

**A SHIFT FROM PATHOLOGICAL-DEFICIT MODEL: TOWARDS PRODUCTIVE
PEDAGOGIES IN INCLUSIVE SCHOOLS**

by

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DECLARATION

Student Number: **30074703**

I, Jacomina Mokgadi Christine Motitswe, hereby declare that **A SHIFT FROM PATHOLOGICAL-DEFICIT MODEL: TOWARDS PRODUCTIVE PEDAGOGIES IN INCLUSIVE SCHOOLS** is my own original work; all sources used or referred to have been documented and recognised; and this thesis has not previously been submitted in full or partial fulfilment of the requirement for an equivalent or higher qualification at any other recognised educational institution.

Signature: _____

Jacomina M.C Motitswe

Date

DEDICATION

This thesis is dedicated to:

- My beloved parents, Mrs Elizabeth Boxcy Sethusha and the late Randle Steve Sethusha for always inspiring me to be the best of me, to follow my passion and pursue my doctoral degree.
- My beautiful daughters Ontlametse, Lethabo and Keamogetse.

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ABSTRACT

Like other countries globally, South Africa has embraced inclusive education as a reform that supports and welcomes diversity among all learners. Inclusive education is a process of addressing the diverse learning needs of all learners by reducing barriers to and within the learning environment, as well as to increase their full participation in the learning process. In every classroom, there are learners who present with a diversity of personal characteristics and experiences attributable to physical, personal health or wellbeing, intellectual, psychological, religious, cultural, socio-economic or life experiences that may impact on their access to and participation in learning. It is important to respect the learners' diversity in order to respond to the unique strengths and needs of every individual learner. The problem is that the pathological-deficit model seems to play a dominant role in teaching and learning, whereby learners who experience barriers to learning and development are not given opportunity to participate fully in learning. The purpose of this study is to enhance productive pedagogies to shift from pathological-deficit model which approaches learners based upon the perceptions of their weaknesses rather than their strengths and views those learners' differences as deficits.

The theoretical framework of critical pedagogy and social constructivism provided an extensive platform from which to engage with the study. A mixed methods study was conducted in two phases. Both phases were conducted at the Bojanala district in the North West Province. Phase one comprised a qualitative approach where focus groups and individual interviews were conducted with SBSTs and principals. Phase two comprised the quantitative approach where all teachers at the selected schools completed a questionnaire. A sequential mixed methods sampling was used with a multilevel purposive sample for choosing the schools. In both phases data were gathered from mainstream, full-service and special schools' SBST, principals and all teachers selected by purposive and probability sampling respectively. The findings from the qualitative phase revealed that some schools are fully resourced to address diversity and respond to diverse learning needs of all learners. It is further revealed that inclusive practices are effectively implemented at those schools. It was also revealed that some schools were under-resourced to address barriers to learning and to respond to learners' diverse needs.

The SBST from the mentioned schools were not functional because they were not trained on their roles and responsibilities as support structures at their respective schools. Furthermore, several factors were identified as challenges in implementing inclusive practices and responding to diverse learning needs, and these are: limited teaching and learning time, overcrowding, lack of support from the District-based Support Team (DBST), insufficient knowledge and skills on addressing diversity and barriers to learning, lack of parental involvement and inadequate learner progression policy. The questionnaire findings indicated that some teachers did not have knowledge and skills on inclusive practices, did not attend inclusive education workshops and that there is a need for an extensive continuous professional teacher development programme for such teachers. Based on the findings of the empirical inquiry, recommendations are made to enhance productive pedagogies, improve inclusive practice and a call is made for extensive continuous professional teacher development where teachers can talk and share ideas about different approaches and strategies on how they can adjust their pedagogies, respond to diverse learning needs of all learners and get learners involved in learning.

Key words: Productive pedagogies, pathological-deficit model, diverse learning needs, barriers to learning, full participation.

LIST OF ABBREVIATIONS AND ACRONYMS

AAC	Alternative and Augmentative Communication
ACE	Advanced Certificate in Education
AD(H)D	Attention Deficit (Hyperactivity) Disorder
ANA	Annual National Assessment
ATEA	Australian Teacher Education Association
CAPS	Curriculum and Assessment Policy Statement
CPTD	Continuous Professional Teacher Development
DANIDA	Danish International Development Assistance
DBE	Department of Basic Education
DBST	District-based Support Team
DEEWR	DoE, Employment and Workplace Relations
DBE	Department of Basic Education
DoE	Department of Education
EFA	Education for All
EWP6	Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System
FET	Further Education and Training
FSS	Full-service school
GET	General Education and Training
HEI	Higher Education Institutions
HOD	Head of Department
ICET	International Council on education for teaching
IEA	Inclusive education in action
ILST	Institution-level Support Team
INDS	Integrated National Disability Strategy
IQMS	Integrated Quality Management System
ISASA	Independent Schools Association of South Africa
ITE	Initial Teacher Education
LO	Life Orientation
LOLT	Language of Learning and Teaching
NCESS	National Commission on Education Support Services
NCS	National Curriculum Statement (Schools Grade R –12)
NCS	National Curriculum Statements
NCSNET	National Commission on Special Needs in Education and Training
NGO	Non-governmental Organisation
OBE	Outcomes- based Education
OECD	Organisation for Economic and Cooperative Development
PGP	Personal Growth Plan
QSRLS	Queensland School Reform Longitudinal Study
QUAL	Qualitative
QUAN	Quantitative
RNCS	Revised National Curriculum Statement (Grade R- 12)
RSA	Republic of South Africa
SACE	South African Council of Educators
SASA	South African Schools Act (Act 79 of 1996)
SBST	School-based Support Team

SCOPE	Finnish Co-operation Programme in the Education Sector
SEN	Special Educational Needs
SGB	School governing bodies
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
SWOT	Strength, weaknesses opportunities and threats
TALIS	Teaching and Learning International Survey
TVAAS	Tennessee Value-Added Assessment System
UDL	Universal design for Learning
UN	United Nations
UNESCO	United Nations Organisation for Educational, Scientific and Cultural Development.
UNISA	University of South Africa
ZDP	Zone of Proximal Development

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CHAPTER 1

INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT

1.1 INTRODUCTION AND BACKGROUND

In some countries, inclusive education is thought of as an approach to serving learners with disabilities within general education settings (Ainscow, 2005). Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity among all learners (UNESCO, 2001). In South Africa, inclusive education was established through the Education White Paper 6 (EWP6) of 2001 with the aim of including learners who experience barriers to learning and development into a single and undivided education system (Hay & Beyers, 2011). The argument developed in this study adopts the notion of teaching for diversity as well as overcoming barriers to learning and development. It is suggested that this can be done through a shift from the pathological-deficit model which focuses on learners' deficiencies, towards productive pedagogies so that all learners can be given an opportunity to engage in and approach learning activities according to their capabilities. The researcher assumes that the aim of inclusive education is to eliminate social exclusion which is a consequence of attitudes, and responds to diversity in race, social class, ethnicity, religion, gender and ability (Vitello & Mithaug, 1998, cited in Ainscow, 2005:109). As such, it starts from the belief that education is a basic human right as stated in the Constitution of the Republic of South Africa (Republic of South Africa [RSA], 1996a), and the foundation for a more just society.

In arguing that inclusion requires a shift from the pathological-deficit model and a discourse of 'expertism' towards productive pedagogies, Avramidis (2005) addresses the two main barriers to promoting inclusivity in education, namely, a competitive policy environment, which renders mainstream schools unfavourable places for vulnerable learners, and the inadequate preparation of teachers to meet the needs of an increasingly diverse learner population. He further emphasises that productive pedagogies bring the issues of social justice and equity to the foreground, and are, in turn, dependent on reflective professional development which results in sustainable communities of knowledge constantly engaging in systemic changes conducive to the diverse needs of

all learners (Avramidis, 2005). The researcher agrees with this proposition and identifies other barriers to inclusive education such as the 'find out what is wrong attitude' which takes the focus away from the knowledge, skills and experiences the learner might display in teaching and learning. Productive pedagogies can be important for reducing those barriers to teaching and learning, and can be used to create a place, space and classroom instruction which promote inclusivity in education. There is, therefore, a need for teachers to shift from exclusive practices towards productive pedagogies for promoting inclusive teaching and learning.

With reference to the topic of this study, the researcher was concerned about the results from researchers such as Bothma, Gravett and Swart (2000), Eloff and Kgwete (2007) and Schoeman (2012) saying that most teachers do not have knowledge and skills to teach learners who experience barriers to learning and development, especially at mainstream schools. Teachers should understand that they face classrooms with widely diverse learner populations and are expected to be culturally sensitive and to have skills for teaching a wide range of learners. Although social changes, legislative decisions, and educational innovations now make the heterogeneity of classrooms more apparent, the truth is there was never such a thing as a homogeneous classroom: our schools have always been diverse. For teachers to be developed or to have an understanding of addressing diversity in their classrooms as well as to be able to address barriers to learning, it is important to talk about productive pedagogies.

Since 1994, the South African new democracy brought a significant change in the education landscape as well as the new constitution (RSA, 1996a) that has emphasised the principles of democracy, equality, non-discrimination and respect for the rights of all (Oswald, 2010). The South African Schools Act, No. 108 of 1996 (RSA, 1996b) adheres to the principles of the constitution and emphasises every person's right to basic education and equal access to education. In promulgating this Act, the government transformed the education system by addressing the disparities and inequities of the past and creating one system that aims to provide all learners with access to quality education (Stofile & Green, 2011). The introduction of inclusive education was thus a direct response to the South African Schools Act which emphasises the right of all learners to

appropriate education, and a national commitment to the Education for All movement as stated in the Salamanca Statement (UNESCO, 1994) which advocates for a worldwide strategy for inclusive education.

Inclusive education was adopted as a global strategy for addressing the learning needs of all vulnerable and marginalised learners at the UNESCO World Conference on Special Needs Education in Salamanca, Spain in 1994. The message from the Salamanca Statement was not on fitting the learner into the school system, but on critiquing and changing the system itself or its relationship to social justice and equity in an attempt to accommodate the unique and diverse learning needs of all learners (Ainscow, 2004).

The worldwide move to inclusive education also formed an auspicious transition towards a fair and just South Africa (Eloff & Kgwete, 2007). The country's policy of building an inclusive education and training system is centrally situated within the agenda of Education for All (UNESCO, 1990), the Millennium Goals (United Nations, 2000), the Convention on the Rights of the Child (UN, 1989), and the UN Convention on the Rights of Persons with Disabilities (UN, 2005) and is entrenched in the Constitution (RSA, 1996a).

When the EWP6 (Department of Education[DoE], 2001) was published, it was anticipated that within the first five years most education systems would have been put in place for the full-scale implementation of an inclusive education system, but this goal was not met. The full implementation for all systems was envisaged to be completed over a period of twenty years from 2001 (Schoeman, 2012). Furthermore, Schoeman (2012) maintained that the policy defined a shift from a narrow special needs education perspective to an approach which would focus on identifying and addressing barriers to learning and participation. The term 'barriers to learning' was recommended by the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) which were appointed by the government in 1996 to work jointly on investigating the existing education situation and to recommend policy. The report of the NCSNET and NCESS Commission (DoE, 1997a) posited that the priority of an education system should be to address factors that lead to

the inability of the system to accommodate diversity in education or which lead to education breakdown that prevent learners from accessing education provision.

In their investigative report, the NCSNET and NCESS Commission (DoE, 1997a) identified key barriers to learning in the South African context that affect a large number of vulnerable children and adults. One of the factors that cause barriers to learning is a lack of human resource development, which means a lack of strategies for addressing diversity of learners in classrooms, diverse learning needs, and lack of ongoing in-service training of teachers for enhancing productive pedagogies. This can lead to teachers having a low self-image, insecurity, negative attitudes and a lack of innovative practices in the classroom. Teachers are seen as key to the transformation of schools, and in order for them to lead the reform efforts; they need to be offered expanded and enriched professional development opportunities on productive pedagogies (Dilworth & Imig, 1995). For these pedagogies to be successful, teachers must be well-prepared to accept new roles and responsibilities. To ensure that the teachers support inclusive programmes and methodologies, and are prepared to meet all learners' needs, quality professional development programmes are critical in order to give teachers the opportunity to interact and talk about the use of the productive pedagogies in teaching and learning (Waldron & McLeskey, 2010).

The researcher agrees that productive pedagogies can be enhanced through quality professional development programmes, but the argument is that these professional development programmes should be informed by the teachers' areas for development in inclusive education practices. Now the question one can ask is whether teachers are able or willing to identify their areas for development? Research has confirmed that South African teachers have negative attitudes towards implementing inclusive education. It is of no use to introduce a policy and implement it without proper training for teachers to acquire skills, knowledge and values on inclusive education. In order to achieve the attitudinal shift towards productive pedagogies, it will be important first to establish all the challenges teachers might experience and to determine their developmental areas that will enable them to implement the inclusive practices. This requires a shift in thinking from traditional pathological model towards productive pedagogies.

Productive pedagogies have to be at the heart of initiatives for implementing inclusive practices in schools so that every learner can benefit in education. Inclusive education is arguably the major issue facing the education system throughout the world (Ainscow, 2003). The EWP6 (DoE, 2001) emphasises the fact that inclusive education is about maximising the participation of all learners in the cultures and curricula of educational institutions and the subsequent minimising of barriers to learning and development (Oswald, 2010). This can only be achieved by changing attitudes, teaching strategies and methodologies, curricula, school environments and the system as a whole. But 16 years after the Salamanca Statement and the establishment of a democratic government in South Africa, the implementation of inclusive education remains a considerable challenge (Engelbrecht, 2006; Wildeman & Nomdo, 2007). Furthermore, Waldron and McLesky (2010) argue that sufficient opportunities for professional development must be provided in order to ensure that teachers are well-prepared for successfully developing and implementing inclusive practices. Nevertheless, the researcher still holds the view that professional development should strongly be guided by the teachers' perceived needs for inclusive practices.

Fox and Ysseldyke (1997) note that despite the fact that teachers are being asked to accept new responsibilities and to expand their roles into new, and perhaps, personally threatening areas, productive pedagogies are especially important as an inclusive school system is being implemented. Teachers and other people might have different views about inclusive education, but the fact is, if we are talking about human rights, social inclusion and equity, inclusive education is pivotal. All human beings including those with disabilities have their own capabilities in doing something, and every learner should therefore be given the opportunity to participate fully in learning. This can be achieved if productive pedagogies are implemented at all schools.

There are frequent changes in the education system, which are not simply added to the current school programme or curriculum but rather require significant changes in how the schools are organised and how teachers work. These changes require that teachers should gain new understanding of teaching and learning as well as new skills that are needed to ensure that they are prepared to implement the required changes (Waldron &

McLesky: 2010). The researcher is of the opinion that the implementation of inclusive practices, changes in teachers' attitudes and the development of inclusive schools can be effective if productive pedagogies are regarded as significant and are continuously enhanced.

Continuous Professional Teacher Development (CPTD) which is informed by teachers own developmental needs should therefore be part of the lifelong process, a relationship which is particularly important in productive pedagogies for teaching in inclusive classrooms. Therefore, all teachers deserve and need a positive plan of professional development (Tilstone, 2003). Initial teacher education is also important in familiarising student-teachers with the nature of inclusive education, and in providing them with relevant skills, knowledge and values for teaching learners with diverse needs

Tilstone (2003) posits that a critical aspect of the fundamental changes needed in schools relates to the way teachers conceptualise differences, in particular, educational failure. In this respect, productive pedagogies should be critical discussions for teachers on addressing diversity of learners and providing support for all their learning needs so that they can get the opportunity to participate fully in learning. Tilstone (2003) further argued that a radical rethinking of professional development away from low CPTD level technical responses to specific "needs" or "syndromes" towards longer-term, reflective training is required. Such critical self-reflective courses can result in the acquisition of productive teaching skills that allow teachers to modify their practice in ways which are conducive to meeting the needs of all learners within inclusive frameworks.

The EWP6 (DoE, 2001), and the policy on norms and standards for educators (DoE, 2000) highlight the importance of professional development of the teacher, which is a good strategy so that there should be transformation within schools. The problem is how the development is strategised so that teachers can realise that it is important to identify areas for development that are pertinent to addressing diversity and inclusive practices. This argument guides this study to explore effective ways of a shift from the pathological-deficit model towards productive pedagogies in establishing effective inclusive schools.

1.2 MOTIVATION FOR THE STUDY

The motivation to embark on this study is based on both personal and professional experiences. The researcher's Masters Dissertation was on teaching and learning strategies in inclusive classrooms (Motitswe, 2012). During data collection, the researcher found that teachers were unclear on methods and support strategies that can be used to accommodate all learners including those who experience barriers to learning. The findings revealed that teachers did not have enough skills and knowledge of screening, identifying and addressing barriers to learning, especially on adapting the curriculum to accommodate all learners. The SBST or ILST that are envisaged by the EWP6 (DoE, 2001) as key mechanisms of support at schools, were not adequately skilled to provide curriculum, assessment and instructional support to the teachers of the full-service school where research was done. Learners were also not adequately supported in terms of teaching and learning (Motitswe, 2012). In the document analysis, it was evident that the ILST attended workshops on Screening, Identification, Assessment and Support (SIAS), but they did not show competence in supporting other teachers in identifying, addressing and supporting learners who experience barriers to learning.

The progress report on the implementation of EWP6 (Department of Basic Education [DBE], 2012) rightfully differentiated between orientation, training and workshops. It takes four years to train a teacher, but for inclusive education, the teachers must undergo orientation or workshops. A question was raised on when teachers would get more focused training or development for a longer period, given the fact that teachers had the very difficult task of applying specialist knowledge and skills in teaching learners who experience barriers to learning and in accommodating diversity in their classrooms.

Although substantial research on inclusive education has been done in South Africa, limited research has focused on professional development and implementation of productive pedagogies for inclusive practices. The researcher is of the opinion that new knowledge and skills on productive pedagogies for inclusive practices should be brought forth so that the implementation of inclusive education can be sustainably implemented. Tilstone (2003) maintained that professional development, particularly for teachers, has been a topic of concern for successive governments, but little has been done to co-

ordinate approaches or to ensure that a clear model is devised. The study conducted by Lomofsky and Lazarus (2001) examined the first steps in the development of an inclusive education system in South Africa. The majority of teachers surveyed in the study of Hay, Smith and Paulsen (2001) felt unprepared and unequipped for working in inclusive classrooms. Much research has been done on teachers' attitudes towards the implementation of inclusive education, Bothma, Gravett and Swart (2000) found that South African primary school teachers' attitudes towards the implementation of inclusive education were negative, thereby creating a critical barrier to its successful implementation.

A study conducted by Eloff and Kgwete (2007) confirmed that teachers raised their concerns more on lack of skills and competence due to inadequate training on inclusive education. Schoeman (2012) contends that eleven years after the gazetting of the EWP6, the goal of implementing inclusive education had not been adequately achieved because the majority of teachers were not skilled and did not have adequate knowledge to address barriers to learning in the classrooms. In this endeavour, teachers are crucial because of the central role they should play in promoting participation by adapting the curriculum, identifying and addressing barriers to learning, as well as reducing underachievement for learners who experience barriers to learning. The researcher believes that teachers should be given the opportunity to share their ideas on their experiences of addressing diverse learning needs and involving all learners in teaching and learning. They should therefore identify their own areas for development in inclusive practices.

The EWP6 (DoE, 2001) provided good strategies of implementing inclusive education in South Africa by developing full-service schools to pilot the practice of accommodating mild to high level support needs and also to serve as resource centres for neighbouring mainstream schools. For a pilot project to be effective, considerable effort is needed, such as developing teachers to equip them with knowledge, skills and values of addressing diversity, curriculum adaptation and differentiation, differentiated teaching and learning strategies, as well as the school culture and ethos. All these require productive pedagogies. The report from the DBE (2012) indicates that some teachers from those schools attended training on SIAS and inclusive learning programmes. The researcher's

questions focus on whether those workshops included all the inclusive practices, the duration of the workshops, the nature of the workshops, and the follow-up at the schools to monitor the implementation and to provide support, and whether SBST who attended the workshops provided feedback to other teachers or trained them. If all these had been achieved, then why is the implementation of inclusive practices progressing at such a slow pace and why are teachers still hesitant in adopting the practices? It is for these reasons that the researcher felt motivated to pursue this study so as to provide new knowledge pertaining to the issues raised here.

1.3 PROBLEM STATEMENT

According to Black-Hawkins, Florian and Rouse (2007), Stubbs and Lewis (2008) and Florian (2008), local and international research suggests that one of the greatest barriers to inclusivity in education is that many teachers feel that they are not trained to deal with inclusive education, diversity, behavioural problems and disability. Also in South Africa, the majority of teachers and student-teachers hold to the idea that special education assumes that it is not possible to include learners with learning difficulties in mainstream settings because their needs are different (Kauffman, Landrum, Mock, Sayeski, & Sayeski, 2005). These kinds of teachers believe that it is more efficient to group learners according to the nature of their disabilities or difficulties and have them taught by specialist teachers (Kauffman et al, 2005). This conceptualisation of special education support is a barrier because it absolves the rest of the education system from taking responsibility for all learners' learning. It is also extremely unrealistic for the South African context where there is such wide range of learner needs in each school and so few specialised trained staff or sites to which these learners can be referred. The approach in fact widens the gap between learners in well-resourced urban settings and those who live in disadvantaged or rural areas. Teachers should therefore be empowered on productive pedagogies to work in inclusive settings. Developmental programmes for teachers should be reformed to focus more on these productive pedagogies. This has to apply to all teachers, not just some (Rouse, 2010). Such pedagogical practices are, in turn, dependent on reflective professional development which, in sustainable communities of

knowledge, constantly engages in systemic changes conducive to the needs of all learners.

Schoeman (2012) argued that inclusivity in education cannot be created through the extension of special education. According to Booth and Ainscow (2002), this is part of the problem, as mainstream teachers continue to refer learners who experience barriers to learning, or learning breakdown for specialist interventions by presumed specialists.

Teaching and learning should no longer depend on the identification of particular forms of disability or difficulty (Allan, 2006). In essence, it is critical to remove barriers to learning and participation and developing inclusive pedagogies. These pedagogies imply that prospective teachers require a range of specific skills in the emerging field of curriculum adaptation and differentiation, multi-level teaching, managing the inclusive classrooms and universal design for learning (Schoeman, 2012).

Booth, Nes and Strømstad (2003) maintain that inclusivity in education does not just involve a focus on the barriers experienced by learners, but it is about the development of the detail of the cultures, policies and practices (Ballard, 2003) in the education system and educational institutions so that they are responsive to the diversity of learners and value them equally. It is about the curricula and ways of organising learning. This stresses the fact that teachers need to be equipped with knowledge, skills and values of productive pedagogies to address diversity in their classrooms.

The move towards a more inclusive education system requires substantial reform of mainstream schooling (Avramidis, 2005). The Salamanca Statement (UNESCO, 1994) shifts the focus of inclusivity in education to the mainstream school and the mainstream teacher. The mainstream school is indicated as the first site of placement for all learners and thus becomes the site for transformation to accommodate diverse learning needs. It is therefore assumed that mainstream schools and other significant role-players will find it difficult to implement inclusive education, especially due to the extensive and significant changes required from them and the dilemmas that will need to be resolved (Dyson, 2000).

Studies done by Eloff and Kgwete (2007) and Schoeman (2012) confirm that training in terms of pre-service and in-service has been provided to teachers. Schoeman (2012) further indicates that 2 408 teachers received the Advanced Certificate (ACE) in the field of inclusive education at 11 of the 24 Higher Education Institutions (HEI). But the question is: “Did the contents of the programme address productive pedagogies, inclusive strategies and approaches for addressing diverse learning needs?”

According to the report from the DBE (2012), on the implementation of inclusive education, much has been done in terms of curriculum development, learning and teaching support material development and development within human resources and district development. The question remains, however, as to whether policy has been translated into action; especially in implementing inclusivity in classrooms and ensuring that teachers are fully equipped to handle inclusive classrooms. According to Makoelle (2012), there has been minimal implementation of inclusive practices in schools despite major policy shifts towards inclusive education.

Despite the amount of research that has been done, Hay, Smith and Paulsen (2001); Bothma, Gravetti and Swart (2000) and Makoelle (2012) agree that the understanding of what constitutes inclusive education is still confusing as teachers hold varied interpretations of what it means and their attitudes and practices have not changed significantly. Makoelle (2012) further contends that models have been developed to empower teachers with inclusive strategies, while Prinsloo (2001) mentions models that focus on helping teachers to deal with behavioural problems of learners. Bower and Du Toit (2000) developed a model called the At-Risk Disk model on intellectual disabilities and lastly a model was developed by Sethosa (2001) to assist teachers with teaching learners with mild intellectual disabilities. It does not appear that these models have made much impact. This is also what motivated the researcher to pursue this study.

The problem statement therefore is that the pathological-deficit model seems to play a dominant role in teaching and learning, whereby learners who experience barriers to learning and development are not given opportunity to participate fully in learning, leaving them marginalised and vulnerable.

1.4 RESEARCH QUESTIONS

There is a need to move away from the pathological-deficit model by establishing productive pedagogies in order address diversity of learners and their diverse learning needs in inclusive schools. The main research question is:

- How can productive pedagogies be enhanced to shift from the pathological-deficit model in inclusive schools?

In order to further explore the main research question, the following sub-questions are posed:

- What needs to be done to increase the full participation of all learners in learning?
- What are the teachers' areas for development that can enhance the implementation of productive pedagogies?
- How can teachers' areas for development be addressed for enhancing productive pedagogies for inclusive schools?
- What are the barriers experienced by teachers to implement inclusive practices?
- What suggested productive pedagogies can be implemented in inclusive schools?

1.5 AIM OF THE STUDY

This study aims to explore how productive pedagogies can be enhanced in order to shift from the pathological-deficit model in inclusive schools.

From this aim, the following objectives are stated:

- To determine strategies that can increase the full participation of all learners in learning.
- To recognise the teachers' areas for development that can enhance the implementation of productive pedagogies.
- To determine strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers in implementing inclusive practices.

- To design a framework for effective productive pedagogies that can be used for inclusive schools.

1.6 SIGNIFICANCE OF THE STUDY

The main contribution of this study lies in shifting away from pathological-deficit model towards enhancing productive pedagogies in inclusive schools. It could make a significant contribution by adding value to the effective implementation of inclusive education and informing theory and practice. It is also aimed at contributing to frameworks related to productive pedagogies for inclusive teaching and learning. The study will also render valuable guidelines to policy makers and education institutions to develop models that can be used for enhancing productive pedagogies in all schools. The study aims at providing guidelines to district-based officials and schools in transforming their schools and appropriate support strategies to teachers and learners with diverse learning needs.

1.7 THEORETICAL FRAMEWORK

A theoretical framework positions research in the discipline or subject in which the researcher is working on (Henning, van Rensberg & Smit, 2011). They further explain that a theoretical framework helps a researcher to make explicit assumptions about the interconnectedness of the way things are related in the world. The researcher found it important to use a theoretical framework in the study so that it can help her to develop a set of ideas drawn from the literature about how some parts of the world work.

It is stated under 1.1 and 1.3 that teachers are key role players to the transformation of schools and implementing inclusive practices so that every learner can be given an opportunity to benefit in education. In order for them to lead the reform efforts, they need to be offered expanded and enriched professional development opportunities so that they can implement productive pedagogies in inclusive classrooms. Teachers need to be moved away from the pathological-deficit model and implement productive pedagogies in order to implement inclusive practices in their classrooms. As a result, this study will be guided by the theory of critical pedagogy (Giroux, 2010) and Vygotsky's (1986) theory of social constructivism.

According to Kellner (2003), critical pedagogy considers how education can provide individuals with the tools to better transform and strengthen democracy to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change. The researcher uses critical pedagogy to explore productive pedagogies and inclusive practices because the goal of inclusive education is to provide for a diversity of learners' needs by creating rich learning experiences for all learners and maximising their participation in the culture and curricula of the educational institutions. The enhancement of productive pedagogies is thus critically important. Teachers need to have curriculum conversations about how they can adapt their pedagogies to give all learners an opportunity to participate fully and to achieve in teaching and learning.

This study focuses on a shift from pathological model towards productive pedagogies in inclusive schools. Referring back to 1.3, Black, Hawkins, Florian and Rouse (2007), Stubbs and Lewis (2008) and Forlin and Lian (2008) emphasised that the greatest barrier to inclusion is that teachers feel that they are not trained to deal with inclusion, diversity, behavioural problems and disability. It was also maintained by Schoeman (2012) that South African teachers hold the classic special education view which assumes that it is not possible to include learners with learning difficulties in mainstream settings because their needs are different. The researcher believes strongly that the theory of critical pedagogy will enable changes in teachers' attitudes and in addressing the barriers to inclusive practices.

1.8 RESEARCH METHODOLOGY

This study intends to establish how the productive pedagogies can be enhanced in order to shift from pathological-deficit model in inclusive schools. To guide the study, the research questions stated above are addressed using the mixed methods research approach.

1.8.1 Research Approach

To address the research questions, the researcher used the mixed methods research approach because it aims at highlighting the need for a notion of paradigm that can be sufficiently flexible, permeable and multi-layered to reflect the reality of social research in

the 21st century (Denscombe, 2008). The mixed methods research approach combines quantitative and qualitative strategies within one study, collects both numeric (numbers) data and narrative (words) data concurrently, or in sequence, and choose variables and units of analysis which are most appropriate for addressing the purpose of the study and finding answers to the research questions (Teddlie & Tashakkori, 2009). Using one research approach might not be sufficient to indicate what is required to shift the pathological-deficit model towards productive pedagogies in inclusive education. The barriers that hamper the implementation of inclusive practices might not be identified and teachers' developmental needs might not be determined. The researcher found it important to use a mixed methods approach in the study so that the data collected from one approach could be justified by the other.

1.8.2 Research Design

Research design refers to the plan of the research project (Mouton, 2001; Punch, 2005); similarly, McMillan and Schumacher (2010) affirmed that research design describes procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. It is important before the research is undertaken to create guidelines that will give order and direction, and assist in maintaining focus (Burton & Bartlett, 2005). The research design details all the issues involved in planning and executing the project, from identifying the problem through to reporting and publishing the results (Punch, 2005).

This study focuses on a shift away from pathological-deficit model towards productive pedagogies; therefore, a sequential exploratory mixed methods design was applied. The study was conducted in two phases, meaning that the QUAL→Quan strand (Creswell & Plano Clark, 2007) was used whereby the researcher investigated what the barriers are to inclusive practices and what the teachers' developmental needs are in order to implement the inclusive practices using qualitative data before attempting to measure or test it quantitatively. The researcher also enquired from the participants how learners can participate fully in all learning activities.

The researcher follows Creswell's (2003) idea that qualitative data is collected and analysed in the first phase in a sequential exploratory design. According to Morgan (1998) and Creswell and Plano Clark (2007), the sequential exploratory design permits a researcher to first explore a topic by identifying qualitative themes and generating theories, and then use that exploration to guide a subsequent quantitative examination of the initial qualitative results so as to test theory or to develop a measurement instrument based on the qualitative results. This section is discussed more in detail in the chapter on research methodology.

1.8.3 Population and Sampling

According to Castillo (2009), a research population is generally a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. In this study, the research population was all teachers teaching at inclusive schools. The size of this population cannot be easily determined, but for purposes of a largely qualitative study, this is not crucial. It is more important to "capture the richness of experience, the fullness of all the ways in which a person experiences and describes the phenomenon of interest" (Marton & Booth, 1997:117) which requires the selection of a sample of participants.

The sample for the qualitative part of the study was a multilevel, purposive sample (De Vos, Strydom, Fouché, & Delpont, 2005; Teddlie & Yu, 2008). The sample size of the focus groups interviews differed as per the schools' School-Based Support Team (SBST) members. The sample for the second quantitative phase of the study involved all teachers in the six selected schools. This is explained in detail in the chapter on research methodology.

1.9 DATA COLLECTION METHODS

Data collection steps involve setting the boundaries for the study, collecting information through unstructured, semi-structured and open-ended interviews and observations, as well as establishing the protocol for recording information (Creswell, 2001). It is a vehicle through which the researcher collects information to answer the research questions

(Henning, van Rensberg & Smit, 2011). As indicated earlier, the study was conducted in two phases, whereby the qualitative data collection preceded quantitative data collection. Data collection methods used in this study was focus groups and individual interviews, documents analysis and survey questionnaires. This is discussed in detail in the section on research methodology.

1.9.1 Interviews

Interviews refer to one-to-one and face-to-face interaction in either an in-depth or semi-structured format (Botma, Greeff, Mulaudzi & Wright, 2010). In addition, McMillan and Schumacher (2006) assert that interviews are open-response questions to elicit participants' meanings and how they make sense of important events in their lives. In this study, the researcher used semi-structured interviews not only for the description of the participants' experiences, but also to reflect on the description, meaning that the interviews sought to identify the barriers that the teachers experienced in implementing inclusive practices and how they responded to those challenges as well as their views on what knowledge, skills and values they needed to be able to develop inclusive schools. Focus groups and individual interviews were used to interview the SBST and principals at the six schools. This is discussed in detail in the chapter on research methodology.

1.9.2 Document(s) Analysis

Document analysis entails scrutinising of relevant documents, which can be a valuable source of information (Henning, *et al.*, 2011). Sources are generally classified into primary and secondary, the former being the original written material of the researcher's own experiences and observation, the latter derived from somewhere other than the original source (Bailey, 1995; Mouton, 2001; Neuman, 2011). For McMillan and Schumacher (2010), primary source and secondary documents are records of past events that are written or printed, whether anecdotal notes, diaries, letters, maps, journals, newspapers or office minutes, while, for Creswell (2003), an important distinction is between private and public documents.

Ritchie and Lewis (2003) distinguished between public documents (such as government publications), procedural documents (minutes of meetings) and personal documents

(letters or diaries). Given the objective of this study, the researcher used official, procedural and personal documents to collect data in order to understand how teachers interpret policies, departmental circulars and other relevant documents. This is discussed in detail in the chapter on research methodology.

1.9.3 Survey

The researcher used a survey in order to get accurate, reliable and valid data and also to ask about the teachers' beliefs, opinions, and strategies they are using to involve all learners in teaching and learning, and training needs on inclusive practices (Neuman, 2011). According to Neuman (2011), surveys are important and appropriate to use when a researcher wants to learn about self-reported beliefs and behaviour. This allowed the researcher to gather descriptive information. The researcher used questionnaires which were distributed to the six schools where all the teachers were given the opportunity to complete them. This is discussed in detail in the research methodology chapter.

1.10 DATA ANALYSIS

According to Dörnyei (2007), mixed methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. Dörnyei (2007) further explained that the most common perception of mixed methods research is that it is a modular process in which qualitative and quantitative components are carried out either concurrently or sequentially. The researcher used a sequential exploratory design to analyse the data, meaning that qualitative data was collected and analysed, and then used the qualitative data to design the quantitative component. The quantitative data was then collected and analysed and the results from both strands were linked in order to find out how the quantitative results supported the qualitative findings.

The open-ended survey responses and the in-depth interview data were coded using an analytic software package. The researcher was guided by Creswell and Plano Clark's (2011) side-by-side comparison as follows:

- Collect and analyse qualitative data;

- Use qualitative data to design quantitative component;
- Collect and analyse quantitative data; and
- Link the results from both strands: how do quantitative results extend qualitative findings?

The above guidelines assisted the researcher to address barriers to inclusive practices, to advocate for a change towards productive pedagogies for inclusive schools and to develop CPTD programmes for inclusive schools.

1.11 VALIDITY AND RELIABILITY OF GENERATED DATA

It has been explained that that the study employed a mixed methods research approach. Creswell and Plano Clark (2007) and Creswell (2009) reasoned that mixed methods research improves the validity of theoretical propositions and allows for a more complete picture of the phenomenon under study, than is possible with a single methodological approach. Onwuegbuzie and Johnson (2006) explain that validity means that a research study, its parts, the conclusions drawn, and the applications based on it can be of high or low quality. Teddlie and Tashakkori (2003) and Tashakkori and Teddlie (2008) recommend a framework for assessing validity in mixed methods research and suggest 'inference quality' and 'inference transferability' as umbrella terms to be used. However, Onwuegbuzie and Johnson (2006) contended that a legitimization framework should be used to assess validity in mixed methods research. The two frameworks vary in the sense that the former one presents validation as an outcome only and posits that quality requires methodological rigour and consistency during the procedure from which the inferences emerge, whereas the latter framework stresses that researchers need to pay attention to the internal and external validity and credibility threats, and encompasses both method-specific and the integrative perspectives (Ihantola & Kihn, 2011).

The researcher was guided by both the frameworks of Teddlie and Tashakkori (2003) and Tashakkori and Teddlie (2008) and the legitimization framework of Onwuegbuzie and Johnson (2006) as a means of construct validation. The frameworks of assessing validity in this study are explained in detail in the chapter on research methodology.

1.12 ETHICAL CONSIDERATIONS

Ethics are generally beliefs of what is morally right or wrong. McMillan and Schumacher (2010) asserted that a researcher is ethically responsible for protecting the rights and welfare of the participants in the study. Permission to embark on the research was requested from the DoE in the North West Province, from the district office and the school principals. In ensuring ethical research, the researcher adhered to the principles cited by Lincoln and Guba (2000), namely, informed consent, indication to participants of the voluntary nature of their participation, assurance of safety in participation as well as assurance of privacy, confidentiality, anonymity and the principle of trust. The researcher ensured that the participants were well informed about the purpose of the study. Ethical clearance was requested from UNISA.

1.13 CLARIFICATION OF CONCEPTS

This section clarifies the terms and concepts that are used in this study.

1.13.1 Productive Pedagogies

According to Luke (2002), productive pedagogies are a common framework under which teachers can choose and develop strategies in relation to what they are teaching, the variable styles, approaches and backgrounds of their students. It is a scaffold for helping teachers to decide which of the myriad of new teaching approaches suits them and their learners. Zyngier (2007) defined productive pedagogies as an approach to creating a place, space and vocabulary for teachers to get talking about classroom instruction again. It is a framework and vocabulary for staffroom, in-service and pre-service training, for teachers to describe the various things they can do in classrooms – the various options in their teaching ‘repertoires’ that they have – and how they can adjust their approaches to get different outcomes.

For the sake of this study, productive pedagogies are referred to what good teaching involves in terms of inclusive schools and practices. Teachers should be well-prepared in terms of skills, knowledge and values to teach in inclusive schools, and they should be

able to accommodate diverse learning needs of all learners, including those who are vulnerable and have disabilities.

1.13.2 Continuous Professional Teacher Development

According to the DBE (2008), professional development involves activities undertaken individually or collectively by teachers throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity; in particular, to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession.

The results from the Teaching and Learning International Survey (Organisation for Economic and Cooperative Development [OECD], 2009), on the other hand, define teacher professional development as activities that develop an individual's skills, knowledge and expertise as a teacher. The definition recognises that development can be provided in many ways, ranging from the formal to the informal, and can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools and teachers across schools or within the schools in which teachers work. The researcher supports the definition above and contends that teacher professional development is ongoing, ranging from formal to informal including empowering, practice and feedback, and providing adequate time and follow-up of support.

1.13.3 Diversity

Diversity is a range of various kinds of differences. UNESCO (2001) also explained diversity as variations and differences found among any group of children or adults. Barne (2011) has a different point of view from UNESCO in stating that diversity refers to differences in gender, age, academic ability, culture, language, religion, socio-economic status and physical ability. In contrast with Barne (2011), Hertberg-Davis and Brighton (2006) noted that diversity exists among children, and within any classroom, there is likely

to be a great variability from learner to learner in terms of cognitive and physical development, social maturation and behaviour. For this study, diversity means that learners have differences in their use of language, learning style, developmental level, culture, socio-economic background, ability level and intelligence. This is why the researcher argues that there is no single classroom or school that is alike.

1.13.4 Inclusive Education

According to the NCSNET and the NCESS (DoE, 1997a), inclusive education is defined as a learning environment that promotes the full personal, academic and professional development of all learners, irrespective of race, class, gender, disability, religion, culture, sexual preference, learning style and language.

According to the Guidelines for Full-Service/ Inclusive Schools (DBE, 2009a), inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment. Alper, Schloss, Etscheidt and Macfarlane (1995, cited in Sidogi, 2001:4) maintained that inclusive education is the provision of educational experiences for all learners experiencing barriers to learning and development. Such learners would participate in the same classroom situation with those who do not have these barriers. Within the context of this study, inclusive education is seen as part of an education system that responds to diverse needs of all learners in order to remove all barriers to learning.

For the sake of this study, inclusive education refers to schools, centres of learning and educational systems that are open to all children. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that learners have so that they are included in all aspects of school-life. It also means a process of identifying any barriers within and around the school that hinder learning, and reducing or removing these barriers (UNESCO, 2001).

1.13.5 Barriers to Learning

Barriers to learning are defined by Donald, Lazarus and Lolwana (2002) as any factors, either internal or external to the learner, which cause a hindrance or barrier to that

person's ability to benefit from schooling. According to the EWP6 (DoE, 2001), a wide range of learning needs may manifest as a result of physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, specific life experiences or socio-economic deprivation.

South African Quality Education for All (DoE, 1997a) describes barriers to learning as those factors that lead to the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision over age.

The researcher agrees with the definition of the South African Quality Education for All report that barriers to learning include those factors that lead to the inability of the system to accommodate diversity. The inability of teachers to support inclusive practices and their lack of knowledge, skill and values in addressing diverse learning needs cause barriers to learning to vulnerable learners.

1.13.6 Inclusive Practices

Equality and Diversity for Academics (2013) defines inclusive practice as an approach to teaching that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience.

The Early Years Learning Framework (Department of Education, Employment and Workplace Relations, 2009) explains inclusive practices as strategies to adapt current pedagogical knowledge and thinking and apply it in different ways, so that each learner is engaged in meaningful learning experiences. Teachers reflect on their adaptations and continually seek to improve their ability to design and deliver curriculum and learning activities that are relevant to each learner's real life experiences and needs. They ensure that all learners have opportunities and choices that enable them to participate in the full range of programmes and services available within the school and the local community.

This study defines inclusive practices as attitudes, approaches and strategies employed to ensure that learners are not excluded or isolated from the learning environment because of any of characteristics such as vulnerability, disability or socio-economic background. In other words, this is to ensure that all learners feel welcome, accepted, safe, listened to, valued and confident that they can participate in all activities.

1.13.7 Pathological-Deficit Model

According to Avramidis (2005), pathological-deficit model approaches learners based upon the perceptions of their weaknesses rather than their strengths and add that learners' differences are viewed as deficits. The pathological-deficit model is derived from the concept of special educational needs which understands special needs entirely in terms of the characteristics of the 'disabled' individual. Clark, Dyson and Millward (1998) maintain that pathological-deficit model is regarded as the traditional conceptualisation of special educational provision, and reflects the medical model which views difficulties and disabilities as arising from within the learner.

Mercer and Mercer (2005) suggested that special educational knowledge and practice is based on the clinical model, and using two theories, one of them being the pathological theory which defines impairment by way of observable, biological or medical symptoms. Mercer and Mercer (2005) further explained that if the symptoms are present, the person is impaired, 'abnormal' and unhealthy, but if they are absent, the person is normal and healthy. The pathological-deficit models also indicate a subjective form of evaluation, meaning that to have observed 'abnormalities' is considered negative and undesirable. From a special educational needs perspective, disability is an inherent pathological-deficit that resides within the learner or individual (European Agency for Development in Special Needs Education, 2010).

Because research has confirmed that most teachers in South Africa still have negative attitudes towards the implementation of inclusive education and that they do not have adequate skills and knowledge to address diverse learning needs including disabilities, the researcher is of the opinion that teachers should be directed away from the pathological-deficit model towards inclusion, meaning that the education institutions

should move away from segregating a group of learners or particular individuals on the basis of differences towards constructing environment that is inclusive for all learners. Inclusion is aimed at understanding and overcoming a deficit, which concerns issues such as culture, gender, ethnicity, social conditions, disabilities and human rights, encompassing universal involvement, access, participation and achievement (Ouane, 2008). Schools should thus be diversity-sensitive, meaning that teachers should understand how they can create classrooms that address diversity, fairness and equity.

1.14 LIMITATIONS OF THE STUDY

The study is based on the principles of transformation of education in South Africa, that all children have the right to basic education and that all diverse learning needs should be addressed. If this is the case, to ensure that teachers are appropriately prepared for working in diverse classrooms, there should be critical, continuous professional development. This study sets out to enhance productive pedagogies in order to shift from the pathological-deficit model in inclusive schools. Through critical investigation, the researcher explores how productive pedagogies can be enhanced in schools. This study provides guidelines that will improve addressing diversity and responding to diverse learning needs of all learner as well as to increase their full participation in learning.

1.15 DIVISION OF CHAPTERS

Chapter 1 presents the introduction and background of the study. The chapter also presents the problem statement, the research questions and aim and objectives. The research methodology which guides the study has also been introduced in the chapter. Clarifications of relevant concepts are presented.

Chapter 2 presents the literature review on pathological-deficit model and its discourses, and the discourses that influenced inclusive education. The chapter also provides the movement of inclusive education internationally as well as in other African countries including South Africa.

Chapter 3 presents theoretical frameworks that influence a shift from pathological-deficit model towards productive pedagogies. The chapter also provides a literature review on

a shift from pathological-deficit model, towards inclusive education. Productive pedagogies and strategies that enhance productive pedagogies are also presented in this study.

Chapter 4 presents the methodology that is used for the research. Specifically, the approach, design, instruments, sampling procedures and data collection method, validity and reliability of research and ethical considerations are discussed.

Chapter 5 presents the analysis and the interpretation of data collected from the investigation

Chapter 6 provides the summary of the findings, recommendations and conclusions of the study. In this chapter, the researcher also presents a proposed framework for implementing productive pedagogies in inclusive schools.

1.16 CHAPTER SUMMARY

The chapter gave the background of implementing productive pedagogies in inclusive schools. For productive pedagogies to be effectively implemented, it is significant that teachers should be offered expanded and enriched professional development opportunities.

Therefore, the aim of the study is to establish how productive pedagogies can be enhanced to shift the pathological-deficit model in inclusive schools. The research methodology that underpins the study has been briefly discussed. The next chapter provides the theoretical and conceptual frameworks for the study.

CHAPTER 2

LITERATURE REVIEW: INCLUSIVITY IN EDUCATION

2.1 INTRODUCTION

The previous chapter presented the context of the study. The aim of the study was also explicitly presented. In order to have a better understanding on the reason why the researcher thinks that productive pedagogies can contribute in a shift from pathological-deficit model, it is important to first review the literature of the past decade on inclusive education. According to Wiersma and Jurs (2005), literature review helps to put the proposed study in proper context and to devise inquiries that have not been made before. Merriam (2004) contends that literature review helps to contextualise a study, to argue a case and to identify a niche to be occupied by a particular research study. The researcher therefore reviewed the literature that is relevant to the context of this study. It was necessary that this chapter should first provide a conceptual framework of the study, a broad overview on the different discourses that led to the movement of inclusivity in education, and inclusive education as epistemology for diversity. This chapter also discussed the global perspectives of inclusive education with particular attention to the status of inclusive education and how diverse learning needs are addressed internationally and nationally and concluded with the challenges and opportunities afforded by inclusivity in education.

2.2 CONCEPTUAL FRAMEWORK

Productive pedagogies, inclusivity in education and addressing diversity and diverse learning needs are maintained throughout this study because the researcher is concerned about the realisation of learners' full potential and participation in the learning process as stated in the EWP6 (DoE, 2001). Furthermore, the researcher is also concerned about the implementation of inclusive practices in order to address diverse learning needs of all learners.

Research has shown that inclusive education is often seen as mere placement of learners with disabilities or special educational needs in mainstream schools alongside other

individuals without disabilities by many countries including South Africa. In this study, inclusive education is seen as a change that supports and welcomes diversity among all learners. As indicated by Ainscow (2005), that the aim of inclusive education is to eliminate social exclusion, and respond to diversity in race, social class, ethnicity, religion, gender, and ability which make education a basic human right for all individuals. This study brings a different view of inclusive education as seen by many professionals and emphasises that inclusivity in education aims to address diverse learning needs of all learners, increasing full participation and assisting them to realise their full potential. To support the argument that inclusive education aims to eliminate social exclusion, South Africa is said to be a multicultural society which attracts many refugees which calls for classrooms to include learners who display differences in their use of language, learning style, developmental level, culture, socio- economic background, types of intelligence, and disabilities (Motitswe, 2012). Such diversity gives rise to the concept of barriers to learning and development. Thus, the aim of inclusive education is to limit and address such barriers and also to focus on producing quality education for all learners including those with diverse learning needs.

Savolainen (2009) notes that teachers play an essential role in quality education and quotes McKinsey and Company (2007:16) who say: “the quality of an education system cannot exceed the quality of its teachers”. It is the teachers who can make sure that every learner is accommodated and participates fully in teaching and learning, therefore teachers need to have changed attitudes and be provided with relevant knowledge and skills to deliver quality education. In support of the essential role played by teachers in learner achievement, the researcher agrees with Sanders and Horn (1998) and Bailleul, Bataille, Langlois, Lanoe and Mazereau (2008) who claim that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.

The need for high quality teachers equipped to address diversity and meeting the needs of all learners becomes evident not only to provide equal opportunities for all, but also education for an inclusive society. Reynolds (2001) says that it is the knowledge, skills, beliefs and values of the teacher that are brought to bear in creating an effective learning

environment for learners, making the teacher a critical influence on inclusivity in education and the development of the inclusive school. Thus, the researcher opted for the critical pedagogy because it would challenge the assumptions and practices of teachers that disregard the inclusion of learners with diverse learning needs including those with disabilities in their classrooms.

Critical pedagogy represents a transformational educational response to social exclusion and inequality in teaching and learning. As a reinforcement to critical pedagogy which is the central theoretical framework, it is useful to describe in more detail the principles of inclusive education which is an ambitious and far-reaching notion that is, theoretically, concerned with all learners and focuses on the transformation of school cultures to increase access of all learners including marginalised or vulnerable groups. Chapter 3 will then give a detailed discussion of the theories that influence the implementation of productive pedagogies in order to address diverse learning needs of all learners in inclusive schools. The researcher intends to discuss the pathological-deficit model and its discourses as well as the discourses that inform inclusive education.

2.3 PATHOLOGICAL-DEFICIT MODEL

The pathological-deficit model which is mostly known as the medical model is derived from the concept of special educational needs (SEN) which understand special needs as comprehensible entirely in terms of the characteristics of the 'disabled' individual. Clark, Dyson and Millward (1998) maintain that pathological-deficit model is regarded as the traditional conceptualisation of special educational provision, the medical model which views difficulties and disabilities as arising from within the learner. Ballard (1999) concurs that SEN signify the deficits and detect the barriers within the learner rather than focusing on the barriers caused by the system itself.

Mercer and Mercer (2005) suggest that special educational knowledge and practice is based on the clinical model, and within the model they used two theories, one of which is the pathological theory which defines impairment by way of observable, biological or medical symptoms. Mercer and Mercer (2005) further explain that if the symptoms are present, the person is regarded as impaired, 'abnormal' and unhealthy, but if they are

absent the person is normal and healthy. This can mean that only specialists can meet the needs on those learners with SEN. From a SEN perspective, disability is an inherent pathological-deficit that resides within the learner or individual (European Agency for Development in Special Needs Education, 2010). This should not discredit those learners with disabilities as being incapable of learning.

Pathological-deficit model approaches learners based upon the perceptions of their weaknesses rather than their strengths and adds that those learners' differences are viewed as deficits (Avramidis, 2005). The model also indicates a form of evaluation, meaning that to have observed 'abnormalities' is considered negative and undesirable. According to Eastman (1992) and Oates (1996), the pathological-deficit model is more about diagnosing, labelling and prognosis, which means that those learners who have been identified, need to be treated in order to be cured. This procedure thus segregates the learners to be placed to specialised institutions where they will be under the care of specialists and special teachers. The specialists and special teachers will then evaluate the weaknesses of those learners with SEN in order to design relevant interventions to support them.

The concept of SEN is widely used globally including in South Africa. Some institutions of higher learning such as Nelson Mandela Metropolitan University offer Advanced Certificate in Education (ACE): SEN; UNISA offers ACE: SEN and there are also two core B.Ed. undergraduate modules dealing with Special Needs Education A and B (ETH302S and ETH306W); University of Bloemfontein offers two Honours degree modules on SEN which are EDU623 and EDU643; and University of Pretoria offers ACE: Special Needs Education as a distance education programme. In addition, it is indicated in 1.3 that Schoeman indicated that 2 408 teachers received ACE in the field of inclusive education. The researcher therefore argues that the said teachers might have been confused by the terminology of SEN, which signifies the medical model. It might be possible that some teachers feel that they are not trained to teach or assist those learners who experience barriers to learning including disabilities.

Because research has confirmed that most teachers in South Africa still have negative attitudes on the implementation inclusive education and that they do not have adequate

skills and knowledge to address diverse learning needs including disabilities, the researcher is of the opinion that teachers should be trained on the social model. The social model focuses on the construction of differences (Walton, 2006) which locates the barriers to learning in external factors. Allan (2003) asserts that the social model reflects the discourse on rights, meaning that every learner, despite his / her disability or learning difficulties has the right to education and should be provided with relevant support. There is a need for the enhancement of productive pedagogies. This means that advocacy and awareness need to be continuously done so that teachers are aware of the need for inclusive education and practices to address diverse learning needs of all learners. This might also change their attitudes on the issue of addressing barriers to learning, and they may also develop awareness that there is no way that one can teach a one-size-fits-all classroom without diverse learning needs.

Inclusive education is aimed at understanding and overcoming a deficit, which concerns issues such as culture, gender, ethnicity, social conditions, disabilities and human rights, encompassing universal involvement, access, participation and achievement (Ouane, 2008). Schools should thus be diversity-sensitive, meaning that teachers should understand how they should create classrooms that address diversity, fairness and equity. The following section discusses the discourses of the pathological-deficit model and SEN.

2.4 DISCOURSES ON PATHOLOGICAL-DEFICIT MODEL

Before exploring the discourses on the pathological-deficit model and those that inform inclusivity in education, it is important to first define the term 'discourse' so that the context of this study can be understood. Wetherell (2001) and Youdell (2006) define discourse as recognisable statements that cohere together or as bodies of ideas that produce and regulate the world in their own terms rendering some things common sense and other things nonsensical. Discourses carry particular rationalities; they map out what can be said and inform our thinking about how we should be and how we should act in the world (St. Pierre, 2000). We are open to a range of discourses and draw upon recognisable discursive repertoires to make sense of the world. Burr (1995) defines discourse as a set

of meanings, metaphors, representations, images, stories, or statements that in some way together produce a particular version of events.

Foucault (1972), on the other hand, refers to discourses as practices that systematically form the objects of which they speak. They can be viewed as practices that embody meaning and social relationships and that also constitute individuality, or subjectivity, and power relations.

Based on the definitions above, the researcher argues that everyone gives a different explanation and represents ideas differently to make sense of the world. For example, on addressing diverse learning needs of all learners and assisting them to recognise their full potential, this concept may differ from person to person, depending on the context and history of that person. Some teachers may argue that it is not possible to teach all learners with diverse learning needs in one classroom. Some may say they do not have knowledge and skills to address diverse learning needs, whereas others may argue that learners who experience barriers to learning need to be referred to a remedial classroom so that they can be given individual attention. The researcher thus agrees with Graham and Slee (2008) that there are different discourses through which meaning and understanding of concepts differ. As Foucault (1972) explained, people are not determined because they, as individuals and groups, have the agency to resist any particular discourse, thereby expanding, challenging, or otherwise reformulating it. The researcher first discusses the discourses on medical models and analyses them with regard to addressing diversity and giving learners the opportunity to participate fully during the teaching and learning process so that they can recognise their full potential.

Fulcher (1989) and Naicker (1999) have identified four discourses during the inclusive education movement, which are the medical, lay, charity and rights discourses. The medical, lay and charity are traditional discourses which focused more on the pathological-deficit, whereas the rights discourse is a more recent one which challenged the traditional ones and informed the policies on inclusive education

2.4.1 The Medical Discourse

This discourse has as an implication of a pathological-deficit and individualistic model. According to Fitch (2002), this discourse derives disability from a medical perspective and does not differentiate between impairment and disability.

For example, a learner may be excluded from mainstream education because of an impairment that is thought to be a natural and severe characteristic of the person. In actual fact, disability stems from barriers to learning that are caused by the community's attitudes towards people with impairments. However, learners are labelled by their disabilities and are excluded from ordinary schools. The implication of that would be that such exclusion immediately results in the perception of such learners as inadequate human beings who are unfit and not capable of being included in the mainstream economic and social life (Graham & Slee, 2008). No attempt is made to establish the deficiencies of the system to accommodate learners with disabilities, such as a learner with physical disability using a wheelchair who would require a ramp to gain access to the mainstream school; those ramps are not provided for those learners. Learners with disabilities have limited access to education. According to Armstrong, Armstrong and Barton (2000), specialists or professional experts are the ones who make decisions on the placement of those learners or individuals with disabilities to silence their voices. Discourses on the role of psychologists, remedial teachers and special needs teachers have emerged as themes in the medical discourse.

The pathological-deficit model perceives disability as social restriction and constraints on learners with impairments in pursuit of full and equal participation in education. Oswald (2010) argues that the legacy of traditional paradigms still dominates the field insofar as disabilities are perceived as inborn conditions. That is why addressing diversity seems to be a daunting factor in school and the wider society; where the norm is still at play in categorising individuals as intellectually disabled, autistic learners, gifted, having learning difficulties, or where learners with disruptive behaviours are labelled 'emotionally handicapped' or 'socially maladjusted' (Brantlinger, 1997; Sapon-Shevin & Zollers, 1999). This study might contribute to removing this kind of discourse which still prevails with

some teachers so that they can be aware of the principle of social justice and the basic right of all learners.

2.4.2 The Charity Discourse

The charity discourse is more focused aid and support and defines individuals with disabilities as in need of assistance and as objects of pity and externally depended on others. As a result, they are seen as underachievers and incapable people who are in need of institutional love and support. These individuals are thus separated from their able-bodied peers and placed at specialised centres. Fulcher (1989) argues that protection is thus regarded as being identical to segregation from mainstream society. Oswald (2010), on the other hand, concurs that individuals with disabilities are set apart from the rest of the society based on their disabilities with the perception that they can be protected from the harsh realities of life within segregated settings. According to Vlachou (1997), the humanitarian philosophies which are present in charity discourse have a high degree of stigmatisation because of their connections with notions of 'care', 'love' and 'protection' which are necessary elements within a person's life. The voice of the individual with a disability is thus refracted and ignored as responses of pity and undervaluing are disempowering (Reid & Valle, 2004).

2.4.3 The Lay Discourse

This relates to prejudice, hate, ignorance, fear, resentment and even authoritarian tendencies (Naicker, 1999). These themes inform practices that are deliberately discriminatory (Fulcher, 1989; Vlachou, 1997).

2.4.4 Discourse on SEN

Special education is rarely seen as a contentious area of public policy, except perhaps by those families whose lives are directly touched by it and those professionals and administrators with responsibility for managing this resource sector. It is generally seen as a charitable, humanitarian concern rather than as a politically constructed domain that defines the nature and limits of 'normality'. Thomas and Loxley (2001) point out that the discourse of special education is deeply embedded and it is one which has led to

generosity becoming the hallmark of educational funding. Throughout its history, this humanitarian discourse has been a significant factor in securing additional resources for learners who have experienced serious failure within the mainstream education sector, or who have been excluded altogether from that system.

Yet, beneath the surface of this humanitarian consensus, there have always been indications of conflicts, and the dark side of special education as a system of regulation and control of troublesome populations is one that has been widely exposed and critiqued by sociologists, historians, psychologists, parents and by people with disabilities (Armstrong, 2003; Copeland, 1999; Galloway & Goodwin, 1987; Murray, 2004; Murray & Penman, 2000; Reiser & Mason, 1990; Sigmon, 1987; Tomlinson, 1982). It is, of course, easy to oversimplify the nature of special education, both as a humanitarian resource and as a system of control.

Recent developments in this field are suggestive of the complexity of the system and of the discourses underpinning it. In special education, this philosophy is represented in terms of policy goals of the integration of learners with special needs in mainstream schooling, of the provision of high quality education for all, and of a responsibility shared by all teachers for learners with special needs. The New Labour vision of inclusivity is one that reconstructs inclusion of all learners within the traditional framework of special education and in so doing reinforces its traditional purposes. This involves a conceptualisation characterised by what Slee (2001) has described as a deep epistemological attachment to the view that SENs are produced by the impaired pathology of the child. A discussion on discourses which informed inclusivity in education follows.

2.5 DISCOURSES INFORMING INCUSIVITY IN EDUCATION

According to Artiles, Harris-Murri and Rostenberg (2010), the inclusive education movement is said to be the most important development in contemporary special education circles. Although inclusivity in education has had a significant impact on policy, research, and practice, it has multiple meanings that range from mere placement of learners with disabilities in a general education classroom to the transformation of the

philosophy, values, and practices of the entire educational systems (Artiles, et al., 2010). Most experts agree that inclusive education should focus on the transformation of educational systems and the justification for such a project is often based on ideals of social justice (Lipsky & Gartner, 1996). Specifically, it is argued that learners with disabilities were historically excluded from opportunities that allowed them to be educated alongside their peers with no disabilities, had been denied access to the general education curriculum, and were educated in programmes with little accountability. However, the exclusion of those learners does not mean that they are not capable of learning the said curriculum, because a learner in a wheelchair or who is blind can participate and achieve more than his peer with no disability if given an opportunity and relevant resources. Therefore, inclusive education is needed as a means to address diverse learning needs of all learners and to achieve social justice for learners who are vulnerable and marginalised, including those with disabilities. Graham and Slee (2008) contend that although inclusive education is relatively a recent advance in thinking about schooling and pedagogy, it is a rapidly developing movement within both local and global contexts.

The concept of inclusivity in education focuses on the transformation of school cultures to increase access of all learners including the marginalised or vulnerable groups; enhance the school personnel's and learners' acceptance of all, maximise learners' participation in various domains of activity, and increase the achievement of all learners (Booth, Ainscow, Black-Hawkins, Vaughan & Shaw, 2000; Kalambouka, Farrell, Dyson & Kaplan, 2005). These can be achieved if teachers can change their attitudes towards learners who experience barriers to learning and development, and can also be provided with knowledge and skills for accommodating diverse learning needs of all learners in their classrooms by providing support to them. Artiles, Kozleski, Dorn and Christensen (2006) contend that inclusive education is rooted in conceptions of inclusion, the movement of learners in special education particularly those with severe disabilities from separate and isolated facilities and classrooms into neighbourhood schools and general education classrooms. There are various competing discourses through which the meaning and understanding of inclusivity in education differ.

2.5.1 Discourses to Justify the Need for Inclusive Education and the Implementation of Inclusion

Dyson (1999) argues that inclusion is a complex concept and that different discourses informing inclusivity in education can result in certain crucial aspects of inclusion being construed differently across national contexts, but also within the different levels of a single education system, which can give rise to a variety of 'inclusions'. Dyson (1999) further identified multiple professional discourses about inclusive education that are grouped under two broad categories. When discussing the discourses of inclusivity in education, Dyson (1999) distinguished between the justification and the implementation discourses on inclusivity. He argues that the justification discourse offers the reasons for an inclusive educational system, whereas the implementation discourse focuses on ways inclusive models are carried out.

2.5.1.1 Discourses to justify the need for inclusive education

When arguing for the discourse to justify the need for inclusive education, Dyson (1999) subdivided it into two further discourses, namely, the rights and ethics and the efficacy discourses.

2.5.1.1.1 The rights and ethics discourse

The right and ethics discourse was endorsed by democracy and social justice as a rationale for inclusion. The discourse supports the fact that individuals with disabilities and SEN ought to be educated in inclusive programmes because it is their indisputable right. Segregating them from the regular classrooms implies they are regarded as incapable of learning. Inclusion rights and ethics discourse call attention to the roles schools play in reproducing inequalities, particularly for learners with disabilities (Dyson, 1999). Furthermore, Artiles, et al. (2010) maintain that although schools are expected to enhance life opportunities and contribute to the creation of a more equitable society, the rights and ethics discourse proponents argue that schools are in fact maintaining societal inequities and exclusion to education. This state of affairs is particularly evident for learners with disabilities and SEN because they are segregated from mainstream educational activities by virtue of the design of special education as a parallel system.

The rights and ethics discourse states that the existence of a dual educational system prevents systemic changes to education systems to make them responsive to an increasingly diverse society (Artiles, et al., 2010). The rights and ethics discourse argues for a single education for all learners except for the severe disabilities which require intensive specialised support in resource centres, but not for a dual education system which will not address learner diversity. The rights and ethics discourses are maintained by the UNESCO's Salamanca Statement of 1994, the World Declaration of Education for All (UNESCO, 1990), No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act of 2004 (National Centre for Learning disabilities, 2006) that every individual has the basic right to education. To add on that, The South African government developed a constitution in 1994 which is more concerned on human rights. The South African Schools' Act was also formulated based on the constitution so that every individual's right should be respected.

2.5.1.1.3 The efficacy discourse

In addition, the discourse of justification of inclusive education can be based on an efficacy critique, which runs alongside the rights and ethics discourse with an emphasis on inclusivity in education bringing greater social benefit in the sense that mainstream education is more effective and more cost-efficient than sustaining a separate special education system, as argued in the Salamanca Statement of 1994. Accordingly, inclusive education is needed because separate special education programmes have not shown to have a positive effect on learners with disabilities (Artiles, 2003). Their self-esteem was not developed; they always felt marginalised and vulnerable. The efficacy discourse critiques the segregated models on the ground of SEN's failure to promote learning. The discourse argues that well-implemented inclusive education models have social benefits for all learners including those with disabilities (Artiles, et al., 2010). Through well-implemented models, inclusivity in education can enhance learner's sense of belonging through participation in learning.

2.5.1.2 Discourses on the implementation of inclusivity in education

In addition to the justification discourse is the discourse on implementation of inclusive education; the discourse is also divided into the political and the pragmatic discourses.

2.5.1.2.1 *The political discourse*

The political discourse argues that the change from a traditional separate special education system to an inclusive education system cannot occur without addressing political labour and disputes (Dyson, 1999). Artiles, et al. (2010) argue that professional groups such as SEN and general education teachers as well as school psychologists who are involved in the traditional special education system might want to maintain the system's structures for particular reasons or gains such as access to resources. Thus, the discourse on the implementation of inclusivity asserts that the promotion of an inclusive education system requires political actions to address inequitable conditions that affect oppressed individuals or groups of learners with disabilities. This supports the researcher's idea of using critical pedagogy as the theoretical framework for the study. The researcher concurs with Burbules and Berk (1999) that critical pedagogy attempts to work within educational institutions to raise questions about inequalities of power, about the false myths of opportunities and merits for many learners, especially those who are vulnerable and marginalised, and about the way belief systems become internalised to the point where individuals or groups abandon the aspiration to question or to change their lot in life.

2.5.1.2.2 *The pragmatic discourse*

The pragmatic discourse is not concerned with any form of resistance, but what inclusive education looks like in practice and how to make it happen. The pragmatic discourse on inclusive education focuses on the nature and characteristics of programmes and schools (Dyson, 1999). The transformation of school culture together with the developmental needs of teachers on addressing diversity will contribute to practising inclusivity in education in reality.

2.5.2 Social Justice and Political Discourse

The social justice discourse also plays a central role in bringing about inclusive education restructurings. The notion of social justice is ambiguous and contested, and Johnson (2009) argues that the lack of definitional consensus has implications for the ways in which social justice can be realised and implemented in and through schools. In shaping an inclusive education system for the future, there should be greater reliance on ideals about equity, human rights, social justice and opportunity for all learners. In line with the Salamanca Statement (UNESCO, 1994), the development for inclusive education is based on the notion of human rights, social justice, equity and equality. Therefore, participation on equal terms in all mainstream schools and other institutions to implement inclusive practices is viewed as an important feature of social justice, notwithstanding the indisputable moral and ethical standing of an inclusive education transformational agenda.

The discourse on the justification of inclusion is based on a distributive view of social justice because it advances arguments that are based on individual rights and ethics. A social justice discourse in inclusive education policy and practice necessitates changing systems that perpetuate racism, power and exclusion (Mullen & Jones 2008). It involves questioning exclusion of some learners especially those who are marginalised and vulnerable from any form of education based on identifiable physical conditions and challenges the segregation of these learners in separate schools and classrooms as a violation of their fundamental human rights (Christensen, 1996; Graham, 2005; Youdell, 2006).

In order to end the oppression and marginalisation of certain groups of learners, it has been prominently echoed in scholarly work on critical pedagogy (Giroux 1992; McLaren 1998), which has sought to examine the ways in which an issue relates to 'deeper' explanations; deeper in the sense that they refer to the basic functioning of power on institutional and societal levels (Burbules & Berk 1999). Insights from critical pedagogy are used to exemplify and forge links with a radical human rights approach to inclusive education (Barton & Armstrong 2007) and explore issues of educational equality. A radical human rights approach to inclusive education policy concentrates on redressing

inequalities of power and discriminatory practices on the basis of disability, as well as other forms of social disadvantage, and contributes to wider social and political reforms for a socially just and non-discriminatory world (Barton, 2003).

2.6 INCLUSIVE EDUCATION AS EPISTEMOLOGY FOR DIVERSITY

Having a diverse group of learners simply means recognising that people are unique in their own way. McRoberts (2010) believes that learners present with a diversity of personal characteristics and experiences attributable to physical, personal health or wellbeing, intellectual, psychological, religious, cultural, socio-economic or life experiences that may impact on their access to and participation in learning. The researcher concurs with this and maintains that in every classroom there are learners from different socio-economic, language, cultural, religious, ethnic, racial, gender, family organisation and ability groups. All these learners come to school with different experiences and characteristics. It is important to respect the learners' diversity in order to respond to the unique strengths and needs of every individual learner. Teachers therefore have a professional responsibility to respond to a range of educational needs on a daily basis.

The right to education and the equality of opportunity represent fundamental human rights. Education is the essential right of every individual throughout life and it must embrace people of all ages, rendering useful the cultural, economic and religious differences, the differences in ability and learning style, possible deficiencies or learning differences and difficulties related to individual development.

The concept of 'Education for All' was launched at the World Conference in Jomtien, Thailand in 1990, and, through the Statement adopted in 1994 at the World Conference in Salamanca and the dimension of education for all, inclusion and access to quality education therefore took shape. According to Armstrong, Armstrong and Barton (2000) and Reid and Valle (2004), the movement towards inclusive education acknowledges that human diversity is an inherent and necessary part of any society and that society has to find meaningful ways of responding to that diversity. The researcher agrees that diversity is thus one of the key characteristics of inclusive education. Mittler (2000) further argues

that inclusive education can be portrayed as a lifelong journey of learning about how to live with and learn from difference.

According to Oswald (2010), human diversity is often seen as a social problem and a challenge within the broad field of education, and inclusive education is seen as a possible way of addressing such diversity. It might be difficult for teachers to shift their thinking to inclusive practices if they are not exposed to epistemological issues in order to understand the type of changes that need to take place in teaching and learning. In South Africa, teachers who were already in the teaching field during the post-apartheid era were introduced to the medical model which was underpinned by the fundamental pedagogy that excluded learners with disabilities and learning difficulties from mainstream schools. Since the implementation of the Constitution and policies in which education was seen as a basic right of all learners and also a response to social justice and equity issues, teachers have been required to be dynamic, creative and reflective in addressing diversity in their classrooms. However, this dynamic response to diversity cannot emerge if teachers' training is restricted to policy goals and aims of the medical model. Flexibility in attitudes and practices can help teachers in addressing the diversity of learners' learning needs, their families and society as a whole (UNESCO, 2004).

According to Reid and Valle (2004) and Anderson (2008), advocates of diversity and scholars in education are embroiled in epistemological theory and practice-changing debates on whether inclusion and inclusive education respond to diversity in a universal understanding that is more objective than the traditional approaches, and they acknowledge the fact that these debates also permeate the humanities and social sciences. They further argue that as inclusive education is a process that needs to be improved, no relevant role-player is exempt from the responsibility of finding meaningful strategies and approaches of addressing diverse learning needs within the mainstream of education. For teachers to be able to address diversity, they should have an in-depth understanding that takes on board theories about knowledge and the relationship between theory and practice.

As is noted, there is a diversity of learners in every classroom which means that all learners have diverse learning needs. The diverse learning needs may result from

learners who have difficulty in reading and writing; learners with hearing, visual and coordination difficulties; learners living in poverty; learners with health and emotional difficulties; learners experiencing difficulties in remembering what has been taught to them and learners who need assistive devices and adapted materials such as Braille (DBE, 2011). In order to address these diverse learning needs that exist in schools and classrooms, teachers need to strive towards creating supportive classrooms with a strong sense of belonging (Bornman & Rose, 2010)

It is the responsibility of teachers to make sure that every learner feels included and affirmed in the classroom. This can be done if teachers can change their beliefs, attitudes and behaviour by treating every learner as an individual, and respecting each learner for who he/ she is; considering the unique needs of learners when designing learning programmes and lessons; avoiding use of language that is biased and undermines certain groups of learners; refraining from remarks that make assumptions about our learner experiences; constantly re-evaluating methods for teaching and assessing learners in a diverse setting; considering different approaches, methodologies and strategies when teaching and creating opportunities for all learners to participate in activities (DBE, 2011).

2.7 INTERNATIONAL PERSPECTIVE ON INCLUSIVE EDUCATION

All countries have different histories in terms of education generally and inclusive education specifically. The understanding of inclusive education also differs between individuals depending on the context and history of every individual and the approach informing their understanding. However, the issue of inclusion is acknowledged as an important initiative throughout the world even though it is still a challenge facing school systems in both economically poorer and wealthier countries (Hodkinson & Devarakonda, 2009). In recent years, the concept of inclusive education has been broadened to encompass not only learners with disabilities, but also all learners who may be disadvantaged. Skrtic, Sailor and Gee (1996) argue that inclusive education goes far beyond physical placement of learners with disabilities in general classrooms, but should involve schools meeting the needs of all their learners within common environments and activities.

Globally, inclusive education is seen as a complex concept because of a range of historical, cultural, social and financial reasons. In developing countries, it is seen as problematic because of a lack of resources and financial constraints. The approach to the provision of education for learners with diverse educational needs has been undergoing significant change over the past two decades. Governments in developed countries took the responsibility for the education of learners with disabilities in the form of special education, where these learners were separated from the other learners who were considered to be 'abled'. This was the time when the medical or pathological model was still dominant conceptualising those learners with disabilities as 'abnormal' and in need of specialist provision (Green & Engelbrecht, 2011). Du Toit (1996) mentions that these learners who were identified as having SEN were labelled and placed in special settings that excluded them from the mainstream of education and of society in the belief that it was in their best interest.

