

**PROFESSIONAL DEVELOPMENT FOR SUPPORTING TEACHERS IN  
IMPLEMENTING INCLUSIVE EDUCATION: A CASE STUDY OF SIX SCHOOLS  
IN BUTTERWORTH AND DUTYWA DISTRICTS, EASTERN CAPE**

**by**

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**submitted in accordance with the requirements for the degree of**

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## **DECLARATION**

I, Mziwonke Luningo, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Masters in Education in the University of South Africa, Pretoria. It has not been submitted before for any degree or examination in this or any other university.

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**M.LUNINGO**

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**DATE**

## **DEDICATION**

This work is dedicated to my family with love.

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A sincere word of thanks to the following:

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## **ABSTRACT**

Despite the DoE having made progress in providing training to teachers in the necessary skills, the inclusive education teachers were experiencing challenges to implementing inclusive practises in their schools and that some schools had not even commenced with implementation. They were raising a concern over their professional development, particularly its effectiveness. This study investigates the nature of professional development support offered to teachers in implementing inclusive education, in order to suggest effective strategies. The qualitative approach and multiple case study design were employed .The data collecting instruments used were: individual interviews, observation and documentation. The current professional development model used for inclusive education was not effective therefore strategies are needed to improve the current professional development.

**Key terms:** Professional development, Support, Implement, Inclusive Education.

## LIST OF TABLES

**Table 1.1: Levels of support in South African context (DoE 2002f:10).....4**

**Table 3.1: Biographical data of the teachers interviewed .....73**

## LIST OF FIGURES

Figure 2.1: Factors influencing teachers` attitudes towards inclusive education.....	54
Figure 2.2 : Framework for providing support for inclusion.....	57

## TABLE OF CONTENTS

### CHAPTER 1

1.1 Introduction and background .....	1
1.2 The statement of the problem.....	7
1.3 Rationale.....	7
1.4 Research aim and objectives.....	9
1.5 Research questions.....	9
1.6 Scope and significance of the study.....	10
1.7 Definition of key terms.....	10
1.8 Chapter division.....	11
Chapter 1: Background and Research Problem.....	11
Chapter 2: Literature Review.....	11
Chapter 3: Research Methodology.....	12
Chapter 4: Findings.....	12
Chapter 5: Discussion of findings.....	12
Chapter 6: Summary of Findings, Conclusions and Recommendations.....	12
1.9 Conclusion.....	12

### CHAPTER 2

2.1 Introduction.....	14
2.2 Literature review.....	14
2.2.1 Purposes of professional development.....	14
2.2.2 Professional development and models in education in South Africa and internationally.....	15



2.2.3 Professional development models.....	18
2.2.3.1 Organisational partnership models.....	19
2.2.3.2 Individual models or techniques of professional development.....	24
2.2.3.3 Hind`s models for professional development.....	33
2.2.3.4 Smith`s models for professional developments.....	34
2.2.3.5 National staff development council`s standards for professional development models.....	35
2.2.4. Professional development for inclusive education in South Africa.....	39
2.2.5 Professional development in other fields of education in South Africa.....	43
2.2.6 Professional development for inclusive education internationally.....	46
2.2.7 Professional development in other fields internationally.....	49
2.2.8 Effective professional development.....	50
2.2.9 Factors influencing teachers` attitudes.....	52
2.2.10 Ways of supporting inclusive education teachers.....	54
2.3 Conclusion.....	58
CHAPTER 3	
3.1 Introduction.....	60
3.2. Research approach: Qualitative research.....	60
3.2.1 Interpretive paradigm.....	62
3.2.2 Case Study Design.....	62
3.3 Population and sampling.....	63
3.3.1 Sampling the schools.....	63
3.3.2 Sampling the participants.....	65
3.3.3 Description of the schools.....	65
3.4 Data collection methods.....	66

3.4.1 Interviews.....	66
3.4.2 Individual interviews.....	67
3.4.3 Observations.....	68
3.4.4 Documents.....	70
3.5 Data collection.....	71
3.6 Data analysis.....	72
3.7 Trustworthiness.....	73
3.7.1 Dependability.....	74
3.7.2 Confirmability.....	74
3.7.3 Credibility.....	74
3.7.4 Transferability.....	75
3.8 Ethical considerations.....	75
3.8.1 Access to research sites.....	76
3.8.2 Voluntary participation.....	76
3.8.3 Informed consent.....	76
3.8.4 Anonymity.....	77
3.8.5 Confidentiality.....	77
3.8.6 Violation of privacy.....	77
3.8.7 Harm, Caring and Fairness.....	78
3.9 Conclusion.....	78

## CHAPTER 4

4.1 Introduction.....	79
4.2. Theme 1: Teachers' training needs .....	79
a. Lesson preparation.....	80
b. Strategies for dealing with learners with barriers to learning.....	81
c. Assessment of learners experiencing barriers to learning.....	84
d. Identification of learners with barriers to learning .....	87
e. Behaviour problems.....	89
f. Reason for teachers' inability to deal with these problems.....	91
g. Support.....	97
4.3 Theme 2: Professional development or training for implementing inclusive education successfully.....	100
a. Aspects covered by training.....	100
b. Strategy/Method of training.....	103
c. Duration of the workshops.....	104
4.4 Theme 3: Effectiveness of the current professional development.....	106
4.5 Theme 4 : Flaws, challenges and weaknesses of the current professional training.....	109
4.6 Theme 5: Strategies for improving the current professional development.....	111
a. Follow-up.....	111
b. Attitude.....	113

c.Adequate training.....	115
d.Resources.....	117
e.Capacity building.....	118
4.7 Conclusion.....	119
<b>CHAPTER 5</b>	
5.1 Introduction.....	120
5.2 Teachers` s training needs.....	120
a.Lesson preparation.....	120
b. Assessment of learners experiencing barriers to learning.....	121
c. Identification of learners experiencing barriers to learning.....	122
d. Behavioural problems.....	122
e.Reasons for teachers` inability to deal with these problems.....	123
f.Supporting school staff and collaboration to improve education.....	124
5. 3:The nature of Professional Development and training for implementing inclusive education .....	124
a. Aspects covered by training.....	125
b. Strategy/Method of training.....	126
c. Duration of the training.....	127
5. 4: Effectiveness and strengths.....	128
a. Professional knowledge.....	128

b. Professional Development models.....	128
c. Training workshops.....	129
5.5:Flaws, challenges and weaknesses .....	129
a. Follow-up.....	129
b. Attitude.....	130
c. Adequate training.....	131
d. Resources.....	132
e. Capacity challenge.....	133
5.6.Conclusion.....	133
 CHAPTER 6	
6.1 Introduction.....	134
6.2.Recommendations.....	134
a. Attitude.....	134
b. Adequate training.....	135
c. Resources.....	135
d.Capacity building.....	135
e.Follow-up.....	135
6.3 Recommendations for further research.....	135
6.4.Limitations.....	136
6.5 Conclusion.....	136

References.....	138
Appendices	
Appendix A.....	165
Appendix B.....	166
Appendix C.....	167
Appendix D.....	169
Appendix E.....	171
Appendix F.....	172
Appendix G.....	173
Appendix H.....	176
Appendix I.....	177



# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1.1 INTRODUCTION

The South African government of national unity, which came into power in 1994, brought about a number of developments in all spheres of lives, including education. One of the major changes was the introduction of inclusive education (IE), an educational practice strongly supported by the recommendations arrived at by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (Department of Education, DoE, 2005:5). These bodies were appointed by the then Minister of Education, Dr Bhengu to look into all aspects of special education and support in the country. They further revealed that specialised education and support were provided for a small percentage of learners with disabilities within special schools and classes, and were provided on a racial basis, with the best human, physical and material resources reserved for whites. In that light, these bodies recommended that the education and training system should promote education for all. Another recommendation involved fostering the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of the society. The idea behind this was to afford all learners equal opportunity and optimal education within one school system, because they had diverse means and were valued for their shared humanity (Visser 2002:10).

Clearly, inclusive education requires that all learners, irrespective of their differences, be welcomed in schools that are located in their neighbourhoods to enable them to learn alongside each other (Ashley 2009:21). The implication is that learners who have been previously been placed in special schools would receive education in the ordinary schools. Their placement should go hand-in-glove with ensuring that they learn to the best of their ability and succeed academically and otherwise (Mpya 2007:6). Inclusive education is about developing inclusive community and education systems, which “must recognise



and respond to the diverse needs of their learners, accommodating all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions” (Landsberg, Kruger & Nel 2005:8). Inclusive education is about responding simultaneously to students who all differ from each other in important ways, some of which pose particular challenges to the school (DoE 2005a). It is not only about maintaining the presence of the learners in school but also about maximising their participation (Barton 2003a). The same author goes on to state that inclusive education is about contributing to the realisation of an inclusive society with the demand for a rights approach as a central component of policymaking. The presence of the diverse needs of learners in schools then poses challenges to the teachers in that they have to perform their usual duties while at the same time providing special support and attention to learners with special needs.

In order to survive, educators must be able to deal with the unpredictable, immediate, public, simultaneous, and multidimensional demands of classroom life in ways that win and maintain some respect from their colleagues, learners, and themselves (Nind et al. 2003). Peel (2004:13) advises that the educator is encouraged to focus on what an individual learner is able to do, rather than what he or she is unable to achieve in a learner-centred environment. An inclusive education philosophy encompasses the belief that all learners have the right to learn in the medium of instruction that is best suited to them and that curricular activities, including learning style and pace, content of learning materials, and methods of assessment are central to the success of inclusivity within education.

In an attempt to take a step forward towards inclusion, the DoE (DoE 2001:22) made a commitment to convert approximately 500 out of 20,000 primary schools to full service schools (FSS), a well-resourced institution that provides a broad range of learning needs (DoE 2005:10). The process began with a pilot project for implementing policy as accepted by the DoE. Landsberg et al. (2005:63) maintain that the provinces are not at the same level regarding the implementation of the policy of IE as resources and manpower differ from province to province. This means that the way learning support is organised would differ according to context. The way in which particular provinces and districts provide support

depends on identified local needs and available resources (DoE 2002:10). In each of the nine provinces, namely, Gauteng, Limpopo, Northern Cape, Eastern Cape, Western Cape, KwaZulu-Natal, Mpumalanga, Free State and North West, the policy on IE is being implemented and interpreted differently, according to provincial needs, to be discussed below: A Literacy and Numeracy Strategy of the Western Cape Education Department (WCED 2006 on line) was a pilot project with 510 teacher assistants (TAs) deployed in 160 schools. The criteria for allocating TAs included schools in disadvantaged areas, in nodal development zones, and in poor areas where they were not learning in their home languages, and schools that were actively helping learners with learning difficulties (WCED 2006:1). Reports indicated that teaching assistants were making a difference, and learners who were unable to write their names at the beginning of the project could now do so. In the Free State, 120 teacher assistants were employed in 2006 to strengthen Special Schools (FSDoE on line), carrying out similar functions to TAs in the Western Cape. In the Free State (DoE Vacancy Circular 85 of 2006:2), approximately R6 million was dedicated to the employment of counsellors and Learner Support Teachers (LSTs), responsible for learners with learning difficulties, and teacher assistants. In KwaZulu-Natal, TAs are helping to increase access to education for young people who have barriers to learning (KZN education, on line) while the Gauteng Department of Education (GDE) employed a similar strategy but using LSTs for effective implementation of IE. According to circular 67 of 1996, the GDE, in order to align itself to the national DoE with respect to aid or remedial classes, proposed allowances for a pool of LST posts across the province, allocated to schools at the discretion of the District Manager, for learners who could not read or write and many behavioural problems. In the Eastern Cape the district managers selected 14 schools, including three Early Childhood Development Centres (ECDs), two special schools, two high schools and seven primary schools. Of these, 13 were situated in Xhosa-speaking environments. Schools were not compelled to participate.

The process of selecting schools was not easy as most met the criteria for the study, which stipulated that the centres be in fairly close proximity to one another in order to facilitate networking and collaboration. The clusters represent the three phases: (i) Early Childhood Development (ECD); (ii) primary and (ii) secondary

education. The centres (educators and school management) should be motivated to participate in the project on a voluntary basis, the centres should have demonstrated some capacity in working with parents and community organisations, including the disability sector (Stofile 2008:24).

Schools that were not chosen were dissatisfied but unfortunately it was not possible to involve every one (Stofile 2008:20-21). Schools were clustered according to geographical areas, one cluster consisting of six mainstream schools in an informal settlement and one special school from the urban area. The other cluster was made up of six mainstream schools and one special school in the township (Stofile 2008:24-25).

To strengthen the education support services, the DoE (2001:29) proposed the establishment of District Based Support Teams (DBSTs), consisting of staff from the provincial districts of the education, regional and head office and special schools. The district support teams also support teaching, learning and management, with responsibility for capacity building at all levels of education, namely, early childhood, adult basic education and training centres, colleges and higher education institutions. They offer professional development in curriculum and assessment to the Institution-Level Support Teams (ILSTs), which were also created (DoE 2002:98-99). Besides the DBST and ILST, the DoE (DoE 2002f:10) suggests other levels of support and their key support functions as a proof of commitment to support learners in schools so that barriers to learning are reduced. All these levels are shown in the table below (Mahlo 2011:65).

**Table 1.1:** Levels of support in South African context (DoE 2002f:10).

Level of support	Key support function
National Department of Education (macro-level)	Providing EWP6 and a broad management framework for support.
Provincial departments in the nine provinces (exo-level).	Coordinating implementation of national framework of support, in relation to provincial needs
District-based support teams	Providing integrated support to education institutions. (ECD, schools,

(including special / resource schools) (developed within smaller geographical areas, determined in different ways in the nine provinces) (meso-level).	colleges, and adult learning centres) to support the development of effective teaching and learning
Institution-level support teams (local teams in schools, colleges, early childhood and adult learning centres). (Micro-level).	Identifying and addressing barriers to learning in the local context, thereby promoting effective teaching and learning.

Since this study deals with professional development for teachers, more emphasis will be placed on the ILST as a structure responsible for this function. The primary role of the ILST and DBST is to coordinate a learners' and educators' support system by encouraging the use of a variety of assessment methods, tools and techniques, thus reducing the need for formal assessment. In this study the ILST is sometimes referred to as the SBST (School-Based Support Team), as it was initially called when the White Paper 6 was introduced (DoE 2001a:29). This structure will support the teaching and learning process by further identifying and addressing learner, teacher and institutional needs. The core members of the ILST are the principal (ex-officio), Head of Department (HoD) foundation phase, HoD Senior phase teachers, and teachers who have specialised skills and knowledge in learning support, life skills, guidance and counselling, as well as a representative from the school assessment team and learner-teacher support material (DoE 2001a:29). As part of capacity building for teachers in the Eastern Cape, DoE officials at national, provincial, district and school levels were awarded financial support to pursue studies in the areas of inclusive education and administrative support.

The DoE initiated and facilitated a series of inclusive education workshops and conferences provincially, nationally and in the Southern African Development Community (SADC). On a monthly basis, designated national department official visited provinces to monitor and support the implementation process. The National Steering Committee provided the overall strategic direction to the project by reviewing the project's implementation plan and re-aligning the project with the policy throughout the project process. At provincial level, each project

management team developed operational plans for capacity-building, taking into consideration the different needs of the province. These plans included training and purchasing of support materials. The district officials were engaged in many forms of capacity-building and these included study tours to other provinces to observe inclusive cultures and best practices, the exchange of experiences with other districts and attending conferences. In order to create an environment more conducive to the implementation of inclusive education at school level, a series of training workshops was facilitated to improve the management skills of school management and school governing bodies (SGBs). The primary purpose of the workshops was to identify strengths and to deal with barriers that relate to the successful implementation of an inclusive education and training system.

The schools established Teacher Support Teams (TSTs)/ILST/SBST (as discussed in the above paragraph), having agreed on their own criteria for the selection of members of these teams. The criteria varied and included representation across the various school phases, including educators with an interest and expertise in addressing barriers to learning. It was envisaged that the role of the teacher support team (TST) would be to facilitate the school-based training and expand the foundation for school-based support. In addition, the TST would engage the staff in collective problem-solving to identify and address barriers to learning and development (Stofile 2008:26-27).

Training modules (Stofile 2008) were designed in such a way that they were context-based, striving to achieve common goals and address issues that relate to barriers to learning and development. In addition to the aforementioned training, two educators from each school were selected for intensive and continuous training in strategies and skills to develop an inclusive education system. Bursaries were awarded to 29 educators to study in the area of inclusive education, of whom 34.4% registered for a postgraduate degree, 17.2% registered for undergraduate degrees, and 48.2% registered for short courses.

## **1.2 STATEMENT OF THE PROBLEM**

After a conversation with the inclusive education teachers of the two schools from the two districts it became apparent that they were experiencing challenges to implementing inclusive practises in their schools and that some schools had not even commenced with implementation, despite the DoE having made progress in providing training to teachers in the necessary skills. From the information above, a total of 14 schools were selected as pilot schools in the Eastern Cape and training provided. However, some schools have not yet started with the implementation, raising a concern over their professional development, particularly its effectiveness. This study will therefore investigate the nature of professional development support offered to teachers in implementing inclusive education, in order to suggest effective strategies.

## **1.3 RATIONALE**

Within the South African context, education is a right which should be afforded to all children, as unequivocally stated in the country's Constitution (RSA 2006). In particular, Section 29 contains the following statements:

Education

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

- b. Practicability; and the need to redress the results of past racially discriminatory laws and practices.
3. Everyone has the right to establish and maintain at their own expense, independent educational institutional institutions that
  - a. Do not discriminate on the basis of race
  - b. Are registered with state
  - c. Subsection (3) does not preclude state subsidies for independent educational institutions.

As teachers are responsible for the actual implementation of the curriculum, they should also respect the rights of the learners as stipulated in the Constitution, This and consider the call for `education for all` (EFA). They must be ready to meet their individual needs and challenges, irrespective of barriers to learning and development. Teachers also need professional development opportunities, since they are living in a changing society, not only because these opportunities promote the recognition of their work as professionals but also because they provide more opportunities for growth, exploration, learning, and development (Villegas-Reimers 2003).

Darling-Hammond (1997), Guskey (2003), and Loucks-Horsley, Hewson, Love and Stiles (1998) argue that, as society changes, teachers will need substantially more knowledge and different skills and so will need continuous support from universities, school districts, and administrators. Much as they need professional development, Ingvarson (1998) argues that teachers should not be controlled on what and how to work in their classes, but rather they should be allowed to apply their own initiatives and judgement. Darling-Hammond and Rustique-Forrester (2005), Kerr (2006) and Levin (2003) agree that teachers should take control of their working lives and they concur on ways to improve research practice. Eisner (1992) contends that educators, by being critically minded and intellectually curious, could frame and pursue their own educational aims.

## **1.4 RESEARCH AIM AND OBJECTIVES**

The aim of the study is to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education, in order to suggest effective strategies.

The objectives of the study are as follows:

1. To obtain teachers` perspective regarding the nature of professional development support offered to them to enable them implement inclusive education.
2. To explain the effectiveness of such programmes.
3. To suggest new strategies for improving the current teacher professional development in implementing inclusive education.

## **1.5 RESEARCH QUESTIONS**

Against the above background, the research question is posed as follows:

- How teachers are professionally developed to implement inclusive education?

Sub-questions:

- What is the nature of professional development support offered to you to enable you implement inclusive education? How effective are these strategies in helping teachers implement inclusive education?
- What new strategies can be suggested to improve the current teacher professional development?



## 1.6 SCOPE AND SIGNIFICANCE OF THE STUDY

The study will be undertaken in six schools, namely, one primary and five secondary schools in Butterworth and Dutywa districts, where inclusive education teachers' understanding of the nature of professional development support for them on inclusive education will be examined.

It will examine whether inclusive education will benefit the learners experiencing barriers to learning and whether the professional development programmes improve teachers' strategies.

## 1.7 DEFINITION OF KEY TERMS

The following terms will be used in this study, clarified here in terms of how they are understood in the context of the research:

**Barriers to learning:** The White Paper 6 states that various barriers to learning exist within the systems that make learners vulnerable to exclusion and learning breakdown. These include negative attitudes to and stereotyping of difference; an inflexible curriculum; inappropriate languages of learning and teaching; inappropriate communication; inaccessible and unsafe built environments; inappropriate and inadequate support services; inadequate policies and legislation; non-recognition and non-involvement of parents; and inadequately or inappropriately trained education managers and educators.

**District-Based Support Team (DBST):** This is a group of professionals whose responsibility is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management (DoE 2008:3).

**Learner support teacher (LST):** This is a member of the local community responsible for identifying vulnerable children within the school and local community, assessing their needs and helping them to access appropriate

treatment, care and support social protection and other psycho-social support.(DoE 2011:5)

**Implementation:** the process of putting into practice a programme or set of activities new to the people attempting or expected to change (Hinds 2007:14).

**Institution-Level Support Team (ILST):** This is established by institutions in general, further and higher education as an institution-level support mechanism whose primary function is to put in place co-ordinated school, learner and educator support services (DoE 2008:3).

**Professional development (PD):** According to the Teaching and Learning International Survey (TALIS, 2010:58), professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. In this study it means how to apply the knowledge and skills to learners who are experiencing barriers to learning.

**Support:** Support services should be moving away from only supporting individual learners to supporting educators in the system, in order to “recognize and respond appropriately to the needs of all learners, thereby promoting effective learning” (DoE 1997:58). The DoE (2001a:19) also emphasises the training of personnel in order to focus on “supporting all learners, educators and the system as a whole so that the full range of learning needs can be met.”

## 1.8 CHAPTER DIVISION

**Chapter 1: Background and Research Problem:** This chapter provides an overview of the whole study. The emphasis is on the introduction and background, statement of the problem, rationale, aims and objectives of the study, need for the study, research questions, scope of the study, significance of the study, units of analysis, definition of key terms and chapter division.

**Chapter 2: Literature Review:** This chapter deals with the relevant literature on this topic in South Africa and in other countries. It deals specifically with the following aspects: purposes of professional development; the views about

professional development and models in education internationally and in South Africa and their weaknesses and strengths; and professional development on inclusive education internationally, for inclusive education in South Africa, and for inclusive education in South Africa.

**Chapter 3: Research Methodology:** This chapter deals with the methodology used in this study to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies. The methodology, the research instruments, the research process, issues of trustworthiness and ethical considerations will also be discussed in this chapter.

**Chapter 4: Findings:** This chapter deals with the findings from the data gathered from the interviews, observations and documentation. After presentation of the data which was presented verbatim without correcting any language errors, it is discussed.

**Chapter 5: Discussion of the findings:** This chapter contains the discussion of the findings from the interviews, observations and documentation.

**Chapter 6: Summary of the findings, conclusions and recommendations:** This chapter deals with the summary of the findings arrived at during interviews, observations and documentation. It also includes limitations, recommendations and conclusions.

## **1.9 CONCLUSION**

This chapter included an introduction and background, statement of the problem, motivation of the study, purpose of the study, context of the study, research questions, aims and objectives of the study, need for the study, scope of the study, significance of the study, units of analysis and definition of key terms and chapter division. The next chapter deals with the theoretical perspective on professional development. It focuses on research

findings in South Africa and in other countries on the professional development for supporting teachers in implementing inclusive education.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

As stated in chapter 1, the aim of the study is to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies. This study used the cases of the six schools in Butterworth and Dutywa districts in which teachers underwent professional development to implement inclusive education. It intended to find out whether the strategies used were effective or not and suggest effective strategies for implementing inclusive education.

#### **2.2 LITERATURE REVIEW**

Literature on professional development includes its purpose, both nationally and internationally, with its strengths and weaknesses. Focus will be placed on the issues of attitude and ways inclusive education teachers could be supported.

##### **2.2.1 Purposes of professional development**

Teacher professional development is important for improving schools in the sense that it affords teachers an opportunity to learn new knowledge, skills, practices and attitudes in order to educate learners more effectively (Owusa-mensah 2008:14). According to Steyn (2008:15), the purpose of professional development is to improve the quality of education. In a changing society, teachers need to continually update their knowledge, skills and competencies through professional development (Owusa-mensah 2008:15). In particular, it exposes teachers to content that helps them deepen and contextualise their knowledge on practices and prepares them to respond to individual learner needs (Research Centre 2004:3). According to the DOE (2003:19), the educator engages in professional development if s/he participates in activities which foster professional growth on

practices. Thus the opportunities of teacher development should be offered to every teacher on a continuous basis (Continuing Teacher Professional Development, CTPD) through their schools and districts.

### **2.2.2 Professional development and models in education in South Africa and internationally**

In order to understand continuing professional development (CPD) from a teacher's perspectives it is important to examine what teacher professional development involves, which different models exist, the conditions of their implementation, and why it is important to investigate it, especially from the perspectives of the recipient teachers.

Many countries are called to improve teacher quality by enhancing their teachers' knowledge of the subjects they teach and their pedagogical strategies and understanding (Darling-Hammond & Baratz-Snowden 2005). South Africa is no exception to this trend. For instance, In the United States of America (USA), professional development is regarded as a cornerstone for the implementation of standards-based reform, and the Committee on Science and Mathematics Teacher Preparation (2001) was an attempt to foster teacher improvements and change.

Many researchers have come to an agreement about what constitutes high-quality professional development, manifested in standards that are developed by professional organisations such as the National Staff Development Council, the American Federation of Teachers, and the National Institute for Science Education (Corcoran, McVay & Riordan 2003). The standards of CPD tend to focus on a variety of matters that have the potential to make it effective and useful. The importance of significant amounts of content information in professional development is, for example, included in many standard lists regarding professional development (Kent & Lingman 2000) and the delivery methods (Correnti 2007), many of which point to the greater role that participating teachers have in the success of CPD. For this reason, among others, the need to

understand teachers' practices with respect to CPD has thus become more urgent.

Currently, there is a need for relevant professional development which is influenced by the state mandates that require teachers to be highly qualified, and the need for an increase in student achievement (Benton & Benton 2008). Major educational reforms are taking place in many countries in order to meet the needs of their economy and society. Governments have also begun to acknowledge that teachers are crucial to the education system if any changes are to be effective (Hargreaves 1995). Bredeson (2002) considers teacher professional development as critical to the successful implementation of the various educational reform initiatives. For reforms and structuring to be successful, the professional development of teachers should thus be given priority. Besides individual satisfaction or financial gain that teachers may obtain as a result of participating in professional development opportunities, the process has a significantly positive impact on their beliefs and practices, students' learning, and the implementation of educational reforms (Villegas-Reimers 2003).

Villegas-Reimers (2003) also notes that teachers need professional development opportunities, not only because these opportunities promote the recognition of their work as professionals but also because they provide more opportunities for growth, exploration, learning, and development. As a result of the lack of effective classroom practices and related theoretical debates, especially in South Africa, many new approaches to professional development have begun to emerge (Jita & Ndlalane 2009). Such approaches include professional development programmes that have been and are still being implemented in many countries to assist teachers in improving their classroom practices.

Villegas-Reimers (2003) takes the view that for many years the only form of professional development available to teachers was staff development or in-service training, which usually consisted of workshops or short-term courses that would offer teachers new information on a particular aspect of their work. While this was often the only type of training teachers would receive, it was usually also unrelated to the teachers' work in the classroom. Only in the past few years has the professional development of teachers been considered a long-term process

which includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as the “new image” of teacher learning; a “new model” of teacher education; a “revolution” in teacher education; and even a “new paradigm” of professional development (Cochran-Smith & Lytle 2001; Walling & Lewis 2000).

Anamuah-Mensah, Mereku and Ampiah (2008), Dembele, (2004) and Lewin, Keith and Stewart (2003) all state that the issues of teacher education and the quality of professional development that have emerged from studies in Africa illustrate a number of persistent concerns that include the importance of identifying the good and useful aspects of practice and combining those with initial teacher education and CPD; the expense of teacher education models and the under-developed and under-explored relationship between schools and trainees; the role of relevant experience, learning styles or motivation and the need to pay more attention to the affective side; and the role of the school in training newly qualified teachers.

It is generally agreed that learning to teach is a lifelong process. The idea of professional learning for teachers as a continuous process has been emphasised by several researchers, such as Zeichner and Noffke (2001). To provide meaningful professional development for in-service teachers is seen as central to this goal. The meaning of in-service education is changing and it varies from country to country, depending on the level of preparation teachers receive prior to entering the profession (Villegas-Reimers 2003). Bolam (1982:3) observes that, for most if not all developed countries, in-service education and training refers to those education and training activities engaged in by primary and secondary-school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Studies on the effects of collaborative action research have found that experienced (in-service) teachers become more reflective, critical, and analytical about their teaching behaviours in the classroom when they engage in collaborative research (Rainey 2000; Smith 2005; McDonough 2006). However, in most parts of the world the majority of in-service programmes are too short, too



unrelated to the needs of teachers, and too ineffective at teaching knowledge (Villegas-Reimers 2003). In addition, Atay (2007) argues that current In-Service Education and Training programmes (INSET) are often unsatisfactory because they do not allow teachers to be actively involved in their development or reflect on their teaching experiences.

With the goal of promoting and supporting the professional development of teachers from the beginning of their careers until they retire, a number of types and models of teacher professional development have been developed and implemented in different countries. These emanated from different perspectives and philosophies on CPD, the most prominent in recent literature being professional development schools, distance education, teacher networks or school networks, workshops, seminars, courses, university-school partnerships, observations of excellent practice, and training models. It will be useful to know which lead to the desired outcomes and acknowledge that most professional development initiatives use a combination of models simultaneously, varying from setting to setting (Mokhele 2011:39).

