

**An exploration of suitable teachers' classroom management style in
accommodating the needs of diverse learners experiencing barriers to learning:
A Case Study of six special schools in Johannesburg East district, Gauteng.**

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DECLARATION:

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I declare that the work that I am submitting for the assessment entitled (*An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners study of six special schools in Johannesburg East district,* S Madlela *experiencing barriers to learning: A case study of six special schools in Johannesburg East Gauteng*) contains no section copied in whole or in part from any other source unless explicitly identified in quotation marks with detailed, complete and accurate referencing.

Signature:

Date:

(Mr S Madlela)

DEDICATIONS

I dedicate this work to my parents, the late Mr J. J. Madlela and Mrs Angelina Madlela who tirelessly worked day and night to ensure that the family gets a decent education. They also inculcated Christian values, the spirit of hard work and discipline within the family. I also dedicate this work to my family members who gave me all the necessary support that I needed during the course of the study.

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ABSTRACT

South African schools have educators that are faced with numerous challenges in managing their day-to-day classroom activities in general. This challenge is further made worse when it comes to managing classrooms with learners experiencing barriers to learning. The study investigated the suitability of different classroom management styles by educators in accommodating the needs of diverse learners experiencing barriers to learning. The study used a qualitative approach in which data was collected through the use of interviews, focus group discussions, lesson observations as well as literature review. The data analysis and findings revealed that many educators possess qualifications to teach and manage classrooms in regular or mainstream schools and not in special schools. With time these educators end up having to cope with managing learners experiencing barriers to learning through in-service training and professional development.

The study established that there is no single classroom management strategy that should be used to manage learners experiencing barriers to learning. Educators should adapt their classroom management and teaching methods to accommodate the needs of learners experiencing barriers to learning. The study recommended that the government and the Department of Basic Education should train more educators in special education to enhance efficiency in managing learners with barriers to learning. Support structures and mechanisms should also be put in place to assist educators with different challenges that they face in the classroom on a daily basis. The study also recommended that all stakeholders in education like the government, SGBs, DoE, educators, Principals, parents, religious leaders and the community should come together to help manage lack of discipline among learners as well as

giving all the necessary support to help manage learners experiencing barriers to learning.

Key words: Exploration, classroom management, accommodating, diverse, barriers to learning.

CONCEPT CLARIFICATION

Attention Deficiency and Hyperactivity Disorder (ADHD) – it is a neurological disorder that is characterised by hyperactivity, inability to sustain attention and impulsiveness

Autism Spectrum Disorder – a developmental disorder that significantly affects verbal and non – verbal communication and social interaction.

Auditory Processing Disorder (APD) – a hearing problem that affects school children whereby learners with this condition cannot process what they hear in the same way other kids do because their ears and brain do not fully co-ordinate.

Barriers to Learning – these are difficulties that arise within the education system as a whole, the learning site and or within the learner him/herself which prevent access to learning and development for learners.

Bipolar Disorder – a mood disorder in which student moods or behaviour swing from extreme highs (manic) to extreme lows (depression).

Dyscalculia – a specific learning disability characterised by significant difficulty in understanding number related concepts or functions needed for success in mathematics.

Dyslexia – a neurological disorder that involves difficulty in learning to read or interpret words, letters and other symbols, but that do not affect general intelligence of an individual.

Dysgraphia – a writing disorder or inability to write and is characterised with poor handwriting, difficulties with spelling and trouble putting thoughts on paper.

Emotional Disturbances (ED) – inappropriate/maladaptive behaviours, mood disturbances, sustained unhappiness, depressive moods, fears, anxieties, trouble with relationships that are not otherwise diagnosed.

Obsessive Compulsive Disorder (OCD) – it is when learners experience a sense of fear or dread and includes phobias or fear of certain activities. Learners with Obsessive Compulsive Disorders cannot stop themselves from worrying excessively about a specific concern.

Oppositional Defiant Disorders (ODD) – Maladaptive behaviours that persist over an extended period of time characterised by defiance towards authority figures and vindictive behaviours or blaming peers to an excessive degree.

Post – traumatic Stress Disorder (PTSD) - a disorder caused by exposure to a traumatic event in which a person experiences, witness, or is confronted by an event or events that involved actual or perceived threats of death or serious bodily injury, and the person's response involves intense fear, helplessness or horror.

Tourette Syndrome – a neurological disorder characterised by uncontrollable physical and vocal tics, often associated with “barking” or profanity.