However, in recent years, the concern about special education has been raised which suggests that it might not be in the best interest of learners with disabilities or society as a whole, that these learners should be separated from mainstream education. The concerns were about the fact that special education tended to be overpopulated by the ethnic minorities in the United States and by the poor in all countries (Green & Engelbrecht, 2011). According to Green and Engelbrecht (2011), the existence of special education with its stream of experts discouraged teachers in mainstream education from making any attempt to provide for such learners in their praxis.

Ainscow (1999), Jenkinson (1997), Sebba, Byers and Rose (1993) were among those who disagreed with the pathological model of segregating learners due to their disabilities and diverse educational needs. They argue that the resources assigned to special education might be better spent in creating more flexible forms of mainstream education. Inclusivity in education has been directly advocated since the Universal Declaration of Human Rights in 1948 and has been included in all phases in a number of key UN declarations and conventions. Du Plessis (2013) summarised these as follows:

- The 1948 Universal Declaration of Human Rights which ensures the right to free and compulsory elementary education for all children.

- The 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds.
- The 1990 World Declaration on Education for All (Jomtien Declaration), which set the goal of Education for All (EFA).
- The 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities, which not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in “an integrated school setting” as well as in the “general school setting”.
- The 1994 Salamanca Statement and Framework of Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- The 2000 World Education Forum Framework for Action, Dakar, EFA and Millennium Development Goals, which stipulate that all children should have access to and complete free and compulsory primary education by 2015.
- The 2001 EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion.
- The 2005 UN Disability Convention which promotes the rights of persons with disabilities and mainstreaming disability in development.

All the arguments that opposed segregated special education reached a critical mass with the adoption of the UNESCO’s Salamanca Statement (UNESCO, 1994) which demonstrated an international commitment to inclusive education and included the following principles:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Those with SEN must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs;
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective

education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system; and

- Educational systems should be designed, and educational programmes implemented, to take into account the wide diversity of these characteristics and needs.

After the 1994 Salamanca Declaration which proclaimed that every child has a fundamental right to education, it was further reiterated and expanded at the UNESCO international conference in education which was held in Geneva in 2008. The conference was attended by Ministers of Education and other delegates from 153 member states. From that conference, Article 26 of the United Nations Declaration of Human Rights was recalled which affirmed that an inclusive quality education is fundamental in order to achieve human, social and economic development. It was also recommended that the concept of inclusive education should be broadened to address diverse needs of all learners (UNESCO, 2009).

It is therefore important that inclusive education approaches should be adopted in designing, implementing, monitoring, and assessing educational policies and curriculum.

The guiding principle of the Salamanca Statement and the United Nations Declaration of Human Rights are based on a social perspective where inclusion is seen as the basic right of all learners in mainstream schools. Green and Engelbrecht (2011) indicate that, based on the Salamanca Statement, educational authorities have to redesign policies, schools have to change many of their practices and both have to adopt a different mind-set with regard to learners perceived to be 'different'.

The origin of inclusive education is discussed below.

2.8 THE ORIGIN OF INCLUSIVE EDUCATION

Even though the movement of inclusive education was developed at the World Conference of EFA in Jomtien, Thailand in 1990, it has been directly advocated since the Universal Declaration of Human Rights in 1948 and has been acted in a number of key UN declarations and conventions as summarised by Du Plessis (2013) in 2.7.

According to Mitchell (2010), the advocacy for inclusive education has revolved around three main arguments. The first argument is that inclusive education is a basic human right (UNESCO, 1996). Christensen (1996) argues that exclusion or segregation of learners with special needs is a violation of their human rights and represents an unfair distribution of educational resources. The UN Convention on the Right of the Child (1989), the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and UNESCO's Salamanca Statement and Framework for Action (1994) are all powerful tools in the struggle to abolish segregated education which denies learners with disabilities the right to be part of mainstream schooling and reinforces society's prejudice and discrimination against them. These documents, which together make a strong case for inclusivity, provide a unique opportunity to place inclusive education firmly on the agenda of national governments. This is also emphasised in UNESCO's Salamanca Statement (1994) that inclusive education is about the cultural politics of protecting the rights of citizenship for all learners. Oliver (1996) who wrote from a British perspective and as a person with disability argues that the education system has failed learners with disabilities by not equipping them to exercise their rights and responsibilities as citizens, while the special education system has functioned to exclude them from both the education process and wider social life. He thus saw inclusion as a political as well as an educational process.

Secondly, Lipsky and Gartner (1999) maintain that in designing educational programmes for learners with disabilities and learning difficulties, the focus must shift from the pathological-deficit model whereby individuals are labelled with their impairments, to the social context in which there is a key feature that should be a unitary education system dedicated to providing quality education for all learners. A third argument was that since there is no clear demarcation between the characteristics of learners with and without disabilities, and there is no support for the contention that specific categories of learners learn differently, separate provisions for such learners cannot be justified (Lipsky & Gartner, 1999).

In almost every country, inclusive education has thus emerged as one of the most dominant issues in special needs education. In the past 40 years, the field of SEN has

moved from a segregation paradigm through integration to a point where inclusion is central to contemporary discourse. Smith and Thomas (2006) argue that despite the international debate on inclusion, it focuses more on whether learners with SEN should be educated in special or mainstream schools, rather than on the quality of education and the support those learners receive. Warnock and Norwich (2010) concurred that to persist with inclusion without any thought as to what an appropriate educational placement is for each learner would be unwise. They further suggest that inclusion should not solely revolve around a shift from special to mainstream schooling, but more importantly should take as its primary focus the quality of educational experiences a learner with SEN receives (Smith & Thomas, 2006).

The researcher concurs with Warnock and Norwich's statement and argues that for the quality of educational experience that a learner with diverse learning needs should receive, it is important that productive pedagogies be implemented to accommodate and to support all learners. The researcher further argues that inclusive education affects not just the conceptualisation of SEN and the nature of education provided for SEN, but it calls into question the broader aims of education, the purpose of schools, the nature of the curriculum, approaches to assessment, and schools' accommodation of diversity. As a result of the international debate, many countries have started the journey on adopting the inclusive education system.

2.8 THE PRACTICALITIES OF IMPLEMENTATION

Inclusive education calls for all levels of society and education to respond to diverse learning needs of all learners and remove all the barriers to education. This can be done if learners' differences can be valued, the education systems becoming morally committed to the inclusion of all learners into a single education system, schools becoming welcoming environments, teachers becoming committed to working with diverse learners, curricula being adapted, modified and differentiated to accommodate all learners, and learners with disabilities being provided with skills to enter the labour market.

Consequently, the researcher concedes Mitchell's (2010) statement that inclusive education needs to be implemented at three levels including the broad society and education system, the school and the classroom. At the societal and education level, there need to be collaboration between the governmental agencies and NGOs as well as inter-sectoral collaboration consisting of parents, teachers, peers, health, social worker, police, therapists, assistant teachers and other relevant community agency personnel. At the school level, all schools need to be inclusive and be able to respond to learner diversity, encourage and enable full participation of all learners in the schools' communities, curricula, and cultures. Every school also needs to develop a support programme and networks for the effective implementation of inclusive education. The effective implementation or success of inclusive education depends critically on what is happening at classroom level. Addressing diverse learning needs of all learners in classrooms would require teachers to use different teaching approaches and strategies to increase the full participation of all learners in learning.

Mitchell (2008) asserts that adapting and modifying the curriculum is central to inclusive education practices which strive to address diverse learning needs of all learners. Furthermore, he emphasises that a curriculum in an inclusive classroom need to have the following features (Mitchell, 2008:30):

- It is a single curriculum, meaning that it should be accessible to all learners including those with SEN.
- It includes activities that are age-appropriate, but pitched at a developmentally appropriate level.
- Since it is noted that an inclusive classroom is likely to have diversity of learners who are functioning at different levels of the curriculum, that means multilevel teaching will have to be employed, or adaptation will have to be made to take account of the learner diversity.
- To make the curriculum accessible, consideration should be given to the following alternatives in relation to content, methods of teaching, teaching resources, classroom environment, assessment and the responses expected from the learners.

In addition to Mitchell's features for an inclusive classroom curriculum, Lewis and Norwich (2005) argues that the best way of addressing diverse learning needs of all learners is a systematic, explicit and intensive application of a wide range of effective teaching strategies. The researcher thus argues that addressing diverse learning needs of all learners requires good teaching, meaning that teachers need to know their learners well, their learning styles, backgrounds, experiences and learning needs in order to provide meaningful learning experiences for all learners. The following section will be a discussion of inclusive education in the United Kingdom.

2.8.1 Implementation in the United Kingdom

England is one of the countries which made commitment for inclusive education in 2004 through the document on *'Removing barriers to achievement: The government's strategy for SEN'* (Department for Education and Skills, 2004). Inclusive practices were embedded in all schools and early learning education. According to Mitchell (2010), the movement was encouraged by the 1997 Green Paper: *Excellence for All Children*, to indicate the government's commitment to the principle of inclusion and the need to rethink the role of special schools within that context. They also encouraged that parents have the right to place their children in mainstream education if they so wish. This was stated in the Code of Practice (Department for Education and Skills, 2001:14), which states that "A parents' wish to have their child with a statement educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children". This principle is also applicable in the South African School's (SASA) Act No. 84 of 1996b, section 5 (1) which states that "a public school must admit learners and serve their educational requirements without unfairly discriminating in any way" and section 5 (6) that "in determining the placement of a learner with SEN, the head of department and principal must take into account the rights and wishes of the parents of such learner. Furthermore, the commitment to inclusive education in England is the government's decision to prioritise Booth and Ainscow's (2002) Index for Inclusion in every school (Mitchell, 2010).

2.8.2 Implementation in Australia

Australia was one of the countries which viewed inclusion as a disability matter, with almost all regions maintaining some form of separate special education (Australian Research Alliance for Children and Youth, 2013) Similarly, some of the Australian regions committed themselves to inclusive education from 2002 with the strategy of building inclusive schools. This strategy was intended to raise awareness across all levels of the education system and changing societal expectations in relation to the education of students with disabilities and the legal imperatives that influence schools (Mitchell, 2010). According to the Australian Research Alliance for Children and Youth (2013), Australia has joined other countries in a global effort to promote equal and active participation of all people with disability, with the ratification of the United Nations Convention on the Rights of People with Disabilities. In relation to education, the Convention states that persons with disability should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity (UN Convention on the Right of People with Disability, 2006).

The Australian Research Alliance for Children and Youth (2013) further indicated that Australia adopted good inclusive practices which focus on whole-school practice and in-class support. It is maintained that at a whole school level good practices include adjustments to cultures, policies, and practices, development of support structures, regimes of funding support, and the provision of and access to equitable learning opportunities (The Australian Research Alliance for Children and Youth, 2013). At an in-class level, differentiating curriculum or introducing alternative curricula, the application of universal design, use of information technologies, individual planning through the individual education plan (IEP), and a focus on quality teaching for all students are the most prominent practices (The Australian Research Alliance for Children and Youth, 2013).

2.8.3 Implementation in Europe

Inclusive education is a goal all European countries are working towards; it is an ongoing process and countries' policies and practices on inclusive education are at different

stages in the process of development such as reviewing and changing their policies and legislation, implementing pilot projects based on the knowledge and experiences they have, exploring different financial strategies for SEN and implementing the policies of inclusive education.

The concept of SEN is marginally related to a notion of impairment in many European countries, and the idea of inclusive education has challenged the traditional views and the role of special education. Some countries in Europe have maintained the concept of SEN and retained the parallel education system of general and special education, whereas some are in the process of transformation to a single mainstream system for all learners, including those with SEN (Ferguson, 2008).

However, inclusive education is part of the European Union agenda for educational justice for accommodating all learners in regular schools. UNESCO's Salamanca Statement of 1994 played an important role with reference to special needs education in Europe. The inclusion of learners with SEN is said to be a national and international development within most of European countries, which is supported in national legislation and in statements and reports such as the United Nations and the Council of Europe (Meijer, 2010). The mainstream schools have been allocated additional resources to facilitate the inclusion of learners with SEN and other learning differences. The resources include the provision of resource teachers and special needs assistants; special services and accommodation such as visiting teachers service, grants for assistive technologies, special transport; schemes for schools in areas of educational disadvantage; additional support for learners from expatriate communities and language support for learners for whom English is an additional language (DoE and Science, 2007).

Twenty-three countries in Europe were involved in the inclusive education movement and have formed an agency for developing a set of indicators for inclusive education as tools for policy makers to monitor the development at national level and at the European level to support or to hinder the development of inclusive education within schools. (European Agency for Development of Special Needs Education, 2009). The project led to two objectives, namely, the development and implementation of a bottom-up approach to

identifying relevant indicators, and specifying an initial set of indicators in three key areas for inclusive education such as legislation, participation and financing.

With regard to the work of the Agency, Meijer (2010) asserted that the current tendency in Europe is to develop policy aimed at inclusion of learners in need of special educational support in mainstream schools, and providing teachers with varying degrees of support in terms of supplementary staff, materials, in-service training and equipment. Experience in many countries demonstrates that the inclusion of learners and young people with SEN is best achieved within inclusive schools that serve almost all learners within a community. It is within this context that those learners with SEN could achieve the fullest educational progress and social inclusion.

The European Agency for Development of SEN (2009) noted that different countries in Europe implement inclusive education policies differently in terms of placement decisions, parental choice issues, equality to access, forms and models of integration, and teacher training and staff support. Peters (2003) stated that Sweden places learners who are deaf and those with severe intellectual disabilities in special schools as an official policy, whereas the national policy in Italy dictates that all learners should be included in mainstream schools, that teachers should be willing to accept learners with SEN and family social status, and resources will be available for this purpose. She further confirmed that most countries in Europe use Individualised Education Programmes to determine the academic needs of learners with SEN. It is therefore argued that inclusive education is accommodated at many levels in European countries which strengthens the full development of human potential and sense of dignity, self-worth and respect for human rights.

All the countries that were involved in the European Agency for Development of SEN were concerned with addressing diverse learning needs with regard to different languages, learner background, cultural and gender issues in order to promote social cohesion and respond to effectiveness of disadvantaged learners as well as learners with learning or behavioural problems. They therefore recognise that there is a need for teachers to have confidence in their ability and the knowledge and skills on inclusive

education to meet the challenges that they will encounter in their school climate (Carroll, Forlin & Jobling, 2003).

In order to meet the diverse learning needs of all learners, the European Commission Communication Improving the Quality of Teacher Education (2007) called for teachers to have the following key roles:

- Identify the specific needs of each individual learner, and respond to them by deploying a wide range of teaching strategies;
- Support the development of young people into fully independent lifelong learners;
- Help young people to acquire the competences listed in the European Reference Framework of Key Competences;
- Work in multicultural settings (including an understanding of the value of diversity, and respect for difference); and
- Work in close collaboration with colleagues, parents and the wider community.

2.8.4 Implementation in New Zealand

New Zealand, like many other countries, began to implement an inclusive education system from the mainstream movement and special education in general in the 1990s (Kearney & Kane, 2006). The adoption of inclusive education in New Zealand was introduced by Skrtic (1991) when describing mainstreaming as the first wave of criticism of segregated classrooms and schools for learners with disabilities or who were labelled as having special needs. Skrtic (1991) argued that no real progress would be made in special education unless the special education communities took seriously the criticisms of its theoretical and applied knowledge base and its assumptions, while also reflecting upon the limitations and validity of the special education. The education community in New Zealand has accepted the concept of inclusion as the answer to the shortcomings of mainstreaming. However, they did not follow the advice of Skrtic in reflecting upon the limitations and validity of the knowledge base of special education, nor have they

considered the different assumptions and philosophies needed to bring about positive change for learners with disabilities (Kearney & Kane, 2006).

New Zealand's definition of inclusion focuses on the valuing and acceptance of difference and the rights of all learners not only to attend their local neighbourhood school, but also to belong as valued members (Kearney & Kane, 2006). For example, Stainback, Stainback and Ayres (1996) define inclusive schools as places where everyone belongs, is accepted, and supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. In addition, Ballard (1996) describes inclusion as the right of every learner to access the curriculum as a full-time member in an ordinary classroom with their similar age peers. Explanations of inclusion often focus on the context as the important variable in the success or otherwise of meeting the needs of a diverse learner population.

The explanations of inclusion in New Zealand have focused more on the social, cultural and political aspects of education in general and in particular, the effect of these on the inclusion and exclusion of learners and young people who have historically been excluded or marginalised. Booth (2000) therefore defines inclusive education as the process of increasing the participation of learners within and reducing their exclusion from, the cultures, curricula and communities of neighbourhood centres of learning. Booth's (2000) explanation of inclusive education has much to offer: it takes the focus off of inclusion being an apparent event, and places the focus on inclusion being a process that does not have clearly evident beginnings or endings. Inclusive schools therefore are those that are striving to reduce the exclusion from, and increase the participation of learners in, the life of the school and its communities. It is an explanation that solves issues associated with definitions of inclusion related to discrete measurable outcomes where schools may feel that if they have achieved the standards set down as related to inclusive schools, they are inclusive, they have made it, and they are at the end of the inclusion road.

Since 1990, New Zealand has had legislation protecting the rights of learners with disabilities to enrol in a school of their choice (Kearney & Kane, 2006). However, policy was introduced after 1996 and specifically designed to meet the needs of learners with disabilities or those labelled as having special needs. The policy which was called Special

Education 2000 (Ministry of Education, New Zealand, 1996), consists of seven major components, namely: ongoing and reviewable resourcing scheme (for learners with high and severe needs, not met by other components of the policy); severe behaviour initiative; speech language initiative; special education grant; resource teachers, learning and behaviour; early childhood initiative; and an initiative for learners with high health needs, sensory impairments or physical disabilities. Underlying these provisions was a professional development initiative. This policy outlined the aim of achieving a world-class inclusive education system that provides learning opportunities of equal quality to all learners.

New Zealand government focused more on special education rather than on inclusive education specifically. However, they affirmed their intention to implement inclusive education and provide an inclusive society by the international treaties and conventions they have signed, including the United Nations Convention on the Rights of Persons with Disabilities of 2008 (Powell, 2012). They define special education in their Special Education Policy Guidelines as “the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials to support children and young people with accessing the curriculum in a range of settings” (Ministry of Education, 2003). They also developed principles which were included in the special needs policy as follows (Ministry of Education, 2007:76- 77):

- Learners with SEN have the same rights, freedoms and responsibilities as people of the same age who do not have SEN.
- The primary focus of special education is to meet the individual learning and developmental needs of the learner.
- All learners with identified SEN have access to a fair share of the available special education resources.
- Partnership between parents and education providers is essential in overcoming barriers to learning.
- All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the learner.

- A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.
- Learners with SEN will have access to a seamless education from the time that their needs are identified through to post-school options.

In addition to the Special Needs Policy Guideline, the New Zealand's Ministry of Education developed a wide-ranging review of special education and published a discussion document in 2010 (Powell, 2012). From the discussion document, a campaign was launched to achieve an inclusive education system and was named 'Success for all – every school, every child' (Ministry of Education, 2011). This campaign was aimed to be implemented for four years.

2.8.5 Implementation in the United States

Inclusive education has grown since 1975 in the United States of America (USA) (Peters, 2004). According to Peters (2004), a number of schools which implemented inclusive education programmes tripled in numbers between 1994 and 1995. Furthermore, there was a Working Forum on inclusive schools which identified best practices which characterised Inclusive Education, namely (Peters, 2004:10):

- A sense of community, which focuses on philosophy and vision that all children belong and can learn;
- Leadership, which focuses on school administrators to play a critical role in implementation;
- High standards focusing on high expectations for all children appropriate to their needs;
- Collaboration and cooperation on support and co-operative learning;
- Changing roles and responsibilities of all staff;
- Array of services, for example, health, mental health and social services;
- Partnership with parents: equal partners in educating children;

- Flexible learning environments: pacing, timing, and location;
- Strategies based on research: best-practice strategies for teaching and learning;
- New forms of accountability: standardised tests and multiple sources;
- Access: physical environment and technology.

USA introduced the Individuals with Disabilities Education Act (IDEA) in 1990 to promote the inclusion of learners with disabilities, and also established special programmes to accommodate learners with physical and intellectual disabilities in one classroom (Sapon-Shevin, 2007). Inclusive education was used as a practice to meet the diverse learning needs of all learners. On addressing the diverse learning needs of all learners including those with SEN, USA have made the general education curriculum accessible to all learners so that they have the opportunity to participate and progress by providing support learning packs which endorse five strategies for modifying the curriculum, including differentiation, adaptation, enhancement, enrichment, and elaboration (No Child Left Behind Act, 2001; Mitchell, 2010).

The following section provides a discussion of inclusive education in Africa.

2.8.6 Implementation in Africa

Many African countries including Uganda, South Africa, Namibia, Tanzania and Lesotho, to name a few, have already developed and begun implementing inclusive policies. All the said countries' view on inclusive education is not particularly to replace SEN, but rather aims at addressing and responding to the diverse learning needs of all learners through participation in learning, curriculum, cultural and community activities and reducing exclusion within and from education (Lewis, 2008; Mariga, McConkey & Myezwa, 2014). Literature reveals that many countries in Africa ratified the United Nations Conventions that calls for the right of children to education. Uganda, Namibia, South Africa and Tanzania also became signatories to the Salamanca Statement (UNESCO, 1994) which promotes inclusive education. Furthermore, they also recognised some of the international initiatives which advocated for EFA. The call for inclusive education in Namibia and South Africa was also informed by the countries' constitutions.

2.8.6.1 Implementation in Namibia

The Namibian constitution states that ‘All persons shall have right to education’ (Republic of Namibia, 2010, Chapter 3, Article 20(1)). In furthering the inclusive education movement, the Namibian government established an educational policy document “Toward Education for All” after its political independence in 1990 (Namibian Ministry of Basic Education and Culture, 1993) with the aim of providing equity and quality education to all its citizens (Haitembu, 2014). The Namibian inclusive education policy established Regional Education Directors to sustain the implementation of inclusive education in schools. According to Haitembu (2014), the Regional Education Directors are responsible for monitoring and coordinating the management of provision of Inclusive Education in schools. In addition to the Directors as stated above, the Ministry of Education in Namibia (Namibian Ministry of Education, 2008) appointed regional and circuit officials so that they can be actively engaged in all activities that ensure effective provision of inclusive education in all schools. Their responsibilities also include the provision of human and physical materials, as well as in-service teacher training, providing and assisting schools with syllabi and curriculum issues and assisting schools to respond to the needs of all learners such as identifying needy learners and providing counselling (Haitembu, 2014).

The Namibian Ministry of Education published a Sector Policy on Inclusive Education in 2013 which is envisioned to pave the way for all children in Namibia to learn and participate fully in the education system, particularly in the mainstream schools. In addition, the policy aims to create a supporting learning environment which is accommodating and learner-centred (Namibian Ministry of Education’s Sector Policy, 2013). The policy set out guiding principles which will enable to achieve the EFA goals. The principles are as follow:

- identification and addressing of challenges and/or barriers in the education system; creation and development of an inclusive education sector; development of capacity at national, regional, circuit, cluster, school and community levels;
- application of an inclusive cross-directorate approach to education-related programme planning, development and implementation;

- reorientation of teacher education (i.e. improvement of pre- and in-service teacher training);
- inculcation of flexible and differentiated teaching and learning approaches;
- offering institutional support;
- engagement of schools and communities on the issues of human and educational rights;
- expansion of access to education at all levels;
- inclusion as early as the inception of any form of early childhood education;
- diversification of the curriculum and creation of a positive climate for diversity;
- greater flexibility in assessing and examining, including putting in place regulations for concessions; and
- development and strengthening of a cycle of collaboration and support on inclusion (Namibian Ministry of Education, 2013).

2.8.6.2 Implementation in South Africa

The South African Constitution affirms the fundamental principles which are central to inclusive education. The principles include that of human dignity, the achievement of equality and the advancement of human rights and freedoms (RSA, 1996a, s1(a), freedom from unfairly discrimination (RSA, 1996a, s9[4]), and the fundamental right to basic education (RSA, 1996a, s29[1]).

The South African government also established National and Provincial Directorates of inclusive education. Furthermore, the EWP6 (DoE, 2001) established support services within the institutions and district offices to provide coordinated professional support services in order to reduce the barriers to learning within the education system. Every district or region has its own inclusive education sector (the DBST) which is responsible to evaluate and, through supporting teaching, build the capacity of schools, early childhood and adult basic education and training centres, further education colleges and Higher Education Institutions (HEI) to recognise and address severe learning difficulties and to accommodate a range of learning needs (DoE, 2001). The South African perspective on inclusive education is discussed in detail below.

2.9 SOUTH AFRICAN PERSPECTIVES ON INCLUSIVE EDUCATION

At the time of writing this study, South Africa was in the throes of celebrating 21 years of democracy. After 1994, education reform was introduced in South Africa in order to transform the education system by addressing the disparities and inequities of the past and creating one system that aims to provide all learners with access to quality education (Stofile & Green, 2011). The transformation of South African society into one where equality prevails coincided with the initiation of inclusion as promulgated in international documents such as the Salamanca Statement and the Dakar World Education Forum (Engelbrecht, 2006; Nkoane, 2006). Stofile and Green (2011) maintain that the education policymakers in South Africa were made aware that the rights of all learners who were described to have SEN must be considered. South Africa adopted a constitution which legally affirmed the basic human rights of all people. The Constitution legislates that all people are equal and thus have equal rights, including the fundamental right to basic education and prohibiting unfair discrimination against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, disability, religion, belief, language and birth (RSA, 1996a).

The South African government introduced policies and guidelines that are guided by the values and principles underlying the Bill of Rights included in the Constitution (RSA, 1996a) to implement inclusive education with a vision of the full implementation at all educational levels by 2021 as indicated in the EWP6 (DoE, 2001). For example:

- Section 29 (1) of The White Paper on Education and Training in a Democratic South Africa (DoE, 1995);
- the South African Schools Act 84 of 1996 (RSA, 1996b);
- the White Paper on an Integrated National Disability Strategy (INDS) (Office of the Deputy President, 1997);
- the NCSNET and NCESS (1997); and
- the UN Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006) ratified by South Africa in 2007.

Mitchell (2005) describes the implementation of inclusive education as a period of a paradigm shift from special education categories of schooling to a single inclusive education system.

2.9.1 The Development of the Inclusive Education Policy in South Africa

During 1997 a White Paper on an INDS was released, which adopted a social model of disability and the need to restructure society to ensure full participation for all was acknowledged (UNISA, 2003). The White Paper resulted in concrete steps being taken to ensure that people with disabilities have the same rights and responsibilities as any other citizen of the Republic of South Africa. The White Paper determines that all South Africans should have equal access to educational and social opportunities and that education should be made available in as 'normal' an environment as possible to all persons with disabilities (Muthukrishna, 2001).

This White Paper arose out of the need for changes to be made to the provision of education and training so that it is responsive and sensitive to the diverse range of learning needs (UNISA, 2003). Education White Paper 1 on Education and Training (DoE, 1995) acknowledged the importance of providing an effective response to the unsatisfactory educational experiences of learners with SEN, including those within the mainstream whose educational needs have been inadequately accommodated.

In addition, the South African Constitution (RSA, 1996a) affirms the fundamental principles which are the foundation for inclusive education with the emphasis on human dignity, the achievement of equality and the advancement of human rights and freedoms, freedom from unfairly discrimination, and the fundamental right to basic education. Furthermore, the South African Schools Act (RSA, 1996b) also informed and influenced the movement of inclusive education in the country. Based on the said principles, the government and the Ministry of Education established the NCSNET and the NCESS in 1997 to investigate on the country's education system and to do needs analysis.

The NCSNET/NCESS Commission carefully explored what is meant by 'special needs' and adopted a new terminology of barriers to learning. They noted that within this group of learners with SEN, a vast range of learning needs existed and that these learners were

most vulnerable to learning breakdown and exclusion. The other aspect that was noted by the Commission was that different learning needs may arise from a range of factors, including socio-economic factors, discriminatory negative attitudes and stereotyping, inflexible curriculum, inappropriate language of teaching and learning, physical, intellectual or sensory impairments, psycho-social disturbances, cognitive differences, specific life experiences, lack of enabling and protective legislation and policy and lack of human resource development (DoE, 1997a).

The report on the findings and recommendations of these two bodies (DoE, 1997a) made a significant contribution to educational policy development for learners with diverse learning needs in South Africa, and informed the development of the policy on inclusive education articulated in the EWP6 (Oswald, 2010). The report recommended that all learners should have access to a single inclusive education system that could accommodate learner diversity in meaningful ways. It also emphasised their right to participate in mainstream economic and social life and contended that no learner should be prevented from participating in the education system on any grounds. The report further recommended an ongoing campaign to raise public awareness and to address discriminatory attitudes within the education system and broader society. It proposed a move away from an “individual change” to a “systems change” approach, thus moving away from supporting the individual learner to supporting the system to be more responsive to learner diversity through a structured community-based, preventative and developmental approach. The DoE therefore took initiatives that mainstream teachers should be trained to identify and address barriers to learning in classrooms and schools.

The Commission’s recommendation also outlined six strategies for establishing the inclusive education and training system (Stofile & Green, 2011), which are:

- The implementation of a national advocacy and information programmes in support of the inclusion model;
- The qualitative improvement of special schools for the learners that they serve and their conversion to resource centres that are integrated into DBSTs;
- The designation and conversion of approximately 500 mainstream primary schools to full-service schools, beginning with 30 schools in identified districts;

- The establishment of DBSTs to provide coordinated professional support services to special, full-service and mainstream schools in the district;
- The general orientation and introduction of management, governing bodies and professional staff to the inclusive education model and the targeting of early identification of disabilities and intervention strategies in the foundation phase; and
- The mobilisation of approximately 280 000 learners with disabilities and youth of compulsory school-going age who were then outside the school system.

2.9.2 The implementation of the Education White Paper 6 of 2001

The aim of the policy document was to address the inequalities of the apartheid education system. The policy further aimed to challenge fundamental assumptions about teaching and learning that give rise to discrimination against particular groups of learners, such as those with disabilities, who are recognised as having been the most vulnerable and marginalised in the past (Oswald, 2010). According to the EWP6, inclusive education poses the following goals for teachers:

- Support inclusion;
- Advocate and raise awareness;
- Embrace diversity;
- Change perceptions and attitudes;
- Address the needs of all learners;
- Accept people who are facing challenges;
- Accept people who are different; and
- Stop discrimination (UNISA, 2003).

The EWP6 (DoE, 2001) further clarifies that inclusive education and training are implemented through the following:

- Acknowledging that all learners and young people are able to learn and that all learners and young people need support;
- Enabling education structures, systems and learning methodologies to meet the needs of all learners;

- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;
- Acknowledging that learning is broader than formal schooling and also occurs in the home and community, and within formal and informal settings and structures;
- Changing attitudes, behaviour, teaching methods, curricula and the environment to meet the needs of all learners;
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

Since the publication of the EWP6 in 2001 there have been several initiatives to facilitate the effective implementation of inclusive education system (Stofile & Green, 2011). The EWP6 suggests a 20-year plan to transform the education system into an inclusive education and training system at all levels of education. In strengthening the implementation of inclusive education, the Ministry of Education subsequently developed policy documents and operational guidelines including teacher's guide for the development of learning programmes – languages (DoE, 2003a); working group on screening, identification, assessment and support (DoE, 2003b); conceptual operational guidelines for implementing inclusive education: special schools as resource centres (DoE, 2005a); conceptual and operational guidelines for the implementation of inclusive education: full- service schools (DoE, 2005b); framework and management plan for the first phase of implementation of inclusive education: Managing the transition towards an inclusive education system (DoE, 2005c); guidelines for inclusive learning programmes (DoE, 2005d); and guidelines for full-service schools/ inclusive schools (DBE, 2009). The EWP6 together with the guidelines and frameworks strengthened and emphasised that there is a need for community-based support approach and education support services by developing the DBST and the ILST/SBST

According to Oswald (2010), the 20-year plan also included the intention of ensuring sufficient human resource development to equip teachers with the necessary competencies to accommodate learners' diversity in a meaningful way. The EWP6 (DoE, 2001) considers human resources development for classroom teachers to be important as teachers are recognised as the primary resource for achieving the goal of an inclusive

education and training system. Management and governance development plans are also emphasised in order to realise the ideal of inclusive settings of learning and teaching. Schools will have to be made accessible through the development of physical and material resources, and inter-sectoral collaboration at all levels is also stressed in the policy.

Furthermore, the EWP6 (DoE, 2001) also recommended that there should be a provision of support which is based on a continuum of the intensity of support needed to overcome barriers to learning and development. Learners who require low-intensity support receive this in mainstream schools; learners who require moderate-intensity learning support receive it in full-service schools; and high-intensity support is provided in special schools. The quality of special schools has been raised to enable them to support learners with high-intensity support needs and to act as resource centres for district-based support teams and neighbouring schools (DoE, 2005a; Lomofsky & Green, 2004).

The 20-year plan of the EWP6 also included conversion of some schools to full-service and special schools as resource centres. According to the EWP6 (DoE, 2001), 500 mainstream primary schools, beginning with the 30 schools in districts that are part of the national district development programme have been converted into full-service schools which cater for learner diversity in more appropriate ways. The purpose of selecting only a few schools as full-service schools was to ensure rigorous development and research to establish the strengths and weaknesses of the plan for creating inclusive schools. Within mainstream education management teams, governing bodies and professional staff need to be introduced to inclusive education. The early identification of disabilities and intervention in the foundation phase is also mentioned as a priority (DoE, 2001). The following model is used to implement inclusive education in South Africa:

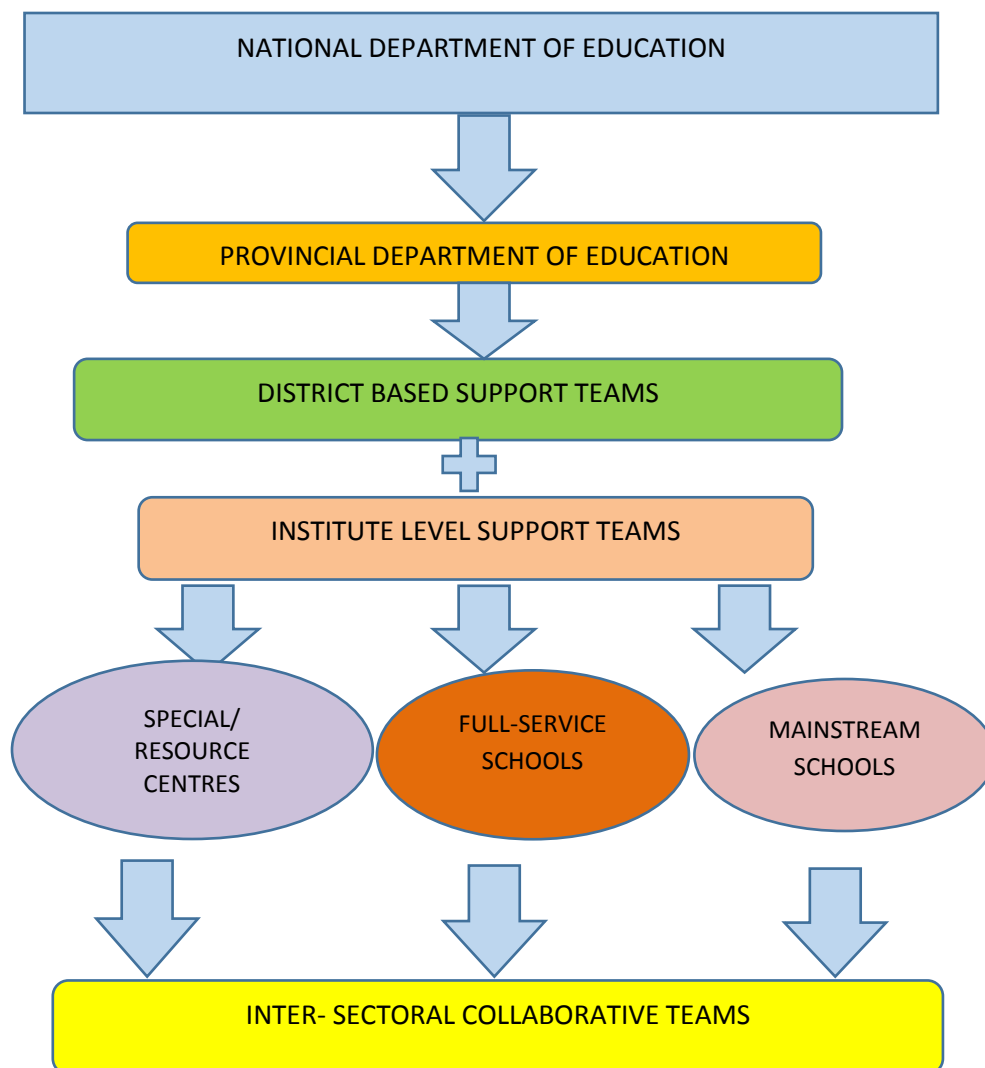


Figure 2.1: Model of inclusive education in South Africa

The model emphasises links and collaboration within the education sectors as a way of integrated implementation with the National DoE monitoring the implementation in terms of support provided to different provinces, considering the statistics of diverse learning needs per province, and allocating enough resources as per provincial needs. When talking about inclusivity in education, the focus should not only be on disabilities, but the diverse learning needs of all learners including the socio-economic factors that cause barriers to learning. The model should not only focus on a top-down procedure, but a bottom-up process, whereby a reflection is done during the implementation and needs analysis is considered to go back and inform the policy and guidelines. Knowledge and understanding is imparted continuously and not only from experts. In education sectors,

one cannot guarantee that subject advisors and DBSTs or whoever is in the provincial or district sector have all the expertise; they can also learn from teachers because they are exposed to teaching and learning on a daily basis and have the experience of diverse learning needs.

2.9.3 Inclusive Education and the Curriculum

It is indicated in 2.9.1 that the South African Schools Act has informed and influenced the movement of inclusive education in the country. It has also announced that it is compulsory for all children between ages 7-15 to attend school. Furthermore, the Act suggests that the Provincial DoE should make sure that every school-going age learner is being placed in a school. In addition, the post-apartheid Education Directorate has deemed it important to have a unifying curriculum for all schools in South Africa. The country is currently under a single administration of the National Education Department and nine Provincial Departments of Education.

It was further emphasised that the development and provision of a flexible curriculum that could respond to the diverse learning needs of the learner population and ongoing assessment and intervention, as well as partnerships with parents, should be promoted. After the recommendations, the government implemented the Curriculum 2005 which underpinned Outcomes-Based Education (OBE) which sought to bring about an inclusive culture of teaching and learning. According to Makoelle (2004), the implementation of the OBE system through the announcement of the National Curriculum Statements (NCS) for the General Education and Training band (GET: Grades 0-9) and Further Education and Training band (FET: Grades 10- 12) became the initial step in the provision of equal opportunities for all learners. This could also enable teachers to implement inclusive education more effectively. Makoelle (2012) further argues that it is important to put the curriculum changes within the context of the role of the teacher because this also had a significant bearing on how teachers in their new role may or may not practise the philosophy of inclusion. It would therefore be significant to highlight the philosophical changes with respect to the role of the teacher in the pedagogic relationship with the learners which to a great extent determines how well the notion of inclusivity in education could be practiced.

Within the context of a democratic South Africa, a new pedagogy was required to develop citizens who are independent, critical and reflective thinkers. This was based on understanding of the nature of knowledge and learning, and the various barriers that may hamper learning. Curriculum 2005 (DoE, 1997b), the Revised National Curriculum Statement (RNCS) guidelines (DoE, 2002) and the EWP6 (DoE, 2001) outlined, therefore, the principles that any practice should be consistent with:

- All learners can learn given the necessary support;
- Outcomes-Based Education is learner-paced and learner-based;
- Schools create conditions for learners to succeed; and
- Support for learners should be based on the levels of support needed for overcoming individual barriers to learning and development rather than on the categorisation of learners according to their abilities or disabilities. (DoE, 2005b).

Much research was done on the teachers' attitudes on the implementation of inclusive education and Curriculum 2005. The findings indicated that teachers were not ready to address diverse learning needs in their classrooms (Eloff & Kgwete, 2007; Hay et al, 2001; Schoeman, 2012) and confirmed that teachers do not have adequate skills and knowledge on inclusive education. In their research, Hay, et al. (2001) found that teachers' frame of thought was informed by the pathological-deficit model which made them less ready to implement inclusion. Stofile and Green (2011) contended that the workshops on inclusive education and the RNCS were run in parallel. They further assert that the contents of the two workshops did not illustrate the link between inclusive education and the new curriculum. The strategy sent a signal to teachers that these are two distinct issues, which made them view inclusive education as an extra burden for them.

The Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (DBE, 2011) provide practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners. This document has recently been redrafted to incorporate curriculum changes in the Curriculum and Assessment Policy Statement (CAPS) and the revised document

forms part of the CAPS orientation programme for teachers and education officials in the provinces.

Despite the efforts taken by the government and the DoE, teachers still feel overwhelmed by all the changes and do not want change their mind set on addressing diversity through the curriculum.

2.9.4 Inclusive Pedagogical and Epistemological Practices in South Africa

The influence of SEN which is based on the medical/pathological-deficit model seem to be prevalent in schools (Swart and Pettipher in Landsberg, Kruger & Swart, 2011) which make it difficult for teachers and stakeholders in the education system to understand what constitutes an inclusive pedagogy. Teachers' beliefs and practices have not changed significantly in addressing diverse learning needs and ensuring that learners are taught in accordance with their needs.

Teachers still believe that learners who experience barriers to learning should be referred to special schools to get special attention. Makoelle (2012) argued that the question of whether there is an inclusive pedagogy is still very debatable in South Africa. There is limited empirical research in this regard, although the notion of inclusive education dominates the educational discourse (see 2.3). This might be caused by the fact that during workshops, inclusive education is not integrated into the curriculum (Stofile and Green, 2011) and this confuses teachers when determining what is expected during assessment for learners. Teachers, on the other hand, might not try to be innovative during their teaching; they just want to follow what is said in the curriculum documents without attempting to adapt the curriculum and assessment activities to cater for those learners with diverse learning needs. Naicker (2000) confirmed that while there have been efforts to train teachers on the notion of inclusive education, there have been problems with regard to teachers changing their beliefs from the old education system to the new dispensation.

Agreeing that there is a challenge among teachers to make a paradigm shift towards inclusivity and inclusive education, two projects have been conducted with the hope of changing the mind-set of teachers: The Danish International Development Assistance

(DANIDA) which was conducted in the Eastern Cape, Kwa-Zulu- Natal and North West between 2000 and 2003 and the Finnish Co-operation Programme in the Education Sector (SCOPE) which was conducted in Mpumalanga and Northern Cape (DoE, 2002). They were both viewed by the DoE as learning experiences that would inform the future implementation of the EWP6 (Stofile, 2008).

In this study, it was found that the success or failure of inclusivity in education is related to the curriculum as it can create a barrier to learning process. The curriculum has to be responsive to the educational needs of all learners and they should not be blamed for not accessing the curriculum if it is not designed to provide support according to their needs. According to Väyrynen (2003), inclusivity in education can be realised by developing inclusive cultures, collaboration and cooperation among the teachers, creating learning environments that foster collaborative learning and learner interdependence. The researcher agrees with Väyrynen that teachers should be developed on different inclusive pedagogic instructional strategies so that the implementation can be successful and sustainable.

2.9.5 The Challenges and Opportunities of Inclusive Education in South Africa

The development and content of the policy are crucial pillars in establishing the parameters and directives for the implementation. Du Plessis (2013) argues that the success or failure of policy depends on the support the policy generates among those who are affected. On the other hand, Wildeman and Nomdo (2007) conducted a study to explore the government's inclusive education and training policy. The report indicated that the implementation of inclusive education in South Africa is challenged by several factors at both national and provincial level.

One of the biggest challenges to implementing a successful inclusive education system is the development of human resources. Eloff and Kgwete (2007) and Schoeman (2012) confirm that teachers raised their concern more on lack of skills and competence due to inadequate training on inclusive education, on how to identify and address barriers to learning through differentiating the curriculum, assessment and classroom methodologies so as to address the diverse learning and teaching requirements of all learners.

Schoeman (2012) contends that despite the fact that a number of teachers have received Advanced Education Certificates (ACEs) in the field of inclusive education; the goal of implementing inclusive education has not been adequately achieved. In addition, some HEIs have made inclusive education and learning support a component of their Initial Teacher Education (ITE) programmes, and a large number of SBSTs and teachers have received some training on the basic strategies of inclusive education. What is crucial is a mind-set shift from the pathological-deficit model held by the majority of South African teachers with regard to inclusive education towards a productive pedagogy.

The DBE (2010c) has identified a lack of skills at three levels in the system. These are:

- Teachers in ordinary schools lack essential knowledge on how to address barriers to learning in their subject, and about day to day classroom practice;
- Teachers in special schools lack specialised knowledge in most of the key areas of disability, but most critically in the fields of education for visual impairment, deaf and hard of hearing, autism, intellectual disability, cerebral palsy and communication disorders; and
- DBSTs lack expertise to provide schools and teachers with the skills to effectively manage inclusive educations in schools.

Regrettably in many instances, the DBSTs as the driving force for the implementation of inclusive education seem to be dysfunctional. The most concerning finding is that there is no consensus on the scope of the implementation of inclusive education, which is still the responsibility of special needs education directorates and not that of the mainstream and curriculum sectors of education. When presenting workshops, they are done parallel to each other and are not linked or integrated with each other, which confuses teachers a great deal. Wildeman and Nomdo (2007) emphasise that inclusive education should not be driven by special needs education directorates but needs to be elevated to transversal status similar to outcomes-based education and the CAPS without delay to ensure the progress of the inclusive project in South Africa. Oswald (2010) concurs that this will entail a complete overhaul of the education system and a way to address current fragmentation and inconsistencies.

In addition, Wildeman and Nomdo (2007) identified poor funding of the inclusive initiative as an important reason for the non-implementation of inclusive policies. The implementation of inclusive education cannot be effective if it is not given priority and enough resources.

This also cannot be done as a paper exercise through policies and guidelines and expectations that teachers can easily run with it while those who are responsible for supporting teachers and monitoring the implementation progress are not knowledgeable on it. The Briefing Paper 314 (South African Catholic Bishops' Conference [SACBC], 2012) report states that the cost of converting ordinary schools to full-service schools also presents a challenge to the successful roll-out of an inclusive education system.

According to a parliamentary briefing by the DBE (2011), 553 ordinary schools have been converted to full-service schools at a cost of R52 million. This challenge is exacerbated if one considers that the total inclusive education and special needs budget for 2012/13 was R5.5 billion (SACBC, 2012). According to the DBE (2011), the current National Treasury budget structure makes provision only for special schools, and only the Free State, KwaZulu-Natal, North West and Western Cape provinces had used the budget for both inclusive education and special needs. Only R463 million was budgeted for the expansion of inclusive education, and the fact that five provinces did not receive appropriate funding for inclusive education meant there were serious backlogs (SACBC, 2012).

2.10 CHAPTER SUMMARY

Inclusive education is one of the most dominant issues in the education of learners with diverse learning needs. In recent years, the concept of inclusive education has been broadened to incorporate not only learners with disabilities, but also all learners who may be marginalised and vulnerable in their learning environments. The discourses that led to the movement to inclusivity in education have been explored in this chapter. The chapter provided a wide overview of the importance of inclusivity in education and the challenges and opportunities to see why productive pedagogies are important for inclusive classrooms because there is no way of ignoring and disregarding learner diversity and

also excluding those learners with disabilities by marginalising them and leaving them being vulnerable. Inclusive education has been discussed with regard to the international and the South African perspective. A more detailed perspective of the South African education system was presented with special reference to the country's implementation of inclusive education.

In the next chapter the literature review based on productive pedagogies for addressing diverse learning needs in inclusive schools is discussed.

CHAPTER 3

PRODUCTIVE PEDAGOGIES AND INCLUSIVITY IN EDUCATION: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter presents the theoretical frameworks that reduce social exclusion and marginalisation of learners due to their disabilities or diverse barriers they experience in education, as well as those that influence productive pedagogies. It also presents a literature review on productive pedagogies as strategy to shift from pathological-deficit model in order to address diverse learning needs and to increase full participation of all learners in learning. In order to understand and to shift teachers' attitudes and practices from pathological-deficit model, it is important to discuss inclusivity in education as well as Continuous Professional Teacher Development (CPTD) as a strategy to enhance the effectiveness of productive pedagogies and facilitate the implementation of inclusive practices in schools. The types of teacher professional development are discussed broadly and the emphasis is on how CPTD or in-service training can enhance the effectiveness of productive pedagogies. The development of inclusive schools and schools as workplace for CPTD is discussed. The chapter concludes with an in-depth discussion on productive pedagogies.

3.2 DEFINING THEORETICAL FRAMEWORK

A theoretical framework identifies a core set of connectors within a topic and shows how they fit together or are related in some way to the subject (Anfara & Mertz, 2015). It is primarily a way of thinking through problems. The researcher gives another explanation of a theoretical framework in order to understand it better: it is a group of related ideas that provide guidance or serve as a map or travel plan for a research project. A theoretical framework positions research in the discipline or subject within which the researcher is working (Henning, et al., 2011). Henning, et al. (2011) further explain that a theoretical framework helps a researcher to make explicit assumptions about the interconnectedness of the way things are related in the world.

The researcher found it important to use a theoretical framework in the study to help her to develop a set of ideas drawn from the literature about how some parts of the world work.

In this study, it is argued that social justice and equity should be maintained in education, therefore all the learners, including those who experience barriers to learning and those with disabilities, should benefit from their fundamental right to basic education. The focus is therefore on teachers who are key role-players in teaching and learning and in implementing all the changes in the education system. In addition, teachers play a key role in accommodating the diverse learning needs of all learners in their classrooms and giving every learner an opportunity to participate fully during teaching and learning. Teachers' attitudes, beliefs, behaviour and bias can have a positive or negative influence on education, specifically on addressing diversity of learning needs during teaching and learning. Teachers therefore need to be moved away from the pathological-deficit model towards productive pedagogies in order to implement inclusive practices in their classrooms.

Productive pedagogies should be promoted and implemented in all schools so that they can all be inclusive and all learners can be given opportunity to participate fully in learning, irrespective of their diverse learning needs. As a result, this study is guided by theory of critical pedagogy and social constructivism.

3.2.1 Critical Pedagogy

According to Kellner (2003), critical pedagogy considers how education can provide individuals with the tools to better transform and strengthen democracy to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change. The researcher uses critical pedagogy to explore inclusive practices because the goal of inclusive education is to provide for a diversity of learners' needs by creating rich learning experiences for all learners and maximising their participation in the culture and curricula of the educational institutions.

Wink (2005) defined critical pedagogy as a prism that reflects the complexities between teaching and learning; it is a prism which sheds light on the hidden restraints that might

have escaped our views previously. The researcher agrees that critical pedagogy challenges people's long-held assumptions and leads them to ask new questions, and the questions they ask will determine the answers they get. Wink (2005) further emphasised that critical pedagogy gives voice to the voiceless and gives power to the powerless. Change is difficult, and critical pedagogy is all about change from coercion to collaboration, from transmission to transformation, and from passivity to action. This theory will thus shed light on how to shift teachers' attitudes towards productive pedagogies in inclusive schools. Many questions will be answered and the study will also develop a strategy that can address the barriers to inclusive practices.

Critical pedagogies are needed to challenge the assumptions, practices and outcomes taken for granted in dominant cultures and conventional education (Gruenewald, 2003). The theory of critical pedagogy guides the study to discover the importance of inclusive education as an area of political and cultural activity in the education context and also brings the issues of support, social justice and inclusive practices to the fore.

The researcher has selected the critical pedagogy as her theoretical framework because the focus of this study is based on a shift from pathological-deficit model to productive pedagogies in inclusive schools. Freire (1995:91) explains that

pedagogy is not a method or a *priori* technique to be imposed on all students, but a political and moral practice that provides the knowledge, skills and social relations that enable learners to expand the possibilities of what it means to be critical citizens, while expanding and deepening their participation in the promise of a substantive democracy.

Inclusive education is defined as a dynamic process of addressing and responding to the diversity of needs of all learners by reducing barriers to and within the learning environment, and of seeing individual differences not as problems but as opportunities for enriching learning (DoE, 2001); therefore, teachers have to be provided with knowledge, skills and values of addressing diversity and barriers to learning in their classrooms. According to Freire (1995, as cited in Giroux, 2010:716), the political and moral demands of pedagogy amount to more than the school and classroom being merely the instrument of official power or assuming the role of an apologist for the existing order. According to Giroux (2010), critical pedagogy attempts to understand how power works

through the production, distribution and consumption of knowledge within particular institutional contexts and seeks to constitute learners as informed subjects and social agents.

In this study, the issue of how productive pedagogies can be implemented in inclusive schools is grounded in teachers' beliefs and attitudes as well as CPTD. Critical pedagogy is thus invested in both the practice of self-criticism about the values that inform inclusive teaching and a critical self-consciousness regarding what it means to equip learners with analytical skills to be self-reflective about the knowledge and values they confront in classrooms (Giroux, 2010). Moreover, such a pedagogy attempts not only to provide the conditions for learners to understand texts and reflect different modes of intelligibility, but also opens up new avenues for them to make better moral judgments that will enable them to participate in learning and assume some sense of responsibility. Giroux (2010) further asserts that critical pedagogy opens up a space where learners should be able to come to terms with their own power as critically engaged citizens.

The primary concern of critical pedagogy is with social injustice and how to transform inequitable, undemocratic, or oppressive institutions and social relations, and, in this particular instance, how to shift from pathological-deficit models to social and inclusive models. In this study, critical pedagogy is concerned with emancipating and democratising education, thus aiming at including all learners and addressing diverse learning needs and reducing barriers to learning.

According to Freire (1995), critical pedagogy insists that one of the fundamental tasks of teachers is to make sure that the future points the way to a more socially just world, a world in which the discourses of critique and possibility in conjunction with the values of reason, freedom and equality function to alter, as part of a broader democratic project, the grounds upon which life is lived. It is the teacher who is a decisive element in creating a climate that is conducive to teaching and learning. Teachers possess a tremendous power to make learners' life miserable or joyous. But over and above this, it is the responsibility of DoE to make sure that it supports the teachers effectively by providing relevant continuous professional development to keep them abreast of all the changes and developments in education. The productive pedagogies as well as CPTD as a way

of enhancing these pedagogies are discussed in more detail in the following sections in this chapter.

3.2.1.1 The importance of critical pedagogy

Inclusive education reflects the values and principles of equality and social justice. It is also concerned with challenging ways in which the education system maintains social inequalities with regard to excluding and marginalising learners according to their vulnerability in terms of abilities, socio-economic background and characteristics. Critical pedagogy is therefore the relevant theoretical framework because it is viewed as one that appeals for the ending of oppression and marginalisation of learners who experience barriers to learning, including those with disabilities (Giroux, 1992; McLaren, 2007). Teachers should therefore be active citizens who participate in a democratic society by promoting social change. Furthermore, teachers are expected to accommodate all learners and make sure that no learner is excluded or isolated from the mainstream education because of his/ her disability or learning difficulties, unless it is so severe and profound that it requires special support.

Research done in South Africa (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012; Schoeman, 2012; Walton, 2011) confirmed that most teachers have limited understanding of what inclusive education is, that there is inadequate professional development of teachers to implement inclusive education, and that teachers do not have knowledge and skills to practise inclusive pedagogy in their classrooms. This might be one of the reasons which make teachers perpetuate the use of the language of critique by marginalising those learners who experience barriers to learning, arguing that those learners cannot cope with the curriculum.

One of the goals of inclusive education is for each learner to achieve academic success and to be holistically developed (U.S. DoE, 2004) which recognises the right of all learners to have high quality, standards-based education. Critical pedagogues also share the same goal of academic success of all learners. Teachers are therefore held accountable for all academic progress. The education system is facing a daunting challenge on

relevant strategies that can be used to effectively implement social change and eliminate social injustices.

According to Giroux (2010), critical pedagogy is advanced in both the practice of self-criticism about the values that inform inclusive teaching, and a critical self-consciousness regarding what it means to provide learners with critical skills to be self-reflective about the knowledge and values they confront in classrooms in order to achieve academic success. Such a pedagogy attempts not only to provide the conditions for learners to understand texts and different modes of knowledge, but also opens up new opportunities for them to make better moral judgments that will enable them to participate in teaching and learning and assume some sense of responsibility. Giroux (2010) further asserts that critical pedagogy opens up a space where learners should be able to come to terms with their own power as critically engaged citizens.

In implementing productive pedagogies for developing inclusive schools, critical pedagogy encourages teachers to be critical in raising ambitions, desires and real hope for all learners by giving them opportunity to participate fully in teaching and learning (Giroux, 1988). To be critical requires teachers to also be critical thinkers, whereby they will have to do something to bring about effective change. Teachers should be innovative and creatively seek reasons or social justice strategies for sustaining inclusive schools. Being a critical thinker involves more than simply knowing how to seek reasons or the truth: teachers should also be passionate. Therefore, critical pedagogy is critical if teachers are to be active citizens who participate with passion and creativity in transforming schools and education to be inclusive, and to empower them to become sensitive to the politics of representations of race, ethnicity, gender, sexuality, class, ability and other cultural differences in order to foster critical thinking and enhance democratisation. Critical pedagogy will thus make a significant contribution to schools to implement processes of innovation and transformation. Engeström (1999) maintains that critical pedagogy offers a valuable framework for analysis when a more complex CPTD is needed for empowering and developing teachers to implement effective productive pedagogies in inclusive schools

3.2.1.2 Theory which influences productive pedagogies

It has been discussed in the above section that critical pedagogy is about social inclusion of vulnerable learners who are marginalised due to disabilities and 'SEN' in education. Additionally, it also calls for individuals to practise skills, knowledge and social relations to enable learners to expand their possibilities of participating in education and requires teachers to be active citizens for promoting social changes. Teachers are arguably the essential ingredients in a quality education because schools cannot do without them.

For teachers to fulfil this calling, they need to be prepared emotionally, morally and intellectually for those social changes such as inclusive education, addressing diversity of learner and practising productive pedagogies, which would require them to have skills, knowledge and expertise in implementing productive pedagogies to accommodate the diversity of learners as well as to address their learning needs.

On addressing diversity in education and providing learners with opportunity to participate fully in learning, it is important that both the teachers and the learners are engaged in teaching and learning. Therefore, productive pedagogies need to be the core of the culture of school. It is important to give a background in terms of what influences pedagogy to be productive. Previously, the traditional approaches to pedagogy that were used were mostly including or excluding learners from teaching and learning (Makoelle, 2012). The traditional approach to learning that was mostly used was the behaviourist approach. The approach encouraged the stimulus-response and classical and operant conditioning which explains that learning process was used through rewards and authorisations or trial and error (Eckstein & Henson 2012).

3.2.1.3 Behaviourism

Behaviourism supports a teacher-centred approach where the learners are regarded as passive and teachers are the sole authority figures during teaching (Westbrook, Durrani, Brown, Orr, Pryor, Boddy & Salvi, 2013). The behaviouristic approach gave the teacher more power to determine the content of the subject and how it should be taught, which leaves learners with little choice to interact. Therefore, behaviourism is a 'one-size-fits-all' approach which disregards diversity of learning needs as learners have little to say in

what they have to learn and how. The pedagogic approaches that can be described as behaviouristic in origin may result in practices such as lecturing, demonstration, rote learning, memorisation, imitation and copying (Westbrook, et al., 2013).

3.2.1.4 Constructivism

After 1994, the government adopted a humanistic approach that embraces social justice, equity and inclusivity to teaching and learning which is based on the philosophy of constructivism. The approach is more focused on learner centredness whereby individual learners actively explore their environment by building on their existing cognitive structures or schemas (Westbrook, et al., 2013). The constructivist approach explains that activities are provided to build on learner's current knowledge and match their appropriate developmental stage, and challenge them so that through the process of accommodation, they continue to make progress. The emphasis is mostly on individual and group work which is centred on problem-solving and project work.

There are some critiques on the learner-centred pedagogical approach which suggest that it is context-specific rather than universal, and possibly exclusive in its outcomes (Westbrook, et al., 2013). The approach favours mostly learners from middle-class backgrounds because they are more likely to be familiar with the culture and expectations of the school than the ones from low socio-economic background. The researcher argues that the constructivism approach does not respond totally to the issue of social justice, equity and inclusivity in education for all learners.

3.2.1.5 Social constructivism

The social constructivism approach seems to be the relevant one to address the issue of social justice, equity and inclusion of diverse learning needs because knowledge is socially constructed which means that learning is a social process. The approach encourages learner-centred learning with the teacher guiding the teaching and learning process. Vygotsky (1986) is said to be the main proponent of social constructivism and was interested in understanding the social and cultural conditions for human learning. He devised the concept of the zone of proximal development (ZPD) which posits that

teachers and more knowledgeable peers should assist, support and guide learners who experience barriers to learning or those who cannot carry out activities alone.

Social constructivism is an epistemological view of knowledge acquisition emphasising knowledge construction rather than knowledge transmission and the recording of information conveyed by others (Applefield, Huber & Moallem, 2001). Derry (1999) and McMahon (1997) assert that social constructivism emphasises the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding. On the other hand, Fer (2009) concurs that social constructivism is based on the idea that all knowledge is constructed socially. The researcher concludes that because inclusive education is aimed at eliminating social exclusion by responding to diversity in race, social class, religion, gender, and ability, and making education a fundamental human right for all individuals, this has brought a paradigm shift in education which conveys new perspectives, conceptualisations and ways of thinking about inclusive education. This calls for teachers to be constructivists in order to create a motivating and supportive context for learning in which learners can participate fully. Teachers therefore need to have knowledge, skills and dispositions on productive pedagogies that will help them to teach all learners with diverse learning needs and to provide them with relevant support.

The pedagogic practices used in this approach focuses more on teacher-learner and learner-learner interactions where learners are supposed to work in groups, pairs, whole class, or as individuals (Westbrook, et al., 2013). In their literature review, Westbrook, et al (2013) explain that in all countries where their research took place, the results on this approach showed that extended dialogue with individuals, higher order questioning, teacher modelling, reciprocal teaching and cooperative learning were justified. The researcher argues that social constructivism can be seen as supporting learner-centred pedagogy where teachers accept a democratic role rather than being authoritative and also where the ZDP and scaffolding are practised. Teachers are expected to adapt and diversify the curriculum, methods of teaching and the environment to make teaching and learning flexible and accessible in order to accommodate all learners with their diverse learning needs.

Social constructivism can therefore help teachers to practise productive pedagogies in inclusive classrooms by addressing diverse learning needs of all learners through curriculum adaptation and differentiation. A constructivist teacher can create a context for learning in which learners can participate in interesting activities using their own styles of learning. Social constructivist approaches that teachers can use include collaboration, scaffolding, cognitive apprenticeship, tutoring and cooperative learning, and learning communities, mentoring, and continuous professional development programmes (Shunk, 2000).

Following the theoretical frameworks, inclusivity in education is discussed below, focusing on a shift from the pathological-deficit model.

3.3 INCLUSIVITY IN EDUCATION

The concept of inclusive education is still a worrying aspect in some countries, the reason being the unclear definition of inclusive education even though it has been reinforced by many conventions, declarations and recommendations at global levels including the UN Convention on the Rights of Persons with Disabilities (2005). UNESCO (2008:3) defines inclusive education as “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination”. Many researchers (Slee, 2001; Alton-Lee, 2003; Keil, Miller & Cobb, 2006; Black-Hawkins et al, 2007; O’Neill, Bourke & Kearney, 2009) have raised the difficult issue of terminology, noting that there have been some unsuccessful attempts to clarify the use of different terms around inclusion in education and diversity and in particular, ‘special needs education’ and disability. Alton-Lee (2003) notes that the concept of diversity does not specifically accept the idea of a ‘normal’ group and ‘vulnerable and marginalised’ groups of learners, but sees diversity and difference as central to the focus of quality teaching. According to OECD (2010:21), diversity is defined as “characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences”. For this research, diversity means that learners display differences in their use of language, learning style, developmental level, culture, socio-economic

background, ability, ethnic group, and intelligence which means that there is no single classroom or school that is alike.

According to Oswald (2010), South Africa, like other countries, is still facing a problem in realising the principles of inclusive education, especially in the wide meaning of the concept “learners with disabilities” or “learners with SEN”. Most often teachers still refer learners with learning difficulties as “learners with special needs”. Inclusive education does not only include the barriers of physical and intellectual disability, but also the barriers caused by the curriculum, the pedagogy, the school’s approach, economic and emotional deprivation as well as social exclusion. Inclusive education is not only about including learners with disabilities in mainstream schools, but it is about identifying barriers to learning and development, addressing diversity of learning needs and providing support to all learners. Support can therefore be provided by adapting and modifying the curriculum and drafting intervention programmes as well as improving pedagogy to respond positively to learner diversity.

On the other hand, research indicates that learners with disabilities are still marginalised and excluded in most mainstream schools (Norwich, 2010). From the researcher’s point of view, most teachers conceptualise disability with regard to issues of socio-economic background, race, culture and learning difficulties, thereby creating barriers to learning and inequality for most learners. According to the Report of the NCSNET and NCESS (DoE, 1997a) learners whose education requires additional planning and modifications in order to assist them to learn, are described as learners who are experiencing barriers to learning. The NCSNET Document (DoE, 1997a:12-19) defines learners who experience barriers to learning more inclusively as:

learners who experience socio-economic barriers, e.g. inadequate numbers of centres of learning; learners who experience a lack of access to basic services, e.g. adequate transport, access to clinics; learners who experience poverty and underdevelopment, e.g. unemployment, the inability of families to meet the basic needs of their children; factors that place learners at-risk, e.g. the emotional and social wellbeing of learners due to violence, crime, HIV/AIDS; discriminatory attitudes towards learners who are labelled, e.g. slow learners, drop outs; inflexible and inaccessible curriculum and inadequate training of

teachers as well as teaching styles that do not meet the needs of all learners, language and communication where the medium of instruction is not the home language of the learner; inaccessible and unsafe built environment; inadequate and inappropriate provision of support services; lack of enabling and protective legislation and policy; lack of parental recognition and involvement; e.g. the learning environment and the broader society do not provide in the needs of these learners and a lack of human resource development strategies, e.g. the absence of ongoing in-service training programmes leads to insecurities, uncertainties, low self-esteem, lack of innovative practices which in turn impact on the attitudes of teachers.

Donohue and Bornman (2014) argue that the South African history of apartheid, its diverse, multicultural people and widespread unemployment and poverty make overcoming barriers to learning extremely complex. They further argue that South Africa is a society that has many different ideas not only about the needs of learners with disabilities, but also about best practices and beliefs regarding how they should be educated (Donohue & Bornman, 2014). These complications are the ones that hamper the implementation of inclusive practices. The other barrier to the implementation of inclusive practices in the country might be the lack of support to teachers and learners, lack of knowledge and skills on productive pedagogies to address diversity, as well as resources and the prevailing negative attitudes towards including learners with disabilities and learning difficulties in mainstream schools. Support and resources can be met if teachers have adequate training, that is, knowledge and skills on productive pedagogies of addressing diversity in their classrooms. They can use appropriate inclusive teaching strategies and collaborate with relevant stakeholders, involving parents in order to provide relevant support to the learners who experience barriers to learning.

The other factor is the large proportion of South African teachers who are over 50 years of age (Armstrong, 2010) and still in the teaching profession, which makes the reorientation to current practices of teaching diverse learners a serious challenge to inclusive practices. These teachers seem to believe in the medical model which leads to scepticism and rejection of transformation policies (Oswald & Swart, 2011).

It is agreed that there are some barriers that exist within learners, for example, neurological, sensory, physical or intellectual impairments. The researcher concurs with the DBE that these barriers need to be addressed through pedagogical responses, not by following the pathological model in carrying out psychometric tests that offer little in terms of programme planning (DoE, 2005a). The pathological/ medical model was the dominant influence on the professional definitions and practices in SEN in the past whereby the emphasis was on inability and contributed to a dependency model of disability. Learners were labelled as “handicapped”, “slow learner” and “learners with SEN”.

The DoE (2005a:11-12) has identified the shift from special education to inclusive education as follows:

Theory	Special Education Theory	Inclusive Education Theory
Assumptions	Pathological <ul style="list-style-type: none"> • Deficits within the child • Categories 	Barriers to learning <ul style="list-style-type: none"> • Barrier in the system and environment • Levels of support needed, e.g. profound, high, moderate and low levels of supports
Practices	Segregation of learners into special facilities	Includes all learners and reorganises support
Tools	Standardised tests	<ul style="list-style-type: none"> • Criterion referenced tests • Teacher produced tests • Assessing the potential to learn
Model	Special Education Act	The South African Schools Act
Pedagogy	Limited pedagogical possibilities	<ul style="list-style-type: none"> • Pedagogy of possibility, taking into consideration barriers to learning, multiple styles of intelligences and learning • High expectations, expanded learning opportunities

Table 3.1: The shift from special education theory to inclusive education theory

A shift from a pathological-deficit model would require most attention be paid to identifying and addressing barriers embedded in the system such as social policy, practice, and attitudinal perspectives as opposed to individual deficits. Inclusivity in education implies a shift from the pathological-deficit model and disability theories, assumptions and practices to a non-disability, inclusive system of education where every learner is accommodated and be given opportunity to participate fully in teaching and learning (DBE, 2009a). In addition, Peters, Johnstone, and Ferguson (2005) argue that inclusive education requires a system-wide approach dedicated to making schools accessible and inclusive to the learning of all learners. They further emphasise that policy and practice in inclusive education require a focus on an enabling and nurturing environment that identify and address barriers to learning as well as support for the learner, rather than on a learner fitting into an exclusionary environment (Peters, et al., 2005). The study thus uses insights from critical pedagogy and social constructivism to epitomise links with the productive pedagogies for addressing diverse learning needs of all learners in inclusive schools.

The UNESCO Policy guidelines on Inclusion in Education (2009) emphasise the issue of inclusive education by justifying that all education institutions should work towards inclusive practices and educating all children together. The policy guidelines provide the following justifications:

- Educational justification, that inclusive schools must develop ways of teaching that respond to individual differences and benefit all children. That means teachers need to use different strategies, resources and differentiate and adapt the curriculum to include all learners in teaching and learning. Curriculum adaptation and differentiation can be done at all levels, that is the content, teaching and learning methods, resources, assessment and classroom environment for every learner to access it.
- Social justification, which indicates that inclusive schools should change attitudes towards diversity and form the basis for a just, non-discriminatory society. This means all staff members at school need to change their attitudes, beliefs and teaching practices towards a social and non-discriminatory model. This can be done when

teachers can talk, debate and share ideas on inclusive practices and how to address diverse learning needs in their classrooms.

- Economic justification: it costs less to establish and maintain schools that educate all learners together than to set up a complex system of different schools 'specialising' in different groups of children (UNESCO, 2009). This means that the DoE needs to reinforce support programmes and resources. On the other hand, schools do not need to depend exclusively on the DoE for support; they need to collaborate with other relevant stakeholders within their communities to provide support for all learners. They need to make sure that they use every resource available.

It has been 16 years since the publication and implementation of the EWP6 (DoE, 2001), but the progress on addressing barriers to learning and responding to diverse learning needs in ordinary or mainstream classrooms have been minimal due to resistance to inclusivity and non-implementation of the inclusive practices (Walton, 2011). Walton (2011) further maintains that inclusivity in education can be effective if teachers learn not only inclusive strategies, but also question beliefs, values, systems, strategies and practices that continue to entrench exclusion in South African society. Furthermore, teachers can also develop their own theories of enhancing inclusive practices. The researcher concurs with Walton and believes that since the critical pedagogy is concerned with raising questions about issues of inequalities and to empower oppressed groups of learners to pursue justice and emancipation, it is the responsibility of the schools and teachers to play a major role in alleviating social inequalities and minimising the achievement gap between diversity of learners.

The researcher further argues that most schools continue to resist the pressure to become inclusive because teachers are assessed in ways that celebrate high-achievement over the valuing of difference. Teachers are concerned that addressing barriers to learning might have a negative effect on the academic progress of other learners and lower academic standards. Furthermore, schools and teachers seem to be afraid of being classified as non-performing schools by the DoE. It also seems that the DoE fails to consider that every school has its own educational needs and there are other

systemic barriers the schools experience, such as lack of resources, prejudices and bias within the community, socio-economic background, the HIV/Aids pandemic and others.

In addition, some teachers seem to disregard the barriers that the learners experience in learning and do not take ownership of the policy to see to it that they place the learner at special schools.

On the other hand, there are some schools which are still hesitant to become inclusive, claiming that they lack physical and technical resources, support staff or relevant training to address barriers to learning. It is possible that teachers at these schools do not recognise learner diversity. According to research done by Walton (2006) on the implementation of inclusive education in independent schools, the creativity, resourcefulness, generosity of spirit, collaboration among all relevant stakeholders, and responsiveness propels them to be inclusive. Against all odds beyond the classroom walls, independent schools appear to be motivated to learn more about the inclusive culture and practices and provided examples of what can work in the South African context.

For the country to realise its constitutional values of equality, social justice, and freedom from discrimination, inclusivity in education ought to be seen as an urgent imperative by all schools. That means that a commitment to inclusive education would ensure that every learner, irrespective of disability or learning difficulties, or any challenge he or she might experience, would be accommodated, be able to access the curriculum and participate fully in learning. Mandela (1994:194) said:

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine and that a child of farm workers can become the president of a great nation.

The EWP6 (DoE, 2001) outlines various strategies to achieve an inclusive education system by addressing and accommodating learners who experience diverse barriers to learning and development. To make sure that this is fully implemented, some schools have been converted to full-service schools to accommodate mild to high levels of

learning needs and serve as resource centres for neighbouring mainstream schools. Special schools cater for high-intensity support and the DoE intends to make these schools resource centres for all the schools including the full-service schools.

Both the special schools as resource centres and the full-service schools are intended to be integrated into DBST processes to provide specialised and professional support in curriculum, assessment and instructions to all the mainstream schools (DBE, 2009a). Guidelines and strategies have therefore been developed to direct the implementation of inclusive education to the schools, namely: conceptual and operational guidelines for the implementation of inclusive education: special schools as resource centres (DoE, 2005a); guidelines to full-service schools (DoE, 2005b, DBE, 2009a and DBE, 2010); guidelines for inclusive learning programmes (DoE, 2005d) and the SIAS policy (DBE, 2014).

It should be noted that even though inclusive education is becoming a worldwide phenomenon, its ideology is implemented in different ways across different contexts and will vary with national policies which are influenced by a wide range of historical, social, cultural and political aspects (Donnelly, 2010). That means each country has its own model for inclusive education. The researcher argues that even if South Africa has its own inclusive education model, it is important to give due consideration to each province, region, community and school's socio-economic, historical, political and cultural background.