### **2.2.3 Professional development models**

The instructional models discussed in this study advise the professional developers about the best way for teaching or instruction to take place more effectively and efficiently in a particular context and practical circumstances. For the purpose of simplicity, I have adopted Villegas-Reimers` (2003) scheme of grouping the models into two sections. The first section describes models that require and imply certain organisational or inter-institutional partnerships in order to be effective. The second group describes those that can be implemented on a smaller scale (a school or classroom). Many of those in the second group have been identified as techniques of professional development rather than models, whilst many in the first group use the techniques listed in the second group.

### **2.2.3.1 Organisational partnership models**

Organisational partnership models refer to those in the first group, requiring certain organisational or inter-institutional partnerships for their effectiveness.

#### **a. Professional development schools**

Professional development schools refer to partnerships between teachers, administrators and university faculty members which are created to improve the teaching and learning of their respective students and teachers with a purpose of uniting educational theory and practice (Villegas-Reimers 2003). This model involves and requires institutional support (Wise 2000), and is one model that does provide professional development for teachers throughout careers (Koehnecke 2001). Although this kind of model varies from setting to setting, according to Frankes, Carpenter, Rennema, Ansell and Behrend (1998) they all share the common goal of providing professional development experiences for both pre-service and in-service teachers and of raising the standards of education and schools. This model is however, not used very much in developing countries, including South Africa.

#### **b. University-school partnership**

Universities and schools form partnerships that operate like networks because they connect practitioners who share common interests and concerns about education. Miller (2001) believes that relationships between schools and universities aim to establish firm bases in the two spheres, to cross institutional boundaries in order to respond to the needs of these fields, to ensure inclusive decision-making and finally to create new values for educator development.

A number of universities have formed partnerships with schools for a long time and have been successful in promoting teachers' professional development (Moon 2002). In most of the reported cases, the schools and universities that are in partnership are located in the same geographical area, with some exceptions

where partnerships cross national boundaries. The nature of the university-school relationship varies from one teacher training institution to another. In the case of a university located in a small town, such as the one referred to by Wilmot (2004), the relationship is informal. They thus have a *de facto* contract based on the collegiality and goodwill between the university's education department and the local schools. In other cases in South Africa, formal contracts have been established through the learnership model which offers attractive financial benefits for schools. These payments are made to the schools by Sector Education and Training Authorities (SETAs).

Moon (2008) suggests a few criteria that ought to characterise the work of universities with school teachers, notably flexibility in whatever they offer teachers, and whether they better their qualifications or provide intellectual sustenance to enhance knowledge, skills and understanding. More universities need to adopt a distributed approach to their activities, and to do so they must fulfil their social responsibilities in many more formal and informal sites. They must embrace the increasingly technological forms of communication now available, and remain at the forefront of innovation. While these criteria are interrelated, the importance of addressing the crisis of teacher education and training, and the capacity to innovate, are questions of attitude as well as process. Finally, if universities are to help improve education systems they need to become much better at forming partnerships. For universities to work successfully with teachers they need well-developed partnerships with other stakeholder institutions.

### **c. Teacher - networks**

Delport and Makaye (2009) believe that the collaboration between schools to improve teaching and learning can take various forms. In the United Kingdom and other European countries, networks, federations and clusters are regarded as related concepts, despite each concept having its own nuances and implications. These networks between schools and school teachers, whose aims are to exchange ideas or provide mutual support, generally operate on an informal and voluntary basis and are also referred to as 'clusters' or 'communities of learning'.

Jita and Ndjalane (2009) believe that teacher clusters represent a recent experiment in the field of teacher professional development in South Africa. These scholars also note that, increasingly, teacher clusters are being used as a substitute for the traditional approaches to professional development which help teachers to increase their professional knowledge and improve their classroom practices.

Several researchers (Muijs 2008; Marneweck 2002; Dittmar, Mendelsohn & Ward, 2002; Madungwe, Mavesera, Moyana & Seremwe, 2000) agree that cluster membership offers several advantages, such as enhancing a school's general performance as it builds strong teacher communities; improving the exchange and sharing of expertise as members learn and solve problems collaboratively; fostering relationships between previously isolated schools; and promoting collegiality. Scholars who study teacher networks further contend that clusters promote decentralised decision-making, help disadvantaged communities, increase participation in development, support isolated teachers, and improve social equity (Villegas-Reimers, 2003). Professional learning communities are founded on a constructive dialogue among teachers and continuous face-to-face contact regarding the core work of schools. Such dialogues can include developing a consensus on the school mission; the shared planning of instruction and educational programmes; talking about teaching and learning through the study of classroom videotapes; and observing one another's teaching (Stodolsky, Dorph and Rosov 2008).

Teacher networks bring teachers together to address problems they experience at work and thus promote professional development as individuals and as groups (Villegas-Reimers, 2003). In support of this view, Huberman (2001) asserts the importance of using teacher networks as a means of providing support for teachers. A network can either be relatively informal, with regular meetings between teachers, or formalised by institutionalising the relationships, communication and dialogue (Lieberman 1999). Huberman (2001) presents a model that assembles teachers from different schools that share a common level of proficiency in a discipline, subject matter or activity. He also presents strong arguments for the importance of having these networks managed by the teachers

themselves, and for the networks to communicate, address issues, observe each other's work, and bring in experts from other fields.

Research has revealed that teachers who are part of clusters experience less stress and difficulty when implementing a new curriculum. Schools, particularly in disadvantaged communities, benefit from the collaborations as teachers are exchanged, resources combined and leadership shared (Muijs 2008:63-64). It is therefore very important that a group of teachers in a school or community carry out joint work that serves student learning and that the clustering of teachers, as a type of formal school collaboration, can be considered a strategy to improve schooling in South Africa, as it may well enhance teacher professional development.

#### **d. Schools' network**

A growing number of school districts are approving network structures as an alternative method of reform that improves schools without the negative effects of radical restructuring. This model developed from the notion that schools should work together to improve the educational system quickly. The most common form of network in education is a professional one that seeks to promote communication between educators. There have been several projects, which have included the creation of school networks to support teachers' professional development, improve schools and reform education (Villegas-Reimers 2003). Reformers envisaged networks as organisational structures that would encourage member schools to learn from and support one another and be a vehicle for both strengthening and accelerating progress within individual schools, creating a critical mass of restructured schools and exercising accountability across schools (Cervone 1994). In this model, schools come together voluntarily to create school families in order to access additional resources. In agreement with this notion, Robertson and Acar (1999) argue that teachers who participate in professional development networks do so voluntarily to advance their careers. The networks achieve this by bringing together teachers to learn new skills, find out about job

opportunities, and share common beliefs that form a normative foundation for their collective action.

#### **e. Distance education**

Distance education is defined by Perraton (1995:25) as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. It has become a very popular method for fulfilling course requirements or professional development for teachers. The most commonly cited benefit of distance education is the flexibility in time it allows the participant (Annetta & Shymansky 2008). Different countries have implemented distance education programmes to support teachers' professional development, using a variety of media, such as radio, television, telephone, written and recorded material and electronic communication (Miller, Smith & Tilstone 1998). Weinberger (2000) reports that more than half of the universities in the United Kingdom are involved in distance education, by offering postgraduate courses in that format. After studying the processes to complete a full Master's of Education (MEd) degree through a distance education programme, Weinberger reports very positive effects on the teachers' professional development. However, the literature offers no studies that assess the effectiveness of the use of distance education to support teacher professional development.

There is very little evidence to support the claim that teacher education, by means of distance education, leads to improved classroom practice. On the other hand, Broady (1995) notes the following advantages and disadvantages in this method: (1) distance education does not address practice, and student teachers must still complete a practicum before they graduate; and (2) case studies in developed countries have shown that students who complete their teacher training at least partially by means of distance education, develop self-confidence and the ability to learn on their own (a skill that is beneficial in their profession). UNESCO (2003:6) views distance learning as an effective form of professional development, especially for those teachers who stay in rural areas where they cannot attend workshops. Advantages of the above model are that it helps teachers to be

involved in action research, since they try out what works best for them in their classes, and it allows for personal interaction. The disadvantage is that, since teachers use trial and error to arrive at the effective teaching methods, it consumes much time before finding the solution.

### ***2.2.3.2 Individual models or techniques of professional development***

The following are the small or individual models, sometimes called the techniques for professional development:

#### **a. Teacher workshops**

Due to a number of under/unqualified teachers from the apartheid era, the DoE opted for workshops, seminars and courses for their professional development. This is done in collaboration with the universities. The Gauteng Department of Education (GDE) has taken responsibility for presenting CPD workshops to assist teachers in the General Education Training (GET) band to improve their skills. However, it has not been possible to train all teachers adequately with the regular support services of the DoE, as changes have been so widespread. As a result, the DoE decided to make a contract teacher training institutions to assist with the process of CPD (Lessing & De Witt 2007).

Fullan (1991:315) argues that after the teachers returned to their classrooms from workshops and conferences there was no significant change in practice, a cause of dissatisfaction also observed in the research on professional development of teachers in developing countries (Villegas-Reimers 2003; Leu 2004; MacNeil 2004). One of the findings of the review committee on the implementation of Curriculum 2005 was that there was practically no continuous support or development when teachers returned on site after receiving orientation and training at workshops (Review Committee on Curriculum 2005, 2000:61). Research conducted by Garet, Porter, Desimone, Birman and Yoon (2001) has

also shown that very few teachers actually participate in high-quality professional development because the predominant mode of professional development for the majority of teachers is still one-off workshops which are often not focused on subject matter. Lessing and Witt (2007) also found that teachers who attended OBE workshops in South Africa had a negative attitude towards most of these presentations because they did not supply applicable knowledge and skills for use in their classrooms, or for addressing the problems they experienced in their work environment. Because these workshops were presented during weekends, some teachers felt that they had to sacrifice too much time and effort in comparison to the knowledge they had gained. The expectation that they would have an understanding of OBE and be able to support learners with learning difficulties in an inclusive classroom had not been met. Similar results were obtained in a study conducted by Swart, Engelbrecht, Eloff and Pettipher (2002:183) in which teachers had a negative attitude towards in-service training (a form of CPD) as they felt that they had not acquired the knowledge or skills which would allow them to appropriately address diversity in their classrooms. However, given the new understanding of professional development as a continuous process of growth and learning, there are cases that show that workshops, seminars and courses, when accompanied by other types of professional development, can be successful.

Many researchers are critical of the workshops and believe most of them to be single experiences which are fragmented, incoherent, decontextualised and isolated from the real classroom environment (Collinson & Ono 2001; Villegas-Reimers 2003; OECD, 2005). However, it was a different case in a research conducted by Cutler and Ruopp (1999), in which middle school mathematics teachers from the Boston area of the USA met twice a month for two years to attend half-day workshops that addressed issues related to teaching mathematics. These workshops focused on different outcomes, some being content-based, while others focused on pedagogical knowledge and practice. The teachers involved believed that the workshops had been very valuable as their practices in the classroom improved. In trying to understand the teachers' opinions on the value of the workshops, particularly with regard to CPD, personal development and improving their teaching approach, Cutler and Ruopp learned that teachers found the CPD workshops important with regard to personal and skills



development, support, providing new information, confidence, and changing teaching habits. The results were that approximately 90% of the teachers viewed the provision of knowledge as one of the positive aspects of the CPD workshops.

#### **b. Observation of excellent practice**

In South Africa, a similar professional development programme, the MSSl project in Mpumalanga, aimed at improving the quality of mathematics and science education by enhancing the teaching skills of in-service teachers. More specifically, it aimed to institutionalise lesson study, a form of school-based CPD wherein a teacher conducted a study lesson, which was observed by other teachers. The observers listened attentively to all contributions made by the learners and wrote down any important remarks and behaviours of the teacher and learners that were related to achieving the lesson outcomes (Ono & Ferreira, 2010). This form of professional development programme offers teachers the opportunity to observe colleagues who have been recognised for their expertise and excellence in teaching. Teachers therefore have the opportunity to learn from the knowledge, skills and attitudes that excellent teachers implement in the classroom. One example of this model, the teachers' International professional development programme, was implemented by the British Council, which sponsors British teachers to visit schools in a variety of countries (Villegas-Reimers (2003) and observe, first-hand, new aspects of teaching, so that they can share their experiences with other teachers in their schools and communities.

A similar programme cited by the same author was a United Kingdom and Australia fellowship scheme for teachers of Science (Villegas-Reimers (2003), in which the two governments provided funding for a few teachers to travel to each other's other country and observe practice, participate in research projects, attend workshops and enter discussions with other teachers (Robottom & Walker 1995). The programme was reported as being successful in promoting teachers' professional development.

### **c. Portfolios**

Tisani (2008) cites an example of the professional development of academic staff at a South African university, an initiative to develop academics into assessors and accredit them as such after they completed a relevant module and met its requirements. The module was to be assessed through a portfolio. In her conclusion, Tisani (2008) argues that many of the respondents did not produce a portfolio, attributing their unfamiliarity with the use of portfolios as the main reason for doing so and probably finding it an alien form of discourse. Some of the respondents even questioned the appropriateness and efficacy of portfolio assessment and highlighted the logistical issues as barriers to their learning. Portfolios were initially introduced to address a variety of student assessment concerns regarding the authenticity of tasks, learning over time, and the application of knowledge. In addition, they reflected and integrated many current theoretical perspectives on teaching and learning, such as constructivism, scaffolding, and peer coaching (McLaughlin & Vogt 1998).

Riggs and Sandlin (2000) maintain that a portfolio is a collection of items gathered over a specified time to illustrate different aspect of a person's work, professional growth and abilities. However, in teaching, a portfolio is usually regarded as a tool used to engage teachers and students in discussions about topics related to teaching and learning (Villegas-Reimers 2003). A teaching portfolio is a purposeful collection of evidence assembled by a teacher consisting of descriptions, documents, examples of good teaching, and thoughts on his or her educational practice, including illustrations of its complexity. According to Wolf (1991:130), as an alternative form to assessment, portfolios represent a way to define, display, and store evidence of a teacher's knowledge and skills that is based on multiple sources of evidence collected over time in authentic settings (in Delandshere & Arens 2003). There are three forms of portfolios that are normally used by educators: (1) An employment portfolio; (2) an assessment portfolio (as a way of assessing their competence and outcomes); and (3) a learning portfolio (a collection of items that help teachers to think about, and describe learning outcomes (Diets 1999).

These three forms of portfolio, according to Frederic, McMahon and Shaw (2000) and Lally (2000), are referred to as evaluation, assessment and employment portfolios. Teachers use both their evaluation and employment portfolios mainly to discuss their best work, advised to do so in order that their educational skills can be demonstrated. A development portfolio, which is also referred to as a learning portfolio, focuses on a teacher's process of reflection when they compile a teaching portfolio. Teachers should try to improve their teaching practice with the aid of a development portfolio (Lally 2000).

Portfolios seem to be a preferred method of assessment for making decisions about teaching. Many teacher education programmes require prospective teachers to develop portfolios to prepare them for licensing or relicensing. In parallel with teachers' use of portfolios, many schools have begun using them as part of their pre-service programmes with teachers in order to facilitate self-reflection, document growth on performance-based tasks, and promote a sense of professional efficacy (Tucker, Stronge, Gareis & Beers 2003). One of the strengths of a portfolio identified by educationists is that it allows individual learners to express themselves. Through a portfolio, they argue, candidates have an opportunity to be the focal point, work at their own pace, and cover content of their choice. In this way the learner is in control and feels more valued (Brown & Knight 1999). In their research, De Rijdt, Tiquet, Dochy and Devolder (2006) found that, due to the use of portfolios, the respondents were compelled to reflect on their own teaching, to actualise the learning content, to improve their course materials and to search for alternative educational methods.

In a qualitative case study of two elementary schools in Fresno, California, that implemented teacher portfolio evaluation, Stone and Mata (1996) interviewed and surveyed participants about their perceptions of portfolio-based teacher evaluation. The coding categories that emerged from their thematic analysis noted that they were personal, and realistic. Both teachers and administrators found the process more of a reflection of the practices in the classroom. This approach captures the whole picture in that teachers see this as a better way to look at a teachers' programme in its entirety.

The participants felt good, reinforced and supported by the process. Constructive criticism was also noted as part of the conversation. Administrators encouraged analysis, reflection, and self-evaluation, and the participants felt this model encouraged self-criticism. Some authors believe that portfolio conference promoted professional development (Stone & Mata 1996:8-9).

In perhaps the most comprehensive study to date on portfolios, Bond, Smith, Baker, and Hattie (2000) examined the validity of the National Board for Professional Teaching Standards' (NBPTS) portfolio-based teacher assessment process. The NBPTS has established standards for the advanced certification of teachers in 20 different fields and has certified more than 10,000 teachers (Harman, 2001). In its certification process, the NBPTS has relied heavily on a portfolio evaluation system since its inception in 1987 (NBPTS, 1991). In their study, Bond, Smith, Baker and Hattie (2000:viii) investigated whether National Board Certified teachers and their non-certified counterparts can be distinguished on the basis of the quality of work produced by their students. The researchers reviewed instructional lesson plans, made observational visits to the classrooms, and analysed samples of the work of 65 teachers' students. Their findings were that the National Board Certified teachers in this sample obtained higher mean scores on 13 attributes of expert teaching that have emerged from the ever-expanding body of research on teaching and learning (Bond *et al.* 2000:ix) than the noncertified teachers; the study also found statistically significant differences between 11 of the 13 attributes. The students of National Board Certified teachers also exhibited differences from those of the noncertified teachers. In their submitted work, the students demonstrated an understanding of the concept targeted in the instruction that was more integrated, more coherent, and had a higher level of instruction than understanding achieved by other students (Bond *et al.* 2000). This comprehensive construct validation study supported the premise that the portfolio-based assessment system could distinguish between experienced and inexperienced teachers and thus address one accountability purpose for teacher evaluation (Tucker, Stronge, Gareis & Beers 2003).

Although there is encouraging news regarding the application of portfolios for the accountability and professional growth of teacher evaluation, research regarding their effectiveness as a measure of teacher quality is limited, particularly regarding issues such as utility, validity, and reliability (*ibid.*). Borko *et al.* (1997) made a case for the use of teacher portfolios more than a decade ago, whilst Tucker *et al.* (2003:255) also cautioned that it remains to be seen whether, in any conditions, a school teacher's portfolio can be useful either for schoolteachers or for their administrators.

#### **d. The training of trainer's model or the cascade model**

In South Africa, the trainer's model was initially used as an advocacy strategy by the DoE to provide CPTD to teachers to enable them to implement the new national curriculum (Engelbrecht & Green 2007). The other example, cited by Jita, Ndjalane and Maree (2008), is the MSSl project where one of the approaches to training and development was to have university experts first train the curriculum implementers who presented it, in turn, to the cluster leaders. The cluster leaders then trained the teachers at school level. The knowledge can be seen to have cascaded from a few experts on an upper level, down to a large community of schoolteachers. The cascade model has however, been widely criticised as inadequate for delivering effective training (Khulisa, 1999; HSRC, 2000). When the intended message is transmitted to the next level, the chances of crucial information being misinterpreted are high (Fiske & Ladd, 2004). The approach failed to prepare either officials or school-based teachers for the complexity of the implementation of the new national curriculum.

Ono and Ferreira (2010) documented how teachers frequently complained that even the district trainers themselves did not always understand the curriculum. The result was the watering down and/or misinterpretation of crucial information (Fiske & Ladd, 2004:162). Robinson (2002) and Graven (2002) also discuss the dissatisfaction with the cascade model that introduced teachers to the new curriculum in South Africa.

Robinson (2002) argues that it offers training, but with little or no follow-up support structures for teachers who have to deal with the long-term implementation of the new reforms. This concern coincides with the apprehension that a serious challenge facing South African education in general is the lack of any successful translation of new curriculum reforms into classroom practice. This is despite the widespread use of professional development to help teachers understand the new reforms (Rogan & Grayson 2003).

Ono and Ferreira (2010) argue that the cascade or multiplier approach is often used to transmit the knowledge or information from the upper to the lower groups of teachers. In this model, a first generation of teachers is trained or educated on a particular topic, aspect of teaching or subject matter, and once proficient, they become the educators of the second generation (Griffin 1999). This entails training the trainer to ensure that knowledge is transferred from experts and specialists to the teachers. In many developing countries the cascade approach is popular for reaching many participants in a short time (Leu 2004). The advantages of this training model are that it allows training to take place in stages so that progress can be monitored and, as more teachers receive training, information can be disseminated quickly to an even larger number of teachers.

In theory, cascade training is cost-effective as those who have been trained can then train others, thus minimising expenses (Ono & Ferreira, 2010). In his example, Prescott (2000) describes the School-Attuned Project, in which a small number of teachers were taught through case studies how to identify and diagnose eight areas of brain functioning, contending that these teachers, in turn, taught their colleagues to complete the same assessment. This project had very positive effects on the teachers, the learners and learners' families.

#### **e. Coaching/mentoring**

In South Africa, Wilmot (2004) cites the example of a situation in which a university tutor identifies and approaches experienced teachers to act as tutors. Generally, teachers recognise the pedagogical benefits of mentoring Postgraduate Certificate in Education (PGCE) students who have fresh, innovative ideas and a

thorough knowledge of curriculum changes. In other examples of mentoring as a form of professional development, Hawkey (1998) examined how two different mentoring styles, one that focuses on providing multiple opportunities for the student teachers to learn and one that focuses on particular teaching experiences of student teacher, affected the learning process of their students. Both were found to be effective, and when the style matched that of the student teacher the experience was positive.

Holloway (2001) reports on some studies that show that mentors who have received some form of mentor training are often more effective in their roles. Jita and Ndjalane (2009) contend that the answer to the question of what it takes to change teachers' classroom practices remains problematic for South Africans, in spite of the effort and enthusiasm for teacher professional development. Very little appears to have changed in teachers' classroom practices (Jansen 1999), therefore I seek to add insights into the field and improve professional development. This study takes place against a background of numerous others which have found many of the approaches to teacher development as having had minimal influence on changing teachers' knowledge and classroom practice (Fullan 2001).

The main problem with such studies, however, is that many of the evaluations of the staff development programmes begin and end with an assessment of the individual's reactions to workshops and courses. In such cases, little is revealed about the acquisition of new knowledge and skills and how these affect a teacher's daily practice (Guskey 2000). In South Africa, CPD is directed at institutions and systems, and the entire process is based on assumptions of teacher deficit in terms of knowledge and skills (Christie, Draper & O'Brien 2004). As Sayed (2004) asserts, the weakness in many CPD programmes is that they position teachers as clients that need "fixing."

Mentoring or coaching is defined by Harwell-Kee (1999) as a process by which a colleague, who is a critical listener or observer, asks questions, makes observations and offers suggestions that help a teacher to develop, reflect upon, and execute different skills. It has become one of the most common methods to help new teachers, and research shows that, as a model, it is popular with both

mentors and beginner teachers (Ballantyne & Hansford, 1995). A review of research on teacher coaching suggests that when teachers are provided with the opportunity to meet with peer coaches or expert coaches to discuss implementation they are more likely to implement strategies and to adopt strategies that are relevant to their needs (Joyce & Showers, 2002). This process provides opportunities and structure for teachers' professional development. Mentoring is a form of coaching that tends to be short-term, for beginner teachers or teachers new to a school or education system, but it can also be continuous and long-term (Holloway, 2001). Coaching is a learned skill and therefore coaches and mentors also need to be trained. A mentor provides a newcomer with support, direction, feedback, problem-solving guidance, and a network of colleagues who share resources, insights, practices and materials (Robbins, 1999). Mentoring is one form of professional development that affects both new teachers who are being mentored, and experienced teachers who serve as mentors. According to Ballantyne and Hansford (1995), mentors have many tasks to execute: sharing information, providing access to resources, being a role model, counselling, coaching, encouraging reflection, providing career advice and supporting new teachers. In their research carried out in Australia, Ballantyne and Hansford (1995) report that the effects of 'buddy mentoring' (having a companion teacher) are very positive, but not sufficient. New teachers need access to other mentoring resources, such as specialists, consultant teachers, faculty from teacher-preparation institutions, and other resources.

### ***2.2.3.3 Hinds' models for professional development***

According to Hinds (2007:29-30), the following are the models for professional development.



**i. Concerns-based adoption model (CBAM)**

This model focuses on what happens to individuals when they try out new practices or implement innovations. People are most concerned about how change affects them personally (Hinds 2007:30).

**ii. Teacher change model**

Guskey (2002:383) is of the view that this model allows teachers to try out new ideas and witness positive learner outcomes before they fully embrace a specific model of professional development.

**iii. Teacher practise model**

This model focuses on what teachers actually do when they are teaching in their classrooms and the theories they use. Brown and Duguid (2000:127) note that practise is an effective teacher, which means that teachers learn by doing or making mistakes, and the community of practice is an ideal learning environment.

**iv. Constructivist approach teacher models**

These models focus on group learning, team building and what the team can know and can do Carter (2006).

***2.2.3.4 Smith's models for professional development***

Smith (2003) proposes the following models:

**i. Multi-session workshop**

This is conducted by a qualified trainer or professional developer, with the participants meeting from time to time in different sessions to discuss topics. Hence, it is called a multi-session workshop. The workshop leader facilitates learning through activities and discussion of a certain topic (Smith 2003: 1).

## **ii. Mentor teacher group**

In this model the participants have a mentor. It also involves different discussion sessions on a certain topic with the mentor. Participants learn about the process of peer coaching and receive feedback on various activities they were performing from observations by their mentors (Smith 2003: 1).

## **iii. Practitioner research group**

In this model there are also different discussion sessions. The participants learn basic principles of research and they conduct and help one another conduct research on a certain topic. The teachers with experience in professional development and practitioner research facilitate the groups, guiding participants through the research process and helping them learn from their own and other's research (Smith 2003:1).

### ***2.2.3.5 National Staff Development Council standards***

The National Staff Development Council standards for professional development (NSDCSPD 2013) section 3 propose the following types of professional development:

#### **a. Standardised teacher professional development (STPD)**

Standardised teacher professional development typically represents a centralised approach, involving workshops, training sessions, and in many cases the cascade model of scaled delivery. Standardised models tend to rely on training-based approaches, in which presenters share skills and knowledge with large groups of educators via face-to-face contact, broadcasts, or online facilities. Training-based models are frequently employed to develop ICT skills such as those covered by the International Computer Driver's License (ICDL), and sometimes to introduce the integration of computers into the curriculum. Standardised, training-based approaches should focus on the exploration of an idea and the demonstration and modelling of skills.

When employed in accordance with best practices, standardised approaches can effectively expose teachers to new ideas, new ways of doing things, and new colleagues. Secondly, they can help disseminate knowledge and instructional methods to teachers throughout a country or region. Thirdly, they can visibly demonstrate the commitment of a nation, vendor or project to a particular course of action.

Often, however, workshops take place at one time and in one location without follow-up, and without helping teachers build the range of skills and capacities needed to use new techniques when they return to their schools. These one-off sessions can help introduce and build awareness about computers, learner-centred instruction, or new curricula, however, training without support rarely results in effective changes in teaching and learning. Although the methods have weaknesses, they also have strengths in that they introduce the common knowledge base and skills to many participants, broadening teachers' knowledge by providing access to new ideas. They also engender new alliances and relationships among participating teachers. Finally they are a cost-effective means of distributing discrete set of knowledge and skills intended to be implemented by all teachers, for example, HIV/AIDS awareness in schools.

#### **b. The cascade model**

In the cascade model, one or two teachers from a school receive standardised teacher professional development via a training-based model and return to their schools to replicate the training that they have received. Cascade approaches are often used to help teachers learn basic computer skills and to integrate computers into teaching and learning. The World Links programme typically relies on a face-to-face cascade model, which champion teachers participate in professional development then return to their schools' computer labs to provide basic computing teacher professional development to their colleagues and serve as coordinators or managers of their school computers laboratories. Although the cascade-based teacher professional development is potentially beneficial, weaknesses in the approach may limit its effectiveness. Factors that impede changes in teachers' instructional practices include workshops that typically focus on helping champion teachers learn new techniques as users, without helping

them build the skills they need as professional-development providers. Secondly, the strong challenges for champion teachers due to a lack of both teacher professional development for school leaders, and programmes that motivate teachers to participate in teacher professional development. Thirdly, champion teachers may lack the leadership, facilitation skills and mastery of the new techniques they need to guide their colleagues effectively, even when time and resources are part of the overall teacher professional development programme. A disadvantage of this model is that as the information is cascaded down it becomes distorted. The advantages of the cascade model are that only a limited number of teachers are chosen for the training, thus not affecting the whole school. Others continue with their everyday practices.

### **c. Site-based teacher professional development (SBTPD)**

Site-based teacher professional development often takes place in schools, resource centres or teacher training colleges. Teachers work with local ('in-house') facilitators or master teachers to engage in a more gradual process of learning, and build mastery of pedagogy, content and technology skills. Site-based teacher professional development often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques. Site-based teacher professional development models help to bring together people to address local issues and needs over time, encourage individual initiative and collaborative approaches to problems, allow more flexible, sustained and intensive teacher professional development and provide ongoing opportunities for professional learning among a single set of teachers.

However, site-based approaches are time- and labour-intensive, which also give rise to challenges. Site-based approaches require locally-based teacher professional development providers skilled in facilitation, instruction, content, curriculum, assessment, and technology. Facilitators should be adept at helping teachers succeed in low-resource environments.

Establishing and maintaining a network of such facilitators to meet the needs of large-scale TPD programmes is challenging in any environment. In the teacher-poor education systems of some developing countries, this challenge is magnified.

