3), 219-232. <http://dx.doi.org/10.1007/s11125-020-09499-6>
- Engelbrecht, P., & Artiles, A. J. (2016). Inclusive education: Contextualizing the history of a global movement. *Keeping the promise*, 15-38.
- Engelbrecht, P., Savolainen, H., Nel, M., Koskela, T., & Okkolin, M. (2017). Making Meaning of Inclusive Education: Classroom Practices in Finnish and South

African Classrooms. *Compare: A Journal of Comparative and International Education*, 47(5), 684-702. <https://doi.org/10.1080/03057925.2016.1266927>

- Fellows, R. F., & Liu, A. M. (2021). *Research methods for construction*. John Wiley & Sons.
- Ferguson, B. T., McKenzie, J., Dalton, E. M., & Lyner-Cleophas, M. (2019). Inclusion, universal design and universal design for learning in higher education: South Africa and the United States. *African journal of disability*, 8(1), 1-7. <https://doi.org/10.4102/ajod.v8i0.519>
- Fletcher, T. (2012). Using self-study to develop a pedagogy of elementary teacher education: Addressing the specialist-generalist issue. In S. M. Bullock & T. Russell (Eds.), *Self studies of science teacher education practices* (Vol. 12, pp. 85-102). Dordrecht: Springer.
- Flewitt, R. (2015). New directions for early literacy in a digital age: The iPad. *Journal of Early Childhood Literacy*, 15(1), 64-78. <http://dx.doi.org/10.1177/1468798414533560>
- Gajjar, D. (2013). Ethical consideration in research. *Education*, 2(7), 8-15.
- Gallo, M. A. (2020). *Bantu education, and its living educational and socioeconomic legacy in apartheid and post-apartheid South Africa (senior theses)*. Fordham University.
- Gharaveisi, Z., & Dastgoshadeh, A. (2020). Iranian L2 Researchers' Perspectives on Research Ethics. *HOW*, 27(1), 107-124. <https://www.howjournalcolombia.org/index.php/how>
- Ghiara, V. (2020). Disambiguating the Role of Paradigms in Mixed Methods Research. *Journal of Mixed Methods Research*, 14(1), 11-25. <http://dx.doi.org/10.1177/1558689818819928>
- Graham, L. J. (2020). Inclusive education in the 21st century. In *Inclusive education for the 21st century* (pp. 3-26). Routledge.
- Graham, M. A. (2023). Overcrowded classrooms and their association with South African learners' mathematics achievement. *African Journal of Research in Mathematics, Science and Technology Education*, 27(2), 169-179. <http://dx.doi.org/10.1080/18117295.2023.2244217>
- Graneheim, U. H., Lindgren, B. M., & Lundman, B. (2017). Methodological challenges in qualitative content analysis: A discussion paper. *Nurse Education Today*, 56, 29-34. <https://www.elsevier.com/locate/nedt>
- Hamlin, D., & Flessa, J. (2018). Parental Involvement Initiatives: An Analysis. *Education Policy*, 32(5), 697-727. <http://dx.doi.org/10.1177/0895904816673739>
- Hamre, B., Morin, A., & Ydesen, C. (2018). *Testing and Inclusive Schooling*. Routledge. <https://doi.org/10.4324/9781315204048-4>.
- Hanushek, E. A., Peterson, P. E., & Woessmann, L. (2014). US students from educated families lag in international tests. *Education Next*, 14(4), 8-18. <http://educationnext.org/usstudentseducatedfamilies>
- Hassa, S., & Khairuldin, W. (2020). Research Design Based on Fatwa Making Process:

- An Exploratory Study. *International Journal of Higher Education*, 9, 241-246.
<http://www.sciedupress.com/ijhe>
- Hauge, K. (2021). Self-Study Research: Challenges and Opportunities in Teacher Education. In M. J. Haenandez-Serrano (Ed.), *Teacher Education in the 21st Century-Emerging Skills for a Changing World* (p. 378). University of Salamanca.
<http://doi.org/10.5772/intechopen.96252>
- Hemmings, B., & Hill, D. (2014). Challenges to Christian Higher Education at a Time of Increasing Emphasis on Research. *Christian Higher Education*, 13(3), 183-198.
<http://dx.doi.org/10.1080/15363759.2014.904653>
- Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 292, 114523.
<https://doi.org/10.1016/j.socscimed.2021.114523>
- Höppner, S., Haas, Y., Tichy, M., & Juhnke, K. (2022). Advantages and disadvantages of (dedicated) model transformation languages: A qualitative interview study. *Empirical Software Engineering*, 27(6), 159. <https://doi.org/10.1007/s10664-022-10194-7>
- Hove, N., & Phasha, N. T. (2023). Inclusion of learners with learning disabilities in the Vaal Triangle mainstream classrooms. *African Journal of Disability*, 12, 1163.
<https://doi.org/10.4102/ajod.v12i0.1163>
- Howes, C., Hamilton, C.E., & Matheson, C.C. (1994). Children's relationships with peers: Differential associations with aspects of the teacher-child relationship. *Child Development*, 65(1), 253-263. doi.org/10.2307/1131379
- Hughes, S., Davis, T. E., & Imenda, S. N. (2019). Demystifying theoretical and conceptual frameworks: A guide for students and advisors of educational research. *Journal of Social Sciences*, 58(1-3), 24-35. <http://dx.doi.org/10.31901/24566756.2019/58.1-3.2188>
- Hunter-Johnson, Y., Newton, N. G., & Cambridge-Johnson, J. (2014). What Does Teachers' Perception Have to Do with Inclusive Education: A Bahamian Context. *International journal of special education*, 29(1), 143-157.
<http://www.internationaljournalofspecialeducation.com>
- Ileri, B. R., King'endo, M., Wangila, E., & Thurania, S. (2020). Structural Modification Challenges Facing the Implementation of Inclusive Education Policy in Public Secondary Schools in Tharaka-Nithi County. *International Journal of Educational Administration and Policy Studies*, 12(2), 104-158.
<http://www.academicjournals.org/journal/IJEAPS>
- Jansen, J. D. (1990). Curriculum as a Political Phenomenon: Historical Reflections on Black South African Education. *The Journal of Negro Education*, 59(2), 195-206.
<https://doi.org/10.2307/2295645>
- Kauffman, J. M., & Hornby, G. (2020). Inclusive vision versus special education reality. *Education sciences*, 10(9), 258. <https://www.mdpi.com/22277102/10/9/258/pdf>

- Kayi-Aydar, H., Varghese, M., & Vitanova, G. (2022). Intersectionality for TESOL Education: Connecting Theory and Justice Pedagogy. *CATESOL Journal*, 33(1), 1-10. <https://files.eric.ed.gov/fulltext/EJ1365676.pdf>
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6), 44-53. <https://doi.org/10.5430/ijhe.v7n6p44>
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26-41. <https://doi.org/10.5430/ijhe.v6n5p26>
- Kortjass, D. L. P. (2020). *Cultivating an integrated learning approach to early childhood mathematics: a teacher educator's self-study* (Doctoral dissertation). University of KwaZulu Natal.
- Kowalczyk-Wałędziak, M., Lopes, A., Underwood, J., Daniela, L., & Clipa, O. (2020). Meaningful time for professional growth or a waste of time? A study in five countries on teachers' experiences within master's dissertation/thesis work. *Teaching Education*, 31(4), 459-479.
- Küçükler, H., & Kodal, A. (2019). Foreign Language Teaching in Over-Crowded Classes. *English Language Teaching*, 12(1), 169-175. <https://doi.org/10.5539/elt.v12n1p169>
- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 817-869). Dordrecht: Kluwer Academic Publishers.
- Lázaro, M., García, L., & Burani, C. (2015). How orthographic transparency affects morphological processing in young readers with and without reading disability. *Scandinavian Journal of Psychology*, 56(5), 498-507. <https://dx.doi.org/10.1111/sjop.12213>
- Lenaghan, P. M. (2010). *The right to freedom of religion in the public domain in South Africa* (Doctoral dissertation). University of the Western Cape.
- Li, L., & Ruppap, A. (2021). Conceptualizing teacher agency for inclusive education: A systematic and international review. *Teacher Education and Special Education*, 44(1), 42-59. <https://doi.org/10.1177/0888406420926976>
- Lin, F. L. Y. (2019). Using thematic analysis to facilitate meaning-making in practice-led Art and Design research. *International Journal of Art & Design Education*, 38(1), 153-167. <http://dx.doi.org/10.1111/jade.12177>
- Loughran, J. (2007). Researching teacher education practices: Responding to the challenges, demands, and expectations of self-study. *Journal of Teacher Education*, 58(1), 12-20. <https://doi.org/10.1177/0022487106296217>
- Mahadew, A. (2021). *An inclusive learning environment in early childhood care and education: a participatory action learning and action research study* (Doctoral dissertation). University of KwaZulu Natal.