In the researcher's view, teachers are the ones who implement the curriculum or the recommended guidelines or frameworks. Furthermore, teachers are the ones who have all the experience of teaching learners from diverse backgrounds and they know what problems and difficulties they and their learners experience. The framework that can be used for developing productive pedagogies could be informed by schools' improvement plans as well as teachers' personal developmental plans. The researcher further argues that productive pedagogies could be conceptualised as a concept to stress the interrelated aspects of teaching and learning to address diverse learning needs and enhance learners' full participation.

3.4 PRODUCTIVE PEDAGOGIES

In order to improve the quality of education and embrace the issues of social justice, equity and inclusivity in education, it is important that productive pedagogies be recognised as significant.

The possibilities of addressing diversity in classrooms and giving every learner the opportunity to participate fully and to realise their full potential can be maintained by classroom pedagogies because they can be seen as the crucial variable for improving learning outcomes' and are critical in improving quality in education (UNESCO, 2005). According to Luke (2002:4) productive pedagogies are defined as:

approaches to creating a place, space and vocabulary for us to get talking about classroom instruction again. It isn't a magic formula (e.g., just teach this way and it will solve all the kids' problems), but rather it's a framework and vocabulary for staffroom, in-service, pre-service training, for us to describe the various things we can do in classrooms – the various options in our teaching 'repertoires' that we have – and how we can adjust these, ... to get different outcomes. This isn't a "one approach fits all model of pedagogy". It has the possibility of providing a common ground and dialogue between teachers, school administrators, teacher educators, student-teachers and others ... about which aspects of our teaching repertoires work best for improved intellectual and social outcomes for distinctive groups of kids.

Productive pedagogies should therefore be taken as important aspects that need to be addressed by both the pre-service and in-service teacher education. The Queensland School Reform Longitudinal Study (QSRLS) (Lingard, Ladwig, Mills, Bahr, Chant, Warry, Ailwood, Capeness, Christie, Gore, Hayes & Luke, 2001) established and introduced four dimensions of productive pedagogies to address the diverse learning needs of most marginalised learners. For them to introduce the dimensions, they believe that every learner, irrespective of his or her ability, socio-economic background, ethnic group, or learning style, can demonstrate a high level of intellectual outcome if he or she can be provided with a learning environment that stimulates intellectual activity (Lingard, et al., 2001).

On the other hand, Mills, Goos, Keddie, Honan, Pendegast, Gilbert, Nichols, Renshaw and Wright (2009) concur that this type of learning can be encouraged when the teaching and learning resources and materials connect with learners' various worlds, especially for learners who have disengaged or are in danger of marginalisation from school. They maintain that the classroom environment should be a supportive one in all aspects. The dimensions of productive pedagogies that were established by Lingard, et al, (2001) are as follows:

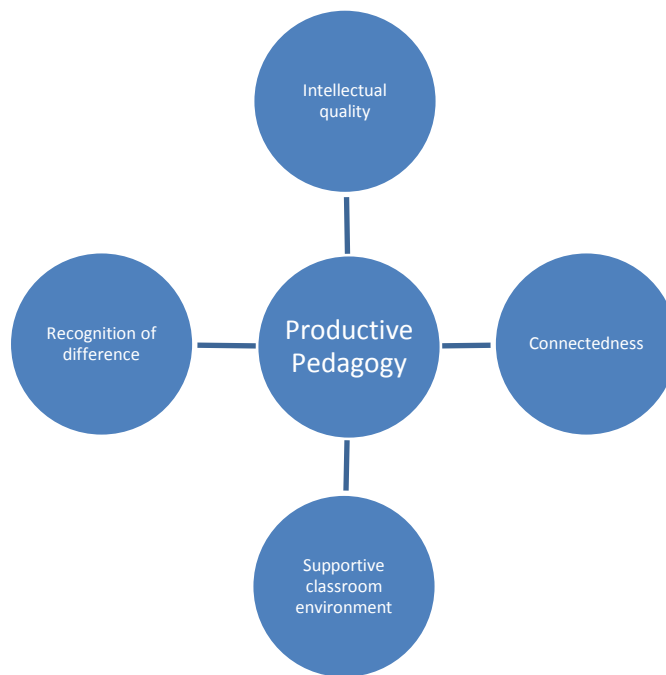


Figure 3.1: Dimensions of productive pedagogies

3.4.1 Intellectual quality

According to Mills, et al. (2009), this dimension of productive pedagogies stresses the importance of all learners, regardless of their background, characteristics and perceived academic ability being presented with intellectually challenging work. Gabbett (2011) argues that intellectual quality entails aspects such as higher-order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problem, and metalanguage, to support inclusivity and learning for all learners. This means that teachers should have extensive knowledge of the content they are teaching, how to teach diverse learners and how to address their diverse learning needs. To explain this

dimension in a more practical teaching and learning environment, intellectual quality is more about learners becoming involved and engaged in learning. It is where teachers encourage learners' participation, such as by asking open-ended questions, using classroom discussions, demonstrations, substantive conversations and problem-solving. Furthermore, intellectual quality focuses on the use of language grammar, technical and vocabulary.

3.4.2 Connectedness

This dimension entails aspects such as knowledge integration, background knowledge, connectedness to the world and problem-based curriculum. Mills et al (2009) and Gabbett (2011) assert that this dimension describes the extent to which the lesson has value and meaning beyond the instructional context and making a connection to the wider social context within which learners live. The ways in which learners can exhibit connectedness are through their personal experiences and the real world. Gabbett (2011) maintains that high-connection learning can provide learners with opportunities to make connections between their own background knowledge and experience and the topics, skills and competencies they are studying and acquiring. Teachers need to connect the curriculum content to learners' lives outside of the school. Learners also need to solve real-life problems.

3.4.3 Supportive classroom environment

Learner direction, social support, academic engagement, explicit quality performance and self-regulation are addressed by the dimension of supportive classroom environment. Mills, et al. (2009) explain that learners should be given opportunities to influence the activities they are doing in the lessons. Their influence on those activities will be determined by appropriateness and context. This dimension is simply about a supportive classroom environment where learner diversity is recognised and teachers respond to the diverse learning needs of all learners. This can be done through providing all learners with the opportunity to work at their own pace and to have a say in the outcomes of the lessons. It is about making sure that the classroom is conducive to teaching and learning. Furthermore, the dimension is also about teachers providing all learners with relevant

support and treating every learner with mutual respect so that they can feel free to participate in teaching and learning. The dimension motivates teachers to support learners by expecting them to take risks and try harder to achieve academic work, and to give each learner the opportunity to learn important knowledge and skills.

3.4.4 Recognition of difference

This dimension addresses cultural knowledge, inclusivity, narrative, group identity, and academic citizenship. Inclusivity in education is promoted in this dimension (Gabbett, 2011) which also focuses on recognition of differences among learners and responding to their diverse learning needs. Teachers need to increase the full participation of all learners by differentiating and adapting the content, assessment, methods of teaching and learning, and creating a supportive classroom environment.

The researcher agrees with Gabbett (2011) that productive pedagogies have a significant role to play in supporting inclusivity in education and learning for all learners. She proposes that the dimensions of productive pedagogies can best be used as a framework that supports the development of inclusive teaching and learning and supports vulnerable learners. Productive pedagogies can therefore be used in developing inclusive schools because they depend on teachers' pedagogical practices to produce quality education for all learners.

Productive pedagogies are important because they respond to diverse learning needs of all learners so that they can all benefit from teaching and learning. In order to implement productive pedagogies, teachers must be willing to learn and research inclusive practices and strategies, identify what they need to learn, and plan how they can deliver learning content in order to accommodate different learning styles and level of ability.

It is important that teachers should always ensure that they adapt the curriculum for all learning needs and ability groups. As all learners are unique and have their different learning needs, teachers should differentiate lessons and the assessment tasks so that each learner can have an opportunity to participate and achieve something. In order to achieve this, teachers should make sure that they know their learners very well, their learning needs and styles so that they can implement effective strategies.

The researcher aligns herself with the dimensions of productive pedagogies as a model for addressing diverse learning needs so that learners can participate fully in teaching and learning and realise their full potential.

3.5 STRATEGIES FOR ENHANCING PRODUCTIVE PEDAGOGIES

Diversity in terms of race, culture, ethnic group, gender, ability, learning style, intelligence, and socio-economic background seems to be a daunting factor in every nation and every school. This calls for the inclusive education movement to continue to gain more momentum worldwide. Slee (2004) argues that the main challenge to establish an awareness of inclusive education is about educational reconstruction, school reform and social change. Addressing this diversity and supporting all learners who experience barriers to learning including those with disability, calls for fundamental changes in the roles and responsibilities of all the role- players in schools.

Research reveals that most schools identify the professional development of teachers as part of their improvement plans. The improvement plan calls for enhancing the knowledge, skills, and dispositions of teachers, not excluding other supportive staff members. Forlin and Lian (2008) concur that the role of the teacher is affirmed as being a critical factor in the success of the productive pedagogies for inclusive teaching and learning. Teacher skills, knowledge as well as their beliefs and attitudes, motivations, and their capacity to apply new knowledge to their particular school and classrooms are crucial. Professional development should not be taken as separate aspect especially for the sake of providing quality education to all learners. Professional development is determined by the analysis of learners' diverse learning needs, and is targeted at specific skills and knowledge of productive pedagogies needed by individuals or groups of teachers.

Productive pedagogies can be enhanced by the participation of teachers in professional learning communities. Professional learning is viewed as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings (Guskey, 2010).

Teachers need to be developed continually for the implementation process to succeed as well as to overcome the challenges in the education system.

Teaching can be a lonely profession given the challenges of diversity in classrooms. Teachers have reported feeling overwhelmed in their attempts to meet the diverse learning needs along with supplementary duties they are expected to perform. It logically follows that the enhancement of productive pedagogies in order to work in diverse classrooms, improving classroom instruction and student achievement must be seen as a critical component for ensuring successful inclusivity in education.

Research on inclusive education promotes continued and sustained CPTD as the best possible answer to strengthen productive pedagogies in inclusive schools (Oswald, 2007). Hence, inclusive schools require long-term professional development so that teachers can develop appropriate skills and knowledge and be committed to create and maintain a climate conducive to learning for all learners. The researcher concurs with Moore (2000) that professional development can be effective when it is a continuous process which empower teachers with effective productive pedagogies to be able to deliver quality education to all learners. This should be strengthened by a follow-up through supportive observation and feedback, staff dialogue, collaboration and peer coaching. Besides, teaching is a complex, multidimensional profession that needs continuous improvement of teachers to be able to fulfil the inclusive education reform efforts in schools and classrooms. Therefore, professional development should not be seen as a luxury or for salary increment; it is a necessity for all teachers and schools to improve the standard of education.

This study concentrates mostly on productive pedagogies, because experienced teachers have also been reported in the literature as lacking the necessary knowledge and teaching skills to address diversity and support for the inclusion of learners with diverse learning needs while working effectively to encourage the participation of all learners (Avramidis, Bayliss & Burden, 2000; Rose, 2001). Further, the limited opportunities for continuous professional development have resulted in the perpetuation of teachers' negative attitudes towards learners who experience barriers to learning and scepticism about the possibility of a fully inclusive education system. As a result, all

teachers need to be equipped with the necessary content knowledge, teaching methodologies and assessment skills to cope with the demands of the changes in education and curriculum.

CPTD enhances teachers to be lifelong learners, and the implication for being lifelong learner is that constructivist philosophy and practices as well as reflection within authentic contexts underpin effective adult learning (Novick, 1996). Teachers' learning needs and learning styles must be considered when proposing professional development strategies. CPTD can be used as a systematic effort to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learners' achievement. The following sections will discuss the different types of professional development.

3.5.1 Initial teacher education

The terms 'initial teacher training' or 'pre-service teacher education' are used interchangeably in this study to mean professional training for students to become teachers. Research indicates that many newly qualified teachers entering the professional arena perceive themselves as ill-equipped to teach learners who experience barriers to learning (Avramidis, et al., 2000; Garner, 1996) even though they have studied some core modules on inclusive education such as learner support. This is partly due to the increased school-based element in ITE which does not normally allow adequate consideration of approaches and strategies for the teaching and learning of learners who experience barriers to learning and disability.

DeSimone and Parmar (2006) argue that HEI coursework is often seen as ineffective or of little value in inclusive instruction and productive pedagogies, and that teachers spend relatively few hours in professional development workshops on inclusivity in education. This has resulted in teachers who do not believe they are adequately prepared to teach learners with diverse learning needs including those with disabilities (DeSimone & Parmar, 2006; Maccini & Gagnon, 2006; Schoeman, 2012). In addition, Jerald (2007) confirms that the teachers' self-efficacy, or their belief about themselves as teachers, has been shown to be a strong predictor of their actions in the classroom.

Schoeman (2012) concurs with DeSimone and Parmar (2006) that despite developments which have taken place over the past few years in South Africa; an overview of the ITE course contents of HEI has shown that not enough is being done to prepare teachers adequately for the multifaceted school environments in which they will be teaching. She further mentions that not all HEI are integrating knowledge about inclusive practice into their pre-service teacher education courses as a core component of all phase teaching. In addition, she asserts that where such training exists at some institutions of higher learning, it is an elective area of specialisation.

The researcher is of the opinion that HEI need to take productive pedagogies and inclusive practices into consideration when developing programmes. From the researcher's experience of teaching at a higher education institution, the inclusive education module contents consist mostly of the policies and theories, but does not emphasise the day-to-day inclusive teaching practices such as curriculum adaptation and differentiation, addressing diversity in classrooms, providing support and developing individual education plans. When they are included, it is only a general overview, and does not provide clear guidelines for student-teachers.

3.5.2 Induction

This is the second stage of teacher education after graduating from the higher education institution. A teacher induction programme has been defined as those practices used to help new and beginning teachers become competent and effective professionals in the classroom (North West Territories, 2011). It is the most challenging stage for the beginner teachers because sometimes they find themselves all alone without any support from other staff members. In the researcher's view, induction and mentoring should be the first aspects to be considered for helping the beginner teachers to adjust and buy into the school culture. This process should be maintained for a year in order to help the beginner teacher to gain a better understanding of classroom realities and to gain self-confidence. It is important that these beginner teachers should be involved in continuous professional development so that they can gain more knowledge and skills of implementing productive pedagogies in addressing diversity of learners.

3.5.3 In-service teacher education

The terms in-service teacher education and CPTD will be used interchangeably to mean professional learning undertaken by teachers beyond the point of ITE. Reddy (2004a:142) argues that the dominant approach to in-service programmes for teachers in South Africa “seems to be a deficit model approach, which proceeds by way of advocacy campaigns based on cascade approaches”. If teachers are not consulted in the development of training programmes, the result is a mismatch between training opportunities on offer and teachers’ training needs. In-service teacher education can be effective if it is classroom-based and concrete.

According to Booth, Nes and Strømstad (2003), in-service teacher education can be formal, informal and unplanned. They further explain that teachers can learn through the experience from colleagues, learners, and specialists “in settings that may be both literally and metaphorically removed far from lecture rooms and classrooms”. It is revealed from research that most teachers are dissatisfied with the cascade models of training and short workshops as preferred strategies used for professional development internationally including South Africa (Oswald, 2010; Ramsey, 2000), indicating that they desire more appropriate and practical forms of in-service than is currently provided. Reddy’s (2004) research has indicated that teachers ask for continuous professional development and support at classroom level. The researcher asserts that CPTD can enhance productive pedagogies if it can be done extensively so that teachers can have a deep understanding of strategies that can be used for effective teaching and learning.

3.5.3.1 The cascade model for CPTD

The cascade model transmits the knowledge or information from the top to the lower strata of teachers (Ono & Ferreira, 2010). This consequently entails “training-the trainer” to ensure that the message “flows down” from experts and specialists, eventually to the teachers. A cohort of teachers is given short training courses and the teachers are then required to pass on their knowledge and skills to further cohorts of teachers through formal courses (Peacock, 1993).

The advantages of the cascade model are that it allows for training in stages so that progress can be monitored and information can be disseminated quickly and to a large number of teachers as more and more of them receive training. In theory, cascade training is cost-effective as those who have been trained can then train others, thus limiting expenses. The South African DoE use this model mostly to train teachers on the changes done in the education system. However, Leu (2004) indicates the disadvantage of the cascade is that the intended message does not cascade down to lower levels without the appropriate mechanisms and support to ensure multiplication. When transmitted to the next level, chances are high that the crucial information may be watered down or misinterpreted. The other disadvantage is that no follow-up is done to monitor and support teachers.

3.5.3.2 Strategies for continuous professional teacher development

According to the researcher, the primary goal of CPTD is to help teachers construct knowledge and understanding as they inquire, reflect, and collaborate with peers, mentors, DBSTs and curriculum specialists. The DoE envisaged that many teachers would be reoriented to new methods of teaching via comprehensive training programmes that they provided (DoE, 2005b). Training programmes that educate teachers how to accommodate and teach learners who experience barriers to learning including those with disabilities are generally a week or two weeks long, but teachers report that although these brief training programmes are helpful, they are insufficient (Stofile, 2008). The programmes also tend to focus on developing a couple of skills, whereas teachers often need far more comprehensive training programmes. The following are strategies of CPTD that can be used to enhance productive pedagogies.

3.5.3.2.1 Collaborative CPTD

According to Howes, Booth, Dyson, and Frankham (2005), CPTD for inclusive education cannot be understood as a merely technical process but asks for personal change, relating to the ratification of inclusive values in practice. Personal change, on the other hand, is more likely to occur in settings whereby teachers consider learning as a shared activity with and among other colleagues, mentors and specialists. Because it is indicated

that inclusive education is not a destination but a process, learning for it has to be approached as an ongoing collaborative process where there is a shared purpose, a collective focus on teacher learning, trust and respect, and reflective dialogue (Geijsel & Meijers, 2005). Teachers should learn collaboratively, creatively and innovatively because there are no easy strategies to address diverse learning abilities and needs in inclusive classrooms.

As mentioned earlier, teaching is a lonely profession, so professional development activities must include opportunities for teachers to take time to interact, study together, discuss with colleagues the successes and difficulties in the application of productive pedagogies and to learn about the underlying concepts. Through discussion, teachers can overcome the barriers they experience and help their learners to participate positively in teaching and learning and address the diverse learning needs appropriately. The researcher agrees with Novick's (1996) argument that teachers should not only depend on available theories, but professional learning must provide them with a wide range of opportunities so that they can construct their own understandings and theories in a collaborative setting.

This collaboration would contribute to the development of a positive inclusive culture in a school, which is committed to change and creating better learning opportunities for all learners. Kouzes and Posner (1993) declare that the creation of a collaborative learning community requires promotion of shared values and development of an appreciation of working cooperatively and caring about one another.

If schools could work collaboratively with each other or teachers could collaborate within each school, teachers could see themselves as resources for one another with the collective value of delivering high quality education for all learners. Teachers could therefore motivate and complement each other's knowledge and skills to generate effective inclusive pedagogies and ownership of their own professional learning. Working in collaboration would enable teachers to plan and deliver lessons that would support all learners regardless of their background and characteristics.

3.5.3.2.2 Mentoring and coaching

This process is a fruitful, non-threatening relationship between a mentor, who can be a head of department of a phase or a senior teacher for a particular subject, and a mentee who is the beginner teacher or the student teacher. The mentor-mentee strategy can be used for mutual development within a school.

An effective mentor-mentee or coaching process is an important strategy for broadening productive pedagogies and perspectives as well as sharing expertise and valuable insights and giving emotional support to beginner teachers.

The relationship would be between a senior teacher who has experience, knowledge and skills on a particular aspect which will benefit the mentee; for example, in the case of this study, a senior teacher who has knowledge and skills of inclusive practices on addressing diversity in classrooms and barriers to learning, or who has knowledge on curriculum adaptation and differentiation and ways of providing support to learners with diverse learning needs. Teachers can also use peer-coaching and mentoring to develop and support each other.

3.5.3.2.3 Sustained CPTD

Sustained CPTD refers to programmes that are designed to continue for at least twelve weeks or one term. This strategy may be used as an action research programme, whereby teachers can use one classroom to use different inclusive practices to develop each other. This can be used as classroom observation and for providing constructive feedback to each other for sustained learning.

3.5.3.2.4 Individualised CPTD

This refers to a programme where there are no explicit plans for the use of collaboration as a significant learning strategy and no activities explicitly designed to support or to sustain such collaboration.

The discussion on strategies for CPTD is encapsulated in Figure 3.2 below:

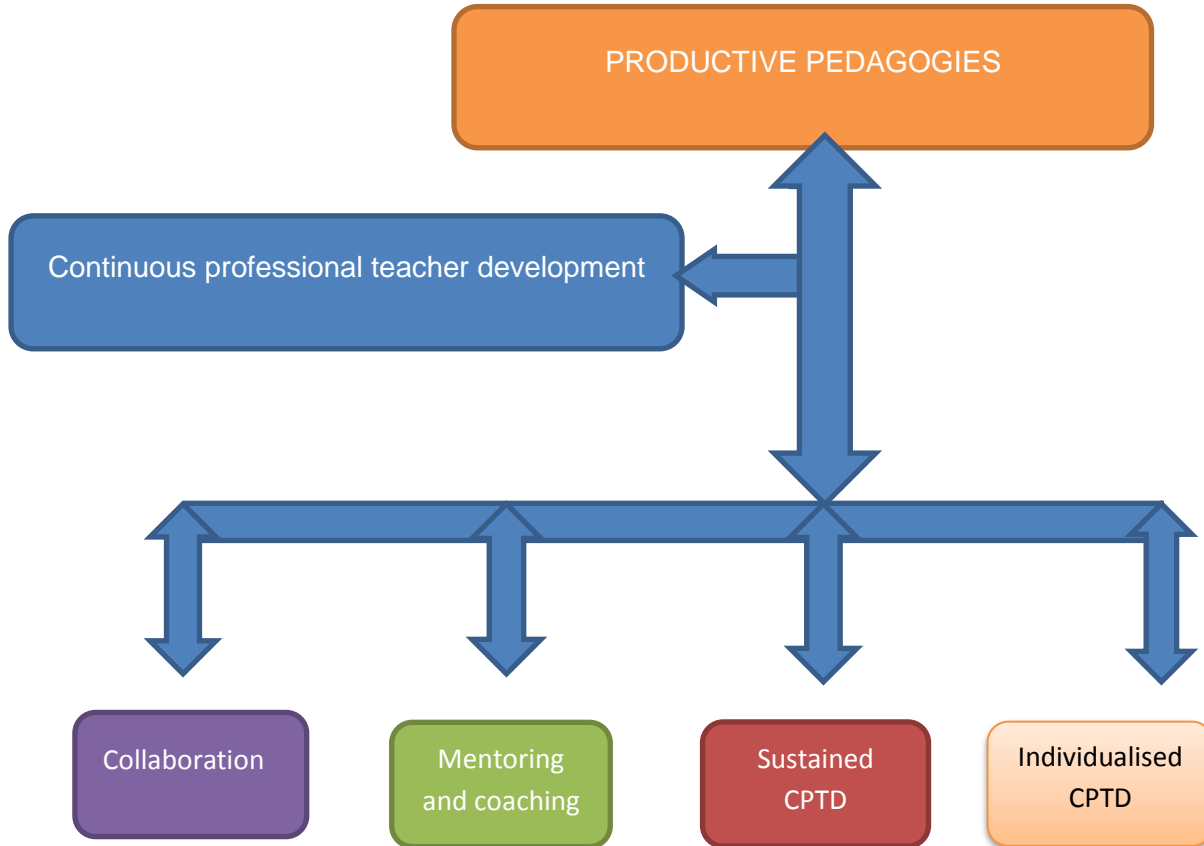


Figure 3.2: Strategies for enhancing productive pedagogies for the in-service teacher development.

3.5.4 Schools as Workplaces for Improving Productive Pedagogies

Improving the inclusion and full participation of all learners in teaching and learning requires schools to be learning organisations, where both the teachers and the learners are engaged in the learning process (Gabbett, 2011). Therefore, knowledge, skills, dispositions and school debates about productive pedagogies need to be the core of the professional culture of the school. The researcher proposes that it is important for schools to engage in evaluating teachers' pedagogical practices by promoting collaboration within staff members. This might require that schools should cluster together where a group of teachers or even teachers within a school could work together for their own CPTD in productive pedagogies. Leu (2004) asserts that the facilitation at school or cluster level is mostly done by teachers themselves and the participation level is very high. The model

promotes a student-learning, student-focused, critical-thinking and problem-solving approach for teachers (Leu, 2004) and encourages a collaborative and sustained CPTD.

The strategy of clustering of schools can be cost-effective for the department, and teachers could interact actively and collaborate freely to share ideas and empower each other. Leu (2004) indicates that the department of education still uses the cascade model for professional development which seems not to be effective because during the workshops or courses, only a small percentage of teachers benefit. Some teachers rely on those who attended the workshops to share the new information with their colleagues who did not attend but the process is not monitored. Furthermore, workshops or courses are often based on a series of presentations or lectures and therefore provide negative models of passive learning (Leu, 2004). Consequently, these kinds of workshops can lead to little change in teachers' classroom approaches because they depend on advice rather than a modelling process and structured practice in which teachers play an active role (Boyle, While, & Boyle, 2003). The reason for the departments of education to use the cascade model might be because of budgetary constraints.

Because of the drastic changes and transformation that take place in education, teachers' roles in teaching and learning are also affected. Teachers assume the role of learners as well as teachers and thus establish and develop meaningful links between theory and practice. Active learning is therefore crucial for teachers to have knowledge, skills and values in order to overcome all the challenges they may come across. Inclusive education invites schools to transform into inclusive learning communities.

The advantage of the school-based and cluster level approach for CPTD is that it is cost-effective, teachers' developmental needs are given a preference and they are provided with relevant resources. In addition, facilitation can be done by teachers themselves. In changing roles according to specialities and experience, teachers work collaboratively and communication is encouraged. The most important aspect is that teachers can construct knowledge and understanding of their environment through experience in order to create an inclusive and supportive context for learning in which all learners can participate fully in teaching and learning. A constructivist based approach is therefore promoted.

The school-based and cluster-level approach for CPTD encourages teacher learning where teachers become reflective practitioners who can make informed professional choices. According to Hiebert, Gallimore and Stigler (2002) and Leu (2004), the school-based and cluster-level approach to CPTD promotes active and participatory teacher learning for all teachers. The approach encourages teachers to be empowered professionals.

3.6 DEVELOPING INCLUSIVE SCHOOLS

It is noted that South Africa is a multicultural country with people who display diverse backgrounds, characteristics and abilities (see 2.2). The same applies in all schools; there is no single school which accommodates learners with the same background, characteristics and abilities. It is therefore crucial that every school should be an inclusive school, meaning that schools should be prepared to accommodate diverse learning needs of all learners. In order to address these diverse learning needs successfully, schools will have to accept change and innovation as part of the process to develop and sustain inclusive schools and classrooms. According to Oswald (2010), developing inclusive school requires consideration of the rights of every learner, the restructuring and reculturing of schools, as well as making the necessary changes in existing school practices.

In discussing how inclusive schools can be developed, the researcher wants to reiterate what inclusive education is for the purpose of this study. Inclusive education focuses on principles of social justice, equity, responding to diversity of learning needs and giving every learner opportunity to participate fully in teaching and learning. Booth and Ainscow (2002) mention that instead of providing schools with a detailed, prescriptive model of inclusion, it is better to first define inclusive education in three ways, namely: as a way of reducing barriers to learning and increasing participation for all learners; increasing the capacity of schools to respond to the diversity of learners in their local communities in ways that treat them all as of equal value; and the putting of inclusive values into action in education and society.

Inclusive schools are therefore regarded as communities where all learners belong and where classrooms and schools provide support to address individual learners' needs. The interdependence of all school members within the inclusive school community is recognised and collaboration should be identified as a core element (Oswald, 2010). According to Sands, Kozleski and French (2000:5), inclusive schools are described as "flexible organisations grounded in democratic principles and constructs of social justice and equity embodying the concepts of community, collaboration, democracy and diversity". It means that the schools embrace a sense of belonging and meaningful participation for both teachers and learners in teaching and learning.

According to Sergiovanni (2000), schools are regarded as learning communities because of the connectedness among staff members and learners. He defines community by its centres of shared values and beliefs. That is why he refers to schools as learning communities where teachers, learners and other staff members see learning as an interactive activity and a way of life, as well as mutual school community members who are connected to pursue the goal of social justice and equity based on their interdependence.

3.6.1 The Index for Inclusion

When introducing the Index for inclusion, Booth and Ainscow (2002) identified three interconnected dimensions which would bring change and developing inclusive schools. The dimensions are represented in Figure 3.3 below:

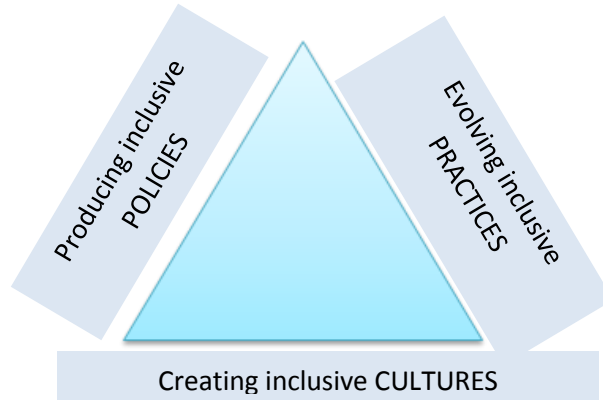


Figure 3.3: The three dimensions of the index for inclusion. Source: (Booth & Ainscow, 2002:11)

Booth and Ainscow (2002) developed these dimensions with the intention of bringing change and structuring the schools to meet the demands of inclusivity. They deliberately placed the dimension of creating inclusive cultures at the core as a school culture needs to be created to support the development in teaching and learning. School cultures can also contribute to the development of shared inclusive values and collaborative relationships among staff members, community and other relevant stakeholders. These changes can then lead to the developments in policies and practices (Booth & Ainscow, 2002). Each dimension is divided into two sections to describe how schools can be developed to be inclusive to all learners.

3.6.2 Creating Inclusive Cultures

The dimension of 'creating inclusive cultures' has two sections: 'building community' and 'establishing shared values' and it deals with teachers, learners, stakeholders, NGOs, and parents. The dimension creates an accepting, collaborative and welcoming community which values everyone as a human being with human rights and encourages participation and achievement for all (Booth & Ainscow 2002). They assert that an inclusive culture serves as a guide to school policies and practices and regards school development as a continuous process. It is therefore important that all schools develop a strong support structure where other stakeholders are included. Creating an inclusive culture encourages collaboration among teachers within a school, neighbouring schools

and communities. It also encourages that schools should accommodate all learners including those with disabilities.

3.6.2 Producing Inclusive Policies

The dimension consists of two sections, namely, developing the schools for all and organising support for diversity. Inclusive policies encourage that schools should respond to learner diversity by welcoming and supporting learners with diverse learning needs, abilities and characteristics. Developing schools for all will thus mean that schools should be restructured to have an inclusive culture. Schools need to develop their own inclusive policies which will cater for their own needs and resources. Teachers should also have extensive knowledge and skills on addressing diversity in their classrooms. They should have explicit knowledge of the curriculum and how to adapt it to cater for diverse learning needs.

3.6.3 Evolving Inclusive Practices

The dimension focuses on reculturing teaching and learning practices to be inclusive. It focuses on implementing productive pedagogies to encourage all learners to participate actively in teaching and learning. Teachers should be able to provide support such as adapting and differentiating the learning content, assessment, teaching and learning methods, resources and the classroom environment. They should be able to straddle activities so as to accommodate all the levels of ability and to use the ZPD to assist those learners who experience barriers to learning.

Developing inclusive schools can be achieved if the dimensions are implemented in order to restructure schools to become learning communities for productive pedagogies to address diversity of learners.

3.7 CHAPTER SUMMARY

The fundamental characteristics of quality education is to address diversity of learning needs, to include all learners and to give them opportunity to participate fully in learning, as well as to reduce barriers to learning and to provide support. All these can be met if teachers implement effective productive pedagogies in order to improve their teaching

quality. Implementing productive pedagogies involves digging deep and understanding why one strategy is more effective than another one. This chapter has presented a detailed background to productive pedagogies and strategies that can be used to enhance them. The next chapter discusses the research methodology which was used in the study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter provided a detailed discussion of theoretical frameworks that influence productive pedagogies and inclusive practices as well as literature review on productive pedagogies. This chapter discusses and justifies the research process that is used to investigate how productive pedagogies can be enhanced in order to move away from the pathological-deficit model which focuses more on the ‘find- out what is wrong attitudes’. The focus is on addressing diversity of learning needs in inclusive classrooms so that every learner can be given the opportunity to display his or her knowledge, skills and experiences in teaching and learning. The chapter provides detailed descriptions on the relevant research paradigm, approach, design as well as population and sampling of participants. The chapter also discusses the methods that are used to collect data and trustworthiness of the generated data. The ethical considerations and limitations of the study are also discussed.

To recap, the following questions were used to guide the study:

- How can productive pedagogies be enhanced to shift the pathological-deficit model in inclusive schools?
- What needs to be done to increase the full participation of all learners in learning?
- What are the teachers’ areas for development that can enhance the implementation of productive pedagogies?
- How can teachers' areas for development be addressed for enhancing productive pedagogies for inclusive schools?
- What are the barriers experienced by teachers to implement inclusive practices?
- What suggested productive pedagogies can be implemented in inclusive schools?

The following figure explains how the study was planned:



Figure 4.1: Research methodology outline

4.2 RESEARCH PARADIGM

A research paradigm is a term adopted from Kuhn (1962) which is defined as shared beliefs which guide a research field (Morgan, 2007). Morgan further explains a paradigm as a set of beliefs or assumptions about fundamental aspects of reality which give rise to a particular worldview (Morgan, 2007). Teddlie and Tashakkori (2009) as well as Creswell and Plano Clark (2007) refer to paradigm as a worldview. A paradigm as a shared belief or a worldview influences the way a research project will be conducted.

Paradigms are based on beliefs about the nature of reality (ontology); the relationship between the knower and the known (epistemology) and the assumptions about methodology (Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2009). From the explanations of paradigm provided by the authors above, the researcher feels that research design can also play an important role in the researcher's paradigmatic viewpoint because it serves as a plan for a research project. There is a relationship between the ontological belief, which is based on how the researcher views the world; epistemological relationship, which is a belief of how knowledge is created or how one can explain something based on the design and structure of one's knowledge (Babbie & Mouton, 2007); theoretical underpinnings and the methodology, which are the methods the researcher will be using to search for knowledge and understanding.

The ontological assumption of this study is based on the researcher's own experiences as an inclusive education specialist. The researcher is very concerned about the issues of addressing diverse learning needs and increasing full participation of all learners so that they can realise their full potential. There seem to be a marginalisation and exclusion of learners according to the barriers they experience, including learning difficulties and in mainstream schools, instead of being supported in order to participate actively in learning. The researcher's experience suggests that the pathological-deficit model seem to play a predominant role in schools. This is supported by research done by Eloff and Kgwete (2007) and Schoeman (2012) which shows that teachers raised their concern more on lack of skills and competence in addressing diversity in their classrooms due to inadequate training on inclusive education practices.

The epistemological view of the study is focused on exploring how productive pedagogies can be enhanced in inclusive schools in order to move away from the pathological-deficit model. Thus, every learner should be given an opportunity to participate fully in learning. Teachers will be able to identify all the barriers they encounter to address diverse learning needs of different learners in their classrooms, especially in teaching. A mixed methods research approach was used whereby both the qualitative and quantitative approaches were employed to explore how productive pedagogies can be enhanced. This is discussed in more details under the mixed methods research approach section.

4.2.1 Philosophical assumptions

It has been noted by various authors (Creswell, 1998; Denzin & Lincoln, 1994; Guba & Lincoln, 1994; Kuhn, 1996; Lincoln and Guba, 1990) that researchers approach their studies with a certain paradigm or worldview that guides their inquiry. Creswell and Plano Clark (2007) identify four world views, whereas Teddlie and Tashakkori (2009) identify five. The difference among the paradigms is the separation of positivism and post-positivism by Teddlie and Tashakkori. The paradigms identified are post-positivism, constructivism/ interpretivism, transformative and pragmatism. Positivism and post-positivism are identified with quantitative research because they involve hypothesis testing to obtain objective truth. On the other hand, constructivism or interpretivism is identified with qualitative research to obtain an understanding of the world from an individual perspective (Teddlie & Tashakkori, 2009). Most researchers (Creswell & Plano Clark, 2011; Greene, Benjamin & Goodyear 2001; Teddlie & Tashakkori, 2009) argue that the positivist/ post-positivist and constructivist paradigms are not suitable for mixed methods research. They indicate that only the transformative and pragmatist worldviews are regarded as compatible with mixed methods research (Creswell & Plano Clark, 2007; Greene, et al., 2001; Teddlie & Tashakkori, 2009).

The researcher argues that mixed methods research which integrates both the qualitative and quantitative approaches, is a way of making sense of the social world from multiple perspectives. Pragmatism and transformative worldviews are said to be the philosophical partners for the mixed methods approach because they focus more on actions, situations and consequences, what works and solutions to the research problem. This means that a researcher can use many approaches for collecting and analysing data rather than using only one approach, for instance, a qualitative or quantitative approach.

Most researchers in literature across a variety of disciplines have argued about the use of paradigms, especially since the introduction of the mixed methods research methodology. There have been controversies on whether it is possible to mix paradigmatic orientations in a single project or study. However, some authors are of the idea that mixing paradigms and methods may provide opportunities for researchers to

reflect more on the ontological, epistemological, methodological and axiological assumptions (Jackson, 2003; Johnson, 2009; McIntyre, 2006; Romm, 1998).

According to Tashakkori and Teddlie (2003) and Creswell and Plano Clark (2007), there are different approaches which can be used to search for an appropriate paradigm which can provide a legitimation for the use of mixed methods compared to the paradigms that have been widely accepted as justifying the use of quantitative and qualitative methods separately. These approaches are classified as (a) paradigmatic stance, which ignores paradigmatic issues altogether; (b) the multiple paradigm approach, which asserts that alternative paradigms are not incompatible and can be used in one research project; (c) and the single paradigm approach, which claims that both quantitative and qualitative research can be accommodated under a single paradigm (Tashakkori & Teddlie, 2003; Creswell & Plano Clark, 2007). According to Johnson, Onwuegbuzie and Turner (2007), mixed-method research designs can become an opportunity for researchers to think explicitly about philosophical questions because they have to consider the different paradigmatic stances associated with the use of alternative methods.

This study was therefore guided by multiple paradigms, whereby pragmatism with a possible link to transformative paradigm is used to construct knowledge about the real-life problems of addressing diverse learning needs of all learners and increasing their full participation in learning. The researcher wants to emphasise more on finding answers to the research questions than on the methods used (Patton, 2002). Because of the purpose of this study, the researcher also feels that it is important to take multiple perspectives for moving towards productive pedagogies in order to address the issues of social inclusion and equity in education. It is therefore necessary to take the opportunity to create a more equitable human relationship between the researcher and participants (the knowers) to pursue that shift towards productive pedagogies for inclusivity in teaching and learning. The idea is to get different strategies that can be used to address diversity in classrooms so that every learner can be provided with the opportunity to participate fully in learning. For that reason, the researcher intends to explore productive pedagogies that can be used for inclusive teaching and learning.

According to Patton (2002), pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions as in post-positivism. This means that the paradigm focuses more on what works well and on solutions to a problem. Johnson (2009) argues that pragmatism focuses on practical solutions to the research questions. Therefore, the researcher focused more on the research problem in order to explore different strategies that can be used to help the teachers to enhance productive pedagogies in order to address diversity in their classrooms. In implementing productive pedagogies, the dominant interest should be on enabling the learner to participate fully and to achieve something in learning.

Romm (2014) affirms that pragmatism in mixed methods research is associated with the idea that researchers can match methods to their specific research purposes and work back and forth between approaches as required by the research context. The researcher thus used both the qualitative and quantitative methods through focus groups, individual interviews, and questionnaires in order to increase the validity and reliability of the findings.

The transformative paradigm on the other hand is defined as the interactive link between the researcher and the participants (Mertens, 2010). On the other hand, Creswell and Plano Clark (2007) describe the transformative paradigm as experiences of individuals who suffer from discrimination or oppression and involves engaging in research that addresses power differentials. The researcher has interacted with the participants, the teachers who are the 'key' to the transformation of schools; who are faced with challenges of accepting all the changes and new responsibilities as well as to expand their roles into paradigm shift. It was envisaged that participants would share their experiences in addressing diversity and barriers to learning in their classrooms, and on what gets in the way of inclusive practices. The following section discusses the research approaches that were used.

4.3 MIXED METHODS RESEARCH APPROACH

In order to construct knowledge about the real-life problems, as well as to find answers to the research questions, a mixed methods approach was used for this study. Greene

(2007) describes mixed methods research approach as multiple ways of seeing and hearing and making sense of the social world. Furthermore, Johnson and Onwuegbuzie (2004:200) describe mixed methods research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”. More or less in the same way, Tashakkori and Creswell (2007) define mixed methods as “a research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (p4). Mixed methods research is an approach whereby the researcher collects both numerical and textual information.

The researcher finds this methodology a relevant vehicle to investigate the how productive pedagogies can be enhanced in inclusive classrooms. The approach helped the researcher to provide more comprehensive evidence for studying the research problem. Qualitative and quantitative methods complement each other when used in combination within the mixed methods research approach. Bryman (2004) asserts that mixed-methods research is referred to as multi-strategy research, which implies that the application of a number of different research strategies related to a complex range of research questions and a complex research design. Furthermore, Creswell, Plano Clark, Gutmann and Hanson (2003) provide reasons for combining qualitative and quantitative methods as allowing the researcher to:

- explain or elaborate on quantitative results with subsequent qualitative data;
- use qualitative data to develop a new measurement instrument or theory to be tested;
- compare quantitative and qualitative data sets to produce well-validated conclusions;
- and
- enhance a study with a supplemental data set, either quantitative or qualitative.

The reason for the use of mixed methods research in this study was to use qualitative data in order to develop an instrument for the quantitative approach. On the other hand, the quantitative method assisted in avoiding being biased because it allowed the researcher to be detached from the participants.

Mixed methods research helped the researcher to expand the breadth and range of the investigation by using different methods for different inquiry components. The researcher was also guided by open-ended and non-directional research questions which are compatible with respect to the transformative-pragmatic paradigm. Onwuegbuzie and Leech (2006) describe compatible mixed methods research questions as open-ended and non-directional in nature, which both seek to discover, explore, or describe particular participants, settings, contexts, locations, events, incidents, activities, experiences, processes, and/or documents. The research design for this study is discussed in detail in the following section.

4.4 RESEARCH DESIGN

Research design refers to the plan of the research project (Mouton, 2001; Punch, 2005). Similarly, McMillan and Schumacher (2010) affirm that research design describe procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. It is important before the research is undertaken to create guidelines that will give order and direction and assist in maintaining focus (Burton & Bartlett, 2005). The research design details all the issues involved in planning and executing the project, from identifying the problem through to reporting and publishing the results (Punch, 2005). This study focuses on a shift from pathological-deficit models towards productive pedagogies in inclusive schools; therefore, a sequential exploratory mixed methods design was applied. A discussion of sequential mixed methods design follows.

4.4.1 Sequential exploratory mixed-method design

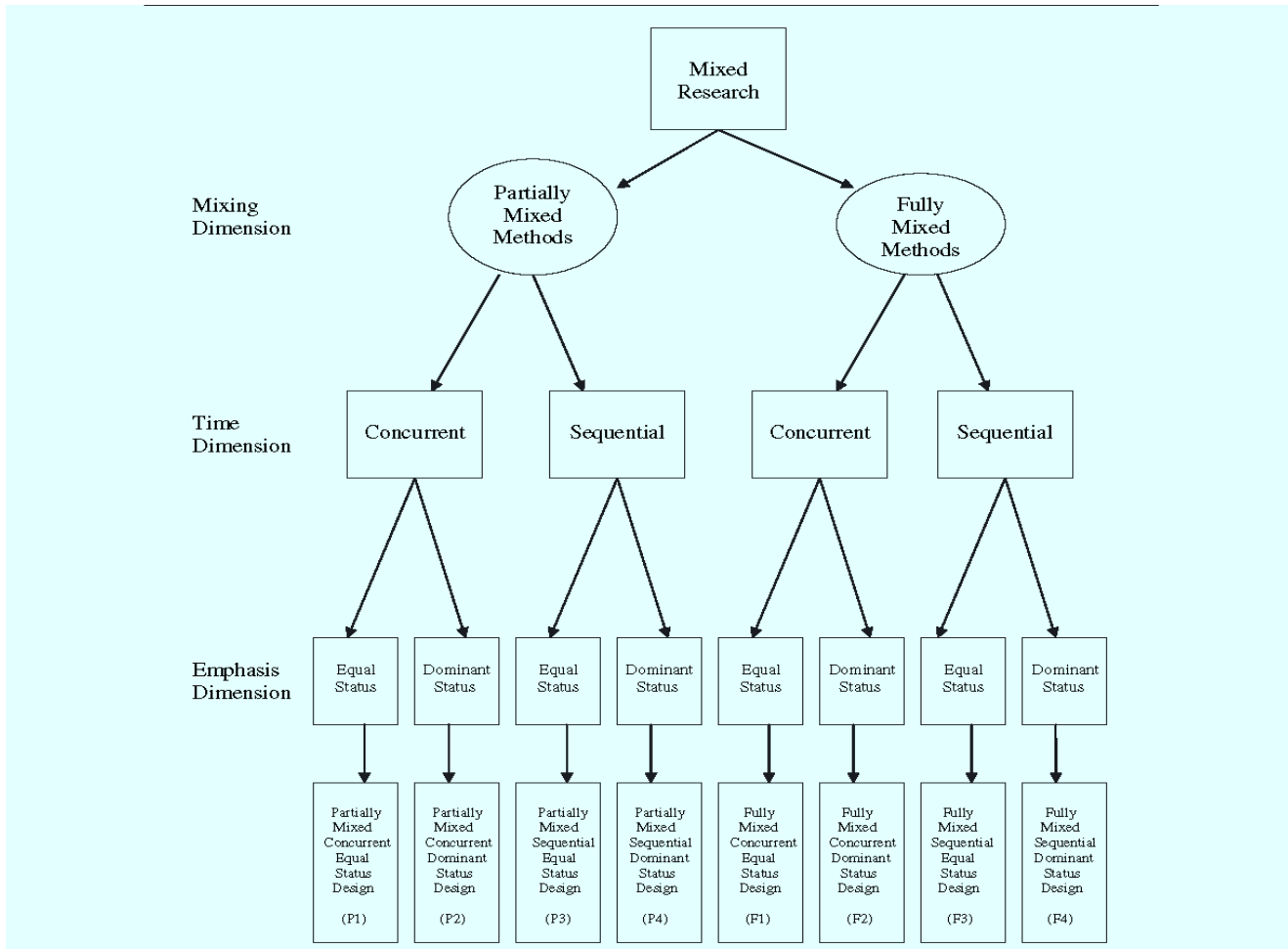
In explaining what a sequential mixed-method design is, it is important to recap what mixed methods research is. It is defined as a procedure for collecting, analysing and mixing both qualitative and quantitative data at some stage of the research process within a single study to understand a research problem more completely (Creswell, 2008). Noting the fact that mixed methods research is relatively confusing to many researchers, there are various mixed methods research designs to choose from. Creswell and Garrett (2008) assert that research design addresses different aspects of the research procedure,

from the philosophical assumptions to data analysis. They further explain that a design might be considered mixed if it employs qualitative and quantitative approaches at any stage, including development of research questions, sampling strategies, data collection approaches, data analysis methods, or conclusions (Creswell & Garrett, 2008; Tashakkori & Creswell, 2007).

Different authors such as Morgan (1998); Onwuegbuzie and Leech (2006); Creswell and Plano Clarke (2007); Teddlie and Tashakkori (2009) outline a typology of mixed methods research designs. Teddlie and Tashakkori (2009) define typologies as classification schemes used to describe various mixed methods designs. They argue that the typologies are important to good practice because they include implicit rules, procedures, and criteria for mixing methods. On the other hand, Onwuegbuzie and Leech (2006) identify a three-dimensional typology of mixed methods designs which are: (a) level of mixing (partially mixed versus fully mixed); (b) time orientation (concurrent versus sequential), and (c) emphasis of approaches (equal status versus dominant status). According to Teddlie and Tashakkori (2003), typologies are needed for the following reasons: (a) they assist in providing the field with a flexible organisational structure; (b) they help to provide more credibility to the field of education in general and the social and behavioural sciences in particular by providing examples of research designs that are markedly different than monomethod designs; (c) they help to advance a common language for the mixed methods field; (d) they provide guidance and direction for researchers to design their mixed methods studies; and (e) they can be used to enhance the instruction of mixed methods research courses.

Teddlie and Tashakkori (2009) list seven criteria of mixed methods design typologies: (a) number of approaches, (b) number of strands, (c) implementation, (d) stages of integration, (e) priority, (f) function, and (g) ideological perspective. However, there are current classifications which address four of the core issues of mixed methods: (a) priority (QUAN or QUAL dominant or equal); (b) implementation (parallel, sequential, conversion, multilevel, or combination); (c) integration; and (d) theoretical perspective (implicit or explicit and related to purpose or research questions) (Creswell, et al., 2003). Figure 4.2 below provides a high-level overview of the typology of mixed methods research designs:

Figure 4.2: A typology of mixed methods research design



Source: (Extracted from Onwuegbuzie & Leech, 2006: 269)

This study adopts a fully mixed sequential dominant status (F4) design, i.e. a sequential exploratory mixed methods design that involves conducting a study that mixes qualitative and quantitative research. In this design, the qualitative and quantitative phases occur sequentially at one or more stages or across the stages. For the purpose of this study, the qualitative phase was given more weight and used to generate specific theoretical constructs. The quantitative phase emerged from the qualitative data to tests ideas generated from the qualitative phase meaning that the QUAL→ Quan strand was used. The sequential exploratory mixed methods design also assisted the researcher to obtain

the descriptive and exploratory data (Creswell, 2003). The following diagram represents how data was collected.

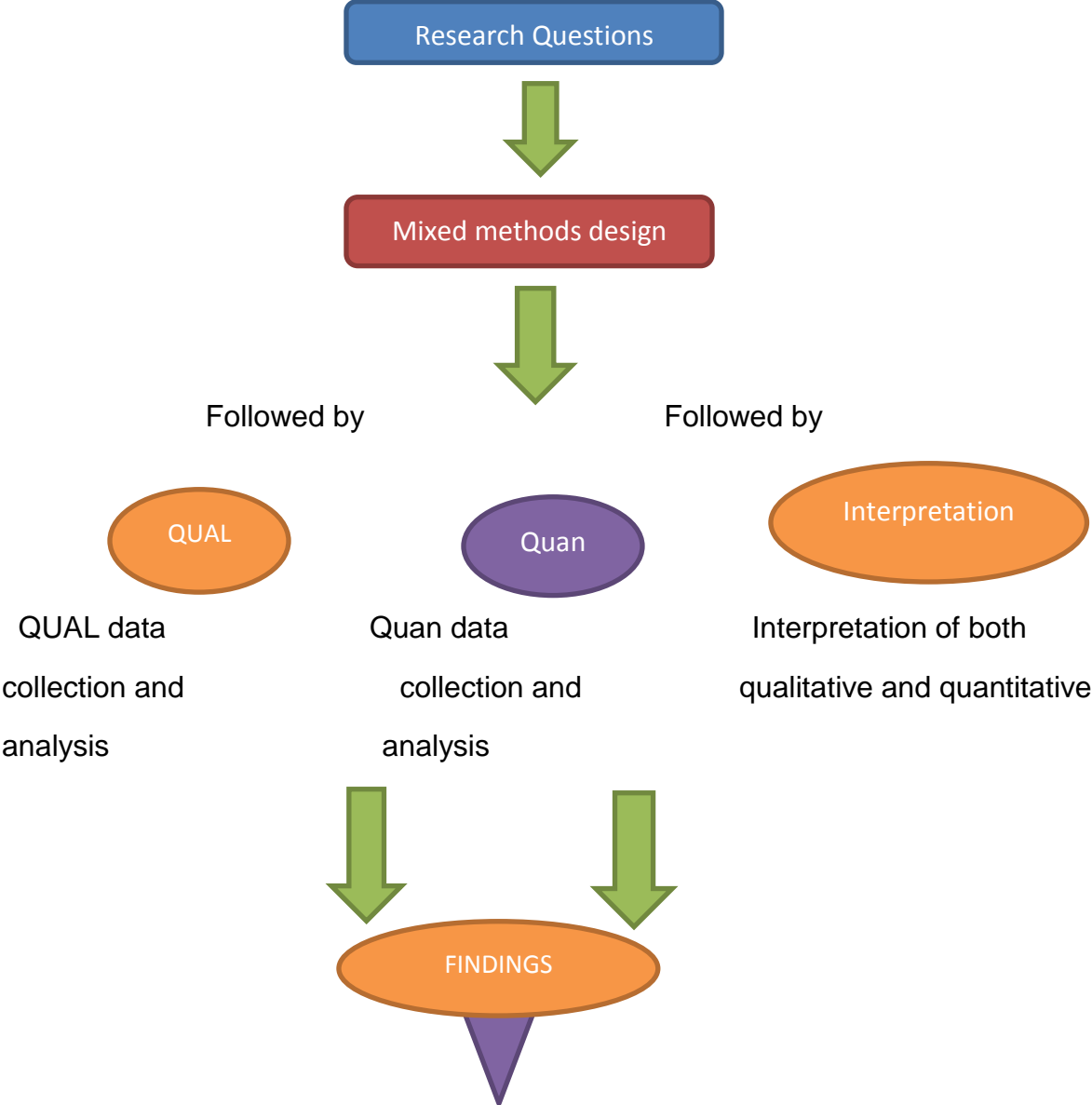


Figure 4.3: Sequential exploratory mixed methods design

The data generated in the first phase were used in the planning of the second phase, with the qualitative phases carrying the most weight in the study. Following the sequential

mixed methods design, population and sampling of participants for mixed methods research is discussed.

4.5 POPULATION AND SAMPLING

A sample, according to Strydom (in De Vos, Strydom, Fouché, & Delpont, 2005:201), comprises elements of the population considered for actual inclusion in the study, or it can be a subset of measurements drawn from a population in which the researcher is interested.

On the other hand, Tashakkori and Teddlie (2003) define mixed methods sampling as a phase of a study that includes three stages: the conceptualisation stage, the experiential stage, and the inferential stage. Using mixed methods, the researcher aims to generate a sample that is representative and that also provides meaningful information (Graff, 2012). It is further noted that decisions about sampling in mixed methods are usually made before the study.

According to Tashakkori and Teddlie (2003), mixed methods sampling requires an understanding and acknowledgement of the sampling strategies that are in a QUAL→Quan study. The QUAL research uses a purposive sampling technique whereas the Quan research most often uses the probability sampling (Tashakkori & Teddlie, 2003). Teddlie and Tashakkori (2009) discuss strategies for sampling and mixed methods design from a perspective of probability and purposive sampling. Their provisional typology of mixed methods sampling is: (a) basic; (b) sequential; (c) parallel; (d) multilevel; (e) multiple mixed methods sampling.

Basic mixed methods sampling is explained as a technique using stratified purposive sampling which involves identifying subgroups in a population and selecting participants from each subgroup in a purposive manner (Graff, 2014). Teddlie and Tashakkori (2009), on the other hand, state that in sequential mixed methods sampling, selection of participants is used by probability and purposive sampling. Because this study used a QUAL→Quan strand, the researcher used sequential mixed methods sampling for

choosing the participants. This means that purposive sampling was used to select participants in all the six schools. Maximum variation sampling was used to get more information on a wide range of perspectives relating to enhancing productive pedagogies and increasing full participation of all learners in inclusive schools. The SBSTs were selected to participate in the focus group interviews because they were established by the EWP6 (DoE, 2001) to coordinate institutional support, identify institutional needs and develop strategies to address barriers to learning as well as to monitor the availability of resources at school level (DoE, 2001). In addition, the school principals participated in the individual interviews during the first phase because they are the ex-officials and managers at their respective schools.

Probability sampling followed, which is primarily used in quantitative approach. A relatively large number of participants from a population or from a specific subgroup of a population are selected in a random manner (Tashakkori & Teddlie, 2003). For the sake of this study, all the teachers at the selected six schools were selected. Probability samples aim to achieve representativeness, which is the degree to which the sample accurately represents the entire population.

The researcher used the multilevel mixed methods sampling for the sake of choosing schools. Because the study is more interested in answering questions related to enhancement of productive pedagogies and the implementation of inclusive practices, three types of schools were selected.

According to the implementation strategy of inclusive education, the EWP6 (DoE, 2001) established three types of schools to address diversity according to the intensity level and to accommodate all learners with different barriers to learning. These schools are mainstream schools, which cater for mild to moderate barriers to learning; full-service schools, which cater for mild to high level of support needs and are also resource centres for neighbouring mainstream schools; and special schools which are resource centres for both full-service and mainstream schools.

The multilevel mixed methods sampling involves five levels: (a) sampling state school system; (b) sampling school districts; (c) sampling schools within districts; (d) sampling

teachers or classrooms within schools; (e) and sampling students within classrooms (Teddlie & Yu, 2008). The researcher used two levels, which are sampling schools within districts and sampling teachers within schools, therefore purposive sampling was used to identify particular district which received funding and other resources for piloting the implementation of inclusive schools. Two schools from each of the three types were purposefully selected meaning that participants came from two mainstream, two full-service and two special schools because inclusive practices vary from school to school. Since mixed methods sampling includes both purposive and probability sampling, the sample selected addressed the research questions and assisted in gathering rich data. The researcher used the following characteristics to select the participants:

- North West Province schools because it was one of the four provinces that were funded for the expansion of inclusive education programmes, and two to three teachers from each school had attended workshops. Therefore, the selected schools were from the province.
- The researcher then narrowed the research to one district in the province, namely the Bojanala district. This is a district where most teachers attended the workshops. The DBST members are said to be actively involved and are the provincial coordinators in terms of inclusive education.
- Some teachers from the full-service and special schools were funded by DANIDA during the pilot project on Resource and Training Programme for Educator Development: Building an Inclusive Education System, to further their studies in inclusive education in collaboration with Wits University, University of North West and the Catholic Institute of Education.
- One full-service school, which was the first school to be selected as a full-service school to pilot the implementation of inclusive education was selected because the researcher took it for granted that the teachers at the school were already used to the inclusive practices and knew the gaps or challenges.
- One special school which was selected was the first to be converted into a special school as Resource Centre in the Bojanala district.

- Two mainstream schools which served as the improving schools in implementing inclusive education were also part of the sample.

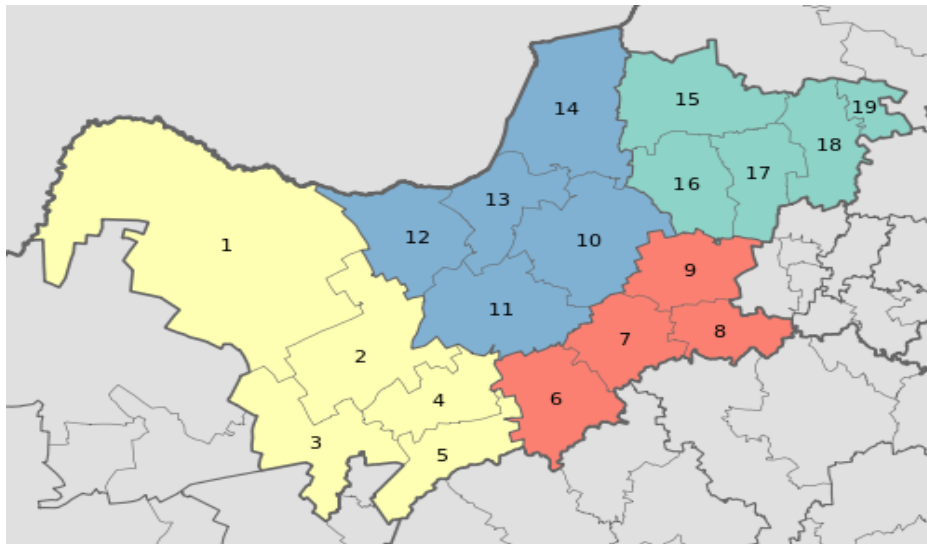


Figure 4.4: Map of North West Province.

The North West Province is divided into four districts. In the above map, the districts are shaded with various colours as shown below:

1- 5	Dr Ruth Segomotsi Mompati District
6- 9	Dr Kenneth Kaunda District
10-14	Ngaka Modiri Molema District
15-19	Bojanala district

Data collection is discussed below to indicate all the methods and strategies which were used.

4.6 DATA COLLECTION

Data collection steps involve setting the boundaries for the study, collecting information through unstructured, semi-structured and open-ended interviews and observations, as well as establishing the protocol for recording information (Creswell, 2001). It is a vehicle through which the researcher collects information to answer the research questions (Henning, et al., 2011). The strategies for collecting data in the mixed methods research

are guided by research design and sampling, they are used by both quantitative and qualitative researchers. They include observations, focus groups, interviews, document analysis, questionnaires and tests (Johnson & Turner, 2003). The strategies that were used in this study included focus groups, semi-structured interviews, document analysis and questionnaires. All the strategies are discussed below.

4.6.1 Phase 1: Qualitative Data Collection

The study involved the use of qualitative techniques (focus groups and individual interviews) to obtain information about the participants' (SBSTs and principals) experiences on increasing learners' participation in learning as well as the barriers they experience in implementing inclusive practices. The theory generated from the qualitative component was used to develop an instrument (questionnaire) (Appendix J) which was sent out to a larger group of participants.

4.6.1.1 Focus group interviews

Focus group interviews were used to interview the SBST at six schools: two mainstream schools, two full-service schools and two special schools. De Vos, Strydom, Fouché, and Delport (2011) describes a focus group interview as a means of better understanding how people feel or think about an issue, product or service. Focus groups create a process of sharing and comparing ideas among the participants.

The researcher used focus group interviews as they allow open conversation between the interviewer and the interviewees, with the opportunity to clarify questions and answers in order to ensure accurate responses. The focus group interviews were recorded with permission on a voice recorder and were immediately transcribed. Each participant was given the opportunity to comment, ask questions and respond to comments by others, helping the researcher to gain a better understanding of the phenomenon. Six focus groups consisting of SBST members were conducted. The number of participants differed as per each school's SBST members.

The focus groups included open-ended questions to elicit narrative data, and a few questions that prompt numeric data. The questions intended to solicit information on the

enhancement of productive pedagogies for inclusive schools; addressing diverse learning needs in the classrooms and involvement of learners' participation in learning.

4.6.1.2 Individual Interviews

Interviews refer to one-to-one and face-to-face interactions in either an in-depth, semi-structured format (Botma, et al., 2010). Furthermore, McMillan and Schumacher (2006) assert that interviews are open-response questions to elicit participants' meanings and how they make sense of important events in their lives. Denzin and Lincoln (2000) describe semi-structured interviews as questions which provide the researcher with the opportunity to ask individually tailored questions and do not limit the field of enquiry. Semi-structured interviews begin with a predetermined set of questions but allow some latitude in the breadth of relevance.

The researcher used in-depth semi-structured interviews as an attempt to understand the teachers' understanding on inclusive education and addressing diverse learning needs in their classrooms to uncover their lived world prior to scientific explanations (Botma et al, 2010). Semi-structured interviews were also used to gain a detailed picture of the teachers' beliefs about or their perceptions on the barriers they experience in implementing inclusive practices. The interviews were recorded on a voice recorder and transcribed immediately.

In this study, the researcher used individual interviews not only for the description of the participants' experiences, but also for reflection on the description, which means that the interviews sought for solutions to the barriers that the teachers experienced as well as inclusive practices that can be used to involve every learner in teaching and learning. The researcher asked questions pertaining to the barriers that the schools experience in implementing inclusive practices, teachers' developmental needs and the strategies used for developing teacher at the schools.

It was anticipated that six principals from the six schools would be interviewed individually. This would help the researcher to acquire quality data from expert participants whom we

assume are the ones who support teachers in addressing diversity of learning needs and to guide them on inclusive practices that can be used for teaching and learning. Unfortunately, only five principals participated and the other one withdrew from the study. The interview questions included open-ended questions to elicit narrative data as well as questions which elicited numeric data.

4.6.1.3 Document(s) analysis

Document analysis entails scrutinising of relevant documents, which can be valuable sources of information (Henning, et al., 2011). Sources are generally classified into primary and secondary, the former being the original written material of the author's own experiences and observation, the latter derived from somewhere other than the original source (Bailey, 1995; Mouton, 2001; Neuman, 2011). For McMillan and Schumacher (2010), primary source and secondary documents are records of past events that are written or printed, whether anecdotal notes, diaries, letters, maps, journals, newspapers or office minutes. On the other hand, Creswell (2003) makes an important distinction between private and public documents. Ritchie and Lewis (2003) distinguish between primary documents such as government publications (policies and guidelines), minutes of meetings, personal documents such as personal growth plans, school improvement plans, learners' profiles and individual education plans for those learners who experience barriers to learning.

Given the objective of this study, the researcher used the primary sources such as the policies, guidelines, official departmental documents, procedural and personal documents and learners' portfolios to collect data in order to understand how teachers interpret policies, departmental circulars and implement the guidelines provided. This was not looked on how teachers interpret the information, but mostly on how the information was written and delivered to teachers. The following were considered in order to record all the information:

- Are the documents user-friendly for every reader to understand;
- Are the terminologies well explained for the readers to understand;
- Are there practical examples included;

- The sense of urgency in responding to the documentations;
- Duration of workshops/ training;
- The relevance of the contents;
- Implementation;
- Personal growth plan for development;
- The language of instruction.

4.6.1.4 Pilot study

A pilot study was done to first test the research procedures, identify possible problems in the data collection protocols and set the stage for the actual study (Teddlie & Tashakkori, 2009). It has been explained under the research design (4.4.1), the study was done in two phases, the first phase of which included the qualitative approach. A pilot study was therefore first conducted at one of the six schools. Both focus groups and individual interviews were conducted during the pilot study. The reason for doing the pilot study was to determine whether the relevant data could be obtained from the participants who are working at schools which address different types of barriers to learning and levels of participation in teaching and learning.

The pilot study also helped the researcher to design research questions which would yield quality data during the actual data collection process. The research procedures and possible problems in the data collection protocols were tested and amended for the actual study. The pilot study questions were as follows:

- How do you address diverse learning needs in your classroom?
- What are the teachers' attitudes towards the inclusion of learners with disabilities in the mainstream/ full-service school?
- How do you increase learners' full participation in learning?
- What barriers do you experience in implementing inclusive practices at your school?
- How do you address the barriers you experience?

After the pilot study, the research questions were amended as follows:

- Tell me how you feel about teaching all learners with diverse learning needs in one classroom?
- What are the challenges that you experience as teachers in addressing diverse learning needs?
- How do you involve all learners in your lessons?
- What can be done to improve the full participation of all learners during teaching and learning?
- What strategies could be used to enhance the implementation of inclusive practices at your school?
- Where do you think you need to be developed for you to be able to address diversity in your classroom?
- Which pedagogies are currently implemented in special/ full-service/ mainstream schools to include all the learners with diverse learning needs?

4.6.2 Phase 2: Quantitative data collection

The second phase of the study was an instrument developed from the first phase of qualitative data. The quantitative component of this study (Phase 2), aimed to respond to the research questions by using an instrument, namely a questionnaire with closed questions based on a Likert scale and few open questions (Maree & Pietersen, 2010). The items included in the questionnaire were more specific and focused on the areas of development for teachers to be able to address diverse learning needs as well as how the areas can be developed. The questionnaire also included items which addressed productive pedagogies for inclusive schools.

4.6.2.1 Questionnaire

A questionnaire is one of the most common instruments used to collect quantitative data. According to Babbie (2007:246), a questionnaire is defined “a document containing questions and other types of items designed to solicit information appropriate for analysis”. The researcher used a questionnaire which emerged from the qualitative data analysis in order to get accurate, reliable and valid data (Neuman, 2011). Some examples of existing questionnaires were consulted for technical formatting during the design

process (Maitland, 2010; Maponya, 2015). However, the contents and layout of this study's questionnaire were primarily designed by both the researcher and a specialist statistician. The questionnaire was carefully designed so that it would yield sufficient data. After designing the questionnaire, it was sent to four experts in the field of inclusive education to be scrutinised and reviewed. Constructive comments and recommendations were provided and the researcher followed them in finalising the questionnaire. The questions were written in such a way that they were clear, unambiguous, jargon-free and contained only one thought each (De Vos, et al., 2011). The following were considered when the final questionnaire was reviewed:

4.6.2.1.1 The instructions

The instructions were simple, clear and concise for the participants to have a better understanding on what is required.

4.6.2.1.2 Types of questions

The questionnaire consisted mainly of closed questions and a few open-ended questions. The Likert scale was used for the close-ended questions that did not allow the participants to express their independent opinions, but to respond to pre-established and predetermined categories (Bell, 2005; Ivankova, Creswell & Plano Clark, in Creswell Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and van der Westhuizen, 2010; Delpont, 2002). The open-ended questions, on the other hand, required the participants' narrative responses. Some space was provided for open-ended questions where the participants could write a word, phrase or a comment (Maree & Pietersen, in Creswell, Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and van der Westhuizen, 2010).

4.6.2.1.3 Question sequence

The questions were sequenced thematically to ensure logic on the questionnaire. The questionnaire was accompanied by a covering letter which explained the purpose of the study, request for participation and ethical statements which explained to participants their right to either agree or refuse to participate and also assured their confidentiality and

anonymity. The questionnaire started with easy to answer and non-threatening questions. The questionnaire was sequenced as follow:

- a) Section A: biographical information (closed questions)
- b) Section B: Knowledge and skills in inclusive practices (closed questions)
- c) Section C: Perceptions on implementing inclusive education (closed questions)
- d) Section D: Enhancing productive pedagogies (closed questions)
- e) Section E: CPTD (closed questions)
- f) Section F: Addressing diverse learning needs (open questions)

4.6.2.1.4 Length and layout of the questionnaire

It has been acknowledged that a shorter questionnaire is more advantageous in terms of increasing the response rate (Delpont, 2002; De Vos, et al., 2011). However, a longer and more comprehensive questionnaire was designed to ensure that it incorporated all of the required questions to avoid insufficient representation of concepts and data gathering (De Vos, et al., 2011).

4.6.2.2 Distribution of the questionnaires

The researcher personally allocated two weeks for the process of delivering and collection of the questionnaires by hand so that the participants could complete them in their own time. Appointments were first made with the principals to inform them that the questionnaires would be delivered on specific dates. The researcher also obtained information on the number of teachers per school and they were then handed to the schools' principals to distribute to and collect from all teachers within the schools. Thirty-two questionnaires were distributed to the first school, twenty-four questionnaires were distributed to the second school, twenty-one were distributed to the third school, thirty were distributed to the fourth school, and twenty were distributed to the fifth and sixth schools each.

Messages were sent via cell phone to the principals at the start of the second week to remind them about the collection in order to curb a low response rate. However, there are limitations of hand-delivered questionnaires such as participants misplacing the questionnaires (De Vos, et al., 2011). The response rate of the questionnaires was also limited because there were two schools which did not complete the questionnaires at all and one school which returned only six of them. The total number of completed questionnaires was sixty-three.

4.6.2.3 Pilot testing the questionnaire

A pilot study of the questionnaires was conducted at one of the six schools to test the instrument and to ensure that the questions were unambiguous and would not lead to biased responses (Neuman, 2006; De Vos, et al., 2011). The participants in the pilot test were asked to complete the questionnaire and provide feedback with regard to the instructions and clarity of the questions. The pilot test was also conducted to improve the content validity and to estimate how long it took to complete the questionnaire (De Vos, et al, 2011). Furthermore, the testing was conducted to give a preliminary indication of the responses that would be generated. The feedback from the participants to the pilot testing was used to modify and review the final version of the questionnaire which was presented to the full sample. The following section is a discussion of mixed methods data analysis.

4.7 DATA ANALYSIS

According to Dörnyei (2007), mixed methods study involves the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. Dörnyei (2007) further explains that the most common perception of mixed methods research is that it is a modular process in which qualitative and quantitative components are carried out either concurrently or sequentially. Mixed methods data analysis requires knowledge of strategies to analyse both the qualitative and quantitative data. The qualitative and quantitative data analysis are combined, connected or integrated in research studies (Graff, 2014). In this study, data was collected in three phases. Therefore, the data from

both the qualitative and quantitative approaches informed each other and were integrated.

Creswell and Plano Clark (2007), Greene (2007), Onwuegbuzie and Teddlie (2003) and Teddlie and Tashakkori (2009) identify parallel, sequential, conversion and multilevel mixed methods data analysis. The researcher used the sequential mixed data analysis where data was analysed in the QUAL→Quan phases.

Qualitative data was collected using the focus groups and individual interviews which were recorded using a voice recorder. Thematic analysis was used to develop the categories and themes with reference to the research questions and the central phenomenon of the study. The researcher listened to the recordings several times before the interviews could be transcribed verbatim. After transcribing, the data were read several times in order to understand and make sense of them. Data were identified according to units of meanings, grouped, labelled and organised in order to categorise and code them. The coded data were then assigned to themes and specific statements from participants that supported the themes, which were used to develop the quantitative questionnaires.

The quantitative questionnaires were used to build on the results and also to test ideas generated from the first qualitative phase. The quantitative questionnaires were distributed to all the teachers at the six schools. The completed questionnaires were studied and edited to verify if all questions were answered accurately and instructions were followed (Cohen, Manion & Morrison, 2007). The questionnaires were sent to an expert statistician who captured the data on an EXCEL spreadsheet. The data were then analysed using the SPSS (Version 22) software programme. The researcher was guided by Creswell and Plano Clark's (2011) side-by-side comparison as follow:

- Collect qualitative data through focus groups and individual interviews;
- Analyse the qualitative data;
- Use the thematic analysis data to design quantitative component;
- Collect quantitative data using questionnaires;
- Analyse the questionnaires;

- Use both the qualitative and quantitative data;
- Validate both the qualitative and quantitative data;
- Link the results from all the phases: how do quantitative results extend qualitative findings.

The approach that was used for data collection was instrument development where themes were obtained from the first phase of the qualitative data. Specific statements and views from the participants were used to develop items for the questionnaires. The above guidelines assisted the researcher by advocating for a change towards productive pedagogies and to develop strategies and programmes to enhance productive pedagogies in inclusive schools. Validity and reliability of mixed methods data are discussed below.

4.8 VALIDITY AND RELIABILITY OF GENERATED DATA

It has been explained that the study employed mixed methods research approach, Creswell and Plano Clark (2007) and Creswell (2009) reason that mixed methods research improves the validity of theoretical propositions and allows a researcher to obtain a more complete picture of the phenomenon under study, than is possible with a narrower methodological approach. Furthermore, Onwuegbuzie and Johnson (2006) explain that validity means a research study, its parts, the conclusions drawn, and the applications based on it can be of high or low quality. Creswell and Plano Clark (2007) argue that the difference in what presents quality in the Qual and Quan data might present challenges to mixed methods researchers because data quality in Quan research is based on validity whereas data quality in Qual research is based on credibility and dependability. The validity of data ensures whether the data presents the constructs they were supposed to capture and data reliability ensures whether the data consistently and accurately represent the constructs under examination (Teddlie & Tashakkori, 2009).