In addition, because site-based teacher professional development extends over a longer period and takes place in many locations, initiatives in specific regions may be disrupted by civil conflict, disease (e.g., HIV/AIDS and cholera), or changes in school leadership. Despite these challenges, site-based teacher professional development should be part of any country's long-term professional development planning for educational improvement. Such programmes may be expensive, while local teacher professional development providers are being developed. However, once site-based programs are in place, new curricula, pedagogies, tools, and administrative practices can be introduced in a cost-effective manner. Strengths can also be noted in that it is more conducive to build a community of practice. It is again advantageous because it is locally based, focused on local needs and builds and cultivates local expertise. It is also used to support sustained teacher professional development efforts that cultivate expertise in schools. Its weaknesses are that it is time-intensive. It is also difficult to provide expertise to low resource areas, especially those impacted by conflicts or that are in geographically remote areas.

#### **d. Self-directed teacher professional development (SDTPD)**

In self-directed teacher professional development, teachers are asked to determine their own professional development goals and select activities that will help them attain these goals. Self-directed teacher professional development can involve watching video examples of classrooms, reading books on education or a field of study, keeping journals, performing case studies, taking online courses, or observing classes taught by colleagues. Many teachers already participate in informal, self-directed teacher professional development, by seeking out an experienced colleague for advice, for example, or searching for lesson plans on the Internet. Self-directed teacher professional development places all responsibility on the teacher and requires little of the school. In many cases, school leadership directs a teacher to develop expertise in a certain area without providing resources or guidance.

Teachers may be challenged to make use of the resources that they find on their own, for instance, if a lesson plan on plant biology uses Canadian trees as examples a teacher needs to be able to substitute local trees in ways that support

the lesson accurately. If a project description involves “cooperative learning,” and bases assessment on interactions within small groups, a teacher without advanced skills may make poor use of the project. Self-directed activities are most effective with teachers who are motivated self-starters, and who have already developed teaching skills and subject mastery. For these reasons, self-directed teacher professional development does little to promote basic or intermediate skills, and so is of less benefit to low-skilled teachers. Computers and the Internet can make self-directed teacher professional development more worthwhile, but even with ample access and connectivity, self-directed it works best with *advanced* teachers wishing to enhance their knowledge and skills. While teachers should certainly be encouraged to participate in continuous, self-motivated learning, self-directed activities should not be used as the primary means of providing teacher professional development. Instead, they should be used to complement and extend a standardised and/or site-based form, since these allow flexibility, opportunities for choice and individual opportunity and teachers can participate in line communities and access resources that would be otherwise unavailable.

Some noted weaknesses of the model include access to technology or to other sources. It is assumed that the teacher has already developed a high level of expertise and it only works with teachers who are highly motivated and autonomous. Another weakness is that when the technology is not working the learning opportunity is lost.

#### **2.2.4. Professional development for inclusive education in South Africa**

According to Engelbrecht and Swart (2001:259), a lack of appropriate professional training, particularly when educators are required to implement new practices with inadequate continuing training in order to meet the needs of an increasingly diverse learner population, is a source of stress. In the experience of the researchers, in many instances inclusion has occurred without an understanding of the implications for educators who have much of the responsibility for implementing new policies. The general attitude of the participants in a study

towards inclusive education conducted by Bothma and Gravett (2000:203) appeared to be negative. Educators argued that specific types of persons choose to work with learners experiencing barriers to learning. With the new dispensation, ordinary educators are now challenged with the task of accommodating diversity, preventing and addressing barriers to learning and development. The participants felt that they had neither the training nor the ability to work with learners experiencing barriers to learning.

From a special educator's point of view it appears that inclusive education shows a vacuum in the training of mainstream schools' educators which will have to be filled with compulsory training in special education. Whilst the theory of inclusive education emphasises the importance of providing sufficient support for educators and learners in mainstream schools, knowledge and skills should equip them to deal with LEBL (Engelbrecht & Hall 1999:230).

Engelbrecht et al. (1999:12, 157) argue that teachers have an important role to play in facilitating inclusion, and since they are central to the success of inclusion they are constantly in need of concrete advice on handling difficult situations. Teachers, especially those in mainstream schools, who are novices in including students with diverse needs in general educational classrooms, need much support. They may feel in need of training and encouragement, which could be provided through staff development (Gibson, Swartz & Sandenbergh 2002:31). The concept of staff development is also referred to as 'human resources development', 'professional development', and 'teacher development' (Donald 2002:159). This process is intended to improve the skills, attitudes, understanding or performance of teachers in their present or future roles (Reay 1996:127).

The professional development of teachers is also viewed as a priority for any education system, as also recognised by recent policy documents. A continuous process, it can be viewed as a lifelong tour (Donald 2002:159). The training of teachers is important (Hargreaves & Fullan 1992:75), with the initial training crucial as it assists teachers in setting particular goals they wish to achieve in their future careers. The orientation of new teachers at their first place of work is an important though often ignored or neglected aspect (Donald 2002:159). It is clear that there are a large number of teachers who are highly effective in their profession and

have a clear vision of their professional aims. Some, however, may not be in this fortunate position and therefore require in-service education and training throughout their careers. Continued development of skills, insights and qualities are essential for the purpose of expanding a teacher's professional and personal education.

Steps taken by teachers (Donald 2002:159) include updating subject knowledge with regard to activities in inclusive classrooms through further study; increasing teaching skills and understanding of the teaching and learning process in an inclusive classroom, through in-service programmes; expanding on insights that help one to understand oneself, one's learners, the context in which inclusive education teaching and learning occurs, and how all of these interact. The face of schools is changing in an evolving South African society, and teachers therefore need to update their skills.

Educators have not received formal training in respect of the implementation of inclusive education either from pre-service or district offices (Faller 2006). Quality and definition of service delivery is relative to the training and skills of educators, described in the Education White Paper 6 (DoE 2001:18) as the primary resource for achieving the goal of an inclusive education and training system. It must therefore be in the interests of education that they are adequately trained. Knowledge and skills are twofold, and educators need a knowledge base for inclusive education as conceptualised by the policy documents. They are necessary for teaching diversity in the classroom, the latter including an understanding of barriers in order to modify and adapt teaching methodology in the classroom. Educators need support from knowledgeable management teams at institution level and from personnel in district offices, in order to implement inclusive education.

Faller (2006:5) writes of an inadequate training of teachers: "...universities are ill equipped to provide adequate teacher training programmes for all school phases", and rural teachers who come to "...better equipped universities in cities often become urbanised and do not return to rural areas". It may thus be reasoned that the educators are not well trained or prepared for current challenges in schools and there is a lack of leadership and expertise as well as increased class size ratio



for those already in schools. Wildeman and Nomdo (2007:18) consider a “blind spot in the Education White Paper 6, to be the lack of discussion of the role of public schools in realising delivery goals.” Educators in the schools lack knowledgeable and competent support from higher levels in education. Theories (Slee 1997:409) on special education, which must be grafted into mainstream education, leave educators challenged as they face unaddressed ambiguities in their personal constructs of inclusion and perceptions of how to implement it.

Moon, addressing the Teacher Education at a Distance Conference (Unisa 2008 in Mokhele 2011), stated that 85% of teacher education was pre-service education, which means that an educator in the profession for a possible thirty-year period may not receive any further professional development. Prinsloo (2001:345) believes that South African schools need to be restructured, and she quotes Weeks (2003:23), who claims that community-based involvement is essential as skilled and experienced staff can effectively bring about better delivery of the curriculum and actualise the full potential of the learners. Educators need to be trained in pre- and in-service programmes to focus on the strengths of learners and to regard their different cultural and ethnic backgrounds as having the potential to stimulate a richer learning environment. They also need to understand their diverse needs in the classroom, to identify their problems and to give support to them all so they learn and develop optimally (Prinsloo 2001:345).

Possibly the single greatest challenge facing education is the re-education and the training of educators to think and work from a new frame of reference, as they are the ones who deliver the service and bring the curriculum to the learners (UNISA 2003). The need to ‘support teachers’ in the implementation of inclusion is accepted internationally, as recognised by Education White Paper 6 Special Needs Education (DoE 2001:18), which states that it is critical for staff development, and continuing assessment of educators’ needs to take place at both school and district level. Landsberg (2005:61) quotes Scruggs and Mastropieri as calling for systematic and intensive training, either as part of initial training or in-service training by competent and experienced people. Many educators do not feel adequately prepared to understand or cope with the multitude of demands made upon them in respect of teaching children from contexts far removed from

their own. Educators experience challenges through inadequate and ineffective training. As key to successful implementation of an inclusive system, they will need time, continuous support and in-service training. Thus, change requires long-term commitment to professional development (Swart, Engelbrecht, Eloff & Pettipher 2002:175). The Education White Paper 6 (2001:18) refers to curriculum and institutional barriers to learning, which include the content; the language or medium of instruction; the organisation of the classroom; methods and processes used in teaching; the pace of teaching and time available to complete the curriculum; the learning materials and equipment used; and assessment.

### **2.2.5 Professional development in other fields of education in South Africa**

In view of the National Education Policy Investigation report (1993), there is a need for in-service education and training to support the development of teachers. Therefore, in-service education and training is to help improve the quality of teachers and the standard of teaching so that they can provide quality basic education in the after effects of apartheid. The subject advisory services of the state-owned education system are traditionally responsible for in-service training of teachers. However, in mathematics education there are other organizations that are involved in the education of in-service mathematics teachers. Since most of these programmes are subject based, teachers are usually clustered according to their geographical location and the grades in which they teach. Over the last few years the main focus was on preparing teachers for the new National Curriculum Statement (NCS) and its assessment standards. This is in line with the views of many educationists, such as Laridon (1993), that any new curriculum is bound to fail unless the teachers who are going to implement it are well trained in content, instructional approach and the assessment procedures. Most of these training sessions were in the form of one-to three-days workshops usually held in the afternoons. However, there were occasions where teachers attended workshops for a week during school holidays. Invitations to the workshops were always given in advance, and they specified who was supposed to attend.

The improvement of education in developing countries is presently a priority of policymakers and educators alike. Feiter, Vonk and Akker (1995) explain that teachers should be the subject of focus as they are central in the process of improving education. In support of this idea, Feiman-Nemser (2001:1014) argues that after decades of school reform in the USA, there is a growing consensus that the quality of American schools depends on the quality of its teachers. If a country wants its schools to teach students more effectively, it has to offer more powerful learning opportunities to teachers. Unless teachers are given access to serious and sustained learning opportunities at every stage in their career, they are unlikely to have their students meet the demanding new standards of learning or to participate in solving educational problems. Moon and Dladla (2002) suggest that school-based training is essential. Unqualified and under qualified teachers clearly need training; qualified teachers need career-long opportunities, particularly in order to aid their understanding of how to implement the new curriculum policies being pursued by most countries. The report of the Commission for Africa (2005) in Mokhele (2011:63) made investments in teacher training a major recommendation and indicates that the push to achieve Education for All (EFA) will certainly never succeed without substantial investment in teacher recruitment, training, retention and professional development. Other reports, as noted by Moon (2007), have pointed to the large numbers of unqualified teachers in schools and the difficulty of attracting new recruits. A survey of eleven eastern and southern African countries indicated that a third of existing primary school teachers are untrained (Unesco 2000). Lastly, there is also evidence showing that the shortfall in trained teachers has risen and will become greater if the expansion to meet EFA targets continues (Lewin 2002). Despite this, little detailed information is available on how to accomplish teacher development. In-service teacher development is generally considered a prime area for intervention (Feiter, Vonk and Akker 1995). The problem, according to Fuller and Clarke (1994), however, is that there are few studies that document its effectiveness and give directions for choosing implementation strategies. A few studies have completed more detailed research on this topic, but these involve specific countries. According to Dembele and Miaro (2003), the first major reviews of the literature on teaching effectiveness and teacher education in developing countries were carried out at the end of the seventies and involved countries of different developing

regions, namely Africa (Egypt, Kenya, Uganda), the Middle East (Iraq), Asia (India, Malaysia, Philippines), and Latin America (Brazil, Chile, Paraguay). One of the questions addressed in these reviews was whether teacher training makes any difference or not. According to Dembele and Miaro (2003) most studies agree that teacher education does make a difference in developing countries, including Africa. They conclude, however, that such a general positive response is in fact an over generalization of findings because not all training programmes benefit teachers, and not all trained teachers nor all schools, have a positive effect on student learning. In addition to this argument, Husen *et al* (in Dembele and Miaro 2003:21) also indicate that out of 11 studies on teacher training, six show a positive effect, three discovered no effect and two a negative effect.

Research in Botswana found that the classroom practices of teachers with more pre-service preparation were not very different to the practices of teachers with less preparation. Researchers in South Africa, Nigeria and Kenya have also noted the difficulty of moving secondary teachers from a teacher-centred to a student-centred classroom approach. Part of the reason for the teachers' resistance to new methods is the change that these methods imply to the culturally accepted relationship between teachers and students. In fairly recent literature Akyeamong and Lewin (2002) analysed the attitudes of student teachers. Their data, based on primary and junior secondary teachers in Ghana, provide little evidence that teacher education is having a lasting impact on teacher behaviour. In their study, teachers beginning training were less likely to believe that caning is necessary in maintaining discipline than those finishing the course or those newly qualified. In their research, Moon and Dladla (2002) list some of the obstacles that hamper the successful development of new types of teacher training. Moon and Dladla then outline these issues as follows: (1) there is a wrong perception that school-based teacher education can be equated to old-fashioned distance education (correspondence courses that provided a cheap means of training across much of the region, and in some respects still do); (2) as institutions and countries have begun accepting that school-based models must be devised, there has been far too heavy a reliance on the models and structures used in traditional pre-service teacher training courses. It is logically impossible, for example, to take a ten-credit college course and try to translate it into a school-based model; (3) the lock-step

equation of one year's full-time study must equal two years part-time study seriously inhibits the new forms of school-based training that must be introduced in the coming decade. The upgrading of qualifications from certificate level is being planned to extend to over six years; (4) programmes are designed in such a way that large sections seem irrelevant to teachers. Teaching educational theory or subject knowledge without making it meaningful to the daily tasks of teachers is wasteful; (5) in most countries policies do little to balance time and resources between pre-service training and ongoing CPD. Some of the studies on CPD that were conducted in Mpumalanga include that of Pandey (2010). He specifically evaluated the science teacher development project which was undertaken in the rural areas of Mpumalanga; the impacts, achievements and failures of the study were evaluated, and in conclusion, Pandey (2010) noted that the project did contribute to improved teaching, and in many cases more than expected. Another study about teacher professional development was conducted by Ndlalane (2006), who investigated teacher clusters and the opportunity that these clusters provide science teachers: to collaborate and share their knowledge and classroom practices. The study analyses a professional development intervention on science and mathematics in Mpumalanga. Ndlalane concludes that teacher clusters are better at changing the classroom practice of science teachers by allowing them to focus specifically on their content knowledge, pedagogical content knowledge and the interactions between the two.

#### **2.2.6 Professional development for inclusive education internationally**

Historically, professional development was typically provided through large group workshop-type settings in which an outside expert delivered training on an adopted pedagogy on a designated in-service day (Choy et al. 2006; Diaz-Maggioli 2004; Guskey 2000; In Praxis 2006; Wilson and Berne 1999). Teachers were expected to implement such training, often referred as "sit and get," the next day back in the classroom (Dana & Yendol-Hoppey 2008). Over time there emerged a gradual shift from one-off, discrete events structured in knowledge transmission to participant-centred support with continuous knowledge development (Diaz-Maggioli 2004; Kerka 2003). Scholars have called for new

approaches for professional development as it has become evident that a single view is not meaningful and is no longer appropriate (Diaz-Maggioli 2004; In Praxis 2006; Lieberman and Miller 1999). Dana and Yendol-Hoppey (2008) have outlined three types of teacher knowledge relative to teacher practice and best supported with specific professional development activities, namely, knowledge *for* practice, knowledge *in* practice, and knowledge *of* practice.

Knowledge for practice is viewed as best aligned with traditional professional development practices when a trainer imparts information from research to teachers. This knowledge assumes a level of correctness concerning specific teaching practices and provides for generic learning dilemmas; however, it provides little support towards implementation within a teacher's specific context. Knowing in practice acknowledges teachers' practical knowledge and its importance in improving teacher practice. This knowledge is supported through teacher application in daily work, reflection, and collaboration with peers. Finally, knowledge of practice emphasises the use of systematic inquiry to study teachers' own knowledge and practice. Teachers create this type of knowledge by raising their own questions and by engaging in teacher research related to their own teaching practices. Dana and Yendol-Hoppey (2008) believe that in order to support teacher learning and facilitate real change, professional development activities must be aligned to the knowledge source.

Hawley and Valli (2000) argue that new knowledge alone does not bring about change. Teachers must experience various types of learning, therefore professional development must engage their beliefs, habits, and experiences. Similarly, Peery (2004) acknowledges the need for change and proposes an inside-out model for staff development to facilitate continuous learning and emphasise process over product. She maintains that in order for professional development to lead to positive growth it must be meaningful; therefore, reflection, inquiry, skill demonstration, and collegial networking are critical to facilitate reflection in action and on action. Likewise, Lieberman and Miller (1999) insist that teachers learn through collaborative engagement as they share new learning and their struggles to reach all children and work to expand their repertoire with peers. In related work, Marzano (2003) concludes the importance of engaging teaching in

meaningful staff development activities in a synthesis of existing research over the previous 35 years on factors critical to student achievement. Over the long history of public education there have been a multitude of reforms, including standardisation, equity, minimum competency, mainstreaming, and most recently, higher standards (Little 2001; Little & Houston 2003).

Without specific efforts targeted on the necessary changes needed for students in a classroom, reform efforts fail to improve student outcomes. Teacher and school-based reforms have the potential to change what and how students are taught. Successful movement through the change process demands coordinating quality professional development to provide new and deeper levels of knowledge and practice based on teacher needs. Thus, continuous teacher development is essential to successful change, improvement, and reform. Transmitting change to the classroom is exceedingly difficult and the sustainability of new instructional practice is generally low (Fullan et al 2006 & 2007; Little 2001; Little & Houston 2003; Mc Leskey & Waldron 2006; Sparks 2002; Hawley & Valli 2000; Knight 2007; Zepeda 2008; Borko, Elliot & Uchiyama 2002; Joyce & Showers 2002; Lieberman & Miller 1999).

Research has shown that traditional forms of professional development are far from effective, with such training resulting in a 10 percent implementation rate (Knight 2007). Joyce and Showers (as cited in Bellanca 2009) report in their landmark study, conducted in 1983, that less than 10 percent of information relayed in 'stand and deliver' format only had any effect on actual learning in the classroom. Educational consensus attests to the importance of incorporating long-term support and viewing teachers as collaborators in the process of improvement as critical factors to successful efforts to sustained implementation (Bellanca 2009; Klingner, Ahwee, Pilonieta & Menendez 2003; Weiss & Pasley, 2006). Effective professional development is a highly complex and comprehensive process of change (Little & Houston 2003). To alter teaching practices in meaningful ways, teachers must move beyond learning new scientifically based instructional practices and content and augment their current practice through effective professional development to incorporate continued support (Joyce & Showers 2002; Little & Houston 2003).

A wide gap exists between professional development targeted to effective teaching practices and actual implementation (Klingner, Ahwee, Pilonieta & Menendez 2003), described by Reeves (2006) as the 'knowing-doing gap'. Professional development potentially impacts student achievement in a three-rung process: 1) initially, teacher knowledge and skills are enhanced; 2) subsequently, this heightened knowledge improves classroom teaching; 3) thirdly, improved teaching elevates student achievement. Each link is critical to impacting student achievement (Guskey 2000; Yoon, Duncan, Lee, Scarloss & Shapley 2007), however, actual teacher implementation and consistent use are critical to enhanced classroom instruction (Joyce & Showers 2002). Professional development has often been viewed as indispensable for novice teachers, but has been seen as more discretionary for experienced teachers. Effective teacher preparation demands a career-long continuum of development (Diaz-Maggioli 2004; U.S. Department of Education 2002; Zepeda 2008). It requires systematic follow-up for sustainability and continual opportunities for practice, rather than the one-shot characterisation of traditional workshop training programmes (Lieberman & Miller 1999; Wilson & Berne 1999).

### **2.2.7 Professional development in other fields internationally**

According to a recent survey carried out by New Zealand's Ministry of Education (1999), their teaching profession is a relatively mature working force. The survey found that 37 percent of teachers began teaching in the 1970s, and that most had received their training before major reforms in educational administration and curriculum of the previous ten years. Again, their training was provided before the explosive growth of information and communications technologies currently affecting all aspects of education. In-service training is therefore necessary to ensure that teacher skills and capabilities continue to meet the changing requirements placed upon them, with programmes in New Zealand primarily aimed at improving the skills and capabilities in a defined area. In-service teacher training in New Zealand is said to be continuous for practicing teachers, typically arranged by the schools that employ them. The schools are responsible to do needs analysis to determine the development needs of every teacher. The



Education Review Office (2000) reports that many schools appear to determine training needs by systematic performance appraisal systems that have a professional development component. According to the Education Review Office (2000) in New Zealand, most of the professional decisions are left in the hands of the schools and the individual teachers. The education authorities emphasise shared commitment to professional development that involves both teachers and schools. Teachers can enhance their own professional development through academic study, sharing with other teachers and reading widely. The schools in New Zealand are said to have more discretion about how much and what type of in-service training is carried out. They help teachers to learn new teaching skills by organising time for teachers to undertake resource development, and also support them to undertake further professional studies. Furthermore, the schools arrange for teachers to visit their colleagues' classrooms or observe programmes in other schools (Cardno (1996). In a survey of recent New Zealand and International literature on the transfer of training from in-service courses to classroom practice, Fordyce (1999) notes that transfer is more likely to occur when in-service courses are school-based.

### **2.2.8 Effective professional development**

Effective professional development has obtained a shared vision over decades of study. Loucks-Horsley, Stiles and Hewson (1996) defined seven principles within the best professional development experiences for science and mathematics educators in their comprehensive overview of the research on professional development. These are recognised in various content areas, driven by a clear, well-defined image of effective classroom learning and teaching. They provide teachers with opportunities to develop knowledge and skills and broaden their teaching approaches in an effort to create better learning opportunities for students; use instructional methods to promote learning for adults which mirror the methods to be used with students; build or strengthen the learning community of science and mathematics teachers; prepare and support teachers in leadership roles, consciously provide links to other parts of the educational system; and lastly, include continuous assessments.

In more recent work, Weiss and Pasley (2006) argue that high quality professional development is grounded in research and clinical knowledge of teaching and learning, aligned with school curriculum and assessments, and focused on student learning in that context. Further, such development employs existing teacher expertise to plan activities and strategically provides teachers with active opportunities. Clear professional development characteristics have been delineated and supported by a multitude of research. Abdal-Haqq (1996) provides an extensive listing of effective professional development characteristics reported in the literature, including school-based and embedded work that recognizes teachers as professionals and adult learners. It is continuous and provides adequate time and follow-up support, focuses on student learning, and is collaborative, ensuring opportunity for teachers to interact with peers.

The extensive listing has been echoed by numerous others in the literature (CSRI 2006; Choy, Chen & Bugarin 2006; Desimone et al. 2002; Diaz-Maggioli 2004; Dyke & Tapogna 2008; Elmore, 2004; Hawley & Valli 2000; In Praxis 2006; O'Shea 2005; Walther-Thomas, Korinek, McLaughlin & Williams 2000; Wilson & Berne, 1999; Zepeda 2008). Effective professional development is considered content-focused and linked with the real work of the classroom. In order for teachers to link professional learning to their real work in the classroom a direct application must be apparent (American Research Association 2005). The CSRI (2006) maintained that the most effective professional development programmes placed content at the centre, and thus focused squarely on curriculum. Broader areas such as classroom management or higher thinking skills are naturally folded into content learning. Similarly, in an extensive review of in-service studies in teacher education, Kennedy (1998) argued that effective professional development begins with a content focus, as research has placed emphasis on teachers' knowledge of the subject, on the curriculum, and on how students learn a particular subject. These demonstrated greater gains than professional development focused on teacher behaviours. In more recent work, the American Research Association (2005) concluded that professional development results in better instruction and improved student learning when it is aligned to authentic curriculum materials that teachers use, academic standards which drive their work, and accountability measures that indicate their proficiency. Understanding

the effects of professional development is central to improved teaching and subsequent student learning.

In important work in a national, large-scale probability study on the effects of different characteristics of professional development on teacher learning, Garet et al. (2001) described three core features of professional development activities that have significant impact. Based on self-reported increases in knowledge and skills and changes to teachers' classroom practice, the researchers found that focus on content knowledge, opportunities for active learning, and coherence with other activities were the most important components of effective professional development. In the same way, Sparks (2002) insisted that powerful professional development must focus on deepening teachers' subject area knowledge, associated self-efficacy beliefs and inclusive classrooms instructional strategies, rather than generic instructional skills. He maintained that effective teachers must know their content so thoroughly that they can present it in a compelling, comprehensible, and challenging manner. Further, he reported that research demonstrates a strong relationship between teachers' content knowledge and the quality of their instruction.

### **2.2.9 Factors influencing teachers' attitudes**

The beliefs and attitudes of teachers are critical in ensuring that implementation of inclusive education becomes a success. The results from previous research suggest that attitudes of teachers towards inclusive education are influenced by various factors (Pottas 2005:82).

#### **(a) Child-related factors**

The nature or type and severity of a child's condition that determines his/her educational needs influence the teachers' attitude. The more severe the condition the more negative the attitudes become. Teachers view a child with severe condition as putting more responsibility on their shoulders. Another finding is that teachers have negative attitudes towards teaching learners with emotional, behavioural and intellectual disability problems than teaching those with

orthopaedic and sensory problems. The learners with emotional, behavioural and intellectual disabilities pose problems regarding to classroom management and discipline, for example, obeying the classroom rules, whereas those with orthopaedic and sensory problems pose problems related to instruction. The latter are treated with a more positive attitude because they do not disturb the classroom (Pottas 2005:67).

**(b) Teacher related factors**

The new demands of the curriculum and change in the roles of teachers have resulted a feeling that they lack knowledge and personal efficacy to develop appropriate curricula and plan effectively for inclusive education (Forlin 1998:103). This is supported by a study conducted by Nyembezi (2010:113), which found that the separation of learners experiencing barriers to learning from the whole class and grouped together in the same class indicate the lack of knowledge on how to effectively include them in the curriculum. The feeling of discomfort experienced by the teachers revealed that they were not confident in what they are doing. Lack of confidence was linked to lack of knowledge because if one has knowledge he/she has full confidence in what he/she is doing. His study also revealed that one teacher decided to register for distance learning so as to increase her understanding of inclusive education.

Inadequate training (pre-service and in-service), lack of experience of inclusive education, little control over decisions are other problems are mentioned in the literature. Pottas (2005:67) takes the view that teachers perceive their lack of knowledge and lack of personal efficacy as linked to their training. Teachers who perceive themselves as competent to teach LEBL have positive attitudes towards inclusive education, as they were trained in inclusive education. In a study conducted by Avramidis, Bayliss and Burden (2000a:207) in Pottas (2005:67), there was found a specific relationship between teacher training on inclusive practices and significant higher positive teacher attitudes. The effect of learners experiencing barriers and those who are not seem to be a concern of teachers (Forlin 1998:102). This links to teachers having mixed feelings about the potential benefits of inclusive education (Pottas 2005:67).

**(c) Variables related to education environment**

The factors that show up in the literature include lack of appropriate support services for learners and teachers, classroom layout and restructuring of the buildings, class size, curriculum as well as funding and time. Previous studies show clearly that the education reforms put a heavy burden on the teachers' shoulders, more especially in the early stages. Based on the literature above it is clear that the problems can be linked with the teachers' attitudes towards inclusive education, so the issue is to find out from the literature how they can be addressed and change teachers' attitudes.

	Child related	Teacher related	Educational
	Environment Type and severity of disabling condition Learner with emotional and behavioural difficulties Learner with intellectual disabilities Learners with orthopaedic or sensory problems	Perceived lack of knowledge and personal efficacy Inadequate training (pre-grade and in service) Experience of inclusive education Perception of the potential benefits of inclusion Little control over decisions Gender, age, phase taught, years of teaching experience, personality factors	Appropriate support services Classroom layout and Restructuring of the buildings Class size Curriculum Funding Time

**Figure 2.1:** Factors influencing teachers' attitudes towards inclusive education (Pottas L 2005:66)

**2.2.10 Ways of supporting inclusive education teachers**

Eloff and Kgwete (2007:1) have a different view from that of Pretorius and Lemmer (1998:84-86), suggesting that the following be used to support inclusive education teachers.

### **(i) Task forces**

The task forces refer to working together of teachers to deal with everyday challenges of the profession. Here the author shares the same view with Pretorius and Lemmer (1998:84-86) above.

### **(ii) Long-term studies**

Here the author believes that teachers may be enrolled in institutions of higher learning to obtain a degree, diploma or certificate in inclusive education.

### **(iii) Short-term professional development**

This refers to in-service training conducted either by the Institution Level Support Team (ILST), District Based Support Team (DBST), nongovernmental organisation (NGOs), or any relevant service provider.

### **(iv) Shorter term pay incentives**

The DoE may provide incentives for teachers who have undergone training. This may be in the form of money or promotion.

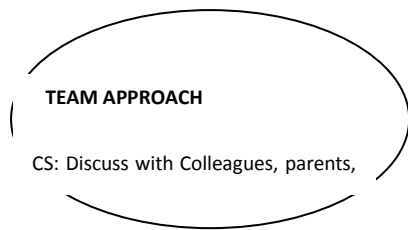
### **(v) Appropriate training**

Pretorius and Lemmer (1998:84-86) further suggest that the support teachers need to include appropriate training (pre-service and in-service) as well as community and parental involvement in education. Landsberg et al. (2006:106) also has a different view from the above authors and propose the establishment of resource centres close to schools where they can meet, and share information and experiences. Curriculum materials should be produced at national or local level since teachers do not have time or resources to produce them. Teachers should be introduced to techniques of curriculum adaptation and multi-layered teaching, for example, how to manage classrooms in which multiple activities are going on at the same time. There should be encouragement for teachers to work together and meet their colleagues who are familiar with these techniques (curriculum and multi-layered teaching) so as to learn from them by simplifying the

curriculum and also encouraging them to plan together to meet the diverse needs of learners.