Visual Processing Disorder – it refers to a hindered ability to make sense of information taken in through the eyes. It differs from problems involving sight or sharpness of vision. Difficulties with visual processing affect how visual information is interpreted, or processed by the brain.

CLARIFICATION OF ABBREVIATIONS AND ACRONYMS

CAT – Computer Applications Technology

CPTD – Continuing Professional Teacher Development

DBST – District Based Support Team

DoE – Department of Education

DST – District Support Team

FET – Further Education and Training

HPCSA – Health Professions Council of South Africa

IEP – Individual Education Programme

IQMS – Integrated Quality Management Systems

ISP – Individual Support Plan

IT – Information Technology

LOTL – Language of Teaching and Learning

LSEN – Learners with Special Educational Needs

NCS – National Curriculum Statement

NGOs – Non Governmental Organisations

NPPPPR – National Policy Pertaining to the Programme and Promotion Requirements

OBE – Outcomes Based Education

PGCE – Post Graduate Certificate in Education

POPI Act – Protection of Private Information Act

RNCS – Revised National Curriculum Statement

SACE – South African Council of Educators

SASA – South African Schools Act

SBST – School Based Support Team

SEN – Special Education Needs

SIAS – Screening Identification Assessment and Support

SGB – School Governing Board

SSIAS – Strategy for Screening, Identification, Assessment and Support

UN – United Nations

UNESCO – United Nations Educational, Scientific and Cultural Organisation

USA – United States of America

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CHAPTER 1: Introduction and Overview

1. Introduction

The main objective of selecting a successful classroom management style within any education system in a democratic society, such as South Africa, is to provide quality education for all learners regardless of possible barriers to learning that may persist. This is very important as it will make learners to be able to reach their full potential and as a result such learners will be able to meaningfully contribute to and participate in that society throughout their lives. In this regard, the South African Constitution seeks to provide quality education for all learners regardless of race, gender, culture and sexual orientation or gender identity. The above statement is supported in the Constitution of the Republic of South Africa No 108 of 1996, subsection 29 (1) which spells out that Everyone or every child has the right to a basic education including adult basic education and further education, which the state through reasonable measures, must make progressively available and accessible (The Constitution of the Republic of South Africa Act No. 108 of 1996:12). In this research project, various classroom management styles, methods as well as school management structures will be explored so as to come up with a coherent narrative concerning the proper as well as effective classroom management styles that can be effectively used to handle and manage learners with special education needs or learners experiencing learning difficulties.

1.1 Background of the study

1.1.1 History of Learners experiencing barriers to learning

The history of special education or of learners experiencing barriers to learning can be traced back to the 18th century period in France. Before this period, it is important to note that learners with barriers to learning were considered stupid or idiots (Blackhurst 1993: 13, 14). With the beginning of the enlightenment period, ideas about education began to arise which influenced special education in many ways. According to Jean Jacques Rousseau, learning should happen with the child's cognitive speed, with minimal outer stimuli from society, which is known for praising social roles and wealth,

(Johnston 1999: 54). This idea of teaching children in their own pace set the ground for many educators during the enlightenment period, Johnston (1999).

In 1760 the first school for people with learning disabilities was set up in France. During the 19th century, the establishing of this school as well as other special education ideas in France spread to other parts of Europe and the United States of America. During this period many special schools were set up in many parts of USA, changes were also made in what concerns the law of implementing special education in schools. In 1890 it was the states' responsibility to provide institutions for special children, and in 1897 the Department of special education classes was opened in Cleaveland. The 20th century in USA was characterised by the implementation of laws to assure that people with learning difficulties or barriers to learning would have their rights to education guaranteed (Individuals with Disabilities Education Act, (IDEA), 1997).

The United States of America have made significant strides in supporting and empowering students experiencing barriers to learning. Following the implementation of US Public Law 94 – 142 (Education for All Handicapped Children Act (EHCA), 1975), special needs students have been increasingly included in the general education system and are expected to increasingly achieve in similar ways and to similar standards as their peers (IDEA, 1997:206). The main idea behind this was however to support students with barriers to learning to be involved with their peers in mainstream schools to the maximum possible extent. Many policies in the United States of America followed including a No Child Left Behind Policy (Woolfolk 2010: 19) which sought to include all learners regardless of their learning difficulties, background and so on to be taught, supported, and assessed in the general education environment and curriculum to the maximum extent possible.