Validity and reliability of data is discussed in terms of its trustworthiness and credibility (Creswell, 2009; Teddlie & Tashakkori, 2009). According to Lincoln and Guba (2000), trustworthiness of data refers to findings that are worth paying attention to and is divided into credibility, dependability, transferability and confirmability. Teddlie and Tashakkori

(2009) argue that it is always advisable for mixed methods researchers to verify the Qual phase of their study by asking two questions such as:

- “Am I truly measuring/ recording/ capturing what I intend to, rather than something else?” (Teddlie & Tashakkori, 2009: 209).

The question above focuses on measurement validity or credibility. The second question below focuses on measurement reliability or dependability as reads as follows:

- “Assuming that I am measuring/ capturing what I intend to, is my measurement/ recording consistent and accurate (that is, yields little errors)”? (Teddlie & Tashakkori, 2009: 209).

According to Graff (2014), validity and reliability can be determined in the Quan phase of a mixed methods research. Furthermore, Graff (2014) mentions that measurement validity can be accomplished by evaluating content, convergent, concurrent, predictive and discriminant validity; and determining the reliability can be accomplished by using techniques such as test retest, reliability, split half reliability, parallel forms reliability and interrater reliability.

Teddlie and Tashakkori (2003) and Tashakkori and Teddlie (2008) recommend a framework on assessing validity in mixed methods research and suggest that inference quality and inference transferability as umbrella terms to be used. However, Onwuegbuzie and Johnson (2006) contend that a legitimation framework should be used to assess validity in mixed methods research. The two frameworks vary in the sense that the former one presents validation as an outcome only and inference quality as a process that requires methodological rigor and consistency during the procedure from which the inferences emerge, whereas the latter framework stresses that researcher’s need to pay attention to the internal and external validity and credibility threads, and it encompasses both method-specific and the integrative perspectives (Ihantola & Kihn, 2011).

The researcher was guided by the following criteria which are recommended by Nagy Hesse-Biber (2010) to validate the reliability and credibility of the findings:

4.8.1 Validity as a Quality of Craftsmanship

Validity implies that the researcher wants to check whether the research project has a degree of credibility which can be confirmed by the researcher's action throughout the research process (Nagy Hesse-Biber, 2010). In order to validate this, the researcher did member checking with the participants to verify that the data accurately reflected the interviews. According to Creswell (2003), member checking is a method of determining the truthfulness and correctness of the data. The transcripts were read several times to verify if all the information had been captured while categorising and coding it into themes. The researcher's reflexivity about how his or her own point of view might have compromised the findings was also checked (Nagy Hesse-Biber, 2010).

4.8.2 Communicative Validity

Kvale (2007) asserts that, during communicative validity, participants who might be thought of as experts regarding the particular research problem get together to evaluate, debate, and dialogue about the claims or findings of the research, moving toward the idea of shared consensus on its meaning. The researcher assumed that experts on inclusive practices and addressing diversity of learning needs who participated in the interviews might be the SBST and principals.

The participants were given opportunity to share their own experiences and ideas on addressing diverse learning needs. The researcher also acknowledged that there might be some disagreement during the interviews. Thus, interactive communication was encouraged to assist in listening to and sharing these ideas to resolve the disagreements (Kvale, 2007).

The other criterion that was used for validity was prolonged engagement in the field. Because this study used the sequential exploratory approach, data was collected in two phases of QUAL→Quan. The researcher was in the field for a long period to collect credible data. The researcher spent four weeks during the first phase in the Bojanala district to conduct the focus groups and individual interviews. The qualitative data were analysed and member checking was done to verify the findings with the participants. Another two weeks was spent distributing and collecting the questionnaires. During the

last phase, the researcher spent two further weeks validating the data from the questionnaires. Ethical considerations are discussed in the next section.

4.9 ETHICAL CONSIDERATIONS

Ethics are generally beliefs of what is morally right or wrong. McMillan and Schumacher (2010) assert that a researcher is ethically responsible for protecting the rights and welfare of the participants in the study. Permission to embark on the research was requested from the DoE in the North West Province, at the district office and the school principals. In ensuring ethical research, the researcher adhered to the principles both the qualitative and quantitative research which is related to:

- Obtaining ethical clearance from the Ethics Committee at the College of Education, UNISA;
- Obtain permission from the North West DoE, Bojanala district office and schools;
- Protecting anonymity of participants;
- Not disrupting sites;
- Avoiding deceptive practices.
- Respecting vulnerable participants;
- Being aware of potential power issues in data collection;
- Respecting indigenous cultures; and
- Not disclosing sensitive information.

The researcher ensured that the participants were well-informed about the purpose of the study. Furthermore, they were assured that the audio-tapes of the interviews would be locked away until transcriptions were completed, after which they would be destroyed. All the necessary documents are attached as appendices to show how the ethical requirements were met.

4.10 CHAPTER SUMMARY

The chapter gave a detailed discussion of mixed methods research including all the mixed methods design, sample, data collection strategies, data analysis and the validity and reliability of the data. Mixed methods research is defined as a procedure for collecting,

analysing and mixing both the qualitative and quantitative data within a single study. The discussion clearly indicates that when used in combination, they complement each other and allow for a sequential, mixed methods design and analysis. The reason for the researcher using the mixed methods approach was to use the results from each method to complement each other. This helped the researcher to expand the breadth and range of the investigation.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

Having discussed the research methodology and design in detail in Chapter 4, this study employed mixed methods analysis which involves the use of both qualitative and quantitative analytical techniques. It is based on pragmatism as its mixed methods research paradigm, such that it meets the purpose of development, which means that data were collected sequentially, where the qualitative data analysis was used to develop an instrument which was used during the second quantitative phase. This chapter therefore presents and discusses the findings of the data collection phase.

Thematic analysis of six focus groups and five individual interviews is presented in this chapter. Six focus groups of SBSTs and five principals were interviewed and engaged in discussions. The qualitative data obtained from the focus groups and individual interviews were analysed by a systematic process of arranging the interview transcripts by organising the data into codes, categories or themes, and identifying patterns among the categories or themes in order to provide clarification of the phenomenon being studied (Creswell, 2010 {in Creswell et al, 2010}; De Vos, et al., 2011; Marshall & Rossman, 2010; McMillan & Schumacher 2011; Nieuwenhuis, 2010 {in Creswell et al, 2010}). Ten themes emerged from the data. Although all the six schools presented common concerns, each had its own unique context and character depending on their type. Some of what was said during the interviews is presented verbatim so that the voice of the participants can be heard (De Vos, et al., 2011), leading to an in-depth understanding of how diverse learning needs are addressed and how learners are fully involved during teaching and learning.

5.2 MIXED METHODS DATA ANALYSIS

Using the exploratory sequential mixed methods design, the study is titled “A shift from pathological-deficit model towards productive pedagogies in inclusive schools”, and the purpose is to explore how productive pedagogies can be enhanced. The first phase of

the study involved qualitative data collection in which focus groups interviews were conducted with the SBSTs from six schools. There were 20 participants. Semi-structured individual interviews with five principals from five schools and document analysis were conducted. The intention was to conduct individual interviews with all the principals from the six schools, but unfortunately one principal decided not to participate. The researcher respected the principal's decision because ethical considerations also indicate that it is not an obligation to participate in the study and that a participant is free to decline participation at any stage of the research process.

The researcher used the data from this qualitative phase to identify essential themes about enhancing productive pedagogies in order to address diverse learning needs and increase full participation of learners during teaching and learning. The ten themes from the qualitative data were used to form Likert-type items and scales including their demographic information and perceptions on inclusive education for the questionnaire (Ivankova, Creswell & Plano Clark, 2010). Thus, the second phase of the study consisted of developing and testing an instrument based on the researcher's qualitative data. Sixty-three teachers completed the questionnaire and the results were used to assess the teachers' ideas on productive pedagogies to address diverse learning needs and involve all learners in their classrooms as well as the variations that existed among the teachers. A significant element of this study is that the reader learns about the detailed process of designing and developing an instrument based on initial qualitative data (Creswell, et al., 2010)

The quantitative data analysis helped to explain initial qualitative findings. The quantitative instrument was first piloted at one school to test if it is workable and was revised. The revised instrument was distributed to the five schools, but only four schools completed the questionnaires. Two other schools seemed to be hesitant about completing the questionnaires. According to the researcher's observation, School E staff members were not very interested in participating in the study, but those who participated, did so voluntarily and also indicated that maybe they would also gain a lot because they had problems in addressing barriers to learning or in implementing inclusive education as the SBST at their school.

5.3 DESCRIPTION OF SCHOOLS

The researcher has named the six schools as Schools A, B, C, D, E and F as described in Table 5.1 below.

Table 5.1: Description of schools

School	Type	District	Area Office
School A	Special school as Resource Centre	Bojanala district	Madibeng Area Office
School B	Full-service School	Bojanala district	Madibeng Area Office
School C	Mainstream School	Bojanala district	Rustenburg Area Office
School D	Full-service School	Bojanala district	Rustenburg Area Office
School E	Mainstream School	Bojanala district	Letlhabile Area Office
School F	Special School	Bojanala district	Rustenburg Area Office

5.3.1 School A

School A is situated in the Madibeng Area Office which falls under the Bojanala district. It is situated in a suburb. It is a special school for learners with physical disabilities, but also accommodates learners with specific learning difficulties. The school is well resourced with therapists, an educational psychologist, school nurse, assistant teachers and it also has hostels for learners who are not residing in the nearby areas. It has been converted into a resource centre with a functional SBST and provides support services to all neighbouring schools. The school buildings are accessible to all learners with physical disabilities; there are ramps everywhere. All the classrooms are on the ground floor for learners to have access to them. All the classrooms and laboratories are arranged properly to allow free movement for learners who are using wheelchairs and all resources are placed where every learner can access them. The school grounds are also spacious and accessible to learners who are using wheelchairs. The school has identified different barriers to learning with physical disability being the main one, followed by specific learning difficulties such as ADHD, dyslexia, dyscalculia. Only a few learners have behavioural problems. There are also some learners who have neurological problems such as epilepsy and cerebral palsy. The languages for learning and teaching are Afrikaans and English in all the phases.

The SBST consists of five teaching staff members; three therapists comprising of the occupational, speech, and physiotherapist, an educational psychologist and a school nurse. However, during the interviews, the researcher could only meet with three members, two women and one man. The man was the deputy principal of the school, one woman was a therapist who was also part of the team and the other participant was a foundation phase teacher. The other SBST members were attending an evaluation meeting with the parents who had applied for their children's admission for the first time. All the SBST members, including the therapists, were permanently employed. The principal who participated in the individual interview is a female teacher.

5.3.2 School B

School B falls under Madibeng Area Office in the Bojanala district. It is surrounded by mining and industrial sites. It is surrounded by an informal settlement and there is also a village with RDP houses. It is a full-service school which accommodates learners with mild to moderate barriers to learning. Most of the barriers that have been identified at the school include specific and general learning difficulties, socio-economic barriers, behavioural problems and some with neurological problems such as epilepsy and cerebral palsy. It is well resourced in terms of the infrastructure because all the buildings have been revamped with ramps to make them accessible to learners who are using wheelchairs. It also has a functional SBST. There is a remedial teacher at the school who has her own centre to assist learners who experience barriers to learning. The remedial teacher also guides other teachers on different strategies or activities that they can use to support the learners in their classrooms. The languages for learning and teaching are Afrikaans and English in all the phases.

The SBST consists of six staff members, two males and four female teachers. The researcher could only meet with five members during the focus groups interview. The members who attended the interviews were the foundation phase HOD who was a woman, remedial teacher who was a woman, two foundation phase female teachers and one intermediate phase male teacher. All of them were permanently employed. The principal is a female teacher.

5.3.3 School C

School C is situated in Rustenburg Area Office in Bojanala district. It is located in a township. Learners who are registered at the school come from different areas; there are some learners who use transport to travel to the school. The school has been identified as a full-service school, but currently functions as a mainstream school. At the time of the study, it was still under refurbishment construction. It accommodates all learners including those with mild to moderate barriers to learning. The school is not well resourced, it does not have a learner support teacher, the SBST has been established but is not yet functional. The barriers that have been identified during the screening and identification process include general learning difficulties, behavioural problems and problems caused by learners' socio-economic background. The languages for learning and teaching are Setswana in the foundation phase and English in the intermediate phase.

The SBST consisted of five teachers, but during the interview, the researcher could only meet with four members. These were one foundation phase female head of department (HOD), one foundation phase female teacher, one intermediate phase female HOD and one intermediate female teacher. The principal who attended the individual interviews is a male teacher

5.3.4 School D

School D is situated in Rustenburg Area Office, also in the Bojanala district. The school is located amongst villages which are surrounded by mining sites. It is a full-service school which accommodates all learners including those with mild to moderate barriers to learning. The barriers that have been identified are language, specific and general learning difficulties, mild intellectual disabilities, behavioural problems, epilepsy, and problems caused by learners' socio-economic background. The school is not yet well resourced in terms of assistive devices; it has not been allocated a learner support teacher but there is a remedial centre, and there is an SBST which is not yet functional. However, it is well resourced in terms of the infrastructure because all the buildings are revamped with ramps to make them accessible to learners who are using wheelchairs.

The languages for learning and teaching are Setswana and Xhosa in the foundation phase and English in the intermediate phase.

During the interviews at school D, the researcher could only meet with two SBST female members. When asking them the actual number of the team, they could not respond because they were not sure who was involved in the team. They only indicated that the coordinator resigned from work in 2015. One of the members is the intermediate female HOD. The principal is a female teacher.

5.3.5 School E

School E is situated in the Lethabile Area office in Bojanala district. It is located in a big village and most of the learners use transport to travel to school. It is a mainstream school which accommodates mild to moderate barriers to learning. The barriers to learning that have been identified include general learning difficulties, behavioural problems, lack of parental involvement, and socio-economic background. The school is not well resourced in terms of its infrastructure, but the SBST has been established even though it is not yet functional. The languages for learning and teaching are Setswana in the foundation phase and English in the intermediate phase.

The SBST at the school is newly established as per the information from the coordinator. It consisted of four female members only. One foundation phase female HOD, one foundation phase female teachers and two intermediate phase female teachers. The principal is a male teacher, but he withdrew from participating in the individual interviews.

5.3.6 School F

School F is situated in the Rustenburg Area Office in Bojanala district. It is a special school for learners with mild and severe intellectual disability, but it also accommodates learners with severe learning difficulties. All the learners are referred to the special school by the DBST. It is located in a township. Most of the learners come from neighbouring villages and travel to school. It does not have a hostel and it is not yet well resourced to be a resource centre, but it provides support service to neighbouring mainstream and full-service schools. The school has a school nurse but uses the district office's support

structures such as therapists and educational psychologists. There is a functional SBST and a learner support teacher. The languages of learning and teaching are Setswana in the lower and junior levels and Setswana and English in the scholastic level.

The researcher could only meet with two SBST female members in school F. Both are not occupying management positions, but are post-level (PL) 1 teachers. The principal who participated in the individual interviews is a female teacher.

From all the six schools, only two special schools A and F have been provided with learner support teachers. School B, which is a full-service, was the only one which has an appointed remedial teacher who is paid by the school governing body. Only one special school has fully functional support structures which consist of therapists, school nurse and an educational psychologist. All the schools have established SBSTs, but those who are functional are from two special schools A and F, and one full-service school B. There are similarities and differences in terms of addressing barriers to learning in both the mainstream and full-service schools. The full-service and mainstream schools have similar barriers to learning.

5.4 DESCRIPTION OF PARTICIPANTS

The researcher has used key of abbreviations to refer to participants for interpreting the findings from the focus groups. For example, P1A refers to Participant 1 in School A, P18E refers to Participant 18 in School E, and so on as shown in Table 5.2.

5.4.1 Focus Group Participants

Table 5.2: Participants in the focus groups interview

School	Total number of the SBST members	Individual interviews with other SBST members who could not join the focus groups at the time scheduled	Key of abbreviations for participants
School A	2 members	1 member	P1A, P2A, P3A
School B	3 members	2 members	P4B, P5B, P6B, P7B, P8B

School	Total number of the SBST members	Individual interviews with other SBST members who could not join the focus groups at the time scheduled	Key of abbreviations for participants
School C	4 members	none	P9C, P10C, P11C, P12C
School D	2 members	none	P13D, P14D
School E	4 members	none	P15E, P16E, P17E, P18E,
School F	2 members	none	P19F, P20F
TOTAL NUMBER OF PARTICIPANTS FOR THE FOCUS GROUPS			20

5.4.2 Description of Interviewees

The researcher has used key of abbreviations to refer to participants for interpreting the findings from the individual interviews. For example, Principal A will refer to Principal of School A, Principal B refers to Principal of School B, etc.

Table 5.3: Participants in individual interviews

School	Members	Key of abbreviations for participants
School A	1	Principal A
School B	1	Principal B
School C	1	Principal C
School D	1	Principal D
School E	Did not want to participate	
School F	1	Principal F
TOTAL NUMBER OF PARTICIPANTS FOR THE INDIVIDUAL INTERVIEWS		5

5.5 PRESENTATION OF QUALITATIVE FINDINGS

The different themes that emerged from the qualitative data were used to gain an understanding on the enhancement of productive pedagogies in order to address learners' diverse learning needs and involving them to participate fully during learning. The data from the focus groups and individual interviews were first analysed and the

relevant themes identified. Some of the themes that emerged were confirmed by document analysis. No noteworthy themes were found in the document analysis other than those that emerged from the focus groups and individual interviews. The themes that emerged not only addressed the research questions as outlined in Chapter 1 but also provided information on the support programmes which are supposed to be offered to the schools as stated by the EWP6 (DoE, 2001) and the SIAS policy (DBE, 2014).

The researcher thought it is necessary to also consider the theme on support programmes as part of the study. In Chapter 3 (section 3.3.1), the researcher argued that a shift from a pathological-deficit model would require that most attention be paid to identifying and addressing barriers embedded in the education system, social policy, practice, and attitudinal perspectives as opposed to individual deficits. In addition, the researcher cited the SIAS policy, that inclusivity in education implies a shift from the pathological-deficit model and disability theories, assumptions and practices to a non-disability, inclusive system of education where every learner is accommodated and be given opportunity to participate fully in teaching and learning (DBE, 2014). Consequently, the researcher argues that productive pedagogies have a significant role to play in supporting inclusivity in education and learning for all learners irrespective of their backgrounds and characteristics. Addressing barriers for learning and diverse learning needs can be effective if there are good support structures within schools.

During both the focus groups and individual interviews, the researcher interacted with the participants very well. Probing questions were asked by the researcher with the intention of getting the real perceptions and experience of teachers on addressing diverse learning needs and increasing the full participation of learners during teaching and learning. The interviews were interactive, and there was intensive discussion so that all participants should have a clear understanding on addressing diverse learning needs and involving all learners to participate fully in learning.

The researcher found it necessary to first discuss the documents which were analysed before discussing the themes that emerged from the interview data. The reason was that most of the information links with what some of the participants indicated. It was therefore

necessary so that the reader can have a background of all the relevant documents in order to understand what was said during the interviews.

5.6 DOCUMENT ANALYSIS

The following documents were analysed in schools A, B, D and F. In the other two schools, no documents were analysed because the researcher could not get access to the required documents.

- Education White paper 6: Building an inclusive education and training system, 2001;
- Policy on Screening, Identification, Assessment and Support, 2014;
- School's inclusive education policy;
- Learners profiles;
- An Introduction to the Policy on Screening, Identification, Assessment and Support (SIAS): A participant manual for educators and SBSTs' portfolios.

The latter documents were seen at School A and School B only. These were the schools which indicated that they have staff development days once per month and that they invite external service providers to share. It might be possible that they were the only ones who attended workshops on the implementation of the SIAS policy.

In the "Introduction to the Policy on Screening, Identification, Assessment and Support: participants' manual for teachers" (DBE, 2015) document which was used during a workshop to empower teachers on SIAS, ways of screening, identifying, assessing and supporting learners who experience barriers to learning were stated clearly. The document explained the reason for assessment and support as a way of ensuring access and full participation of all learners to reach their full potential (DBE, 2015). The document also indicated that identifying and addressing barriers to learning should be an ongoing process, but during the focus groups interviews, participants from School C, School D and School E, indicated that they were screening learners during the baseline assessment in the first term. Some participants, P1A, P2A, P5B and P6B especially those who were functional at their schools, including School A and School B indicated that they do identify and address learners continuously. The challenge with School C, School D and School E was that after identifying and supporting learners with intervention

programmes, there were those who needed to be referred to relevant institutions/ special schools, but they could not get support or intervention from the DBST, which is a support structure from the district office in order to liaise with all schools to provide support.

The participants' manual (DBE, 2015) stated that support means a wide variety of activities including planning lessons in different ways, increased action to tackle bullying, teacher training on curriculum and assessment differentiation, building wheelchair-accessible toilets, or accessing specialist services. From all the above support services, 17 participants from Schools B, C, D, E and F all complained about the accessibility of specialist services and teacher training on curriculum and assessment differentiation. Six participants from Schools D and E explained that they had learners who need intervention and support from DBST and therapists, but, even though they tried many times to request the service from the DBST, nothing happened and they still had those learners at the time of data collection.

In terms of the teacher training on curriculum and assessment differentiation, 15 participants from mainstream and full-service Schools B, C, D, and E indicated that they were always frustrated by the district officials, because those who are responsible for curriculum and assessment did not integrate addressing barriers to learning during their workshops, and they did not consider the fact that there were those learners who experience barriers to learning who needed support. Those 15 participants from Schools B, C, D and E further added that the curriculum subject advisors instead focused on what should be taught, and the number of assessment tasks that should be done per term. They also expected common activities from all learners. All participants from Schools B, C, D, E and F indicated that they needed training or empowerment on curriculum and assessment differentiation because they did not have that knowledge.

The SIAS policy and the participants' manual gave the differences about the three types of schools, the special schools, full-service and mainstream schools and indicated that some would receive more support through the departmental provisioning enabling them to offer more intensive and higher levels of support. The researcher also indicated the difference and similarities among those three types of schools in Chapter 3 (section 3.3). Based on what the participants from Schools C, D, and E alluded to regarding lack of

support from the DBST, the researcher suspects that it might be that the DBST is more occupied with the special schools than any other schools. This was also said by P13 D, P15E, P17E and P18E, stating that “*this team is focusing a lot on special schools and they forgot about the mainstream schools*”. The SIAS policy document further indicates that mainstream and full-service schools will have access to counselling and learning support services, but will not have sophisticated levels of resources or specialised staff (DBE, 2014). These services can be accessed from the full-service and special schools.

Within the three types of schools, only one Special School A had all the support services as indicated, the other Special School F only had a school nurse and a learner support teacher. Neither full-service Schools B and D had a learner support teacher, or therapists, so how could they be resource centres to the mainstream schools if they did not have the full support structure themselves? School A, which is a special school as resource centre, is well-resourced but located very far from the other three Schools C, D, and E, meaning that those schools did not have access to the support services. This shows a contradiction in terms of the SIAS documents and the EWP6. Adding to that, both the SIAS policy and the participants’ manual specified that mainstream and full-service schools must admit all learners in their area, regardless of their difficulties, and take all possible measures to offer reasonable accommodation to learners with additional support needs and disabilities (DBE, 2014; DBE, 2015). From what the participants said and considering that SBSTs from three Schools C, D and E are not functional because of lack of skills and knowledge, and lack of support from the DBST, is a clear indication that there are many barriers to teachers and learners because all of them did not get relevant support.

The researcher’s study is on “A shift from pathological-deficit model towards productive pedagogies for inclusive schools”; it was interesting to see that this was also a concern to the DBE because in the participants’ manual (DBE, 2015: 16- 17), there was a topic on “Shifting focus from the individual learner deficit to the support programme” which explains the aim of the SIAS policy which emphasises a shift in the understanding of support, a shift from individual disability as a driving organiser of support to that of the range, nature, and level of support programmes, services, personnel and resources needed to increase access, participation and achievement. From this, the researcher can

say that it the document advocates inclusive education which should continuously be implemented at all schools so that teachers can be empowered and can become used to addressing barriers to learning, encouraging full participation and providing support to all learners.

All the policies, including the EWP6 and the SIAS policy, provide rich information on addressing barriers to learning, catering for diverse learning needs and full participation of all learners. From these documents and from what the participants indicated during the interviews, especially on support from the DBST, their expressed need for continuous professional development, it was clear there is a serious need for development on addressing barriers to learning, classroom approaches and strategies for inclusive teaching and learning and support. Participants from School A and School B appeared to be making the effort to address diverse learning needs and increasing the full participation of all learners. This might be through the positive involvement and support from their principals and the DBST.

P19F, P20F and Principal F from School F also raise the concern of development because most of their teachers are from mainstream schools and did not have knowledge on supporting learning with mild and severe intellectual disabilities. They mentioned that the teachers were redeployed to the special schools and were informed that they will be dealing with developing learners' skills only. However, the principal made an effort to develop these teachers. There was evidence of the development, where some local entrepreneurs and mines intervened to conduct workshops for teachers on skills development. As for the other three schools, that is School C, School D and School E where the SBSTs were not functional at the time of data collection, the researcher can suggest that there is a need to develop and strengthen their support programmes.

From the analysis, the researcher can therefore say there seems to be a contradiction between policies and the implementation thereof, or it is that departmental officials who conduct workshops on these aspects do not impart knowledge appropriately to the teachers. That is why all the participants from Schools A, B, C, D, E and F had doubts about the DBSTs' knowledge and understanding on addressing barriers to learning or inclusive education broadly, and they preferred workshops conducted by external experts.

The SIAS policy (DBE, 2014) highlights the principles of assessment, which include the following:

- Assessment needs to identify barriers to learning, with the purpose of improving the teaching and learning process.
- Assessment needs to be a continuous process that is built into the teaching and learning process.

All the participants including the principals indicated that they do use baseline assessment to identify barriers to learning, but that it does not end with the baseline assessment as they also use assessment for identifying barriers to learning with the purpose of assisting those learners and providing relevant support to improve teaching and learning. They also noted that they assess learners continuously and also use alternative assessments to assist those learners who experience barriers to learning.

In terms of the principle on different levels of the system that are involved in the assessment process (e.g. SBSTs and DBSTs), who were supposed to work closely together, ensuring that assessment processes are smoothly pursued, it seemed to be unfortunate for those three schools, that is School C, School D and School E, who did not get support from the DBST and felt left out to work on their own.

The portfolios for SBST and teacher intervention programmes were analysed. According to what was stated in the SIAS policy, the only portfolios or documents that were up to date with the SIAS policy guidelines were those at School A, School B and School D. Learners' profiles which were analysed in School C and School D did not have the complete documents such as:

- Year-end school reports (included in the Learner Profile)
- Parent and/or stakeholder reports
- The learner Integrated School Health Programme reports

Participants at Schools B, C and D used an "At hand book" to note their observations and reports on those learners who experience barriers to learning.

The other documents which they had as evidence were their intervention records which differed per school. There was no common template. This was not a major concern for the researcher because every school has its own needs and context. The portfolios which were analysed included all the alternative assessments that the learners were given, the “At hand book” and the intervention forms. But not all schools had intervention records at the time of data collection. P9C, P10C, P11C, P12C, P15E, P16E, P17E and P18E from at Schools C and E indicated that teachers do their intervention records towards the end of the year knowing that they have to attach them when submitting the final progress report schedules although some did not do them at all. This aspect will be discussed in detail in the theme of challenges experienced by teachers in implementing inclusive practices in section 5.6.4. Themes which emerged from the focus groups and individual interviews are discussed below.

5.6 PRESENTATION OF THE THEMES THAT EMERGED FROM QUALITATIVE DATA

The following essential themes and subthemes which addressed the research questions emerged from the data of the focus groups and individual interviews.

Table 5.4: Essential themes and subthemes

Themes	Subthemes
a) Enhancing productive pedagogies	<ul style="list-style-type: none"> • Good teacher • Advocacy and awareness • Enhancing productive pedagogies • Team work
b) Promoting full participation	<ul style="list-style-type: none"> • Differentiation for addressing diverse learning needs • Teaching strategies and approaches to promote full participation of all learners • Assessment
c) Teachers’ areas for development and continuous professional development:	<ul style="list-style-type: none"> • Teachers’ areas for development

	<ul style="list-style-type: none"> • Continuous Professional Teacher Development
d) Challenges experienced by teachers to implement inclusive practices	<ul style="list-style-type: none"> • Time • teacher-learner ratio, • language of learning and teaching, • support programmes, • parental involvement, and • policies.

5.6.1 Enhancing Productive Pedagogies

This study aimed at exploring how productive pedagogies can be enhanced in order to shift from the pathological-deficit model in inclusive schools. For this to happen, this means teachers need to talk and share ideas about different approaches and strategies on how they adjust their pedagogies to get their learners involved in their lessons and being able to achieve something. For teachers to have an understanding of addressing diversity in their classrooms as well as to address barriers to learning, it is important to talk about productive pedagogies, which are according to Luke (2002), approaches to creating a place, space and vocabulary for teachers to get talking about classroom instruction.

The researcher used the advantage of both focus groups and individual interviews to involve the SBST and principals from the six schools to discuss more about increasing learners’ full participation. More probing or follow-up questions were asked by the researcher to determine teachers’ ideas and understanding of what productive pedagogies are. The probing questions varied depending on the participants’ responses to the interview questions. In some instances, the interview questions (Appendix G questions 10 and 11) were adapted because the participants in School C, School E and School F seemed not to understand the initial question, so they were simplified. Four essential themes emerged in response to the main research question on enhancing productive pedagogies.

5.6.1.1 Good teacher

As indicated in Chapter 3 (section 3.2.2.3), the social constructivist theory encourages learner-centred learning with the teacher guiding the teaching and learning process. This means teachers need to be constructivists in order to create a motivating and supportive context for learning in which learners can participate fully in teaching and learning. Teachers therefore need to have knowledge, skills and dispositions on productive pedagogies that will help them to teach all learners with diverse learning needs and to provide them with relevant support. In view of what has been mentioned above, one may assume that implementing productive pedagogies involves good teaching or being a good teacher.

Almost all participants, that is P2A, P5B, P7B, P8B, P9C, P11C, P14D, P15E and P19F indicated that a good teacher is one who knows his/ her learners well, a teacher who is always at the level of his/ her learners and always welcomes them. P2A, P15E, and P19F indicated similar ideas on knowing their learners well and providing relevant support to those learners who experience barriers to learning. The following is what was affirmed by P8B:

“A good teacher, I can explain it as the one who knows her learners well, a teacher who can provide relevant support to those learners with barriers to learning. You know if you can identify any change within your learner, for example, if he is sick and you can identify that easily, I would say you are a good teacher”.

Furthermore, P9C indicated that a teacher needs to have a good relationship with his learners, knows that every learner is unique and give all of them attention. P7B, P4B, P5B and P6B on the other hand emphasised that a good teacher need to place himself at the level of the learners so that he can reach out every one of them, this is what was said by P6B:

“For me, a good teacher is the one who places herself at the learners’ level, because you are at their level; you also do what they are doing or what you want them to do. If you reach them, and don’t take yourself as an adult, but take yourself as one of them so that you can reach every one of them”.

P5B further indicated that she always involves her learners in decision making like developing classroom rules and on brainstorming learning topics. P6B added that teachers need to develop responsible learners.

Similarly, P11C, P1A, P16E and P20F indicated that teachers need to know their learners well, and to assist those learners who experience barriers to learning, but further emphasised that teachers need to avoid being biased. To emphasise the fact that every learner is unique, P11C indicated that a teacher should treat every learner with love and respect and also use different strategies and resources to assist all learners.

P8B was also of the view that teachers need to know their learners well, but gave a detailed explanation of this. He explained that teachers need to know their learners' learning styles, multiple intelligences, and learning needs. He further indicated that when making his needs analysis, he also prioritises his learners. His response was as follows:

“Yes, I do regard myself as a good teacher, you see, when we are doing our needs analysis, we also include our learners in that, First, I should know my learners well, meaning that, I should know the learners' learning styles, the multiple intelligences, because the principle of multiple intelligences one of the best way of teaching and assessing learners with diverse learning needs, and allowing all learners to participate fully according or based on what they can do best.....”

“.....to teach means to develop somebody, not only mathematically, or linguistically, but to develop a child holistically, that means you develop the whole being, So I can say a good teacher is the one who can be able to develop the child holistically and address the needs of that child. A good teacher is the one who is willing to assist and develop the child in all faculties of life, discipline, socially, academically, mentally and morally. A good teacher must be able develop all those areas”.

On the other hand, there was one particular participant (P14D) who raised a different view of being a good teacher, important as well according to the researcher's understanding. Thus, P14D declared:

“If a teacher is punctual, learners will also know that they should always be punctual, if the teacher can prepare thoroughly, learners will know that they are here to learn, they will know the purpose of coming to school, the teacher should give most of the time to the learners, he should not use that time for him/herself”.

There were also three participants who responded differently from the others above, P13D, P18E, and P12C indicated that learners’ performances and results are the ones which determine good teachers. This is an example of the responses:

“..... the outcomes; the results are the ones which determine that I’m a good teacher, the learners’ performance is the one which tells who is doing what” (P?).

During the individual interviews, Principal A, Principal D and Principal F also raised the same sentiments as the participants above on explaining what a good teacher is. However, they emphasised that a good teacher should be able to know his learners’ strengths and weaknesses, and be able to identify any changes or differences in every learner. Both Principal A and Principal D agreed with P8B on knowing learners’ learning styles, but further indicated that teachers need to consider learners’ ability levels and their pace of learning. This is example of what they said:

“First, know all your children, know their strengths and weaknesses, when they are happy and when they are sad, be able to identify any change or difference in them. Then try by all means to understand their way of learning, err... the learning styles. A good teacher will also consider the pace and level of ability of his/ her children. Involve everyone during teaching and learning” .

On the other hand, Principal F agreed with P9C and P11C that teachers need to love and care for their learners, accept them as individuals and knowing that every learner has his/ her own learning needs. She also mentioned what Principal A and Principal D said on knowing learners’ strengths and weaknesses.

It was clear to the researcher could that the responses from the participants above were their own experiences and what they were practising. It was good to see that there are teachers who know their roles and responsibilities, are dedicated and committed to their

work. Knowing their learners well, taking their strengths and weaknesses into consideration and regarding every learner as an asset clearly indicates that most of the participants are constructivists; they create a motivating and supportive learning context for their learners. The other interesting aspect was the one raised by P14D, that teachers need to always remember that they are role models for the learners and they therefore have to act appropriately according to the “Codes of Professional Ethics” as outlined by South African Council of Educators (SACE, 2011).

5.6.1.2 Advocacy and awareness

Both Chapters 2 and Chapter 3 indicated that there is a need for advocacy and awareness regarding inclusive education, addressing barriers to learning and providing relevant support to learners who experience barriers to learning including those with disabilities. Not all participants mentioned advocacy and awareness, but P2A, P3A, P5B, P8B, P10C, P11C, P12C, P13D, P16E, P17E and P19F agreed that there is a need for advocacy and awareness so that everyone can realise the importance of inclusive education. Advocacy and awareness is also important for acknowledging and responding to the diversity of learners’ needs in order to and reduce exclusion from education (UNESCO, 2008). The said participants acknowledged that awareness and advocacy needs to be done at school and community level. This was raised by the SBSTs that are not functional (from School C, School D and School E). P3A who is working at a special school as resource centre said the following as an advice to teachers who are working at mainstream schools:

“I think the other aspect that should be considered is that of awareness of how abilities of learners can be developed, especially when you get learners with different barriers to learning and those with disabilities”.

In addition, P2A, P8B and P19F extended their opinion and indicated that advocacy and awareness should be raised among parents and communities as well because some parents do not understand that their children with disabilities are capable of doing some things for themselves. They do not promote independence to their children.

“They are not really aware of all the implications of the child’s disability because the child was never given the opportunity to show what he can do” (P2A).

“..... because it’s often with parents who say well I’m still doing this and that for my child, and you show them the child can do everything by him/her if given the opportunity. If this awareness can be raised to parents and community at large”
(P19F).

On the other hand, P10C, P12C, P14D P16E and P17E emphasised raising advocacy and awareness among parents, and further indicated that some parents do not disclose their children’s disabilities or problems to the teachers. What was also interesting in their responses was that they raised the fact that teachers are not allowed to diagnose learners. P10C raised a concern that they struggle a lot during the process of intervention and referral, especially with those learners who experience barriers to learning who need to be referred to relevant institutions of learning. P12C also indicated that advocacy and awareness can be raised through parents’ workshops, where they can also be made aware that every learner is unique and has his/her own learning needs. For example, P16E said:

“And the parents do not disclose their children’s barriers, or difficulties. They don’t give us all the information which can help us to come up with strategies of addressing them. You see if parents can be open and tell us the truth about their children, or give us their family background, maybe we can manage to address them. We struggle a lot in that, even if we see it, I mean I cannot tell a parent that your child is like this or have this type of a problem. We don’t have the right to diagnose learners” .

On the other hand, P12C said:

“...if we can preach this gospel to make them aware of diverse learning needs; different barriers to learning, and support. We should also emphasise that every person is unique and should be treated with respect, maybe those parents who are on denial will understand and will accept their children’s situation and will also accept that their children should be assisted and given relevant support.....

....I’m saying this because once we start with the process of referring the learners to relevant institutions; we struggle a lot, because of lack of parental involvement.

We end up carrying the whole responsibility of taking the learner to be assessed. The parents don't want to get involved or to be part of it, but others are on a denial state".

In contrast to what the above participants said, P11C indicated that there are some teachers and principals who do not want to accept their children's conditions. She suggested that they should also be made aware of the inclusive education principles and practices. This is how P11C responded:

"In some cases, we find that some teachers and principals are in denial about their own children's conditions. I think that advocacy and awareness will be the best solution for all stakeholders"

From the researcher's observations during the conversations, it was clear that the participants above were concerned about the challenges they experienced in addressing barriers to learning. Based on the participants' responses, the researcher argues that advocacy and awareness need to be done continuously among the teachers themselves and during the intervention process when teachers discuss learning needs with parents. Teachers have to be explicit and tell the parents of all the implications of assisting and supporting their children.

There was also a worrying aspect which was raised by Principal C during the individual interviews, which the researcher associated with raising awareness with some DoE officials. The following was raised by Principal C:

"Remember this concept full-service school does not start now; it has been there even during our time. We have to attend with boys and girls who were not ready for school and the DoE does not have any place for these kids. You understand, so they must learn in a normal class whereas they are not normal for that matter."

... I heard the Minister of Education talking about it this year. To my view and understanding, inclusive education and addressing barriers to learning at mainstream and full-service schools is still theory. The minister also said that this

is still theory, the practical part of it is not possible, and so we need policy formation or rather policy makers to come down for this particular issue”.

The researcher found it disturbing for a school principal to be so negative or rather contradictory in terms of addressing barriers to learning at the school. It is understood that a principal represents the DoE at school level. If the principal is not sure or has little understanding of what inclusive education is and why it is implemented, how learners who experience barriers to learning should be supported at school level, and does not understand policies, that means the school is not functioning properly according to the department’s needs or the principal is misrepresenting the DoE. The other aspect is that for all policies or changes to be effectively implemented, it should be the school principals that support all the changes or implementation by encouraging, motivating and by being the role model to their staff members. But if they show doubt or negativity on such matters, the staff members will obviously do the same.

As for the first statement where the Principal C said *“they must learn in normal classes whereas they are not normal for that matter”*, this is a shocking statement from a departmental official. One can question how such a person talks to parents during the intervention process, or whether those learners who experience barriers to learning get relevant assistance or are simply left out. The fact that the pathological-deficit model still prevails among some teachers is true, because Principal C has already diagnosed and labelled the learner as being ‘abnormal’ (Oates, 1996). This is also supported by Graham and Slee (2008) who assert that exclusion results in the perception of learners who are labelled as inadequate human beings who are unfit and not capable of being included in mainstream education. The researcher therefore argues that advocacy is fundamental on changing attitudes and enhancing productive pedagogies.

In contrast to Principal C’s response, Principal B declared her support on the importance of advocacy and awareness, as follows:

“If we can change our attitudes and mind shift, we can be able to implement inclusive education effectively”.

Advocacy and awareness can also help teachers to have a clear understanding that every human being is unique and have different needs. This can also contribute in changing teachers' beliefs, attitudes and behaviour so that they can treat every learner as an individual, and respect each learner for whom he/ she is; considering their unique needs (Bornman & Rose, 2010). It is thus important to address diverse learning needs and to give all learners opportunities to participate fully during teaching and learning at all education institutions.

5.6.1.3 Enhancing productive pedagogies

A detailed description of what productive pedagogies mean was discussed in Chapter 3 (section 3.4). The critical pedagogy theory (see 3.2.1) was viewed as relevant in this study because it appeals for the ending of oppression and marginalisation of learners who experience barriers to learning including those with disabilities. Relating the theory to this study, one of the goals of inclusive education is for every learner to achieve academic success and be holistically developed. This is also emphasised by the EWP6 (DoE, 2001) which recognises the right of all learners to have quality education. It is therefore the responsibility of every teacher to address barriers to learning and to provide relevant support to all learners. No learners should be excluded or isolated from education because of his / her disability or learning difficulties. On addressing diversity of learning needs and providing all learners with opportunities to participate fully, it is necessary that productive pedagogies be enhanced. Responding to this question, it seems that some of the learners did not understand what productive pedagogies mean, despite the fact that the researcher explained to them in details. P1A, P2A, P3A, P10C, P12C, P13D and P19F focused their responses on increasing full participation in learning. The following is an example of their responses:

“Full participation means that every learner should be involved during teaching and learning and be able to achieve something, even if it can be 20% or 30% that to me is an achievement” (P1A).

“Innovative and creative teacher can probably, with enough preparation, involve all the learners in the process either by giving them practical activities and objects

to work with. Even the most severely disabled child can in anyway manipulate either verbally or physically some of the activities when given relevant devices and resources. We give every learner opportunity to participate, “one student with cerebral palsy who is having speech difficulty volunteered to open the ceremony with a bible scripture and a prayer and he had his friends to do the translation” (P19F).

P4B, P5B, and P8B gave examples in response to the question. P4B indicated that, in most cases, she gave learners projects and further indicated that learners are able to share and discuss ideas on the basis of their projects. She also mentioned that she gave them homework to watch some television programmes and involved them in reporting back what they had learnt and observed and also on what they could do to make a difference regarding what they observed. This is what P4B affirmed:

“They like to work on projects because they know that is where they will be discussing a lot. I also give them homework to watch some programmes on the TV and the following day, everyone would want to be the first to report back” .

On the other hand, P8B, who was very vocal when responding to questions, indicated an important aspect on learners’ prior knowledge. He even told the researcher that he wished the researcher could come and observe while he is teaching to see how the learners interact in the lessons. He indicated that he uses learners’ prior knowledge when teaching, and that he allows every learner to use his/ her own learning style or approach to solve problems. He also indicated that he involves learners in discussions and sharing of ideas. This is what P8B said:

“There is this thing we call ‘prior knowledge’, in other words, we believe that learners have things that they already know. I allow each and every one of them to meet their own approach, let each of them come with whatever he/ she think can approach the problem. I usually allow discussions after every lesson, so that I give learners opportunity to explain what they have learnt from the lesson and how do they understand it. So, it is better to believe that learners have something that

they know better, and we should let them explore, share with others and involve them in discussions” .

.... When I want to check the depth of their understanding and knowledge, that’s where we are going to the higher order now. Like I use to ask questions like: “James, what do you think about this, or this would happen”? Do you think this can be applied; why do you think so”? .

The researcher acknowledges responses by P1A, P2A, P3A, P10C, P12C, P13D and P19F because they gave their own practical experiences of what they were doing and how they addressed diverse learning needs of their learners. Luke (2002) suggests that teachers need to have curriculum conversations and talk in staff meetings about how they adjust their pedagogies to get better results. The researcher gave a detailed discussion on what productive pedagogies are and provided examples for all the focus groups participants at School A, School B, School C, School D School E and School F so that they could have an understanding of enhancing and implementing productive pedagogies for increasing learners’ full participation. The process was interactive and created a situation of sharing and comparing ideas among the participants at all the schools.

The researcher was impressed by P2A and P5B remarks when they said teachers should not focus on the learners’ disabilities, but rather pay more attention to their abilities and what they can do best so that everyone is given an opportunity to participate fully. P13D raised an important aspect that teachers should encourage involvement and emphasised the following:

“Teachers should also encourage involvement; the learners must be more involved in the lesson. We should remember that it’s about the learners not us, so we should encourage a learner-centred environment” .

This statement reminded the researcher about the Chinese proverb of *“Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand”*. P13D further indicated that teachers should avoid dominating the lesson, but should encourage a learner-centred environment. The theory of social constructivism which also guides the study encourages learner-centred learning with the teacher guiding the teaching and

learning process (section 3.2.2.3). It is important that both the teachers and the learners should be fully engaged in teaching and learning.

Even though there were no direct questions regarding the dimensions of productive pedagogies as discussed in Chapter 3 (section 3.4), the researcher identified some related aspects during the conversations. The dimensions referred to are intellectual quality, connectedness, supportive classroom environment, and recognition of difference. The researcher could link what the participants said to each dimension. Regarding the dimension of intellectual quality which entails aspects such as higher order thinking, deep knowledge and deep understanding, P4B, P6B, P8B, P9B and P20F indicated that they involve learners in problem-solving and decision making activities. The following are three examples of what they affirmed during the focus groups interviews:

“I also ask the learners how they came to that answer, especially when I give them problem-solving activities. I give them chance to explain and to think about the answer. I involve them by asking questions, especially those who struggle a lot and I don’t become harsh to them” (P6B)

“Let the learners engage to each other, let them discuss and allow time for explaining the way they solved whatever problem, and this should not be focused on the same learners, encourage them to take rounds”. (P8B)

“We use play; these learners learn through play. The other strategy that we use is observation, we let learners observe things on their own and they explain to us what they observed, what the similarities are and what is the difference or anything that they want to share with us” (P9B).

During the individual interviews, Principal B was complimentary about her staff members. This is the school that the researcher identified as having a functional and supportive SBST. This is what Principal B said:

“To be honest, we did not experience any form of negativity or negative attitudes on addressing barriers to learning and diverse learning needs at our school. In actual fact, every teacher in this school is willing to provide assistance to all

learners. They are really dedicated and committed to their work. Even the learners are free when interacting with any teacher. I can say that I am confident with all my staff members”.

The other principals also indicated their views on enhancing productive pedagogies in order to address diverse learning needs of all learners. Principal A, Principal D and Principal F indicated that teachers need to be creative and innovative on implementing productive pedagogies for increasing learners’ full participation. These are examples of what was affirmed by the principals:

“Teachers should be innovative and creative and be able to use differentiation to address barriers to learning and provide relevant support. I also advise teachers to plan properly and work as a team before they start with their lessons” (Principal A).

“I told them that they have to give these learners different activities, not just written activities, but projects, or activities which will make learners to be interested, let them touch, feel and look at objects and be physically involved” (Principal F).

Contrary to all the responses above, P19F who is working at a special school for severe intellectual disabilities described how they use productive pedagogies when teaching the learners. P19F responded to this aspect by saying:

“Mam, some of our learners do have speech problems, and others do not talk logic sentences, but when you give an activity, or like I said we also give them projects to do such as musical instruments, or modelling animals or building any object they like, even if they cannot talk well, but we can hear what they want to say. They can explain what they have built or modelled or the instrument they did, how it is used and they will show how to use it. Or during building whatever they want using the building blocks, we observe them as they build. One learner will build a car, so you will see that he or she can reason or think, he will put some wheels on his car or a window on his house. So basically, we can say that we do observe that they can think deeply or reason by whatever activity they are doing, including those with

speech problems. And for those with speech problems, because they are used to the Makaton speech, the AAC pictures, they use them to communicate with us”.

From what P19F has said, it is clear that every learner can learn or is capable of doing something which is also a sign of full participation. The researcher argues that productive pedagogies do not mean having a common way or method of teaching, but teachers and learners are the ones who determine the appropriate teaching strategies and approaches depending on the context they are in.

The dimension of connectedness entails aspects such as knowledge integration, background knowledge, connectedness to the world and problem-based curriculum. Mills et al (2009) and Gabett (2011) assert that this dimension describes the extent to which the lesson has value and meaning beyond the instructional context and making a connection to the wider social context within which learners live. Not much has been said regarding integrating the contents with the wider social context. Only few, namely P12C, P19F and P20F mentioned that they give their learners activities which were linked to their real-life situations. The said participants indicated that they involve their learners in drama and dance and making different projects that they can use in their daily lives such as musical instruments, where the learners also create their own songs to use with those instruments. They indicated that most of their learners participate actively during practical activities. P12C also added that they use real objects when they teach so that learners can be able to feel, touch and use them. She also gave a detailed explanation on teaching the concept of money, road signs, transport and people at work.

The dimension of supportive classroom environment is about addressing learner direction, social support, academic engagement, explicit quality performance and self-regulation (Gabett, 2011). This means that learners should be given the opportunity to influence the activities they are doing in the lessons. This dimension also encourages that teacher can support learners by setting out expectations such as taking risks and trying harder to achieve academic work and giving each learner opportunity to learn important knowledge and skills. Responding to this question, P1A, P9C, P12C and P14 indicated that they used different resources to assist their learners. They emphasised that they made sure that their classrooms were conducive to learning so that every learner could

have access to all the resources that could help them to learn. This is what the researcher identified during the interview:

“As a good teacher, we always make sure that my classroom is conducive to teaching and learning. There are resources, pictures and wall charts so that learners can always refer to them during teaching and learning... For those who have learning difficulties, we use different resources to make them understand; for example, a child having reading problems. I give that learner pictures to guide him/her to read. I also use word cards, phonics charts and using sound to teach sentence constructions or writing words” (P12C)

In addition, P14D asserted that providing support to learners was essential:

“Every learner must have a role, like being a scribe, reporter, organising materials for a project or whatever activity given. I usually guide my learners and allow them to take the lead in the lesson through my guidance and support. You give them leading roles”.

Contrary to what the above participants have said, P3A, who is a therapist, indicated that extramural activities are also important to develop the learner holistically. This is what P3A said:

“Our kids here, when they go for a leadership course, we take the Grade 11 learners. They would take everyone from physically to the specific learning difficulties. And whilst we’re on the camp, they will do all the activities from rubber ride slide, scrubby slide, and others. The disabled kids will be allowed to do all the activities to a certain stage where they do adjustment for them. The teachers, therapists and nurses will accompany these learners to the camp to assist them, so I think our kids here are very fortunate because they have all the support they need, so I think that is maybe where the special schools still have a critical role to play”.

P3A's response supports the researcher's argument that productive pedagogies will depend on the context of the school community, but the main focus should be on the full participation and developing all learners holistically.

In contrast to what was said above, P14D raised her frustrations that despite providing learners with relevant resources or guidance, some of them do not show any progress. This is what P14D said:

“Hey mam, it is difficult because as a teacher, I try by all means to assist all my learners, and I can only manage to assist them up to a certain level, I cannot assist up to the deeper level because.., let me give an example, for those learners with spelling, problems of who cannot write sentences correctly, or who omits letters, and words, it might be easy to assist them, by using drill work, using word cards, sounds and letters to assist them in that problems, but there are those learners who cannot write at all, whom I can say are severe. They struggle also to copy from the board. If you ask them to write a simple sentence, irrespective of the word, phonics cards which are displayed on the wall, they will write things that you won't understand, I don't know if they have problems with their eye-hand coordination or small muscles, but they cannot write at all”.

Responding to the dimension of recognition of difference which is related to cultural knowledge, inclusivity, narrative, group identity, and academic citizenship, P5B, P6B, and P8B, all from the same school, indicated that they teach their learners about their rights and responsibilities, but focus more on responsibilities. In addition, P6B indicated that she also teaches learners to respect each other and also assist others.

“We teach our learners about their rights, but most importantly, make them understand that for each right, there is a responsibility. They will know that they should not laugh at other learners, especially to those who experience barriers to learning, they will know that we should accept each other as they are, and to be there for each other”.

“They also know that some questions can be easy to others, while difficult for others; they are more than willing to assist each other. I usually use another learner who is also speaking or understanding Xhosa to explain to that learner”.

Despite the impressive responses, there were some surprising aspects. The researcher observed that some of the participants (P15E, P17E, P13D, and P12C) seemed to focus more on written activities to complete the syllabus or curriculum. They acknowledged that they were more focused on written activities and did not consider involving learners in problem-solving, and higher order thinking and reasoning activities such as debates or discussions, and experiments. This is an example of what was said:

“This is a difficult question to answer, truly speaking; we just give them activities without considering the development of those skills. And I can see that we are doing unjust, we give them activities that we think can help them, and mostly its written activities. We just give them activities to do, that’s what I can say. We didn’t think of developing those skills of problem-solving, reasoning, analysing, and so on” (P15E).

From the above statements, the researcher finds that it is important to enhance productive pedagogies for all teachers because some might take it for granted that they are teaching what is expected on the curriculum but forgetting to develop all the learners’ skills. Teaching and learning does not only involve the subject contents or reading, writing, spelling and mathematics, but developing the learner holistically. From these responses, it is clear that some teachers focus a lot on written activities. Teachers need to talk about how they adjust their pedagogies to involve all learners and helping them to achieve.

It is also important that teachers should integrate their lessons with relevant focus areas from different subjects so that they can develop the learners holistically and also make a connection to the wider social context within which learners live.

5.6.1.4 Team work

In order to enhance their productive pedagogies, teachers need to work collaboratively with other stakeholders or work as a team within their schools. Team work also involves

mentoring and guiding each other, exchanging strategies and approaches, having curriculum discussions about what they are doing differently, and asking someone to teach specific content. Participants from School A, School B and School F (P1A, P2A, P3A, P4B, P5B, P6B, P8B and P19F) affirmed that they do work as a team at their respective schools. P1A and P6B also indicated that they usually meet in phase groups, for example, the foundation phase teachers would meet and share ideas, plan their lessons or discuss teaching and learning strategies that can be used to address diverse learning needs.

“Yes, we do, in most cases, we meet as phases, and we share ideas, suggestions, and our own experiences on addressing diverse learning needs. We always meet as phase teachers to plan and prepare for our lessons. We usually meet once per month, mostly on Mondays afternoon for planning and preparations” (P1A).

In addition, P3A indicated the collaboration at their school and said:

“As a special school, we provide all the relevant support to the learners. The SBST is formulated by all therapist, educational psychologist, school nurse and teaching staff. So we work collaboratively to support the learners. As we indicated, we meet as phases or the whole school [meets] once per month for development. That’s where we discuss all teaching and learning approaches and strategies as well as how we can assist and support learners with barriers to learning”.

Similarly, P4B and P7B also indicated that they collaborate with the remedial teacher who always assists them on different strategies and approaches they can use to assist their learners in their classrooms. This is what they affirmed:

“Now this is where the class teachers start to work collaboratively with the remedial teacher to support those learners so that they should not be left behind in their classrooms” (P4B).

The three schools mentioned above are implementing inclusive education effectively. School B utilises School A as its resource centre as indicated in the EWP6 and the SIAS policy (DBE, 2014). According to the researcher’s observation, the participants from the

three schools do not rely on the support from the DBST only; but they make sure that they use every available resource as their assets for addressing diverse learning needs. The principals (Principal A, Principal B and Principal F) also indicated that they allocate mentors for newly appointed teachers so that they can be assisted and guided on addressing barriers to learning. This is what was affirmed by Principal F:

“... for all new employees at our school, we do induction programmes for them, we orientate the teacher in what is going on, what is expected, our policies, the devices, resources, where to ask for assistance. We do a quality induction first. We show him/ her types of learners we have and the support we offer. I also allocate a mentor to the newly appointed teacher for assistance and guidance. We usually plan together so that we can assist each other on how to address certain barriers or how to provide support. But I always preach teamwork to teachers, working together is very important” .

In addition, Principal A, Principal B and Principal F affirmed that they do have developmental sessions once per month for teachers. They further mentioned that they organise workshops and discussion forums for their staff members on addressing barriers to learning and diversity of learning needs.

“... Once per month, we call it a developmental session, we arrange internal workshops during the afternoon. As a principal, I create internal workshops and discussion forums on addressing barriers to learning and how to cater for diverse learning needs. I also invite other external service providers and also the DBST to come and conduct workshops for the teachers. All the teachers do attend the workshops. Like recently, we invited two psychologists and therapists to come and workshop us on addressing and supporting learners with epilepsy and those with behavioural problems, because those are the other barriers we experience among our learners” (Principal B).

However, that does not mean the other three schools are not working together as a team. The researcher just wanted to comment more on the above schools because they are the ones which showed enthusiasm in implementing inclusive education. During the

interviews with the other three schools (School C, School D, and School E), the researcher realised that P10C, P9C, P13D, P15E, and P18E spoke more about the “I”, meaning that every teacher individually was focusing on addressing barriers or diverse learning needs. They only indicated that some teachers do ask for assistance from them which they do provide. The following are examples of what was acknowledged by the participants above regarding teamwork:

“Yes, teachers talk about the challenges they experience, even though it is not in a formal way, but they do approach us for assistance, then I usually advise them to use different strategies. I even explain how these strategies can be used and how I use them to assist my learners. Some take the advice yes and they tell me that it is working” (P10C).

“You see the other problem is, teachers take inclusive education as a monster. It confuses them a lot, and they don’t even want to hear about it. I would say in this school, any teacher does what he sees it is the best way to assist the learners who experience barriers to learning. It is difficult to provide support whereas we need that support as well” (P15E).

Similarly, P11C further emphasised the fact of working independently by raising the following:

“But also as teachers, some of us do have pride of asking for help, we would not ask for assistance at all. Other teachers would refer their learners with barriers to our classrooms saying “because you have inclusive learners you can be able to help those... teachers in this school like to label learners, they even label us, imagine calling me inclusive teacher. They don’t even know what inclusive education is; otherwise they wouldn’t call us inclusive teachers or inclusive learners”.

From what the above participants indicated, it seems that there is not much team work at School C, School D and School E.

They only assist each other if there is a need or if one can ask for assistance. The researcher recognised that the participants from the three schools raised their concern about time, and teacher-learner ratios which will be addressed in details on the themes challenges experienced by teachers to implement inclusive practices. It might be assumed that due to these challenges, teachers are unable to work collaboratively as a team.

5.6.2 Essential Themes of Promoting Full Participation

One of the research questions for this study is “What needs to be done to increase full participation of all learners during teaching and learning?” According to the researcher’s understanding of full participation, it involves providing access to learning for all learners and ensuring that their learning needs are met. Full participation also involves developing the learners holistically and that they need to feel a sense of belonging to the learning environment where everyone is accepted despite their unique differences.

Before responding to the above question, the researcher asked a question on the barriers to learning which were already identified at their schools. The participants from School A, School B, School C, School D, and School E indicated almost similar barriers to learning, among others are the following common ones:

- physical disabilities;
- specific learning difficulties such as ADHD, dyslexia, dyscalculia;
- behavioural problems;
- children living in child headed families;
- general learning difficulties such as maths, reading, writing, language, spelling, comprehension and short concentration span;
- problem with coding and decoding, expressive language and spelling;
- socio-economic background; and
- sensory problems such as hard of hearing and visual problems.

In contrast to the barriers to learning identified by the five schools above, School F identified the following barriers to learning:

- severe intellectual disabilities;
- Down's syndrome; and
- autism.

The reason for asking the question was that the barriers to learning determine the learners' learning needs. Consequently, the researcher wanted to have an understanding on diverse learning needs of learners from the different schools. The following themes relate to promoting full participation of all learners.

5.6.2.1 Differentiation for addressing diverse learning needs

During the focus groups interviews, the researcher gathered that most of the participants do have an understanding of the concept of full participation. As indicated under the theme of "a good teacher", all the participants noted that teachers need to know their learners well; they need to accept that every learner is unique and has diverse learning needs. P2A, P5B, P8B, P10C, P10C, P13D, P15E and P19F also indicated that teachers need to consider the learners' learning styles, level of ability and learning needs. It is, of course, true that teachers need to know their learners well so that they can be able to create multiple pathways for them to access learning.

According to responses from P7B and P8B, it is clear that they understand that differentiation for addressing diverse learning needs means that one has to know the learners' learning styles, multiple intelligence and learning needs. The participants gave examples of learning styles such as auditory learners and indicated that they would learn best with the use of radio, music or sounds; kinaesthetic learners would learn best through touching, dancing, drama and games; and visual learners would learn best through pictures, diagrams and colours.

The following is an example of what P8B confirmed:

"Let me give an example, I believe in practical examples, I guess I'll just give two concepts of multiple intelligence. We believe that children are good in counting numbers, so when I'm in class and teaching mathematics, if John, James, Peter

and Sam¹ are the only ones who participate actively in class, and the other ones are just looking dull and lost, I have to go and find out if there is anything that I can do or change or bring in my lesson to help those other learners to participate actively. Now let's say the next day, I can bring a radio in my class instead of standing and teaching like I do every day, I can play a mathematics song. All the learners will start to show interest in the lesson; maybe they will start dancing to a particular rhythm and at the same time they are working with numbers. Possibly, I would find that in every five learners who were looking dull and lost, three of them will be interested and start to become actively involved. Some learners learn best through sounds, some by touching, others by movement, while others can learn best through pictures. So as a good teacher, I should always bear that in mind that every learner is unique; have his/ her learning style, and needs. Therefore, I have to make sure that when I plan, I take that into consideration and make sure that I include different resources, use different methods so that I can reach all of the learners or most of them. A good teacher should always consider the learners' learning styles, ability levels, and their learning needs. All these must then be linked to my teaching methods and resources. A good teacher has to know all his learners well. I know that sometimes it is not practical, especially in overcrowded classrooms to meet all the learners' needs, but teachers should make it a norm. Every time when I do physical education, I'm also teaching physical education in the intermediate phase, so I know that Jane, Sarah, and Donald ²are lively, I'm able to see that Mary participates best when using music or when this and that are done, then I know that every time when I teach, I must include music, sounds, concrete objects to touch, or pictures, then I know that I will manage to involve every one".

Similarly, P4B also talked about differentiating the learning environment for those learners with visual or hearing problems. She further indicated that when teaching, she always faced the learners so that they could see her lips. This implies that she knew that when

¹ Pseudonyms are used to preserve anonymity

² Not learners' real names, just pseudonyms

assisting learners with hearing, she could encourage them to lip read. For learners with visual problems, P4B indicated that she put them in the front of the classroom for those who were short-sighted or at the back in the classroom for those who were far-sighted. P4B also added that she used concrete objects when teaching because she was aware that there were some learners who were still at the concrete level. This is what P4B affirmed:

“... Sometimes it might be because the child cannot hear well so he takes out his frustration by misbehaving. Then as a teacher, as soon as I notice that the learner might be having hearing problems, I change his seating position and put him in front where he can see me well. I make sure that always when I teach, I face the learner so that he can see my lips when I speak. Then I start adapting the materials or seating arrangement to cater for the child. The same applies to a learner with visual problems. I give every learner activities on a worksheet; I do the worksheets so that every learner can have it and work on it”. I also use concrete objects because I realised that some learners are still functioning at a concrete level. I do have those learners with learning difficulties, who cannot write or read, but because I involve them in oral activities the most, they enjoy every activity they are doing”.

Participants from all the six schools mentioned the use of pictures, games, songs, and drama when they teach, meaning that they use differentiated methods to address diverse learning needs and learning styles. P1A, P2A, P5B, P10C, P14D, P15E, P17E and P19E indicated that they differentiate their resources by using pictures, concrete objects, worksheets and colours. These are few examples what these participants acknowledged:

“We use different resources such as pictures, word cards, phonic charts, number charts, and concrete objects to make them understand, the phonics chart, and sound charts is always displayed at the front wall” (P10C).

“I also use music, dramatization, storytelling and role play to involve all the learners” (P15E).

However, P5B acknowledged that there are some learners who do not understand the language of learning and teaching (LOLT). P5B further indicated that she involves older learners to assist those learners.

“I use to tell the teachers to use older learners or those who understand the other language which those learners with language barriers are speaking to explain what is being said. Teachers also use gestures, pictures and objects so that those learners can understand the language of instruction better”.

Differentiation for addressing diverse learning needs involves differentiating the content, methods, environment and assessment (DBE, 2010). When differentiating, consideration is based on the learning styles, needs, level of ability as well as learners’ background. The researcher can conclude that all the participants managed to address the question positively.

5.6.2.2 Teaching strategies and approaches to promote full participation of all learners

The best way for teachers to involve all learners in their lessons is by modifying and adapting the curriculum as well as using different strategies and approaches. This can also provide a variety of learning experiences to meet the diverse learning needs of all learners. Different strategies and approaches can assist teachers to modify their methods of teaching, learners’ performance, and assessment. During the focus groups interviews, the researcher could identify some aspects which indicated the use of different teaching strategies and approaches for promoting full participation of learners. Responding to the question on different teaching strategies and approaches, participants gave different answers depending on the context they were working in. P1A and P2A who were working at a special school as resource centre emphasised multilevel teaching. But what was interesting is that they explained that multilevel teaching works best for classrooms with few learners. They further added that their classrooms comprised twelve learners. They grouped learners into two stronger groups and the two weaker groups. The following is what was affirmed by P1A:

“From what I said I just want to explain how I do it in my classroom, what I find working for me is whatever the class is, maximum, I diverse up to four different

levels. Three work much better. But the three you need to mix some of the learners. But if you diverse up to four different levels, you know because you don't have the middle group. You have got the two stronger groups and the two weaker groups, and then you straddle. So, you give the stronger groups work, you know you can use the children that can almost carry on with the work on their own. The work should be self-explanatory so that they can carry on their own. And you start giving more focus on the other two groups. When talking about groups, I'm talking about 3 or 4 learners in a group, not huge groups because in our classrooms we try to restrict them to 12 per class".

In addition, P2A also explained how they differentiate the learners' activities to accommodate all the ability levels. P2A and P14D elaborated more on giving learners different activities to accommodate everyone. They mentioned about using Bloom's taxonomy as a framework to help differentiate the activities so that those learners who experience barriers to learning can also be able to do activities. Thus P2A acknowledged:

"By knowing the learners well, help us so that we know which assistive devices and other resources should we use..... You should also provide extra work for those who can finish the activity first. The worksheets should also have differentiated activities so that even those who struggle can be able to write or to do those activities they can do well. Try by all means to diverse your activities within the worksheet to accommodate all the levels of ability. Then you can start on either level 3 or 4, remember there will be questions which they will find easier to work on. So, let's say you have sections A, B, C, and D. Section A will be for the weakest group/ learner in the classroom, Section B for the weak and middle group, so that at the end of the day, everyone will get a chance to participate [and] achieve something. Section A, the weaker ones will maybe do only that section, so make sure that you have enough activities for them in that section so that your assessment should be effective. Mind you the activities are based on the same content or topic. You only use the Bloom's taxonomy to differentiate the activities so that they can accommodate every learner and level of ability. That will also accommodate those learners who are very good; they will be able to complete the

whole worksheet, meaning that they will do all the sections and they won't get bored and disrupt the class. I also involve learners in projects, discussions, and reporting back".

The most common response to the question was from P5B, P6B, P10C, P12C, P13D, P15E, and P18E who indicated that they use paired and group work, interactive instruction such as question and answer, storytelling, and demonstration to encourage full participation. These are few examples of what was said:

P6B: "Sometimes to help the learners to participate fully especially in reading, we use paired reading, I pair them, and I usually pair a learner who can read well with the one who cannot read so that he can assist the one who cannot read. The one who can read will try to take the other one who cannot read along with him/ her during reading. We also use group work and group guided reading where the one learner reads and the others will follow and will also take turns in reading".

P13D: "...I allow learners opportunity to be creative, like giving the learners a topic and allow them to come up with different ideas regarding the topic, or giving them a topic to research on or give them a project to do a model on whatever".

Contrary to what the participants said above, P18E explained the challenges she experienced because some of her learners' level of abilities were lower than their age cohorts. She indicated that she is straddling activities to address diverse learning need, meaning that she is using the lower grades' activities to assist those learners. The participant said that she is using the Grade 1 Setswana literacy programme (Breakthrough to Setswana Literacy) to assist the learners. This was P18E's response:

"I just want to give you a practical example of the challenges that I have in my classrooms, but I also have strategies of dealing with these challenges; I'm teaching Grade 2, but within my class, there are those learners whom I still give them Grade R or Grade 1 activities. I mean I'm teaching Grade 2, but at the same time still teaching Grade 1, for example using word cards and sentence holder to build a simple sentence like: "lesea le a lela" (The baby is crying). I am using the Breakthrough to Setswana Literacy Programme to introduce reading and writing in

literacy in order to assist those learners who experience barriers to learning, where we use sentence makers, word cards, charts, sentence holders and readers. In Grade 2, I still teach some learners, half of my class the first stage words and prefixes and morphemes such as mme (mother); ntate (father); lesea (baby); etc....”

On the other hand, P9C indicated that she was aware that some learners are struggling in written activities but can express themselves well in oral activities. She further mentioned that it creates challenges to them especially during assessment as they use written activities for assessment. That simply indicates that most teachers focus more on reading and writing. This is what P9C said:

“Learners do participate very well in oral activities, so I think for involving them to analyse and reasoning, we give them oral activities. They can express themselves very good orally. They don’t have a problem, most of the challenge they experience is reading and writing. Those learners who are struggling with writing cannot show those skills in written work, you will find that the child cannot construct even a simple sentence, but when you ask him/ her orally, he can give you valid reasons, and explain in details so that you get his point clearly. They get stuck on written activities, they cannot express themselves”.

Using different teaching strategies and approaches can provide learners with a variety of choice on how to learn and demonstrate what they have learnt.

P3A shared her experience with the researcher about rendering support services to other neighbouring schools including School B as their neighbouring full-service school. She indicated that she always gave advice to other schools about including all learners in teaching and learning and promoting full participation. This is what P3A said:

“I would say teachers should give the children support, they should adapt the teaching strategies or curriculum to cater for every child’s needs. Resources, teaching methods, classroom environment should be adapted. What is mostly needed to address diverse learning needs, is teacher commitment and dedication. Whatever resources available should be adapted to accommodate different

learning needs and children should be given relevant support, that's what I can advise other teachers out there. The emphasis should shift from the child's disability to the child's ability so that everyone can be given opportunity to participate fully".

The researcher can conclude that the participants' responses as noted above addressed the dimension of supportive classroom environment and recognition for differences because they used multilevel teaching and also used different strategies to address diverse learning needs. It is important that when planning, teachers should consider their learners' learning needs, level of ability and learning styles and adapt whatever they will be using when teaching, including the content, methods, learning environment and assessment (UNESCO, 2004). In the next section, the researcher discusses assessment as another aspect which should be considered in promoting full participation.

5.6.2.3 Assessment

Assessment forms one of the main focus areas of teaching and learning. Teachers get to know their learners by assessing them first in order to know what each learner knows, can do and still needs to learn and do. Assessment also helps teachers to know their learners' characteristics to determine their learning needs, learning styles and abilities. That means teachers can use both formal and informal assessment to assess or get to know their learners' diverse needs. P4B, P9C, P10C, P12C, P13D, P15E and P17E mentioned that they use baseline assessment for screening and identifying learners who experience barriers to learning. They further indicated that they use formal and informal assessment continuously so that they can provide assistance to those learners who experience barriers to learning. The following are examples of the responses:

"We use assessment to identify learners who experience barriers to learning in most cases we start screening during the first term, when we do the baseline assessment" (P4B).

"We assess the learners continuously, even during break time we assess them informally. That means we always observe them and whatever we notice, we write it down in our "at hand" books. These also help us to identify those with barriers.

We give them written assessment continuously. When the learner is struggling, I give him/ her different assessments until I see that he is making progress.” (P10C)

In addition, P12C elaborated and explain after identifying learners who experience barriers to learning, they then start with the intervention process. P12C responded in this way:

“..... so that we can support or assist those learners, that is where intervention process is coming in, we should actually start with intervention process immediately after we have identified the learners, and it should first start with the class teacher, but you know what is done here? They only do interventions record towards the end of the year when we are supposed to submit the progression schedules to the district office. And they would point fingers at learners, forgetting that they also contributed in creating barriers to those learners. Teachers in this school are good in labelling learners”.

In addition, P3A, a therapist at School A indicated that sometimes it is difficult for teachers to identify those barriers to learning or to assess learners in general. P3A gave her reasons below:

“I think the whole assessment, to determine the level of needs of the child is, that should in itself be quite a long time. It also need a lot of experience and knowledge. I think the biggest challenge for teachers is to assess, like what is the basic core problems of this child. You see when I talk of physical disability, it is relatively easy to determine that the child is using a wheelchair, so it is the mobility problem and the infrastructure needs to be adjusted, that is not so difficult to come to a conclusion. But when it comes to children with panic or metabolic illnesses, or children with learning difficulties, it is very difficult for teachers to determine the core problem of the children’s needs because sometimes, what they teacher might have noticed, might be a secondary problem which is caused by what he/ she cannot identify. So it might be difficult for the teacher to assist that particular learner”.

In short, P3A wanted to explain to the researcher that sometimes a barrier which a teacher identifies, sometimes is caused by something that might not be identified. The researcher assumes what P3A indicated might be true because P6B, P14D and P15E identified the same problems as a challenge to assist their learners. This is what P6B, P14D and P15E said:

“Hey mam, it is difficult because as a teacher, I try by all means to assist all my learners, and I can only manage to assist them up to a certain level, I cannot assist up to the deeper level because.., let me give an example, for those learners with spelling problems or who cannot write sentences correctly, or who omits letters, and words, it might be easy to assist them, by using drill work, using word cards, sounds and letters to assist them in that problems. But there are those learners who cannot write at all, whom I can say are severely challenged. They struggle also to copy from the board, if you ask them to write a simple sentence, irrespective of the word, phonics cards which are displayed on the wall, they will write things that you won’t understand, I don’t know if they have problems with their eye hand coordination or small muscles, but they cannot write at all. I’m talking about Grade 2 and 3 learners, not Grade R. Sometimes I have doubts that maybe those learners have visual problems or what because some cannot even copy sentences the way they are.

“Not meaning they omit words or sentences, but writing things that you cannot even read. What I did to verify if it’s not visual problems or problems with their eyes, I always give the learners their worksheets when they write so that they can have those sheets closer to their eyes, but the same thing happens, so I fail to understand how I should describe the type of barrier that they experience. So that is why I say I cannot go deeper into identifying the barrier or assisting the learner.”

“Sometimes we just shout at the learner, and it frustrates him because we cannot realise that he has a problem.”