The above views are shared by Eloff and Kgwete (2007:1) and Pretorius and Lemmer (1998:84-86), all contending that teachers should plan together in order to address the diverse needs of learners. The abovementioned ways of support may help the inclusive education teacher or learner support teacher develop in his/her profession. They should not just exist on paper but rather be practised so that inclusive education teachers or learner support teachers become professionally and instructionally competent when dealing with LEBL. Engelbrecht, Forlin, Eloff and Swart (2001) propose the framework below for support for teachers involved with inclusion in South Africa. This proposed support programme featured three key areas of attention, namely a team approach, professional in-service training and behaviour management. Each key area is designed to address specific stressors identified by teachers in regard to including a learner with a disability in regular classes.

It is advised that the sense of humour should be considered in all the stages. In this type of support framework interactive presentations, small or large group discussions, applications during sessions and practice between sessions are encouraged. This support programme provides teachers with a range of opportunities to gain knowledge about their own performance, to access further knowledge, and have appropriate opportunities to practice the skills and apply the knowledge in their own classrooms. Challenges and experiences of teachers and learner concerns are discussed to ensure the successful coping of participants with inclusive education.



**Include Parents**

- increase contact
- better understanding of learner needs



**Planning**

- Adapting the curriculum
- Adjusting unit plans

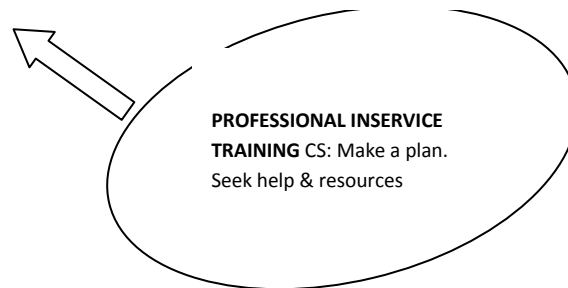
**Professional Competency**

**Programming**

- Sustain active learning environment
- Challenge the learner

**Administration**

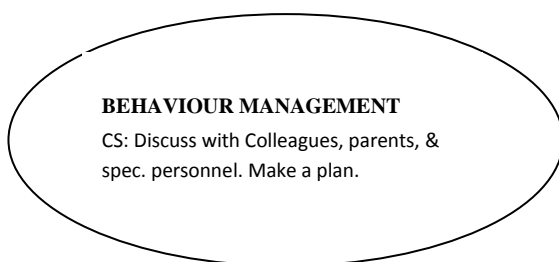
- Shared responsibility for learners' welfare
- Shared accountability for educational outcomes
- Group approach to obtain funding



**Pedagogy**

Develop approaches to cater for learners with:

- Short attention spans
- Poor communication skills



**Monitoring & assessing behaviour**

- Identifying nature of problem

Strategies to address behaviour problems

- Develop appropriate social skills
- Become more independent
- Prevent disturbing others
- Prevent disturbing others

**Key:** CS = Coping Strategy

**Figure 2.2:** Framework for providing support for inclusion (Engelbrecht et al. 2001:6)

**a. Team approach:** There should be continuing discussions among parents, teachers as colleagues and specialised personnel who possess special skills on



learners experiencing barriers to learning. When teachers are planning their lesson plans, they should accommodate these learners and clearly state how they are going to deal in the classroom with learners who are, for instance, visually impaired. It is encouraged that there be increased contact with the parents so that there is better understanding of learner needs. There should also be a shared responsibility and accountability so that educational aims are achieved for learners' welfare, and not a responsibility of a certain individual. Active groups should be formed for generating funds for the support for inclusion.

**b. Professional In-service training:** There should be planning for in-service training and resources should be made available. A teacher should develop a way of catering for learners who have short attention spans and also those who have communication problems. The teacher should also make sure that an active learning environment is sustained and make sure that a learner has challenges in as far as problem-solving is concerned.

**c. Behaviour Management:** There should be a way of identifying the nature of the problem. After being identified it should be monitored and assessed. Teachers should develop appropriate social skills in order to negotiate with other sources of support. They should learn to become independent so as to try various effective ways of dealing with problems on their own. They should also avoid disturbing other colleagues in their endeavours.

## **2.3 CONCLUSION**

The literature reviewed in this section focused on professional development, notably the purpose of professional development, its status in South Africa and internationally, the models that are used in other education fields together with their strengths and weaknesses. The professional development, particularly on inclusive education in South Africa and internationally, was also discussed. As stated in the introduction, in most if not all studies dealing with professional development the issue of attitude is mentioned as one of the major factors. I therefore felt it should be included. The ways that inclusive education teachers could be supported, as suggested by the literature, were also discussed.

The next chapter deals with the research method and design.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter deals with the research method and design used in this study to gather data on the nature of professional development support offered to assist teachers in implementing inclusive education and so suggest effective strategies. The research instrument, the research process, issues of trustworthiness and ethical considerations are discussed.

#### **3.2 RESEARCH APPROACH: QUALITATIVE RESEARCH**

This study is based on qualitative research, which aims to answer the question posed by describing and explaining the phenomena from the participants' point of view (Leedy & Omrod, 2005:94), in this case six inclusive education teachers. White (2005:80-85) contends that qualitative methodologies deal with data that are principally verbal, whereas quantitative methodologies deal with numerical data, conducted through the participation of the researcher in the daily life activities of those involved in the research. One studies people qualitatively, having to know them personally and experience what they experience in their daily struggle in society. The Qualitative research approach was appropriate to the topic, with individual and collective social actions of people described and analysed (McMillan & Schumacher, 2001).

The qualitative study is interested in "how people interpret their experiences, how they construct their world and what meaning they attribute to their experiences" (Merriam, 2002:38), interested in any phenomenon in its social context. In this study, I was concerned with describing and explaining the experiences of educators in implementing inclusive education. White (2005:86) points out that qualitative research usually involves fieldwork and the researcher must physically go to the people, site or institution in order to observe behaviour in the natural

setting. A qualitative study is carried out in a real life situation in an attempt to understand the phenomenon in context (Maree 2007). Through the qualitative approach I attempted to understand the teachers' experiences of inclusive education where it was implemented. This was necessary in the context of this study where the inclusion policy, which was relatively new, was studied.

Qualitative researchers acknowledge that they are part of the world they study. They are systematically monitoring their influence, bracketing their biases and recognising that emotional response is part of their research responsibility (Mahlo 2011:99). Therefore, I made sense of (or interpreted) the meaning others had about the world.

Based on the research problem and objectives, I chose the qualitative approach because inclusive education takes place in a natural setting (not an experiment in a laboratory but at school) where the implementation takes place. A qualitative approach uses interactive and humanistic methods and the respondents' views are fundamentally interpretive (Leedy & Ormrod, 2005). The qualitative methods were preferred because the actual findings of the study would be beyond my anticipation. This means that there were latent experiences from the educators that I might not have thought of. This research was descriptive, explanatory and inductive in nature as it focused on the existing experiences of educators in implementing inclusive education. This means that the theory would be generated from the data collected from the participants. White (2005:82) writes that the qualitative methodology is interpretative and constitutes an interactive dialogue. During the process of interaction between the researcher and the subject, the latter's world was discovered and interpreted by means of qualitative methods: "In the qualitative approach the creative work takes place after entry into the field. The explanation therefore grows out of data" (White 2005:82). In qualitative research, the researcher tries to minimise the distance between him/her and those being researched, through bracketing (White 2005:83). As a qualitative researcher, I was part of the situation (participant observer) and the phenomenon studied.

### **3.2.1 Interpretive paradigm**

I chose the interpretive paradigm because it relies heavily on naturalistic methods, notably interviews, observation and analysis of existing texts. These methods ensured an accurate dialogue between me and the participants that allowed me to construct a meaningful reality together. My role in this study was interpretive because I was interpreting what the inclusive education teachers told me. The emphasis was on the inclusive education teachers' viewpoints, as insiders, in understanding the social realities. In this case I was influenced by my personal opinions. Since I was interpreting what the inclusive education teachers said, and thus a theory was generated from the findings, i.e., inductively.

### **3.2.2 Case study design**

A case study is an examination of one setting, a programme, a single subject, an institution, or one particular event (Merriam 1988; Stake 1995; Yin 2003), but it varies in its complexity. If a study contains more than a single case then a multiple-case study is required. A multiple or collective case study will allow the researcher to analyse within each setting and across settings. In a multiple case study, the researcher is examining several cases to understand the similarities and differences between the cases. This type of a design has its advantages and disadvantages. Overall, the evidence is considered robust and reliable, but it can also be extremely time-consuming and expensive to conduct. The selection of a specific type of case study design is guided by the overall study purpose, depending on whether it aims to describe, explore a case, or compare between cases.

Stake (1995) uses different terms to describe a variety of case studies, namely intrinsic, instrumental or collective. If interested in a unique situation one employs an intrinsic case study, aware that the results have limited transferability. If the intent is to gain insight and understanding of a particular situation or phenomenon, then one would use an instrumental case study, as in this study, to accomplish something other than understanding of a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest and

plays a supportive role, facilitating the understanding of something else. The case is often looked at in depth, its contexts scrutinised, its ordinary activities detailed, and it helps the researcher pursue the external interest. The case may or may not be seen as typical of other cases. Stake (1995) uses a collective case study when more than one case is being examined. According to his description of various case studies I have used the collective or multiple case study because more than one case was examined (two districts namely Butterworth and Dutywa). Based on the above descriptions of case study types, the multiple case study is relevant.

### **3.3 POPULATION AND SAMPLING**

Population can be defined as the collection of individuals with characteristics that the researcher is interested in studying (White 2005:113). The population of this study was composed of a total of 75 inclusive education teachers from 75 primary and secondary schools in Butterworth and Dutywa districts, Eastern Cape.

#### **3.3.1 Sampling the schools**

The chosen strategy for this research was purposeful sampling of schools as composed of elements which contain the most characteristic, representative or typical attributes of the population (White 2005:65). The six schools (three from Butterworth and three from Dutywa) were chosen through identification from prior information to enhance data quality. They were mainstream schools, previously having offered general education and excluded learner experiencing barriers to learning, in the two districts. The following are descriptions of the sampled schools, with pseudonyms used to maintain anonymity.

##### **Zwelamandlovu J.S.S**

Established in 1958, this was a comparatively large school with approximately 750 learners. It was well-built and many classrooms, well-fenced with many facilities. However it lacked a laboratory, library, fax machine, television, learners' profile, and ILST. At the time of the study, it had 25 teachers and seven non-teaching

staff. In the whole school there were 31 learners experiencing barriers to learning, of whom 18 were in the foundation phase.

### **Amantinde J.S.S**

Established in 1965, this was a comparatively large school with approximately 480 learners. It is well built and had many classrooms. It was well fenced and had ample facilities. However, it lacked a laboratory, library, and sickroom. It had wheelchair ramps. At the time of the study it had 16 teachers and two non-teaching staff. In the whole school there were 16 learners experiencing barriers to learning, of whom 10 were in the foundation phase.

### **Ntlaza J.S.S**

Established in 1938 this school was a middle size but there seemed to be a shortage of classrooms because additional classrooms were built during my visit. It had approximately 280 learners, was well-built and had many classrooms. It was well-fenced and had many facilities, however it lacked a laboratory, library, fax machine, computers, guards and alarm. It had nine teachers and two non-teaching staff. In the whole school there were 15 learners experiencing barriers to learning, six of whom were in the foundation phase.

### **Mkankatho J.S.S**

Established in 1992 the school was built by the community with approximately 570 learners. It has had eight classrooms and was in the process of being fenced when I visited. It lacked a laboratory, library, sickroom, ramps, photocopier, fax machine, television, piped water, inclusive education documents and learner profiles. It had 25 teachers and seven non-teaching staff. In the whole school there were 31 learners experiencing barriers to learning, of whom 18 were in the foundation phase.

### **Msintsini J.S.S**

Established in 1968, this school was comparatively large with approximately 390 learners. It was well built with many classrooms, and well-fenced with ample facilities. However, it lacked a sickroom, ramps and guard. It had 13 teachers and two non-teaching staff. In the whole school there were eight learners experiencing barriers to learning, of whom five were in the foundation phase.

### **Cumming J.P.S**

Established in 1973, this was a very large school with approximately 360 learners. It is well-built with many classrooms, well-fenced with ample facilities; however it lacked a laboratory, library, fax machine, ramps, piped water, guard, alarm, inclusive education documents, and learner profiles. It had 12 teachers and two non-teaching staff. In the whole school there were five learners experiencing barriers to learning, of whom one was in the foundation phase.

### **3.3.2 Sampling the participants**

A sample can be defined as a portion of elements in a population (White 2005:114). I used purposeful sampling for respondents, for six inclusive education teachers (one inclusive education teacher per school from grade R-3). Only one teacher per school had attended an inclusive education workshop therefore I assumed that they had knowledge of inclusive education. Another reason for choosing grades R-3 was that the DoE (2008:1) was encouraging early identification (from the day the learner enters grade R or grade 1) so that the learners could be supported at an early stage.

### **3.3.3 Description of the schools**

This study was conducted in six schools, one junior primary and five junior secondary schools geographically located in the rural area of the Butterworth and Dutywa districts. Zwelamandlovu J.S.S is within a radius of 30km from



Butterworth. Amantinde J.S.S is within a radius of 15km from Butterworth. Ntlaza J.S.S is also about 30km from Butterworth. Mkhankatho J.S.S is about 20km from Dutywa. Msintsini J.S.S is within the radius of 10 km from Dutywa. Cumming J.P.S. is within the radius of 5km from Dutywa. The schools are located in the rural areas and have limited educational facilities such as classrooms, water and sanitation and electricity, i.e., they cannot use electrical appliances such as data projector for teaching and learning, library and laboratory. Most of the parents were not working. All participating schools catered for black learners and teachers. All began with grade R, and the highest grade in junior primary school was grade 7, whereas in junior secondary school it was grade 9.

### **3.4 DATA COLLECTION METHODS**

Data sources included the following: interviews, observations and documents, such as inclusive education policy guidelines.

#### **3.4.1 Interviews**

Interviews remain the most common data collection method in qualitative research and are a familiar and flexible way of asking people about their opinions and experiences. One attraction for researchers is that a considerable amount of data can be generated from an interview lasting one or two hours, although considerable time may have been spent setting up the interview and subsequently analysing it. Qualitative interviews are generally described as either being semi-structured or in-depth. The former are based on a series of open-ended questions about a series of issues the researcher thinks are relevant to the topic. The latter may only include one or two topics but in much greater detail. Both types of interviews allow for the discovery of information on issues that the researcher may not have considered. The advantage of interviews is that they provides access to a person's thinking, what he or she likes or dislikes (values and preferences) and thinks (attitudes and beliefs), or information concerning a particular issue (White 2005:141). Atkinson and Silverman (2001:143) point out that interviewing is

among the most widespread methods of collecting data in the science. Semi-structured interviews are used for data collection, as useful tools for providing first-hand information. Individual interviews aim to establish core issues to be covered, whilst at the same time leaving the sequence of the relevance of the interviewee free to vary, around and out from that core. According to Myburgh and Strauss (2000:26), interviews enable the researcher to gather information on the respondents' lived experiences.

The researcher also acknowledges the limitations of interviews, one of which is that they involve personal interaction and therefore cooperation between the researcher and the participants cannot be guaranteed. Participants may be unwilling to share the information and the researcher might ask questions that do not evoke the desired response from participants. Alternatively, the responses may be untruthful (Mahlo 2011:94).

### **3.4.2 Individual interviews**

After receiving permission to conduct interviews from the gatekeepers, those who had authority to grant it, I conducted the semi-structured interviews (see appendix F) during break times, not exceeding one hour in each school to avoid disturbing the smooth running of the school. There were six inclusive education teachers interviewed at their respective schools (one per school per day). The interviewed teachers were all females teaching in grades R-3. They all ranged between 40-50 years and all had received training of either one or two days, respectively from Butterworth and Dutywa district. Their teaching experiences ranged between 6 and 23 years. Of the five teachers, only one had a formal qualification on inclusive education. The interviews were conducted in their classrooms because they also served as their offices. During the interviews I wrote notes in a book describing the important events as described under observation. I used an audio-tape to record every word regarding professional development for supporting teachers in implementing inclusive education as described by the participants.

The reason for interviewing them on different days was that they belonged to different schools and districts. I asked only seven questions, all in English though they responded using English and Xhosa (verbatim responses written in Xhosa

were translated to English). The longest time for interviews was 30 minutes. The type of interview conducted was a semi-structured interview using open-ended questions (see Appendix F) (Leedy & Omrod 2005:146). An advantage of this type of interview is that it gives an opportunity to probe the respondents for extra information. The interviews were conducted in a face-to-face and individual (one-to-one) manner, because this enables the researcher to establish a relationship with potential participants and therefore gains their co-operation. Such type of interview yields much information (Van der Nest 2012). Contrary to the view of Nest (2012), I discovered that the disadvantage of this type of interview is that a person alone is not motivated to talk, unlike a member of a group, as the latter feels less intimidated.

### **3.4 .3 Observations**

According to Webster (2013), observation is the act of careful watching and listening, the activity of paying close attention to someone or something in order to gather information. White (2005:158-161) advises the researchers not to overlook the non-verbal forms of communication, such as dressing, expression of affection, physically spacing of respondents in discussions and how respondents arrange themselves in their physical setting. I first observed in the workshops and thereafter in the different schools. The observation helped me to describe the setting, the activities that took place in that setting and the interviewees who participated in those activities and their participation. I assumed a role of being a participant observer since I attended the workshops and repeatedly visited these schools when trying to find out how they made sense of their scenario and attached meaning to it (White 2005:116,162).

I visited each school twice a month, between September 2010 and April 2012 for 18 months (three months in each school). Before interviewing each teacher, I divided my notebook into two columns, using the left column to record observations (making notes, drawing maps when necessary), then the right column was used to write down preliminary interpretations. As White (2005:158-

161) suggests, during the interviews the following was observed of each participant. Pseudonyms are used to preserve anonymity.

**Kate** (Amantinde JSS): During interviews there was no eye movement. Kate appeared tense before the interviews but kind and generous at the end. Use of hands was observed when talking, but she seemed relaxed. There was no stuttering when responding and no slip of the tongue detected. The interviews lasted about 13 minutes and she was attentive for the whole session.

**Martha** (Mkhankatho JSS): During interviews there was no eye movement. Martha was kind and generous throughout. There was no use of hands observed when talking and she seemed relaxed. There were no stutters or slips of the tongue. The interviews took 22 minutes and she was attentive for the whole session.

**Florence** (Msintsini JSS): Florence's facial expression was good. She seemed relaxed with no signs of eye movement. There was no stuttering in her voice and no slipping of the tongue. She was attentive for the whole session of the interview, which took 24 minutes.

**Mildred** (Cumming SPS): During the interviews Mildred moved her eyes and body very little. She talked very confidently. No stuttering or slips of tongue were observed. She had full attention throughout the session. The interviews took 30 minutes.

**Lolly** (Ntlaza JSS): At first Lolly did not feel relaxed, until I unpacked the questions and told her that there were no wrong answers and she was free to use any language of her choice. We then continued. She was kind but there were signs of panic since she was waiting for another visitor. There was no eye or body movement. There was no stuttering in her voice and no slips of the tongue. The interviews lasted for 15 minutes.

**Norah** (Zwelamandlovu JSS): During the interviews, firstly Norah did not feel comfortable about the questions until I unpacked them and then we continued. She was kind but I could sense that she was not relaxed until I told her that there were no 'wrong' answers and she was free to use any language of her choice. There was no eye or body movement. Her hands were both on her chin. There

were no stuttering in her voice and no slips of the tongue. The interviews took eight minutes 49 seconds. The reason for the short time was that she did not have much to say.

Although I was hoping to take at least one hour for each interview, all of them took less than an hour, because they were saying that inclusive education was a new concept and they did not have much to say. Another reason is that they had not started and therefore did not have experience in its implementation.

#### **3.4.4 Documents**

McMillan and Schumacher (2001:42) define documents as records of past events that are written or printed. They may be anecdotal notes, letters, diaries, tax records and receipts, maps, journals, newspapers and official minutes. Merriam (in Engelbrecht *et al.* 2003:17) uses documents as an umbrella term to refer to a wide range of written, visual and physical material relevant to the research study. Given the objective of this study to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies, I therefore interpreted the data from the existing documents in order to provide explanations of the past, and clarified the collective educational meaning that may be underlying current issues and practices. The documents I checked for during fieldwork using a checklist included school policy, school mission and vision, curriculum framework, departmental circulars and policy documents on inclusion: Education White Paper 6, The operational manual to the national strategy on screening, assessment and support, the National Screening Identification Assessment and Support (School Pack), Support Needs Assessment (Learner Pack), Guidelines to quality Education and support in special schools and special school resource centres, Teacher Education Resource Pack: Special Needs in the classroom and South African Schools` Act. The aim of checking for the above documents was that they served as guidelines for the implementation of inclusive education in South Africa (see Appendix G).

### **3.5 DATA COLLECTION**

I used three methods of data collection discussed above, namely interviews, observation and documentation. In the literature study I looked for relevant information from other scholars who had conducted research on the topic until I reached the same information (saturation). This helped to realise what is already known about the topic. In this study, the data-gathering measures included audio-taped interviews with six inclusive education teachers and field notes pertaining to professional development support for them until data saturation was reached. The component elements used for this case design were as follows: the study questions, the theoretical framework, units of analysis and criteria for interpreting the findings.

The table below shows the biographical data of the interviewees:

**Table 3.1: Biographical data of the teachers interviewed**

Educators	School	Gender	Age group	Qualifications	Training on inclusive education	Teaching experience in years	Grades taught
Kate	Amantinde J.S.S.	F	40-50	STD,FDE,BED HONS	1 day	23	2
Martha	Mkhankatho J.S.S	F	40-50	PTD,BA Ed.	2 days	22	2
Florence	Msintsini J.S.S.	F	40-50	NQF L4	2 days	6	R
Mildred	Cumming S.P.S.	F	40-50	JPTD, ACE(Ed. Man &Policy),Bed Hons (Man.)	2 days	16	1
Lolly	Ntlaza J.S.S.	F	40-50	STD, ACE Inclusive education, BEd Hons (Inclusive education)	1 day	21	2
Norah	Zwelamandlovu J.S.S.	F	40-50	SPTD,FDE (Educ. Man)	1 day	16	2

(White 2005:189)

Discussion of identified themes will be presented in Chapter 4, verified by literature and direct quotes transcribed. As interviews were transcribed verbatim, the quotes may be grammatically incorrect.

### 3.6 DATA ANALYSIS

In qualitative research, data analysis involves the process of organising data into categories and identifying relationships among them (White 2005:168). Of the various methods of recording interviews the most common are voice recorder and field notes (Lincoln & Guba 1985:271). To make the data accessible for analysis, a

voice recorder was used, with the permission of the participants, to record the individual interviews, without being obstructive or distracting in any way. In addition, it allowed all the interviews to be transcribed verbatim (Silverman 2002:149). I ensured that the voice recorder was in working condition and had sufficient batteries at hand (Silverman 2002:150-151). Creswell (2005:231-232) asserts that several steps have to be carried out to conduct qualitative analysis, namely collecting information from participants during the interview sessions. I transcribed recorded data verbatim (without changing words or correcting any language errors, then translated it into English for non-Xhosa speaking readers) by listening repeatedly to the audio tape.

Mouton (2005:108-109) describes analysis as “breaking up” the information into manageable themes or categories, with the aim of understanding all aspects of the data collected. After transcribing I organised the information and identified the emerging themes or categories and logically interpreted the transcribed information to develop an overall description of the research phenomenon (Leedy & Ormrod 2001:103,153; Creswell 2005:231). Similar themes were then grouped together to get the overall portrait of the cases (Cresswell1998; Stake 1995). This means that the themes were coded manually.

All the irrelevant data was separated from the relevant. The final results were general description of the research phenomenon as experienced by the participants (Leedy & Omrod, 2001:154), which were taken back to the participants for verification. In this study, field notes, observational notes and reflective notes were also taken (Creswell 2005:213, Lincoln & Guba 1985:275).

### **3.7 TRUSTWORTHINESS**

Trustworthiness is defined as the extent to which findings provide true value of data collected (Babbie 2007). The following strategies were used to increase trustworthiness of the research (White 2005:205).



### **3.7.1 Dependability**

Dependability is achieved when the findings would be consistent if the study were to be replicated with similar participants and context. There is controversy in the literature concerning how to judge qualitative research and if it should be judged by the same criteria as quantitative research. By using criteria of triangulation and participant validation and giving attention to exposition of methods of data collection and analysis, as well as exploring alternative explanations for the data collected, the methodology of the study was rendered more dependable to the participants and subsequent users of the data. I used procedures that were transparent, communicable, and coherent and to organise data in a format that other researchers could follow. I made a dense description of the research methods used (White 2005:206), and used data triangulation, i.e., use of multiple data sources (White 2005:89).

### **3.7.2 Confirmability**

Confirmability refers to the extent to which the findings are free from bias. I recorded all my attitudes, feelings and reactions during interviews to minimise bias and preconceived ideas about the experience of inclusive teachers.

### **3.7.3 Credibility**

Qualitative study is credible when it presents such accurate descriptions or interpretation of human experience that people who also share the same experience would immediately recognise the descriptions (White 2005:203). I tried to be accurate in describing and interpreting the participants' experiences. Credibility relates to internal validity whereby the aims of the study are demonstrated to ensure the inquiry is conducted in a manner accurately identified and described (De Vos, Strydom, Fouche & Delport 2002). Internal validity seeks to demonstrate that the explanation of a particular event or issue can actually be

sustained by the data (Cohen et al. 2005). This study tried to capture and display the reality as it was seen through the eyes of the respondents, whose exact words were recorded, with and field notes used to counter potential bias. I have been visiting the sampled school since September 2010, to establish rapport with the participants (see observation above). This helped because I was granted permission with ease. To achieve credibility I spent five months in these schools to make observations and collect data. I finally conducted semi-structured interviews with inclusive education teachers, and visited these schools at least twice a month to observe whether there had been any changes in their support systems.

#### **3.7.4 Transferability**

Transferability refers to the extent to which the findings can be applied to other settings and contexts. I wrote a thick description of the research situation and context so that people who read this document can ascertain whether and to what extent the research results are valid or can be useful in their own situation or context (White 2005:202).

### **3.8 ETHICAL CONSIDERATIONS**

The researcher is responsible for ethical standards for his or her research. These generally refer to beliefs about what is right or wrong and offer rules and behavioural expectations about the most correct conduct towards experimental subjects (White 2005:210). These principles are (i) respect and courtesy: every interviewee was treated with dignity; (ii) acceptance and understanding: the interviewer did not make interviewees feel inferior; (iii) confidentiality: interviewees were satisfied that their identity and any information they provided would be treated as confidential in all circumstances; (iv) integrity: the interviewer did not raise false expectations as some were asking whether something better would be done after the DoE received the report; (v) individualisation: the interviewer showed empathy and understanding, relatedness and warmth and honesty, sincerity and confidentiality.

### **3.8.1 Access to research sites**

Before conducting my research I negotiated access from the following gatekeepers: The DoE (provincial and district offices) who gave me the permission to conduct the research in these schools. I gave the letter to the sampled schools, informing the principals and participants of the aims of the study, before the research was conducted. The management of the schools that represents the DoE negotiated with the teachers to allow me to conduct the research. The principals responded to the letter in writing. The inclusive education teachers participated and gave me the information I needed.

### **3.8.2 Voluntary participation**

The participants were not forced to participate and there was no victimisation. Participation was done voluntary with no coercion, force, threat or intimidation to give information to the researcher (White 2005:211).

### **3.8.3 Informed consent**

After receiving the letter from the DoE I made a written request to the schools and individuals before the data collection started (White 2005:212). The full disclosure of the nature of the study, purpose of the study, data collection methods and participation was clearly made known to the participants, both verbally and in writing before the research commenced. I drew up an informed consent document in which issues about the research were explained to every participant. They read this document and signed it to indicate that they were willing to participate. After signing I filed the documents and kept them safely as proof that the respondents had agreed to participate, in case of complaints. The researcher did nothing before the participants agreed to all the conditions, such as what is expected of them, their role, extent and level of participation and use of tape recorder.

#### **3.8.4 Anonymity**

White (2005:210) states that a respondent may be considered anonymous where the researcher cannot identify a given response with a given respondent. The data that was collected was kept confidential. It was to be used purely for research and also findings were not related to the names of the participants. No information given by participants was or will be made public or available to other people. All participants in the research project had a right to remain anonymous. The names of the respondents were not requested or mentioned during interviews. They were known as "Teacher 1, 2, 3, 4, 5 and 6" to prevent their being linked with the data.

#### **3.8.5 Confidentiality**

"The researcher can identify a given person's response but promises not to do so publicly" (White 2005: 210), thus the data collected was treated in such a manner that confidentiality of personal information was honoured. The secret and sensitive information was handled in such a way that it was not divulged to anyone. The information would only be given out to the public with the permission of the informants.

#### **3.8.6 Violation of privacy**

Leedy and Omrod (2005: 101) believe that "the right to privacy is the individual's right to decide when, where to whom and to what extent his or her attitudes, beliefs and behaviour will be revealed." The audio-tape recorder was used after receiving permission from the respondents.