- Majoko, T. (2018). Inclusion of Children with Autism Spectrum Disorders in Mainstream Primary School Classrooms: Zimbabwean Teachers' Experiences. *International Journal of Special Education*, 33(3), 630-656.
<https://eric.ed.gov/?q=placing+children+who+are+less+able+than+others+in+%e2%80%9cmainstream+school%e2%80%9d+is+not+enough&ft=on&id=EJ1196716>
- Makel, M. C., & Plucker, J. A. (2017). *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*. American Psychological Association.
<http://www.apa.org/pubs/books/4318147.aspx>
- Makgato, M. M., Leseiyane-Kgari, M., Cekiso, M., Mandende, I. P., & Masha, R. (2022). Evaluating the awareness and knowledge of dyslexia among primary school teachers in Tshwane District, South Africa. *African Journal of Disability*, 11, 807.
<https://doi.org/10.4102/ajod.v11i0.807>
- Masalesa, M. J. (2022). Human dignity is central to inclusive education. In *Handbook of research on creating spaces for African epistemologies in the inclusive education discourse* (pp. 37-50). IGI Global. <https://doi.org/10.4018/978-1-6684-4436-8.ch004>
- Maxwell, J. A. (2013). *Qualitative research design: An iterative approach*. (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Mfuthwana, T., & Dreyer, L. M. (2018). Establishing inclusive schools: Teachers' perceptions of inclusive education teams. *South African Journal of Education*, 38(4), 1-10. <https://doi.org/10.15700/saje.v38n4a1703>
- Milne, A., & Mhlolo, M. (2021). Lessons for South Africa from Singapore's gifted education—A comparative study. *South African Journal of Education*, 41(1).
<https://doi.org/10.15700/saje.v41n1a1839>
- Mncube, V. S., & Lebopa, N. (2019). *The Dynamics of Implementing Inclusive Education in Schools*. *Bulgarian Comparative Education Society*, 7(1), 146-152.
<http://files.eric.ed.gov/fulltext/ED596944.pdf>
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100-114.
<https://doi.org/10.1080/08856257.2019.1615800>
- Mokgwathi, M. S., Graham, M. A., & De Villiers, J. J. R. (2023). *Promoting and hindering factors in mathematics teaching in South African high schools*, 16(1), 82-98. <https://doi.org/10.24193/adn.16.1.6>
- Morrison, J. (2020). Valuing Indigenous Research Paradigms in the Context of Language Acquisition. *International Journal of Adult Education and Technology*, 11(4), 12-20. <http://dx.doi.org/10.4018/IJAET.2020100102>
- Mpu, Y., & Adu, E. O. (2021). The Challenges of Inclusive Education and Its Implementation in Schools: The South African Perspective. *Perspectives in*