As the participants indicated that they identify barriers to learning during baseline assessment, the researcher also managed to analyse some of the learners’ profiles from

the SBST's portfolios at School B and School D. The researcher also analysed the learners' profiles which included alternative assessments which were given to them. Some of the activities included practical work where some of the learners were required to make their own collages on different forms of transport. There was some progress in other activities, but in some, two learners just pasted pictures randomly.

P17E from School E also gave an example of one learner who had behavioural problems. She said that she used different ways of assessing him, such as observing him while he was playing, talking to the learner even in class when doing their activities. She indicated that the learner showed signs of behavioural problems. The researcher noted that assessment was not only used for progression purposes, but to identify learners' barriers to learning, their learning styles and needs, interests and ability level. P17E said:

"I do have such kind of a learner in my class, since last year ne, I don't know..., eh... is it because of the accident he was involved in, or what, but the child's behaviour is not good at all. He is very naughty, aggressive, disruptive and cannot sit still in class. I called the parent since last year, even this year, but she did not respond. The child was knocked by a car, so I don't know maybe he got injured in the brain or what... We don't know the cause of his behavioural problem".

The researcher asked a probing question on how the informal assessment is recorded. P4B, P14D and P19F indicated that they use "At hand booklets" to write what they observed and heard from learners.

They also indicated that they use questions, observations and listening during informal assessments. This was also confirmed by the documents which were analysed at School B, School D and School F. In the "At hand" books, were a list of all those learners who experienced barriers to learning. Each learner was allocated some pages where teachers wrote everything that they observed on a daily basis on every learner. Teachers also wrote the types of alternative activities explaining the purpose of the activities given. For example, at School D, one of the teachers' "At hand booklet" indicated that she gave one of three learners an activity to classify different transport modes according to the number

of people they carry. According to the teachers' comment, learners were assessed on classifying objects.

The other "At hand booklet" included only what the teacher observed and heard from the learners. One comment was that learner X managed to construct five simple sentences using word cards. The other teacher commented on a learner's behaviour. This is example of the comments:

"We assess the learner continuously, meaning that in whatever the learner is doing, we do assess him/ her. We assess learner when they play, when they eat, when they write, the way he is holding a pen, the way he is writing, the way he is using resources we do assess. We make sure that we do have our "At hand booklets" with us to note whatever that we observed or heard. We assess informally through observation, asking questions and listening and by giving them some activities to do. Our assessment is continuous. Sometimes, for those learners who have speech problems, there is a time where you will hear him/ her uttering a word, we also note those things. We note any progress or behaviour or the way the learner has reacted of done" (P19F)

Participants from School C mentioned that they assess their learners informally and formally, but they did not explain how they recorded the informal assessment, whereas those from School E only mentioned continuous and formal assessment. They did not explain how the continuous assessments were conducted.

With regard to formal assessment, participants from School A, School B, School C, School D and School E indicated that the learners write the Annual National Assessment (ANA) and common assessment from the district office. The special school as resource centre (School A) starts from Grade R until Grade 12, so their learners in Grade 12 also write the final national examinations. The following are examples:

"Yes, yes, it is the same curriculum; it is exactly the same curriculum that is used at all mainstream schools. Our kids here also write the ANA assessment and exams like all other children in the mainstream schools. Errr.., we also write exactly the same preparatory and senior national exams and for the past 7 years we had

obtained 100% pass rate at matric. We were the only special school in the district last year which got 100% pass rate; we had 20 matric students.” (P3A)

“... The formal assessment is the one which assist us on the progress reports. But if the learners are having barriers to learning, because the formal assessment is common for all of them, if they fail the assessment, then we reassess them by giving them alternative assessment. We differentiate the activities in all kinds of assessment so that we know which learner is performing well in which activities and is struggling at which activities. From there, we start to focus on the activities that they struggle on by simplifying the methods or using different methods to teach the content. We also apply different concessions to cater for those learners who experience barriers to learning, like we assess some of them orally and we record them, we get a scribe for those who have writing problems, we also give them extended time for writing the assessment. But now, we first have to complete forms and apply for the special concessions for those learners, from there we submit to the district office”. (P2A)

Contrary to what the participants mentioned above, P19F who is working at a special school for severe intellectual disabilities indicated that their learners also write formal assessment but she did not give examples of the formal assessment. The researcher asked a probing question for further clarity because the learners at those particular schools have severe intellectual disabilities. P19F clarified that they give learners different activities according to their level of ability and their learning needs. But she also explained that they focus more on skills development such as knitting, woodwork, bricklaying, hair dressing, manicure and arts and crafts. P19F further explained that learners are assessed on those skills.

“We do have weekly assessment and quarterly assessment as well. In quarterly assessment, that is where we focus on completing the progression schedules, and we assess them informally every week. The quarterly assessment, we use formal tasks, where learners will be assessed on their skills which will be put in their profiles or portfolios. Those tasks will be the ones we use to write the progress

reports, but we also use the informal assessment, everything that we noted will also assist us in writing or beefing up the progress report”.

During the individual interviews, the principals were also asked a question on assessment. Principal A, Principal B, Principal C and Principal D all gave a similar response by affirming that learners are assessed continuously using different types of questions to cater for all ability levels. They also indicated that learners write common tasks which are set by the district officials. They further clarified that they used special concessions to support those learners who need additional support. This is an example of the responses:

“Our learners are assessed continuously; teachers are using alternative assessment to accommodate those learners with barriers to learning, whereby they differentiate the activities to cater for their level of ability and learning needs. But they are assessed on the same content, topic and theme. When coming to formal assessment, the learners write the same assessment. What we do; we usually apply for concessions for those learners who experience barriers to learning. Forms are completed whereby we identify all the learners who experience barriers to learning; we also write the types of barriers to learning and the types of special concessions we are applying for. Here are the forms that we submitted for this year (showing the forms to the researcher). The forms are submitted to the district office” (Principal B).

Adding to what the participants mentioned above, P10 C, P12C, P15 E and P17E gave different responses on differentiating assessment activities. They explained that they give learners who experience barriers to learning some activities of the lower grades which they are teaching, meaning that they straddled grade activities. The researcher wants to make it clear that the participants were not wrong in straddling grade activities. It was the way they saw it being of assistance to support their learners and maybe it also worked best for them. Teachers can use a variety of ways to differentiate their assessment

P1A, P13D, P8B, and P6B stated that they use the activities of the same grades and the same topics but only differentiated them. The latter makes sense to the researcher,

because being in Grade 3, for example, does not mean doing Grade 1 activities. These participants indicated that they were guided by the Bloom's taxonomy. This was also stated by P1A when referring to multilevel teaching. The SIAS policy (DBE, 2014) affirms that the Bloom's taxonomy can be applied as a framework for differentiating assessment. P1A, P13D, P8B, and P6B responded as follows to the question on assessment:

“For example, an assessment task will be having different types of questions, from the simple ones like fill in the missing words, match pictures with sentences or words with sentences, true/ false as well as the more complex questions like discuss, define, analyse using your own words or explain...”

While still on assessment, the researcher asked probing questions on catering for those learners who experience barriers to learning such as specific and general learning difficulties as they were identified by all schools. Participants from Schools A, B and D indicated that they used special concessions to accommodate those learners. They also explained that the special concessions differed according those barriers to learning identified.

Their responses also differed according to the contexts of their schools. For example, those from School A (P1A and P3A) used extended time for learners with cerebral palsy, amanuenses and extended time for learners with dyslexia and those with severe reading problems. Participants from schools B and D (P5B, P6B and P13D) mentioned that they applied for special concessions to the district office, but they did not get immediate feedback.

The principals from School B and School D confirmed the statement above, and further indicated that irrespective of not getting feedback, they continued to provide relevant support to those learners who experienced barriers to learning using the concessions because they had evidence of the application forms.

Participants from School B indicated that they used extended time for learners with cerebral palsy and those with slow reading pace. They further said they used audio recorder scribes for those learners with severe writing and reading problems. The participants from School D only used oral activities to assess learners with severe reading

and writing problems. They did not mention anything about scribes. Actually, they did not have enough information regarding the special concessions. They were advised by the principal to use oral activities. On the other hand, P3A responded as follow:

“We have children with different physical disabilities in the matric class; we had children with severe reading and writing problems who were supported with amanuenses. We had learners with specific learning difficulties such as dyslexia, yes and they also passed. There was one who was severely disabled with cerebral palsy, he also had speech impairment, they do not accept a scribe for him because they say how can you be sure about what that child is saying, so he can give an answer, you know what the answer has to be, and you think that it is what he said, that is how they denied him a scribe, so they gave him extra time, that means for every formal assessment, he gets extra 30 minutes for every hour. Some of his 3 hours, he wrote on his own on the computer, and it is extremely slow because all his hands are all over the computer, he hasn’t got any control over them. So 3hrs paper is really taking him 6hrs to 7hrs, but he wrote his own paper. So I just give some examples, especially for the participation of those kids, you’ve got to be very patient with them”.

Participants from Schools C and School E did not have information regarding special concession as a support strategy for learners who experience barriers to learning who need additional support. The researcher indicated that not only questions were asked, but she also provided advice and ideas. This is what the researcher advised to participants at both School C and School E:

“The role of SBST is to address barriers to learning at the school, to provide relevant support to both teachers and learners. It is the SBST who should make sure that all the identified barriers to learning are listed and complete the form, submit to the DBST, in order to support those learners, especially in terms of formal assessments. The SBST should apply for special concessions according to the types of barriers to learning that you identified. This is not only the task of the SMT; the SBST should always follow up with both the SMT and the DBST regarding all

the submissions and applications made. The principal and HODs from both phases should form part of the SBST.

The role of the SBST is to make sure that all learners are given opportunity to participate fully during teaching and learning and to implement SIAS as a strategy to address barriers to learning at schools.

Talking about learners' problems in terms of writing and reading, I just want to check if you are aware of special concessions as a support strategy for learners who experience barriers to learning. This can be done after you have screened the learners and identified all the barriers to learning they experienced; this is mostly done during the first term. And during the second term, you continue with the interventions to support those learners, and then you start applying for the special concessions depending on the barriers to learning identified. You apply for the concessions and submit the forms to the district office”.

Some of the participants from School C, School D and School E indicated the challenges they experience during assessment. They indicated that some of the learners with general learning difficulties, who have problems in writing and reading struggled mostly when writing formal assessments. But what was interesting is that those participants also indicated how to assist those learners. P12C declares:

“The most challenge is during formal assessment because it is written activities, to start with, they struggle reading the questions and instructions, some struggle to write constructive sentences and have a lot of spelling mistakes”.

“We read the instructions for the whole class, we read the instruction of the first question to the whole class, and will attend to those who experience problems in reading and writing”. (P14D)

Responding to the theme of promoting full participation of all learners, the researcher can conclude that curriculum differentiation is required. This involves differentiating the learning content, methods of teaching and assessment. Teachers need to first know their learners well in order to identify their learners' needs and to differentiate the curriculum.

That means, informal assessment will be used to assess the learners to find more information on their characteristics, learning needs, styles and abilities. After the assessment information has been gathered, then the teachers can use it in making decisions on what and how to teach. That will then influence their planning, teaching strategies and approaches, and preparing their lessons to cater for the diverse learning needs of all learners.

The following theme is on the teachers' developmental needs and CPTD.

5.6.3 Essential Themes of Teachers' Areas for Development and CPTD

The themes emerged from both the focus and individual interviews, but the principals were the ones who talked much about them. From the responses, the researcher saw it necessary to provide the results of teachers' developmental needs and CPTD separately.

5.6.3.1 Teachers' areas for development

During individual interviews, the researcher asked the principals from School A, School B, School C, School D and School F whether they were given opportunity by the DoE to identify their own developmental needs. All the principals confirmed that it was done every year by means of the Integrated Quality Management System (IQMS). They further explained that teachers identified their developmental needs on their personal growth plans. Principal A further indicated that she allowed the staff members to identify their developmental needs and from there, organised internal workshops to develop everyone. This is what Principal A declared:

“Yes, they do identify their developmental needs. And what we do is, we raise funds, the teachers are included in the fundraising as well. When we do our budget for the next year, we make sure that we have a budget for development, teacher development. And during the following year we allow them to identify their areas for development”.

Similarly, Principal B added the following:

“Yes, they do identify their areas for development. Like I said, most of our problem here is that of intellectually challenged learners. That’s where teachers need to be developed on differentiation in terms of the content, assessment, teaching methods and resources as well as environment to accommodate every learner during teaching and learning. ... They so struggle mostly on that, on how to support or assist learners with intellectual challenges. You can do everything, but if you are not a professional, you cannot do that”.

During the focus groups interviews with the SBSTs, participants from all the schools agreed that they did identify their developmental needs during the IQMS process. However, P1A and P2A gave a detailed explanation on how they did it. Thus P1A declared:

“Yes, they do identify them.. ... Yes, we meet at school; we got a staff development plan. So what we do, we take each and every IQMS, we take all the PGPs, because every teacher wrote his/ her own personal growth plan, and we take all of them and we say, ok.., let us look at all the common or similar ones, and we sort them like that so that we can address them easily. Once we sorted them, we now design the school improvement plan, and we include all the information to guide us in our staff development plan. We have internal workshops organised by the school once per month, and we invite external experts twice per term. We also attend workshops which are organised by the DoE. What we normally do during our internal workshops, we identify all the topics we want to deal with, and among ourselves, and we share those topics so that we can facilitate the workshops. We also organise some DVDs on dealing with different disabilities or learning difficulties to watch. Like last month, we discussed about a learner with dyslexia, how he functions, how can we assist him and which resources to use to support the learner. The therapists were also involved to advise us on how to deal with such learners. It was very magnificent”.

After confirming that teachers identified their developmental needs, the researcher asked a follow-up question to ask the participants what they would identify as their

developmental needs. P13D, P14D and P15E acknowledged that they were not sure of their roles and responsibilities as SBST. P13D responded as follow:

“You know mam, this SBST is very demanding, especially when you don’t have knowledge and skills, like us, it is very demanding, So for us to perform well is to get a thorough training on addressing barriers to learning, the different strategies that we can use, inclusive classroom practices and different support strategies. ... What we are doing currently, we are not sure if we are on the right track or what, I think we should get thorough training and support from the DBST”.

However, other participants, P6B, P12C, P15E and P16E indicated similar developmental needs including inclusive education practices, curriculum differentiation and adaptation, the SIAS and intervention processes. The following are examples of what was affirmed:

“... want to be developed on the SIAS and intervention process, and also be developed on differentiation as a strategy to assist learners”. (P12C)

“...I want to be developed on intervention process as a way of assisting and supporting learners who experience barriers to learning. I also agree with what Mam has just said that every teacher in this school should be developed on inclusive education, teachers are forced to be developed, for the sake of our learners, and they have to get trained on all these different inclusive strategies. I mean addressing barriers to learning is not only the responsibility of the SBST, it is every teacher’s responsibility, it should start in the classroom where the teacher observes, assess and identifies all the learners who experience barriers to learning, then should use all those different strategies to support them”. (P15E)

After identifying the developmental areas, the researcher asked the participants how they would like to be developed. The researcher gives a report on the CPTD theme below.

5.6.3.2. Continuous Professional Teacher Development

Before giving a report on how the participants wanted to be developed, the researcher first asked a question on what was done at schools on developing their staff members. Principals from School A, School B, and School F indicated that they had developmental

days once per month where all staff members met and had a discussion or debate on a specific topic which was identified by all members. They indicated that teachers were given opportunity to identify topics, on which they would like to be developed, and one would volunteer to facilitate on a specific day, but teachers would take turns facilitating. They also added that they sometimes invited external service providers to facilitate the workshops and that teachers attended workshops which were organised by the district officials.

The participants' responses are included in section 5.6.1.4 on teamwork. The following response was said by Principal F:

“We do have a staff development plan, On Tuesdays, every week we have a session called developmental session. I also invite organisations or specialists from outside to come and develop teachers on whatever we will have identified for that day. I also invite union representatives to come and develop them on labour-related issues or policies. Our teachers get developed from policy level to teaching and learning strategies, methodology and support. Mam, our school is regarded as a resource centre for other neighbouring schools, so it is important for us to be well-developed so that we can also render support services to those schools, Hence, we have a developmental session every week. Our teachers have been workshopped on the AAC, how to use them and how to train learners on using them. We also trained some other teachers from neighbouring schools on the use of AAC”.

It was interesting to note that Principal A, Principal B and Principal F took efforts to empower their staff members; they did not just leave the developmental responsibility to the district or DoE. Principal C and Principal D indicated that their staff members attended workshops which were organised by the DBST or other district officials. Principal C indicated the following:

“Yes, it's a dream, one of a dream that I would like to come true, is I would like to see this school being a full-service understanding school. A school that we would really understand ourselves, what is it that we understand about all this concepts,

what the concept of full-service school is all about. The reason for saying this is that our school is targeted to be converted into a full-service as from 2017, so we are preparing ourselves currently. So I want our teachers to have a full understanding on inclusive education. If we can have that full understanding, I think we will be ready and fully resourced to become a full-service school. We have to make a breakthrough, which is why I'm saying from my past, I know that we were taught by this teacher who taught all of us in one classroom, whereas there was this learner who could not follow up, but we were all included and taught in one classroom because there was no system. Today, there is this system. That's why I said to the department that I'm prepared to be a model full-service school, but most important thing, is to develop the whole staff, to give them quality training so that they can be ready also, and also to turn the attitude of the teachers and community at large. Not to take this thing of FSS at the back of the mind. They should look at how they were taught with all other learners in one class during those days. The same should be applied. Now today, there is this system. Let us allow the system to function effectively".

Unfortunately, Principal C did not explain what was done at school to develop teachers. He only mentioned what he wished could be done. The researcher took it for granted that what the participant said was part of the development plan which would be implemented in future.

A follow-up question on how the participants would prefer to be developed was asked. In response to the question, participants from School C, School D, and School E indicated that they would prefer internal workshops which will be facilitated by external experts, while others from the same schools preferred to form cluster groups with other neighbouring schools and organise their own cluster workshops. The common response from the participants from School A, School B, School C, School D and School E was that they would prefer external experts to facilitate the workshops because the DBST were mostly unsure of many topics during their workshops. The following are examples responses from participants in School A, School B, School C, School D and School E:

“For me what I see works best is internal workshops organised by the schools themselves, because if we rely on the workshops organised by the district or department, sometimes they come up with topics we are not even interested in. So because teachers identify their developmental needs, each school should be given opportunity and enough funding to organise their own workshops. Like at our school, every year we identify all those developmental needs, draft a plan for our staff developmental day and we either conduct those workshops, or invite experts from outside. And we know this is done once a month rather than going to a workshop once per quarter, or attending workshops which will not benefit you”.
(P2A)

“...We need intensive development at this school, I would suggest that”. (P14D)

However, P8B mentioned about the quality of development they got from higher institutions. This is what P8B said:

“I got my Honours degree in English and I don’t have the “know how” to really understand the background of this child, how he thinks or how I must approach him”.

The participant actually wanted to explain that what is really important from development is to respond to the “How “question. He further indicated that for teachers to lack knowledge on addressing diverse learning was that they were only taught the methodology of teaching, but not the how to address a particular problem. The statement said by the P8B above justifies what a P1A said:

“The government must bring back the teacher training colleges. They must forget about getting teachers with degrees only, yes it’s good to have a degree but you also need to have the quality basics from teacher training college, where teachers spend 3 years or more time in daily classrooms where they are taught theory and methodology, plus having teaching practices and critical classes where the lectures evaluate your teaching practices. For me, at university level, most of the efforts and time is student-orientated focusing on exams to pass and get their

qualification, but at college it's both student-centred and lecturers' guidance and support in terms of the methodology and practical of teaching in all the subjects".

It is important that teachers' developmental needs should be considered because the participants from School A, School B, School C, School D and School E mentioned that in most cases, the workshops which are organised by the district officials did not meet their own needs.

From what P1A and P8B said, one can say that, it is important for institutions of higher learning to focus not only on methodology but also on addressing barriers to learning. This should not be a single department's problem, but it should be done across the board in all the departments. The researcher's observation on different modules at the university is that more emphasis is given to the content of that particular module, which does not include addressing diverse learning needs; the contents do not respond to the real experiences that the student-teachers will be facing out there when teaching. The content should not be a 'one-size-fits-all' because all schools and all classrooms are faced with diversity of learners with diverse learning needs.

5.6.4 Challenges Experienced by Teachers in Implementing Inclusive Practices

During the focus group interviews, participants in School B, School C, School D, and School E indicated that they were experiencing many challenges on implementing inclusive practices. As noted, those schools differed in terms of their contexts. School A and F did not identify many challenges, but they gave advice for assisting other schools. However, School B, School C, School D, and School E talked mostly about time, workloads and overcrowded classrooms as their challenges.

5.6.4.1 Time

Talking about time, the participants from School B, School C, School D and School E, which are full-service and mainstream schools, indicated that they have little time to address diverse learning needs. P4B and P14D stated that even though they tried to give learners individual attention, they were unable to assist every learner because time did not allow them and they did not want to disadvantage other learners who performed well.

The researcher noticed that the reason for stating time as the most challenge from the said schools was because they indicated that they had many learners in their classrooms. The following are what was said by P4B:

“It is very difficult because to attend to the learners individually take a lot of time. I have to leave this other one and attend the others, go back to attend the other group, and come back the first ones, so this takes a lot of time. That is how I sometimes lose focus because time does not allow us”.

Furthermore, P14D responded as follows:

“I always try to use the little time that I get to assist those learners who experience barriers to learning, like sometimes I create extra time during their break or after school, because we at the foundation phase, our day end at 13:30, so from 13:30 until 14:30, I will use that time to assist those learners, but still we do have many learners with barriers to learning, so we cannot give them individual attention as it is expected. We mostly assist them in pairs or we group them, but there are those who need your intensive attention. Time is the most crucial challenge that we experience”.

The participants from School B, School C, School D and School E also mentioned the time allocation especially in the intermediate phase. They explained that the time allocated did not allow them to give assistance. The researcher was concerned because those participants seemed not to devise any means of creating extra time to assist learners who experience barriers to learning. They complained only about the little time allocated but did not explain the efforts they were making to create more time for assistance compared to what the foundation phase participants indicated. P4A, P14D, P15E and P18E who were teaching in the foundation phase indicated that they created extra time after school to assist learners who experience barriers to learning. From this, one would assume that intermediate teachers seem not to make much effort to address barriers to learning.

These are examples of what P11C, P17E, P13D and P16E who are teaching in the intermediate phase said:

“In the intermediate phase, we are having problems because we do subject teaching and a period lasts for 45 minutes. We don’t get enough time to assist our learners who have learning problems”. (P13D)

“At the intermediate phase, immediately when the period ends, the next teacher is already available to start teaching, so those learners who experience barriers to learning did not grasp anything when you were teaching, so they are always left behind”. (P16E)

Participants from Schools C and School E (P10C and P15E) mentioned that they could not create extra time because most of their learners use transport to travel to school. From what they indicated, the researcher thought that maybe that was one of the problems that hindered the intermediate teachers to create extra time, but more reasons will be seen when discussing the support programmes at schools. This is what P15E said:

“Most of our learners are using transport to travel to school, so when the schools knock off, the transports are already here and learners go straight to them, so we cannot create extra time to assist our learners or to do remedial work”

The researcher was still not convinced with what was said, asking herself if there was no other way for teachers to create time for assisting those learners. This also means that some learners who experience barriers to learning are just left out which makes them discouraged and vulnerable sometimes. The latter statement is made because most of the participants from the same schools (School C and School E) indicated that most of their learners are having behavioural problems. If one looks at the causes of behavioural problems, one would find that learning difficulties can also cause behavioural problems as well, where in this case the latter is regarded as the primary problem with behaviour being the secondary problem. In this case, learners may be stubborn or hyperactive, submit incomplete and untidy work and have attention problems. One of the participants from School A, who is a therapist (P3A), also said something regarding learning difficulties which can cause behavioural problems. This is what P3A said:

“Because many conditions like if a child has learning difficulties, there is often a secondary, emotional or behavioural problem because they realise in themselves

that “I am not stupid, but I cannot manage to work and nobody cares to support me” you know it’s so frustrating for these learners so that plays a large part, and they become aggressive, and become bully sometimes, they develop behavioural problems because of the barriers they have within them. It is difficult for the teacher to sometimes determine if the child has a specific learning disability, or is this child slow learner”.

5.6.4.2 Overcrowding

During the focus groups interviews, participants from School B, School C, School D and School E indicated that they had many learners in their classrooms which hindered them from assisting those learners who experienced barriers to learning. They further responded that most of the learners in their classrooms experienced learning difficulties such as reading, writing, constructing sentences, spelling, and some of them had language problems and poor concentration spans, so they could not assist all of them. P8B, P13D and P14D mentioned that besides assisting learners who experienced barriers to learning, they were teaching more than two subjects and more classes which made their work difficult especially in involving all of the learners during teaching and learning. The participants indicated teaching many learners in one classroom, giving them activities and having to mark those activities, especially when teaching more than two subjects, created challenges for them to provide relevant assistance to their learners, or even promoting full participation. The following was affirmed by P14D:

“In my class, I am having 49 learners in Grade 3, so giving individual attention is very demanding”.

Similarly, P8B acknowledged that:

“So what I can simply say... It’s just that the whole thing is a bit complex; the whole issue of inclusive education is complex. But what I can simply say is that as an educator, personally I think I can be able to reach out all my learners’ needs in my classroom, but because we have got classes of 45 to 55 learners, and to plan for all of them, which is another barrier again. Overcrowding is a barrier, let me say, we might not call it overcrowding, but too big classes, so the learner- teacher ratio

is not practical. I think our government must try to reduce the teacher- learner ratio to at least 1: 30 or 1: 35, and then by this way, there can be a lot of progress in terms of the implementation of inclusive education. We can manage to involve every learner during teaching and learning”.

In addition to what P8B mentioned, P2A acknowledged as follows:

“I mean if you sit with a class of 49 learners, let’s say at a mainstream school, and also teaching more than one subject, you see that you have than 200 to 400 paragraphs to mark in the evening and you still have to prepare for the next day for three different levels of abilities for all the subjects you are teaching. I just want to show you the real challenges teachers are facing. I did not even mention any extramural activities. You can just imagine the workload teachers are facing on a daily basis. I don’t know how these can be addressed, but I think if there can be more teachers so that every teacher can have one subject to teach. This is the biggest problem teachers are facing, teaching more than two subjects, in different grades and you have to include all your learners’ ability levels. Teachers are really experiencing burn out when trying to get these properly”.

Granted that overcrowding is also a barrier for teachers to address diverse learning needs, the researcher can confirm that it does not only hamper participants from assisting learners who experience barriers to learning, but it also causes lack of discipline, as it has been mentioned. The participants’ responses to overcrowding might also link to what they indicated regarding time as another challenge. If there are many learners in one classroom, and finding that most of them are experiencing barriers to learning, including behavioural problems, the teachers might struggle to address diverse learning needs.

5.4.6.3 Lack of support programmes

Talking about the support programmes which are supposed to be offered at schools as per the EWP6 and the SIAS policy, the researcher discusses this aspect in conjunction with the policies because one has an influence on the other. The researcher is aware that support programmes were not part of the study’s objectives, but they do have a great influence on enhancing productive pedagogies as well as increasing full participation for

all learners. Teachers need to be assisted and supported so that they can be effective in addressing diverse learning needs. Schools also need to have effective support programmes to include all learners in education and to reduce barriers to learning. The support programmes which are discussed include intervention programmes; learner support teachers; SBST as the support structure at school level; and DBST as a support structure at district level for all schools.

Most participants, especially from School C, School D and School E indicated that they do not have relevant support programmes at schools to assist both teachers and learners on overcoming barriers to learning. They mentioned that it was one of the reasons why they were failing to implement inclusive practices at their schools.

5.4.6.3.1 Implementation of policies

The researcher asked the therapist, P3A, to share her experiences on what might be the challenges that teachers experience on implementing inclusive practices. She responded that what she observed when assisting other teachers from neighbouring schools was the implementation of SIAS policy. She further explained that the policy itself was complicated and had a lot of information which teachers, parents, SMT, SBST, DBST and therapists had to absorb. The participant added that the process of screening, identification assessment and support was not an easy task, especially if there was not enough support programmes and evidence. She further indicated that in some schools, the teachers are struggling to get parents' involved, but this aspect will be discussed in detail later. This is what P3A explained:

"I think from the implementation of the EWP6, there are many gaps one can talk about, firstly let us look at the SIAS policy. The original SIAS document that was sent to us for evaluation, it was quite a lengthy form, it was a form that I think it would take a very long time for the teachers to complete. Teachers need to be thoroughly trained on it before even implementing it, because it was not only the teachers who were involved in the completion of the forms, all the team within the school was involved, the SMT, SBST, HOSs and parents as well, which sometimes it is difficult work in a school day, and it is also difficult for the teachers and the

SBST to complete the form with all its subdivisions. Sometimes I think it is also a challenge to get the parents in and to make them part of the process. ... On the implementation, we've found that quite a large percentage of teachers were sort of resistant to follow the whole process of SIAS because it's very difficult for them to determine the basic reason for the child's disability, and that very often there are a lot of secondary problems or so on, which makes support very difficult, because now you have someone who have to support with the behavioural problem, you have to get someone who have to support with the academic problems, you have to get someone to support with the family problems because the father is getting impatient with his boy when he is not performing good at school. So I think the issues are very wide for a teacher to handle all these. Even if she has a support team, like they say the logistics of always getting support ... can be difficult".

The other aspect on policy matters was raised by P10C, P12C, P15E, P16E and P17 E regarding the progression of learners. They indicated that the policy stated that no learner should repeat one phase more than twice, meaning that, if a learner once failed in Grade 2, he/ she must be given the benefit of the doubt and should be progressed to the next grade and phase without failing a grade in the foundation phase. The same should happen in all the phases. Unfortunately, the researcher could not find any policy or clause which indicated what was said by the participants and could not comment much without first having a clear understanding on it. The following is an example of what P15E affirmed:

"The other serious challenge is that the department or our government does not want learners to fail, especially repeating one grade or phase twice, for example, let's say a learner failed Grade 1, and repeat the following year, even if he/ she can struggle or you find that she is not yet ready to be progressed to the next grade, but for the fact that he/ she repeated Grade 1, she has to be progressed to Grade 2 and to Grade 3 without her repeating the classes. This is a serious barrier on its own. I mean yes, we also don't want our learners to fail, but we have these learners whose levels of ability are low according to their age and they cannot cope. So can you see that we are creating more barriers on top of the barriers that

they already have. So that is the most challenge that we experience, learners being pushed to the next grade, even the next phase whereas he/ she is struggling or have learning difficulties which hinders him/ her to cope because there is a great gap in terms of his/ her ability level and the grade that he/ she is pushed to”.

In addition, P17E indicated that the concerned clause also has a negative effect on high schools. This is how P17E responded:

“This continues until at high school. That is why you find that other high schools are trapped as underperforming schools. It is not their fault. The reason is that those learners who experience learning difficulties were pushed to the next grades and phases without considering that we create more gaps within the learner, and all these create more barriers to learning for that particular learner. You find that a Grade 12 learner is struggling to write simple sentences or a simple paragraph”.

Principal C also indicated the same comments during the individual interviews:

“The policy doesn’t allow us to retain the learners more than once in a phase, even if that learner is not having progress”.

The researcher was concerned by P10C, P12C, P15E, P16E and P17 statements because they seemed to be reasonable. It is true that one cannot be proud that all learners in his/ her classroom have passed and progressed to the next grade or phase, knowing well that their performance is not satisfactory.

A probing question was asked regarding being one’s own classroom manager, that every teacher should be responsible for his/ her learners’ performance and provide as much relevant assistance as possible. P15E affirmed:

“Most teachers just progress their learners because they don’t want to be accountable for those who failed and they also dodge the intervention process”.

The researcher argues that if the allegations are true, that means there might be lack of empowering protective policies, which cause barriers to learning. This on its own shows that the quality of education is compromised because there is no proof of support

strategies given to those learners to improve their learning process at the School C and School E.

5.4.6.3.2 Support strategies

During the document analysis, the researcher could only access the SBST portfolios and intervention records of School A, School B, School D and School F. There were no supporting intervention records at School C and School E. During the focus groups, the participants from School C and School E indicated that they had developed their own intervention forms to guide teachers. The researcher fully agrees with that as schools' contexts and needs should be considered. They gave reasons for not having those records during the time of data collection, but it was only for that period; they acknowledged that most teachers only start with the intervention process towards the end of the year, during the last term in order to have evidence which will be attached to the final progression schedules. This is what was affirmed by P15E:

“Yes, this is a challenge though; remember when I told you that we need development on intervention process when you came to request permission to do your research? Yes, there are some intervention strategies that we currently using, we developed intervention forms which show different strategies that a teacher should use to support the learners who experience barriers to learning. Then if there is no progress, it's then that the child can be referred to the SBST, and then we as a team also come up with different strategies that we can use to support the learner. But we are unable to do that due to so many things..., time is one of those things, it is as if the SBST is not functional. I mean, I am the coordinator, I have a class of 50 learners and I am the HOD in the foundation phase – tell me how will I cope with so many activities? You see the other thing is, even teachers themselves, we give them the forms to guide them during the intervention process, but they do not complete them, so they just progress the learners even if they don't deserve to progress to the next grade, Teachers do not want to account for learner progression, they don't even want a lot of paper work. The intervention process includes many different and alternative activities to assist the learners who experience barriers to learning, and there should be supporting documents for

proof of evidence. Most teachers just progress their learners because they dodge the intervention process”.

P15E further gave an example of a scenario which they were involved in at School E:

“We also experienced problems where a parent, especially those who are careful and always check on their children’s school work, the parent realises or notices that her child’s performance is very weak, or is having serious learning difficulties... This happened last year at this same school, the learner was progressed to the next grade, and remember what I said, the parent noticed that her child is having learning difficulties, she was never called or invited to school to come and discuss or be given feedback on the child’s school work, but she find that her child has passed. The parent came to the school to enquire and report on her child’s progress. For that matter, the parent brought all her child’s books, including the assessment books. She wanted clarity on what happened, because what was written on the child’s progress report was not a true reflection on what transpired on the books. She demanded clarity on why and how did her child pass. I just want to show you how other teachers are careless and not taking responsibility of their work. Mam, you know, we were in big trouble because she threatened to take the matter up because we are not doing our job. We were in a serious predicament because we did not know her agenda; mind you, changing the report would lead us in trouble as she is having a report stating that the child has passed including the marks obtained. The SMT together with this team, we had to make sure that we account for what happened, fortunately the parent cooperated with us and we all agreed to retain the child”.

From this scenario, one can assume that there seems to be some teachers who fail the system by not providing relevant support to learners so that they can improve their learning.

Teachers might blame the DoE policies, but at the same time those policies state clearly the different support services and strategies teachers can use to assist those learners who experience barriers to learning.

As noted by P15E, P10C, P12C and P17E, some teachers did not want to account for the failure rate of their learners, so they just pushed through those learners who experienced barriers to learning without implementing the intervention programme as a way of assisting these learners. This was really disappointing and it showed that there are some teachers who are not committed and dedicated to their work. These are some of the principles of support which are outlined in the SIAS policy (DBE, 2014) document that was analysed:

- Support includes all activities in a school which increase its capacity to respond to diversity.
- Providing support to individuals is only one way of making learning contexts and lessons accessible to all learners.
- Support takes place when teachers plan lessons in such a way that they accommodate all learners.
- Though the major responsibility for coordinating support may rest with a limited number of people, all staff need to be involved in support activities.

These principles clearly indicate that every teacher is responsible for supporting all learners at school and in the classroom. No learner should be left out without being provided support. The most interesting point raised by P12C is that teachers would blame learners or focus more on learners' learning difficulties rather than on assisting those learners. This means teachers approach learners based on their weaknesses rather than their strengths. Avramidis (2005) asserts that the pathological model views learners' differences as deficits. Based on P12C and P15E statements, one can then argue that some teachers still believe in the pathological model. P10C, P12C, P9C, P17E and P18E indicated that some teachers avoid being accountable for their learners' failure by progressing all their learners to the next grade or phase without any intervention being done.

During the individual interviews, Principal C also raised the same problem:

“Now the problem with teachers is that you’ll never get these problems during the course of the year, you’ll only hear or know about this towards the end of the year

when they know that the intervention records are needed. They start doing the intervention records towards the end of the year when we have to submit the final year schedules to the district office. And some don't even complete them"

The researcher was a little worried during the individual interviews with Principal C because there were some instances where he seemed to contradict himself. But in this case, he also provided a solution to the problem. The researcher found this to be motivating and instilling responsibilities to teachers. This is what Principal C said:

"So now the strategy that we as SMT is using to force teachers to start with the intervention record immediately after identifying the learners. We say at the end of every quarter, before giving out the progress reports, every teacher must be accountable for those learners who failed and they should also submit ... evidence that they are assisting those learners, which is the intervention records. They use them and also call parents every term. But before calling the parents, we first do it ourselves with them, I mean you cannot just call a parent and say your child is not coping, without you as a teacher supporting the learner, so we want proof of the intervention records".

From what was said, the researcher failed to understand why some participants blamed the DoE policies whereas they themselves were failing to provide relevant support to all learners as stated in those policies in order to make learning contexts and lessons accessible to those learners.

While still on the intervention process, not all schools experienced challenges on the intervention process. There were good things the researcher heard and analysed from School B, which was the only one which appointed a remedial teacher who was paid by the school governing body (SGB). P4B, P6B and P7B indicated that after identifying the learners who experience barriers to learning, they then referred them to the remedial teacher for assistance and support. But they also confirmed that all teachers worked collaboratively with the remedial teacher, meaning that the intervention process at that school was a joint process between the remedial and class teachers. The following is what was affirmed by P5B:

“... as the remedial teacher, don't have any problem because I have a smaller number of learners. It ranges between 4 and 8 learners per remedial class. So I help the learners who have learning difficulties in their different grades. So basically, I work together with the class teachers, We know that this and this and this learners really have problems, either with sight words, reading, writing, or spelling, language in general, mathematics, or they have short concentration span. So in my class, I have the opportunity to sit one on one with learners and I'm glad because when assisting them or giving them individual attention, you can see the difference, there is progress.”

P5B as the remedial teacher is working at the remedial centre, where all those learners who are being identified as having barriers to learning are referred to. She further explained how she groups those learners and the strategies she is using to assist them. However, from the analysis of the EWP6 which is the inclusive education policy document, the researcher noticed that there was a report from the commissions which were established to investigate on the country's education system, especially in terms of the special needs education. The report noted that the prevailing situation in remedial classes and programmes was inappropriate, and, in general, failed to provide a cost-effective and comprehensive learning experience for learners. The researcher therefore saw it important to ask a probing question to see if the remedial class was not inappropriate or did not exclude the learners from teaching and learning when it was time for them to attend their sessions. P6B and P4B responded that what was done in the remedial class at that particular time was closely linked to what was done in the learners' classrooms. This is what was affirmed by P6B:

“Mam, let me explain this, the remedial teacher always follows our programmes in different classes. That means whatever we will be teaching, she will also do that in the remedial but considering the learning needs and level of ability of that learners. The activities done in the remedial class links with what we are doing. Like for example, Mam is teaching number names and writing the numbers in words, so those that are at the remedial class, maybe they cannot write. What the remedial teacher will be doing is to teach the same content but at their level and”

using a specific programme or strategy. We should be on par, so that no learner should be left behind. The remedial teacher's plan links with the grades plan”.

From the response, the researcher was convinced that the remedial class and all the programmes used at School B were appropriately used. That means the school itself is providing effective support programmes for both teachers and learners as the participants confirmed that the remedial teacher assisted and advised them on different programmes they could use to support those learners who experienced barriers in their classrooms. The remedial teacher also explained her plan in order for the researcher to have an understanding of how she assisted those learners. P4B, P6B, and P7B expressed their satisfaction with the remedial teacher's work and the learners' progress. This is what P6B said:

“Honestly speaking, the remedial class works a lot. Like now before the schools closes for the first term, the SBST will be sitting and discussing the mark distribution/ allocation which assist us. The remedial teacher will be assisting us and guiding us on which activities to use for those learners who experience barriers to learning. That means we will be debating on how to address barriers to learning, and the assistance the learners get from the remedial class and which activities does she give those learners, etc. Now this is where the class teachers start to work collaboratively with the remedial teacher to support those learners so that they should not be left behind in their classrooms. From their progress, not all the learners who attend the remedial class will be attending the class again the next term. It will depend on their progress...”.

The researcher can confirm that School B used the EWP6 and SIAS policies as their guide to implement the inclusive practices and providing relevant support programmes to both teachers and learners, but they were also dedicated to their work.

5.4.6.3.3 The role of the SBST as a comprehensive system of learning support to address barriers to learning and teaching at school level

The researcher first focuses on the challenges which the SBSTs experience because the theme discussed here is on challenges experienced by teachers in implementing inclusive practices.

The SBSTs at three School C, School D and School E, which are full-service and mainstream, seem to be comprised of teachers who volunteered because of the interests they had in addressing barriers to learning. They did not follow the procedure as indicated in the EWP6 on establishing the team.

“This committee does not consist of people who are supposed to be part of it like the LO teacher, assessment coordinator, etc., most of us volunteered because no one wanted to be part of it, and for your information, there is only one SMT member. You see this mam (pointing at the teacher), she is the foundation HOD, she is the only SMT member in the team. Maybe that is why we are not functional”.
(P10C)

“We were informed that the ILST/SBST committee should be comprised of HODs, plus language and maths teachers. That is the way this team was established”.
(P13D)

In addition, P15E acknowledged that the SBST at their school was established the previous year.

“Honestly speaking, we just established the SBST last year. Looking at the challenges we face at school, I then approached the principal to allow me to establish a new SBST. We are still new in the team and we work without any idea or knowledge of our roles as the SBST”.

It is interesting to realise that some teachers are willing to provide support to their learners to such an extent that they choose to do the right thing irrespective of lack of knowledge. The researcher wishes that every teacher would be like that in order to overcome barriers to learning and to address diverse learning needs.

Participants from School C, School D and School E indicated that most of the team members are teaching in the foundation phase, where they are faced with a lot of work. P10C, P12C, P13D, P14D, P15E and P16E further indicated that they do not get enough time to provide support to other teachers or learners in the whole school. P12C said:

“But in this case, we have a problem, because as you see, most of the members here are foundation phase teachers, the SBST consist mostly of foundation phase teachers. We are the ones who have a lot of work than any other teacher because we teach our learners the whole day, we have our own classrooms to manage, we are the ones who focuses mostly on addressing barriers to learning. You’ll hear a teacher from intermediate phase complaining that “but why is so and so not performing well, he can’t even write his name properly”. Those teachers don’t want to take efforts; they just want to teach smoothly without having problems. So we don’t have enough time to go and assist other teachers, when you have some free hours, which is not common in our case, we create this during lunch time and one hour after school, to assist those learners who have learning barriers. In most cases, we work in silos. But we do discuss with other teachers where we advise them what to do to assist their learners. We also tell them to come to us if they need any help. Like, I use to advise some teachers to use different methods; I would even share with them the strategies and methods that I use to assist my learners”.

In addition, P13D and P14D expressed their frustration with the limited time they had, but they indicated that they had developed a timetable for extra classes to assist those learners who experienced barriers to learning. They noted that besides creating extra classes, it did not serve the purpose because most of the learners during that time seemed to be exhausted or had lost their concentration span, some being hungry or thinking about their other friends who had gone home. This is what P13D said:

“You know mam, this SBST is very demanding, especially when you don’t have knowledge and skills, like us. It is very demanding. We go extra miles of developing timetables for extra classes, because developing or assisting the learner within the teaching and learning hours is not possible for us, so that is why we ended up

developing the timetable for extra classes. So after school we as the team remain with those learners and we go to the remedial centre with them to assist them by using different strategies and activities. And when you are busy like that, other learners are not concentrating; they think of their friends outside, they think of going home to play, so that is why I say it is very demanding. So for us to perform well is to get a thorough training on addressing barriers to learning, the different strategies that we can use, inclusive classroom practices and different support strategies. What we are doing currently, we are not sure if we are on the right track or what, I think we should get thorough training and support from the DBST”.

P13D also indicated that they need to be empowered in order to provide relevant support services. P16E indicated that some of the team members are also involved in many school committees which hinder them from providing support to the entire school.

According to what was mentioned by P10C, P13D, P14D, P15E and P16E, the researcher can speculate that the teams were established just because the policy stated that every school must have a SBST to provide support services, but they were not functional. The researcher further assumes that the said schools had challenges in addressing barriers to learning. Individual teachers who were concerned about their learners were the ones who provided assistance and support to their learners who experienced barriers to learning. The teams from School C, School D and School E were not functional; they raised the fact that they did not know their roles, and did not get support from the DBST. The researcher asked further questions on the support they receive from the DBST. The reason was to find out if the teams were failing the system or was it because of lack of support they received from the DBST. It is stated in the EWP6 and SIAS policy that the DBST has to provide a coordinated, professional support service that draws on expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full-service and other primary schools and educational institutions (DoE, 2001 and DBE, 2014).

Participants from School C, School D and School E indicated that they expected a lot from the DBST. P15E, P17E and P18E acknowledged that they sent emails to request support services from the DBST, but did not get feedback or acknowledgement letters.

P13D and P14D also explained that they did not get support from the DBST. They further indicated that they identified learners who experienced severe barriers to learning who need to be referred and informed the DBST but could not get support. Below is a verbatim response from P14D:

“Eish, Mam, those people are hard to get. Last year one of the therapists came to our school, and told us that she is from a special school so she was just passing to check if we have some problems that need their attention, so we told her about the four learners who have intellectual problems who were identified in 2013. We even called the learners so that she can see them. She promised us that she would inform the DBST together with other therapists so that they can all come to our school for assessing or evaluating these learners, you won’t believe, since that day we never saw or hear from her. We called them but they just kept on promising us that they will come but never. One DBST member came here on Monday, this past Monday since we called them from when. Guess what, always when they come here, they will talk about the intervention form, which they cannot explain how we should use them. The DBST are the ones who actually fail us. They also create a barrier for us and for the learners because they don’t provide us with support. Mam, these four learners we are talking about, have been here at our school since 2011, it’s now 5 years that we identified them, calling the DBST for their intervention so that they can involve the therapists for assessment, but nothing happened. We just push those learners, as I speak, two are in Grade 3 and one is in Grade 4 and the other who came in 2013 is in Grade 2.”

It was surprising for the researcher to hear what P13D and P14D mentioned. It shows that they take efforts to support their learners but cannot get the positive support from the departmental support system. Regarding those learners who were identified since 2013 for referral, it clearly shows that they did not get relevant support. One would also think of how frustrated their parents become. The disappointing aspect is that the participants noted that every time when the DBST visited their school, they would talk about the intervention process which they did not adhere to. If all what was raised is true, the researcher would agree with P13D when she said the DBST are creating the problems of

inadequacy. This on its own may raise issues of doubt and lack of confidence in the DBSTs.

The other participants from School E also indicated that they did not get support from the DBST. The worst part for them was that the school is situated very far from the district office; it is a distance of approximately 85 kilometres. They reported that when approaching the DBST, they were referred back to the Area Office. The researcher also suspects that the DBST took advantage of the distance. That means the school itself was marginalised from getting the DBST's support services. Below is what the P16E said:

“We fall under the Bojanala district, but we cannot get support from the district directly. Every time when we contact the DBST, they refer us back to the Area Office-based support team which is not available for us as a mainstream school. So we are on our own. We don't get support in terms of addressing barriers to learning. We were referred back to our Area Office twice by the DBST, so I don't know even if we want to lodge a complaint, who shall we approach? We are neither supported by the Area Office-based support team. I sent several emails to the Area Office to request their service, but they did not reply to a single email. We wrote our own SBST year plan, where I included the Area Office team to workshop us on intervention process, strategies to address barriers to learning in our classrooms, and support strategies that can be used to assist those learners. I emailed our plan to the team so that they can give us the dates. They did not respond to that. That means we are already behind schedule on our year plan. We fail to provide teachers with support because we also need that support”.

P15E who is the SBST coordinator at School E indicated that she made several attempts to request support services from both the DBST and the Area Office based support team but could not get any assistance. It is really disappointing that the department officials who are supposed to provide quality support services to schools are not doing their work. P16E further indicated their frustration and despondence:

“The Area Office and district office create barriers to us as mainstream schools, not only to us as teachers, but to learners as well because we are having those

learners who need to be referred to special schools, but because we don't get support, we just push them to the next grades as their policies instruct us to do, which is really unfair to the learners".

The researcher asked a probing question regarding support services from the Area Office as it was indicated. P15E responded to the question by saying:

"Yes, they are aware. I mean if we tell them about or ask support on intervention process, they will tell us that, ehhh....., you see, the problem in our Area Office is that the support-based team focuses a lot on the special schools and full-service schools. They forget about us at mainstream schools. I approached the area-based support team coordinator and told her that we wrote several emails to her requesting her support, this was done since last year (2015), even this year, I send her an email, but she did not even respond to acknowledge that she received my emails. When I met her physically and talked to her, she gave me excuses that she was busy with special schools and full-service schools. But if you can ask someone from a full-service school, they will tell you that they don't get support from the Area Office. They were once visited by the District-Based Support Team. I don't understand why she is saying she was busy with the special schools and full-service schools, because mainstream schools also accommodate the same learners who are being admitted at full-service schools. What is the difference with mainstream schools? We are just left on our own even though we have a lot of learners who experience barriers to learning".

Emphasising their concern regarding the support from the DBST, P10C acknowledged:

"I'm discouraged by the lack of support from the side of the DoE. I mean the department just declared schools as full-service but they don't even provide support or resources to them. We are always on our own. We don't get support at all from them, so one would rather not be part of this team; I'll assist my own learners in my classroom and ends there".

It was surprising that almost all the participants from School C, School D and School E raised the same issue of lack of support from the DBST. This does not present a good

image of the country's DoE; it is as if the whole system is inadequate, whereas there are dedicated teachers who want to deliver quality education to the learners.

In addition, P10C further indicated her concerns as follow:

“We approached the DBST on all our requisitions, from a learner support teacher to assistive devices, but we don't get any response. The other thing is that because they know that I'm at this school now, when they come to this school, for a visit, they'll tell the principal that “we know that Ms Y is here, she is an expert in the SBST, she will assist you all, she has a lot of information on inclusive education and SBST”. I mean how could you say this as the DBST. We expect support from you, and you shift your responsibility to someone whom you should support? It's wrong, very wrong; these people don't motivate or encourage us”.

What P10C has said raises issues of doubt about whether the DBST is confident in their work or whether they lack knowledge and skills on inclusive education matters. P10C might be right when she said they are shifting their responsibility to others. The researcher notes with concern what P15E has said that the DBST always referred them back to the Area Office.

The researcher did not only want to focus on the negative aspects, but also discusses School A, School B and School F as model inclusive schools. From P1A, P3A, P6B, P5B, P19F and P20F responses, it seems that they were fully supported by the DBST. The participants from school A indicated that their SBST was well-resourced with all members who are supposed to formulate the team. They do have therapists, a school nurse, educational psychologist, SMT, as well as teaching staff members. They also indicated that the DBST provides support services to them. Speaking from experience of providing support services from other neighbouring schools, P3A raised an issue of doubt about the DBST, as if they were not doing what was expected of them. Below is what P3A said:

“DBST should be the ones who liaise with all the neighbouring schools. Not meaning that I undermine the DBST, but they do not have that expertise, they are actually not knowledgeable on these matters. The DBST should be the ones who liaise with all the neighbouring schools to bring us close together”.

P3A said this when she was asked if they provide services to all the neighbouring schools. She also confirmed that the mainstream schools are left on their own to address barriers to learning without being provided support by the DBST. Even though they confirmed that the DBST was providing support to them, the participants from School A indicated that they were well-resourced and did not need the DBST's support as such. They further said that the support they got was from attending workshops which were organised by the DBST or if they came to the school for monitoring only. Participants from School B and School E (P19F, P20F, P5B and P6B) confirmed that they got support from the DBST and they also work collaboratively with them. The following is the response from P6B:

“We also trained the teachers from other schools on how to use assistive devices. We are a full- service school and a resource centre for other mainstream schools, so we do assist. We conducted more than three workshops for our neighbouring schools last year. And on our plan for this year, we were requested by the DBST to conduct a workshop for all the schools in the Madibeng area. The workshop will be done during the next term. Last year, we were requested to conduct a workshop at Letlhabile area on assistive devices. We trained them and also borrowed they some of our devices, even now, they did not bring them back”.

In the researcher's opinion, it is a good strategy to involve teachers and to make them implement the inclusive practices. Asking the participants to facilitate the workshops is also a strategy for developing them.

The researcher can conclude that the Bojanala DBST is more committed to special and full-service schools than to mainstream schools. Maybe the reason is that the said schools serve as resource centres for mainstream schools as is emphasised in the EWP6 and the SIAS policy. But what about those mainstream schools which are located far from the resource centres: it might be possible that they are left on their own to address barriers to learning.

5.4.6.3.4 Language

The researcher gave a description of all the six schools in 5.3, where the LOLT was also indicated. School A and School B indicated that their LOLT was English and Afrikaans in

all the schools' phases. However, there were differences at other schools. School C and School E indicated that Setswana was the foundation phase LOLT, whereas English was used in the intermediate phase. School D on the other hand, had Setswana and Xhosa as the foundation phase LOLT, and English was used in the intermediate phase.

School B, School C, School D and School E were the ones which raised the issue of LOLT as a challenge. The following is the response from P7B:

“Ok, with our school, the problem that observed is the language barrier, especially in the foundation phase, because we are teaching English and Afrikaans, and most of the learners are from different African cultures and the areas around here are mining areas, so there are different cultures with different languages.

So English and Afrikaans is the LOLT. Other learners, as I said, especially in Grade 1, did not learn either of the languages, so you teach in English and you find that the learner does not understand the language. So most of the time I find myself breaking the law by code-switching”.

Similarly, P8B further emphasised LOLT as a barrier to learning:

“And the challenges that I experience, let me put it in this way, we have got like all the South African schools are multicultural, you bring a child here, who is from Eastern Cape who is speaking Xhosa. He comes here with his academic barriers of learning, and you teach him in English. Definitely already, in this particular case, I cannot be able to meet the needs of that learner because the language and culture is already ruling me out. The child will be able to understand or open to me if we address him in his own language. This is already a challenge for both the learner and the teacher, especially in my case, I am from another country and don't understand any South African language besides English. I believe this is a continuous problem that all South African schools are facing. English or Afrikaans is not the home language of every learner in South Africa, and the medium of instruction at schools is either of the two languages. There will always be communication breakdown because of the language barrier”.

Talking about the two responses above, both participants indicated language as a challenge, but it is much better with P7B, who can use another language to assist learners, rather than P8B, who is from another country and can communicate only in English, and therefore experiences some problems in addressing diverse learning needs because he cannot assist learners who do not understand the LOLT.

In contrast to what P7B and P8B said, P14D acknowledged the challenge they are experiencing at School D which has two languages as their LOLT in the foundation phase. Thus, P14D declared:

“Another problem that we are facing mam, like in foundation phase, in my class, I am having 48 learners, from that 48 learners, you find that it’s only 8 or 10 learners who are speaking Setswana as their mother tongue. The other learners’ home languages are Tsonga, Sotho, and other African languages, so I take them out from their different home languages, and teach them Setswana as a home language. It takes me a long time to teach that learner the language that he even doesn’t use at home. I mean when they go back to their homes, they talk in their different home languages. So even if we call parents to also assist their children at home, the parent will tell you that she does not know the language (Setswana) and it’s true, they don’t know Setswana, and you must remember that this is a mining area. Most of the parents are uneducated, and they don’t have those literacy skills. So that thing is the one that creates lots of learning difficulties”.

P13D and P14D are teaching at School D which was located in a mining area. The community consisted of a diversity of people in terms of culture, race, ethnic group, and home language. The participants indicated that both Setswana and Xhosa were selected as the foundation phase LOLT because they were the dominant languages in the community. P13D said that in her classroom, she used Setswana as the LOLT, but most of the learners’ home languages were neither Setswana nor Xhosa. That created a language barrier for learners, including their parents when they were supposed to assist them with homework. It is true that South Africa is a multicultural country, which causes language barriers for many learners at different schools.

5.4.6.3.5 Lack of parental involvement

Lack of parental involvement was identified as a barrier to inclusive practices by School B, School C, School D and School E which were full-service and mainstreams. P4B, P10C, P12C and P14D responded that parents seem not to be interested in their children's education. P14D, P12C and P16E on the other hand felt that the parents rested the education responsibility on them as teachers. P4B said:

“There are two learners in Grade 1 who experience barriers to learning; when I called the parents to discuss the learners' work with them; they said their children are very good at home. So that's how... It's one of the things that make us not reach our goals. Because you as a teacher, you know your learners well and you interact with them for a long time, but the parent will tell you that “No, that is not my child, my child is like this.... Most of the parents are in denial of their children's problems, and it's not a matter of us accusing the parents, we just want to get their background which can help us identify the barrier that the learner might be experiencing”.

Similarly, P15E raised a concern of parents doing work for their children instead of assisting and guiding them.

“You know most of the parents, especially the young ones, they are naughty, they write the homework for their children instead of guiding them. They do not guide them, but do the homework personally. So sometimes homework does not serve any purpose for some learners, especially those whose parents do the work for them. When we call the parents to explain the purpose of homework to them, ... sometimes they don't even bother to come”.

From the responses above, one can assume that some parents might be in denial of their children's problems, whereas others might be ignorant or think that it is the teachers' responsibility to educate their children, without considering the fact that they have to support the teachers. Some parents might be ashamed of disclosing their children's intrinsic barriers to learning. These were all the challenges that the participants identified that caused barriers to inclusive practices.

5.7 QUANTITATIVE DATA ANALYSIS AND DISCUSSION

The researcher analyses and discusses the second phase of the data collection under this section.

5.7.1 Introduction to Quantitative Data Analysis

After analysing and discussing the first phase of the qualitative data, the researcher developed a quantitative instrument which consisted of Likert-type items and scales including the demographic and teachers' profiles for the follow-up questionnaire. The data obtained from the responses required organisation, presentation and discussion. Descriptive statistics, with the focus on the frequency and percentage distribution were primarily used to summarise and describe descriptive data. The frequency distribution has been displayed in table forms, bar graphs and pie charts. Before discussing the data, it is necessary to describe the participating schools' profiles.

5.8 SCHOOLS' PROFILES

The samples of the second quantitative phase included six schools being two special, two full-service and two mainstream schools. Out of these six schools, only four responded by completing the questionnaires, which included one special, and one mainstream and two full-service schools. The description of the schools has been tabulated and presented on a pie chart. The total numbers of teachers at School A were 32. The researcher personally distributed thirty-two questionnaires, but only 16 participants completed and returned them. School B had 24 teachers altogether. Out of the 24, 19 participants completed and returned the questionnaires. The total number of teachers at School C was 21, only five participants completed and returned the questionnaires. School D had 30 teachers, only 23 completed and returned the questionnaires. From the four schools, the largest number of responses was from School D and the smallest was from School C. The number of participants who submitted the questionnaires is shown in Table 5.5 below. The table below provides the number of teachers per school as well as the number of questionnaires which were distributed.

Table 5.5: Total number of all teachers per school

SCHOOL	NUMBER OF ALL TEACHING STAFF MEMBERS	NUMBER OF QUESTIONNAIRES DISTRIBUTED	NUMBER OF QUESTIONNAIRES RETURNED
School A	32	32	16
School B	24	24	19
School C	21	21	6
School D	30	30	23
School E	28	20	none
School F	20	20	none
TOTAL	155	147	63

The researcher allocated two weeks for the process of delivering and collection of the questionnaires. Messages were sent via cellphone to the principals at the start of the second week to remind them about the collection in order to curb a low response rate. However, this did not assist because there were two schools which did not complete the questionnaires and one school which returned only six of them. A discussion of the responses is provided below.

5.8.1 Demographic and Teachers' Profiles

Before analysing the quantitative data, it is important to first consider the number of completed questionnaires and the frequency of number returned per school. The highest number of completed questionnaires was from School D, which has been described as less resourced in terms of addressing barriers to learning and responding to diverse learning needs. The SBST was also described of not being functional. This was followed by School B, which was well-resourced and had a remedial teacher to support other teachers on addressing barriers to learning. The SBST was described as being functional. In addition, School A, which is special school as resource centre also returned a high number of questionnaires. It is well-resourced with therapists, an educational

psychologist, school nurse and assistive devices. The SBST is also described as being functional. The fewest questionnaires received was from School C, which was described as less-resourced with a non-functional SBST. The number of returned questionnaires per school might have an impact on validity of the quantitative data analysis.

In the demographic and teachers' profiles, participants were asked specific sets of questions including their age, gender, population group, disabilities, types of disabilities, highest qualification, employment status, occupation or post-level, teaching experience, type of school, phase currently teaching, member of SMT, experience in years on SMT, attendance of inclusive education workshops, and the geographical location of the school.

5.8.1.1 Age of teachers

The frequency distribution (Figure 5.1 below) of the teachers age ranged from 21-25, 26-20, 31-35, 36-40, 41-45, 46-50, and 50+. Only sixty participants disclosed their age. Figure 5.1 reveals that four participants ranged between the age of 20-25 which is 6.7%. Five participants ranged between the age of 26-30 which is 8.3%. Six participants ranged between the age of 31-35 at 10%, whereas four participants ranged between 36-40 which is 6.7%. Nine participants ranged between the age of 41-45 which is 15%, whereas ten ranged between 45-50 which is 16%. Twenty-two participants, which is the largest group ranged between the age of 50 and upwards which is 36.7%. Below is the representation of the bar graph. The speculation might be that older teachers are still in the teaching profession, which might make the reorientation to practices of teaching diverse learners a serious challenge to inclusive practices (see section 3.3). It has been argued in section 3.3 that teachers who are over fifty years seem to believe in the medical model which leads to scepticism and rejection of transformation policies (Oswald & Swart, 2011).

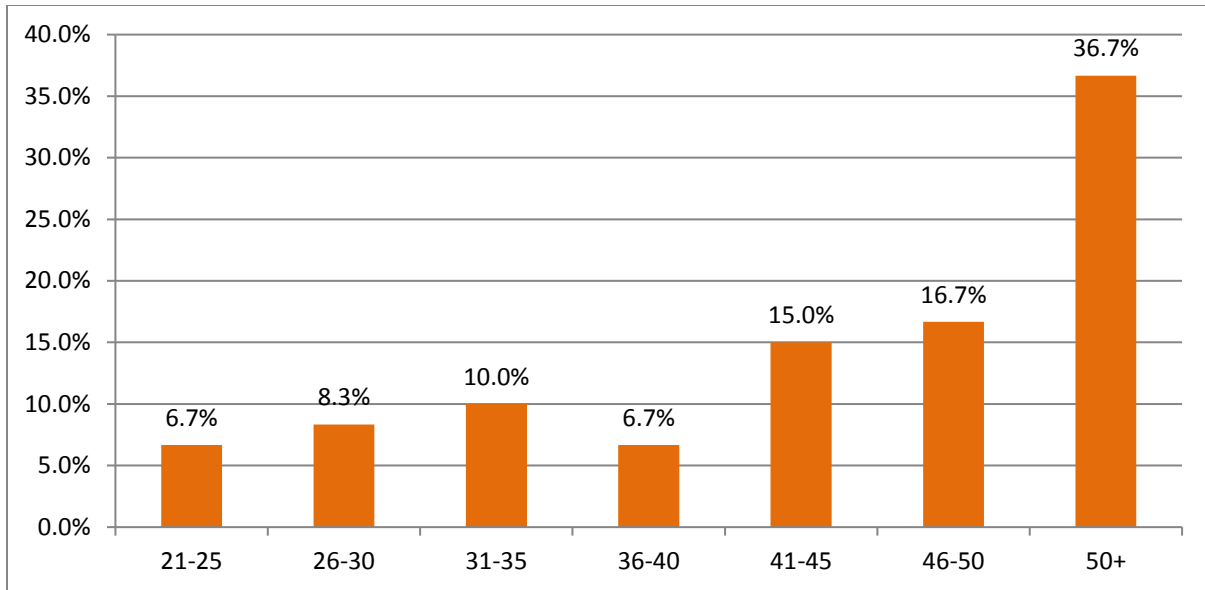


Figure 5.1: Age distribution

5.8.1.2 Gender

Only sixty participants disclosed their gender identity. Fifteen participants were men, which makes 25%, whereas 45 were women who made up 75%. In most cases, it seems that it is a common trend that more teaching staff members in primary schools are women.

It can be assumed that teaching young learners requires care, love and support, especially in primary schools and specifically in the foundation phase where the learners are still very young, which may be the reason for the high proportion of female teachers. Figure 5.2 below represents the gender distribution.

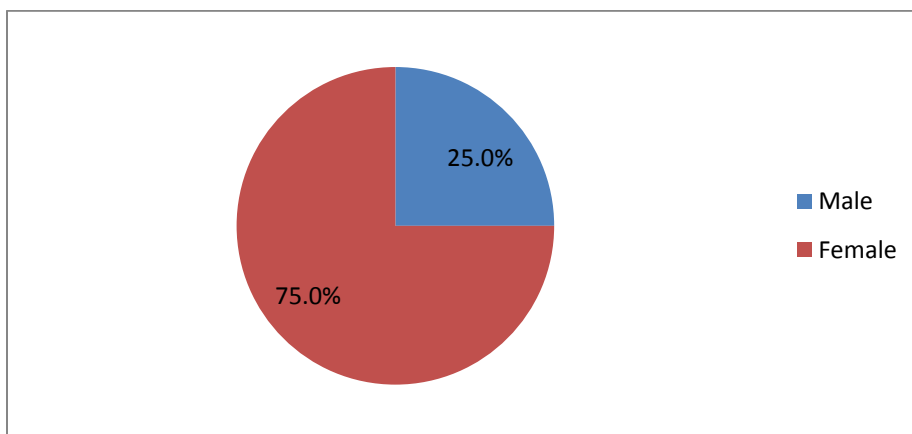


Figure 5.2: Gender distribution

5.8.1.3 Population group

From the 63 participants, 60 completed their population group information. Thirty-two participants were blacks whereas 28 were whites. The pie chart below represents the frequency and the percentage of the participants' population groups. School A and School B were the only ones which had white staff members whereas School C and School D only had black staff members.

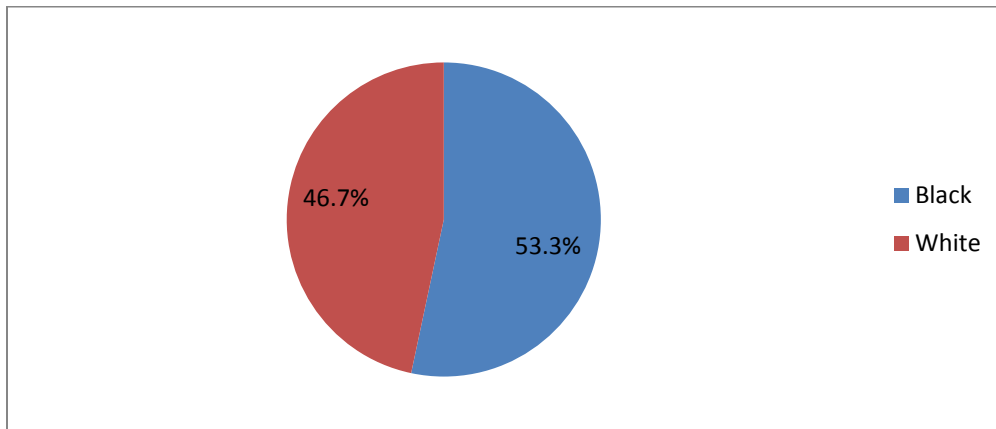


Figure 5.3: Population group

5.8.1.4 Disability

Only 60 participants completed the information on disability. The participants were required to respond with a yes or no answer. Six participants indicated that they were disabled whereas 54 indicated that they did not have any disability. The percentages are included in figure 5.4. From the six participants who had disabilities, only five disclosed the type. Two had visual problems; two had hearing problems while one participant indicated other but did not indicate the type of disability.

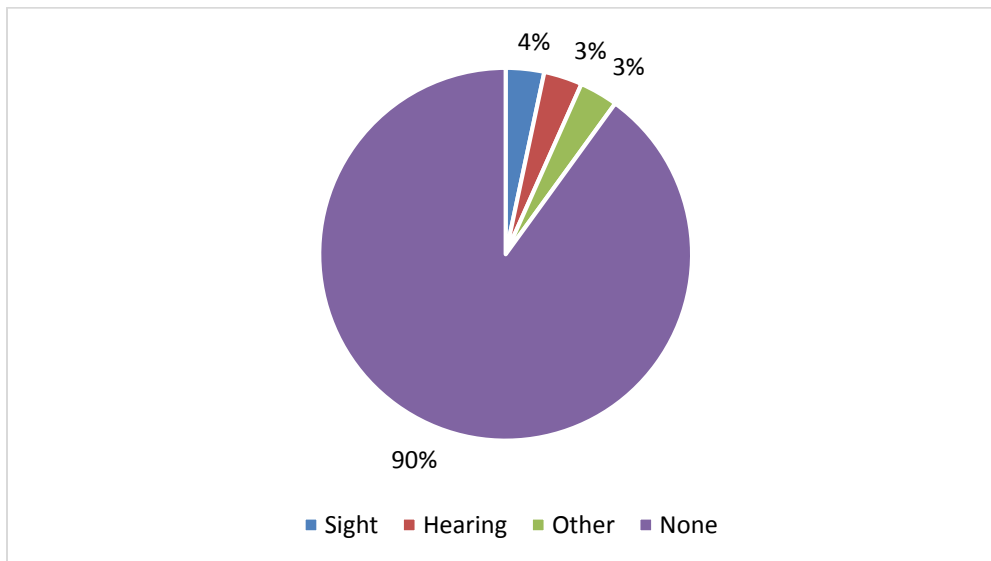


Figure 5.4: Disability among teachers

5.8.1.5 Highest qualification

Only 60 participants completed the information on their highest qualifications. The qualifications included matric, Diploma, Advance Diploma, B Tech, Bachelor degree, and Postgraduate. Two participants had matric only, six had Diplomas, 23 had Advanced Diplomas, two had B Tech degrees, 16 had a Bachelor's degree, and 11 participants were had postgraduate qualifications. Figure 5.5 shows the qualification distribution of the participants. The statistics on the teachers' qualifications show that most participants have higher education qualifications, namely Advanced Diplomas, Degrees and postgraduate qualifications while only a few have matric, B Tech and Diploma.

It is clear that most of the teachers have relevant qualifications to teach efficiently, and it can also be assumed that some have even furthered their qualifications.

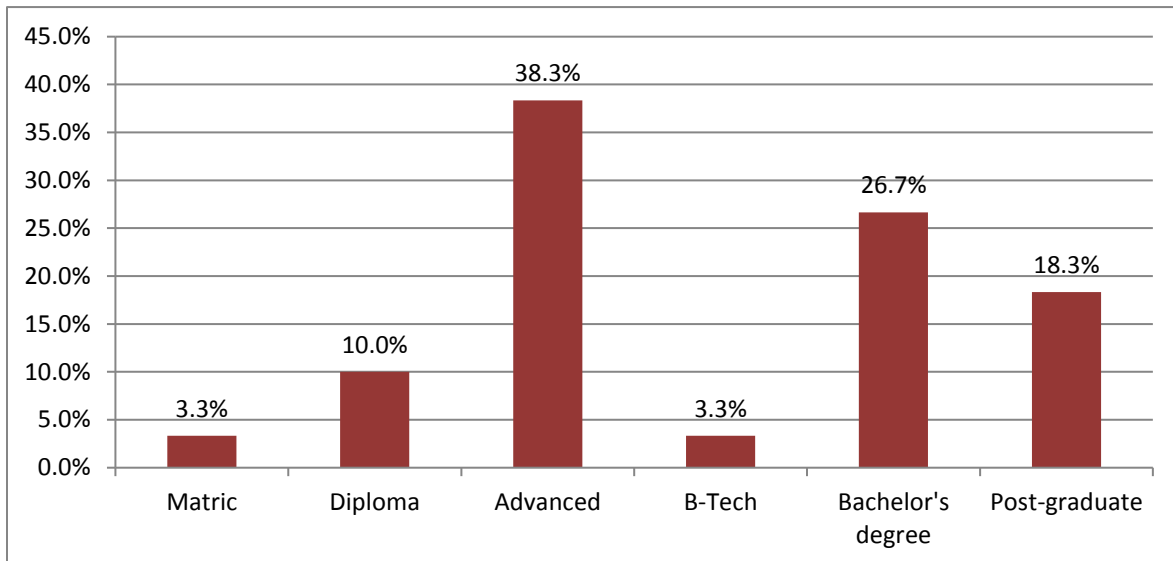


Figure 5.5: Qualifications of participants

5.8.1.6 Employment

Sixty-two participants completed their employment information. Forty-six were permanently employed whereas 16 were not permanently employed (Figure 5.6). It might be assumed that staff members who are not permanently employed might be assistant teachers at School A or teachers who are employed by the schools' SGBs, for example, the remedial teacher at School B.

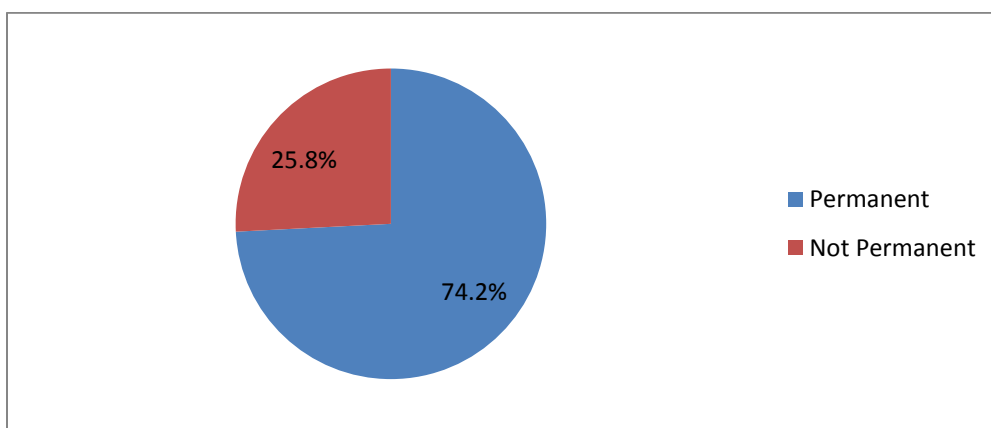


Figure 5.6: Employment status

5.8.1.7 Qualifications and employment

On this aspect, the researcher provides a summary in Table 5.x of both the participants' qualifications and employment status. Only 59 participants completed the information. Two participants with matric qualification were not permanently employed. Four of the six participants who had a Diploma qualification were permanently employed and two were not permanently employed. From the twenty-three participants with Advanced Diploma, eighteen were permanently employed, whereas five were not permanently employed. Only one participant from those who had B Tech qualifications completed the information, and was permanently employed.