### **3.8.7 Harm, caring and fairness**

Respondents were protected from experiences of humiliation or violation of interpersonal trust. My thinking and activities were underpinned by a sense of caring and fairness for the respondents. The respondents were not exposed to any form of stress, embarrassment or loss of self-esteem (Nyembezi 2010:104).

## **3.9 CONCLUSION**

This chapter has outlined the research methods and design that were used in the study. The research instrument, the research process, issues of trustworthiness and ethical considerations were also discussed.

The next chapter presents the findings from the qualitative data gathered through the research instruments employed.

## **CHAPTER 4**

### **FINDINGS**

#### **4.1 INTRODUCTION**

The aim of this chapter is to present the research findings and the interpretation thereof. The findings were arrived at using interviews, observation and relevant documents. The purpose of the study was to investigate professional development for supporting teachers in implementing inclusive education in Butterworth and Dutywa districts. The findings are presented in the following themes:

- a. Teachers' training needs.
- b. The nature of professional development offered/ professional training offered for implementing inclusive education successfully.
- c. Effectiveness / strengths.
- d. Flaws/ challenges and weaknesses.
- e. Strategies for improving the current professional development.

Since the study was qualitative in nature I incorporated direct quotes as evidence to support my claims. The reader is cautioned that the names of institutions and individuals used in this study are not real.

#### **4.2 TEACHERS' TRAINING NEEDS**

All teachers who participated in this study indicated a strong need for intensive training that would enable them to work confidently in inclusive educational settings. In particular, they highlighted training in five important elements that are essential for the proper implementation of inclusive education in their schools, namely: (a) lesson planning; (b) strategies for dealing with barriers to learning; (c) strategies for identifying barriers to learning; (d) assessing learners; and (e) handling behavioural problems in the classrooms. This suggestion came up despite the training that they had attended organised by the DoE in their respective district offices.

### **a. Lesson preparation**

Lesson preparation is a key element for effective teaching and learning. Without a well-prepared lesson one may not achieve what he/she wants to. It helps the teacher to know what, when, and how he/she is going to conduct the lesson in the classroom. It is beneficial not only to the teacher but also to the learners, because the former becomes clear about the teaching and learning activities that are going to take place, before during and after the lesson. This clearly implies that if a teacher does not have a well-planned lesson he/she may leave out some important components, resulting in ineffective teaching and learning. Lesson preparation encompasses the following elements: (a) formulation of the expected outcomes; (b) learning activities to be done before, during and after the lesson; (c) the details of the assessment forms (e.g., classwork), methods (e.g., peer assessment) and tools (e.g., memorandum); and (d) provision for learners with barriers to learning (the teacher develops activities that accommodate different levels of learners' understanding)

In this study, teachers complained that they had a problem designing a lesson plan for an inclusive class. This was because an inclusive class is very diverse; learners learn differently, at different paces and they are at different levels of development. The need for training in this specific area was clearly captured in the words of Florence, a teacher from school Msintsini J.S.S, located in Dutywa district. This is a large school with approximately 390 learners and 13 teaching and two non-teaching staff. Florence had six years teaching experience of teaching Grade R. Her qualification was on the National Qualifications Framework (NQF) level 4. She had no formal education in inclusive education or related fields, such as remedial education or special needs education. According to her explanation, her educational background had prepared her to work in classes which were not inclusive, these are classes for learners without learning barriers. Her need for training in lesson preparation is evident from her response:

*We need training and support in lesson planning from the school based support team (SBST) or district based support team (DBST). We are still in the initial stages of implementation. We are not called often for training as we were promised. We as teachers, in our lesson preparations do not cater*

*for learners experiencing barriers to learning because we do not know how to plan for these learners since we were not trained on how to do it. Therefore as teachers we need training for planning for those learners.*

She further complained about the support they received:

*The DBST complain that they have shortage of staff and there is a lot of other things to do. So as a school we are complaining because there is a lot that needs to be done. Support is not enough even, we were promised of a full-service school there, ramps are built there but it is not functioning as a full-service school. There are those who do not attend school and are wheelchair users they should be in that school, otherwise our initiative is right but we need to be more dedicated in the implementation.*

Since lesson preparation is a key element in teaching, teachers' training in it is a necessity for effective teaching and learning. This finding concurs with the one made during observation, that the teachers' lesson plans did not have activities for learners experiencing barriers to learning, but instead catered for learners who experience no barriers to learning. Furthermore, to enhance support, teachers want full service schools to be operational.

#### **b. Strategies for dealing with barriers to learning**

Five out of six teachers were not concerned about the lesson planning, believing that all they needed were strategies for dealing with barriers to learning. This can be captured from the quotes below:

Martha, a teacher from Mkhankatho J.SS, located in Dutywa district, expressed her need for training on how to assist learners experiencing barriers to learning and not the training they attended. This was a large school with approximately 570 learners, 25 teaching and seven non-teaching staff. Martha had 22 years' experience of teaching Grade 2. Her qualifications were Primary Teachers Diploma (P.T.D) and a Bachelor of Arts in Education (B.A.Ed). She had no formal education in inclusive education or related fields, such as remedial education or



special needs education. According to her explanation, her educational background had prepared her to work in classes which are not inclusive, namely classes for learners without learning barriers:

*We as teachers need training on how to deal with these learners in our classrooms.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, indicated the need for training. This was a large school with approximately 360 learners, 12 teaching and two non-teaching staff. Mildred had 16 years' experience of teaching Grade 1. Her qualifications were Junior Primary Teachers Diploma (JPTD), Advanced Certificate in Education Management and Policy [ACE(Ed. Man &Policy)], Honors in Bachelor of Educations in Mangement[ Bed Hons(Man.)]. She had no formal education in inclusive education or related fields, such as remedial education or special needs education. According to her explanation, her educational background had prepared her to work in classes which were not inclusive, namely for learners without learning barriers:

*The issue of training on inclusive education becomes paramount because without training we cannot have necessary skills to deal with these learners. That is where our focus is.*

Lolly, a teacher from Ntlaza J.S.S, located in Butterworth district, indicated the need for training. This was a large school with approximately 280 learners, nine teaching and two non-teaching staff. Lolly had 21 years' experience of teaching Grade 2. Her qualifications were Secondary Teachers Diploma (STD), Advanced Certificate in Education in inclusive education (ACE) Inclusive education, and Honours in Bachelor of Education [BE Hons (Inclusive education)]. She had formal education in inclusive education. According to her explanation, her educational background had prepared her to work in classes which were both inclusive and not inclusive, but she lacked experience. Although she had qualifications on inclusive education she said more training was needed:

*That one day training was not enough so we need more training especially on dealing with that naughty boy.*

Norah, a teacher from Zwelamandlovu JS.S, located in Butterworth district indicated the need for training. This was a very large school with approximately 750 learners, 25 teaching and seven non-teaching staff. Norah had 16 years' experience of teaching Grade 2. Her qualifications were Senior Primary Teachers Diploma (SPTD) and Further Diploma in Education Management [FDE (Educ.Man)]. She had no formal education in inclusive Education or related fields, such as remedial education or special needs education. According to her explanation her educational background had prepared her to work in classes which were not inclusive, namely for learners without learning barriers. She also expressed a need for training:

*The training of teachers on any changes affecting the curriculum is always needed more especially on how to make sure that they progress like others.*

Kate, a teacher from Amantinde J.S.S, located in Butterworth district indicated that training was a need. This was a large school with approximately 480 learners, 16 teaching and two non-teaching staff. Kate had 23 years' experience of teaching Grade 2. Her qualifications were Secondary Teachers Diploma (STD), Further Diploma in Education (FDE) and Honours in Bachelor of Education (BED HONS). She had no formal education in inclusive Education or related fields, such as remedial education or special needs education. According to her explanation, her educational background had prepared her to work in classes which were not inclusive, namely for learners without learning barriers. She said that training was needed:

*What we need is training to develop these learners to be on par with others in the mainstream.*

Teachers commented that the workshop they attended had been relevant and necessary but they needed more training on how to assist learners experiencing barriers to learning achieve the desired outcomes. This appeared to be their major concern, more than identification.

**c. Assessment of learners experiencing barriers to learning**

Assessment of learners in inclusive education is termed as a support needs assessment (SNA), hence it aims to support or help the learner achieve the desired outcomes. It specifically refers to the process of determining the additional support provision needed by an individual learner. The aim of support needs assessment is to (a) establish barriers affecting the learners' participation in the learning process; (b) decide on the level of support needed, and the 'support package' to address these barriers; and (c) to track progress and impact of implementation of the support package. The process is guided by the various sections of the SNA form (DoE 2008:9-10).

Classroom teachers are left with the task of supporting and accommodating learners with diverse needs so that they can reach their full potential. There are factors that can also disadvantage the learners to reach their full potential and disadvantage learners to access the education. Because of the barriers mentioned above the policy of inclusive education requires that learners be assessed before designing any form of support for them. This is important to ensure that the support is responsive to their needs. Assessment is regarded as stage three in a formal assessment and review of the information provided in stages one (profiling) and two (identification). It is in this stage that decisions can be made about the level of support needed and the type of support package needed. This stage is managed and coordinated by the DBST. The approach is a multi-agency one, which requires that all significant partners are involved in decisions about the support package needed (DoE 2008:14).

All interviewed teachers reported that the assessment of learners was supposed to be carried out by the psychologist in the district, who would also arrange the screening day for learners to be assessed. Since the assessment that should be conducted by a qualified psychologist was not happening (because there were no psychologists in the district office), teachers were panicking. They were not sure of the type of support needed by some learners for needs analysis and profiling. When I asked them how they were informed as teachers about the condition of the child after assessment by a qualified practitioner they reported that parents should report the condition of the child to the teachers so that they have full knowledge of

him on school records for needs assessment analysis. I asked them further about the payment of the consultation fee, which they said was the responsibility of the parents. I was interested to know whether they included learners experiencing barriers in their school budget.

Based on the quotes below, all teachers said that they needed to be trained on assessment. They needed to know how assessment was carried out and not rely on a psychologist. This was because in their districts such a responsibility had been shifted towards the psychologists. The process involves assessment whereby learners are supposed to be organised for screening by doctors. The involvement of psychologists in performing assessment is problematic in these districts as they rely on private psychologists. Consequently, the teachers should assess and therefore assessment is a training need.

Mildred, a teacher from Cumming S.P.S. located in Dutywa district, indicated the need for training on assessment:

*As a teacher you are supposed to get the report from the office about the learner then may be is referred to the private psychologist in the district then the parent pays for all the process starting from the consultation. The Department of Education is supposed to organize a screening day where doctors from Mandela Hospital are supposed to be invited to do assessment so that teachers are able to profile the learner based on that information and all learners identified be referred to that hospital and not pay. But because the Department has no money, the parent is expected to pay for the travelling costs to the hospital but we as teachers need to be trained on how to assess our learners so that we do not depend on psychologists.*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, indicated the need to be trained on assessment:

*The assessors like speech therapists are nowhere to be found in our districts may be you can get them in hospital. This makes difficult for us to get the information about the learner so that we profile his/her. Even the*

*psychologist that we have in our district is a private psychologist that is why we should be trained on assessment so that we assess them.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated the need for training on assessment:

*I think we better ask for help from the Health Department for psychologists or us as teachers are trained on assessment, so that at least we have information for profiling our learners.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, indicated that there was a need for training on assessment:

*They promised that there will be a resource centre which is going to do all this. Hoping that it would have these psychologists or rather the Department of Education should train us on assessment so that we get the information for each learner for profiling purposes but nonetheless it has not been opened yet.*

Kate, a teacher from Amantinde J.S.S, located in Butterworth district, indicated the need for training on assessment:

*It is not easy for these learners to be assessed because the problem that we face in our district is that there are no psychologists to give us information about learners, so that we can make their profiles. I do not know why they do not train us on assessment, because we need it.*

Noah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district expressed the need for training on assessment:

*I do not want to tell lies; because there is no psychologist to get the information about each learner for profiling, there can be no assessment unless they train us on how to assess them. For that matter we know these learners because we spend most time with them.*

It seemed they regarded it as very important that teachers be trained on assessment of learners because they spend most of the time with the learners and

so have enough time with them, instead of being referred to a private psychologist, as is now the case in these districts.

**d. Identification of learners experiencing barriers to learning**

Identification of barriers to learning refers to the process of gathering information about the learner when he/she enters the school for the first time. The teacher gathers this information about the child from the parent, which helps to inform the school about an overall picture of who he or she is, his/her experiences before arriving at the school, his/her family and home circumstances, and his/her strengths, weaknesses and interests (in the parents' view) (DoE 2008:12). Secondly the teacher gathers his/her information about the same child on issues relating to the curriculum. This amounts to a summary of the cumulative assessment conducted by relevant teachers for each learner, and forms part of the everyday teaching and learning process. Documentary evidence might include extracts from the learner's portfolio, workbooks and other sources (DoE 2008:14).

Teachers lamented their lack of knowledge on identifying learners with barriers to learning, in particular indicating a lack of expertise in gaining information about the learner from the parents. They also expressed a need for training in this particular area as it is important for inclusive education.

One out of six interviewed teachers showed that they were aware that identification of learners experiencing barriers to learning was the responsibility of the teachers. From the quotes below it became apparent that she linked professional development with the identification of learners experiencing barriers to learning, because when she was asked about her understanding of professional development in inclusive education she mentioned identification. She also wanted to be equipped with the skills on how to help the affected learners, highlighting an encounter with the problem in getting information from the parents about the learners concerned. She believed that after the workshop one should have an understanding of how to help them not only identify but also understand how to identify learners with problems. However, it seemed that they were unsure as

some learners' names had been withdrawn from the list by district officials claiming that they had no barriers to learning. The quotes below show this doubt:

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, indicated that as a co-ordinator she did not receive cooperation from the class teachers concerning the names of learners experiencing barriers to learning:

*Our responsibility as educators is to identify them, and then we fill in the inclusive education forms after that we seek for the history of the learner from the parent which is not easy to get. Another problem that I experience in my school is that teachers do not bring the names of the identified learners to me as a coordinator following the removal of some names from the list of the identified. So I need that skill so as to avoid embarrassment and also how to help them.*

The other five teachers expressed no concern about identification and profiling, rather their concerns were on how to assist learners who were already in their schools. They indicated that they required training in basic skills and strategies in identifying a particular learning problem in a particular learning area, for example, to discover that a particular learner lacked mathematical skills such as problem solving. They were keen to do remedial work, not only to identify learners with learning barriers. This could be through using learners' portfolio, workbooks and consolidated verbal and written information from other teachers, parents, caregivers and relevant stakeholders. The quotes below show this.

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, indicated a willingness to know how to assist these learners cope in the mainstream:

*I think what is important now is to help these learners to cope well in the mainstream as you know that it is said that these learners with challenges must be in the mainstream...*

Florence, a teacher from Msintisini J.S.S., located in Dutywa district, indicated the desire to know how to deal with these learners with challenges:

*...so that teachers are made aware of how to deal with these children through this development.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, indicated a need for training on how to handle learners with challenges:

*...is to know how to handle learners with these challenges.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated the need for training on how to support learners with barriers in the classroom:

*... to make teachers clear about inclusive education and know how to support the learners with barriers in the classroom.*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, expressed the need for training on how to deal with learners experiencing barriers to learning:

*... so that we accept them and enabled to deal with them.*

Based on the quotes above teachers lamented the lack of support by the parents. They complained that the parents did not provide them with information about their children when they entered the school for the first time.

#### **e. Behavioural problems**

Two out of six interviewed teachers reported that there were learners who had behavioural problems in their schools. In one case the behaviour was manifested by disobedience in the classroom, and whenever the teacher was giving an instruction to the class the learner would disturb her and take it as a joke. The second case was of two old boys who bullied others. The other four teachers indicated that there were no behavioural problems in their schools. This behavioural problem can be noticed from the text below.

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated that in her school there was a learner who had a behavioural problem:



*He would talk whilst the teacher talks and the whole class would laugh. Later on we discovered that he had a mental problem. This caused difficult in managing a class.*

Martha stated that two older boys were having behavioural problem in the class in that almost every day they were reported for bullying:

*Almost daily during break time, my learners come to me to report these two naughty boys. They always beat the younger ones...*

Most of these learners with behavioural problems demonstrated poor written and spoken language skills. Some showed poor problems-solving skills in maths and in their real-life situations. They did not want to play with other children and sometimes they would cry. Some showed disruptive behaviour and bullying in the classroom. They also wanted to be capacitated on how to deal with behavioural problems in the classroom as some of learners experiencing barrier to learning showed these problems.

The following teachers (four out of six) stated that there were no misbehaving learners in their schools. Some indicated the possible reasons for having such learners, as indicated below:

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, indicated that there were no learners with behavioural problems in her school:

*No, we do not have behavioural problems in my school.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, indicated that there were no learners with behavioural problems in her school:

*Our learners are disciplined, they do not misbehave.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, indicated that there were no signs of misbehaviour in her school:

*Because our learners are young and not many they do not show signs of misbehaviour may be they are afraid of male teachers...*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, said there were no learners with behavioural problems:

*Maybe because we are next to town they fear the police. They are so disciplined.*

Although two teachers indicated the problem of misbehaviour in their schools, four indicated that their learners were disciplined. This means that teachers need training on how to deal with learners with behavioural problems.

#### **f. Reasons for teachers' inability to deal with these problems**

Reasons behind the teachers' inability to deal with the learners' challenges are shown by the quotes below. They include inadequate training, attitude, lack of resources, lack of support, standard of the workshops and lack of strategies to deal with these learners. I was interested to know the reasons teachers were unable to deal with learners experiencing barriers to learning even after attending workshop on inclusive education. All interviewed teachers cited inadequate training and a need for the change of attitude on the part of the teachers. There should be sufficient resources to drive the process. They also mentioned lack of capacity amongst the district officials and policy problems of the DoE that were a parallel reason and called for commitment and dedication when organising workshops so that they would have all the material needed. This is indicated by the quotes below.

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, indicated that they needed a follow up to monitor the progress:

*...because in our training we were just trained as if we are going to deal with learners of the same level but in inclusive education learners are not on the same level so we need some development and after we have been developed may be in the workshop or in whatever means but that person needs to do a follow up to see that we are in line with the training that we were given. May be some district officials are not capacitated with the*

*inclusive education program so it is the provincial office to capacitate the district offices then the district capacitates the schools then the national inclusive education has its policy as its baby.*

She further complained that the policies of the DoE run parallel:

*The smooth running of the policy and what are you to love in future if the national department could have a way of merging curriculum and inclusive education because to me they are running parallel if they can merge them and work together because why I say that with curriculum they have pace setters by this time you must have finished this pace setter which on the other side inclusive education say a child must develop in his/her own pace. So to me there is a clash there if they can work together and try to understand how they can merge the two policies because these two policies are both good but somewhere somehow if we can stick to the pace setter thing we are killing others.*

The response of Florence below linked the reason for the teachers' inability to deal with these learners with the negative attitude shown by teachers. The same teacher also reported that the situation they found themselves in was unfamiliar to them because of the education that they had received. She also mentioned that the pace in all departmental levels was low. She required a situation in which they come together for briefing each other about the progress. Nonetheless, it seemed as if there was no one to coordinate these meetings. She mentioned that there was no strong SBST or ILST, and called for responsibility on the part of the principals and caregivers to give support on inclusive education programmes. She raised the issue of lack of monitoring or follow-up on the part of the Department of Education as to whether policies are implemented or not. She mentioned the issue of support to be given to schools even financially.

Florence, a teacher from Msintini J.S.S., located in Dutywa district, indicated that teachers had a negative attitude towards these learners as they chase them away:

*...some educators chase away these pupils saying they are wasting their time and they are not social workers they cannot give assistance to those with running noses for example a child is old and has got some problems*

*and nose is running all the time others wet themselves so teachers usually chase away these pupils so we need now support from the above so that we can accommodate these learners and also some space now because in our schools the space that is the environment is not suited for these children. The purpose of support now that we are given training is to enable us to deal with the situation that was not familiar to us in the past. This is an attempt to help the teachers identify, assist and also to recognize the children with these special needs so that they are not chased away by these mainstream schools so that teachers are made aware of how to deal with these children through this development support.*

She also cited the lack of commitment on the side of the district.

*All those who are involved should be dedicated because in the district office they say we rarely report. For example, this year we have not been called for a meeting we are now in the second quarter, nothing is happening I wish the district starts with the advocacy so that as new teachers in inclusive education we see what should be done but that does not happen, they always complain that there are limited resources.*

She recommended that the SBST give support for the inclusive education programmes:

*The School Based Support Team must be strong. So it cannot be strong if the principal of the school is not responsible and to ensure that everything is happening. Also in the school there is caregiver who must also give support in the inclusion of all learners and the institution must also take initiative so that is why I was saying all is responsible. The district is responsible in the form of District Based Support Team to assist the schools support teams that is the Institution Level Support Team and they must listen to the students `concerns because when you start, it cannot just run smooth. They must monitor whether the schools do what they are supposed to do and they must also ensure that there are some special resource centres and full service schools in the region or districts, so that is why I say they are also responsible . And also there must be support from*

*the province or from the national department because now all the resources and the financial needs depend on the financial assistance from the province or the national and also the national the legislature that is the legislation that will control all the activities that must be taken in school in inclusive education. So for laying down the rules and the legislation that is the responsibility of the national department.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, raised the issue of having no strategies to deal with learners experiencing barriers to learning. She also felt that they needed to be equipped on them and mentioned training because they had not been trained on learners experiencing barriers to learning. She stated the problem of lack of support personnel, such as psychologists, as one of the causes of their inability to cope with these learners, and resources and funds as another. The training of teachers and lack of suitable structures for these learners were other factors contributing to their inability to deal with them:

*To me professional development support concerning inclusive education is to identify these learners with barriers and having identified them what are you going to do now with a learner with a barrier we need to be equipped on such things like for instance you have identified that he/she is deaf what strategies can you use. Here is the child you have identified as a slow learner, what strategies can you use we want such training and support professionally because inclusive education says that they must be accommodated in our schools so what can we do now because we are not trained for slow learners for instance we use one strategy for normal learners so now we do not have strategies for slow learners. If we can be equipped on that I think that is professional development. Because sometimes a learner is physically challenged and is educable you do not have a problem with him/her but the problem is that maybe he/she is a wheelchair user he/she will not be able to come to school because there are no ramps may be we may be able to teach him/her because he/she is normal despite his/her physical disability. As a teacher you only get the report from the office about the learner then may be is referred to the*

*private psychologist in the district then the parent pays for all the process starting from the consultation.*

She also raised the issue of organising a screening day when doctors would be invited from the hospital:

*The Department of Education is supposed to organise a screening day where doctors from Mandela Hospital are supposed to be invited so that they do observation and all learners identified be referred to that hospital and do not pay, but that is not happening. The parent pays for the travelling costs to the hospital. On the training of teachers; it is first the responsibility of national office because the district cannot have funds to do workshops for teachers. There is a lot needed, it starts with the training of teachers because we need training as teachers which is problematic because it needs funds that are not available. That is why it is the responsibility of the national office then goes down to the school level when it is established. If money was available we would start working or else the department of education should cater for inclusive education in the budget allocation, maybe we start building structures and from structures to resources finally to the training of teachers on how to handle these learners.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, identified the standard of training as a cause for their inability. She also raised a need for the training of teachers which cannot take less than two weeks:

*The training was not of that high standard as far as I can, I could see it, it was not of a high standard. I think we really do need the training even if it is for two weeks for instance because to deal with these learners it's not easy it needs somebody who is really trained to deal with these learners that is why in the previous years there was special schools where learners were taken to the special schools to be taught by the educators that were trained for three years to deal with them. It is not easy to deal with them having not received such training. So it is not good that the Department of Education says those children must be absorbed in the mainstream and be taught by teachers who were never trained for them. So it is not easy to deal with*

*learners with speech, hearing or sight problems having not been trained for three years or was never trained on braille like the way the special education teachers were trained during those years. We really need workshops or employ teachers who are well trained on how to deal with learners with challenges. You cannot expect a teacher trained for just one day to do that job. I think if we can be trained on the aspects mentioned above we can make the difference.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, felt that the DoE was not committed or dedicated to professional development programmes. She therefore called for commitment in terms of resource provisioning for the workshop:

*There is no change in all classes because some teachers have not been trained on inclusive education. You know that now you must have a learner profile according to inclusive education document. I so wish that the Department of Education may be committed and dedicated about this because learners need trained teachers because even here at school when I talk about inclusive education, they think that I am telling them about my studies since I have studied inclusive education.*

According to Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth, cited lack of resources as one of the reasons for their inability to deal with these learners. She added that she did not have inclusive education documents:

*One of the reasons for inability to deal with these problems is the lack of resources. Even now I do not have a single document on inclusive education.*

The teachers cited various reasons linked to their inability to deal with the learner problems, which include inadequate training. This means that these problems need to be addressed through training as they are the major concerns.

## **g. Support**

According to Mahlo (2011:18), support can be defined as all activities that increase capacity of a school to respond to diversity. Support services should be moving away from only supporting individual learners to supporting educators in the system, in order to “recognize and respond appropriately to the needs of all learners, thereby promoting effective learning” (DoE 1997:58). It helps the learners grow at their own pace towards a maximum level of independence in learning and can be achieved by using strategies, practicing learning styles and each reaching a level of achievement with their own unique abilities (Mahlo 2011:55). The teachers below argued that parents and the community should support schools not only individual learners, in order to ensure that the learners can access the curriculum, participate in school activities, and progress towards planned learning outcomes (DoE 2008:29).

Two out of six teachers interviewed stated that support by stakeholders was essential, including parents and health professionals. According to the DoE (2008:12), the parent or caregiver is sought to provide a perspective on the child’s strengths and weaknesses, goals and aspirations, interests, and personality. Such information is necessary to provide a picture of the child through the way he/she is able to present him/her at home and in other environments. Inclusive education requires parental involvement to obtain the full profile of the learner as stated by the DoE above. The parents were also needed to give support on financial challenges facing their children at school, for example when a learner had been referred to the psychologist she had to pay transport and consultation fees for her child.

They also pointed to the importance of community involvement in the education of learners. One teacher said that some local shops and NGOs were playing a very important part in supplying the needs of learners from disadvantaged backgrounds. She also stated a need for support from the community, because learners came from different families and resources, whereas some did not. The community should therefore provide the resources they had in an attempt to support learners in need of support, including teachers themselves. The community involvement might take the form of NGOs to support the learners



experiencing barriers to learning by assistive devices. Nurses and doctors might support with healthcare, and psychologists by providing psychological services, e.g., for behavioural problem.

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, indicated that they received support from an NGO:

*I used to ask the teachers to do that for me because I was the only one who went to that one day workshop. There is another nongovernmental organisation in town that use to supply the needy learners with school shirts, ties and crayons.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated that some parents provided support to school by providing the school with the learner information:

*There is a learner from Zingcuka district [pseudonym] who was attending the school for the mentally handicapped. His parent brought him to school so that he can be with the other peers not for study purposes because she believes that he is uneducable. This parent informed the school about the profile of the learner, but I do not know why he left that school. The purpose is to make teachers clear about inclusive education because other teachers do not know how to support the learners in the classes. For an example one teacher had a problem of a child in grade six who was mentally disturbed. She did not know how to deal with him to the extent that he expelled him from his class whereas if she knew what to do the child would have continued attending the class.*

Besides the two teachers mentioned above, the other four out of six teachers expressed a need for the support from other community members.

Florence, a teacher from Msintisini J.S.S., located in Dutywa district, indicated that in her school they had a learner support agent to give support to these learners:

*We were lucky to have now the learner support agent who is the key figure as far as the implementation of this programme, although she has not started anything.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, believed that all stakeholders should be responsible for school support:

*I think all stakeholders are responsible for supporting the school. By saying that I mean the health professionals may help in assessment, then list is taken to the district office then the district takes the list to the province.*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, indicated that it was the responsibility of everyone in the community to give support to school:

*I can say everyone in the community, because in your school you may not have an expert to develop and support you in inclusive education. There might be a nurse in the community who may be willing to give help.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, indicated that it must first be the responsibility of the school to look for support and the followed by other stakeholders:

*It should first be the responsibility of the school to find any health professional available like a doctor to do assessment.*

The teachers interviewed were aware that parents should play a very important role in providing teachers with useful information about the behaviour of the child and its support needs. A reason for their inability to deal with these problems was that they did not receive enough training, only one or two days. They were not sure of what they are doing. As teachers, they were not supported by the SBSTs because the latter also lacked capacity. Sometimes parents or communities did not come to school to report the problems experienced by their children, so teachers found it difficult to know their problems. The teachers interviewed expressed a need for parental involvement in the education of their children. They had responsibilities concerning the progress and welfare of their children. Even

the SGBs were encouraged to be actively involved in ways that would give support to uplifting the school so as to improve education. This was achieved by working together with the school staff.

#### **4.3 PROFESSIONAL DEVELOPMENT OR TRAINING FOR IMPLEMENTING INCLUSIVE EDUCATION**

The term 'professional development' as used in this study refers to activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher (Talis 2010:58). This section examines the activities that teachers had gone through in preparing them for inclusive education. Research conducted by Garet, Porter, Desimone, Birman and Yoon (2001) has also shown that very few teachers actually participate in high quality professional development because the predominant mode of professional development for the majority of teachers is still one-off workshops that are often not focused on subject matter. This finding concurs with the above one because the workshop was actually one-off and did not focus on the problems. The following indicate the professional training offered for implementing inclusive education successfully.

##### **a. Aspects covered by training**

The workshop organised by the DoE on inclusive education dealt with the identification of learners experiencing barriers to learning. Although teachers felt that the aspects covered were relevant and necessary they did not guide them on how to make sure that these learners achieved the desired outcomes, as they had expected. The workshop also covered ways to compile the profiles for the learners. They also highlighted that the duration of the workshop was too short as it was only one to two days, depending on that particular district. They expected that it would take between one to four weeks (one month). All interviewed teachers highlighted the above issues.