- Education*, 39(2), 225-238. <http://dx.doi.org/10.18820/2519593X/pie.v39.i2.16>
- Ndayi, Z. B. (2020). A legal analysis of legislation and policies on the right to basic education in the Eastern Cape, South Africa. <http://etd.uwc.ac.za/>
- Nilholm, C. (2021). Research about inclusive education in 2020–How can we improve our theories in order to change practice? *European Journal of Special Needs Education*, 36(3), 358-370. <https://doi.org/10.1080/08856257.2020.1754547>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>
- Ntombela, S. (2011). The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal. *Improving schools*, 14(1), 5-14. <https://doi.org/10.1177/1365480210390082>
- Odongo, G. (2018). Barriers to parental/family participation in the education of a child with disabilities in Kenya. *International journal of special education*, 33(1), 21-33. <http://www.internationalsped.com/>
- Okech, J. B., Yuwono, I., & Abdu, W. J. (2021). Implementation of inclusive education practices for children with disabilities and other special needs in Uganda. *Journal of Education and E-learning research*, 8(1), 97-102. <http://www.asianonlinejournals.com>
- Opoku, M. P., Nketsia, W., Agyei-Okyere, E., Oginni, O. S., & Torgbenu, E. L. (2022). Inclusive education in West Africa: Predictors of parental attitudes, knowledge and perceived social norms influencing inclusive practices in Ghana and Nigeria. *International Journal of Inclusive Education*, 26(2), 124-142. <https://doi.org/10.1080/13603116.2019.1642397>
- Osa1, J. A., Amponsah, K. D., Ampadu, E., & Commey-mintah, P. (2021). TEACHERS' EXPERIENCES WITH OVERCROWDED CLASSROOMS IN A BASIC SCHOOL IN GHANA. *International Online Journal of Primary Education*, 10(1), 73-88. <http://www.iojpe.org/>
- Outhwaite, L. A., Gulliford, A., & Pitchford, N. J. (2020). A new methodological approach for evaluating the impact of educational intervention implementation on learning outcomes. *International Journal of Research & Method in Education*, 43(3), 225-242. <http://dx.doi.org/10.1080/1743727X.2019.1657081>
- Page, M. E., & Stevens, A. H. (2005). Understanding racial differences in the economic costs of growing up in a single-parent family. *Demography*, 42(1), 75-90. <https://doi.org/10.1353/dem.2005.0007>
- Paseka, A., & Byrne, D. (2020). Parental involvement across European education systems. *Critical perspectives*, 9781351066341-15.
- Pedersen, C. S. (2018). The UN sustainable development goals (SDGs) are a great gift to business!. *Procedia Cirp*, 69, 21-24. doi: 10.1016/j.procir.2018.01.003
- Pezzella, A. (2023). Lesbian, Gay, Bisexual, Transgender and Questioning+ (LGBTQ+).

- In *Alcohol Use: Assessment, Withdrawal Management, Treatment and Therapy: Ethical Practice* (pp. 57-69). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-18381-2_4
- Pianta, R.C., & Stuhlman, M.W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458. doi.org/10.1080/02796015.2004.12086261
- Pithouse-Morgan, K. (2022). Self-study in teaching and teacher education: Characteristics and contributions. *Teaching and Teacher Education*, 119, 103880. <https://doi.org/10.1016/j.tate.2022.103880>
- Pithouse-Morgan, K., & Samaras, A. P. (2017). Thinking in space: Virtual bricolage self-study for future-oriented teacher professional learning. In D. Garbett & A. Ovens (Eds.), *Being self-study researchers in a digital world: Future oriented research and pedagogy in teacher education* (Vol. 16, pp. 133-150). New York: Springer.
- Pithouse-Morgan, K., Mitchell, D., & Pillay, D. (2014). Self-study of educational practice: Re-imagining our pedagogies. *Perspectives in Education*, 32(2), 1-7.
- Pithouse-Morgan, K., Pillay, D., & Mitchell, C. (Eds.). (2019). Memory mosaics: Researching teacher professional learning through artful memory-work. Springer International Publishing. <https://doi.org/10.1007/978-3-319-97106-3>
- Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. <https://doi.org/10.5539/jel.v6n1p102>
- Republic of South Africa (RSA). (1996). *Constitution of the Republic of South Africa*. Retrieved from: <https://www.justice.gov.za/legislation/constitution/pdf.html>
- Rice, B. M. (Ed.). (2019). Global perspectives on inclusive teacher education. IGI Global. <http://dx.doi.org/10.4018/978-1-5225-7703-4>
- Ross, P. T., & Bibler Zaidi, N. L. (2019). Limited by our limitations. *Perspectives on medical education*, 8, 261-264. <https://doi.org/10.1007/s40037-019-00530-x>
- Rousseau, D. M., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of organizational behavior*, 1-13. https://www.academia.edu/download/87325359/rousseau_2001.pdf
- Samaras, A. P. (2010). *Self-study teacher research: Improving your practice through collaborative inquiry*. Sage Publications, Inc.
- Samaras, A., & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *The Learning Professional*, 32(5), 42.
- Santos, G., Longobardi, C., Pasta, T., Sardinha, S., & Gastaldi, F. (2010). The inclusion of autistic children in the classroom: Italian and Portuguese realities. *International Journal of Developmental and Educational Psychology*, 3(1), 793-801. Retrieved from: <https://www.redalyc.org/pdf/3498/349832326083.pdf>
- Santos, G.D., Sardinha, S., & Reis, S. (2016). Relationships in inclusive classrooms.