Eleven participants out of 16 who had a Bachelor's degree were permanently employed whereas the other five were not permanently employed. In addition, 10 participants with postgraduate diplomas were permanently employed whereas one was not permanently employed.

Table 5.6: Qualifications and employment

QUALIFICATION		EMPLOYMENT		
		Permanent	Not Permanent	Total
Matric	Number	0	2	2
	Percentage	0.00	100.00	100.00
	Percentage of total	0.00	13.33	3.39
Diploma	Number	4	2	6
	Percentage	66.67	33.33	100.00
	Percentage of total	9.09	13.33	10.17
Advanced Diploma	Number	18	5	23
	Percentage	78.26	21.74	100.00
	Percentage of total	40.91	33.33	38.98
B-Tech	Number	1	0	1
	Percentage	100.00	0.00	100.00
	Percentage of total	2.27	0.00	1.69
Bachelor	Number	11	5	16
	Percentage	68.75	31.25	100.00
	Percentage of total	25.00	33.33	27.12
Postgraduate	Number	10	1	11
	Percentage	90.91	9.09	100.00
	Percentage of total	22.73	6.67	18.64
Total	Number	44	15	59
	Percentage	74.58	25.42	100.00
	Percentage of total	100.00	100.00	100.00

5.8.1.8 Post level and qualifications

Participants were required to provide details regarding their post level. Only 57 completed the information. There was one principal, 5 deputy principals, 7 HODs and 44 PL1 teachers. Table 5.7 provides the percentage information.

Table 5.7: Post level and qualification

QUALIFICATION		OCCUPATION			Total
		Educator	Deputy	Principal	
Matric	Number	2	0	0	2
	Percentage	100.00	0.00	0.00	100.00
	Percentage of total	3.92	0.00	0.00	3.51
Diploma	Number	6	0	0	6
	Percentage	100.00	0.00	0.00	100.00
	Percentage of total	11.76	0.00	0.00	10.53
Advanced Diploma	Number	21	2	0	23
	Percentage	91.30	8.70	0.00	100.00
	Percentage of total	41.18	40.00	0.00	40.35
B-Tech	Number	2	0	0	2
	Percentage	100.00	0.00	0.00	100.00
	Percentage of total	3.92	0.00	0.00	3.51
Bachelor	Number	14	1	0	15
	Percentage	93.33	6.67	0.00	100.00
	Percentage of total	27.45	20.00	0.00	26.32
Postgraduate	Number	6	2	1	9
	Percentage	66.6	722.22	11.11	100.00
	Percentage of total	11.76	40.00	15.79	100.00
Total	Number	51	5	1	57
	Percentage	89.47	8.77	1.75	100.00
	Percentage of total	100.00	100.00	100.00	100.00

According to the information provided, one principal, two deputy principals, and six teachers had Postgraduate Diploma. However, Table 5.7 shows that 11 participants had postgraduate qualifications, meaning that some of the participants did not complete the information on occupation and qualification. Sixteen participants had Bachelor's degree were, but only 15 provided their occupations including 14 teachers and one deputy principal. Only two teachers had B Tech qualification. Twenty-three participants indicated that they had Advanced Diplomas, i.e. 21 teachers and two deputy principals. Six teachers had diplomas and two had only matric.

5.8.1.9 Teaching experience

Sixty-three participants responded to the question where they indicated their teaching experiences in years. The years were arranged as 0-3, 4-5, 6-10, 11-15, 16-20, 21-25, and 25 upwards. Table 5.8 below provides the frequency and percentage figures.

Table 5.8: Teaching experience in years

Experience in years	Frequency	Percentage	Cumulative percentage
0-3	5	7.94	7.94
4-5	5	7.94	15.87
6-10	14	22.22	38.10
11-15	4	6.35	44.44
16-20	7	11.11	55.56
21-25	14	22.22	77.78
25+	14	22.22	100.00
Total	63	100.00	100.00

Figure 5.7 below also provides a picture of the participants' teaching experience information.

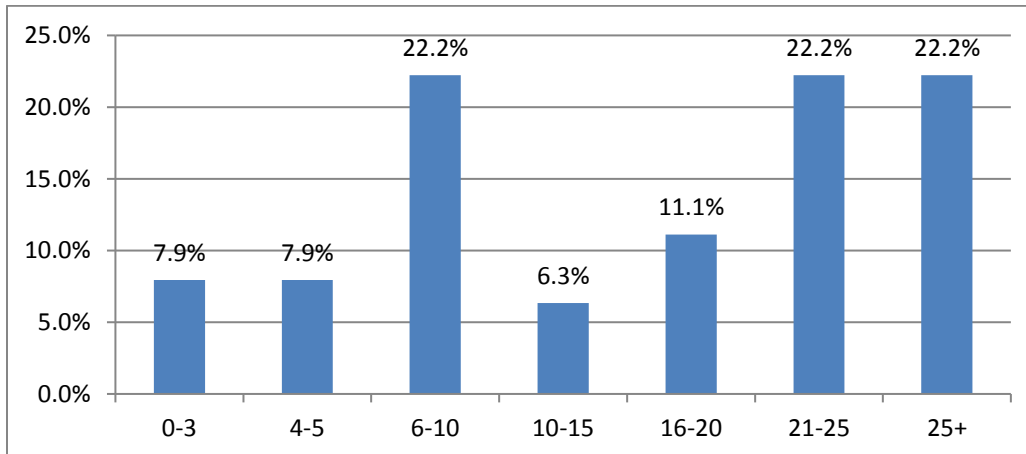


Figure 5.7: Teaching experience

The statistics of teaching experience show that most of the participants have more than 10 years of experience. According to the researcher, these teachers might have also gained a lot of experience in teaching diversity of learners. Furthermore, these teachers could have reflected on all the challenges they experienced in responding to diverse

learning needs. They might have collaborated with other teachers during the workshops attended to get solutions to their challenges.

5.8.1.10 Types of schools

According to the EWP6 and the SIAS policy, schools were categorised into three types; mainstream, full-service and special schools which are all inclusive centres for learning. This means that every type of school has to provide quality education for a diverse range of learning needs (DBE, 2014). The researcher found it necessary to represent each type of school in the study. During the first phase of qualitative data collection, the researcher managed to do focus groups interviews at all the six schools. But as explained earlier, only four schools (School A, School B, School C and School D) participated in the second phase of quantitative data collection. Only one mainstream school (School C) participated, but the researcher could only get five questionnaires back. From the two full-service schools, School B submitted 19 and School D submitted 23 which makes a total of 42. The researcher collected 16 questionnaires back from School A. Figure 5.8 below gives the percentage details of the types of schools which participated.

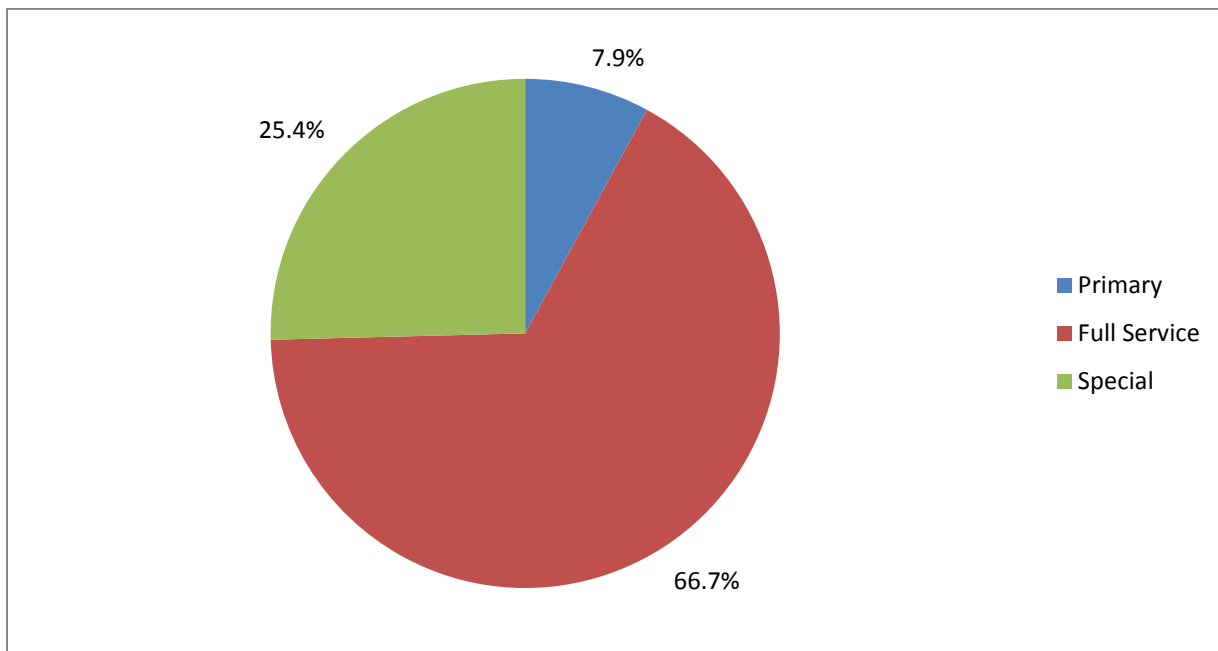


Figure 5.8: Type of school

5.8.1.11 Phase currently teaching

All primary and secondary schools in South Africa are divided into broad bands and phases starting from the foundation, intermediate, senior and FET phases. This study was conducted at primary schools which have three phases; foundation (Grade R-3); intermediate (Grade 4-6) and senior (Grade 7) phases. Only 60 participants responded to the question on the phase they were teaching. Twenty-two participants were teaching in the foundation phase while 22 were teaching in the intermediate phase. In addition, 16 participants were teaching in the senior phase. Figure 5.9 below shows the phases in which the participants were employed.

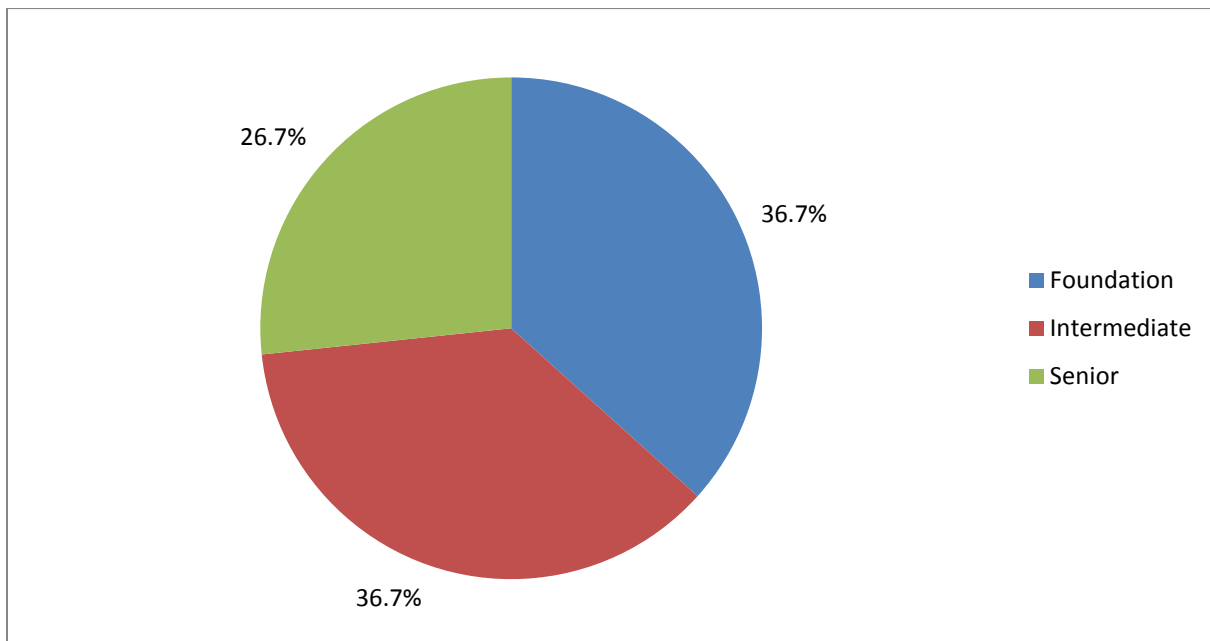


Figure 5.9: Phases where participants were employed

5.8.1.12 Number of participants who attended inclusive education workshops

The researcher asked them if they attended inclusive education workshops. Sixty-two participants responded: 34 attended while 28 did not attend inclusive education workshops. In total, 31 participants attended workshops: 26 teachers, four deputy principals and one principal. However, three participants did not identify their occupation. From those participants who attended the inclusive education workshops, 25 were permanently employed while eight were not permanently employed.

From the 28 participants who indicated that they did not attend inclusive education workshops, 27 of them were teachers while one was a deputy principal. Furthermore, 20 of the 27 teachers who did not attend any inclusive education workshops were permanently employed whereas seven of them were not permanently employed. Reasons for not attending workshops were that the participants had not been invited to attend. The tables, bar charts and pie charts which represent these frequency distributions are provided below.

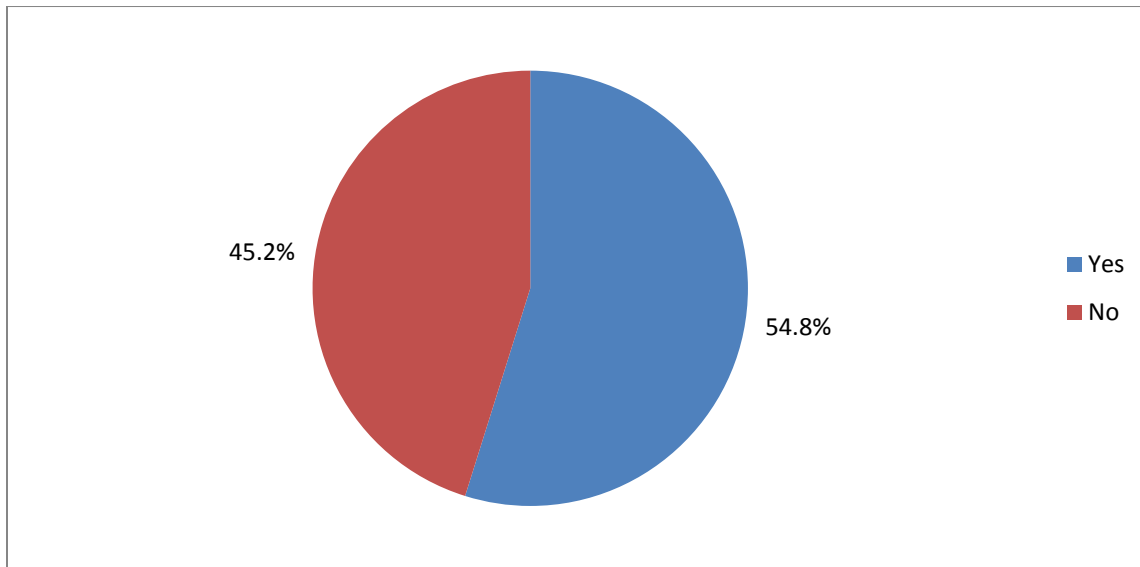


Figure 5.10: Inclusive education workshops attended

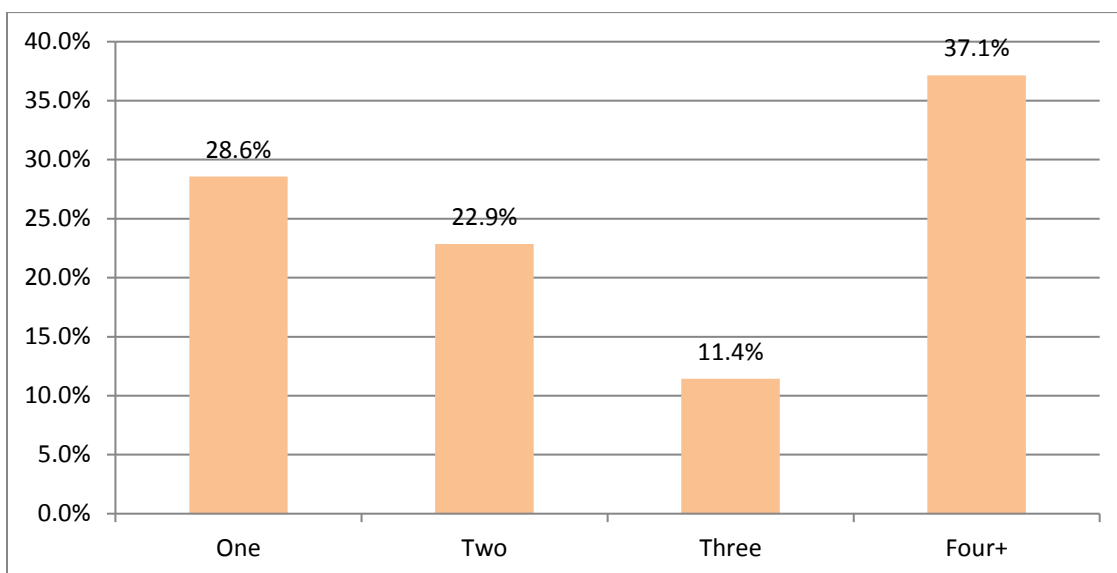


Figure 5.11: Number of workshops attended

Table 5.9: Type of school and number of workshops attended

Type of school	Number of workshops				Total
	One	Two	Three	Four+	
Mainstream	0	3	0	1	4
	0.00	75.00	0.00	25.00	100.00
	0.00	37.50	0.00	7.69	11.43
Full-Service	8	3	3	6	20
	40.00	15.00	15.00	30.00	100.00
	80.00	37.50	75.00	46.15	57.14
Special	2	2	1	6	11
	18.18	18.18	9.09	54.55	100.00
	20.00	25.00	25.00	46.15	31.43
Total	10	8	4	13	35
	28.57	22.86	11.43	37.14	100.00
	100.00	100.00	100.00	100.00	100.00

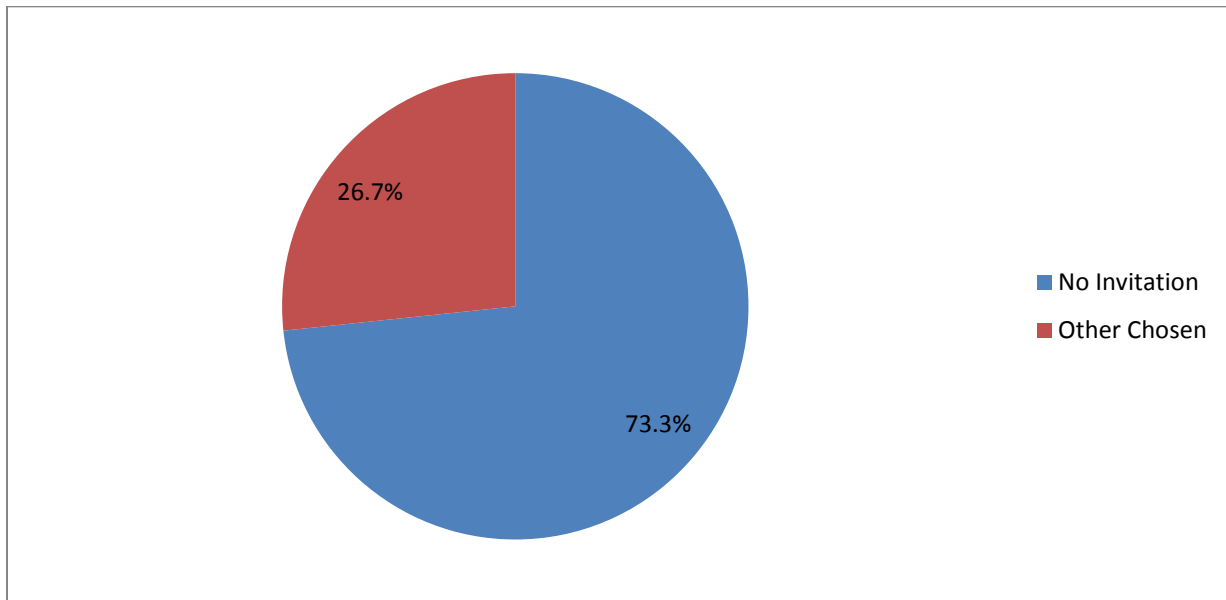


Figure 5.12: Reasons for not attending the workshops

5.8.1.13 Location of schools

The special school (School A) is located in a suburb, whereas the mainstream (School C) is located in a township. Furthermore, School B (full-service) is located at a village

whereas School D (full-service) is located at a mining area, which can also be taken as a village. Figure 5.13 shows the distribution of the schools.

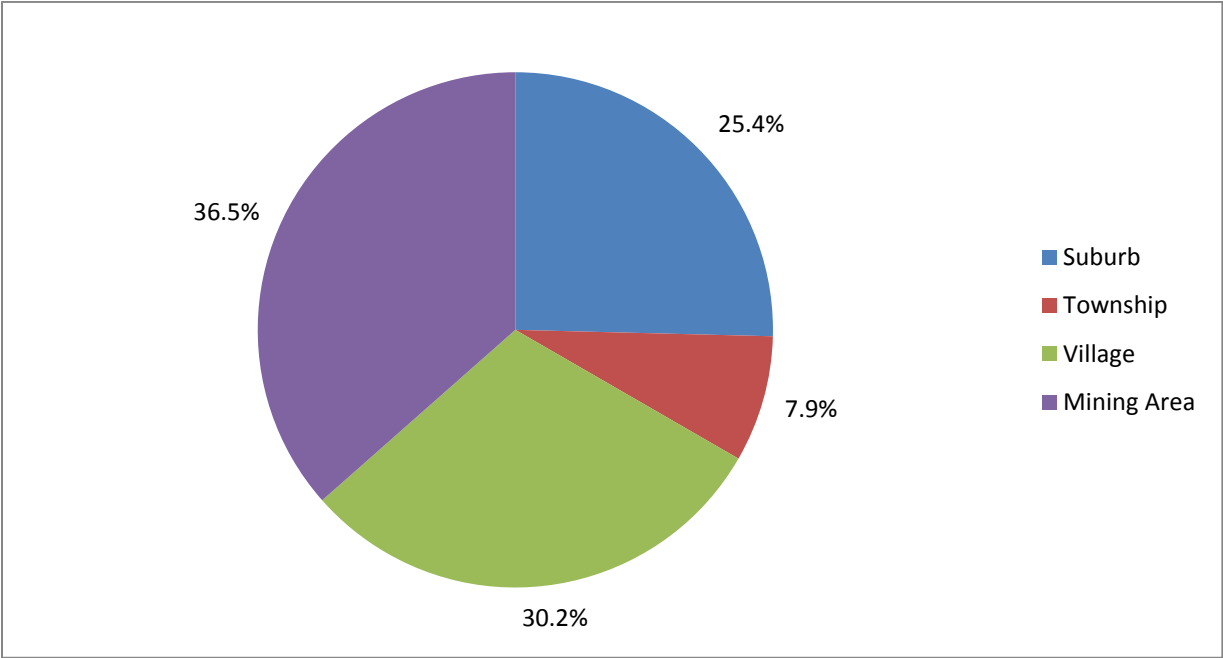


Figure 5.13: Location of the schools

5.8.1.14 Summary of demographics and teachers' profiles

The researcher gave the statistics of all participants who responded to the questionnaires as 63 but not all participants responded to all the questions under the demographic and teachers' profiles. The data indicated that 34 participants attended workshops on inclusive education whereas 28 did not attend any workshop. From those who did not attend the workshops, 22 indicated that they were not invited to attend whereas six indicated that they were not selected to attend the workshops. This indicates that many participants did not attend workshops on inclusive education. The next section is a discussion of knowledge and skills on inclusive practices, and attitudes towards implementing inclusive education.

5.9 KNOWLEDGE AND SKILLS IN INCLUSIVE PRACTICES

Specific questions required participants to respond by marking an X in the appropriate box which included the options 1 to 4, where 1 represented strongly disagree and 4 represented strongly agree. Questions Ba1-6 focused on the participants' knowledge of inclusive education. Questions Bb1-14 focused on attitudes towards the implementation of inclusive education. The researcher first discusses the questions on participants' knowledge on inclusive education.

5.9.1 Clarifying Knowledge and Skills in Inclusive Practices

Question Ba1 requested participants to indicate if they had heard about inclusive education. Sixty-three participants responded; 61 agreed while two participants disagreed. Question Ba2 required participants to indicate whether they agree with the definition of inclusive education as provided on the questionnaire. Sixty-three participants responded with 61 who agreeing with the definition, while two disagreed. Question Ba3 was based on the aim of inclusive education; participants were required to indicate whether they agreed with the aim as written on the questionnaire. Sixty participants responded to the question; 56 agreed while four disagreed. Ba4 focused on their opinions on the issue of human rights and social justice. Sixty-three participants responded; 59 agreed on the inclusive education position as stated on the questionnaire, while four disagreed. Ba5 on the other hand, enquired about inclusive education as a global strategy for addressing the learning needs of all learners. Sixty-two participants responded, with 58 who agreed with the strategies, while four disagreed. On question Ba6, participants were asked whether they implement inclusive education. Of the 61 participants who responded, 51 agreed while 10 disagreed.

Table 5.10: Knowledge of inclusive education

	Agree	Disagree
Ba1. I have heard about inclusive education before.	61	2
Ba2. Inclusive education is an approach to serving learners with disabilities within general education settings.	61	2
Ba3. The aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability.	56	4

Ba4. Inclusive education started from the belief that education is a basic human right and the foundation for a more just society.	59	4
Ba5. Inclusive education was adopted as a global strategy for addressing the learning needs of all vulnerable and marginalised learners.	58	4
Ba6. All schools should implement inclusive education	51	10

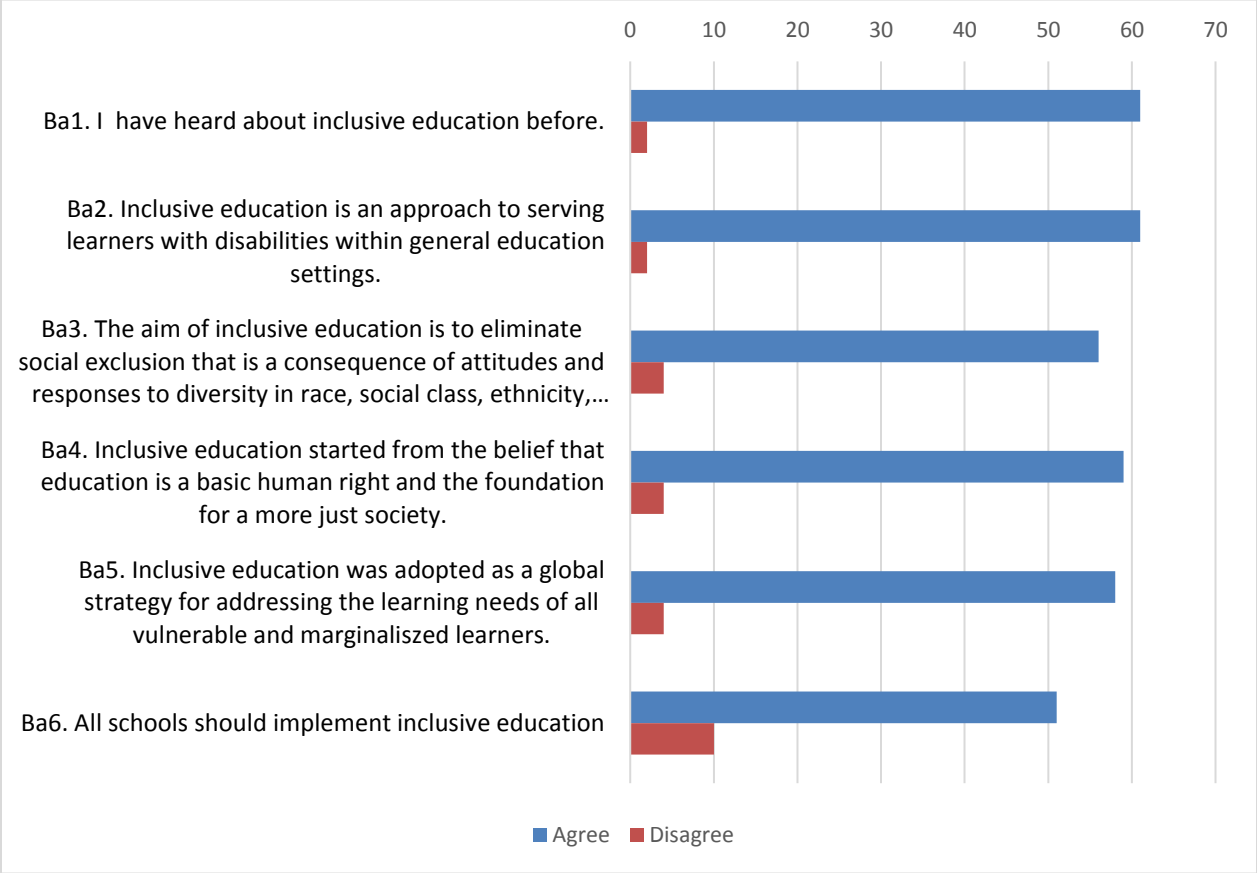


Figure 5.14: Knowledge of inclusive education

5.9.2 Attitudes towards the Implementation of Inclusive Education

The questions from Bb1-9 were phrased in a negative way especially on segregating learners from classrooms due to their gender, culture, race, ability and social background to reflect on the extend of participants’ attitudes. Responding to Bb1, 15 participants agreed that learners should be separated based on their disabilities, whereas 46 disagreed on that, which resulted to the total of 61 participants. Question Bb2 asked participants if learners should be separated according to their gender, of the 62 participants who responded, only one participant agreed to that, whereas 61 disagreed. The same happened to Bb3, where only one participant agreed that learners should be

separated according to their race whereas 61 disagreed. Question Bb4 to 6 which asked participants if learners should be separated according to their socio-economic background, religious beliefs and culture were completed by 62 participants as well. Only one agreed participant agreed that learners should be separated, whereas 61 disagreed.

Question Bb7 was also phrased in a negative way, where participants were required to indicate if they agreed or disagreed whether learners who experience barriers to learning would be delayed if they were included with others who do not experience barriers to learning. Fourteen participants agreed with the statement while 47 disagreed, meaning that the number of participants who responded to the question was sixty-one. Fifty-seven participants answered question Bb8 which stated that the overall performance of participants' subjects would deteriorate if inclusive education was implemented at their schools. Of the 62 participants who responded, 20 agreed with the statement whereas 37 disagreed. Questions Bb9 to 11 addressed issues of inclusivity in education. Bb9 stated that learners who experience barriers to learning and development should be mixed with the others who do not have barriers to learning. Of the 61 participants who responded to Bb9, 36 agreed with the statement, whereas 25 disagreed. Bb10 and Bb11 were completed by 62 participants, but in both questions, there were no differences in the responses.

Fifty-four participants agreed that learners who experience barriers to learning and development should be assessed differently (Bb10) whereas eight participants disagreed. On the other hand, Bb11 stated that participants have knowledge and skills of teaching learners who experience barriers to learning and development, 41 participants agreed with the statement whereas 21 disagreed. Sixty participants responded to question Bb12, which expressed that learners with disabilities and learning difficulties should be accommodated in special schools. Forty-four participants agreed with the question whereas 16 disagreed. Question Bb13 remarked on lack of resources to implement inclusive education. Fifty-eight participants responded, where 34 agreed and 24 disagreed. The last question Bb14 indicated the participants' willingness to implement inclusive practices at their schools. From the 61 participants who responded, 54 agreed whereas seven disagreed.

Table 5.11: Attitudes towards the implementation of inclusive education

	Agree	Disagree
Bb1 Learners should be separated because of the disability status in my school.	15	46
Bb2 Learners should be separated because of their gender in my school.	1	61
Bb3 Learners should be separated because of their race in my school.	1	61
Bb4 Learners should be separated because of their social background in my school.	1	60
Bb5 Learners should be separated because of their religious belief in my school.	1	61
Bb6 Learners should be separated because of their culture in my school.	1	61
Bb7 Learners without barriers will be delayed if inclusive education is implemented in my school.	14	47
Bb8 Overall performance of my subject will reduce if inclusive education is implemented in my school.	20	37
Bb9 Learners who experience barriers to learning should be mixed with “normal” learners in my school.	36	25
Bb10 Learners experiencing barriers to learning and development/ special educational needs should be assessed differently.	54	8
Bb11 I have the knowledge and skills to teach learners experiencing barriers to learning and development/ special needs.	41	21
Bb12 Learners with disabilities and learning difficulties should be accommodated in special schools.	44	16
Bb13 I do not have the resources to implement inclusive education.	34	24
Bb14 I am willing to implement inclusive practices in my school.	54	7

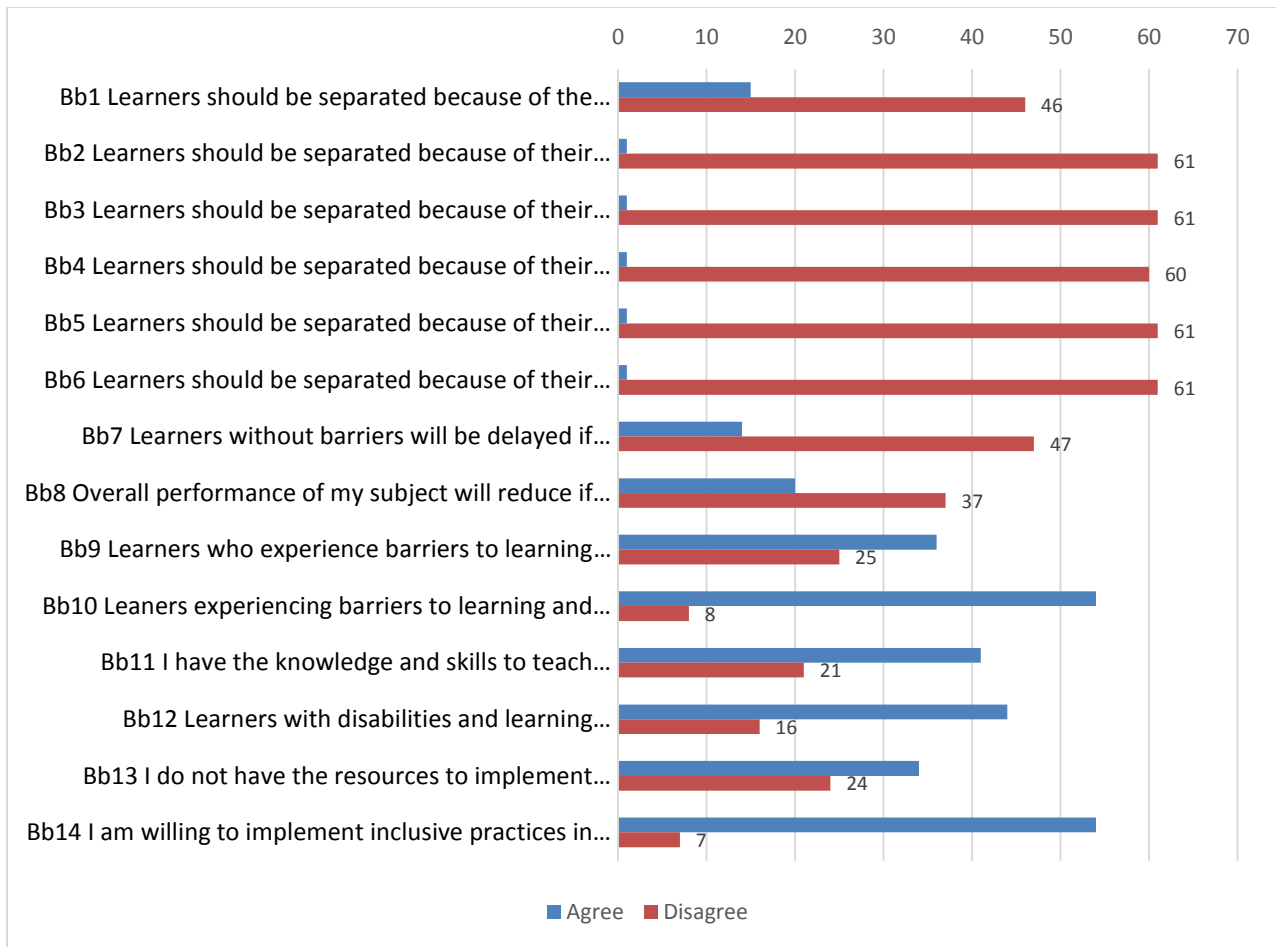


Figure 5.15: Attitudes towards the implementation of inclusive education

It is apparent from the data and tables above that most participants do have knowledge of inclusive education and they also showed positive attitudes towards the implementation. However, there were some participants who agreed that the inclusion of learners who experience barriers to learning in their classrooms would delay teaching and learning as well as reduce performance. What also transpired was that most participants were willing to implement inclusive practices at their schools, but did not have resources which can assist them on implementing the practices.

5.10 PERCEPTIONS ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The interview questions were more focused on inclusive teaching and learning, where the researcher wanted to hear the participants' views on the strategies and approaches they are using in addressing diverse learning needs and promoting full participation of all

learners. The researcher observed that some of the participants raised their perceptions about the implementation of inclusive practices. That is what made her include a topic of perceptions and benefits in the implementation of inclusive education. The first part of the section focuses on teachers' perceptions while the last part focuses on the benefits. All these are discussed below.

5.10.1 Teachers' Perceptions on the Implementation of Inclusive Education

All the statements were phrased in a positive way to see if the participants agreed or disagreed with them. There were 14 statements which focused on the support services participants received either from the department, district, and school level. According to the responses on these statements, it ranged between 58 and 61 participants. The least number of responses was 44 participants on statement Ca14. Forty-eight participants agreed that their schools were implementing inclusive education practices whereas 11 disagreed. The statement Ca1 was responded to by 59 participants. Of the 60 participants who responded to question Ca2, 41 agreed that the DBE provides support services to their schools, whereas 19 disagreed.

Fifty-nine participants responded to question Ca3, where 34 of them agreed that the DBE guides them on the different strategies they can use to implement inclusive education. However, 25 participants disagreed with the statement. Question Ca4 was based on the support from the SMT which was responded to by 58 participants, where 50 of them agreed and eight disagreed. Furthermore, 59 participants responded to Ca5: 28 participants agreed that teachers were trained on the implementation of inclusive education, while 31 disagreed. This was the only question where most of the participants disagreed.

In addition, questions Ca6 and Ca7 required participants to confirm the support they received from subject advisors and the DBST. Fifty-nine participants responded to Ca5, whereas 60 responded to Ca6. Most participants agreed that they receive support from both teams. Thirty-seven agreed with Ca6 whereas 41 agreed with Ca7 with percentages of 61.7 and 69.5. Twenty-three and 18 participants disagreed on both Ca6 and Ca7 with percentages of 38.3 and 30.5. Fifty-one of 60 participants agreed that teachers are

positive about the implementation of inclusive education, whereas nine of them disagreed. Sixty-one participants responded to both questions Ca9 and Ca10. Participants were required to confirm whether they do not mind teaching learners who experience barriers to learning in their classrooms at Ca9 where 51 participants agreed and 10 disagreed. In addition, Ca10 asked whether schools organise internal workshops on inclusive education, 59 agreed with this statement, while two disagreed.

Fifty-five of 60 participants who responded to Ca11 agreed that the principals are supervising the implementation of inclusive education, whereas five disagreed. From 59 participants who responded to Ca12 regarding the availability of inclusive education policy at their schools, 53 agreed whereas six disagreed. In addition, questions Ca13 and Ca14 required participants to confirm the availability of strategies and monitoring of the implementation at their schools. Fifty-one participants agreed with Ca13, whereas seven disagreed. Thirty-three participants agreed with Ca14, whereas 11 disagreed.

Table 5.12: Perceptions on the implementation of inclusive education

	Agree	Disagree
Ca1. The school is effectively implementing inclusive education.	48	11
Ca2. The DBE supports the school in implementing inclusive education.	41	19
Ca3. The DBE brings new approaches in terms of implementing inclusive education.	34	25
Ca4. The SMT supports the idea of inclusive education	50	8
Ca5. Educators are trained with regard to the implementation of inclusive education.	28	31
Ca6. Subject Advisors are supportive of teachers in implementing inclusive education.	37	23
Ca7. District-Based support team is supportive to the school in implementing inclusive education	41	18
Ca8. Educators are positive about implementing inclusive education.	51	9
Ca9. I do not mind teaching learners who experience barriers to learning in my class.	51	10
Ca10. The school should organise internal workshops on inclusive education.	59	2
Ca11. The principal supervises educators in implementing inclusive education.	55	5
Ca12. There is a policy for implementing inclusive education in my school.	53	6
Ca13. There are strategy documents for implementing inclusive education in my school.	51	7
Ca14. There are monitoring processes to implementation of inclusive education in my school.	33	11

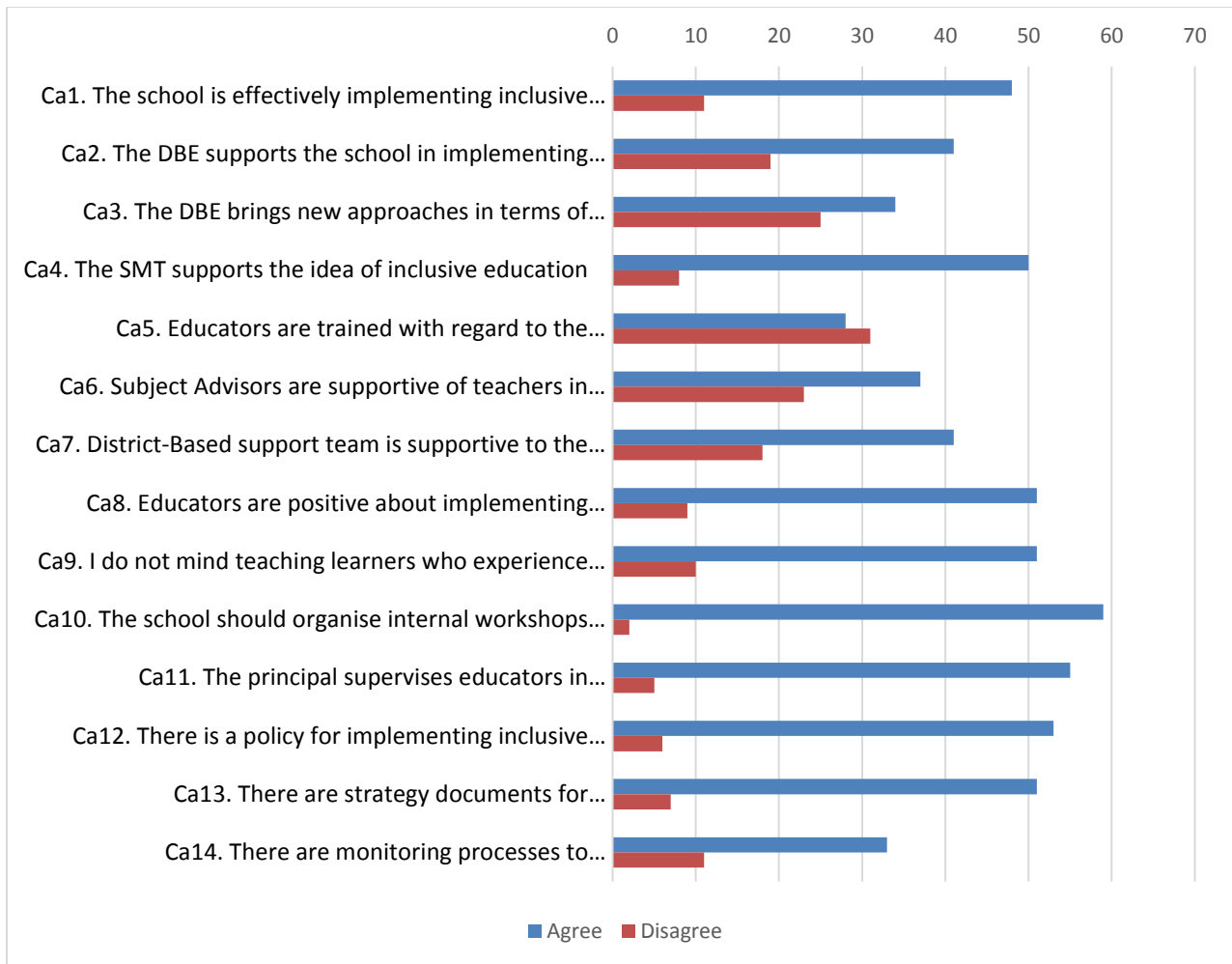


Figure 5.16: Perceptions on the implementation of inclusive education

The following paragraph discusses the benefits of implementing inclusive education.

5.10.2 Benefits of Implementing Inclusive Education

There were seven statements which required the participants to confirm whether they agreed or disagreed with them. They included all the benefits of implementing inclusive education such as promoting equal access to educational opportunities, receiving quality education, eliminating disparities between learners regardless of race, social background, culture and ability, all learners are given equal opportunity to participate fully, curriculum adaptation, differentiating the assessment, and respecting the rights of all learners.

The responses on the questions ranged between 61 and 63 participants. Fifty-nine of 62 participants agreed with Cb1, whereas three disagreed. From the 63 participants who

responded to Cb2, 55 agreed with the statement, whereas eight disagreed. Fifty-four participants agreed with statement Cb3, whereas nine disagreed. The total number of participants who responded to Cb3 was 63. Sixty-one of the 63 participants agreed with statement Cb4, whereas two disagreed. From the 63 participants who responded to Cb5, fifty-three agreed with the statement, whereas 10 disagreed. Fifty-two of the 61 participants agreed with Cb6 statement whereas nine disagreed. All 63 participants agreed with the Cb7 statement on respecting the rights of their learners.

Table 5.13: Benefits of implementing inclusive strategies

	Agree	Disagree
Cb1. Inclusive education promotes equal access to educational opportunities.	59	3
Cb2. Learners will receive the same quality of education.	55	8
Cb3. Inclusive education eliminates the disparities between learners regardless of the social background, race, disability, gender, etc.	54	9
Cb4. All learners (at my school) are given the opportunity to participate actively in teaching and learning	61	2
Cb5. I always adapt the curriculum to accommodate every learner in the classroom	53	10
Cb6. Assessment is differentiated according to learners' diverse needs	52	9
Cb7. I usually respect learners' rights.	63	0

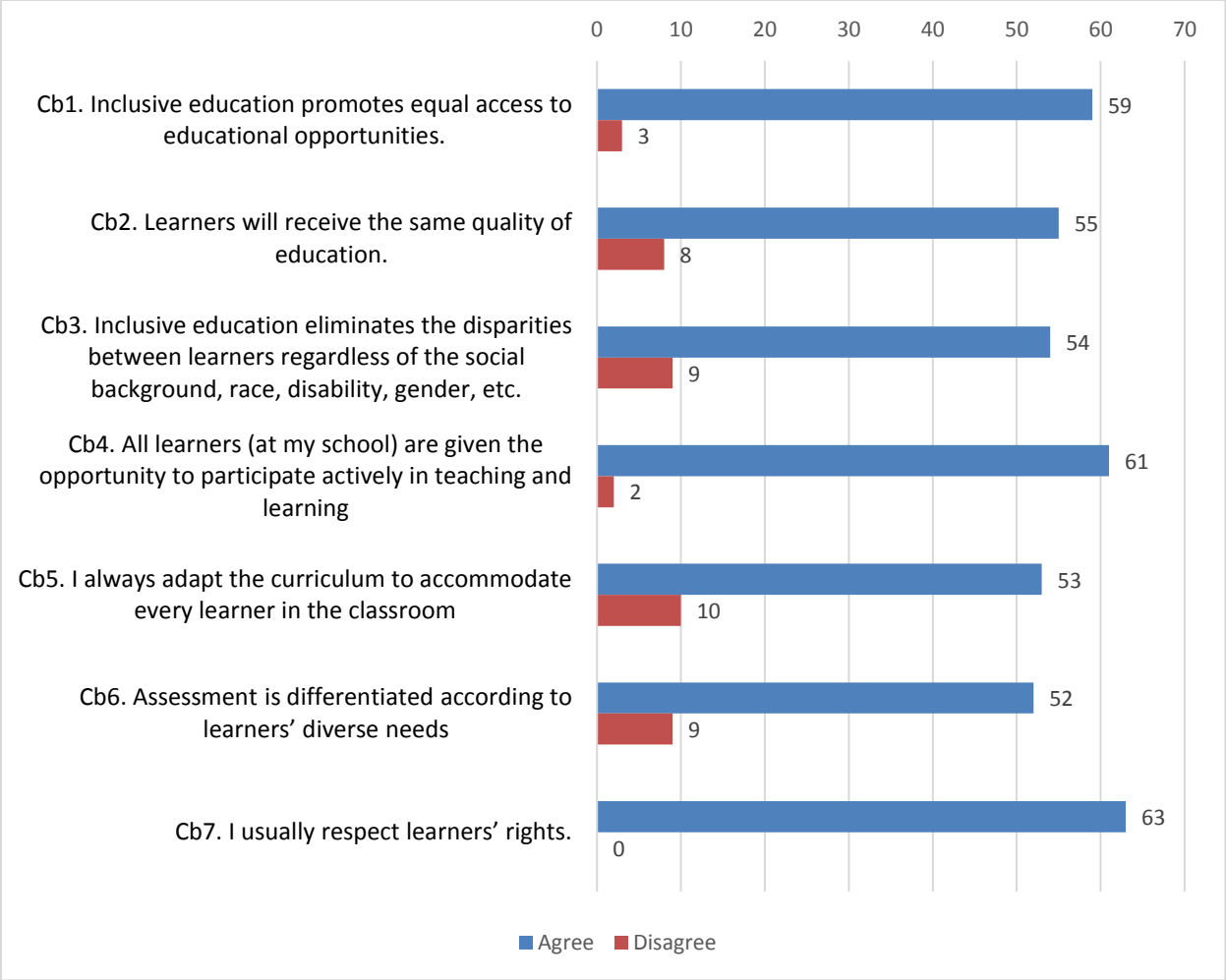


Figure 5.17: Benefits of implementing inclusive strategies

From the section on perceptions and benefits on the implementation of inclusive education, it is clear that most of the participants are positive regarding the implementation of inclusive education. The researcher can confirm that despite the small number of participants who disagreed that they had been trained, they responded positively on the other questions. It is necessary to note that attitudes play a crucial role on the implementation of inclusive education. If teachers are willing and show positive attitudes towards the implementation, they can effectively address diverse learning needs in their classrooms and also promote full participation of all learners. The researcher can also confirm the participants' awareness of the benefits of implementing inclusive education. The following section is on the implementation of productive pedagogies.

5.11 THE IMPLEMENTATION OF PRODUCTIVE PEDAGOGY

During the focus groups and individual interviews, the researcher did not focus specifically on the dimensions of productive pedagogies. However, she could identify all the responses that were linked to each dimension and gave a brief discussion on them. It was therefore necessary to include a section on the implementation of productive pedagogies in the questionnaire, where the dimensions are dealt with individually. The researcher starts with the dimension of intellectual quality which focuses mostly on higher order thinking, deep knowledge and deep understanding.

5.11.1 Intellectual quality

There were nine statements on the question of intellectual quality where participants were required to confirm whether they agree or disagree with them. From the nine statements, no participants responded to statements Da3 and Da5. The researcher recognised that Da3 had three statements, which might be the reason why the participants did not respond to it. Statement Da5 required participants to confirm if they gave their learners activities that require them to interact with the teacher and also with other learners about ideas of a substantive topic. The researcher assumes that it might be that the participants did not give their learners those activities, or they did not understand the statements. However, there were a large number of participants who responded to the other statements. The statements focused on the activities which assess learners' higher order thinking, deep knowledge and deep understanding such as research, demonstration, analysing and problem-solving: 62 participants responded to statements Da1, Da2, Da4, Da7, and Da8; 59 participants agreed with Da1 while 53 of them agreed with Da2; 59 of 62 participants agreed with statements Da7 and Da8 respectively. Only three participants disagreed with statement Da1, whereas nine disagreed with Da2. Furthermore, three participants disagreed with statements Da4 and Da7 respectively, and only one disagreed with statement Da8. Fifty-five of 61 participants agreed with statement Da6, whereas the other six disagreed. Sixty-one participants responded to the last statement Da9, where 58 of them agreed and the other three disagreed. The findings indicate that participants do engage learners in deep thinking, deep understanding, problem-solving and analysing activities.

Table 5.14: Intellectual quality: Considering the levels of ability and diverse needs

	Agree	Disagree
Da1. I give learners activities that require them to replicate what they were taught.	59	3
Da2. I give learners activities that require them to acquire information on their own and produce a report. (e.g research, investigation, experiments, etc).	53	9
Da3.1. I give learners activities that require them to search for information on the subject matter.	0	0
Da3.2 I give learners activities that require them to display their understanding and demonstrate how to apply the knowledge they gained.	59	3
Da3.3 I allow them to be able to construct explanations for their procedures and draw conclusions on what they have done and why.	0	0
Da4. I give learners activities that require them to demonstrate deep understanding of the subject of the topic.	61	1
Da5. I give learners activities that require them to interact with the teacher and also with other learners about ideas of a substantive topic to create or negotiate understanding of subject matter (i.e to ask questions, share ideas, reasoning, make distinctions)	58	3
Da6. I give learners activities that require them to critically examine text, ideas and knowledge.	55	6
Da7. I give learners activities that require them to interpret information (or word) to suit varying purposes.	59	3
Da8. I must have extensive knowledge of the contents	61	1
Da9. I engage all my learners in intellectually challenging and relevant curriculum in a supportive environment	58	3

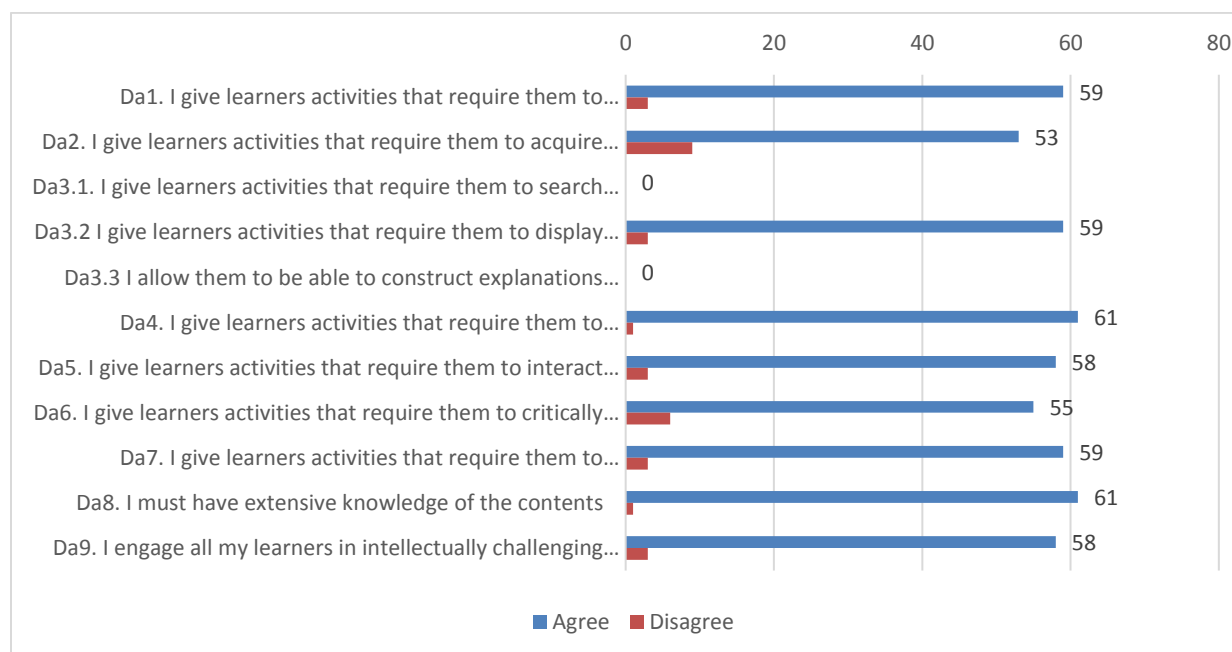


Figure 5.18: Intellectual quality: Considering the levels of ability and diverse needs

Following is the discussion of the dimension of supportive classroom environment.

5.11.2 Supportive classroom environment

This dimension addressed learner direction, social support, academic engagement, explicit quality performance and self-regulation. The questions consisted of five statements where participants need to confirm whether they agreed or disagreed with them. The statements were phrased in a way where participants could confirm whether they provide a supportive classroom environment including the following: teachers give learners opportunity to work on their own and decide on the method they want to approach the activities given to them, allow them to engage with others and assist each other, explain instructions in details so that every learner can understand, always make sure that the classroom is conducive to teaching and learning and make use of relevant resources.

Sixty-two participants responded to all five statements. The responses indicate that 57 participants agreed with Db1 whereas only five disagreed. Furthermore, 60 participants agreed with Db2 whereas only two disagreed. In addition, 58 and 59 participants agreed with statements Db3 and Db4 separately whereas only four disagreed with Db3 and three disagreed with Db4. Sixty participants agreed with Db5 whereas only two disagreed.

Table 5.15: Supportive classroom environment

	Agree	Disagree
Db1. I give learners tasks that require them to decide on their own how they will undertake them.	57	5
Db2. I give learners activities where I provide support and indicate to them that I have high expectations.	60	2
Db3. I give learners activities where they can demonstrate academic engagement by raising questions, contributing to group activity and helping peers.	58	4
Db4. I give learners activities where I make explicit statements and outline in detail what they have to do and what they should achieve.	59	3
Db5. My classroom is always conducive to teaching and learning and I always use relevant resources.	60	2

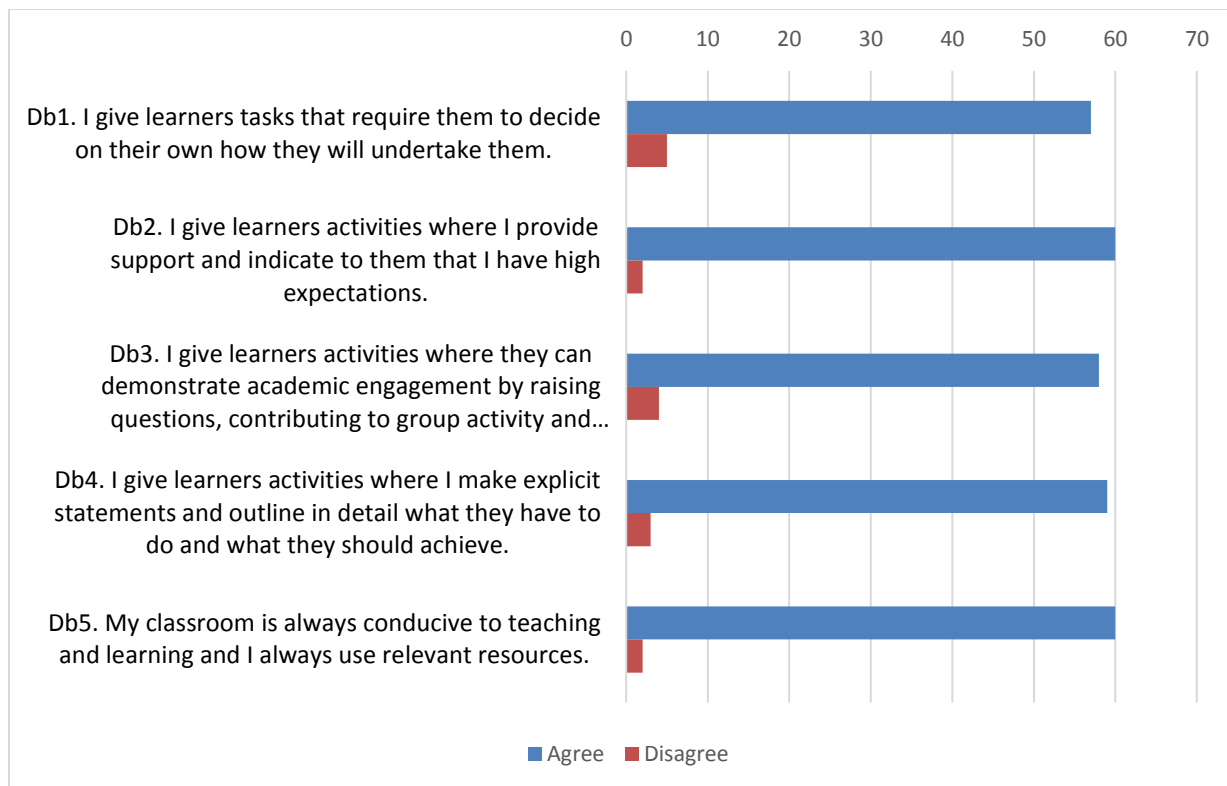


Figure 5.19: Supportive classroom environment

A discussion of the dimension of recognition and engagement with difference follows in the next paragraph.

5.11.3 Recognition and engagement with difference

This dimension is related to cultural knowledge, inclusivity, narrative, group identity, and academic citizenship. Participants were requested to confirm whether they agreed or disagreed with the statements which focused on teaching about diversity, signs, and symbols of their country as well as their meanings; giving learners activities that require them to accept diverse backgrounds of different people and of their peers; using differentiated strategies to accommodate every learner in the classroom; and teaching learners to be supportive and non-judgmental of each other regardless of their different backgrounds.

The responses indicated that most of the participants agreed with the statements. Fifty-four of 61 participants agreed with Dc1 whereas only seven disagreed. Sixty-one

participants responded to Dc2 where only one disagreed. Furthermore, the responses on Dc4 and Dc4 indicated that all 61 participants who responded agreed with those statements. It is also revealed that 60 participants agreed with Dc5 statement. The researcher can confirm that most of the participants agreed that they acknowledge the diversity of learners, their diverse learning needs, experiences and abilities.

Table 5.16: Recognition and engagement with difference

	Agree	Disagree
Dc1. I give learners activities that require them to find out why other things are done specific ways in South Africa. (e.g why should a national anthem be sang)	54	7
Dc2. I give learners activities that require them to accept diverse backgrounds of different people and of their peers.	60	1
Dc3. I use different strategies to accommodate everyone in the class, e.g narratives.	61	0
Dc4. I teach my learners to be supportive and non-judgmental to each other regardless of their different backgrounds.	61	0
Dc5. I teach learners in my class that they are all equal regardless of their various backgrounds	60	0

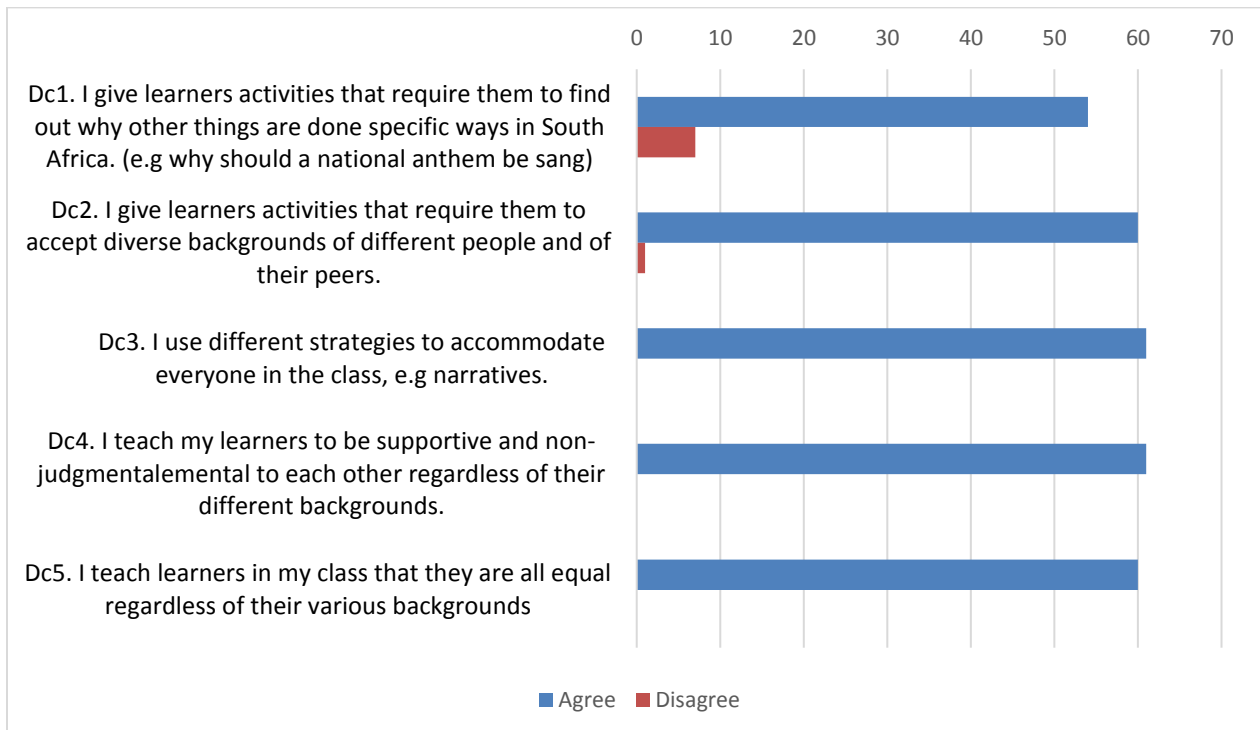


Figure 5.20: Recognition and engagement with difference

The last dimension of connectedness is discussed in the following paragraph.

5.11.4 Connectedness

This dimension entails aspects such as knowledge integration, background knowledge, connectedness to the world and problem-based curriculum. The question consisted of three statements which also required participants to confirm whether they agree or disagree with them. The statements were related to the integration of subject content with other subject areas, activities that provide learners with the opportunities to make connections between their own background and experience, and activities that required learners to solve real world problems or to apply knowledge learnt. Sixty-one participants responded to all the three statements. Fifty-seven participants agreed with Dd1 statement whereas the other four disagreed. Furthermore, 60 participants agreed with Dd2 statement whereas only one disagreed. Fifty-eight participants agreed with Dd3 statement whereas the other three disagreed. From the findings, the researcher can also confirm that most participants agreed that they integrate their subject content with other relevant subject areas and they also assist their learners to make connections to their wider social contexts within their lives.

Table 5.17: Connectedness

	Agree	Disagree
Dd1. I give learners activities that will integrate gathered information with other subject areas.	57	4
Dd2. I give learners activities that provide them with the opportunity to make connections between their own background and experience.	60	1
Dd3. I give learners activities that require them to solve real world problems or to apply knowledge learnt (e.g cooking traditional food, writing a newspaper article).	58	3

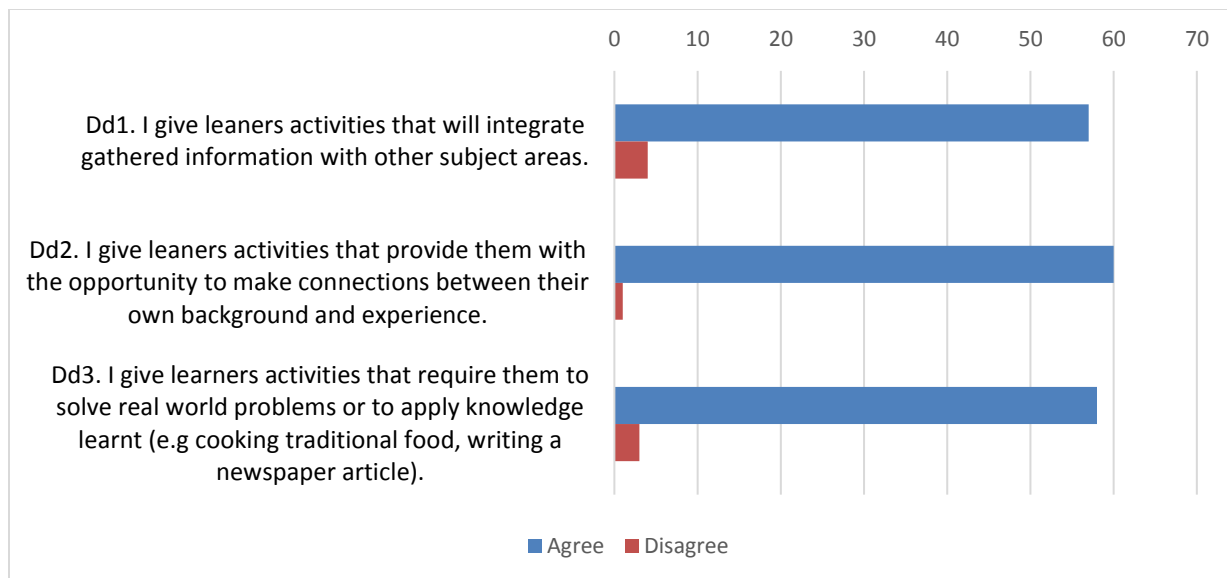


Figure 5.21: Connectedness

In summarising the section, the researcher can reveal that most participants agreed that they considered their learners' diverse learning needs, interests, and abilities. They also agreed that they provide learners with activities which allowed them to be creative, to analysis and solve problems. The participants also agreed that they gave their learners opportunities to approach activities using their own methods so that they could have a better understanding. However, one cannot ignore the fact that there were some participants who disagreed with the statements. The researcher thought that there might be some challenges which hindered the participants in addressing diverse learning needs. This is discussed in more detail in the section where the researcher interprets the quantitative and qualitative data. The next section to be discussed is on CPTD and the role it plays in enhancing productive pedagogies.

5.12 CPTD AND ITS ROLE IN ENHANCING PRODUCTIVE PEDAGOGIES

One of the qualities of a good teacher is to become a lifelong learner, meaning that they need to be continuously developed for the importance of quality education and addressing diverse learning needs. CPTD can also assist teachers to overcome all the challenges in the education system. During the first phase of the qualitative data collection, the researcher asked different questions on the CPTD but did not ask any questions to check if the participants did know what it is and why was it important for them to be developed.

The researcher saw it necessary to find out if participants had knowledge on CPTD. This section comprised of three parts: knowledge of CPTD, the role of CPTD in enhancing productive pedagogies, and teachers' developmental needs for implementing productive pedagogies. The researcher discusses each part individually.

5.12.1 Knowledge of CPTD

This question consisted of ten statements which required participants to confirm whether they agreed or disagreed with them. The statements focused on participants' knowledge on CPTD. Sixty-two participants responded to all the statements respectively; however, statements Ea1, Ea3 and Ea5 were answered by 61 participants. Fifty-five participants agreed that they knew what CPTD was on Ea1, whereas the other six disagreed.

In response to Ea2, 60 participants agreed that the vision of CPTD system is to support and facilitate the process of continuing professional development whereas the other two disagreed. Fifty-eight of 61 participants who responded to Ea3 agreed that the aim of CPTD is to underpin the teaching profession, whereas the other three disagreed with the statement. Furthermore, 61 of 62 participants agreed with Ea4 that CPTD plays a significant role in the improvement of the quality of teaching and learning whereas only one disagreed.

The total number of responses for Ea5 was 61 and they all agreed that CPTD is endorsed by SACE. The same happened with Ea6 where all the 62 participants who responded agreed with the statement. Sixty-one of 62 participants agreed with Ea7 that teaching and learning is not a one-way process, whereas only one disagreed. It was also revealed that a total number of responses for Ea8, Ea9 and Ea10 were 62 participants who all agreed with the statements. Overall, these results indicate that most participants have knowledge of CPTD.

Table 5.18: Knowledge of CPTD

	Agree	Disagree
Ea1. I know and understand what CPTD is	55	6
Ea2. The vision of CPTD system is to support and facilitate the process of continuing professional development.	60	2

	Agree	Disagree
Ea3. The aim of CPTD is to revitalise the teaching profession.	58	3
Ea4. The CPTD system contributes to the improvement of the quality of teaching and learning.	61	1
Ea5. The CPTD is endorsed by SACE.	61	0
Ea6. I understand that development of teachers is a continuous process.	62	0
Ea7. I understand that teaching and learning are not a one way process.	61	1
Ea8. I understand that I can learn from my colleagues.	62	0
Ea9. I understand that I can learn from different facilitators	62	100
Ea10. I understand that I can learn from other stakeholders and service providers.	62	100

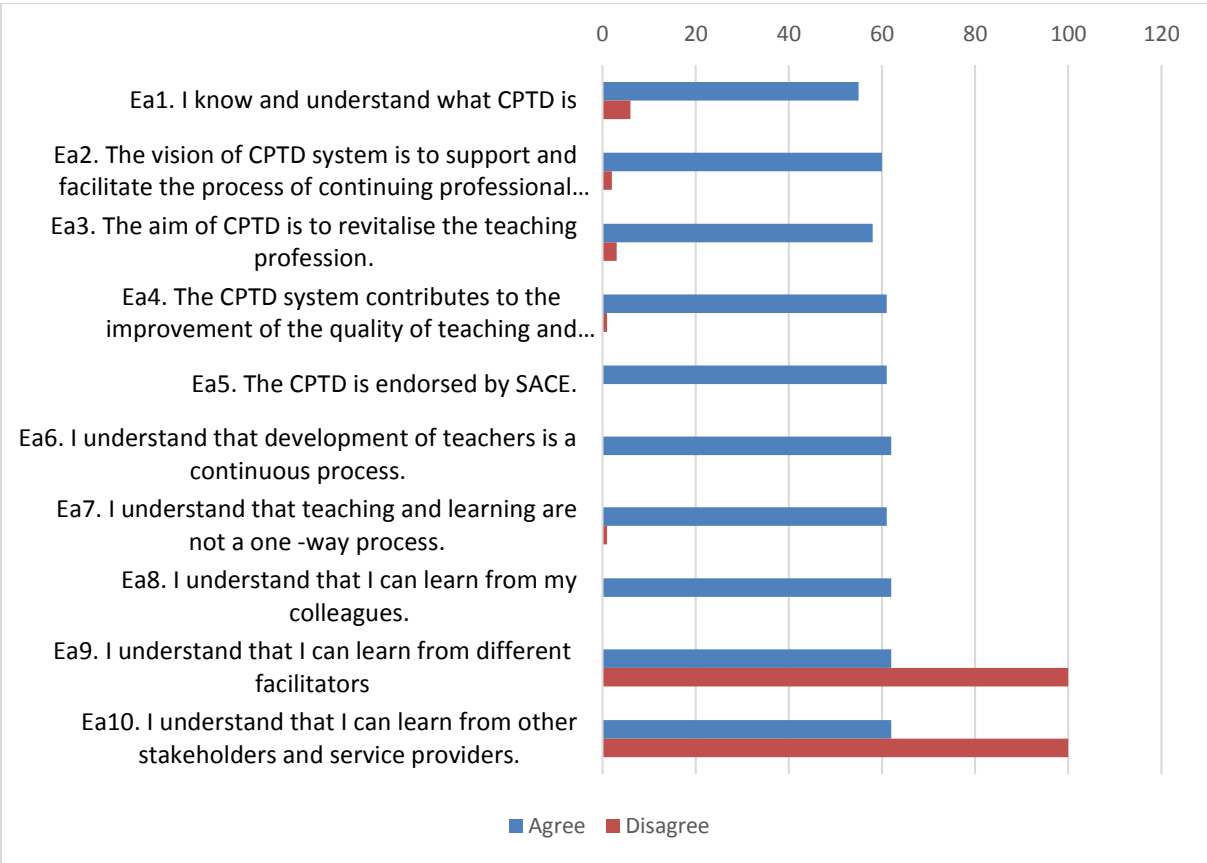


Figure 5.22: Knowledge of CPTD

The role of CPTD on empowering productive pedagogies is discussed below.