Ideas of special education from Europe and America later spread to Africa and other parts of the world. According to (Abosi, 2007:196-197) special education was introduced in Africa by church organisations, missionary bodies and non – governmental organisations (NGOs). (Abosi, 2007) goes on to say that these organisations concentrated on providing education and support for children with major and more visible disabilities such as visual impairments, hearing impairments, and mental retardation. It is against this background that (Abosi, 2007) argues that the

education of children experiencing barriers to learning or other disabilities was not considered as an issue or recognised in Africa during the period of missionaries. He goes on to say that the general school system was established on the foundation of the “survival of the fittest” (Abosi 2007: 198). Only students who passed the exams stood a chance of making progress in the school system. The assessment of schoolwork was based on whether the student passed or failed, with failure being attributed to poor intelligence. The child was therefore squarely blamed for not performing well in class.

Making an inference from Abosi’s argument about special education in Africa, one may argue that there still exist gaps in many countries within the education of special needs learners in terms of legislation to protect such learners, policy documents addressing the problem of special needs learners as well as a lack of understanding among educators on how such learners can be effectively managed in different school and classroom environments.

The history and information on special needs education in Europe, USA and other parts of Africa helps us understand the initiatives taken by the Republic of South Africa to address the issue of special needs learners and inclusion. The history and background of special education in South Africa will also be explored so as to gain comprehensive knowledge on the evolution of special needs schools in South Africa. The background of special needs education also helps us understand the main purposes and functions of special schools in South Africa. To understand this, it is important to define what a special school is and what special education entails.

1.1.2 Inclusive Education in South Africa

According to the South African Bill of Rights, Chapter 2 of the constitution, subsection 29 (1) Everyone or every child has the right to a basic education including adult basic education and further education, which the state through reasonable measures, must make progressively available and accessible. The Bill of rights which was however the cornerstone of the South African constitution states that the doors of learning shall be open to everyone. This statement defeats the pre – democratic South African

education system that was characterised with bottle necks where education was not equitably given to all societies, classes, races and so on.

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems (Snell and Brown 2011). Special schools are specifically designed, staffed and resourced to provide appropriate special education for children experiencing learning difficulties or with additional needs. The Department of Basic Education and Training in South Africa defines special needs education as the practice of educating students with special needs in a way that addresses their individual differences and needs. Special needs education is designed to help learners with barriers to learning achieve a higher level of personal self – sufficiency and success in school and their community, than may be available if the students were only given access to a typical mainstream education classroom. In the case of South Africa, special schools or special education can be traced back to the pre - democratic period. It is however important to note that the very fact that learners who experience barriers to learning must be accommodated in schools other than the mainstream places them at a disadvantage. Mainstream education should be adapted in such a way that the learners' access to learning is not determined by their parents' social status, wealth or race.

During the pre - democratic or apartheid era in South Africa, specialised education and support was predominantly made available to a small percentage of learners with disabilities or barriers to learning within 'special' schools and classes based on their race or influence wielded by their parents. It is however important to note that where provided, specialised education and support were provided on racial basis with the best human, physical and material resources reserved for white students. Such developments have resulted in serious backlogs in addressing the needs of learners from other ethnic backgrounds experiencing barriers to learning, which has an impact on the present day democratic South Africa especially among Black, Indian and Coloured learners.

Learning needs as well as barriers to learning pose one of the biggest problems among many countries in the world. According to Woolfolk (2010: 133) learning disorders or difficulties are a modern notion. She goes on to argue that there were no hyperactive children fifty to sixty years ago, such children were seen as rebellious, lazy or fidgety.

This is a very contentious statement, barriers to learning and neurological disorders did exist during this time but they were not diagnosed. It is also important to remember that learners with barriers to learning were considered to be “a shame on the family” and often were never sent to school. It is however against this background important to investigate appropriate management styles by educators in dealing with learning problems or difficulties so as to assist learners experiencing such problems achieve their academic goals.

Problems like barriers to learning are also a new phenomenon in most developing countries like South Africa. Studies have not been extensively carried out about how such learners should be effectively managed and taught and there is a gap in South Africa on how teachers are trained in managing learners experiencing barriers to learning. Most children experiencing learning difficulties are also not diagnosed at an appropriate age due to lack of knowledge about such disabilities on the part of parents, a lack of resources due to poverty, infrastructure backlog on the part of the government and the Department of Basic Education. To this effect there is also a problem of shortage of properly qualified educational psychologists and psychometrics to diagnose students with learning difficulties as well a shortage of suitably qualified educators to effectively manage such learners and cater for their needs. There is also an acute shortage of special schools to accommodate learners experiencing learning difficulties.