Journal of Research in Special Educational Needs, 16, 950-954. doi.org/10.1111/1471-3802.12238

- Sayed, Y., Motala, S., Carel, D., & Ahmed, R. (2020). School governance and funding policy in South Africa: Towards social justice and equity in education policy. *South African Journal of Education*, 40(4).
<http://www.sajournalofeducation.co.za/index.php/saje/index>
- Schey, R. (2023). Youth's experiences of LGBTQ+-inclusive curriculum in a secondary US classroom at the intersections of sexuality, gender, race, and class. *Equity & Excellence in Education*, 56(1-2), 72-86. <https://doi.org/10.1080/10665684.2022.2160848>
- Scott, C., & Dinham, S. (2008). Born not made: The nativist myth and teachers' thinking. *Teacher Development*, 12(2), 115-124. <https://doi.org/10.1080/13664530802038105>
- Seroto, J. (2018). Dynamics of decoloniality in South Africa: A critique of the history of Swiss mission education for indigenous people. *Studia Historiae Ecclesiasticae*, 44(3), 1-14. <http://dx.doi.org/10.25159/2412-4265/3268>
- Servaes, S., Choudhury, P., & Parikh, A. K. (2022). What is diversity? *Pediatric radiology*, 52(9), 1708-1710. <https://doi.org/10.1007/s00247-022-05356-0>
- Shevchenko, Y. M., Dubiaha, S. M., Melash, V. D., Fefilova, T. V., & Saenko, Y. O. (2020). The Role of Teachers in the Organization of Inclusive Education of Primary School Pupils. *International Journal of Higher Education*, 9(7), 207-216.
<https://doi.org/10.5430/ijhe.v9n7p207>
- Shulla, K., Filho, W. L., Lardjane, S., Sommer, J. H., & Borgemeister, C. (2020). Sustainable development education in the context of the 2030 Agenda for sustainable development. *International Journal of Sustainable Development & World Ecology*, 27(5), 458-468.
- Yadav, D. (2022). Criteria for good qualitative research: A comprehensive review. *The Asia-Pacific Education Researcher*, 31(6), 679-689. <https://doi.org/10.1007/s40299-021-00619-0>
- Small, J. (2007). *Memory-work: An introduction*.
<https://opus.lib.uts.edu.au/bitstream/2100/412/1/Memory-work%20-%20An%20Introduction.pdf>
- Specia, A., & Osman, A. A. (2015). Education as a Practice of Freedom: Reflections on bell hooks. *Journal of education and Practice*, 6(17), 195-199.
<https://files.eric.ed.gov/fulltext/EJ1079754.pdf>
- Strohwal, A. (2021). *The child's rights to, in and through basic education: an analysis of South Africa's international obligations* (Doctoral dissertation). Stellenbosch: Stellenbosch University.
- Teodoro, A. (2020). *Contesting the global development of sustainable and inclusive education: Education reform and the challenges of neoliberal globalization*. Routledge.
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE handbook of qualitative research in psychology*, 2(17-37), 25.