5.12.2 The Role of CPTD in Enhancing Productive Pedagogies

The question consisted of three statements which focused on the role of CPTD in enhancing productive pedagogies. Participants were required to confirm if they agreed or disagreed with the statements. A total number of 62 participants responded to Eb2 and Eb3 respectively, while 61 responded to Eb1. Fifty-eight participants agreed with Eb1 that CPTD can assist them to engage with a diversity of learners whereas the other three disagreed. All 62 participants who responded to Eb2 agreed that CPTD can give them opportunities to critically reflect on their own work with other colleagues. However, only one participant disagreed with Eb3 whereas 61 agreed that CPTD can empower them on differentiating their teaching and assessment strategies to cater for diverse learning needs. The overall responses to the statements were positive showing that the participants understood the role of CPTD in enhancing productive pedagogies.

Table 5.19: The role of CPTD in enhancing productive pedagogies

	Agree	Disagree
Eb1. Through the attendance of CPTD, I will be in a position to engage all my learners in intellectually challenging and relevant curriculum.	58	3
Eb2. Through the attendance of CPTD, I will be able to make opportunities to critically reflect on my work with other colleagues	62	0
Eb3. Through the attendance of CPTD, I will be sure that my teaching and assessment strategies caters for diverse learning needs	61	1

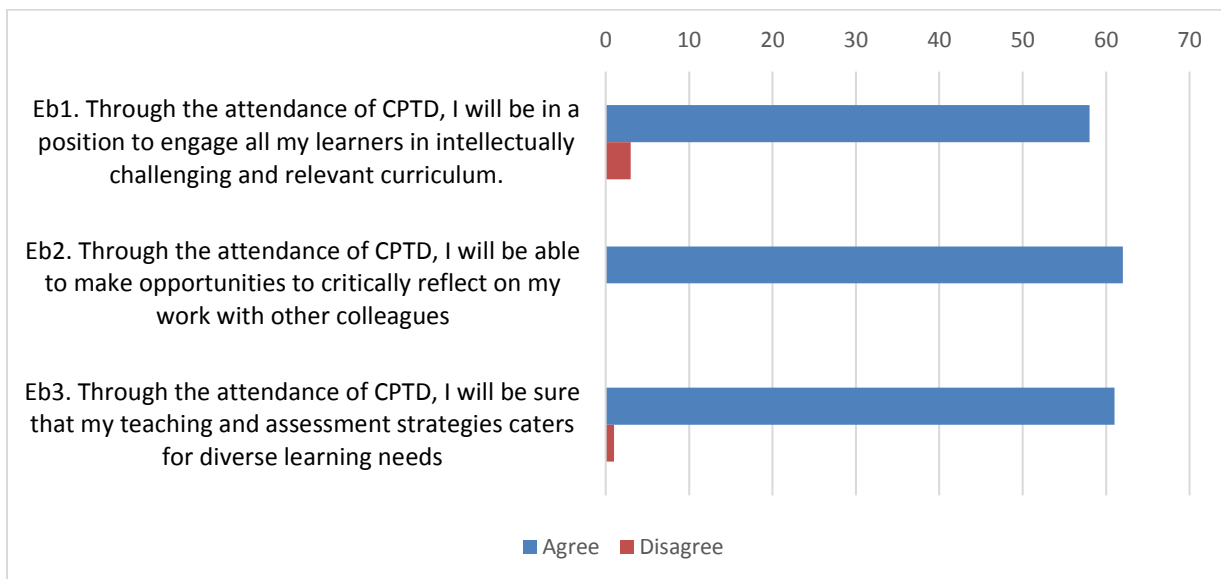


Figure 5.23: The role of CPTD in enhancing productive pedagogies

The last section on teachers’ developmental needs for implementing productive pedagogies is discussed below.

5.12.3 Teachers’ Developmental Needs for Implementing Productive Pedagogies

This question consisted of six statements which required participants to confirm if they agreed or disagreed with them. The teachers’ developmental needs which were included in the statements were addressing diverse learning needs, differentiation of teaching and assessment strategies, curriculum adaptation and modification, support strategies for diverse learning needs, developing individual education plan for learners with barriers to learning, and the use of universal design for learning to address the diverse learning needs.

The total number of responses on these statements ranged between 60 and 61, where 60 participants responded to Ec1, Ec3, Ec5 and Ec6 and 61 responded to Ec2 and Ec4. Sixty participants agreed with Ec1, Ec2, Ec3 and Ec4 respectively. However, only one participant disagreed with Ec2 and Ec4. Fifty-four participants agreed with the developmental need on Ec5 whereas the other six disagreed. Furthermore, 58 participants agreed with statement Ec6 whereas the other two disagreed. In summary, these results indicate that most participants’ developmental needs were those indicated on Ec1- Ec6.

Table 5.20: Teachers’ development needs for implementing productive pedagogies

	Agree	Disagree
Ec1. Addressing diverse learning needs	60	0
Ec2. Differentiation of teaching and assessment strategies	60	1
Ec3. Adapting and modifying the curriculum	60	0
Ec4. Support strategies for diverse learning needs	60	1
Ec5. Individual education plan for learners with barriers to learning	54	6
Ec6. Using Universal design for learning to address the diverse learning needs	58	2

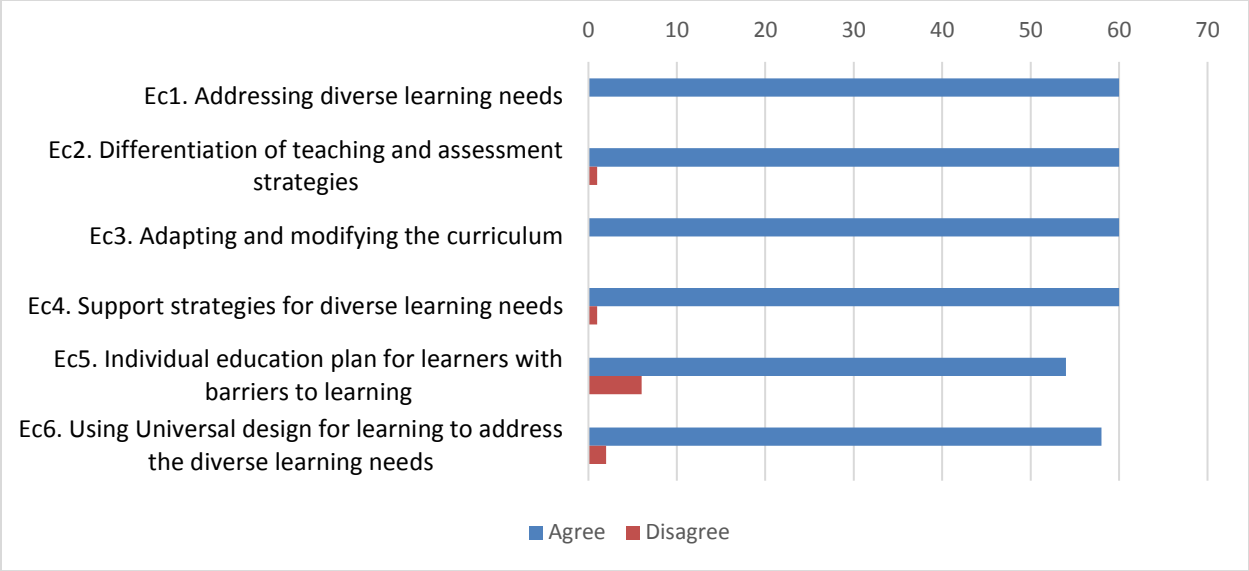


Figure 5.24: Teachers’ development needs for implementing productive pedagogies

From the findings on this section, the researcher can conclude that most of the participants have an understanding on CTPT and the role it plays in enhancing productive pedagogies. The results of the last section in the questionnaire are discussed below.

5.13 ADDRESSING DIVERSE LEARNING NEEDS IN ONE CLASSROOM

This section consists of seven open-ended items which required narrative responses from the participants. The researcher used content analysis to analyse the open-ended items, where the data were examined for recurring instances which were thematically grouped (Nieuwenhuis, in Creswell et al, 2010). The first question required participants to narrate how they addressed diverse learning needs in their classrooms.

5.13.1 Addressing Learners’ Diverse Learning Needs in the Classroom

The participants indicated that they address diverse learning needs in their classrooms by: identifying learners' needs at different levels, knowing the learners, acknowledging learners’ differences, treating them according to their strengths and weakness, encouraging active participation, giving them extra time to complete their activities, respecting all learners' thoughts/ideas, and treating learners equally.

They further indicated that they took into account each learner's background and potential, conducted micro-teaching, individual teaching/lessons, communicative approach, more practical class activities, and divided learners into groups. The other themes which were identified include: engaging learners in intellectual challenging and relevant curriculum, explaining in their languages, assigning work/activities suitable for their capabilities/levels, using strategies that address diversity, differentiating class activities, giving them extra and different activities, asking leading questions, using different assessment strategies, and respecting each other.

The other aspects which participants identified for addressing diverse learning needs include: creating a non-discriminatory learning environment, monitoring them closely, encouraging them to form friendships, graded learning activities, individual assessment, differentiated methods and teaching aids, teaching learners according to SIAS and mixing inclusive learners with other learners. They further indicated the other aspects such as using real life situations/examples, giving learners low order questions, the use of pre-reading, and giving learners merits. These are also what the participants noted: different kinds of class work such as word search, word puzzle, maps and questions about the topic(s), and using multiple intelligence theory. Figure 5.25 represents the participants' responses.

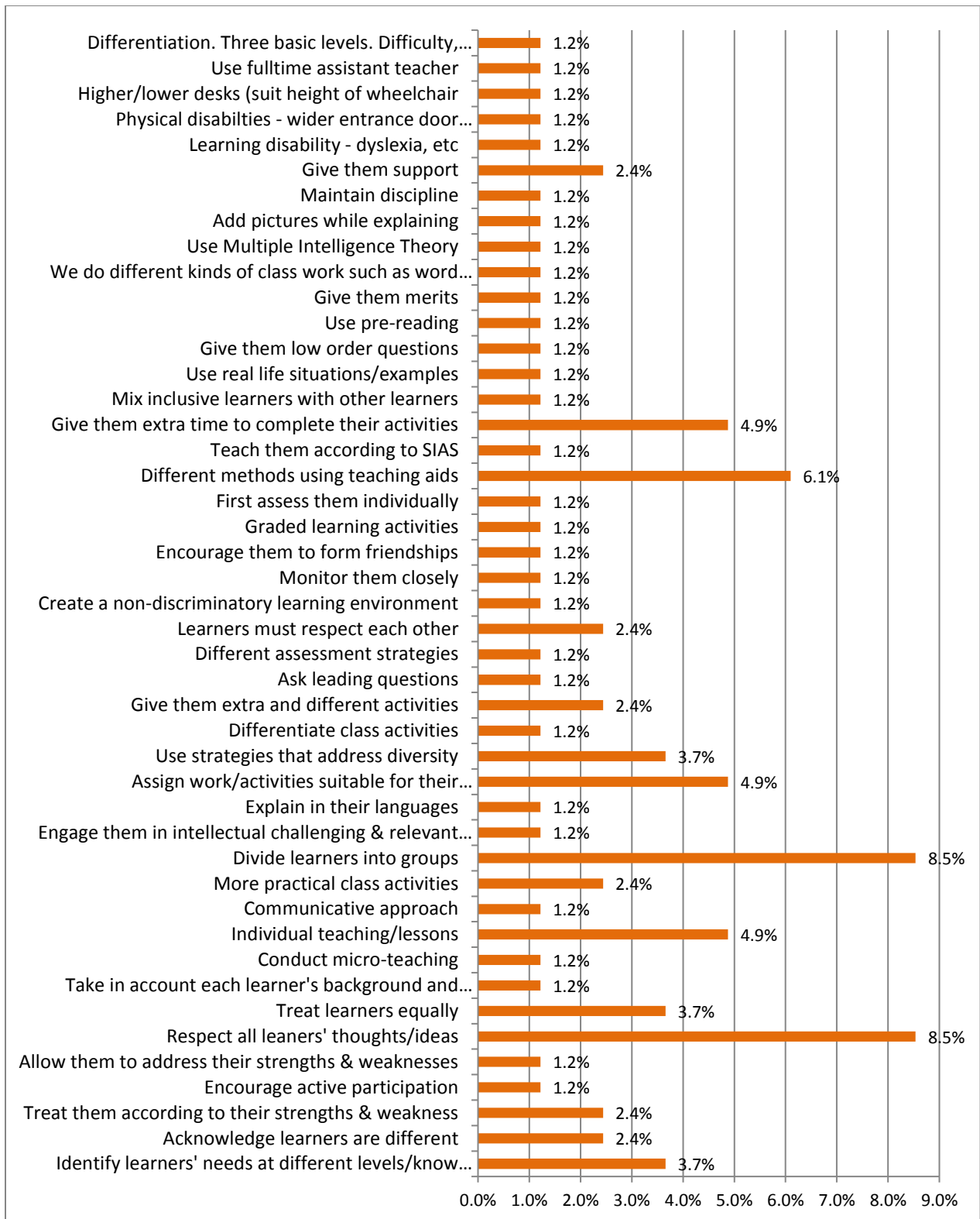


Figure 5.25: Addressing learners' diverse learning needs in the classroom

5.13.2 Challenges experienced in implementing inclusive practices at school

The participants' responses on this item include: lack of relevant resources including finance, not being trained for inclusive education, managing diverse attitudes/behaviours, no specific educator for inclusive education, parents not supportive, no guidance, difficulty in referring learners to special schools, lack of support from superiors, and lack of support from DoE. They further indicated the following problems: authorities want evidence that the learner is challenged, time inadequate/time, management/time consuming, overcrowding, learners lack discipline, age (old learners abuse young ones), lack of facilities or support structures, school not disability friendly, classrooms not wheelchair friendly, no hearing aids, no braille for poor eyesight, no facial creams for albinos, language barrier, and learners with special needs are slow learners. Some of the participants indicated that there is lack of completion of tasks, normal learners and learners with special needs write the same assessment, learners lose hope when they cannot succeed, curriculum not aligned to inclusivity, no alternative measures to assess learners with special needs, no intervention mechanisms, and no therapists/psychologists. Figure 5.26 represents the participants' responses:

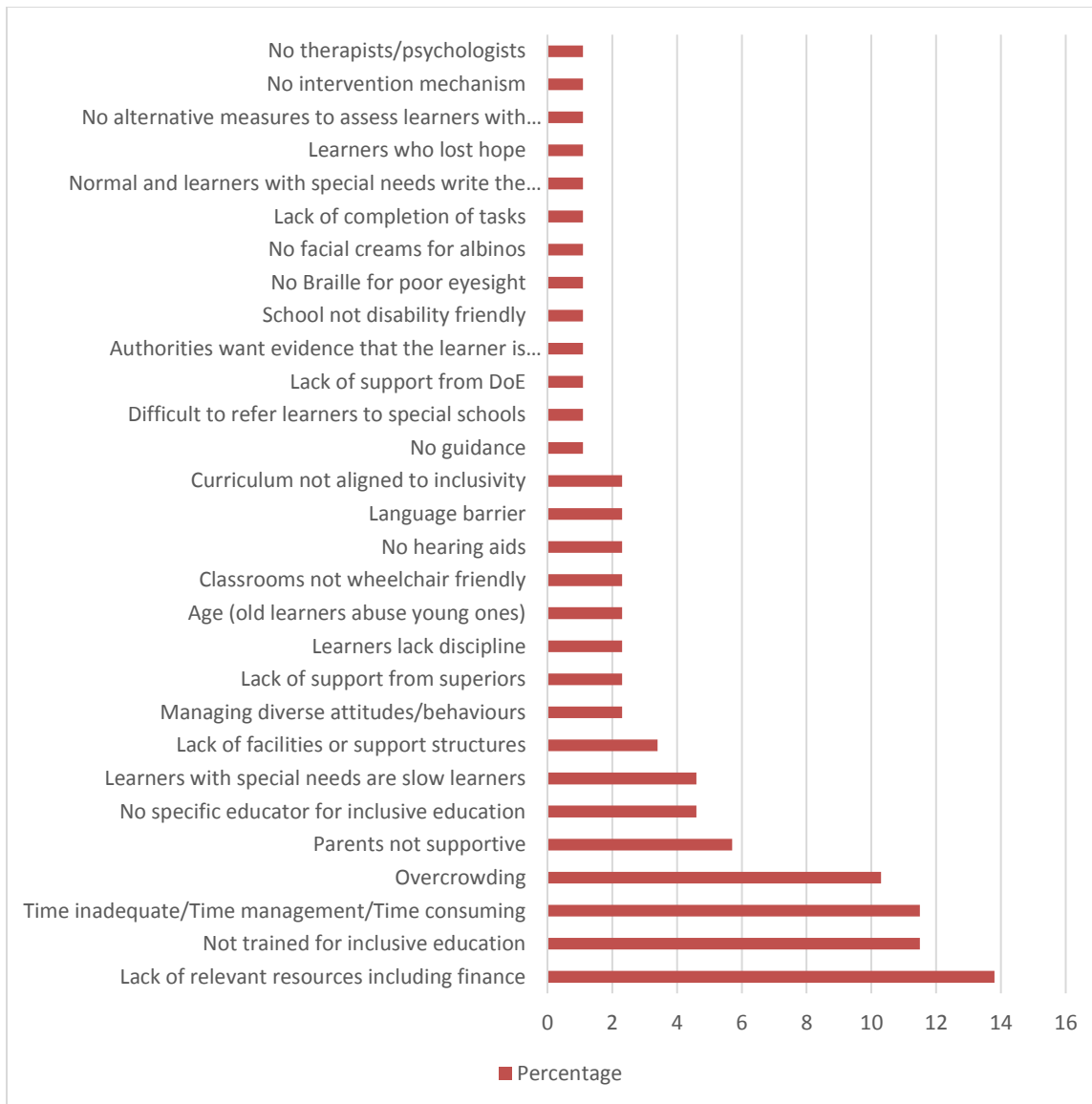


Figure 5.26: Challenges experienced in implementing inclusive practices at school

5.13.3 How can the Challenges be Addressed

The responses on this item include the following, provide schools with sufficient resources or materials including finance, support from stakeholders, regular monitoring by DoE officials, parents' involvement, train educators on inclusive education, appoint specialised inclusive education educators, implement group work, provision of extra lessons or more time, easy access to referral, more skilful work for diverse learners, centres for inclusive education be identified (separate inclusive learners from the rest), physical education

(education that involves practical), and more class visits by those who are capacitated in inclusive education, reduce overcrowding.

The participants further indicated that teacher-learner ratio should be reduced, appoint assistant teachers, appoint a remedial teacher, inclusive learners should not write the same assessment as normal learners, focus on inclusive practice rather than disabilities, use language that is inclusive to all learners, give attention to individual learners, use extra material to teach, use a pace that all learners can keep up with, keep instructions clear and short, know learners' strengths, abilities and their background, identify the needs and barriers to learning, develop strategies to address needs, and monitor and evaluate the work of learners through action reflection. Figure 5.27 below represents the participants' responses:

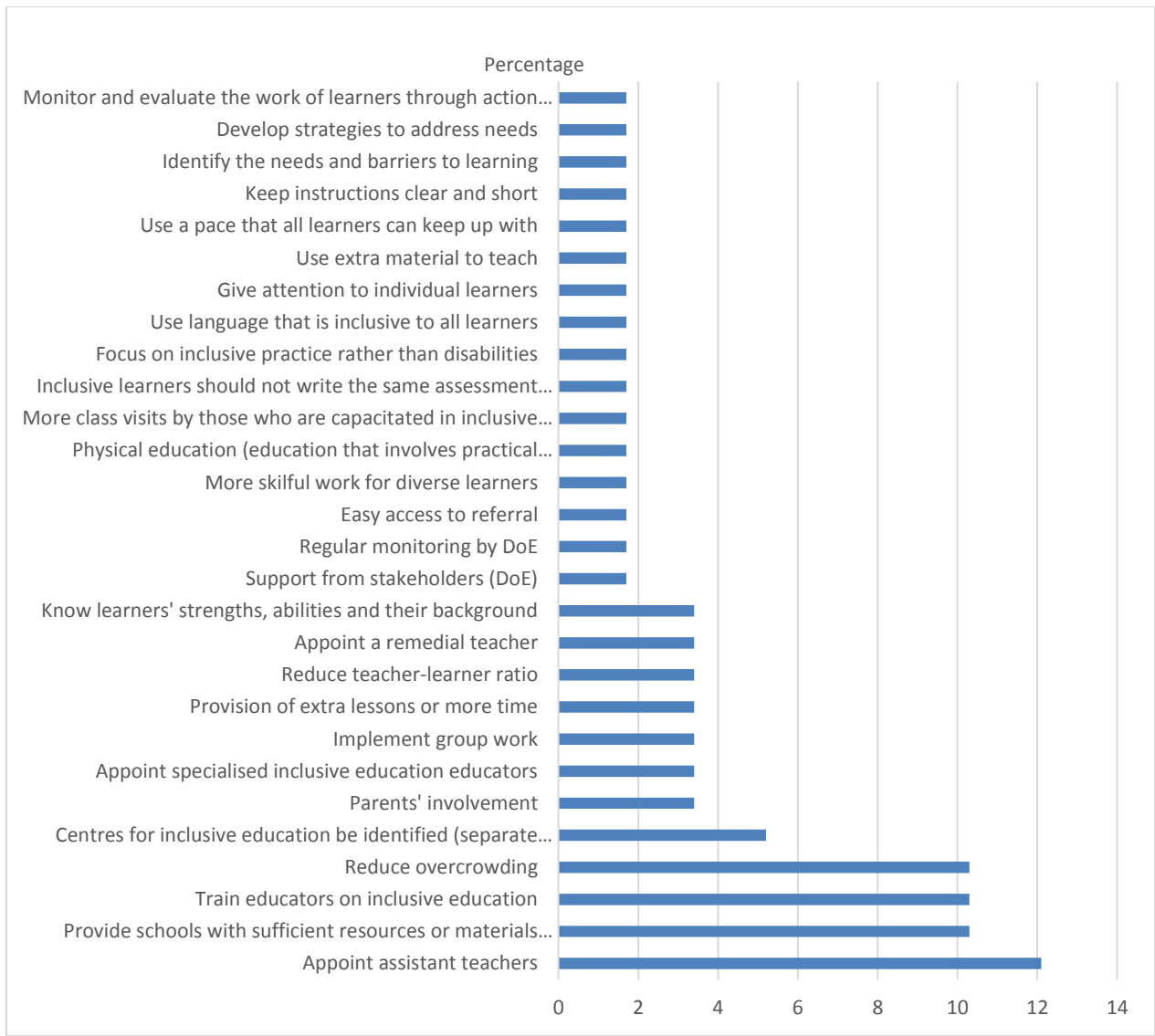


Figure 5.27: Reducing challenges in order to address the diverse learning needs of all learners

5.13.4 Promoting the full participation of all learners

The participants responded to the question by indicating that learners should be allowed to work in groups, their thoughts should be respected, tasks should be given to them according to their levels of abilities, support should be provided during their activities, rules should be outlined, they should be monitored during their activities, they should be given different types of activities/assessments, and a communicative approach should be implemented.

In addition, the participants also indicated that full participation can be increased by role plays, dramatisation, drawing their full attention, giving them practical work/activities, allowing them to give feedback from their activities, rewarding good practice/praising their efforts, seating arrangement, using a teaching strategy that involves them, using question and answer method when teaching, building confidence in learners, and motivating learners. They further indicated that learners should be treated equally, need to be loved, helped to answer questions. Teachers should use pictures and charts when teaching, have class discussions, encourage learners to ask questions, encourage learners to reason, encourage them to experiment with their ideas, apply brain gym and implement class games. Figure 5.28 represents the participants' responses.

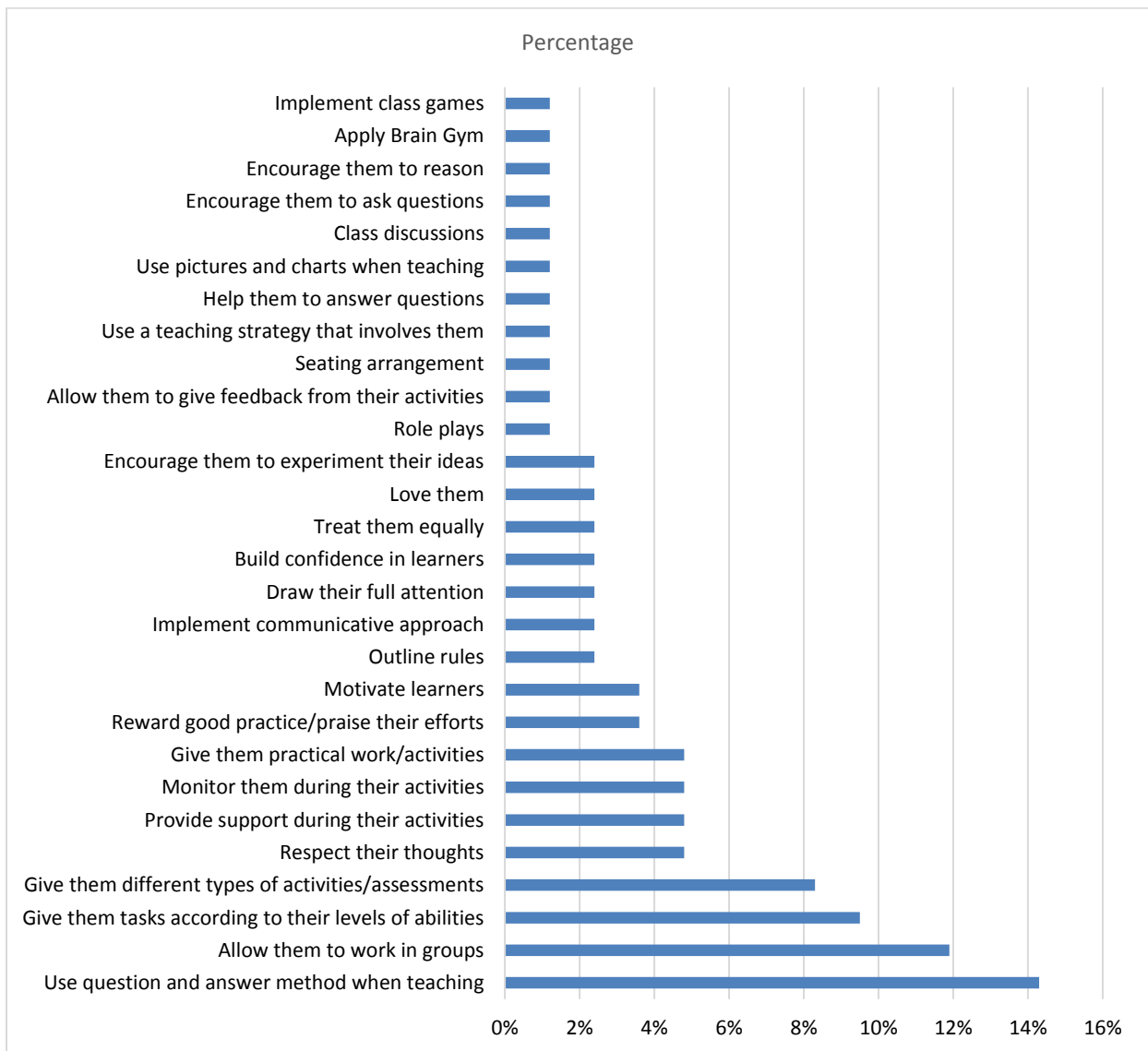


Figure 5.28: Promoting the full participation of all learners

5.13.5 Support programmes needed to implement inclusive education

The participants' responses on this question included relevant curriculum, support from DoE, support from departmental base support team, support from the community, support from the parents, school management team support, and support from subject advisors. They further indicated that they need financial support, learners should be separated, learners should be trained on hand work (gardening, painting, tiling, etc.), qualified inclusive educators or educators trained on inclusive education, trainings/workshops on inclusive education, provision of sufficient resources (teaching aids, hearing aids, wheelchairs, visual aids, textbooks, posters, dictionaries etc.), assistant educators, reduce learner-teacher ratio, assistive devices, and involvement of therapists.

They further responded that they need extra classes or extra time, reduce administration, separate inclusive learners from normal learners, create one-on-one lessons, merit system for good performance, multisensory education, and technology (computers, data projectors, interactive whiteboard, internet). Figure 5.29 represents the participants' responses.

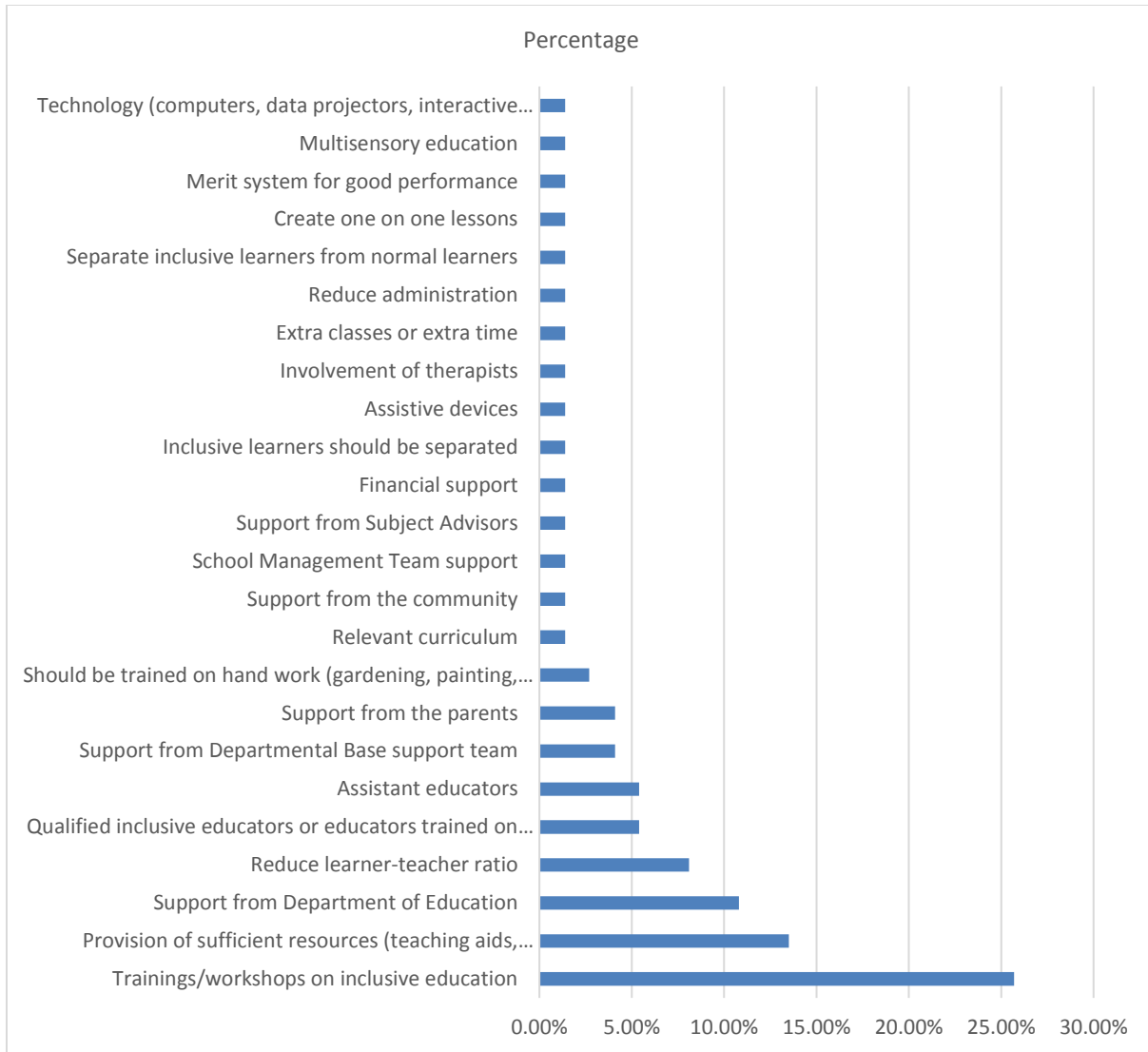


Figure 5.29: Support programmes needed to implement inclusive education

5.13.6 Promoting Inclusive Teaching and Learning

Responding to this question, participants indicated that they gave learners the same opportunity to participate, treated learners equally, involved parents, adapted curriculum to accommodate every learner, used pictures and diagrams, used a variety of teaching methods, rewarded good work (clapping hands, incentives, certificates, etc.), implemented three Rs, let learners know the outcomes of the topic, gave them practical work, and divided them into groups. They further indicated that they gave learners assessments that required them to think on their own, supported them during activities, made lessons learner-centred/lesson to accommodate diversity, used assistive devices

to simplify lessons, encouraged learners to respect one another, gave feedback on their tasks, respect their views or thoughts, motivated and encouraged them, showed and told them about successful people in the country e.g. Natalie du Toit (the swimmer with a leg amputated below the knee), made the lesson entertaining (play games, music, storytelling, drama), used necessary teaching aids, focuses on practices not the disabilities, and did practical examples (something learners see in their daily lives). Figure 5.30 below represents the responses.

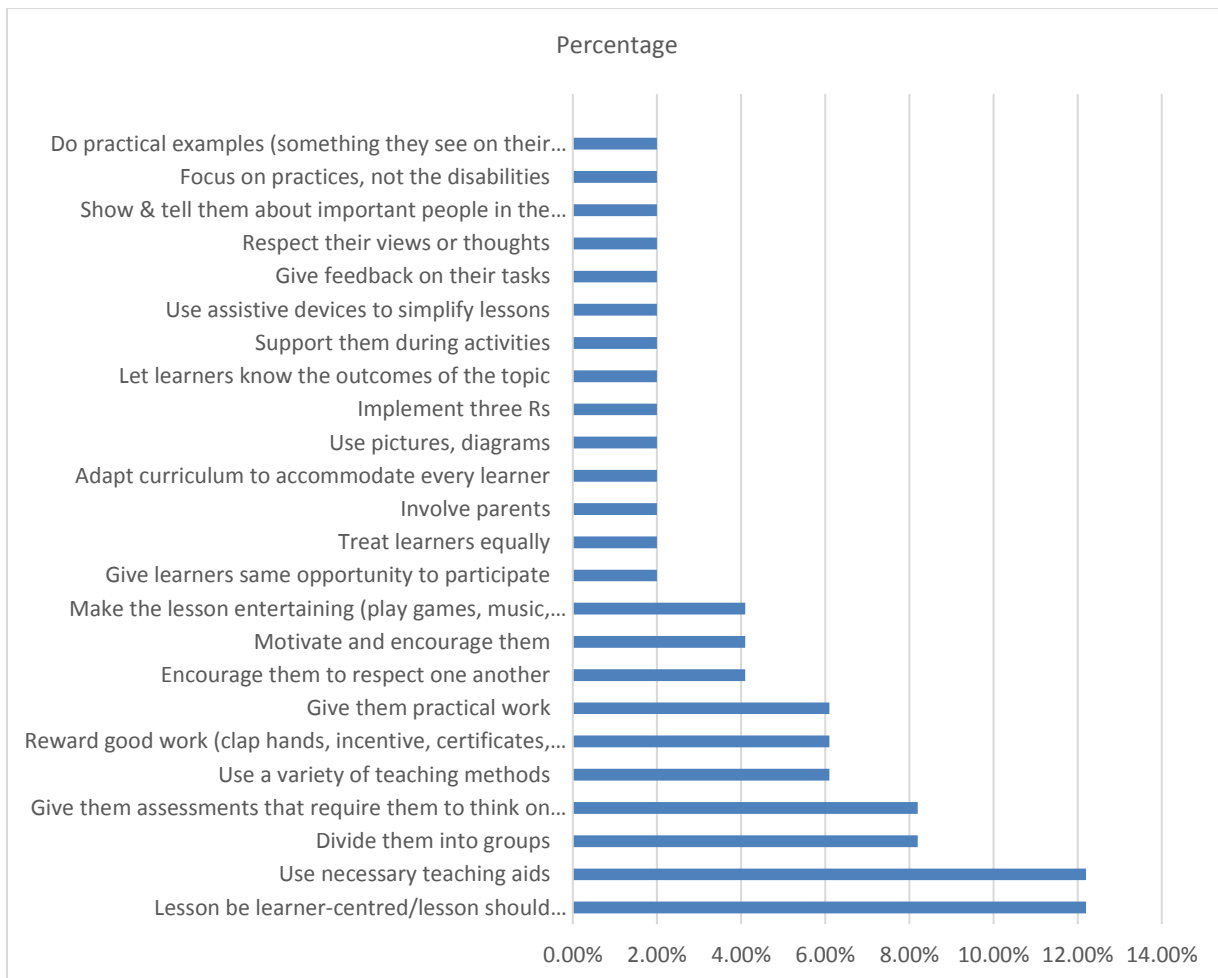


Figure 5.30: Promoting inclusive teaching and learning

5.13.7 Continuous professional teacher development

The participants were required to identify the types of CPTD they would want attend. They indicated that the following, workshop on inclusive education, in-service training on

inclusive education, training on IQMS, diplomas or qualifications in inclusive education, assessment skills for different assessments, meet with other educators, seminars, peer training, subject meetings, therapy meetings. Figure 5.31 shows the responses.

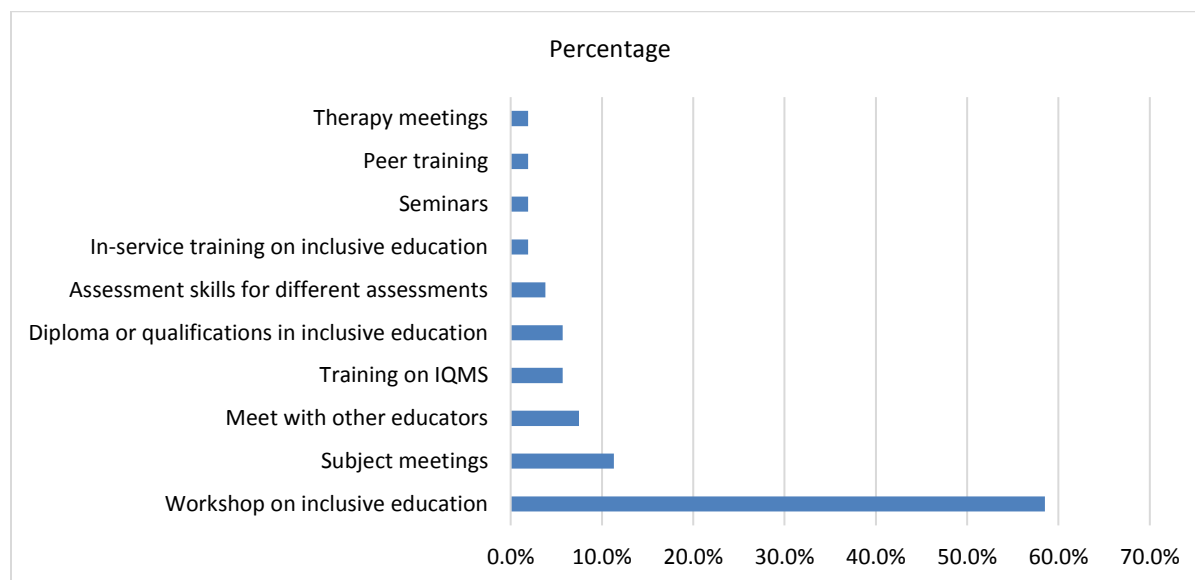


Figure 5.31: Continuous professional teacher development

The researcher recognises that some of the participants agreed with most of the aspects on the Likert-scale items, but they also wrote them in the open-ended items as their challenges and needs. In the subsequent section, the interpretation of both the quantitative and qualitative data results is provided.

5.14 SECTION C: INTERPRETATION OF QUALITATIVE AND QUANTITATIVE RESULTS

The study is about a shift from pathological-deficit models towards productive pedagogies. The researcher used exploratory sequential design to develop an understanding of addressing diverse learning needs at inclusive schools. The purpose of the study was to explore how productive pedagogies can be enhanced. The reason of using exploratory sequential design was to generate a survey instrument grounded in the qualitative data to ascertain how productive pedagogies can be enhanced. In the first qualitative phase of the study, the researcher conducted focus groups interviews with six SBST and semi-structured individual interviews with five principals to identify the

strategies and approaches teachers use in addressing barriers to learning and diverse learning needs. The following factors were identified and were discussed: being a good teacher, advocacy and awareness, team work, differentiation for addressing diverse learning needs, teaching strategies and approaches to promote full participation, differentiated assessment, support programmes for schools, teachers' developmental needs and CPTD. These factors were considered as the ones which can enhance productive pedagogies. However, there were also challenges that the participants indicated which hindered them from addressing diverse learning needs including lack of knowledge and skills on identifying and addressing barriers to learning, limited teaching and learning time, teacher-learner ratio, lack of resources and support from DBST, parental involvement and LOLT. The researcher also considered them so as to use the information when developing a framework of productive pedagogies for inclusive schools to reduce those challenges. The themes revealed through the qualitative analysis were used to develop survey items.

In the second phase of the study, a survey was administered to sixty-three participants. The survey results indicated that teachers' knowledge and skills on inclusive practices, as well as their attitudes play a significant role on addressing diverse learning needs of all learners.

They further revealed that support programmes and CPTD can enhance productive pedagogies. However, teachers' developmental needs are prerequisites for identifying relevant CPTD programmes for them.

The researcher also recognised that the participants identified the same challenging factors which were indicated during the focus and individual interviews: 52.2% of participants indicated that they did not attend inclusive education workshops, as compared 48.8% who agreed that they attended the workshops. On the issue of support from the DBST and subject advisors, 85.3% of participants indicated that the subject advisors were supportive in terms of addressing barriers to learning. However, during the focus groups interviews, most of the participants indicated that curriculum and inclusive education seemed to be treated as separate entities at the district level, where curriculum

subject advisors would demand that common assessments were done to all learners without considering barriers to learning.

The other challenge which was identified in the open-ended questionnaire items was limited teaching and learning time which hindered participants from addressing diverse learning needs. Time was indicated by 11.5% of the participants, which was one of the highest percentages among the other variables. Furthermore, the other challenges identified were lack of resources at 13.85%, lack of training at 11.5% and overcrowding at 10.3%.

5.15 CHAPTER SUMMARY

Figure 5.32 presents the visual diagram the researcher used in this study.

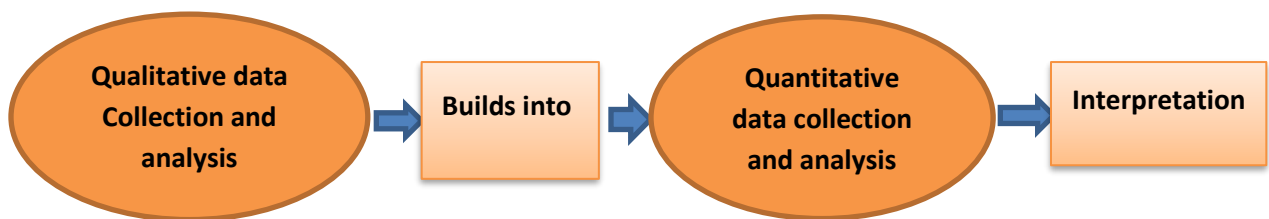


Figure 5.32: Visual diagram of data collection and analysis

An in-depth discussion on the interpretation and synthesis of the findings from both phases is discussed in Chapter 6.

Chapter 5 presented the data collected from the exploratory sequential design which was done in two phases- qualitative and quantitative data collection. The findings gave the researcher a clear understanding of enhancing productive pedagogies in order to shift teachers' mind-set from the pathological-deficit model. Furthermore, the findings have also revealed strategies and approaches of addressing diverse learning needs and increasing full participation of all learners. Conversely, the challenges that teachers experience in implementing inclusive practices were indicated in this chapter. The chapter further presented teachers' developmental areas and the CPTD strategies they prefer.

From this, the researcher will design a proposed framework for enhancing productive pedagogies which can be used to improve and strengthen inclusive schools.

Chapter 6 will provide the key findings of literature reviewed and the pragmatic enquiry. It will further summarise the study and make some recommendations on enhancing productive pedagogies for inclusive schools. The proposed framework will also be discussed in Chapter 6.

CHAPTER 6

SUMMARY OF THE STUDY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This study has focused on two phenomena that is, a shift from pathological-deficit model and enhancing productive pedagogies in inclusive schools. An investigation was undertaken by the researcher to explore how productive pedagogies can be enhanced in order to shift from the pathological-deficit model. It is indicated in sections 2.2 and 3.3 that the goal of inclusive education is to address diversity and respond to diverse learning needs of all learners. This goal can be achieved if teachers' beliefs and attitudes are changed, which can be done through productive pedagogies. By limiting the focus to addressing diverse learning needs and encouraging full participation of all learners during the teaching and learning process, it was possible to obtain data from three types of schools: mainstream, full-service and special schools. However, it must be noted that all these schools are regarded as inclusive centres for learning by the DoE (DBE, 2014). Furthermore, it was possible to obtain data which described how diverse learning needs were addressed, full participation of all learners was increased and how productive pedagogies can be enhanced.

Chapter 1 provided the background and rationale of the study, aim and objectives and also clarified the related concepts. Chapter 2 provided a literature review on the pathological-deficit model and the movement of inclusive education internationally as well as in South Africa. Chapter 3 on the other hand provided theoretical frameworks that influence a shift from the pathological-deficit model towards productive pedagogies. Chapter 4 focused on the mixed methods research and Chapter 5 presented the findings and discussions of the qualitative and quantitative data on how productive pedagogies can be enhanced and how diverse barriers to learning are addressed.

This chapter concludes with a summary of the literature review which is integrated with the findings of the study. It further seeks to summarise the main themes that have been explored through the research questions in Chapter 1 and Chapter 5. The study also presents the conclusions and recommendations based on the findings for implementing

productive pedagogies in inclusive schools. Areas for future research are proposed and the limitations of the study are also noted in this chapter. A working framework on implementing productive pedagogies which was guided by the social constructive theory has been developed and all its features have been discussed. The Chapter also outlines the final conclusions. Against this background, the researcher believes that the aim of the study has been accomplished.

6.2 SUMMARY OF THE LITERATURE REVIEW AND EMPIRICAL STUDY

A literature review was undertaken in Chapter 2 and Chapter 3 in order to place this study in the South African and global context. The literature review explicated the concepts that were relevant and critical to the study, and also provided the basis from which the qualitative focus groups and interviews questions could be formulated.

6.2.1 The Pathological-Deficit Model

The researcher found it appropriate to provide a detailed discussion of the pathological model in section 2.3 as it forms part of the study's focus area. This model is also well known as the medical model which is derived from the concept of SEN. According to this concept, the special needs are implicit entirely in terms of the characteristics of the 'disabled' individual. Furthermore, Clark et al. (1998) describe the pathological-deficit model as the traditional conceptualisation of special educational provision, the medical model which views difficulties and disabilities as arising from within the learner. In addition, Mercer and Mercer (2005) also explain that the special educational knowledge and practice is based on clinical models which define impairment by way of observable, biological or medical symptoms. They further explain that if the symptoms are present, the person is regarded as impaired, 'abnormal' and unhealthy, but if they are absent the person is normal and healthy.

The discourses which are focused more on the pathological-deficit model were identified and discussed in section 2.4. Those discourses are the medical, charity, and the lay discourses (2.4.1, 2.4.2, 2.4.3). Furthermore, the discourse on SEN was discussed in section 2.4.4 where it is regarded as a charitable, humanitarian concern rather than as a politically-constructed domain that defines the nature and limits of 'normality'. It is this

discourse which has led to the assurance of educational funding for learners with SEN. The special educational discourse is the one that was widely exposed and critiqued by sociologists, historians, psychologists, parents and people with disabilities (see 2.4.4). This led to the development of policy goals of the integration of learners with special needs in mainstream schooling, provisioning of high quality education for all, and emphasis on the responsibility shared by all teachers for learners with special needs.

The findings of this study have shown that there are some participants who still practise the pathological-deficit model (see 5.6.1.2). In addition, one participant from one school indicated that some of the teachers and the SBST members at their school label learners (see 5.6.1.4). In some instances, the participants continued using the vocabulary which is related or linked to the pathological-deficit model such as remedial teacher; intellectually-challenged learners and learners with special needs which are part of language approach that sees learning disabilities or difficulties as arising from within the learner (see sections 5.6.1.2; 5.6.1.3; 5.6.2.3 and Appendix I).

6.2.2 The implementation of inclusive education

The discourses which inform inclusive education were also discussed because of inclusive education's emphasis on addressing diverse learning needs of all learners and achieving social justice and inclusion for learners with disabilities and learning difficulties.

According to Booth et al. (2000) and Kalambouka et al. (2005), the concept of inclusive education focuses on the transformation of school cultures to increase access to all learners including the marginalised or vulnerable groups, enhance the school personnel's and learners' acceptance of all, maximise learners' participation in various domains of activity, and increase the achievement of all learners. The discourses which have been discussed in section 2.5.1 are those that justify the need for inclusive education and the implementation of inclusion. The discourses which justify the need for inclusive education are the rights and ethics and the efficacy discourses (2.5.1.1). In addition, the discourses on the implementation of inclusive education are the political and pragmatic discourses (2.5.1.2).

The concept of inclusive education was discussed in detail in sections 2.7 – 2.9.5. A large body of literature that outlines the history and movement of inclusive education internationally and in some African countries including South Africa was covered in section 2.7 – 2.9.5. Literature has shown that governments worldwide formerly took the responsibility for the education of learners with disabilities in a form of special education, where these learners were separated from the other learners who were considered to be ‘abled’ (see 2.7). This was the time when the medical or pathological-deficit model was still dominant, which conceptualised those learners with disabilities as ‘abnormal’ and in need of specialist assistance (Green & Engelbrecht, 2011). The approach to the provision of education for learners with diverse educational needs has been undergoing significant change over the past two decades has emerged as the concept of inclusion in education (see 2.7).

Literature has also shown that inclusive education is globally seen as a complex concept for a range of historical, cultural, social and financial reasons (see 2.7). It has been indicated that the worldwide trend in education has moved away from segregated specialised education towards inclusive education systems where diversity among learners is valued and embraced in classrooms (see 2.7.1). Given the impetus by the human rights discourses that have been endorsed by the UN and its agency, UNESCO, both developed and developing countries have committed to implementing inclusive education. This is seen as an ongoing process because many countries are concerned with addressing diversity of learning needs with regard to different languages, learners’ socio-economic backgrounds, cultural and gender issues (see section 2.7.2). Inclusive education is thus seen as a strategy to promote social cohesion and respond to effectiveness of the education of disadvantaged learners as well as learners with learning or behavioural problems (section 2.7.2). Many European countries therefore recognise that there is a need for including inclusive education in teacher education programmes in order to train teachers who will have confidence in their ability and the knowledge and skills on inclusive education (Carroll et al., 2003).

Literature has indicated that many countries including South Africa have entrenched inclusion in their education policies and legislation (see 2.8). The South African

Constitution affirms the fundamental principles which are the foundation for inclusive education with the emphasis on human dignity, the achievement of equality and the advancement of human rights and freedoms, freedom from unfair discrimination, and the fundamental right to basic education (Republic of South Africa, 1996a). Furthermore, the South African Schools Act (Republic of South Africa, 1996b) also informed and influenced the movement of inclusive education in the country. Based on the said principles, the government established the NCSNET and NCESS in 1997 to investigate the country's education system. The commissions' report led to the development of the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System of 2001. In strengthening the implementation of inclusive education, the Ministry of Education subsequently developed policy documents and operational guidelines including Conceptual Operational Guidelines for Implementing Inclusive Education: Special Schools as Resource Centres (DoE, 2005a), Guidelines for Inclusive Learning Programmes (DoE, 2005b), Guidelines for Full-Service Schools/ Inclusive schools (DBE, 2009a). The EWP6 together with the guidelines and frameworks strengthened the community-based support approach and education support services by developing DBST and the SBSTs.

The EWP6 was later consolidated based on the SWOT analysis that was done in order to sustain the implementation of inclusive education. The DBE further integrated the inclusive practices within the curriculum in order to address diverse learning needs and to increase the full participation of all learners by developing Guidelines for Responding to Learner Diversity in the Classroom through CAPS (DBE, 2011). Furthermore, a final SIAS policy which guides teachers on support strategies and programmes that can be used to assist learners who experience barriers to learning was developed and published in 2014 (DBE, 2014).

However, there are challenges and criticism experienced with the implementation of inclusive education in South Africa. This was also discussed in detail in section 2.9.5 and 3.3. Research that was done in South Africa has revealed that there is lack of human resource development and funding (Donohue & Bornman, 2014; Schoeman, 2012). Literature has shown that most of the teachers lack skills and competence due to

inadequate training in inclusive education, on how to identify and address barriers to learning through differentiating the curriculum, assessment and classroom methodologies so as to address the diverse learning and teaching requirements of all learners (see 2.9.5). In addition, it has also shown that poor funding of the inclusive education initiative is another challenge for effectively implementing inclusive education (see 2.9.5). Furthermore, section 3.3 identified lack of support for teachers and learners, as well as lack of resources and the prevailing negative attitudes towards including learners with disabilities and learning difficulties in mainstream schools as other barriers that hamper the implementation of inclusive practices in schools. There are challenges of converting ordinary schools into effective full-service schools which have all the required resources to address diverse learning needs of all learners.

Despite the challenges identified, some benefits on the implementation of inclusive education were indicated in the literature review. These include academic progress and social inclusion of learners who experience barriers to learning and development. The findings in Chapter 5 (5.6.2.1) have also revealed that some of the schools are models for inclusive education because they use differentiated teaching and learning strategies to address diverse learning needs and to increase full participation of learners.

In section 3.3.1, a detailed discussion of a shift from the pathological-deficit model was provided to indicate that the South African Ministry of Education has moved away from the special education theory towards the inclusive education theory.

These were identified by showing the differences between the theories in terms of their assumptions, practices; tools, model, and pedagogy (see 3.3.1). The special education theory focused on the deficits within the learner whereas the inclusive education theory focuses on barriers to learning. On the other hand, the special education theory used to segregate learners into special facilities whereas the inclusive education theory includes all the learners and reorganises support for them. Standardised tests were used to evaluate learners in the special education theory, whereas the inclusive education theory uses criterion-referenced assessment to assess the potential of learners. It is further indicated that the special education theory was guided by the Special Education Act

whereas the inclusive education theory is guided by the South African Schools Act (Republic of South Africa, 1996b).

6.2.3 Theoretical frameworks on implementing productive pedagogies to addressing diverse learning needs

Chapter 3 (sections 3.2.1-3.2.5) provided a detailed discussion of the theoretical frameworks underpinning this study. The theoretical frameworks are informed by critical pedagogy and social constructivism for reducing social exclusion and marginalisation of learners due to their learning difficulties or disabilities. It is noted in 2.8 and 3.2.1, that inclusive education reflects values and principles of equality, social justice and unfair discrimination. Critical pedagogy is seen as the relevant theory to guide this study because it represents a transformational educational response to social exclusion and inequality in teaching and learning (see 3.2.1). It appeals to the ending of oppression and marginalisation of learners who experience barriers to learning including those with disabilities. Teachers are seen as active citizens who can promote social changes and who are able to address diversity in their classrooms without excluding or marginalising any learner. Thus, the researcher opted for the critical pedagogy framework because it would challenge the assumptions and practices of teachers who exclude learners due to their barriers to learning or disabilities in their classrooms.

It is indicated in 3.2.1 that one of the goals of the critical pedagogy theory is academic success of all learners. This goal is also shared by international policies and national legislation which recognises the right of all learners to have high quality standard-based education.

Furthermore, critical pedagogy encourages teachers to be critical in raising ambitions, desires and real hope for all learners by giving them opportunity to participate fully in teaching and learning (Giroux, 1988). Consequently, this theory is important for enhancing the implementation of productive pedagogies in inclusive schools. Section 3.2.1 also indicates that critical pedagogy advances the values that inform inclusive teaching regarding what it means to provide learners with critical skills to be self-reflective about the knowledge and values they confront in classrooms in order to achieve academic

success (see 3.2.1). Giroux (2010) further asserts that critical pedagogy opens up a space where learners should be able to recognise their own influence as critically engaged citizens. This is in accordance with the researcher's argument in section 1.1 that all learners should be given an opportunity to engage in and approach learning activities according to their capabilities.

In addition, it is indicated in section 3.2.1 that teachers need to be critical thinkers in order to address the diversity of learning needs and to reduce barriers to learning. The researcher thus concurs that teachers should be innovative and creative in seeking reasons or social justice strategies for sustaining inclusive schools. Furthermore, teachers need to also use differentiated teaching strategies and approaches to make their classrooms inclusive and increase full participation of all learners. Therefore, critical pedagogy is important to promote teachers to be active citizens who participate with passion and creativity in transforming schools and education to be inclusive (see 3.2.1). In addition, the framework encourages teachers to become sensitive to the politics of representations of race, ethnicity, gender, sexuality, class, ability and other cultural differences in order to foster critical thinking and enhance democratisation (see 3.2.1).

This study has revealed some interesting findings which are related to the goals of the theory of critical pedagogy. In section 5.6.1.1 and 5.6.1.3, it is indicated that participants mentioned that a good teacher is one who knows his learners well, acknowledges that every learner is unique and respects their difference and can provide relevant support to those learners who experience barriers to learning. It is further indicated that some of the participants mentioned that teachers need to avoid being biased but to respond to learners' diverse learning needs (see 5.6.1.1). In addition, one participant indicated in section 5.6.1.3 that teachers should not focus on the learners' disabilities or learning difficulties but should focus on their abilities so that every learner is given the opportunity to participate fully in learning. Similar to what the participant indicated, one principal also mentioned that teachers need to be innovative and creative in addressing diversity of learning needs by using differentiated teaching strategies and approaches (see 5.6.1.3). These findings show that teachers are aware of the critical pedagogic and inclusive education principles.

In section 3.2.2.3, social constructivism as a theory which influences the implementation of productive pedagogies was discussed in detail. It was indicated that social constructivism is an epistemological view of knowledge acquisition which emphasises knowledge construction rather than knowledge transmission and the recording of information conveyed by others (Applefield et al., 2001). The social constructivist theory focus more on teacher-learner and learner-learner interaction where learners are supposed to work in groups, pairs, whole class, or as individuals (Westbrook et al., 2013). This calls for teachers to be constructivists in order to create a motivating and supportive context for learning in which learners can participate fully in learning. Furthermore, the researcher argues that social constructivism can be seen as supporting learner-centred pedagogy where teachers accept a democratic role rather than being authoritative and also where the ZDP and scaffolding are practised (see 3.2.2.3). Teachers are expected to adapt and differentiate the curriculum, methods of teaching and the environment to make teaching and learning flexible in order to accommodate all learners with their diverse learning needs (section 3.2.2.3).

6.2.4 Productive Pedagogies

Section 3.4 elaborated on productive pedagogies as well as its definition. In section 1.1, the researcher raised concerns about addressing the diversity of learning needs and increasing the full participation of learners so that they can all realise their full potential. It was, therefore, relevant to explore how productive pedagogies can be enhanced to shift from the pathological-deficit model so that inclusive practices can be effectively implemented. It is indicated in section 3.4 that productive pedagogies are recognised as a framework for teacher professional development to focus on improving classroom practices. The researcher thought it might also be relevant to include productive pedagogy modules into in-service teacher development. It was further argued that the productive pedagogies framework can help teachers to have a deep understanding of inclusive practices so as to provide a teaching environment that supports learning for all and values diversity (section 3.4).

It was also indicated in section 3.4 that productive pedagogies can be implemented in the everyday planning and teaching so as to increase full participation of all learners to realise

their full potential. The definition or description of productive pedagogies was specified as an approach to creating a place, space and vocabulary for teachers to get talking about inclusive classroom instruction (section 3.4). It was further described as a framework and vocabulary for staffroom, in-service, pre-service training, for teachers to describe the various things that can be done to address diversity of learning needs and to improve learners' achievement in learning. This therefore calls for the explication of what good teaching involves. That was the reason for asking a question on good teaching during the focus groups and individual interviews.

The four dimensions of productive pedagogies were identified and explained in section 3.4 (a, b, c and d) namely intellectual quality, connectedness, supportive classroom environment, and recognition of difference. These dimensions are interrelated and emphasised at the academic, personal, social efficacy and social constructivism aspects. It is indicated in section 3.4 that the dimension can also guide teachers on increasing learners' participation and improving their achievement. Section 3.4 indicates that the dimensions were introduced with the concept that every learner, irrespective of his or her ability, socio- economic background, ethnic group, or learning style, can demonstrate a high level of intellectual outcome if he or she can be provided with a learning environment that stimulates intellectual activity. Furthermore, Mills et al. (2009) concur that this type of learning can be encouraged when the teaching and learning resources and materials connect with learners' various worlds, especially for learners who have disengaged or are in danger of marginalisation from school and that the classroom environment should be a supportive one in all aspects.

In section 3.4.1, productive pedagogies as a framework for addressing diverse learning needs were discussed. It was noted that productive pedagogies should not be seen as an add-on curriculum or programme, but rather as an integral programme for teaching in order to address diversity of learning needs and to increase learners' full participation.

The productive pedagogies framework does not dictate a specific teaching and learning method, but emphasises that inclusive practices need to be determined by teachers, learners and school communities depending on their contexts. According to Zyngier and

Gale (2003), the most important aspects that need to be considered to make inclusive practices effective are curriculum, productive pedagogies and assessment.

The researcher indicated in section 3.4 that it is important for teachers to understand that all learners are unique and have their different learning needs. Consequently, teachers need to ensure that they adapt the curriculum for diverse learning needs and ability groups. They also need to use differentiated strategies and approaches as well as to differentiate the assessment tasks so that each learner can have an opportunity to participate and achieve outcomes during learning. In order to accomplish all these, teachers should make sure that they know their learners well, and understand their learning styles and needs so that they can implement effective strategies.

6.2.5 Strategies for Enhancing Productive Pedagogies

In responding to the sixth objective of this study on determining strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools, section 3.5 provided a detailed discussion. It is described in section 3.5 that teachers have reported feeling overwhelmed in their attempts to meet the diverse learning needs along with the supplementary duties they are expected to perform. The findings of this study have also revealed the same statement where most of the participants indicated that they serve on many school committees, are faced with their classroom administration and management and are members of the SBST which is a demanding activity for them (see 5.6.4). Furthermore, it is indicated in section 3.3 and 3.5 that some teachers lack skills, and knowledge on addressing barriers to learning and responding to diversity of learning needs. Thus, they display negative attitudes towards learners who experience barriers to learning. As such, teacher skills, knowledge as well as their beliefs and attitudes, motivations, and their capacity to apply new knowledge to their particular school and classrooms are crucial. It is also reported in 3.5 that teaching as a complex, multidimensional profession needs continuous improvement for teachers to be able to comply with the inclusive education reform efforts in schools and classrooms.

In section 3.5, it is further reported that productive pedagogies can be enhanced by the participation of teachers in professional learning communities. Professional learning is viewed as the body of systematic activities to prepare teachers for their job, including initial teacher training, induction courses, in-service training, and continuous professional development within school settings (Guskey, 2010). Teachers need to be developed continually on the implementation process as well as to overcome the challenges in the education system.

In addition, it is indicated that professional development can be effective when it is a continuous process which empowers teachers with effective productive pedagogies to be able to deliver quality education to all learners. It can also be strengthened by a follow-up through supportive observation and feedback, staff dialogue, collaboration and peer coaching.

Sections 3.5.1, 3.5.2 and 3.5.3 identified strategies for enhancing productive pedagogies namely, ITE, induction programme, in-service teacher training or CPTD. This study concentrates mostly on productive pedagogies at inclusive schools for in-service teacher development because experienced teachers have been reported in the literature (see 2.9.5) as lacking the necessary knowledge and teaching skills to address diversity and support for the inclusion of learners with diverse learning needs. Sections 3.5.3.1, 3.5.3.1, 3.5.3.3 and 3.5.3.4 therefore identified and discussed other strategies that can be used to enhance productive pedagogies at the in-service teacher development or for CPTD. These include the cascade model, collaborative CPTD, mentoring and coaching, sustained CPTD and individualised CPTD.

Schools as workplace for enhancing productive pedagogies were discussed in detail in section 3.5.4 where it is indicated that school-based and cluster level approaches can be effective for enhancing productive pedagogies. This might require that schools be clustered together where a group of teachers could work together or even teachers within a school could work together for their own CPTD in productive pedagogies. Furthermore, it is noted that the school-based and cluster-level approaches to CPTD encourage teacher learning where teachers become reflective practitioners who can make informed professional choices (see 3.5.4).

According to Hiebert et al. (2002) and Leu (2004), the school-based and cluster-level approaches for CPTD promote active and participatory teacher learning for all teachers (see 3.5.4). In addition, the model promotes student-learning, student-focused, critical-thinking and problem-solving approaches for teachers (Leu, 2004) and encourages a collaborative and sustained CPTD. A summary of the findings is discussed in the next section.

6.3 SUMMARY OF THE THEMES IN RELATION TO THE RESEARCH QUESTIONS

In this section, the major themes are discussed in relation to the research questions as stated in Chapter 1 (1.4). This study focused on “A shift from pathological-deficit models towards productive pedagogies in inclusive schools” and the aim and objectives were:

- To explore how productive pedagogies can be enhanced in order to shift from the pathological-deficit model in inclusive schools.
- To determine strategies that can increase the full participation of all learners in learning.
- To recognise the teachers’ areas for development that can enhance the implementation of productive pedagogies.
- To determine strategies and programmes that can address the teachers’ professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers on implementing inclusive practices.
- To design a framework for effective productive pedagogies that can be used for inclusive schools.

In the ensuing subsections, the researcher examines the research questions using the themes that emerged from the data collected and analysed in Chapter 5 (5.6). The focus groups and individual interview data gathered were presented according to the following themes, namely good teaching, advocacy and awareness, enhancing productive pedagogies, team work, differentiation for addressing diverse learning needs, teaching strategies and approaches to promote full participation of all learners, assessment, teachers’ areas for development, continuous professional teacher development and

challenges experienced by teachers on implementing inclusive practices (see section 5.6).

6.3.1 Summary of the First Phase of the Empirical Study

The researcher provides a summary of the first phase of the study by exploring the research questions. A detailed discussion and explanation of the research design used was provided in Chapter 4 (see 4.4). A sequential mixed-method approach was conducted which comprised of two phases: Phase 1: the qualitative approach and Phase 2 the quantitative approach. During the first phase, qualitative data was collected and analysed, followed by the quantitative data collected and analysed. After that both the Qual and quan data were interpreted in section 5.14.

6.3.1.1 Exploring the main research question

How can productive pedagogies be enhanced to shift the pathological-deficit model in inclusive schools?

The essential themes that responded to the main research question are: good teaching, advocacy and awareness, enhancing productive pedagogies and team work (see sections 5.6.1.1; 5.6.1.2; 5.6.1.3 and 5.6.1.4)

6.3.1.1.1 Good teaching

Luke (2002) described productive pedagogies as an approach to creating a place; space and vocabulary for teachers to get talking about classroom instruction (see 3.4). It is further described as a framework and vocabulary for staffroom, in-service and pre-service training for teachers to discuss the various things that can be done to address diversity of learning needs and to improve learners' achievement in learning. Consequently, one can assume that productive pedagogies can effectively be used by teachers as a language to talk about their instructional work which can assist them to be aware of what constitutes good teaching (Zyngier, 2007). Furthermore, this can also assist teachers to change attitudes and beliefs and gain confidence on addressing barriers to learning and responding to the diversity of learners needs.

Of particular value, with reference to the focus groups interviews, almost all participants indicated that a good teacher is one who knows his/ her learners well, a teacher who is always at the level of his/ her learners and always welcomes them (see 5.6.1.1). In addition, some emphasised that a teacher needs to have a good relationship with his learners, know that every learner is unique, acknowledge learners' differences and give all of them attention. Similarly, some of the participants indicated that teachers need to know their learners well, and to assist those learners who experience barriers to learning, and further emphasised that teachers need to avoid being biased. To emphasise the fact that every learner is unique, one participant indicated that a teacher should treat every learner with love and respect and also use different strategies and resources to assist and support those learners who experience barriers to learning.

Conversely, with reference to the individual interviews the principals emphasised that teachers need to know their learners' learning styles, multiple intelligences, and learning needs and should consider learners' ability levels and their pace of learning. Another interesting response, yet different from the ones above was that one participant talked about punctuality and thoroughly planned and prepared lessons of teachers. In addition, some emphasised that teachers need to be good role models to their learners by accepting learners' differences and always being approachable and willing to assist all of them.

However, there were some negative incidents which were shown by few participants. When they were asked the question on why they thought they were good teachers, they mostly talked about the challenges they experienced rather than their strengths. For example, they would indicate that they were trying to be good teachers, but because of overcrowding and limited time they were failing to assist and support their learners who experienced barriers to learning. In addition, four of them mentioned that they had many learners with special needs in their classrooms (see 5.6.1.1 and 5.6.1.2). The statement, particularly the vocabulary itself indicates that those participants still believe that the deficits are within the learners.

Another worrying and negative aspect was raised by a principal when labelling learners as abnormal despite inclusive education having been implemented for fifteen years now.

Principals are said to be DoE representatives at school level. It therefore raises doubt and concern when they do not understand departmental policies or what inclusive education is about and why is it implemented.

6.3.1.1.2 Advocacy and awareness

The literature review has shown that addressing barriers to learning and responding to diversity of learning needs seem to be a challenge for most teachers (see 2.9.5 and 3.3). The EWP6 (DoE, 2001) has therefore identified that there is a need for advocacy and raising of awareness on inclusive education principles and practices for all stakeholders so that barriers to learning can be reduced and learners can be provided with relevant support. In addition, Stofile and Green (2011) argue for the implementation of a national advocacy and information programme in support of the inclusion model.

The study has shown that there is still a need for advocacy and awareness on inclusive education principles and practices for parents, teachers, communities, and principals as well (see 5.6.1.2). The participants acknowledged that the advocacy and raising of awareness need to be done among schools, communities and other relevant stakeholders. Some of the participants further indicated the reason for the call of advocacy and awareness was that most of the parents did not understand that their children with learning difficulties or disabilities were capable of doing some things for themselves. They further mentioned that some parents did not promote independence of their children.

Conversely, some of the participants indicated that some parents did not disclose their children's disabilities or developmental problems to the teachers. Interestingly, the participants also raised the fact that teachers were not allowed to diagnose learners, therefore they could not conclude that a learner was experiencing a specific problem or disability. Instead, the teachers needed to investigate the learner's family and developmental background in order to recommend a relevant support strategy.

Of particular importance, most of the participants raised the challenge they experienced during the interventions for those learners who experienced barriers to learning, or where it was recommended that some learners be referred to relevant institutions. It was found

that some of the parents failed to attend meetings at the school because they were in denial about their children's learning difficulties or disabilities.

Consequently, participants agreed that that awareness campaigns should be raised during parents' meetings or parental workshops could be organised where they could be informed of all the barriers to learning and the assistance and support that was required.

However, some of the participants felt that there were some teachers and principals who did not want to accept learners' conditions. Six participants felt that most of their teachers at their schools still believed that barriers to learning are within the learners. It was further mentioned that some teachers diagnosed and labelled learners who experience barriers to learning. The participants therefore felt that teachers needed to be made aware of the inclusive education principles and practices.

6.3.1.1.3 Enhancing productive pedagogies

The discussion provided on 6.2.4 on productive pedagogies is related to the theory of critical pedagogy which aims at academic success and holistic development of all learners without excluding or marginalising anyone. It was therefore found in 5.6.1.3 that some of the participants acknowledged that during teaching and learning, teachers need to focus more on the learners' abilities and strengths rather than their learning difficulties or disabilities so that everyone can be given opportunity to realise his/ her full potential. Therefore, the participants felt that learners should be more involved in the lessons, and further emphasised that learner-centred approach should be the key for learning which is related to the constructivist theory.

The question was further probed to get an understanding of the use of the four dimensions in involving all learners and to address diverse learning needs. It is believed that intellectual quality, connectedness, supportive classroom environment, and recognition of difference can guide teachers on increasing learners' participation and improving their achievement. Of particular importance with reference to the focus groups interviews, the researcher was able to link the participants' responses to the four dimensions. Some of the participants agreed that they involved their learners in decision making, problem-solving, reasoning, sharing of ideas, and discussion activities (see 5.6.1.3). In addition,

other participants felt that giving learners' practical activities and projects developed their reasoning, problem-solving and thinking skills.

It was also found from the individual interviews that all principals agreed that teachers need to be innovative and creative in implementing productive pedagogies for increasing learners' full participation (see 5.6.1.3). In addition, two participants from a special school for severe and mild intellectual disabilities also agreed that if learners were given opportunity to participate in learning, they were capable. They further spoke of the activities such as projects and practical activities given to their learners to develop their thinking, reasoning, problem-solving and understanding skills.

Principals also indicated their views on enhancing productive pedagogies in order to address diverse learning needs of all learners (see 5.6.1.3). They indicated that teachers need to be creative and innovative in implementing productive pedagogies for increasing learners' full participation. However, there were some participants who acknowledged that they focused more on written work without considering whether those skills had been developed. One from those participants even felt that written work involves learners in problem-solving and reasoning skills.

In response to the dimensions of connectedness and supporting classroom environment, it was found that the participants did not say much. However, some of them felt that involving learners in dramatisation, storytelling, music and dance are aspects of lessons which have value and meaning beyond the instructional context and help learners make a connection to the wider social context within which they live. Some of the participants felt that making the classroom environment conducive to teaching and learning, where all relevant resources are accessible to all learners was a way of creating a supportive classroom environment. In addition to the responses above, one participant felt that extra-mural activities are also important to develop the learner holistically. It was further agreed that productive pedagogies did not prescribe one single method of teaching or creating a supportive learning environment, but it depended on the context of the school community, as long as the main focus was on the full participation and developing all learners holistically.

6.3.1.1.4 Team work

Team work is one of the strategies of enhancing productive pedagogies (see 5.6.1.4). This involves teachers working collaboratively with other stakeholders or working as a team within their schools or cluster of schools (see 3.6). Team work also involves mentoring and guiding each other, exchanging strategies and approaches, having curriculum discussions about what they are doing differently, and asking someone to teach a specific topic. It was found that only three of the six schools were working collaboratively as teams or involving other stakeholders (see 5.6.1.4). The participants from three schools agreed that they usually met as phase teachers to share ideas, assist each other plan lessons together and discuss teaching and learning strategies that could be used to include all their learners. The participants from three schools affirmed that they had a developmental day once per month, and also met once per week to plan their lessons together (see 5.6.1.4). Three participants from a School A agreed that they worked collaboratively with therapists, school nurse, learner support teacher and educational psychologist on addressing barriers to learning and responding to diversity of learning needs. This was the only school which had all the required support structures.