According to the South African Bill of Rights, chapter 2 of the Constitution, subsection 29 (1) Everyone or every child has the right to a basic education including adult basic education and further education, which the state through reasonable measures, must make progressively available and accessible. The Bill of rights which was however the cornerstone of the South African constitution states that the doors of learning shall be open to everyone. This statement defeats the pre – democratic South African education system that was characterised with bottle necks where education was not equitably given to all societies, classes, races and so on.

The advent of democracy in South Africa saw a new dispensation and dimension in the field of education characterised with equal opportunities for all regardless of race, colour, sex, language, religion, political opinion, national or social origin and so on. In

light of the above statement, inclusive education was also taken into account to accommodate learners experiencing learning difficulties or barriers to learning. In most cases such learners do not cope or achieve well in mainstream educational institutions as they experience barriers and difficulties that need to be managed at an individual level, one on one basis and so on. Some of these difficulties need the attention of a remedial therapist, psychologists as well as the educational support unit department within any given school or education institution. It is therefore imperative that proper school management and classroom management methods techniques and structures are correctly put in place to accommodate learners experiencing barriers to learning. Effective school and classroom management styles will see learners experiencing barriers to learning being able to achieve their academic goals. It is important to note that quality and effective management structures do not only help learners experiencing learning difficulties or barriers to learning realise their dream of academic achievement, but it also prepares such learners for life after high school as well.

Post-democratic South African education system places emphasis on inclusive education, however it is important to note that not so much work have been done by the government to cater for such learners both at school management level as well as at classroom management level. The South African Constitution attests that “all children share equal value and status, we therefore believe that the exclusion of children from the mainstream because of disability or learning difficulty is a devaluation and discrimination” (South African Schools Act No. 84 of 1996b:34). In light of the above statement, it is important to note that on paper the South African government has done a lot to include everyone in mainstream education, however provision of special education to learners with special needs remains a prerogative of special needs schools (LSEN) and private schools within the South African society. Placements in such schools also remain a matter of affordability as well as affluent social background as opposed to the provision of such education within the context of masses.

1.2 Motivation of the Study

The motivation for doing this study originates from the difference that I noted as an educator in the way that learners are managed in a mainstream education setting and

the way they are managed in special schools in the South African context. In mainstream, I noted that the assumption by many individual educators is that all learners are at the same developmental level in terms of comprehending content, understanding of concepts, processing of information and engagement in behaviour. These assumptions influence the way educators in mainstream schools manage their classroom. They tend to employ a one-size-fits-all approach in their classroom management style and do not take into account learner differences and possible barriers to learning. When I moved from being an educator at a mainstream school to a supported education system (which resembles a much stronger semblance to the intended outcomes of the Salamanca statement) that had learners who experience barriers to learning, I noted a big difference in the way classrooms were supposed to be managed. I discovered that in LSEN schools, individual educator's classroom management styles were supposed to be adapted to meet the needs of different learners. This should be done in such a way that teaching approaches and classroom management styles should take into account different learning disorders, barriers, learning needs as well as disabilities that individual learners experience. This however motivated me to go a step further and do some research on how learners who experience barriers to learning can be effectively managed so as to achieve their full potential. It further motivated me to research and explore individual teacher's classroom management styles so as to come up with the most effective style that can be used to manage learners who experience barriers to learning.

1.3 Statement of the Problem

South Africa through the Department of Basic Education and Training, introduced and adopted a new curriculum that is the Curriculum and Assessment Policy Statement (CAPS). The guidelines for responding to learner diversity in the classroom through CAPS (Department of Education, 2011: 3) provide practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners. It is however important to note that the document does not explore and give detail as to how learners experiencing barriers to learning can be effectively managed by both school managers and teachers as managers of their classroom. In light of this, this research sought to explore how learners experiencing barriers to learning can be effectively managed using a suitable classroom management style.

Different classroom management styles were explored as the CAPS guidelines do not give a coherent narrative to this effect.

The problem that arose is that there is an urgent need for teachers as managers of their classrooms to understand and address the diverse barriers to learning in their classroom through the use of different classroom management styles. Furthermore, teachers, remedial therapists, school psychologists, psychometrics and so on need to find ways of effectively managing learners experiencing barriers to learning through a collaborative effort for the benefit of such learners.