- Thanh, N. C., & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American journal of educational science*, 1(2), 24-27. <https://www.academia.edu/download/39296289/70380008.pdf>
- Therre, D. (2022). Is Hair Just Hair?: The Role of Hair in Identity Processes and Contestations of Black Women in Sweden. <https://www.divaportal.org/smash/get/diva2:1673687/FULLTEXT02>
- Thomas, G., & Macnab, N. (2022). Intersectionality, diversity, community and inclusion: Untangling the knots. *International Journal of Inclusive Education*, 26(3), 227-244. <https://doi.org/10.1080/13603116.2019.1645892>
- Tran, L. M., Patton, J. R., & Brohammer, M. (2018). Preparing educators for developing culturally and linguistically responsive IEPs. *Teacher Education and Special Education*, 41(3), 229-242. <https://doi.org/10.1177/0888406418772079>
- United Nations Educational, Scientific and Cultural Organization [UNESCO]. (2017). Education for All Global Monitoring Report. United Nations Educational, Scientific and Cultural Organization [UNESCO]. https://example.com/educationforall_globalmonitoringreport
- United Nations. (2008). *United Nations convention on the rights of persons with disabilities*. UN.
- Walton, E. (2018). Decolonising (through) inclusive education? *Educational research for social change*, 7(SPE), 31-45. <http://dx.doi.org/10.17159/2221>
- Watkins, S., & McGowan, B. (2023). Exploring racism in the undergraduate and graduate school choices of scientists and engineers: Counterspaces for Black men. *International Journal of Qualitative Studies in Education*, 36(3), 356-368. <https://doi.org/10.1080/09518398.2022.2127018>
- White, C. J., & Van Dyk, H. (2019). Theory and practice of the quintile ranking of schools in South Africa: A financial management perspective. *South African Journal of Education*, 39(Supplement 1), s1-19. <https://doi.org/10.15700/saje.v39ns1a1820>
- Yilmaz, R. K., & Yeganeh, E. (2021). Who and How Do I Include? A Case Study on Teachers' Inclusive Education Practices. *International Journal of Progressive Education*, 17(2), 406-429. <https://doi.org/10.29329/ijpe.2020.332.25>
- Young, K., & Anderson, M. (2021). Hierarchical Microaggressive Intersectionalities: Small Stories of Women of Color in Higher Education. *Metropolitan Universities*, 32(1), 78-103. <https://doi.org/10.18060/24210>
- Ziyanda, V., & Oscar, M. T. (2020). Ukuthwala practice: conflict of chapter two (Bill of Rights) of South African Constitution ACT 108 OF 1996 and cultural practice. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4(10), 45-55. <https://www.ajhssr.com/wp-content/uploads/2020/09/E204104555.pdf>

APPENDICES

Appendix A: Letter to Department of Basic Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

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

1. Applicants Details

Title: Mrs. Surname: Ndlovu
 Name(s) Of Applicant: Zanele Patience Email: 205523060@stu.ukzn.ac.za
 Tel No: 031 462 2412 Fax: n/a Cell: 0728228412
 Postal Address: 17 Amand place, Marianhill park, Pinetown, 3610

2. Proposed Research Title:

A collaborative self-study exploring the implementation of inclusive education in a high school.

3. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?

Yes NO

x

If "yes", please state reference Number: N/A

2/4/8/4017

4. Is the proposed research part of a tertiary qualification?

Yes× No

If "yes"

Name of tertiary institution: UKZN-Edgewood Campus

Faculty and or School: School of Education

Qualification: Master of Education in Educational Psychology

Name of Supervisor: Dr. Kerry Frizelle

Supervisors Signature _____

If "no", state purpose of research: N/A

Appendix B: Approval Letter from Research Ethical Clearance office



**UNIVERSITY OF
KWAZULU-NATAL**
INYUVESI
YAKWAZULU-NATALI

23 August 2023

Zanele Patience Ndlovu (205523060)
School Of Education
Edgewood Campus

Dear ZP Ndlovu,

Protocol reference number: HSSREC/00004938/2022
Project title: A collaborative self-study exploring the implementation of inclusive education in a high school
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 24 October 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 23 August 2024.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,


Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee
 Postal Address: Private Bag X54001, Durban, 4000, South Africa
 Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

Appendix C: Approval Letter from Department of Basic Education



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/91

Mrs ZP Ndlovu
17 Amand Place
Marianhill park
PINETOWN
3610


Dear Mrs Ndlovu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"A COLLABORATIVE SELF-STUDY EXPLORING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN A HIGH SCHOOL"**, 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 31 July 2023 to 31 July 2026.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT


Mr GN Ngcobo
Head of Department: Education
Date: 03 August 2023

GROWING KWAZULU-NATAL TOGETHER

Appendix D: Letter to the Principal



Dear [REDACTED]

REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I hereby write this letter to request the permission to conduct a research study in your school. Kindly receive hereof the details of how the study will be conducted:

I am a Doctor of Philosophy (PhD) student at the University of KwaZulu-Natal. One of the requirements for the fulfillment of this degree is to conduct a research study and compile a thesis. My dissertation topic is: **Enhancing teacher development strategies for successful implementation of inclusive education in high schools.**

The purpose of this study is to:

- 1. Identify and explore parts of my personal history that have contributed to my interest in inclusive education;**
- 2. Explore with my colleagues our experiences of inclusive education in our educational context;**
- 3. Identify with my colleagues, the factors that make inclusive education difficult in our educational context;**
- 4. And, explore with my colleagues what we believe would better us to be able to implement inclusive education in our educational context.**

Appendix E: Approval Letter from the School

The Principal

(Address
)

(Address
)

Dear Madam Ndlovu

**RESPONSE TO REQUEST FOR A PERMISSION TO
CONDUCT A RESEARCH IN OUR SCHOOL**

I hereby write this letter to inform you (the researcher) that _____ (Name of school) is honored to form part of such an interesting research topic. I therefore grant the researcher permission to conduct a research study in our school. I hope that our school will benefit immensely through the research findings.

We are looking forward to participate in the research process.

Yours faithfully

SIGN:

Appendix F: Participants' Informed Consent Letter

Informed Consent Document

Dear Participant,

My name is **Zanele Ndlovu**, Masters candidate studying at the University of KwaZulu-Natal Edgewood college. The title of my research is: **A COLLABORATIVE SELF-STUDY EXPLORING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN A SCHOOL IN THE UMLAZI DISTRICT**. The aim of the study is to to understand how my personal and critical friends' history contributed to my interest in inclusive education. I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about (*how long?*).
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at the College of Humanities, School of Education, University of KwaZulu-Natal, Edgewood Campus

Email: 205523060@stu.ukzn.ac.za

Cell: 0728228412

My supervisor is Dr Kerry Frizelle who is located at the college of Humanities, School of Education
details: frizellek1@ukzn.ac.za Phone number: 0824362927

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office,
Email: hssrec@ukzn.ac.za, Phone number
0312608350/4557/3587.

Thank you for your contribution
to this research.

DECLARA
TION

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

2

I understand that I am at liberty to withdraw from the project
at any time, should I so desire. I understand the intention of
the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if
applicable)

SIGNATURE OF PARTICIPANT
DATE

.....
.....

Appendix G: Turn it in Report

ZANELE 22			
ORIGINALITY REPORT			
10%	8%	5%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to University of KwaZulu-Natal Student Paper		2%
2	researchspace.ukzn.ac.za Internet Source		2%
3	uir.unisa.ac.za Internet Source		1%
4	core.ac.uk Internet Source		1%
5	hdl.handle.net Internet Source		<1%
6	etd.uwc.ac.za Internet Source		<1%
7	"International Handbook of Self-Study of Teaching and Teacher Education Practices", Springer Science and Business Media LLC, 2020 Publication		<1%
8	ukzn-dspace.ukzn.ac.za Internet Source		<1%

Appendix H: Letter from the Editor

EDITOR'S CERTIFICATE

1 July 2024

Re: LANGUAGE EDITING STATEMENT

I, THE UNDERSIGNED, hereby confirm that I have edited the **dissertation** titled:
**A COLLABORATIVE SELF-STUDY EXPLORING THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN A SCHOOL IN THE UMLAZI DISTRICT**
by
ZANELE PATIENCE NDLOVU (205523060)



Hatikanganwi Mapudzi (she/her/hers)
Associate Member

Membership number: MAP002
Membership year: March 2024 to February 2025

071 858 1512
floediting@yahoo.com

www.editors.org.za



Postgrad Certificate (Higher Education); PhD (Communication);
M.A (Journalism & Media Studies); Postgrad Dip (Media
Management); B. Soc Scie (Hons, Communication); B. Applied
Comm. Management.

Senior Lecturer; Chartered Public Relations Practitioner; Freelance Editor