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, stated clearly that the type of training they had been given was on how to identify

learners experiencing barriers to learning. She added that it was necessary and relevant:

*...That is where we were trained on how to identify and profile a learner with a challenge including behavioural and neurological problems that makes him/her a slow learner. Although the content of the workshop was relevant and necessary, all we needed is how to make them achieve the desired outcomes not only the filling in of forms.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, stated that in the workshop they had been told to have a learner profile, learner's problem and education needs written down. She further expressed its relevance to their training needs:

*The content of the workshop was relevant because at least now you know that you must have a learner profile after identification according to inclusive education document unlike before when I did not know where to start but I do not think that this is happening in other classes because other teachers did not attend the workshop but what is important now is to know how to assist them.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, indicated that the workshop was necessary and relevant:

*... we were trained on identification and profiling of learners and elected as co-ordinators in that two days' workshop and also we were lucky to have now the learner support agent who is also the key figure as far as the implementation of this programme, but there is no implementation at all. At least it would be better if we were trained on how to make them achieve the objectives of the department but it was necessary and relevant for a start. So I think now they are supposed to support us and give us assistance.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, also indicated that the workshop covered identification of learners experiencing barriers to learning. She said that the workshop did not cover aspects on how to deal with them or how to help them cope in an inclusive classroom, and although it was

relevant they were told to identify and refer them to the district office. After identification, they were told to send the names of those identified to the district office, which would then discuss with the parents the learner's problem. She also mentioned that they were trained on how to fill in the forms when they received the history of a child's problem from the parents. She said that the type of training they received was identification of learners experiencing barriers to learning, but training was only for one day. She added that they were elected as coordinators and were encouraged to implement inclusive education, although nothing had started:

*In the workshop they could not get deeper, although it was relevant because we are not eye or ear specialist or doctors. It is said that assessment is done by a specialist. So as a teacher you cannot say that a child is mentally challenged. Our responsibility as educators is to identify them the way we were trained then we fill in the inclusive education forms (profile) after that we seek for the history of the learner from the parent which is not easy to get. After we have identified the learner's problem we accompany him/her with the parent to the district office then the district office communicates directly with the learner's parent but as teachers we do not know what they are talking about. Besides that we are not concerned with the filling in of forms, all we need is to assist them learn."*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district said that the workshop was relevant:

*The workshop we attended was dealing with identification and how to make profiles for learners and it was not dealing with the ways of assisting these learners to achieve although that is what we need as teachers but it was relevant to our training needs despite its weaknesses.*

The teachers appeared unworried about the aspects that were covered by the training, although they were necessary and relevant to their training needs. Instead they needed training on how to make sure that the learners experiencing barriers to learning achieved the desired outcomes.

## **b. Strategy/method**

The training of the two districts was offered in the form of a workshop which was held in an unorganised manner, that is, the teachers complained that there were insufficient resources such as chairs and inclusive education documents:

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated that the type of training they underwent was a workshop organised by the DoE:

*I would say it was the workshop organized by the Department of Education for teachers on inclusive education since it is a new concept it started with advocacy. This workshop was conducted so that teachers know what is expected of them in the class after attending these workshops on inclusive education.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, also indicated that the type of training they underwent was offered in the form of a workshop:

*I think the strategy they used were those workshops we attended where we were trained on how to identify these types of learners. I think that support can help the educators.*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, described their experience:

*We attended a two-day inclusive education workshop in our district.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, did likewise:

*It was a one-day workshop where we were trained on how to identify learners with challenges.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, elaborated:

*We were trained and elected as coordinators of this programme in that two-day workshop.*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, said:

*It was that one-day inclusive education workshop which was held in our district.*

Teachers observed that the training they were offered was not of a high standard because of the challenges it had, as discussed under 'challenges'. She qualified this by saying that the workshop did not qualify to be called a 'workshop' because they were not sitting in groups for discussion, rather they sat in rows in a large hall with some not having chairs. Some said they could not hear anything because of the long distance between them and the facilitators and there was no sound system to help amplify the voices of the facilitators. Some teachers did not receive the documents distributed during the workshop, whilst another problem raised was that they did not cover the skills and strategies of dealing with these learners. They were in their classrooms now but were not receiving support. The teachers were very worried because they saw their learners as sure failures. Years were passing with nothing being done to help the learners.

### **c. Duration of the workshops**

The teachers were trained for one to two days depending on that particular district. They further stated that the duration was too short and had not expected the workshop to take less than a month. In one district, teachers clearly indicated that the workshop they attended had only lasted for one day, in another for only two days. Asked whether the training duration was adequate they all responded that it was not, adding that at least it should have taken one to four weeks. I probed them about the quality of the training, to which they responded that it was not of a high standard. They complained that the workshop lacked resources such as chairs.

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, commented on the short duration:

*There was training, I think it was in 2010 where we were trained, but it was one-day training. That is where we were trained on how to identify a learner with a challenge, including behavioural and neurological problems that makes him/her a slow learner. That one day was not enough at all, it was*

*not enough. The training was not of that high standard as far I could see it. I think we really do need the training even if it is for two weeks for instance because to deal with these learners it's not easy it needs somebody who is really trained to deal with these learners that is why in the previous years there was special schools where learners were taken to the special schools to be taught by the educators that were trained for three years to deal with them. So it's not easy to deal with them having not received such training. So it is not good that the Department of Education says those children must be absorbed in the mainstream and be taught by teachers who were never trained for them. So it is not easy to deal with learners with speech, hearing or sight problems having not been trained for three years or was never trained on braille like the way the special education teachers were trained during those years. We really need workshops or employ teachers who are well trained on how to deal with learners with challenges. You cannot expect a teacher trained for just one day to do that job. I think if we can be trained on the aspects mentioned above we can make the difference.*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, said that the workshop in her district lasted for two days. I asked whether that was enough, to which she responded:

*In my district this workshop lasted for two days only. We were expecting that may be it was going to continue. The workshop was not enough because sometimes you have to go to the office with the aim of getting assistance on inclusive education, and you do not get it because this program came as a new thing so it was not easy to just grasp it. It should have taken a week at least.*

Florence, a teacher from Msintsini J.S.S., located in Dutywa district, also said that the duration of the workshop was not enough:

*No it was not enough. Wow; those two days definitely were not enough, not at all. I personally was expecting something like two weeks.*



Mildred, a teacher from Cumming S.P.S., located in Dutywa district, also indicated that the workshop lasted only for two days because they were in the same district as Kate. When asked whether it was enough she said:

*It was a two day workshop where we were trained on how to identify learners with challenges. The workshop for two days cannot be enough for inclusive education, at least two weeks.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, indicated that the workshop she attended had lasted for two days:

*It was that one day workshop then after that Misses Tom [pseudonym] would come at the beginning of the year and encourages us to start but nothing started.*

She further indicated that it had been short:

*It was one day and it was not enough, it was not enough. We expected at least two weeks.*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, also commented on the duration:

*It was that one day training. At least two weeks would be better. It was not enough. This inclusive education needs more time. We need at least one month training for these kids so that we can know more about learners with problems so as to be able to deal with them because we are not their specialists. We were trained for normal kids.*

It is evident from the responses that the duration of the workshop was too short, so the organisers should consider matching duration to content coverage.

#### **4.4 EFFECTIVENESS OF THE CURRENT PROFESSIONAL DEVELOPMENT**

That the professional development they underwent had not been effective was reflected in the way that they still thought in terms of a medical model, and felt that

learners experiencing barriers to learning should be placed in special needs schools. They would shout at them and felt that they did not have a place in the mainstream schools, and therefore should not be admitted.

It is common that when teachers attend a workshop they show no significant change in practice, as found by Fullan (1991:315), in that after the teachers returned to their classrooms from workshops and conferences there was no significant change in practice. This was confirmed by the observation at school when the teachers stated that they did not have learner profiles.

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, found the workshop ineffective, as even after it they could not understand that these learners could be accommodated in the mainstream schools, given the challenges of resources:

*When you discover that a learner does not understand you shout him/her. Sometimes you think that there is something wrong with the learner may be he/she is partially sighted but you were not informed by the parent about the problem even by the parents that this child has a problem. Then you put the child at the back seat whereas he/she has a problem to see at a certain distance. You discover that he/she has a problem when you see that the child is not performing well. You start shouting at the learner not knowing that he/she has a problem you were not aware of.*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, also agreed that the workshop was not effective because they were told that learners were different, therefore the teacher should cater for learners experiencing barriers in her lessons, but still had an attitude:

*Yes. I've learnt that these learners are different. They develop differently; they develop at their own pace so it is not wise for us as mainstream teachers to accommodate them in our school.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, considered the professional development they had undergone to be ineffective. She said that these learners could not be accommodated in the mainstream because there were

no resources. She suggested more training in the hope that they could do their best in implementing inclusive education if they were well trained. She also said that they needed support from the district office but had complained about the shortage of staff and they were overloaded with other duties. She also raised the issue of full-service school as a resource centre, but up to then it did not exist:

*No, the workshop was not effective. I think that the learners with special needs have no space in our schools. So after attending these support programmes, I learnt that special needs learners should be accommodated in our schools but due to challenges we are facing they have no space in our education system. If we can get enough training, the learners now with learning barriers can be helped to achieve what they cannot achieve.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, considered the workshop ineffective:

*No, because we as mainstream teachers do not understand these learners. We do not know what should be done when they do not cope.*

Lolly, a teacher from Ntlaza J.S.S., in Butterworth district, said that the training was ineffective. She also called for their training and that of other educators. She showed her inability to cope with a learner in her classroom who showed a behavioural problem, saying that teachers who were fully trained to deal with learners experiencing barriers to learning should be employed. This clearly showed that teachers were not capacitated to deal with these learners:

*There is no change in all classes because some teachers have not been trained on inclusive education. There is a learner from Zingcuka district [pseudonym] which specialises in learners with learning barriers but unfortunately I do not remember his barrier. His parent said that she wants him to be kept at school but I do not have a way of dealing with him. He seems to have a mental problem; he needs somebody who is patient. His parent believes that he is uneducable. Somebody who is fully trained would be able to cope with him and would know what to do. More especially if this programme can be given more attention. This parent informed the school about the profile of the learner, but I do not know why he left that school.*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, when asked about the effectiveness of the training, indicated in the negative:

*No it has not changed me. Why I say so is that for instance I have a child who has a Down syndrome and is good in reading but has a problem in writing but sometimes she comes to his senses and is able to write when I am with her but I am unable to help her. I teach her comprehension and teach her how to write alone, but it does not work but I love and treat her like other learners but at the same time I have no strategy of dealing with her.*

The teachers felt that the workshop they had attended on inclusive education was ineffective. According to them, it would be effective if it enabled them to help learners experiencing barriers achieve the desired outcomes.

#### **4.5 FLAWS, CHALLENGES AND WEAKNESSES OF CURRENT PROFESSIONAL TRAINING**

All teachers interviewed revealed that there were challenges to the professional development of teachers. After being trained, they need to feel confident to deal with inclusive classrooms, but this is not the case, indicating that the workshop had not prepared them to deal with classroom realities. They expected the workshop to focus on practical ways of dealing with these learners inside the classroom, but the workshop apparently did not meet their expectations. Due to the large number of teachers who had attended, the workshop became a meeting, with a shortage of material resources such as desks, chairs and inclusive education documents. They also complained that the seating arrangements were not designed for the workshop because they were not sitting in groups for discussion. The duration of the workshop was another challenge, because it lasted for one day in one district and two days in the other. They expected it to take at least one to four weeks (one month).

Because of these challenges, they regarded it as not of high standard. William (2007:124) comments that inadequate facilities and the absence of appropriate

teaching or learning materials were experienced as negative factors regarding inclusive education.

I asked Martha, a teacher from Mkhankatho J.S.S., in Dutywa district, about the challenges of the workshop, to which she responded:

*The duration of the workshop was not enough because inclusive education came as a new thing so it was not easy to just grasp it.*

Questioned about the challenges of the workshop, Mildred, a teacher from Cumming S.P.S., located in Dutywa district, said:

*The workshop we attended did not meet our expectations as we were expecting to be trained in such a way that we are able to deal with the everyday challenges in our classrooms.*

When I asked Florence, a teacher from Msintini J.S.S., in Dutywa district, about challenges of the workshop, she raised the following:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like chairs and desks for sitting as a result some teachers were standing.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, said:

*What I noticed there was that the workshop was not of high standard because it was only one day.*

Lolly, a teacher from Ntlaza J.S.S., in Butterworth district, was asked about the challenges of the professional development:

*According to my view, the workshop we attended did not prepare me for inclusive education because even now I do not know how to deal with that naughty boy in my class.*

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, was asked about the challenges of the professional development they had undergone:

*What I discovered as the major challenge in that workshop was the shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*

The teachers felt that they were not confident in dealing with inclusive classrooms, which means the workshop had not prepared them to deal with classroom realities. They expected the workshop to focus on practical ways of dealing with these learners inside the classroom, but apparently it had not met their expectations.

#### **4.6 STRATEGIES FOR IMPROVING CURRENT PROFESSIONAL DEVELOPMENT**

The DoE can use strategies in order to improve the workshops for teachers so that they become effective. The teachers highlighted lack of follow-up, attitude, adequate training, resources and capacity building as significant factors. Robinson (2002) argues that the cascade model offers training, but with little or no follow-up support structures for teachers who have to deal with the long-term implementation of the new reforms. The section on the reasons for teachers to be ineffective in dealing with the learners' problems indicates that improvement is needed. The discussion below shows some of the strategies suggested by teachers for improving current professional development.

##### **a. Follow-up on professional development**

All teachers believed that they needed a follow-up after the workshop to make sure that they could perform as trained.

When Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, was asked about the ways in which professional development could be improved, she responded:

*...so we need some development and after we have been developed may be in the workshop or in whatever means but that person needs to do a follow up to see that we are in line with the training that we were given.*

Mildred, a teacher from Cumming S.P.S., in Dutywa district, was asked about the ways in which professional development could be improved:

*... Here is the child you have identified as a slow learner, what strategies can you use we want such support professionally and a follow up because inclusive education says that they must be accommodated in our schools so what can we do now because we are not trained for slow learners for instance we use one strategy for normal learners so now we do not have strategies for slow learners. If we can be equipped on that I think that is professional development. Because sometimes a learner is physically challenged and is educable you do not have a problem with him/her but the problem is that maybe he/she is a wheelchair user he/she will not be able to come to school because there are no ramps may be we may be able to teach him/her because he/she is normal despite his/her physical disability.*

Lolly, a teacher from Ntlaza J.S.S., in Butterworth district, when asked about the ways in which professional development could be improved, said:

*I would say that the Department of Education should organise workshops starting with the advocacy since inclusive education is a new concept. I would say it refers to the workshops for teachers on inclusive education since it is a new concept starting with advocacy, training of teachers then followed by follow up .This should be done so that teachers know what is expected of them in the class after attending these workshops on inclusive education.*

When Florence, a teacher from Msintisini J.S.S., located in Dutywa district, was asked about the ways in which professional development could be improved, said:

*All those who are involved should be dedicated because in the district office they say we rarely report. For example this year we have not been called for a meeting we are now in the second quarter nothing is happening I wish*

*the district starts with the advocacy, training and then follow up so that as new teachers in inclusive education we see what should be done but that does not happen they always complain that there are limited resources.*

When Norah, a teacher from Zwelamandlovu J.S.S., in Butterworth district, was asked about the ways in which professional development could be improved, said:

*I think if the Department of Education can start with advocacy, and then followed by the training of teachers and follow-up follows, then it can improve...*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, argued that they needed follow-up after the training:

*I think may be if we can attend workshop and be trained on how to deal with these types of learners, and then have a follow up that can help us.*

From the teachers' views above, it is evident they wished that after each workshop there would be a follow-up. This would help them understand more of what was done in the workshop and might serve as a monitoring strategy.

## **b. Attitude**

All teachers expressed a need for change in attitude of teachers which they believed could be observed after the quality training. The workshop was regarded as being of quality if it had resources and longer duration.

Norah, a teacher from Zwelamandlovu J.S.S., located in Butterworth district, was asked how the teachers' training influenced their attitude on inclusive education in their school:

*No it has not changed me. Why I say so is that for instance I have a child who has a down syndrome and is good in reading but has a problem in writing ...but sometimes she comes to his senses and is able to write when*



*I am with her but I am unable to help her. I teach her comprehension and teach her how to write alone, but it does not work but I love and treat her like other learners but at the same time I have no strategy of dealing with her. I hope she is transferred to special schools because I cannot help her.*

Lolly, a teacher from Ntlaza J.S.S., in Butterworth district, was asked how the teachers' training influenced their attitude on inclusive education in their school:

*Learners really need trained educators because some teachers do not treat them well whereas they have problems and we are unable to help these learners.*

Florence, a teacher from Msintini J.S.S., located in Dutywa district, was asked how the teachers' training influenced their attitude on inclusive education in their school:

*I learnt that special needs learners have no space in our education system due to challenges of resources we have and we cannot help them achieve without quality training. I can see that if we can get enough training, the learners now with learning barriers can be helped to achieve what they cannot achieve.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, was asked how the teachers' training influenced their attitude to inclusive education in their school:

*When you discover that a learner does not understand you shout him/her. Sometimes you think that there is something wrong with the learner may be he/she is partially sighted but you were not informed by the parent about the problem even by the parents that this child has a problem. Then you put the child at the back seat whereas he/she has a problem to see at a certain distance. You discover that he/she has a problem when you see that the child is not performing well. You start shouting at the learner not knowing that he/she has a problem you were not aware of.*

Martha, a teacher from Mkhankatho J.S.S., in Dutywa district, believed that these learners must not be accommodated in the mainstream:

*I've learnt that these learners are different. They develop differently; they develop at their own pace so it is not wise for us as mainstream teachers to accommodate them in our school.*

Mildred, a teacher from Cumming S.P.S., located in Dutywa district, indicated that she still had an attitude to these learners because they should be transferred to a special school:

*We have a learner in grade three who has a problem with reading and writing, I do not know how to help him. I was thinking that at least after the workshop I would be able to help him, but there is no change. How I wish that he can be transferred to a special school.*

There is a need to change the attitude of teachers in order for inclusive education to be a success. Some teachers seemed not to have changed their attitudes hence they still thought in terms of the medical model and felt incapacitated to deal with these learners.

### **c. Adequate training**

Because all teachers complained about the inadequate training, they suggested adequate training be provided. Their dissatisfaction can be noted in the quotes below.

Florence, a teacher from Msintsini J.S.S., Dutywa district, mentioned that they needed adequate training:

*We need adequate training and support in lesson planning from the school based support team (SBST) or district based support team (DBST) as we are still in the initial stages of implementation but we are not called often as we were promised. We as teachers, in our lesson preparations do not cater for learners experiencing barriers to learning because we do not know how*

*to plan for these learners since we were not trained on how to do it. Therefore as teachers we need training for planning for those learners.” The DBST complain that they have shortage of staff and there is a lot of other things to do. So as a school we are complaining because there is a lot that needs to be done. Support is not enough even, we were promised of a full service school there, ramps are built there but it is not functioning as a full service school. There are those who do not attend school and are wheelchair users they should be in that school, otherwise our initiative is right but we need to be more dedicated in the implementation.*

Other teachers were not concerned about the lesson planning, needing only strategies for dealing with the learners with barriers in their classes.

Martha, a teacher from Mkhankatho J.S.S., Dutywa district, raised the issue of adequate training as an improvement strategy:

We as teachers need adequate training on how to deal with these learners in our classrooms.

Mildred, a teacher from Cumming S.P.S., in Dutywa district, believed that adequate training was needed:

*The issue of adequate training on inclusive education becomes paramount because without training we cannot have necessary skills to deal with these learners. That is where our focus is.*

Lolly, a teacher from Ntlaza J.S.S., which was located in Butterworth district, believed they needed more training:

*That one-day training was not enough so we need more training especially on dealing with that naughty boy.*

Norah, a teacher from Zwelamandlovu J.S.S., in Butterworth district, mentioned that training was needed:

*The training of teachers on any changes affecting the curriculum is always needed more especially on how to make sure that they progress like others.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, felt that they needed adequate training:

*What we need is adequate training to develop these learners to be on par with others in the mainstream.*

After the change of attitude through advocacy, teachers felt there should be training for them to deal with strategies for assisting learners experiencing barriers to learning to achieve the expected outcomes.

#### **d. Resources**

The lack of resources in a workshop hampered its effectiveness, as indicated in the following responses.

Florence, a teacher from Msintini J.S.S., in Dutywa district, noted:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like cartridge papers for presentation.*

Kate, a teacher from Amantinde J.S.S., located in Butterworth district, asked rhetorically:

*Some teachers had no chairs and were standing. How does one expect you to be attentive whilst you are standing the whole day?*

Martha, a teacher from Mkhankatho J.S.S., located in Dutywa district, indicated that there was a shortage of desks:

*One of my friends was fed up with that workshop because there were no desks on which to write the notes.*

Norah, a teacher from Zwelamandlovu J.S.S., in Butterworth district, mentioned the shortage of documents:

*...there was a shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*

Mildred, a teacher from Cumming S.P.S., in Dutywa district, added:

*In my district there was a shortage of material.*

Lolly, a teacher from Ntlaza J.S.S., Butterworth district, also complained:

*Whenever we have a workshop there is always a shortage of material. Even the accommodation is not prepared before time.*

The responses indicate that teachers believed the workshop could not be effective if there was a shortage of resources. The organisers should thus make sure that there are enough resources to run it.

#### **e. Capacity building**

From the quotes below, it became apparent that there was a lack of capacity on the side of the districts to run the workshops.

I asked Martha, a teacher from Mkhankatho J.S.S., located in Dutywa, about the challenges of the workshop attended. She responded:

*The duration of the workshop was not enough because inclusive education came as a new thing so it was not easy to just grasp it.*

When questioned about the challenges of the workshop, Mildred, a teacher from Cumming S.P.S. in Dutywa district, responded:

*The workshop we attended did not meet our expectations as we were expecting to be trained in such a way that we are able to deal with the everyday challenges in our classrooms.*

Florence, a teacher from Msintini J.S.S., Dutywa district, said about challenges of the workshop she attended:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like chairs and desks for sitting as a result some teachers were standing.*

When I asked Kate about challenges of the workshop she attended, she raised the following:

*What I noticed there was that the workshop was not of high standard because it was only one day.*

Lolly, a teacher from Ntlaza J.S.S., located in Butterworth district, was asked whether the challenges of the professional development they underwent capacitated them for their daily challenges:

*According to my view, the workshop we attended did not prepare me for inclusive education because even now I do not know how to deal with that naughty boy in my class.*

Norah, a teacher from Zwelamandlovu J.S.S, in Butterworth district, was asked about the challenges of the professional development they underwent:

*What I discovered as the major challenge in that workshop was the shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*

Teachers were of the view that, based on the weaknesses mentioned above, the districts did not have the capacity to run the workshops. They based their argument on the shortage of resources.

#### **4.7 CONCLUSION**

This chapter has presented the findings from the data gathered during the interviews, observations and documentation. After presentation of the data it was interpreted. Although teachers had received training on inclusive education, there were indications that it had some weaknesses. In particular, these were inadequate training and lack of resources, therefore an improvement on this type

of current professional development model is needed. The following chapter summarises the findings, draws conclusions and makes recommendations.

## **CHAPTER 5**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 INTRODUCTION**

This chapter discusses the findings arrived at using interviews, observations and documentations on professional development for supporting teachers in implementing inclusive education. The findings are discussed against the literature review to determine whether they supported or refute the literature.

#### **5.2 TEACHER TRAINING NEEDS**

The following were the identified training needs for teachers:

##### **a. Lesson preparation**

From the findings in chapter 4 it is evident that teachers needed training on designing a lesson plan for an inclusive classroom, whereas others needed training on how to deal with the daily challenges of misbehaviour and discipline. This finding concurs with the findings obtained during observations because the lesson plans had no activities designed for learners experiencing barriers to learning. For teachers it would be better if the part of the workshop was dealing with lesson planning for an inclusive classroom or for both types of learners. Williams (2007:129) argues that to effectively plan lessons, teachers should have sound knowledge of what they want to teach learners, how to assess the skills of learners, and how to monitor progress, as well as a range of strategies that differentiate instruction for individual students. Lesson planning ensures the teacher is familiar with the content and makes one confident. It also gives the lesson structure, organisation and sequence and helps ensure optimum time on task. Planning is very important, not only for the beginner teacher but also for the teacher with experience. The argument is that the planning process initiated by the teacher can give both teacher and the learner a sense of direction and help



learners become aware of the goals that are implicit in the learning task they have to perform.

Planning process involves setting clear objectives or outcomes for one`s lesson. It also helps to identify the roles to be played by the teacher and learners during and after the lesson. The teacher should know how and what skills will be assessed and how to monitor progress towards the desired outcomes. This clearly means that without proper planning the lesson will not be a success because the desired outcomes cannot be achieved. This may result in the teacher and learners being lost and not knowing which strategy to use for learners at different levels of knowledge, what activities should be done by these various learners, and when and how to make sure that the objectives are achieved (Jacobs & Gawe 1996:125).

#### **b. Assessment of learners experiencing barriers to learning**

Assessment should be managed and coordinated by the DBST, an approach that requires all significant partners (parent /caregivers, teacher and the learner) to be involved in decisions about the support package needed. This process is undertaken by a qualified practitioner and not by educators (DoE 2008), but it was evident from the findings that learners were not assessed because there were no qualified practitioners to assess. Therefore, teachers might continue to experience difficulties in dealing with these learners if they are unsure about the learning support needs of some. The teachers need to be trained on assessment and not rely on the qualified practitioners.

Another problem that teachers face on assessment by psychologist is that the information given in the report is not passed on to the teacher. If the teacher happens to know the information about the child one will discover that the advice given is not linked in a helpful way to the curriculum the student is following. Mostly the information is couched in psycho-educational jargon that is not easily understood by the teacher. This makes the psychological tests irrelevant in the context of inclusive education. In the light of the above information I argue that assessment should be made by teachers and it should focus on learning and

performance in the curriculum. The following can be applied to functional assessment in any school subject area: a) determine what a learner can do unaided, and the knowledge, skills and strategies he/she possesses; b) determine what he or she can do if given little guidance or prompting; c) determining the important gaps in the learner's prior knowledge; d) determine what he or she needs to be taught next in order to make progress (Westwood 2001:3). This means that if teachers are not trained on assessment learners and teachers will not benefit from the assessment by the psychologist, thus resulting in the learners' needs not being met.

### **c. Identification of learners experiencing barriers to learning**

The problem with identification of learners experiencing barriers to learning was parents who did not furnish teachers with the information about the learners necessary to have complete learner profiles. Another problem was that the parents of the learners with specific educational needs showed no commitment to assisting teachers in dealing with their children. The parents were also perceived as lacking understanding of their learners' capabilities. Some class teachers seemed to pose problems since they did not cooperate with the coordinators. The study conducted by Engelbrecht and Green (2001) also revealed the same findings of parents not supplying the school with the requisite information about the child. The failure of the parents to provide information about the child makes things difficult for the teachers because the process of identification is to inform a clearer understanding of the context in which the learner is experiencing a range of barriers to his/her learning and development so that his/her learning needs are met. By so doing teachers cannot identify some barriers to learners (DoE 2008:14).

### **d Behavioural problems**

The findings revealed that some learners were showing signs of behavioural problems and teachers were facing challenges on how to deal with them because

they contribute to lack of discipline. Therefore, the problem with these challenges would continue as long as teachers were not capacitated to deal with them. For Pottas (2005:67), learners with emotional, behavioural and intellectual disabilities are viewed as posing problems regarding classroom management and discipline, for example obeying the classroom rules, whereas those with orthopaedic and sensory problems pose problems related to instruction. The latter are treated with a more positive attitude because they do not disturb the classroom.

**e. Reasons for teachers` inability to deal with these problems**

Among the reasons for their inability to deal with learner problems, one teacher mentioned the negative attitude shown by some teachers. The second reason captured is that teachers find themselves in an unfamiliar situation as they find themselves teaching learners experiencing barriers to learning whereas they were trained for learners with no learning barriers. This had something to do with the education history of teachers. The third point mentioned was the lack of commitment and dedication in all levels of the DoE. The issue of support and follow-up by the principals and caregivers was also mentioned. The lack of resources posed another challenge, whilst the standard of training was raised as another issue that hinders the implementation. This inability was also indicated by the lack of learner profiles. The same finding emerged from the studies conducted by Bothma, Gravett and Swart (2000); Engelbrecht and Green (2007); and Swart et al. (2002), which indicates that teachers view inadequate knowledge, skills and training, lack of educational and teacher support, and insufficient facilities and resources were major hindrances in the effective implementation of the programme.

O'Connor (1999:11) states that the Schools Act of 1996 makes provision for parental involvement, allowing parents to become actively involved in school governance and to have a more direct say in their children's education. Parents are liable for the following.

**f. Supporting school staff and collaborating to improve education**

Parents seemed not to be supporting the staff by providing them with the required information about their children. Although some seemed not to be taking the full responsibility for their children, Engelbrecht et al. (2005:462) maintains that implicit in the philosophy of inclusive education is the significance of the role that parents hold in making decisions about their children and in the support of the children through their education, shared ownership among educators, administrators, parents and learners; the shared responsibility for nurturing the development of all learners; and making sure all needs are met..