Another challenge or problem that we face is that South Africa's mainstream school environment does not yet provide the necessary structure to address learners with special education needs adequately. Such learners' educational needs are catered for in LSEN schools. In light of this, the study sought to investigate different classroom management styles that are used by educators to manage learners experiencing barriers to learning in Johannesburg East district. The study also sought to come up with appropriate and suitable classroom management style to address teaching and learning which includes the teaching of curriculum content, classroom activities as well as managing behavioural needs of learners experiencing barriers to learning.

1.4 Main Research Question

- How are learners experiencing barriers to learning managed in class?

1.4.1 Follow up questions

- How is the provision of support services to various learners experiencing barriers to learning implemented by the schools?
- What intervention strategies do educators employ to address barriers to learning?
- What competencies do educators have to manage learners experiencing barriers to learning?

1.5 Aim of the Study

The aim of the study is to investigate and explore effective and suitable classroom management styles employed by individual educators in special needs schools to manage learners experiencing barriers to learning. This study also aims to add and enrich the knowledge base of educators in managing learners experiencing barriers to learning.

1.6 Objectives of the Study

- The objectives of the study is to identify suitable classroom management styles that educators can implement to manage learners experiencing barriers to learning.
- To examine different classroom management styles used by educators to manage learners experiencing barriers to learning.
- To explore various teaching and classroom management styles and their application to classrooms that have learners who experience barriers to learning.

1.7 Significance of the Study

The study will be significant in the promotion of effective classroom management of learners who experience barriers to learning. The study will also be important to educators and principals when they employ effective learning and management of their classrooms and schools particularly with regards to different concepts related to barriers to learning through understanding different needs of learners. The research will provide recommendations on the proper and effective management of classrooms that have learners who experience barriers to learning. Learners also will benefit from the study as the study seeks to explore the problems that directly affect them and come up with relevant solutions to these problems. The findings and recommendations of the study can serve as guidelines to those educators who have little understanding of the concept of inclusive education in classrooms and schools.

1.8 Delimitation of the Study

The study was limited to Johannesburg East District 9 schools and six schools under the district were investigated. For feasibility and logistical reasons, six schools made it possible for the researcher to carry out a thorough investigation and get the best information for the study from these schools. During the process of information gathering it was also easy to travel or to move from one school to another hence the delimitation of the study focused on Johannesburg east district 9 schools.

1.9 Conceptual Analysis

Conceptual analysis is how different terms, definitions, concepts, constructs and acronyms are going to be dealt with in this study. Taking this into account words and terms were clearly defined. The words and acronyms that were defined and explained included Autism Spectrum Disorder, dyslexia, bipolar disorder, Tourette Syndrome, post-traumatic stress disorder, dysgraphia, dyscalculia, OCD, ODD, ADHD. The meaning of different acronyms to do with the study were given in detail and thoroughly examined for clarity.

1.10 Scope of the Study

In the proposed study different classroom management styles that are used by educators in Johannesburg East District were investigated. The investigation was about finding out the appropriate and effective classroom management style that could be used to manage learners experiencing barriers to learning. In the proposed study, the researcher only investigated the management of high school classrooms that is grades 8 – 12. These classrooms constituted the Further Education and Training (FET) band. The scope of the study also took into account classroom management styles employed by different educators in Johannesburg East District schools to manage learners with barriers to learning. Learner diversity and barriers to learning was also taken into account and an investigation was undertaken to explore how these are dealt with in classrooms through the use of different classroom management styles by individual educators. The study investigated six special schools in the district.

1.11 Research Methodology

1.11.1 Research approach

In this research study I decided to follow a qualitative phenomenological inquiry into the classroom management styles. Creswell (2014: 4) attests that qualitative research is usually conducted in a natural setting, where researchers become the key instruments of data collection and analysis. Creswell goes on to say that qualitative research utilises multiple data collection methods which includes structured and unstructured interviews, qualitative surveys, observations, focus-group discussions and document analyses to capture the variety of phenomena within a field. In this regard, the research approach followed a qualitative research design method which involved the use of interviews, classroom observations, document analysis and focus group discussions. These research methods also formed data collection instruments for the study as they were looked into in depth. In this study, different educators from different special schools in Johannesburg east district were purposefully selected. After the process of selecting schools, educators were interviewed, observed and recorded to give information on how they manage classrooms with learners experiencing barriers to learning. Individual educators as managers of their classrooms were also asked to provide any classroom management documents if they had any for further analysis and corroboration.