Furthermore, participants from School B agreed that they also had a developmental day where they met as phase teachers. In addition; they agreed that they worked collaboratively with their remedial teacher who was appointed and paid by the SGB (see 5.6.1.4). The principals from the three schools further affirmed that they appointed mentors and coaches for their beginner teachers to be assisted and guided on addressing barriers to learning and responding to diverse learning needs.

However, it was also found that at the other three schools (School C, School D and School E), teachers preferred to work independently and only asked for assistance where there was a need (see 5.6.1.4). During the interviews with the three schools mentioned above, the researcher realised that the participants mostly talked about the “I”, meaning that every teacher was focusing on addressing barriers or diverse learning needs individually. The participants confirmed that most of the teachers at their respective schools felt that inclusive education is complex and regarded it as a ‘monster’. Consequently, based on the challenges that the participants from these schools identified, including time, and

teacher-learner ratio, this might be the reason that teachers are unable to work collaboratively.

6.3.1.2 Exploring the research question two

What needs to be done to increase the full participation of all learners in learning?

The essential themes that responded to the second research question are differentiation for addressing diverse learning needs, teaching strategies and approaches to promote full participation of all learners and assessment (see sections 5.6.2.1; 5.6.2.2; and 5.6.2.3).

6.3.1.2.1 Differentiation for addressing diverse learning needs

It is discussed in Chapter 2 (see 2.6), South Africa is a multicultural country with all schools having a wide range of learners from different backgrounds. It is therefore the responsibility of every teacher to value and embrace diversity in their classrooms. Diversity of learners means that we recognise that all people are unique in their own way. According to McRoberts (2010), learners present with a diversity of personal characteristics and experiences attributable to physical, personal health or wellbeing, intellectual, psychological, religious, cultural, socio-economic or life experiences that may impact on their access to and participation in learning. Furthermore, the researcher concurred with McRoberts (2010) and maintained that in every classroom there are learners from different socio-economic, language, cultural, religious, ethnic, racial, gender, family organisation and ability groups (Chapter 2: 2.6). These learners all come to school with their differences which give rise to diversity of learning needs.

Consequently, Bornman and Rose (2010) agree that teachers need to strive towards creating a supportive classroom environment with a strong sense of belonging in order to address these diverse learning needs that exist in schools and classrooms. If teachers cannot respond to these diverse learning needs, learners might experience barriers to learning such as reading and writing difficulties, learners with visual, hearing or perceptual coordination difficulties, learners living in poverty, learners with health and emotional difficulties; learners experiencing difficulties in remembering what has been taught to

them and learners who need assistive devices and adapted materials such as Braille (DBE, 2011).

In South Africa, there is one single curriculum that is used by all schools, which is the CAPS. The CAPS is underlined by the inclusive education principles. In addition, the Directorate of Inclusive education has thus developed a document which helps and guides teachers to respond to diversity through the curriculum that is called 'Guidelines for Responding to Learner Diversity in the Classroom through CAPS' (DBE, 2011). The document provides teachers with strategies that can be used to respond to diverse learning needs such as curriculum differentiation, adaptation and modification. Curriculum differentiation can be done in terms of the content, teaching methodologies, assessment and classroom environment and teaching resources.

In section 2.7.2 it has been shown that adapting and modifying the curriculum is central to inclusive education which strives to address diverse learning needs of all learners (Mitchell, 2008). In addition, he also identified some features of an inclusive curriculum, for example, it should be accessible to all learners including those who experience barriers to learning and development; it includes activities that are age-appropriate but pitched at a developmentally appropriate level; multilevel teaching should be employed; or adaptation should be made to take account of learner diversity.

In this study, it is shown in section 5.6.2.1 that most of the participants understand value and embrace diversity at their respective schools. Most of the participants indicated that they recognised that all learners are unique and respect their differences. Of particular importance was that some of the participants indicated that they considered their learners' learning styles, pace of learning, ability levels, and learning needs. Furthermore, it emerged that some participants adapted and differentiated the learning content and assessment by using Bloom's taxonomy to respond to all learners' learning needs (see 5.6.2.1). Most of the participants indicated that they use different teaching methods such as demonstration, discussion, storytelling, dramatisation, question and answer, role play, and songs (see 5.6.2.1).

One participant indicated that she adapted and differentiated the classroom environment to accommodate and cater for two learners with hearing problems in her classroom (see 5.6.2.1). It further emerged that resources are adapted and differentiated to address and respond to diversity of learning needs. Most of the participants gave examples of using colourful pictures, concrete objects, audio visual resources, wall charts, word cards, enlarging the print font on worksheets, books and magazines (see 5.6.2.1). In addition, participants who were from a special school as resource centre indicated that they were using multilevel teaching because they considered the learners' ability groups the most important aspect for success. However, one of the participants from that school acknowledged that they were able to use multilevel teaching because they only accommodated twelve learners per class, meaning that their learner-teacher ratio was 1:12 (see 5.6.2.1). He further indicated that it might be difficult for teachers at mainstream schools to use multilevel teaching because they had many learners in their classrooms.

There were some participants who acknowledged that they followed the curriculum documents and activities as they were provided because of the pressure they got from subject advisors from the district-based curriculum sector (5.6.2.1 and 5.6.2.3). It emerged that some of the participants seemed not to use or interact with the resources provided by the DBE. A few of the participants acknowledged that they focused mostly on reading, writing and spelling and that they used the resources that were available at their schools. That meant they did not improvise or adapt the resources to respond to the learners' learning needs.

6.3.1.2.2 Teaching strategies and approaches for addressing diverse learning needs

According to Lewis and Norwich (2005), the best way of addressing diverse learning needs of all learners is a systematic, explicit and intensive application of a wide range of effective teaching strategies. The researcher has argued in 5.6.2.2 that addressing diverse learning needs of all learners requires good teaching, meaning that teachers need to know their learners well, their learning styles, backgrounds, experiences and multiple intelligences in order to provide meaningful learning experiences for all learners. In addition, different strategies and approaches can assist teachers to adapt and modify their methods of teaching, learners' performance, and assessment.

In this study, it is shown that most participants use different teaching strategies such as paired reading, group learning, individualised learning, whole class and cooperative learning (5.6.2.3). However, there were some participants from a special school as resource centre and a full-service school which served as a model for inclusive education that indicated that they used interactive instruction. They further explained that they used discussions, demonstrations and problem-solving methods so that learners could share ideas and insight. In addition, some of the participants indicated that they used project-based learning, where learners were given projects in groups or pairs and they would be given an opportunity to give their feedback on how the project had been done and what that they had learnt from the project or what they could change to bring in new ideas.

Conversely, some of the participants from the two mainstream schools talked more on straddling learners' activities to encourage participation by those learners who were experiencing barriers to learning. This means that they give learners activities of a lower grade than the grade they are currently in. One can argue that straddling is one strategy that can be used to assist learners who experience barriers to learning, but the problem might be the quality of activities given to learners of a particular age group which is higher than the activities being straddled. According to Mitchell (2008), an inclusive curriculum should include activities that are age-appropriate, but pitched at a developmentally appropriate level. From this, one can also assume that the activities given to diverse groups of learners of a specific grade should rather be adapted or differentiated to suit the developmental level of learners in that same grade.

Furthermore, some of the participants indicated that they assisted learners who experienced difficulty in writing by involving them orally, but they raised a concern that oral activities created a challenge for those learners, especially during formal assessment. This statement confirms that some of the participants concentrated more on written activities, meaning that some of the learners' learning needs were not addressed (see 5.6.2.2). The researcher thus argues that using different teaching strategies and approaches can provide learners with a variety of choice on how to learn and demonstrate what they have learnt.

6.3.1.2.3 Assessment

It is indicated in section 5.6.2.3 that assessment forms one of the main focus areas of teaching and learning. The SIAS policy asserts that assessment is another way of ensuring access and full participation of all learners to reach their full potential (DBE, 2014). This confirms that assessment too needs to be differentiated, modified and adapted to respond to the diverse learning needs of all learners.

The findings have shown that assessment is used as a way of identifying learners who experience barriers to learning in order to determine relevant support strategies which can be used to assist those learners. All participants indicated that they used baseline assessment to screen and identify learners who experience barriers to learning. They further confirmed that the baseline assessment was conducted informally and formally using observation, questions, listening to learners and written activities. Furthermore, some of the participants indicated that it was through assessment that they got to know their learners' well, what each learner knew, could do and still needed to learn and do. It was also revealed that assessment also helps them to know their learners' learning needs, learning styles and level of ability (see 5.6.2.3).

In addition, all the participants mentioned that assessment was done continuously. Emphasising the point of continuous assessment, some of the participants indicated that after identifying all learners who experienced barriers to learning, alternative assessments were provided to assist and support those learners. In probing the responses on informal assessment, especially where observations, interviews (oral questions) and listening to learners, the researcher wanted clarity on how the assessment was recorded as proof of evidence. Participants from three schools indicated that they use 'At hand books' to record the learners' progress, problems and the types of alternative assessment which were provided. The researcher also studied the documents during the document analysis. The documents were used to record details of learners who experienced barriers to learning only (see 5.6.2.3).

With regard to formal assessment, the findings have shown that most of the participants, especially from the three schools which acknowledged that their SBSTs were not

functional, used written work only. In addition, all the participants indicated that they used alternative assessment for both formal and informal assessment to assist those learners who experience barriers to learning. The findings indicated that five schools, including the special school as resource centre were involved in writing the ANA before it was terminated. Furthermore, it was indicated that learners also wrote common assessments which were developed by the district office. The participants from School A also indicated that their Grade 12 learners wrote the final national Grade 12 examinations (see 5.6.2.3).

A probing question was further asked to participants at five schools on how they responded to diverse learning needs in term of assessment, especially to assist those learners who experience barriers to learning. It emerged that activities were differentiated to cater for all ability levels by using Bloom's taxonomy. This was indicated by four schools: School A, School B, School D and School C. The SIAS policy (DBE, 2014) affirms that the Bloom's taxonomy can be applied as a framework for differentiating assessment. On the other hand, participants from School E indicated that all learners wrote the same assessment tasks. However, the participants agreed that alternative assessment was used, where activities were straddled with lower grade activities to assist and support learners with learning barriers (see 5.6.2.3).

Conversely, an important finding which was highlighted by participants from School A and School B was that they used special concessions to support those learners who experienced barriers to learning and needed additional support (see 5.6.2.3). The special concessions which were used included extended time for learners with cerebral palsy, amanuenses and extended time for learners with dyslexia and those with severe reading problems, audio recorders and scribes for those learners with severe writing and reading problems. In addition, the participants from School D indicated that they used oral work only as a special concession for supporting learners who had severe reading and writing problems (see 5.6.2.3).

6.3.1.3 Exploring research question three

What are the teachers' areas for development that can enhance the implementation of productive pedagogies in inclusive schools?

The essential theme that responded to the third research question is teachers' developmental needs (see 5.6.3).

6.3.1.3.1 Teachers' developmental needs

Section 3.5.3 provided a detailed discussion on teachers' development. Reddy (2004) argues that if teachers are not consulted in the development of training programmes, the result is a mismatch between training opportunities on offer and teachers' developmental needs. Teachers are the ones who implement the national curriculum and the recommend changes in education; they are the ones who experience all the strengths and challenges during teaching and learning. Teachers need to be provided with support so that they can address the diversity of learning needs. Therefore, their developmental needs should be considered by the DoE in order to provide them with relevant support.

It has emerged from the study (see 5.6.3.1) that all the participants agreed that teachers identify their developmental needs during the IQMS in their personal growth plans. Furthermore, one principal agreed that staff members are given opportunity to identify their developmental needs and from there, they organised internal workshops to develop everyone (see 5.6.3.1).

Importantly, a probing question was asked during the focus groups interviews on whether the participants' developmental needs were considered for arranging and organising developmental programmes. Only participants from three schools that is, School A, School B and School F, agreed that their developmental needs were considered (see 5.6.3.1). They further indicated that they had staff developmental plans at their schools which were informed by the teachers' personal growth plans. However, participants from School C, School D and School E acknowledged that they were not aware what was done after they had identified their developmental needs in their personal growth plans (see 5.6.3.1). In addition, they indicated that they depended on the DoE to be developed.

Another probing question was further asked during the focus groups interview on which developmental needs they would identify. The findings indicated the following as the participants' developmental needs: curriculum differentiation and adaptation, the use of assistive devices, assessing learners who experience barriers to learning, support for learners with intellectual disabilities, roles and responsibilities of SBSTs, different teaching strategies for addressing diversity in classrooms, inclusive classroom practices and different support strategies, addressing barriers to learning and training on the SIAS and intervention processes (see 5.6.3.1).

It is important that teachers' developmental needs should be considered because the participants from three schools mentioned that, in most cases, the workshops which were organised by the district officials did not respond to their own needs (see 5.6.3.1).

6.3.1.4 Exploring research question four

How can teachers' areas for development be addressed for enhancing productive pedagogies in inclusive schools?

The essential theme that responded to the fourth research question is CPTD (see 5.6.3.2).

6.3.1.4.1 Continuous Professional Teacher Development

A detailed discussion of CPTD as a strategy to enhance productive pedagogies was provided in section 3.5. Guskey (2010) describes professional learning as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings. In addition, Oswald (2007) asserts that research in inclusive education promotes continued and sustained CPTD as the best possible answer to strengthen productive pedagogies in inclusive schools.

The researcher first asked the principals during the individual interviews to indicate the developmental programmes implemented at their respective schools. The findings reveal that staff developmental days have been created by three schools (two special schools and one full-service school). Furthermore, it was indicated that teachers meet once per

month during the developmental day to discuss or debate on a specific topic which was identified by all staff members (see 5.6.3.2). In addition, the participants from the three schools mentioned above indicated that teachers were given the opportunity to identify topics on which they would like to be developed, and one would volunteer to facilitate on a specific day, but teachers would take turns in facilitating. They also added that they sometimes invited external service providers to facilitate the workshops and that teachers attended workshops which were organised by the district officials (5.6.3.2).

On the other hand, the principals from the other two schools (School C and School D) indicated that their staff members attended workshops which were organised by the DBST or other the subject advisors from area or district offices (see 5.6.3.2). This was also confirmed during the focus groups interviews with the SBSTs.

A probing question was asked during the focus groups interviews on the participants' preferred CPTD programmes. Most participants indicated that they would prefer internal workshops facilitated by external experts. In addition, some of the participants agreed that they would prefer neighbouring schools to form cluster groups and organise their own cluster workshops (5.6.3.2). The participants felt that the DBST were generally unsure of many topics during their workshops.

Of particular importance with reference to CPTD, the findings also indicated the quality of ITE and in-service teacher development on addressing diversity in classrooms from HEI. Furthermore, it was revealed that teachers lacked knowledge on addressing and responding to diverse learning needs, but they were rather taught only on the methodology of teaching, but not "the how" to address a particular problem (see 5.6.3.2).

Moore (2000) concurs that professional development can be effective when it is a continuous process which empowers teachers with effective productive pedagogies to be able to deliver quality education to all learners. In addition, the researcher argues that CPTD should be strengthened by a follow-up through supportive observation and feedback, staff dialogue, collaboration and peer coaching and mentoring. CPTD can be used as a systematic effort to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learners' achievement (see 3.5.3).

6.3.1.5 Exploring research question five

What are the experienced barriers to implement inclusive practices?

The essential theme that responded to the fifth research question is challenges experience by teachers on implementing inclusive practices (see 5.6.4).

6.3.1.5.1 Challenges experienced by teachers in implementing inclusive practices

It has been shown in the empirical data that there is a myriad of challenges which teachers experience in implementing inclusive practices and also addressing diversity in their classrooms (see 5.6.4). The two special schools seemed not to have the same challenges as the other four schools. All participants from School B, School C, School D and School E reported the following as their challenges in addressing diversity of learning needs and provide support for those learners who experience barriers to learning: time, overcrowded classrooms, language of teaching and learning, lack of support programmes at their schools, overloaded work and lack of parental involvement (see 5.6.4).

- Time

The participants from the four schools mentioned above revealed that they have limited time for addressing diverse learning needs (see 5.6.4). They further indicated that despite the efforts they are making to assist learners, they cannot give learners who experience barriers to learning individual attention. In addition, it was reported that most of the learners are travelling to school, so most of the transport arrives at school before the school knocks off which leads learners to leave school immediately after the schools have closed for the day (see 5.6.4). Thus, the participants could not devise a means of creating extra classes for assisting those learners who experience barriers to learning. Conversely, almost all the participants who are teaching in the intermediate phase felt that the time allocated for their periods was too limited to address diverse learning needs. The statement on its own shows that teachers were using the one-size-fits-all approach of teaching without considering the learners who experience barriers to learning (see 5.6.4).

- Overcrowding

It emerged that full-service and mainstream schools had overcrowded classrooms (see 5.6.4). This was also confirmed by the participants from the two special schools that teachers in mainstream and full-service schools were faced with having many learners in their classrooms. All the participants from School B, School C, School D and School E indicated that they had forty-five to fifty learners in each classroom which hindered them from assisting those learners who experienced barriers to learning (see 5.6.4). They further explained that most of the learners in their classrooms were experiencing learning difficulties such as reading, writing, constructing sentences, spelling, and some of them had language problems and short concentration spans. Consequently, the participants felt that a 1:45 or 1:50 teacher-learner ratio was a huge challenge in addressing diverse learning needs, promoting learners' full participation and assisting those learners who experience barriers to learning (see 5.6.4).

Furthermore, some participants reported that they taught more than two subjects in several classrooms which make it difficult for them to respond to diverse learning needs (see 5.6.4). It seems that the teachers who experienced challenges on responding to diverse learning needs and supporting learners who experience barriers to learning were in the intermediate phase. Furthermore, the participants who taught in the intermediate phase indicated teaching many learners in one classroom, giving them activities and having to mark those activities, especially when teaching more than two subjects, created challenges for them to provide relevant assistance to their learners, or even promote full participation. It has been shown that overcrowding of learners in classrooms not only causes barriers to addressing diverse learning needs, but also leads to a lack of discipline and disruptive classrooms (5.6.4).

- Lack of support programmes

Support is another important aspect of addressing diverse learning needs and reducing barriers to learning. It therefore aims to ensure access to learning and participation of all learners to reach their potential (DBE, 2014). Furthermore, the DBE states that support is a strategy which requires addressing all the activities in a school that increase the

capacity to respond to diversity of learning needs and ensure effective learning and teaching (see 5.6.4).

Another finding which was highlighted by participants from School C, School D and School E was that the DoE policy on learner progression does not allow learners to repeat one grade in one phase more than twice (see 5.6.4). They further indicated that even though the learner was experiencing barriers to learning and did not show any improvement in his or her learning progress, that learner had to be given the benefit of the doubt and be progressed to the next grade or phase. The participants felt that learners who experience barriers to learning were increasing in their classrooms and grades, yet the DoE did not provide intervention strategies for teachers to support those learners and to improve quality learner progression (see 5.6.4). Furthermore, some participants revealed that the policy on learner progression had a negative effect on schools' performance especially at senior and FET phases because some of the schools were identified as underperforming due to the numbers of learners who experience barriers to learning being promoted to the next phases (see 5.6.4).

Notably, a probing question was asked to participants at School C, School D and School E on the teachers' roles as classroom managers who are responsible to assist and support those learners who experience barriers to learning. Most of the participants alleged that some teachers did not want to be accountable for assisting learners who experience barriers to learning (see 5.6.4). Furthermore, the participants reported that every school was supposed to develop intervention strategies to assist and support those learners who experienced barriers to learning. It was alleged that some of the teachers opted not to develop intervention strategies for their learners, but rather progressed all their learners to the next grades or phases including those who experienced barriers to learning without providing any assistance (see 5.6.4). This was confirmed during the document analysis, especially at the schools mentioned above. There were incomplete intervention forms without supporting documents or evidence at School D whereas at School C and School E there were no intervention forms at all (see 5.6.4).

However, there were also good and interesting findings which emerged from the study. All relevant support programmes were in place at School A and School F. School A had

a complement of therapists, an educational psychologist and a school nurse who were permanently employed. This confirms what is stated in the EWP6 (DoE, 2001) that special schools will be fully resourced so that they can serve as resource centres for neighbouring mainstream and full-service schools. Therefore, School A serves as resource centre for School B, which serves as a model for inclusive education hence the SBST members at the latter school are fully functional and provide relevant support to the learners, teachers and the institution itself (see 5.6.4).

Furthermore, it was indicated in section 5.6.4 that School B had appointed a remedial teacher to assist and support both teachers and learners who experience barriers to learning. The participants at the said full-service school further indicated that all learners who are identified as having barriers to learners are referred to the remedial teacher for support.

The participants further confirmed that all teachers work collaboratively with the remedial teacher, meaning that the intervention process at that school is a joint process between the remedial and class teachers (see 5.6.4). In addition, the participants agreed that their school served as a resource centre for other neighbouring schools and that they also organised and facilitated workshops for those neighbouring schools.

In addition to the challenges experienced by participants at School C, School D and School E (the two mainstream schools and one full-service school), the SBSTs constituted teachers who volunteered to be part and foundation phase HODs (see 5.6.4). The constitution of the teams did not comply with what is stated in the EWP6 and the SIAS policy. Most of the SBST members were foundation phase teachers. The participants also felt that they were overloaded with work because they were mostly classroom-based. They indicated that they were faced with many learners in the classroom, teaching all foundation subjects for the whole day, doing their classes' administration work, and having to assist and support learners who experience barriers to learning in their classrooms as well as for the whole school (see 5.6.4). All the participants acknowledged that they were not functional because they had not had any training or workshops on their roles and responsibilities as the school-based support system (see 5.6.4).

A probing question was asked whether the SBSTs received support and assistance from the DBST as indicated in the EWP6 and the SIAS policy. It was then revealed by most of the participants from the schools mentioned above that even though they depended mostly on the DBST, they were seldom provided with that support and workshops were seldom organised. In contrast, some of the participants from the one mainstream and full-service school alleged that they sent emails to the DBST or area support-based team to request support services, but they received no feedback at all.

Furthermore, some of the participants from the same schools revealed that the DBST always informed them that they were more committed to the special and full-service schools. Two participants from the full-service school indicated that they had four learners who experienced severe barriers to learning who were identified for interventions by the DBST since 2012, but the DBST had not intervened or given a recommendation for those learners to be referred to relevant education institutions. The allegations raised doubt about the DBST's capability and knowledge of inclusive education principles and practices (see 5.6.4).

- LOLT

In section 2.2, it was discussed that South Africa is a multicultural country which leads to all schools having a diversity of learners. This then means that there is a high possibility that the LOLT of different schools might not be most of the learners' home language. Language is said to be one of the causes of barriers to learning (DoE, 2001).

It is emerged in this study (see 5.6.4) that from the six schools, two identified English and Afrikaans as the LOLT of all the phases in the schools. On the other hand, three other schools indicated Setswana as the foundation phase LOLT and English as the intermediate phase LOLT. Contrary, one school which is situated in a mining area identified Xhosa and Setswana as the foundation phase LOLT and English as the intermediate phase LOLT. All the participants from all the schools indicated that the LOLT identified was not most of the learners' home language (see 5.6.4). However, the participants from the two special schools did not indicate that they experienced challenges on their LOLT. Participants from the full-service school which serves as a

model for inclusive education indicated that their learners experienced language problems because none of the LOLT were the home languages of most of their learners (see 5.6.4).

Conversely, participants from the two mainstream schools did not identify a challenge with the LOLT; however, they indicated that most of their learners experienced learning problems such as reading, writing, spelling and comprehension (see 5.6.4). The participants from School D which is located in a mining area reported that there were different home languages in the community, but the school governing body opted to choose IsiXhosa which also caters for IsiZulu speaking learners and Setswana which caters for learners whose home languages are Sotho and Sepedi (see 5.6.4). But the languages of learners who came from countries outside South Africa were not recognised even though they attended that school. Furthermore, a participant who was teaching in the foundation phase and teaching a classroom whose LOLT was Setswana raised a serious concern that most of the learners did not speak Setswana at home and their parents could not assist them at home because they could not speak the language (see 5.6.4).

- Lack of parental involvement

The study revealed in section 5.6.4 that some of the parents seem to have little interest in their children's education because they did not avail themselves to schools when they were called during the intervention process. Some of the participants felt that the parents delegated the responsibility for education entirely to the teachers. In addition, some of the participants also felt that some parents might be in denial of their children's problems, whereas others felt that some parents were ignorant about their children's educational needs. Conversely, some participants from three schools felt that some parents were afraid of disclosing their children's background or problems. Generally, all the participants from five schools excluding School A indicated that some of the parents did not want to be involved in their children's education (see 5.6.4).

6.4 RECOMMENDATIONS

Based on the findings of the empirical study and the literature, the following recommendations for enhancing productive pedagogies in inclusive schools are made:

- Recommendation 1

It is recommended that the DoE should consider to ensure that the principles of EWP6 and SIAS are implemented and monitored with ongoing support provided to all teachers.

This can be done if the inclusive education sector at district levels is merged with the curriculum sector. The DoE should not only focus on the curriculum and assessment as the core of education as if there is a one-size-fits-all types of learners at schools. That means, all subject advisors or curriculum instruction and assessment (CIS) specialists should work in collaboration with the inclusive education specialists and all be comprehensively developed on inclusive principles, practices and theories. Every CIS specialist or subject advisor should have a deep understanding on addressing diversity of learners and responding to diverse learning needs. This can help them to ensure that they develop all teachers on addressing diversity and responding to diverse learning needs in each school's subject areas. It should not be the responsibility of the DBST only to support schools or teachers on addressing barriers to learning, but rather a mutual responsibility for everyone at district and areas offices.

In addition, if the curriculum and inclusive education sectors could be merged and all the specialists and subject advisors could work collaboratively, every teacher would be developed on inclusive practices, addressing diversity and responding to diverse learning needs in their classrooms. No teacher would be able to say he/ she did not attend inclusive education workshops because that would be a daily practice by every departmental member. That would also improve the quality of education, rather than focusing on the content and quantity of assessment activities by the CIS specialists.

- Recommendation 2

The DoE should consider the schools' improvement plans and teachers' personal growth plans in planning and organising a series of relevant and intensive workshops or in-

service teacher development for SBSTs, SMTs and teachers, especially on addressing diversity and responding to diverse learning needs.

The SBSTs from mainstream and full-service schools should be developed in terms of their roles and responsibilities as stated by the EWP6 so that they can provide support to learners, teachers and the schools. They should be developed on different inclusive strategies and approaches to assist and support both teachers and learners. The DoE should also make sure that every teacher is intensively developed on the SIAS policy and its strategies to support all those learners who experience barriers to learning and those who need additional support.

In addition, all teachers need to be developed on curriculum adaptation and differentiation because every teacher is responsible for addressing diverse learning needs and improving learners' full participation in his/ her subject area. Teachers should also be developed in terms of planning and preparing lessons for a diversity of learners, meaning that in their lessons, they should include differentiated strategies, assessment and resources. Furthermore, all teachers should be developed on different dimensions of productive pedagogies that mean teachers should be able to develop learners' intellectual quality: their deep thinking, depth of knowledge and understanding, substantive conversation and meta-language.

- Recommendation 3

There is a need for the DoE to provide all the schools with relevant resources and funding which will assist them to address barriers to learning and diversity. All full-service schools should be provided with all required resources including learner support teachers so that they can serve as effective resource centres for the mainstream schools. Furthermore, the DoE should also make sure that when clustering schools, there is a resource centre for each cluster where there will be therapists, educational psychologists, learner support teachers and assistive devices for all the neighbouring schools in each cluster. These resources can assist the schools in supporting their learners and increasing full participation to all learners so that they can realise their potential.

- Recommendation 4

In order to increase learners' full participation and achievement, it is important that schools should transform into learning organisations where both teachers and learners are engaged in learning. As such, knowledge and talk about productive pedagogies and inclusive practices should be the core of the schools' professional culture. Schools need to organise their own series of internal workshops focusing on their own needs and those of learners. Principals should make sure that they instil in teachers a desire to be lifelong learners and should understand that professional learning is a body of systematic activities to improve the quality of education. Furthermore, the schools' SMTs should make sure that they strengthen teachers' development by a follow-up through supportive classroom observation and feedback, staff dialogue within phases, collaboration and peer coaching on differentiated strategies and approaches of responding to diverse learning needs.

In addition, the SMTs should work in collaboration with the SBSTs on addressing barriers to learning and responding to diverse learning needs. Both teams need to plan together on different continuous developmental strategies and approaches for all teachers in order to fulfil the inclusive education reform efforts in schools and classrooms. External experts on inclusive practices or addressing diversity of learners can also be invited to develop teachers of differentiated strategies. The SMTs need also to encourage teachers to learn in a shared activity with and from other colleagues, mentors and coaches. Teachers should also be encouraged to learn collaboratively, creatively and innovatively because there are no easy strategies of addressing diverse learning needs in inclusive classrooms.

- Recommendation 5

The empirical findings have shown that participants indicated that they do not have support programmes at their schools. Principals from neighbouring schools need to work collaboratively and encourage teachers to work as clusters and promote collaboration within schools and teachers. The principals should also organise cluster workshops, seminars or dialogues where specialists can be invited to debate about inclusive principles and practices matters. This can motivate teachers and encourage them to

complement each other's knowledge and skills to generate effective inclusive pedagogies and ownership of their own professional learning. Furthermore, it is also good way of raising awareness on diversity of learning needs and addressing barriers to learning. In addition, principals should encourage teachers to work in collaboration to enable them to plan and deliver lessons that would support all learners regardless of their background and characteristics.

SMTs, in collaboration with SBSTs, should further develop inter-sectoral collaboration teams by involving all relevant stakeholders who can assist and support them in addressing barriers to learning and respond to diverse learning needs. Both teams should actually use all available resources as their assets with the collective value of delivering high quality education for all learners in their schools.

Principals and their SMT members are also encouraged to approach private enterprises and businesses locally, nationally or internationally for sponsorships and donations to develop their schools' infrastructure and also purchase technological devices and resources to assist learners who experience barriers to learning and need additional support. The SMTs are encouraged to raise funds for their schools so that they can be able to create Universal design for learning (UDL) to accommodate the diversity of learning needs in their schools. Through the UDL, teachers can make the curriculum flexible through multimedia curriculum so that every learner can access it easily.

- Recommendation 6

It is recommended that the school principals together with other SMT members and SGB organise meetings with the parents, transport owners and drivers so that they can discuss the relevant time to deliver and collect learners at their schools. Parents should be informed about all the challenges teachers experience during teaching and learning, the different barriers to learning which are experienced by learners and the causes as well and how those learners can be assisted and supported. There should be a stipulated time for all learners to go home so that teachers can get time for creating extra or remedial lessons as most teachers prefer to name it. It is also recommended that SMTs should

issue weekly newsletters to inform parents of all the events that will be happening at school during that week.

If teachers need more time to assist some learners, special arrangements should be made with the parents in advance so that they can organise transport for collecting their children from school. Teachers should also be encouraged to sacrifice their time, and be more committed to the learners rather than focusing on themselves. The teachers should always be reminded of qualities of a good teacher and avoid the infringement of their duties and responsibilities as stated by SACE (2011).

- Recommendation 7

There is a need for the DoE to improve the teacher-learner ratio so that teachers can respond to the diverse learning needs and involve every learner in learning. This can happen only if there is a reasonable number of learners in each classroom, which is 1:35 teacher-learner ratio. Alternatively, schools should be provided with funds to appoint additional teachers so that there should not be any single classroom with more than 35 learners.

- Recommendation 8

It is recommended that principals should encourage the parents' roles in addressing barriers to learning at schools by assisting and supporting learners who experience barriers to learning. Parents seminars can be organised where information could be shared with parents regarding diversity, diverse learning needs, barriers to learning and support strategies that can be used. In addition, the SMTs in collaboration with the SBSTs need to raise awareness programmes for understanding of inclusive principles and practices and understanding of diversity in the society.

Parent groups could be established where they can organise their meetings and workshops so that they can be actively involved in the provision of support to teachers, learners and the school.

- Recommendation 9

It is recommended that institutions of higher learning should infuse inclusive principles and practices into all teacher training modules so that the students can have an understanding and knowledge of addressing barriers to learning in different subjects. It is acknowledged and accepted that inclusive education is a field of specialisation, but not all student-teachers specialise in that field. Recognising that South African schools have a diversity of learners with diverse learning needs and their differences, it would be appropriate that every graduate or beginner teacher should have knowledge and understanding of addressing diversity and responding to diverse learning needs to reduce barriers to learning in all the school subjects. For example, students who specialise in mathematics and science should have an understanding and knowledge on addressing barriers to learning in mathematics and in science.

Furthermore, it is recommended that a core module on productive pedagogies as a framework for teaching be developed for ITE programmes. The proposed module could assist student-teachers to have a better understanding and knowledge of addressing diversity and barriers to learning and increasing learners' full participation in learning. The inclusive education reform could also be improved and beginner teachers could become good teachers as well.

In addition to the recommendations stated above, further research arising from this study is indicated below.

6.5 RECOMMENDATIONS FOR FUTURE RESEARCH

The findings of this study on "A shift from pathological-deficit model towards productive pedagogies in inclusive schools" suggest the following priority areas for further research:

- A further qualitative study of this nature could be undertaken in other districts and provinces. This might raise awareness of the importance of inclusive education and practices.

- A qualitative study could be undertaken on productive pedagogy as a framework for enhancing inclusive teaching and learning in South African schools, for example, how is diversity addressed in classrooms.
- Further research needs to be undertaken on increasing full participation for all learners: applying UDL to make the curriculum flexible so that it can be accessible to all learners.
- Another study could be undertaken on support programmes and strategies used to address barriers to learning in inclusive schools.
- Further research could be undertaken on what constitutes a good teacher.
- A study could be done on how principals/ SMTs can promote the implementation of inclusive practices at schools.
- Another study could to be conducted at institutions of higher learning on enhancing teaching for addressing diversity and barriers to learning.

The following section is a discussion of a proposed productive pedagogies framework on addressing diverse learning needs and increasing full participation in learning.

6.6 PROPOSED FRAMEWORK FOR EFFECTIVE PRODUCTIVE PEDAGOGIES

The researcher proposes a framework which is guided by the productive pedagogies framework that was initially developed during a project undertaken by Lingard et al. (2001) between 1998 and 2000. The suggested framework is also informed by different strategies and approaches on addressing diversity which were developed and suggested by different researchers (Avramidis, 2005; UNESCO, 2004) who put inclusive education, addressing diverse learning needs and barriers to learning at the core of their research. The framework was then modified and refined based on the empirical findings of this study in order to respond to diverse learning needs and increase the full participation of all learners in inclusive schools so that they can realise their full potential.

The framework is also guided by the theories of critical pedagogy and social constructivism (see 3.2). The proposed framework for effective productive pedagogies seeks to provide a lens through which teachers can address diversity, respond to diverse learning needs and increase the full participation of all learners so that they can realise

their full potential (see figure 5.17). The researcher provides a brief discussion of the conceptual assumptions below which will enhance productive pedagogies for addressing diversity of learners and barriers to learning, as well as to respond to diverse learning needs.

6.6.1 Conceptual Assumptions

The following are the conceptual assumptions that will enhance productive pedagogies for addressing diversity of learners and barriers to learning, as well as to respond to diverse learning needs.

6.6.1.1 Continuous Professional Teacher Development (CPTD)

The researcher indicated in sections 2.2 and 3.5 that teachers play an essential role in quality education. It was further indicated that teachers are responsible for accommodating every learner, and involving all learners to participate in learning. Thus, teachers need to have changed attitudes and be developed with relevant knowledge and skills to produce quality education. In support of the essential role played by teachers in learner achievement, Sanders and Horn (1998) and Bailleul et al (2008) assert that the quality of teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.

Therefore, CPTD should be used as a systematic effort to bring about change in the classroom practices of teachers, their attitudes and beliefs, and in addressing diversity and diverse learning needs. Different strategies that can be used for CPTD are collaboration, mentoring and coaching, sustained CPTD and individualised CPTD (see 3.5).

6.6.1.2 Support structures and programmes

The findings revealed that there is lack of support programmes for mainstream and full-service schools. Thus, it is necessary to indicate the fundamental support structures and programmes for enhancing productive pedagogies. In most cases, support assumes various forms and the services of various supporters from a variety of disciplines.

It was indicated in section 5.6.4 that teachers need to be assisted and supported so that they can be able to address diverse learning needs. Schools need to have effective support programmes to include all learners in education and also to reduce barriers to learning. Schools need to encourage collaboration and to network with all relevant stakeholders. The SBSTs need to establish an inter-sectoral collaboration team which consist of social welfare, health, police, therapists (speech, occupational and physio), educational psychologists, labour, community, SMT, SBST, learner support teachers as well as special schools because it is envisaged in the EWP6 that they serve as resource centres for neighbouring schools.

6.6.1.3 Universal design for learning (UDL)

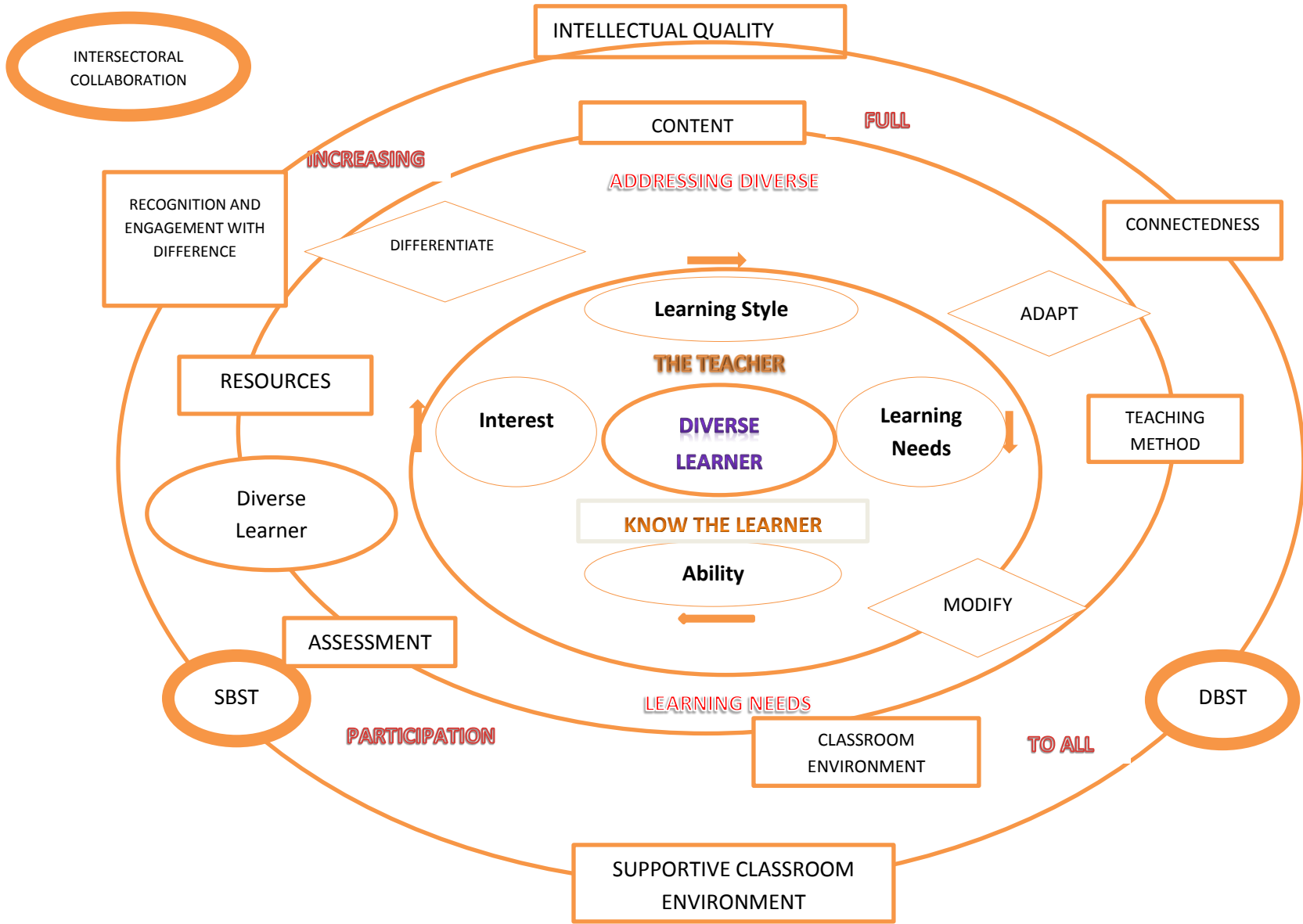
UDL is focusing on the learning environment and the curriculum in order to reduce barriers to learning. According to Rose and Meyer (2006), UDL aims to identify barriers to learning in a curriculum or classroom and reduce such barriers through better initial designs with the inherent flexibility to enable the curriculum itself to adjust to individual learners. They further indicate that the principle emphasises three key aspects of pedagogy, which are the means of representing information, the means for the expression of knowledge, and the means of engagement in learning (Rose & Meyer, 2006). UDL enhances learning for all learners, thus responding to diverse learning needs.

6.6.2 Presenting the Framework

Figure 6.1 below represents the framework for effective productive pedagogies on addressing diverse learning needs and increasing full participation in learning. The proposed framework is aimed at enhancing productive pedagogies for addressing diversity and responding to diverse learning needs of all learners and also increasing their participation in learning.

The main aspects of the framework for effective productive pedagogies on addressing diverse learning needs and increasing full participation in learning include learner diversity, knowing the learner, addressing diverse learning needs, and increasing full participation in learning. A detailed discussion of each aspect is provided below.

Figure 6.1: Proposed framework for effective productive pedagogies



6.6.2.1 Learner diversity

Diversity means that people are presented with a wide range of personal characteristics and experiences attributable to physical, personal health or wellbeing, intellectual, psychological, religious, cultural, and socio-economic or life experiences that may impact on their access to and participation in learning (McRoberts, 2010). Having a diverse group of people simply means recognising that people are unique in their own way. In all South African schools, there is a wide range of learners who come from different backgrounds. It means that in every classroom, there are learners from different socio-economic, language, cultural, religious, ethnic, racial, gender, family organisation, ability groups etc. All these learners come to school with different experiences and characteristics. It is thus important to respect learner diversity in order to respond to the unique strengths and needs of every individual learner.

Learner diversity also means that every learner has his/ her own learning needs. Teachers therefore have a professional responsibility to respond to a range of educational needs on a daily basis. These may result from learners who have difficulty in reading and writing; learners with hearing, visual and coordination difficulties; learners living in poverty; learners with health and emotional difficulties; learners with behavioural problems, learners experiencing difficulties in remembering what has been taught to them and learners who need assistive devices and adapted materials such as Braille (DBE, 2011). In order to address these diverse learning needs that exist in schools and classrooms, teachers need to strive towards creating supportive classrooms with a strong sense of belonging and making sure that every learner feels included and affirmed (Bornman & Rose, 2010).

6.6.2.2 Know the learner

From the discussion on learner diversity above, it is known that human beings have similarities and differences. It should not be expected that learners can learn the same way, or at the same pace. Learners are also different and have their own unique learning needs, abilities, interests and background of experience. Teachers can get to know their learners better through all kinds of assessment: baseline, formative and continuous.

6.6.2.3 Addressing diverse learning needs

According to the Center for Mental Health in Schools (2008), quality education is informed by the intelligent use of a variety of approaches and strategies. These different approaches and strategies need to be adapted to suit the learners' learning styles, diverse learning needs, level of abilities and background. Addressing diverse learning needs requires good teaching and being competent to reach out diversity of learners and to create multidimensional environment.

The information which is gathered on the learners will guide the teachers in making decisions on how to teach, that is how to plan daily teaching, how to prepare lessons for a diverse class considering learners diverse learning needs. Knowing more about learners and their individual characteristics – learning styles, abilities, interests, background experience, and learning needs will help teachers to know which part of the curriculum can be differentiated.

Teachers are therefore encouraged to adapt and modify the content of the curriculum to help learners reach the required level of knowledge, skills and competencies. The content is differentiated so that it can provide access to learning for all learners, provide successful experiences to all learners, motivate learners and build self-esteem and promote effective learning for all learners (DBE, 2011). In addition to differentiating the curriculum, it should be recognised that learners are different: some are still functioning at a concrete level whereas some might be at an abstract level; some learners' level of ability might be higher than the others; and their interests might be different. It is therefore important to consider abstractness, complexity, and variety when differentiating the curriculum.

6.6.2.4 Increasing full participation in learning

Teaching and learning strategies can help teachers to increase learners' full participation. As indicated above that learners have diverse learning needs, interests, learning styles, background experiences and abilities, some of the learners might be interested in working with some learners in a group, while it may be easy for other learners to think logically and others might prefer to learn through play. The teaching and learning strategies are

centred on modifying the methods of presentation, learners' practice and performance and assessment. Different teaching and learning strategies, on the other hand, can increase learners' full participation in learning by providing them with choices on how they seek information, how they practice what they learn and on how they demonstrate what they have learnt. Therefore, the learning activities given to learners need to vary in terms of level of complexity. Teachers can use the Bloom's taxonomy on cognitive development to vary learners' activities according to the level of complexity.

Different strategies that can be used include multilevel teaching, multilevel activities, collaborative learning, paired and group learning, authentic learning, problem-based and discovery learning, project-based learning and any other strategy that can increase learners' full participation. Lingard et al. (2001) and Lingard et al. (2003) used the productive pedagogies model for classroom practice to explore pedagogical practices that support learners' achievement of academic and social outcomes. They used the four dimensions of productive pedagogies: intellectual intelligence, connectedness, supportive classroom environment, and recognition and engagement with difference. The questions which were asked to explore these four dimensions focused on learners' higher order thinking, deep knowledge, deep understanding, substantive conversation, knowledge problematic and meta-language (intellectual quality). The connectedness dimension on the other hand involves knowledge integration, background knowledge, connection to real life contexts.

The supportive classroom environment dimension entails aspects such as problem-based curriculum, student control, social support, engagement and explicit criteria. The recognition and engagement with difference dimensions, on the other hand, entails features such as self-regulatory, cultural knowledge, representation, narratives, group identity, and citizenship. The researcher argues that all the aspects which are included in the four dimensions are also entailed in the different teaching and learning strategies discussed above, but the dimensions give a clear idea on how to increase learners' full participation so that they can realise their full potential. The researcher furthermore suggests that teachers can use the four dimensions including their features when

planning their lessons for teaching so that they can also vary their activities and questions to involve all learners fully in learning.

It is anticipated that the proposed framework for effective productive pedagogies described in this study will contribute to the implementation of inclusive practices. It is also anticipated that the proposed framework will guide teachers on addressing diversity and responding to diverse learning needs in their classrooms so that every learner can participate fully in learning and to realise his / her full potential.

6.7 LIMITATIONS OF THE STUDY

The limitations of this study must be acknowledged when considering the findings because the data are drawn from one district in one province, Bojanala district, North West. The study was narrowed to six schools, two special schools, two full-service and two mainstream schools. The results cannot be generalised because one special school as resource centre was fully resourced and there were school-based therapists, psychologist, nurse and learner support teachers who continually provided support to other staff members. One full-service school was also well resourced and located not far from the special school as resource centre, so the SBSTs and teachers could easily access the support services from the special school as resource centre.

Although the data was collected on two phases, the results cannot be generalised to other special, full-service and mainstream schools in South Africa. In addition, the interviews were conducted over a long period of time because some principals and members of the SBSTs were not available due to other departmental activities. The other reason was the quarterly assessments in the full-service and mainstream schools. One principal from a mainstream school withdrew from participating in the individual interviews and the researcher had to abide by the ethical considerations. Even though the questionnaires were distributed to all six schools, only a few from three schools were completed and returned. Not all teachers from the three schools completed the questionnaires. Some teachers did not respond to all the questions in the questionnaire and a few of the questionnaires were incomplete. Thus, generalisability is not possible in this regard.

There is a need for further research into this topic which will focus on the three types of schools separately so that it can be shown which type of schools are implementing inclusive practices and manages to address diverse learning needs of all learners, and which ones require the enhancement of productive pedagogies.

6.8 CONCLUDING REMARKS

The findings indicate that three schools, that is School A, School B and School F implemented inclusive education and practices effectively because they were fully resourced with assistive devices, learner support teachers and funding. In addition, the special school as resource centre have permanent school-based therapists, educational psychologist and a nurse. However, the other three schools, School C, School D and School E, did not implement inclusive education and practices effectively. The participants showed mixed attitudes on addressing barriers to learning and responding to diverse learning needs. The SBSTs from the latter schools were not functional because they were not developed or trained on their roles and responsibilities. In addition, the schools were not provided with learner support teachers and did not have enough funding to appoint their own learner support or remedial teacher.

The participants also indicated that they did not get support from the DBST as indicated in the EWP6. They further indicated that they experienced challenges such as limited time, overcrowding of learners in classrooms, knowledge and skills on identifying and addressing barriers to learning as well as to respond to diverse learning needs, lack of parental involvement, language barrier, and inadequate learner progression policy. The researcher could say that from some of the participants' responses, they still apply the pathological-deficit model. On the other hand, one would assume that if the schools are provided with relevant support from the DoE, DBST, and the area offices, relevant resources, and workshops, it might make a difference on the implementation of inclusive practices and productive pedagogies.

The implementation of inclusive practices or rather inclusive education has been described as very complex. The complexity thereof is affected by finance, overcrowding of learners, limited teaching and learning time, resources, support structures and other

social reasons. Special schools, full-service and mainstream schools are also part of those which describe inclusive education as a complex concept. There are some schools however, that are effectively inclusive and address diversity as well as responding to diverse learning needs, while others are still under-resourced, some teachers do not have knowledge and skills on addressing diversity and barriers to learning, and others had not attended a single workshop on inclusive education.

Another reason making inclusive education complex is the attitudes and beliefs that some teachers have on the pathological-deficit or medical model. The model approaches learners based upon the perceptions of their weaknesses rather than their strength and add on that those learners' differences are viewed as deficits. The pathological-deficit model, which viewed difficulties and disabilities as arising within the learner and characterised that learner as 'disabled', 'abnormal' and 'unhealthy' has proven to have brought about segregation of learners in specialised institutions where they are placed under the care of specialists and special teachers. There are still some individual teachers who continue to prefer the pathological-deficit model. One can ask an important question based on the continuing consideration of this model, bearing in mind the long-term consequences of learners who experience barriers to learning and development, including those with disabilities in terms of the sustainability of their future.

When looking at the multicultural country which results in diversity in classrooms, it places a high demand for CPTD on inclusive practices and productive pedagogies for all teachers. Inclusive education in South Africa is rooted in human rights, which asserts that every learner has the basic right to education. Productive pedagogies are therefore important in order to address diversity and to overcome barriers to teaching and learning. Learners will also be given opportunity to engage in and approach learning activities according to their capabilities.

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APPENDICES

APPENDIX A: APPLICATION LETTER TO THE NORTH WEST DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH



5020 TAMBOEKIE AVENUE

BIRCH ACRES X32

1618

OFFICE OF THE DIRECTOR: PROFESSIONAL SUPPORT

Ms P.M MOKHUTLE

BOJANALA DISTRICT

Cn OLIVER TAMBO & KLOPPER STREET

RUSTENBURG

0300

ATTENTION: MR B. MMOLOTSI: COMMUNICATION

REQUEST TO CONDUCT RESEARCH STUDY AT PRIMARY SCHOOLS AND A SPECIAL SCHOOL IN THE BOJANALA DISTRICT

I hereby request permission to conduct a research study at primary, full-service and special schools/resource centres in the Bojanala district.

I am currently registered for D.Ed in Inclusive Education at UNISA. The research topic is: **A shift from pathological-deficit model towards productive pedagogies in inclusive schools**

The aim of the study is to explore how productive pedagogies can be enhanced in order to shift from the pathological-deficit model in inclusive schools. The objectives are:

- To determine strategies that can increase the full participation of all learners in learning;
- To recognise the teachers' areas for development that can enhance the implementation of productive pedagogies;
- To determine strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers in implementing inclusive practices.
- To design a framework for effective productive pedagogies that can be used for inclusive school.

A mixed methods research approach will be used in conducting the research and the methods for data collection will be in the form of focus groups, individual interviews, document analysis and questionnaires. The research will be done in two phases, meaning that after the focus group and individual interviews, the researcher will use the data to design questionnaires which will be completed at the second phase. Participants in the study will be teachers from a full-service school, a mainstream school and a special school, the institution- level support teams/ SBSTs and principals. The interviews will take not more than one hour after the normal teaching time. The interviews will be audio taped with the consent of the participants and will be transcribed, after which the tapes will be destroyed. A copy of the transcription will be returned to the participants to ensure member check. I assure that the principles of confidentiality, anonymity and privacy will always be adhered to. There are no anticipated risks for participants. Participants will also be allowed to withdraw from participation without any penalty.

The research will commence as soon as I have obtained ethical clearance certificate from UNISA. I will abide by the Department of Education's regulation that no research will take place during the last semester, where students and teachers will be preparing themselves for the formative assessment. As indicated in the letter, I will not disturb teaching and learning as the research focuses on teacher and principals only as well as the DBST and the interviews will be conducted after the teaching and learning hours.

You may contact my supervisor Professor M.W Maila at mailamw1@unisa.ac.za or 012 481 2719/ 078 143 8313.

I hope and trust that my request will be considered. Thanking you in advance.

Yours faithfully

J.M.C Motitswe

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

14 October 2015

Ref # 2015/10/14/30074703/01/MC
Student# : Mrs JMC Motlswa
Student Number # :30074703

Dear Mrs Motlswa

Decision: Ethics Approval

Researcher:

Mrs JMC Motlswa
Tel: +2712 352 4138
Email: Motlajmc@unisa.ac.za

Supervisor:

Prof MW Maiba
College of Education
Manager: Teaching Practice Unit
Tel: +2712 481 2719
Email: mailamw1@unisa.ac.za

Proposal: A shift from pathological deficit models to productive pedagogies in inclusive schools

Qualification: D Ed in Inclusive Education

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 14 October 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

An amended application could be requested if there are substantial changes from the



University of South Africa
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www.unisa.ac.za

existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2015/10/14/30074703/01/MC** should be clearly indicated on all forms of communication (e.g. Wehmail, F-mail messages, letters) with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mdtc@netactive.co.za



Prof VI McKay

ACTING EXECUTIVE DEAN



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APPENDIX C: PERMISSION TO CONDUCT RESEARCH



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

omr Koop and Heystek Street,
Ficksburg 0298
Private Bag X8211 0
Rustenburg 0850
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e-mail: prokhu@nwedp.gov.za

OFFICE OF THE DIRECTOR: BOJANALA DISTRICT

Inquiries: BA Mroolotsi 014 590 4748

To: Ms JMC Motitswe
UNISA

From: Ms M.P. Mokhutle
District Director

Date: 18 March 2014

Subject: **Yourself - Permission to Conduct Research**

Kindly be informed that pursuant to your request, permission has been granted to conduct research towards your DEd in Inclusive Education at schools in the Bojanala District.

Please be informed that participation on the part of educators and/or any official of the department will remain voluntary. **No educator or official of the department should, on the basis of this permission, be obligated to avail themselves for interviews during teaching and learning time.** Learning and teaching should under no circumstances be interrupted or compromised.

Further, note that my office cannot over accentuate the importance of seeking further permission from the principal of the schools involved in your research.

Thanking you in advance.

Kind regards,


Ms M.P. Mokhutle
District Director
Bojanala

"Towards Excellence in Education"

APPENDIX D: REQUEST TO CONDUCT RESEARCH



5020 TAMBOEKIE AVENUE

BIRCH ACRES X32

1618

18 January 2016

THE PRINCIPAL

BOJANALA DISTRICT

Dear Sir/ Madam

REQUEST TO CONDUCT RESEARCH STUDY ATPRIMARY/ FULL- SERVICE/ SPECIAL SCHOOL

My name is Jacomina Motitswe and I am currently registered at UNISA for completion of my D.Ed. in Inclusive Education. My supervisor is Professor M W Maila.

I hereby request permission to conduct a research at your school. The research topic is: **A shift from pathological-deficit model: towards productive pedagogies in inclusive schools.**

The aim of the study is to explore how productive pedagogies can be enhanced in order to shift from the pathological-deficit model in inclusive schools. The objectives are:

- To determine strategies that can increase the full participation of all learners in learning;
- To recognise the teachers' areas for development that can enhance the implementation of productive pedagogies;
- To determine strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers in implementing inclusive practices.
- To design a framework for effective productive pedagogies that can be used for inclusive school.

A mixed methods research approach will be used in conducting the research and the methods for data collection will be in the form of focus groups, individual interviews, document analysis and questionnaires.

The research will be done in two phases, meaning that after the focus group and individual interviews, the researcher will use the data to design questionnaires which will be completed at the second phase.

Participants in the study will be the principal, teachers the SBSTs/ SBST and the teachers. There are no anticipated risks for participants. Participants will also be allowed to withdraw from participation without any penalty.

The interviews will take not more than one hour after the normal teaching time. The interviews will be audio taped with the consent of the participants and will be transcribed, after which the tapes will be destroyed. A copy of the transcription will be returned to the participants to ensure member check. I assure that the principles of confidentiality, anonymity and privacy will always be adhered to.

Should the proposed research be permitted by your School, I would appreciate an arrangement to meet with you, the Head of Departments from all phases, SBST and teachers. This will afford me the opportunity to meet all participants and obtain informed consent.

Any clarity seeking questions can be directed to me and my supervisor Professor M.W Maila at mailamw1@unisa.ac.za or 012 481 2719/ 078 143 8313

I hope and trust that my request will be considered. Thanking you in advance.

Yours faithfully

J.M.C Motitswe (Motitjmc@unisa.ac.za)

APPENDIX E: LETTER OF INFORMED CONSENT



5020 Tamboekie Avenue

Birch Acres X32

1618

Date:

Dear Ms/Mrs _____

RE: Letter of Consent to Participate in a Research Project

You are invited to participate in a research project which is titled **A shift from pathological-deficit model towards productive pedagogies in inclusive schools**. I am a student at UNISA and the research will be reported upon in my D.Ed Thesis.

I would like to provide you with more information about the project and what your involvement would be if you should agree to participate. The aim of the study is to investigate how productive pedagogies can be enhanced in order to shift the pathological-deficit model in inclusive schools. The objectives are:

- To determine strategies that can increase the full participation of all learners in learning;
- To recognise the teachers' areas for development that can enhance the implementation of productive pedagogies;
- To determine strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers in implementing inclusive practices.
- To design a framework for effective productive pedagogies that can be used for inclusive school.

The findings of this study will make significant contribution by adding value to the effective implementation of inclusive education and informing theory and practice. It is also aimed at contributing to frameworks related to productive pedagogies for inclusive teaching and learning.

Data collection will be collected in the form of focus groups, individual interviews, document analysis and questionnaires. The research will be done in two phases, meaning that after the focus group and individual

interviews with the SBST and principals, the researcher will use the data to design questionnaires which will be completed at the second phase by all teachers.

Your participation in the study is voluntary and confidentiality and anonymity will be guaranteed at all times. There are no anticipated risks for participants. Participants will also be allowed to withdraw from participation without any penalty. Your decision to accept or decline involvement in this research will not influence your teaching career in any way.

If you are willing to participate in this study, please sign the reply slip as a declaration of your consent.

Yours sincerely

Researcher: Jacomina MC Motitswe

Motitjmc@unisa.ac.za

APPENDIX F: INFORMED CONSENT REPLY SLIP

CONSENT FORM

FOR: A SHIFT FROM PATHOLOGICAL-DEFICIT MODEL: TO PRODUCTIVE PEDAGOGIES IN INCLUSIVE SCHOOLS

I, _____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, [JMC Motitswe] for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality

I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant 's Name (Please print): _____

Participant Signature: _____ Date: _____

Researcher Name: (Please print): _____

Researcher Signature: _____ Date: _____

APPENDIX G: FOCUS GROUP INTERVIEWS: INTERVIEW SCHEDULE (SBST)

1. How do you feel teaching all learners with diverse learning needs in one classroom?
2. What challenges do you experience as teachers in addressing diversity and barriers to learning?
3. What does good teaching involve? Or how do you describe a good teacher?
4. Which barriers to learning do your learners experience mostly?
5. How do you address these barriers to learning?
6. The EWP6 emphasises mostly on the full participation of all learners during teaching and learning. How do you increase full participation of all learner?
7. Can you identify the strategies and approaches that you use to involve all learners in problem-solving, reasoning, deep thinking and analysing?
8. As the SBST/ILST, how do you support both teachers and learners in addressing barriers to learning at your school?
9. Can you please explain how do you assess your learners, including those who experience barriers to learning?
10. If you can be asked to identify the areas that you need to be developed in order to address diverse learning needs and barriers to learning, which ones would you identify?
11. How would you like those identified needs to be addressed?
12. Do you organise workshops for developing your staff members?
13. Special schools serve as resource centres for neighbouring mainstream and full-service schools, the same with full-service schools; they serve as resource centres for neighbouring mainstream schools. Do you make use of this service?

APPENDIX H: INDIVIDUAL INTERVIEWS SCHEDULE (PRINCIPALS)

1. I understand that your school has been identified as a full-service; can you explain the criteria that were used to identify it? (Only for FSS)?
2. Which barriers to learning does your school accommodate. (For special schools)
3. Which barriers to learning did you identify at your school up to so far?
4. Do you have an admission school which guides you during admission process?
5. Do your staff members (teachers) identify all the challenges they experience when teaching diversity of learners in one classroom?
6. As a school principal, how do you address these challenges?
7. If you would encourage and motivate your staff members to address barriers to learning and to meet all learners learning needs, how would you explain what a good teacher is?
8. Can you identify strategies and approaches that you would encourage your staff members to use in addressing barriers to learning?
9. The EWP6 emphasises mostly on the full participation of all learners during teaching and learning. How can this be done?
10. Is there a SBST/ILST at your school?
11. If the answer to the above question is yes, what is your role in the team?
12. Do your staff members identify their areas for development/ developmental needs?
13. How do you make sure their developmental needs are addressed?
14. If the DBE can ask you to address other principals on inclusive practices in order to address diverse learning needs and barriers to learning, what would you say to them (principals)?
15. Special schools serve as resource centres for neighbouring mainstream and full-service schools, the same with full-service schools; they serve as resource centres for neighbouring mainstream schools. Do you make use of this service?
16. Can you please explain how assessment is done at your school?

APPENDIX I: QUESTIONNAIRE COVERING LETTER

Dear Participant

This questionnaire forms part of my doctoral thesis entitled: A shift from pathological-deficit model: towards productive pedagogies in inclusive schools for the degree of D Ed (Inclusive education) at the University of South Africa.

The aim of the study is to investigate how productive pedagogies can be enhanced in order to shift the pathological-deficit model in inclusive schools. The objectives are:

- To determine strategies that can increase the full participation of all learners in learning;
- To recognise the teachers' areas for development that can enhance the implementation of productive pedagogies;
- To determine strategies and programmes that can address the teachers' professional developmental needs for implementing productive pedagogies in inclusive schools.
- To identify the barriers experienced by teachers in implementing inclusive practices.
- To design a framework for effective productive pedagogies that can be used for inclusive school.

The findings of the study will contribute to the body of knowledge regarding implementing productive pedagogies in order to address diverse learning needs and to increase learners' full participation in learning. You are kindly requested to complete this survey questionnaire, comprising six sections as honestly as possible according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 30 minutes to complete.

You are not required to indicate the name of your school and your anonymity will be ensured; however, indication of your age, gender, occupation position etc. will contribute to a more comprehensive analysis. All information obtained from this questionnaire will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired or to withdraw from answering this survey without penalty at any stage. After the completion of the study, a summary of the findings of the research will be made available to you.

Province	North West Proving
School Region	Bojanala district
Name of School	

Confidentiality Clause

The researcher is bound by the policy on research ethics to maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy.

APPENDIX J: QUESTIONNAIRE

SECTION A: DEMOGRAPHICS and TEACHER'S PROFILE			
1. What is your age in years?			
21 – 25	1		
26 – 30	2		
31 – 35	3		
36 – 40	4		
41 – 45	5		
46 – 50	6		
50+	7		
2. Gender:			
Male	1		
Female	2		
3. Population Group:			
Black	1		
Coloured	2		
Indian	3		
White	4		
4. Do you have any kind of disability?			
Yes	1		
No	2		
5. If yes to question 4. What type of disability do you have?			
Sight (blind/severe/visual limitation)	1		
Hearing (deaf/ profoundly hard of hearing)	2		
Communication (speech impairment)	3		
Physical (needs wheelchair, crutches, etc)	4		
Intellectual (serious difficulties in learning)	5		
Emotional (behavioural, psychological)	6		
Other, specify			
6. What is your highest qualification?:			
Matric	1		
Diploma	2		
Advanced diploma/certificate	3		
B-Tech	4		
Bachelor's degree	5		
Postgraduate	6		
7. What is your employment status?:			
Permanent	1		
Non-permanent	2		
8. Occupation/Post-level:			
Educator	1		
HOD	2		
Deputy Principal	3		
Principal	4		
9. Teaching experience:			
0 – 3 years	1		
4 – 5 years	2		
6 – 10 years	3		
10 – 15 years	4		

	16 – 20 years	5	
	21 – 25 years	6	
	25+ years	7	
10. Type of school currently teaching in:			
	MAINSTREAM (Primary)	1	
	Secondary	2	
	Full-service	3	
	Special/ resource centre	4	
11. Phase currently teaching:			
	Foundation	1	
	Intermediate	2	
	Senior Phase	3	
12. Are you a member of School Management?:			
	Yes	1	
	No	2	
13. If Yes to question 12. School Management Experience:			
	0 -3 years	1	
	4 - 5 years	2	
	6 -10 years	3	
	10+ years	4	
14. Have you ever attended a workshop relating to inclusive education?			
	Yes	1	
	No	2	
15. If Yes to question 14. How many workshops did you attend?			
	1 workshop	1	
	2 workshops	2	
	3 workshops	3	
	4+ workshops	4	
16. If No to question 14. What is your reason for not attending any workshop relating to inclusive education?			
	Not interested	1	
	I do not know what is inclusive education	2	
	Invitation not received.	3	
	Other educator were chosen others over me	4	
17. If No to question 14. If you are invited to a workshop relating to inclusive education, would you attend the workshop?			
	Yes	1	
	No	2	
18. Geographical location of your school:			
	Formal settlement	1	
	Informal settlement	2	
	Suburb	3	
	Farm	4	

Township	5	
Town/City	6	
Village	7	
Other	8	
Please specify:		

SECTION B: KNOWLEDGE AND SKILLS ON INCLUSIVE PRACTICES AND ATTITUDES TOWARDS IMPLEMENTING INCLUSIVE EDUCATION.

Kindly complete the requested information by marking X the in the appropriate box.

- 1- SD - Strongly disagree**
2- D - Disagree
3- A - Agree
4- SA - Strongly agree

(a) Knowledge of inclusive education

		1	2	3	4
1	I have heard about inclusive education before.				
2	Inclusive education is an approach to serving learners with disabilities within general education settings.				
3	The aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability.				
4	Inclusive education started from the belief that education is a basic human right and the foundation for a more just society.				
5	Inclusive education was adopted as a global strategy for addressing the learning needs of all vulnerable and marginalised learners.				
6	All schools should implement inclusive education				

(b) Attitudes towards the implementation of inclusive education

		1	2	3	4
1	Learners should be separated because of the disability status in my school.				
2	Learners should be separated because of their gender in my school.				
3	Learners should be separated because of their race in my school.				
4	Learners should be separated because of their social background in my school.				
5	Learners should be separated because of their religious belief in my school.				
6	Learners should be separated because of their culture in my school.				
7	Learners without barriers will be delayed if inclusive education is implemented in my school.				
8	Overall performance of my subject will reduce if inclusive education is implemented in my school.				
9	Learners who experience barriers to learning should be mixed with "normal" learners in my school.				
10	Leaners experiencing barriers to learning and development/ special educational needs should be assessed differently.				
11	I have the knowledge and skills to teach learners experiencing barriers to learning and development/ special needs.				
12	Learners with disabilities and learning difficulties should be accommodated in special schools.				

13	I do not have the resources to implement inclusive education.				
14	I am willing to implement inclusive practices in my school.				

SECTION C: PERCEPTIONS AND BENEFITS ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Kindly complete the requested information by marking X the in the appropriate box.

- 1- SD - Strongly disagree
 2- D - Disagree
 3- A - Agree
 4- SA - Strongly agree

(a) Perception on the implementation of inclusive education

		1	2	3	4
1	The school is effectively implementing inclusive education.				
2	The DBE supports the school in implementing inclusive education.				
3	The DBE brings new approaches in terms of implementing inclusive education.				
4	The SMT supports the idea of inclusive education				
5	Educators are trained with regard to the implementation of inclusive education.				
6	Subject Advisors are supportive of teachers in implementing inclusive education.				
7	District-Based support team is supportive to the school in implementing inclusive education				
8	Educators are positive about implementing inclusive education.				
9	I do not mind teaching learners who experience barriers to learning in my class.				
10	The school should organise internal workshops on inclusive education.				
11	The principal supervises educators in implementing inclusive education.				
12	There is a policy for implementing inclusive education in my school.				
13	There are strategy documents for implementing inclusive education in my school.				
14	There are monitoring processes to implementation of inclusive education in my school.				

(b) Benefits of implementing inclusive strategies

		1	2	3	4
1	Inclusive education promotes equal access to educational opportunities.				
2	Learners will receive the same quality of education.				
3	Inclusive education eliminates the disparities between learners regardless of the social background, race, disability, gender, etc.				
4	All learners (at my school) are given the opportunity to participate actively in teaching and learning				
5	I always adapt the curriculum to accommodate every learner in the classroom				
6	Assessment is differentiated according to learners' diverse needs				

7	I usually respect learners' rights.				
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SECTION D: THE IMPLEMENTATION OF PRODUCTIVE PEDAGOGY

Kindly complete the requested information by marking X the in the appropriate box.

1- SD - Strongly disagree

2- D - Disagree

3- A - Agree

4- SA - Strongly agree

(a) Intellectual quality: considering the levels of ability and diverse needs

		1	2	3	4
1	I give learners activities that require them to replicate what they were taught.				
2	I give learners activities that require them to acquire information on their own and produce a report. (e.g research, investigation, experiments, etc).				
3	I give learners activities that require them to search for information on the subject matter. I give learners activities that require them to display their understanding and demonstrate how to apply the knowledge they gained. I allow them to be able to construct explanations for their procedures and draw conclusions on what they have done and why.				
4	I give learners activities that require them to demonstrate deep understanding of the subject of the topic.				
5	I give learners activities that require them to interact with the teacher and also with other learners about ideas of a substantive topic to create or negotiate understanding of subject matter (i.e to ask questions, share ideas, reasoning, make distinctions)				
6	I give learners activities that require them to critically examine text, ideas and knowledge.				
7	I give learners activities that require them to interpret information (or word) to suit varying purposes.				
8	I must have extensive knowledge of the contents				
9	I engage all my learners in intellectually challenging and relevant curriculum in a supportive environment				

(b) Supportive classroom environment

		1	2	3	4
1	I give learners tasks that require them to decide on their own how they will undertake them.				
2	I give learners activities where I provide support and indicate to them that I have high expectations.				

3	I give learners activities where they can demonstrate academic engagement by raising questions, contributing to group activity and helping peers.				
4	I give learners activities where I make explicit statements and outline in detail what they have to do and what they should achieve.				
5	My classroom is always conducive to teaching and learning and I always use relevant resources.				

(c) Recognition and engagement with difference

		1	2	3	4
1	I give learners activities that require them to find out why other things are done specific ways in South Africa. (e.g why should a national anthem be sang)				
2	I give learners activities that require them to accept diverse backgrounds of different people and of their peers.				
3	I use different strategies to accommodate everyone in the class, e.g narratives.				
4	I teach my learners to be supportive and non-judgmental to each other regardless of their different backgrounds.				
5	I teach learners in my class that they are all equal regardless of their various backgrounds				

(d) Connectedness

		1	2	3	4
1	I give learners activities that will integrate gathered information with other subject areas.				
2	I give learners activities that provide them with the opportunity to make connections between their own background and experience.				
3	I give learners activities that require them to solve real world problems or to apply knowledge learnt (e.g cooking traditional food, writing a newspaper article).				

SECTION E: CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (CPTD) AND THE ROLE OF CPTD IN ENHANCING PRODUCTIVE PEDAGOGIES

Kindly complete the requested information by marking X the in the appropriate box.

- 1- SD - Strongly disagree
- 2- D - Disagree
- 3- A - Agree
- 4- SA - Strongly agree

(a) Knowledge of CPTD

		1	2	3	4
1	I know and understand what CPTD is				
2	The vision of CPTD system is to support and facilitate the process of continuing professional development.				
3	The aim of CPTD is to revitalise the teaching profession.				
4	The CPTD system contributes to the improvement of the quality of teaching and learning.				
5	The CPTD is endorsed by SACE.				
6	I understand that development of teachers is a continuous process.				
7	I understand that teaching and learning are not a one way process.				
8	I understand that I can learn from my colleagues.				
9	I understand that I can learn from different facilitators				

10	I understand that I can learn from other stakeholders and service providers..				
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(b) The role of CPTD in enhancing productive pedagogies

		1	2	3	4
1	Through the attendance of CPTD, I will be in a position to engage all my learners in intellectually challenging and relevant curriculum.				
2	Through the attendance of CPTD, I will be able to make opportunities to critically reflect on my work with other colleagues				
3	Through the attendance of CPTD, I will be sure that my teaching and assessment strategies caters for diverse learning needs				

(c) Teachers' developmental needs for implementing productive pedagogies

		1	2	3	4
1	Addressing diverse learning needs				
2	Differentiation of teaching and assessment strategies				
3	Adapting and modifying the curriculum				
4	Support strategies for diverse learning needs				
5	Individual education plan for learners with barriers to learning				
6	Using Universal design for learning to address the diverse learning needs				

SECTION F: ADDRESSING DIVERSE LEARNING NEEDS IN ONE CLASSROOM

(i) How do you address learners' diverse learning needs in your classroom?

(ii) What are the challenges you and your school face in implementing inclusive practices in your school?

(iii) How do you think the challenges can be reduced in your school in order to address the diverse learning needs of all learners?

(iv) How do you promote full participation of your learners in your class?

(v) What support you and your school need to implement inclusive education?

(vi) What is it that you can do to promote inclusive teaching and learning?

(vii) What types of professional development do you need to acquaint you with skills and knowledge of addressing diverse learning needs and involving every learner in teaching and learning?