Schools have traditionally depended on parental involvement and support for their success. Callison (2004:16) argues that parental involvement is a critical dimension of effective schooling and has a direct impact on academic performance. Steyn (2003:1) concurs that when parents and educators communicate effectively, positive relationships develop, problems are more easily solved and learners make greater progress. He adds that it is important for teachers to understand how to involve parents in school activities. Their involvement in schools may take the form of SGBs so that, armed with information, counselling and skills they can play a more effective role in the learning and teaching of their own children, despite limitations due to disabilities or chronic illnesses (DoE 2001:50).

Besides parental involvement, Donald, Lazarus and Lolwana (2002:101) mention that the communities within which schools are located strongly influence the success and development of these institutions. The local community reflects certain values and norms, which in turn are reflected in the school. It is therefore important that schools maintain good relations with the communities for support and school improvement.

### **5.3 THE NATURE OF PROFESSIONAL DEVELOPMENT AND TRAINING FOR IMPLEMENTING INCLUSIVE EDUCATION**

The following sub-themes describe the nature of the professional development offered for inclusive education.

#### **a. Aspect covered by training**

The teachers indicated that the training was covering identification of learners experiencing barriers to learning but teachers apparently were expecting more because they seemed to need capacitation on dealing with classroom realities and solving learners' problems regarding their learning needs. An example they cited was the behavioural problem noted in some learners, so it would be better if the workshop dealt with strategies to deal with behavioural problems. Turnbull and Turnbull (2004:299) contend that in order for teachers to achieve the best results, they have to be exposed to the latest strategies and skills in working with learners. Addler and Reed (2002:130) contend that effective training workshops are important and that they are important not only for improving teachers' knowledge and skills but also for establishing interpersonal relationships and overcoming gaps in teaching practice. This means that these training workshops should address the problem of relationships among the teachers themselves and close the gaps on practical ways of teaching learners experiencing barriers to learning. Hellriegel, Jackson and Slocum (1999:40) stress the role of training and development in overcoming limitations in the basic training of teachers. According to Hind et al. (2003:103), training will raise teachers' disability awareness in that they will move from not knowing to knowing how to handle a particular situation. As inclusive education encourages collaboration they will work together with a school-based support team in their daily work, thus being able to meet the learning needs of various learners.

## **b. Strategy/method**

The nature of professional development offered was in the form of one or two day workshops, where many teachers were gathered in a hall with shortage of resources such as inclusive education documents. The problem raised by the teachers was not about the workshops but the weaknesses of the workshop like shortage of resources like chairs, desks and inclusive education documents. They felt that the workshop was needed and relevant but they needed to be capacitated to help these learners achieve the desired outcomes. The fundamental objective of in-service education and training is to equip teachers with knowledge and skills required to improve teaching and learning in their classrooms (Owusa-Mensah 2008:27). It is important to understand that the workshops help teachers to develop new knowledge, attitudes and skills. A school-based approach becomes successful when the training and support activities happen at the school as part of the normal staff development programme. Nonetheless, teachers have learned from experience that training workshops alone do not bring about real change in classrooms and schools. Rather, they also need support in their classrooms by the members of the training teams between the training courses so that they can practise what they have learned in workshops.

On the other hand, it is unfortunate that the teacher programmes are ineffective because of the lack of monitoring after training as they are the ones who should make practical what they learnt from the workshop. A study by Cohen and Hill (2000) is confirmed by my findings on the ineffectiveness of these workshops. The community and university can also provide meaningful support to the teachers. The community can do this through the involvement in the school activities whilst the university can offer distance education to the teachers or through research. One weakness of these workshops is that there is too much new information to cover in the limited time. Another is that because there is not enough time it is sometimes difficult to make sure that the teachers understand everything properly. The shortage of resources also poses another challenge (DoE 2002:15-17).

### **c. Duration of the workshops**

Teachers stated that the workshop they attended lasted for fewer days than they expected and was not dealing with the classroom realities. They said it took one day in one district and two days in the other. They believed that the training should have taken more than two days. The longest duration suggested was one month, hence there was no change in their practises. Their belief was that if it took longer they would be able to grasp more because too much information given in a short time is confusing. The duration of the workshop is important, as found in research conducted by Cutler and Ruopp (1999), in which middle school mathematics teachers from the Boston area of the USA met twice a month for two years to attend half-day workshops that addressed issues related to teaching mathematics. The teachers believed that the workshops had been very valuable as their practices in the classroom improved.

In trying to understand the teachers` opinions on the value of the workshops, particularly with regard to CPD, personal development and improving their teaching approach, Cutler and Ruopp learned that teachers found the CPD workshops important with regard to personal and skills development, support, providing new information, confidence, and changing teaching habits. The results were that approximately 90% of the teachers viewed the provision of knowledge as one of the positive aspects of the CPD workshops. It is a different case with a one-off workshop as it has become common that when teachers attend it there is no significant change in their classroom practices (Fullan, 1991:315). After the teachers have returned to their classrooms from workshops and conferences there is no significant change in practice. The same dissatisfaction with lack of change in practise after the workshop was observed in the research on professional development of teachers in developing countries (Villegas-Reimers 2003; Leu 2004; MacNeil 2004). Other researchers are critical of the workshops and believe most of them to be single experiences which are fragmented, incoherent, decontextualised and isolated from the real classroom environment (Collinson & Ono 2001; Villegas-Reimers 2003; OECD 2005).

The quality of training was raised as another problem, all teachers believing that the workshop was not of high quality, citing different problems of shortage of

furniture and inclusive education documents. Engelbrecht et al. (2001:5) argue that a well-planned training and professional development programme, facilitated by professionals such as educational psychologist or school counsellors, is needed to support teachers to overcome doubts and resistance and so stimulate willingness to participate in support teams.

#### **5.4 Effectiveness of the current professional development**

The following were noted:

##### **a. Professional knowledge**

Teachers did not gain the professional knowledge to address their expectations during the training because even after the workshop they were unable to meet the needs of these learners. They believed that it was ineffective, stating such reasons as persistent inability to deal with these learner barriers, even after the workshop. Villegas-Reimers (2003:19-23) states that successful development experiences have a noticeable impact on the work of educators, quoting a number of studies to explain the advantages of continuous professional development on learning in schools. He argues that the more professional knowledge the educator has, the higher the levels of achievements.

Day and Sachs (2004:22) write that professional development may be seen to align educators' practice with educational policies, to improve the learning outcomes of learners by improving educators' performance and to enhance the status of the teaching profession.

##### **b. Professional development models**

It was evident that in the two districts under study the teacher training model used by the DoE for inclusive education was a workshop, but a problem with this model were its weaknesses. Hargreaves and Fullan (1992:75) see an urgent need for the



DoE to treat teacher training as an important matter. The initial training as the starting point is crucial, as it assists teachers in setting particular goals they wish to achieve in their future careers. Professional development is a continuous process, viewed by Donald (2002:159) as a life-long journey. Abdal-Haqq (1996), in his study on teacher development, takes the view that effective professional development characteristics reported in the literature is school-based and embedded in teacher work, recognises teachers as professionals and adult learners. It is continuous and provides adequate time and follow-up support, focuses on student learning, and is collaborative, ensuring opportunity for teachers to interact with peers.

### **c. Training workshops**

As the DoE uses workshops in training teachers, Addler and Reed (2002:130) contend that effective training workshops are important not only to improve teachers' knowledge and skills but also to establish interpersonal relationships and overcome gaps in teaching practice. These training workshops should address the problem of relationships among the teachers themselves and close the gaps on practical ways of teaching learners experiencing barriers to learning. The finding was also noted by Prinsloo (2001:345) in his study on constructing new approaches to professional development, in which he stated that teachers should understand the diverse needs of the learners in their classrooms, so as to identify their problems and give support to all their learners in order for them to learn and develop optimally.

The workshops conducted for teachers in inclusive education had the following weaknesses.

#### **a. Follow-up**

The teachers needed follow-up after the workshops to equip them more on professional development so that they would be able to address the needs of learners experiencing barriers to learning in their respective schools. One of the findings of the review committee on the implementation of Curriculum 2005 was

that there is practically no continuous support and development when teachers are back on site after receiving orientation and training at workshops (Review Committee on Curriculum 2005, 2000:61). This form of support is important because the teachers, especially those in mainstream schools, who are novices in including students with diverse needs in general educational classrooms, require support. They may feel in need of training and encouragement, which could be provided through staff development (Gibson, Swartz & Sandenbergh 2002:31). However it is important to know that most professional development initiatives use a combination of models simultaneously. These vary from setting to setting, depending on that particular context (Mokhele 2011:39).

The most prominent types of CPD discussed in recent literature include the following models: professional development schools, distance education, teacher networks or school networks, workshops, seminars, courses, university-school partnerships, observations of excellent practice, and the training of trainers models (Mokhele 2011:39). Other scholars concur with the above idea that effective teacher preparation demands a career-long continuum of development (Diaz-Maggioli 2004; U.S. Department of Education 2002; Zepeda 2008). It requires systematic follow-up for sustainability and continual opportunities for practice, rather than the one-off characterisation of traditional workshop training programmes (Lieberman & Miller 1999; Wilson & Berne 1999).

## **b. Attitude**

Whilst observing the incidents taking place in the workshop I noticed that the teachers had a negative attitude towards it because they believed that teaching learners experiencing barriers to learning was demanding time and dedication. Another reason was that they were complaining about the workload they already had. Similar results were obtained in a study conducted by Swart, Engelbrecht, Eloff and Pettipher (2002:183), when they investigated teachers' attitudes and experiences in implementing inclusive education in which teachers had a negative attitude towards in-service training (a form of CPD). They felt that they had not

acquired the knowledge or skills which would allow them to appropriately address diversity in their classrooms.

**c. Adequate training**

Educators are described in the Education White Paper 6 (DoE 2001:18) as the primary resource for achieving the goal of an inclusive education and training system. It must therefore be in the interests of education that educators are adequately trained for new demands. The quality of training seemed to pose a challenge on how to deal with learners experiencing barriers to learning. Research conducted by Garet *et al.* (2001) has also shown that very few teachers actually participate in high quality professional development because the predominant mode of professional development for the majority of teachers is still one-off workshops which are often not focused on subject matter. This idea is supported by some scholars, such as Diaz-Maggioli (2004) *In Praxis* 2006; and Lieberman and Miller (1999), who called for new approaches for professional development as it has become evident that a single view is neither meaningful nor any longer appropriate. The issue of quality has to be considered when the workshops are conducted. Improving the image of teaching will go a long way towards attracting more teachers but it is not just numbers that are needed. The quality of practicing teachers and the quality and practicality of the programmes and personnel involved in training both new and practicing teachers need to be enhanced.

According to Engelbrecht and Swart (2001:259), a lack of appropriate professional training, particularly when educators are required to implement new practices with inadequate continuous training in order to meet the needs of an increasingly diverse learner population, is a source of stress. In the experience of the researchers, in many instances inclusion has occurred without an understanding of the implications for educators who have much of the responsibility for implementing new policies. Laridon (1993) added that any new curriculum is bound to fail unless the teachers who are going to implement it are well trained in content, instructional approach and the assessment procedures. As indicated above, Dana and Yendol-Hoppey (2008) outlined three types of teacher

knowledge relative to teacher practice and best supported with specific professional development activities, namely, knowledge *for* practice, knowledge *in* practice, and knowledge *of* practice. Knowledge for practice is viewed as best aligned with traditional professional development practices when a trainer imparts information from research to teachers. This knowledge assumes a level of correctness concerning specific teaching practices and provides for generic learning dilemmas, however, it provides little support towards implementation within a teacher's specific context. Knowing in practice acknowledges teachers' practical knowledge and its importance in improving teacher practice. This knowledge is supported through teacher application in their daily work, reflection, and collaboration with peers. Finally, knowledge of practice emphasises the use of systematic inquiry to study teachers' own knowledge and practice. Teachers create this type of knowledge by raising their own questions and by engaging in teacher research related to their own teaching practices. Dana and Yendol-Hoppey (2008) believe that in order to support teacher learning and facilitate real change, professional development activities must be aligned to the knowledge source.

#### **d. Resources**

The findings showed that poor coordination of inclusive education professional development programmes because of limited resources. This challenge was noted by lack of furniture for the workshop, and inclusive education documents. In more recent work, the American Research Association (2005) concluded that professional development results in better instruction and improved student learning when it is aligned to authentic curriculum materials that teachers use, academic standards which drive their work, and accountability measures that indicate their proficiency. As an observer, I also witnessed the shortage of resources in the workshops.

#### **e. Capacity challenge**

The first part of the workshop that showed the lack of capacity was the failure of the DoE to provide sufficient resources, showing that the districts did not have the capacity to run workshops. The second part of the challenge was that the programme did not prepare teachers to deal with their classroom challenges. This was noted when one teacher indicated her inability to design a lesson plan for an inclusive classroom. From the observation I noted that the lesson plans used by teachers had no activities for learners experiencing barriers to learning. They catered only for those without barriers to learning. Lastly, the evidence of this incapacity was also noted when teachers indicated that they were still unable to deal with the challenges facing their learners at school. Many researchers are critical of the workshops and believe most of them to be single experiences which are fragmented, incoherent, decontextualised and isolated from the real classroom environment (Collinson & Ono 2001; Villegas-Reimers 2003; OECD, 2005).

### **5.6 CONCLUSION**

This chapter has discussed the research findings, which revealed that teachers were faced with challenges in as far as the workshops are concerned. They included attitude of teachers towards inclusive education, inadequate training, lack of resources, lack of capacity and lack of support and follow-up. These findings support the literature reviewed in chapter 2. The next chapter presents a summary of the findings.

## CHAPTER 6

### SUMMARY OF THE RESEARCH FINDINGS

#### 6.1 INTRODUCTION

This chapter deals with the summary of the research findings. It also covers conclusions, recommendations and limitations of the study.

The following is the summary of the research findings:

- The teachers still have a negative attitude towards learners experiencing barriers to learning.
- Teachers did not receive adequate training on inclusive education.
- There are no enough resources available for the workshop.
- The districts have no capacity to run workshops.
- After the workshop, there is no support or follow-up.

Other findings are:

- The absence of psychologists in the district offices hampers inclusive education.
- Parents do not provide schools with adequate support.
- The education history of teachers poses another challenge.

#### 6.2 RECOMMENDATIONS

Based on the findings, the following are the recommendations:

- **Attitude**

All teachers should be trained on inclusive education to avoid negative attitude towards learners experiencing barriers to learning.

- **Adequate training**

All the teachers should receive adequate training on how to deal with learners experiencing barriers to learning. This should focus on how to deal with classroom realities.

- **Resources**

There should be sufficient resources for the workshop.

- **Capacity**

The districts should have the full capacity to run the workshop.

- **Follow-up**

There should be a follow-up after each workshop to monitor the progress.

Other recommendations are as follows:

- The psychologists should be available for assessing learners.
- Parents should provide the school with adequate information concerning their children.

### **6.3 RECOMMENDATIONS FOR FURTHER RESEARCH**

In South Africa and other countries, policymakers increasingly recognise that schools can be no better than the teachers and administrators who work within them (Guskey, 2002). Indeed, if all students are to succeed they must have teachers who know how to teach every student to a high standard. Unfortunately, many teachers, especially in developing countries, do not have the necessary skills to do this, nor are they equipped to confront the challenges and adverse conditions they face in trying to improve the quality of education in the schools. Since there is this challenge it is necessary to find appropriate professional

development approaches to ensure that all the teachers, even the most experienced ones, are equipped with the necessary knowledge and skills for improving learner performance (Hirsh 2005). Thus, policymakers have to explore professional development from the side of the participating teachers in order to clearly understand what would be best for changing their classroom practices.

As Robinson (2003) argues, recent views of professional development frequently emphasise the importance of involving teachers in defining their needs and developing opportunities for their own professional development. Most of the innovative literature stresses the importance of the personal engagement of those involved in any reform processes.

#### **6.4 LIMITATIONS**

This study was limited to a sample of five junior secondary schools and one junior primary school, so it may affect generalisation. The data I collected was subjective in some instances. As a novice researcher, I experienced some challenges on data analysis. Inclusive education is a new concept so the literature that deals with professional development in inclusive education was limited. For future research, I recommend that the sample size should be increase.

#### **6.5 CONCLUSION**

In this chapter the summary of the findings from interviews, observations and inclusive education documentations on the professional development in inclusive education has been dealt with. It also included conclusions, recommendations and limitations of the study. My conclusion is that professional development for teachers in inclusive education will be a success in the Eastern Cape if the teachers receive adequate training. This should start with the advocacy so that everyone knows about inclusive education, thus addressing the attitudes of teachers, followed by appropriate training.



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## APPENDIX A

12-03-2012

The Director  
Department of Education  
Eastern Cape

Dear Sir/Madam

### Re-application to conduct academic research

I hereby wish to apply for permission to conduct academic research in one Senior Primary and five Junior Secondary Schools in Butterworth and Dutywa districts. I am a Masters of Education (Inclusive education) student at the University of South Africa (UNISA). I am a teacher at Blue-sky J.S.S. in Butterworth district. The title is: **Professional development for supporting teachers in implementing inclusive education: a case study of six schools in Butterworth and Dutywa districts, Eastern Cape.**

The aim of the study is to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies. I will try to arrange the time of the interviews in such a way that the smooth running of the school is not disturbed. Kindly respond to this letter in writing and let me know whether or not the permission is granted.

Hoping that my application will receive your kind consideration.

Yours faithfully

Mziwonke Luningo 073 215 6028 or mluningogmail.com

## APPENDIX B

12-03-2012

The Principal

.....

Dear Sir/Madam

### Re-application to conduct academic research

I am a Masters of Education (Inclusive education) student at the University of South Africa (UNISA). I am a teacher at Blue-sky J.S.S. in Butterworth district. I apply to conduct academic research in your school. The title is: **Professional development for supporting teachers in implementing inclusive education: a case study of six schools in Butterworth and Dutywa districts, Eastern Cape.**

The aim of the study is to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies. I will try to arrange the time of the interviews in such a way that the smooth running of the school is not disturbed. I will greatly appreciate if both teachers who attended the workshop on Inclusive Education participate in the research. The research involves individual interviews. Kindly respond to this letter in writing and let me know whether or not the permission is granted. I will ensure strict confidentiality of the information gathered and that the respondents will remain anonymous. A copy of the research report will be made available to the Department of Education or schools on request.

Hoping that my application will receive your kind consideration.

Yours faithfully

Mziwonke Luningo

073 215 6028 or [mluningo@gmail.com](mailto:mluningo@gmail.com)

## APPENDIX C

12-03-2012

Dear Educator

.....

### Re-application to conduct academic research

I am a Masters of Education (Inclusive Education) student at the University of South Africa (UNISA). I am a teacher at Blue-sky J.S.S. in Butterworth district. I apply to conduct academic research in your school. The title is: **Professional development for supporting teachers in implementing inclusive education: a case study of six schools in Butterworth and Dutywa districts, Eastern Cape.**

The aim of the study is to describe and explain the nature of professional development support offered to assist teachers in implementing inclusive education in order to suggest effective strategies. I will try to arrange the time of the interviews in such a way that the smooth running of the school is not disturbed. Your participation in research is voluntary. You will remain anonymous and the research will be treated with strict confidentiality. The research findings will be shared with the interested stakeholders.

Hoping that my application will receive your kind consideration.

Yours faithfully

Mziwonke Luningo

073 215 6028 or [mluningo@gmail.com](mailto:mluningo@gmail.com)

# UNISA



college of  
education

## ETHICS CLEARANCE CERTIFICATE

THIS IS TO CERTIFY THAT

**NAME: MZIWONKE LUNINGO**  
**STUDENT NUMBER: 8958149**

**TITLE: INVESTIGATING THE NATURE OF TEACHER PROFESSIONAL DEVELOPMENT  
SUPPORT FOR TEACHERS OFFERING INCLUSIVE EDUCATION: A CASE STUDY OF BUTTERWORTH  
AND DUTYWA DISTRICTS, EASTERN CAPE**

**QUALIFICATION: ED INCLUSIVE EDUCATION**

**HAS MET THE ETHICAL REQUIREMENTS AS SPECIFIED BY**

**THE ETHICS COMMITTEE, COLLEGE OF EDUCATION  
UNIVERSITY OF SOUTH AFRICA**

**PROF L NYAUMWE**

**CHAIRPERSON, ETHICS COMMITTEE**

**SIGNATURE**

**REGISTRATION NUMBER: 8958149/2012/003**

**DATE: 07-03-2012**

**THIS CERTIFICATE IS VALID FOR THREE YEARS FROM THE DATE OF ISSUE**



University of South Africa  
P.O. Box 1956, Midrand, 2010, South Africa  
Fax: +27 11 650 3400  
Telephone: +27 11 650 3400  
[www.unisa.ac.za](http://www.unisa.ac.za)

## APPENDIX D: Participant Consent Form

I agree to take part in the study titled: **Professional development for supporting teachers in implementing inclusive education: a case study of six schools in Butterworth and Dutywa districts, Eastern Cape** being conducted by Mziwonke Luningo through the Faculty of Education, University of South Africa in partial fulfilment for his master's dissertation. I agree also to the following terms:

- I understand that participation in this study is voluntary and that I may withdraw from the study at any time without having to provide the researcher with justification for the withdrawal.
- I understand that this study will involve my being interviewed, as well as being observed and consulted outside of the interview situation.
- I grant permission for the interview session to be audio taped and the audiotape to be transcribed.
- I understand that I may request the researcher to stop the tape at any time during the interview.
- I understand that data collected will be considered confidential at all times, and that all audiotapes, transcripts of tapes and field notes will be kept safe in the researcher's home office when they are not being used.
- I understand that my real name, my school's name, or any other information that may be personally identifying will not be used in the data or results. Pseudonyms will be used to protect my privacy and confidentiality as well as that of the school.
- I understand that my interview tape will be erased once the researcher has completed his notes.
- I understand that, in keeping with the University of South Africa's Ethical Guidelines, all transcripts from the research (that have identifying names



and places removed) will be conserved in the supervisor's office at the university for a certain period following the publication of the dissertation.

I grant permission for the data collected from the interviews to be used in the process of Mziwonke Luningó's completing MEd (Inclusive Education) degree.

- I understand that I may contact the researcher at

073 215 6028 or [mluningó@gmail.com](mailto:mluningó@gmail.com)

or his supervisor for this study at

082 877 4001 [phashant@unisa.ac.za](mailto:phashant@unisa.ac.za)

should I have any questions about the study.

- I understand that there are two copies of the Consent Form, one of which I can keep.
- I would like a copy of the research findings from this study. Please send it to this address:

Participant's signature:            Date:

Researcher's signature:            Date:

## **Appendix E: Interview guidelines for Case study**

The researcher will observe the following during interviews:

(i) Exterior physical things:

Dressing code

(ii) Physical location:

How does the setting look like?

Respondents` personal spacing.

(iii) Expressive movement:

Eye movement

Facial expression

Bodily movements

Posture

(iv) Language behaviour:

Stuttering

Slips of the tongue

(V) Time duration:

How long is the respondent engaged in the discussion?

**Appendix F: Open-ended interview questions for Professional Development for supporting teachers in implementing inclusive education: a case study of six schools in Butterworth and Dutywa districts, Eastern Cape.**

1. What do you think are the training needs of teachers in implementing inclusive education?
2. What types of learner problems have you noticed in your school?
3. If there are any, are teachers able to deal with the learners` problems? If no, what do you notice as the reasons for their inability to deal with them?
4. What was the nature of professional development support offered to teachers for inclusive education between 2010 and 2011?
5. What can you say about the effectiveness of the current professional development program offered to inclusive education teachers?
6. What are the challenges of the current professional development program offered to inclusive education teachers?
7. In your own opinion, what strategies can be employed to improve the current professional development programmes?

## Appendix G: School Profile

Name of school	Zwelaman dlovu J.S.S	Amantinde J.S.S	Ntlaza J.S.S	Mkhankatho J.S.S	Msintsini J.S.S	Cummin g S.P.S						
Year established	1958	1965	1992	1938	1968	<b>1973</b>						
Number of classroom	18	12	8	10	15	<b>18</b>						
Number of teachers	25	16	9	12	13	12						
Number of non-teaching staff	7	2	2	3	2	2						
Number of learners experiencing barriers in the whole school	31	16	3	15	8	5						
Number of learners experiencing barriers in the Foundation Phase	18	10	2	6	5	1						
<b>Facilities</b>	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Library		X		X		X		X	x		X	

Laboratory		X		X		X		X	x		X	
Staffroom	x		X			X	X		X		X	
Office	x		X		x		X		x		X	

Feeding Scheme	x		X		X		x		x		X	
Sick room		X		x		X		x		x		X
Wheelchair ramp	x		X			X		x		x		X
Photocopier	x		X			X	x		x		X	
Fax machine		X	X			X		x	x			X
Computers		X	X		X			x	x		X	
Electricity	X		X		X		x		x		X	
Piped Water	X		X			X	x		x			X
Piped Water	X		X			X	x		x			X
Sports Facilities	X		X		X		x		x		X	
TV		X	X			X	x		x		X	

<b>Safety</b>												
Fence	X		X			X	x		x		X	

Guard(s)	X		X		X			x				X
Alarm	x		X		X			x		x		
<b>Documents</b>												
National Strategy on SIAS (DoE 2008)	x		X			X	x		X			X
Learners' profiles		X	X			X		x		x		X
<b>Structures &amp; medium of instruction</b>												
ILST		X	X		X		x		x		X	
Language of learning & teaching	English		Xhosa		Xhosa		Xhosa		Xhosa		Xhosa	
Learners' home language	Xhosa English & Afrikaans		Xhosa		Xhosa		Xhosa		Xhosa		Xhosa	

## Appendix H: Check list

<b>Documents</b>	<b>Yes</b>	<b>No</b>
School policy		
Education white paper 6		
National strategy on screening, identification, assessment and support school packs.		
Operational manual to the national strategy on screening, assessment and support		
SIAS learner pack		
Learner profile		
Lesson plans		
Guidelines to ensure quality education and support in special schools and special school resource centres		
South African Schools Act		

## **Appendix I: Data from the participants**

### **Q1. What do you think are the training needs of teachers in implementing inclusive education?**

#### **a. Lesson preparation**

Florence, a teacher from school Msintsini J.S.S which was located in Dutywa district said

*We need training and support in lesson planning from the school based support team (SBST) or district based support team (DBST). We are still in the initial stages of implementation. We are not called often for training as we were promised. We as teachers, in our lesson preparations do not cater for learners experiencing barriers to learning because we do not know how to plan for these learners since we were not trained on how to do it. Therefore as teachers we need training for planning for those learners.*

She further complained about the support they receive. She mentioned that:

*The DBST complain that they have shortage of staff and there is a lot of other things to do. So as a school we are complaining because there is a lot that needs to be done. Support is not enough even, we were promised of a full service school there, ramps are built there but it is not functioning as a full service school. There are those who do not attend school and are wheelchair users they should be in that school, otherwise our initiative is right but we need to be more dedicated in the implementation.*

#### **b. Strategies for dealing with barriers to learning**

Martha, a teacher from Mkhankatho J.S.S, which was located in Dutywa district expressed her need for training on how to assist learners experiencing barriers to learning and not the training they attended and she said:

*We as teachers need training on how to deal with these learners in our classrooms.*



Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated the need for training and she said

*The issue of training on inclusive education becomes paramount because without training we cannot have necessary skills to deal with these learners. That is where our focus is.*

Lolly, a teacher from Ntlaza J.S.S, which was located in Butterworth district indicated the need for training and she said:

*That one day training was not enough so we need more training especially on dealing with that naughty boy.*

Norah, a teacher from Zwelamandlovu J.S.S., which was located in Butterworth district indicated the need for training and she said:

*The training of teachers on any changes affecting the curriculum is always needed more especially on how to make sure that they progress like others.*

Kate, a teacher from Amantinde J.S.S. which was located in Butterworth district indicated that training is a need and she said:

*What we need is training to develop these learners to be on par with others in the mainstream.*

### **c. Assessment of learners experiencing barriers to learning**

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated the need for training on assessment. She said the following:

*As a teacher you are supposed to get the report from the office about the learner then may be is referred to the private psychologist in the district then the parent pays for all the process starting from the consultation. The Department of Education is supposed to organize a screening day where doctors from Mandela Hospital are*

*supposed to be invited to do assessment so that teachers are able to profile the learner based on that information and all learners identified be referred to that hospital and not pay. But because the Department has no money, the parent is expected to pay for the travelling costs to the hospital but we as teachers need to be trained on how to assess our learners so that we do not depend on psychologists.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district indicated the need to be trained on assessment. She said:

*The assessors like speech therapists are nowhere to be found in our districts may be you can get them in hospital. This makes difficult for us to get the information about the learner so that we profile his/her. Even the psychologist that we have in our district is a private psychologists that is why we should be trained on assessment so that we assess them.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated the need for training on assessment. She said:

*I think we better ask for help from the health department for psychologists or we as teachers be trained on assessment, so that at least we have information for profiling our learners.*

Florence, a teacher from Msintisini J.S.S. which was located in Dutywa district indicated that there was a need for training on assessment. She said:

*They promised that there will be a resource centre which is going to do all this. Hoping that it would have these psychologists or rather the Department of Education should train us on assessment so that we get the information for each learner for profiling purposes but nonetheless it has not been opened yet.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district indicated the need for training on assessment. She said:

*It is not easy for these learners to be assessed because the problem that we face in our district is that there are no psychologists to give us information about learners, so that we can make their profiles. I do not know why they do not train us on assessment, because we need it.*

Noah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district expressed the need for training on assessment. She said:

*I do not want to tell lies; because there is no psychologist to get the information about each learner for profiling, there can be no assessment unless they train us on how to assess them. For that matter we know these learners because we spend most time with them.*

#### **d. Identification of learners experiencing barriers to learning**

Martha, a teacher from Mkhankatho J.S.S. which was located in Dutywa district indicated that as a co-ordinator she does not get co-operation from the class teachers concerning the names of learners experiencing barriers to learning. She said:

*Our responsibility as educators is to identify them, and then we fill in the inclusive education forms after that we seek for the history of the learner from the parent which is not easy to get. Another problem that I experience in my school is that teachers do not bring the names of the identified learners to me as a co-ordinator following the removal of some names from the list of the identified. So I need that skill so as to avoid embarrassment and also how to help them.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district indicated the willingness to know how to assist these learners cope in the mainstream. She said:

*I think what is important now is to help these learners to cope well in the mainstream as you know that it is said that these learners with challenges must be in the mainstream...*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district indicated the desire to know how to deal with these learners with challenges. She said:

*...so that teachers are made aware of how to deal with these children through this development.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated the need for training on how to handle learners with challenges. She said the following:

*...is to know how to handle learners with these challenges.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated the need for training on how to support learners with barriers in the classroom. She said:

*... to make teachers clear about inclusive education and know how to support the learners with barriers in the classroom.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district expressed the need for training on how to deal with learners experiencing barriers to learning. She said:

*... so that we accept them and enabled to deal with them.*

## **2. What types of learner problems have you noticed in your school?**

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated that in her school there is a learner who had a behavioural problem. She said:

*He would talk whilst the teacher talks and the whole class would laugh. Later on we discovered that he had a mental problem. This caused difficult in managing a class.*

Another case about behavioural problem was raised by Martha who mentioned that two old boys were having behavioural problem in the class in that almost every day they are reported about bullying. The quotes below indicate that:

Martha, a teacher from Mkhankatho J.S.S. which was located in Dutywa district indicated that there are learners with behavioural problems in her school. She said:

*Almost daily during break time, my learners come to me to report these two naughty boys. They always beat the younger ones...*

The following teachers (four out of six) stated that there are no misbehaving learners in their schools. Some indicated the possible reasons for having such learners. This is indicated below:

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district indicated that there are no learners with behavioural problems in her school. She said:

*No, we do not have behavioural problems in my school.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district indicated that there are no learners with behavioural problems in her school. She said:

*Our learners are disciplined, they do not misbehave.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated that there are no signs of misbehaviour in her school. She said the following:

*Because our learners are young and not many they do not show signs of misbehaviour may be they are afraid of male teachers...*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district expressed that there are no learners with behavioural problems. She said:

*May be because we are next to town they fear the police. They are so disciplined.*

**3. If there are any, are teachers able to deal with the learners` problems? If no, what do you notice as the reasons for their inability to deal with them?**

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district indicated that they need a follow up to monitor the progress. She said:

*...because in our training we were just trained as if we are going to deal with learners of the same level but in inclusive education learners are not on the same level so we need some development and after we have been developed may be in the workshop or in whatever means but that person needs to do a follow up to see that we are in line with the training that we were given. May be some district officials are not capacitated with the inclusive education program so it is the provincial office to capacitate the district offices then the district capacitates the schools then the national inclusive education has its policy as its baby.*

She further complained that the policies of the Department of Education run parallel. She said that:

*The smooth running of the policy and what are you to love in future if the national department could have a way of merging curriculum and inclusive education because to me they are running parallel if they can merge them and work together because why I say that with curriculum they have pace setters by this time you must have finished this pace setter which on the other side inclusive education say a child must develop in his/her own pace. So to me there is a clash there if they can work together and try to understand how they can merge the two policies because these two policies are both good*

*but somewhere somehow if we can stick to the pace setter thing we are killing others.*

Florence, a teacher from Msintisini J.S.S. which was located in Dutywa district indicated that teachers have a negative attitude towards these learners as they chase them away. She said:

*...some educators chase away these pupils saying they are wasting their time and they are not social workers they cannot give assistance to those with running noses for example a child is old and has got some problems and nose is running all the time others wet themselves so teachers usually chase away these pupils so we need now support from the above so that we can accommodate these learners and also some space now because in our schools the space that is the environment is not suited for these children. The purpose of support now that we are given training is to enable us to deal with the situation that was not familiar to us in the past. This is an attempt to help the teachers identify, assist and also to recognize the children with these special needs so that they are not chased away by these mainstream schools so that teachers are made aware of how to deal with these children through this development support.*

She also cited the lack of commitment on the side of the district. This is indicated by the following quotes:

*All those who are involved should be dedicated because in the district office they say we rarely report. For example this year we have not been called for a meeting we are now in the second quarter, nothing is happening I wish the district starts with the advocacy so that as new teachers in inclusive education we see what should be done but that does not happen, they always complain that there are limited resources.*

She urged that the school based support team should give support for the inclusive education programs. She said that:

*The School Based Support Team must be strong. So it cannot be strong if the principal of the school is not responsible and to ensure that everything is happening. Also in the school there is caregiver who must also give support in the inclusion of all learners and the institution must also take initiative so that is why I was saying all is responsible. The district is responsible in the form of District Based Support Team to assist the schools support teams that is the Institution Level Support Team and they must listen to the students` concerns because when you start, it cannot just run smooth. They must monitor whether the schools do what they are supposed to do and they must also ensure that there are some special resource centres and full service schools in the region or districts, so that is why I say they are also responsible. And also there must be support from the province or from the national department because now all the resources and the financial needs depend on the financial assistance from the province or the national and also the national the legislature that is the legislation that will control all the activities that must be taken in school in inclusive education. So for laying down the rules and the legislation that is the responsibility of the national department.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district mentioned the issue of having no strategies to deal with learners experiencing barriers to learning. She also mentioned that they needed to be equipped on them. She also mentioned the issue of training because they were not trained for learners experiencing barriers to learning. She below stated the problem of lack of support personnel like psychologist as one of the causes of their inability to cope with these learners. She mentioned the issue of resources like funds as a problem. She also mentioned the training of teachers and lack of suitable structures for these learners as other factors contributing to their inability to deal with them.

*...To me professional development support concerning inclusive education is to identify these learners with barriers and having*



*identified them what are you going to do now with a learner with a barrier we need to be equipped on such things like for instance you have identified that he/she is deaf what strategies can you use. Here is the child you have identified as a slow learner, what strategies can you use we want such training and support professionally because inclusive education says that they must be accommodated in our schools so what can we do now because we are not trained for slow learners for instance we use one strategy for normal learners so now we do not have strategies for slow learners. If we can be equipped on that I think that is professional development. Because sometimes a learner is physically challenged and is educable you do not have a problem with him/her but the problem is that may be he/she is a wheelchair user he/she will not be able to come to school because there are no ramps may be we may be able to teach him/her because he/she is normal despite his/her physical disability. As a teacher you only get the report from the office about the learner then may be is referred to the private psychologist in the district then the parent pays for all the process starting from the consultation.*

She also raised the issue of organizing a screening day where doctors would be invited from the hospital. She mentioned that:

*The Department of Education is supposed to organize a screening day where doctors from Mandela Hospital are supposed to be invited so that they do observation and all learners identified be referred to that hospital and do not pay, but that is not happening. The parent pays for the travelling costs to the hospital. On the training of teachers; it is first the responsibility of national office because the district cannot have funds to do workshops for teachers. There is a lot needed, it starts with the training of teachers because we need training as teachers which is problematic because it needs funds that are not available. That is why it is the responsibility of the national office then goes down to the school level when it is established. If money was available we would start working or else the department*

*of education should cater for inclusive education in the budget allocation, maybe we start building structures and from structures to resources finally to the training of teachers on how to handle these learners.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district identified the standard of training as a cause for their inability. She also raised a need for the training of teachers which cannot take less than two weeks. She said:

*The training was not of that high standard as far as I can, I could see it, it was not of a high standard. I think we really do need the training even if it is for two weeks for instance because to deal with these learners its not easy it needs somebody who is really trained to deal with these learners that is why in the previous years there was special schools where learners were taken to the special schools to be taught by the educators that were trained for three years to deal with them. It is not easy to deal with them having not received such training. So it is not good that the Department of Education says those children must be absorbed in the mainstream and be taught by teachers who were never trained for them. So it is not easy to deal with learners with speech, hearing or sight problems having not been trained for three years or was never trained on braille like the way the special education teachers were trained during those years. We really need workshops or employ teachers who are well trained on how to deal with learners with challenges. You cannot expect a teacher trained for just one day to do that job. I think if we can be trained on the aspects mentioned above we can make the difference.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district felt that the Department of Education was not committed and dedicated to professional development programme. She therefore called for commitment in terms of resource provisioning for the workshop. She said:

*There is no change in all classes because some teachers have not been trained on inclusive education. You know that now you must have a learner profile according to inclusive education document. I so wish that the department of education may be committed and dedicated about this because learners need trained teachers because even here at school when I talk about Inclusive Education, they think that I am telling them about my studies since I have studied inclusive education.*

According to Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth cited the lack of resources as one of the reasons for their inability to deal with these learners. She even mentioned that she did not have inclusive education documents: The quotes below indicate this situation: She said:

*One of the reasons for inability to deal with these problems is the lack of resources. Even now I do not have a single document on inclusive education.*

#### **g. Support**

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district indicated that they get the support from NGO. She said:

*I used to ask the teachers to do that for me because I was the only one who went to that one day workshop. There is another Non-Governmental Organisation in town that use to supply the needy learners with school shirts, ties and crayons.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated that some parents provide support to school by providing the school with the learner information. She said:

*There is a learner from Zingcuka district (fictitious name) who was attending the school for the mentally handicapped. His parent brought him to school so that he can be with the other peers not for study purposes because she believes that he is uneducable. This*

*parent informed the school about the profile of the learner, but I do not know why he left that school. The purpose is to make teachers clear about inclusive education because other teachers do not know how to support the learners in the classes. For an example one teacher had a problem of a child in grade six who was mentally disturbed. She did not know how to deal with him to the extent that he expelled him from his class whereas if she knew what to do the child would have continued attending the class.*

Florence, a teacher from Msintsini J.S.S. which was located in Dutywa district indicated that in her school they have a learner support agent to give support to these learners. She said:

*We were lucky to have now the learner support agent who is the key figure as far as the implementation of this programme, although she has not started anything.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district indicated that all stakeholders should be responsible for school support. She said:

*I think all stakeholders are responsible for supporting the school. By saying that I mean the health professionals may help in assessment, then list is taken to the district office then the district takes the list to the province.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district indicated that it was the responsibility of everyone in the community to give support to school. She said:

*I can say everyone in the community, because in your school you may not have an expert to develop and support you in inclusive education. There might be a nurse in the community who may be willing to give help.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated that it must first be the responsibility of the school to look for support and the followed by other stakeholders. She said:

*It should first be the responsibility of the school to find any health professional available like a doctor to do assessment.*

The teachers interviewed were aware of the fact that parents should play a very important role in providing teachers with useful information about the behaviour of her child and her support needs. The reason for their inability to deal with these problems is that they did not get enough training as it was a one to two days training. So they are not sure of what they are doing. As teachers, they are not supported by the School Based Support Teams because the latter also lack capacity. Sometimes parents/communities do not come to school to report the problems experienced by their children. So teachers find it difficult to know their problems. The teachers interviewed expressed the need for parental involvement in the education of their children. They have responsibilities concerning the progress and welfare of their children. Even the School Governing Bodies are encouraged to be actively involved in ways that would give support to the upliftment of the school so as to improve education.

#### **4. What was the nature of professional development support offered to teachers for inclusive education between 2010 and 2011?**

##### **a. Aspects covered by training**

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district stated clearly that the type of training they were given was on how to identify learners experiencing barriers to learning. She further indicated that it was necessary and relevant. This is indicated by the quotes below:

*...That is where we were trained on how to identify and profile a learner with a challenge including behavioural and neurological problems that makes him/her a slow learner. Although the content of*

*the workshop was relevant and necessary, all we needed is how to make them achieve the desired outcomes not only the filling in of forms.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district stated that in the workshop they were told to have a learner profile, learner`s problem and his education needs are written. She further expressed its relevance to their training needs. This is indicated by quotes below:

*The content of the workshop was relevant because at least now you know that you must have a learner profile after identification according to inclusive education document unlike before when I did not know where to start but I do not think that this is happening in other classes because other teachers did not attend the workshop but what is important now is to know how to assist them.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district indicated that the workshop was necessary and relevant. She said:

*... we were trained on identification and profiling of learners and elected as co-ordinators in that two days' workshop and also we were lucky to have now the learner support agent who is also the key figure as far as the implementation of this programme, but there is no implementation at all. At least it would be better if we were trained on how to make them achieve the objectives of the department but it was necessary and relevant for a start. So I think now they are supposed to support us and give us assistance.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district also indicated that the workshop covered identification of learners experiencing barriers to learning. She said that the workshop did not cover aspects on how to deal with them or how to help them cope in an inclusive classroom, although it was relevant instead they were told to identify and refer them to the district office. After identifying they were told to send the names of those identified to the district office. The district office would then discuss with the parents the learner`s problem. She also mentioned that they were trained on how to fill in the forms when they

received the history of a child`s problem from his parents. She highlighted that the type of training they received was identification of learners experiencing barriers to learning. She even said that the training was only for one day. She also stated that they were elected as coordinators and were encouraged to implement inclusive education although nothing had started. The quotes below indicate this situation:

*In the workshop they could not get deeper, although it was relevant because we are not eye or ear specialist or doctors. It is said that assessment is done by a specialist. So as a teacher you cannot say that a child is mentally challenged. Our responsibility as educators is to identify them the way we were trained then we fill in the inclusive education forms(profile) after that we seek for the history of the learner from the parent which is not easy to get. After we have identified the learner`s problem we accompany him/her with the parent to the district office then the district office communicates directly with the learner`s parent but as teachers we do not know what they are talking about. Besides that we are not concerned with the filling in of forms, all we need is to assist them learn.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district said that the workshop was relevant. She mentioned that:

*The workshop we attended was dealing with identification and how to make profiles for learners and it was not dealing with the ways of assisting these learners to achieve although that is what we need as teachers but it was relevant to our training needs despite its weaknesses.*

#### **b. Strategy/method**

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated that the type of training they underwent was a workshop organized by the Department of Education. This is shown below:

*I would say it was the workshop organized by the Department of Education for teachers on inclusive education since it is a new*

*concept it started with advocacy. This workshop was conducted so that teachers know what is expected of them in the class after attending these workshops on inclusive education.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district also indicated that the type of training they underwent was offered in the form of a workshop. This can be discovered from the quotes below:

*I think the strategy they used were those workshops we attended where we were trained on how to identify these types of learners. I think that support can help the educators.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district indicated that they attended a two day workshop. She said:

*We attended a two day inclusive education workshop in our district.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated that they attended a one day workshop. She said:

*It was a one day workshop where we were trained on how to identify learners with challenges.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district indicated that they attended a two day workshop. She said:

*We were trained and elected as coordinators of this program in that two day workshop.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district mentioned that they attended a one day workshop. She said:

*It was that one day inclusive education workshop which was held in our district.*

### **c. Duration of the workshops**

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district indicated that the workshop lasted for one day. She said:



*There was training, I think it was in 2010 where we were trained, but it was one day training. That is where we were trained on how to identify a learner with a challenge including behavioural and neurological problems that makes him/her a slow learner .That one day was not enough at all, it was not enough. "The training was not of that high standard as far I could see it. I think we really do need the training even if it is for two weeks for instance because to deal with these learners its not easy it needs somebody who is really trained to deal with these learners that is why in the previous years there was special schools where learners were taken to the special schools to be taught by the educators that were trained for three years to deal with them. So it's not easy to deal with them having not received such training. So it is not good that the Department of Education says those children must be absorbed in the mainstream and be taught by teachers who were never trained for them. So it is not easy to deal with learners with speech, hearing or sight problems having not been trained for three years or was never trained on braille like the way the special education teachers were trained during those years. We really need workshops or employ teachers who are well trained on how to deal with learners with challenges. You cannot expect a teacher trained for just one day to do that job. I think if we can be trained on the aspects mentioned above we can make the difference.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district highlighted that the workshop in her district lasted for two days; I asked whether the duration of the workshop was enough. Her response is shown below:

*In my district this workshop lasted for two days only. We were expecting that may be it was going to continue. The workshop was not enough because sometimes you have to go to the office with the aim of getting assistance on inclusive education(IE) and you do not get it because this program came as a new thing so it was not easy to just grasp it. It should have taken a week at least.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district also raised that the duration of the workshop was not enough. When I asked her whether the workshop was enough, this is how she responded: This is indicated by her quotes below:

*No it was not enough. Wow; those two days definitely were not enough, not at all. I personally was expecting something like two weeks.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district also indicated that the workshop lasted only for two days because they are in the same district with Kate. When I asked her whether it was enough she said:

*It was a two day workshop where we were trained on how to identify learners with challenges. The workshop for two days cannot be enough for inclusive education, at least two weeks.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district indicated that the workshop she attended lasted for two days. She said:

*It was that one day workshop then after that Mrs Tom (fictitious name) would come at the beginning of the year and encourages us to start but nothing started.*

She further indicated that it was not enough and she said:

*It was one day and it was not enough, it was not enough. We expected at least two weeks.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district also indicated that the workshop she attended lasted for one day. She further indicated that it was not enough. She said it would be better if at least it took one *month*. Her response is shown below:

*It was that one day training. At least two weeks would be better. It was not enough. This inclusive education needs more time. We need at least one month training for these kids so that we can know more*

*about learners with problems so as to be able to deal with them because we are not their specialists. We were trained for normal kids.*

**5. What can you say about the effectiveness of the current professional development program offered to inclusive education teachers?**

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district confirmed that the workshop was not effective. Even after the workshop they could not understand that these learners could be accommodated in the mainstream schools having the challenges of resources. This is indicated below:

*When you discover that a learner does not understand you shout him/her. Sometimes you think that there is something wrong with the learner may be he/she is partially sighted but you were not informed by the parent about the problem even by the parents that this child has a problem. Then you put the child at the back seat whereas he/she has a problem to see at a certain distance. You discover that he/she has a problem when you see that the child is not performing well. You start shouting at the learner not knowing that he/she has a problem you were not aware of.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district also agreed that the workshop was not effective because they were told that learners are different, therefore the teacher should cater for learners experiencing barriers in her lessons but still had an attitude. This is indicated by the quote below:

*Yes. I've learnt that these learners are different. They develop differently; they develop at their own pace so it is not wise for us as mainstream teachers to accommodate them in our school.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district also confirmed that the professional development they underwent was not effective. She said that these learners could not be accommodated in the mainstream because there are no resources. She further requested more training hoping that

they could do their best in implementing Inclusive Education if they are well trained. She also highlighted that they needed support from the district office but they had complained about the shortage of staff and that they were overloaded with other duties to do. She also raised the issue of Full Service School as a resource centre but up to then it did not exist. She said:

*No, the workshop was not effective. I think that the learners with special needs have no space in our schools. So after attending these support programmes, I learnt that special needs learners should be accommodated in our schools but due to challenges we are facing they have no space in our education system. If we can get enough training, the learners now with learning barriers can be helped to achieve what they cannot achieve.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated that the workshop was not effective. This is indicated by the quotes below:

*No, because we as mainstream teachers do not understand these learners. We do not know what should be done when they do not cope.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district said that the training was not effective. She also called for their training and the training of other educators as well. She showed her inability to cope with a learner in her classroom who showed a behavioural problem. She even said that teachers who are fully trained to deal with learners experiencing barriers to learning should be employed. This clearly showed that teachers are not capacitated to deal with these learners. She said:

*There is no change in all classes because some teachers have not been trained on inclusive education. There is a learner from Zingcuka district (fictitious name) which specializes in learners with learning barriers but unfortunately I do not remember his barrier. His parent said that she wants him to be kept at school but I do not have a way of dealing with him. He seems to have a mental problem; he*

*needs somebody who is patient. His parent believes that he is uneducable. Somebody who is fully trained would be able to cope with him and would know what to do. More especially if this programme can be given more attention. This parent informed the school about the profile of the learner, but I do not know why he left that school.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district when asked about the effectiveness of the training, she indicated no change in her. This is shown by quotes below:

*No it has not changed me. Why I say so is that for instance I have a child who has a down syndrome and is good in reading but has a problem in writing but sometimes she comes to his senses and is able to write when I am with her but I am unable to help her. I teach her comprehension and teach her how to write alone, but it does not work but I love and treat her like other learners but at the same time I have no strategy of dealing with her.*

## **6. What are the challenges of the current professional development program offered to inclusive education teachers?**

I asked Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district about the challenges of the workshop they attended and this is how she responded:

*The duration of the workshop was not enough because inclusive education came as a new thing so it was not easy to just grasp it.*

When I questioned Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district about the challenges of the workshop she said:

*The workshop we attended did not meet our expectations as we were expecting to be trained in such a way that we are able to deal with the everyday challenges in our classrooms.*

When I asked Florence, a teacher from Msintsini J.S.S. which was located in Dutywa district about challenges of the workshop she attended, she raised the following:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like chairs and desks for sitting as a result some teachers were standing.*

When I asked Kate, a teacher from Amantinde J.S.S which was located in Butterworth district about challenges of the workshop she attended, she raised the following:

*What I noticed there was that the workshop was not of high standard because it was only one day.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district was asked whether the challenges of the professional development they underwent and this is how she responded:

*According to my view, the workshop we attended did not prepare me for inclusive education because even now I do not know how to deal with that naughty boy in my class.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district was asked whether the challenges of the professional development they underwent and this is how she responded:

*What I discovered as the major challenge in that workshop was the shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*

## **7. In your own opinion, what strategies can be employed to improve the current professional development programmes?**

The teachers highlighted the following: lack of follow-up, attitude, adequate training, resources and capacity building. The strategies suggested by teachers for

improving the current professional development can be captured from the quotes below:

**a. Follow up on professional development**

When Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district was asked about the ways in which professional development can be improved, she said:

*...so we need some development and after we have been developed may be in the workshop or in whatever means but that person needs to do a follow up to see that we are in line with the training that we were given.*

When Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district was asked about the ways in which professional development can be improved, she said:

*... Here is the child you have identified as a slow learner, what strategies can you use we want such support professionally and a follow up because inclusive education says that they must be accommodated in our schools so what can we do now because we are not trained for slow learners for instance we use one strategy for normal learners so now we do not have strategies for slow learners. If we can be equipped on that I think that is professional development. Because sometimes a learner is physically challenged and is educable you do not have a problem with him/her but the problem is that maybe he/she is a wheelchair user he/she will not be able to come to school because there are no ramps may be we may be able to teach him/her because he/she is normal despite his/her physical disability.*

When Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district was asked about the ways in which professional development could be improved, she said:

*I would say that the Department of Education should organize workshops starting with the advocacy since inclusive education is a new concept. I would say it refers to the workshops for teachers on inclusive education since it is a new concept starting with advocacy, training of teachers then followed by follow up .This should be done so that teachers know what is expected of them in the class after attending these workshops on inclusive education.*

When Florence, a teacher from Msintini J.S.S. which was located in Dutywa district was asked about the ways in which professional development could be improved, this is what she said:

*All those who are involved should be dedicated because in the district office they say we rarely report. For example this year we have not been called for a meeting we are now in the second quarter nothing is happening I wish the district starts with the advocacy, training and then follow up so that as new teachers in inclusive education we see what should be done but that does not happen they always complain that there are limited resources.*

When Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district was asked about the ways in which professional development could be improved, this was what she said:

*I think if the Department of Education can start with advocacy, and then followed by the training of teachers and follow up follows, then it can improve...*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district mentioned that they needed follow-up after the training. She said:

*I think may be if we can attend workshop and be trained on how to deal with these types of learners, and then have a follow up that can help us.*



## **b. Attitude**

All teachers indicated that there is a need for change in attitude of teachers which they believe that it can be observed after the quality training. According to them the workshop is of quality if it has resources and takes enough time. This is how they responded:

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district was asked how the teachers` training influenced their attitude on inclusive education in their school and she said:

*No it has not changed me. Why I say so is that for instance I have a child who has a down syndrome and is good in reading but has a problem in writing ...but sometimes she comes to his senses and is able to write when I am with her but I am unable to help her. I teach her comprehension and teach her how to write alone, but it does not work but I love and treat her like other learners but at the same time I have no strategy of dealing with her. I hope she is transferred to special schools because I cannot help her.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district was asked how the teachers` training influenced their attitude on inclusive education in their school and she said:

*Learners really need trained educators because some teachers do not treat them well whereas they have problems and we are unable to help these learners.*

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district was asked how the teachers` training influenced their attitude on inclusive education in their school and she said:

*I learnt that special needs learners have no space in our education system due to challenges of resources we have and we cannot help them achieve without quality training. I can see that if we can get*

*enough training, the learners now with learning barriers can be helped to achieve what they cannot achieve.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district was asked how the teachers` training influenced their attitude on inclusive education in their school and she said:

*When you discover that a learner does not understand you shout him/her. Sometimes you think that there is something wrong with the learner may be he/she is partially sighted but you were not informed by the parent about the problem even by the parents that this child has a problem. Then you put the child at the back seat whereas he/she has a problem to see at a certain distance. You discover that he/she has a problem when you see that the child is not performing well. You start shouting at the learner not knowing that he/she has a problem you were not aware of.*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district believed that these learners must not be accommodated in the mainstream. She said:

*I`ve learnt that these learners are different. They develop differently; they develop at their own pace so it is not wise for us as mainstream teachers to accommodate them in our school.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district indicated that she still had an attitude on these learners because she said they must be transferred to a special school. She said:

*We have a learner in grade three who has a problem with reading and writing, I do not know how to help him. I was thinking that at least after the workshop I would be able to help him, but there is no change. How I wish that he can be transferred to a special school*

### **c. Adequate training**

Because all teachers complained about the inadequate training, therefore they suggest that there should be adequate training. Their dissatisfaction about training can be noted from the quotes below:

Florence, a teacher from Msintisini J.S.S. which was located in Dutywa district mentioned that they needed adequate training. She said:

*We need adequate training and support in lesson planning from the school based support team (SBST) or district based support team (DBST) as we are still in the initial stages of implementation but we are not called often as we were promised. We as teachers, in our lesson preparations do not cater for learners experiencing barriers to learning because we do not know how to plan for these learners since we were not trained on how to do it. Therefore as teachers we need training for planning for those learners.” The DBST complain that they have shortage of staff and there is a lot of other things to do. So as a school we are complaining because there is a lot that needs to be done. Support is not enough even, we were promised of a full service school there, ramps are built there but it is not functioning as a full service school. There are those who do not attend school and are wheelchair users they should be in that school, otherwise our initiative is right but we need to be more dedicated in the implementation.*

Other teachers were not concerned about the lesson planning; all they needed were strategies for dealing with the learners with barriers in their classes. This can be captured from the quotes below:

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district raised the issue of adequate training as an improvement strategy. She said:

*We as teachers need adequate training on how to deal with these learners in our classrooms.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district believed that *adequate training was needed. She said:*

*The issue of adequate training on inclusive education becomes paramount because without training we cannot have necessary skills to deal with these learners. That is where our focus is.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district mentioned that they needed more training. She said:

*That one day training was not enough so we need more training especially on dealing with that naughty boy.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district mentioned that training was needed. This was how she responded:

*The training of teachers on any changes affecting the curriculum is always needed more especially on how to make sure that they progress like others.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district mentioned that they needed adequate training. She said:

*What we need is adequate training to develop these learners to be on par with others in the mainstream.*

#### **d. Resources**

The lack of resources in a workshop hampered the effectiveness of the workshop. The shortage of resources was indicated by all teachers. This is indicated below:

Florence, a teacher from Msintini J.S.S. which was located in Dutywa district mentioned the lack of resources. She said:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like cartridge papers for presentation.*

Kate, a teacher from Amantinde J.S.S which was located in Butterworth district mentioned the shortage of chairs. She said:

*Some teachers had no chairs and were standing. How does one expect you to be attentive whilst you are standing the whole day?*

Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa district indicated that there was a shortage of desks .She said:

*One of my friends was fed up with that workshop because there were no desks on which to write the notes.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district mentioned the shortage of inclusive education documents.She said:

*...there was a shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*

Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district mentioned the shortage of material.She said:

*In my district there was a shortage of material.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district mentioned the shortage of material. She said:

*Whenever we have a workshop there is always a shortage of material. Even the accommodation is not prepared before time.*

#### **e. Capacity building**

From the quotes below, it became apparent that there was a lack of capacity on the side of the districts to run the workshops:

I asked Martha, a teacher from Mkhankatho J.S.S which was located in Dutywa about the challenges of the workshop they attended and this is how she responded:

*The duration of the workshop was not enough because inclusive education came as a new thing so it was not easy to just grasp it.*

When I questioned Mildred, a teacher from Cumming S.P.S. which was located in Dutywa district about the challenges of the workshop she said:

*The workshop we attended did not meet our expectations as we were expecting to be trained in such a way that we are able to deal with the everyday challenges in our classrooms.*

When I asked Florence, a teacher from Msintini J.S.S. which was located in Dutywa district about challenges of the workshop she attended, she raised the following:

*The problem that I noticed in that workshop was the lack of resources to buy material for group work like chairs and desks for sitting as a result some teachers were standing.*

When I asked Kate about challenges of the workshop she attended, she raised the following:

*What I noticed there was that the workshop was not of high standard because it was only one day.*

Lolly, a teacher from Ntlaza J.S.S. which was located in Butterworth district was asked whether the challenges of the professional development they underwent capacitated them for their daily challenges and this is how she responded

*According to my view, the workshop we attended did not prepare me for inclusive education because even now I do not know how to deal with that naughty boy in my class.*

Norah, a teacher from Zwelamandlovu J.S.S which is located in Butterworth district was asked whether the challenges of the professional development they underwent and this is how she responded:

*What I discovered as the major challenge in that workshop was the shortage of inclusive education documents. I do not know whether it was because it affected me because as I speak, I do not have them.*