1.11.2 Research Design

A qualitative research design method was used in this study due to its interactive nature with subjects. Yin (2014:44) asserts that a qualitative research design includes methods such as focus group discussions, document analysis, interviews and observations. In this study a qualitative research design was used as through interviews and lesson observations, the researcher could gain an in depth understanding of the participant's responses, beliefs and attitudes. Moreover, probing could be done and the researcher had an opportunity to ask participants for clarity.

1.12 Data Collection Methods

The data collection methods used in the study included interviews, observations, focus group discussions, document analysis, recordings and so on so that the researcher could manage to get a comprehensive information about the management of classrooms with learners experiencing barriers to learning.

1.12.1 Interviews

According to Creswell (2012: 217) interviewing is a strategy of collecting important information for analysis of the phenomenon under investigation. Creswell goes on to say that through subjective, direct responses, the researcher is able to gain first-hand knowledge about what participants experience through broad and open ended enquiry from interviews. In view of the above assertion interviews with open-ended questions were designed by the researcher for the study. The responses of participants were recorded using a voice recorder. It is important however to note that this research method has a problem of bias. This problem was corrected by the researcher through avoiding asking leading questions and giving the participants the opportunity to discuss their views, opinions and experiences concerning the study. The above statement is supported by Creswell (2012) who further goes on to say that interviews offers the opportunity to ask follow up questions, probe additional information, justify previous answers and establish a connection between several topics.

1.12.2 Observations

Querios, Faria and Almeida (2017: 376) define observation as a systematic process of collecting information, in which researchers observe a given phenomenon in their natural setting or environment. In this study participative observation of individual teachers conducting their lessons was done and notes were taken down. The researcher also observed how learners conducted themselves in class, problems encountered during the delivery of a lesson and how the individual educators applied their classroom management styles to deal with such problems that arose. To successfully achieve this the researcher designed a comprehensive observation guide which looked at classroom management by educators, achievement of learning

outcomes, teaching and learning, the learning environment, homework and assessment. Recordings were also made during classroom observations. Observations were appropriate as they are designed to generate data on activities, behaviours and data is simultaneously collected with the occurrence of the event.

1.12.3 Document Analysis

McMillan and Schumacher (2010: 337) refer to documents as records of past events that are written or printed and these include journals, newspapers, maps, books, official minutes and so on. They go on to refer to documents as an umbrella term used to describe a wide range of written, visual and physical material relevant to the research study. In light of the above assertion, the researcher analysed school documents on learner behaviour such as the code of conduct so as to corroborate the findings from observations and interviews. Documents from the school's educational support units, such as remedial therapists and the school psychologists were analysed. It is important to note that the researcher only looked at documents that contained information on barriers to learning, learner support as well as documents that contained information on Learners with Special Educational Needs.

The researcher also had the opportunity to ask questions concerning these documents during the focus group discussions.

1.12.4 Focus Group Discussions

In focus groups, four to six educators or respondents from the same school were interviewed at once. Respondents were asked questions and their responses were recorded. In this kind of a method participants were encouraged to actively take part in the discussion, their opinion and views were also taken into consideration. Acocella (2012: 126)) contends that focus groups can provide a broader range of information and they offer the opportunity to seek clarification. Acocella (2012) goes on to argue that focus groups can be hard to control and manage. The researcher dealt with this problem by limiting the number of participants to a minimum of four and a maximum of six, which was easy to manage and control.

1.13 Sampling

McMillan and Schumacher (2010: 129) defines a sample as a finite part of a statistical population whose properties are studied to gain information about the whole. He goes on to say that when dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purposes of the survey. McMillan and Schumacher (2010) also define sampling as a process, or technique of selecting a suitable sample, or representative part of a population for the purposes of determining parameters or characteristics of the whole population. In this regard six special schools in Johannesburg East District were identified to participate in the study. Inferences from this sample of schools were drawn up to determine different classroom management styles. This enabled the researcher to determine different classroom management styles used to manage learners experiencing barriers to learning by only observing a portion or sample of the number of schools and population of learners in the district.

1.13.1 Purposeful sampling

McMillan and Schumacher (2010: 138) say that in purposeful sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest. McMillan and Schumacher go on to say that on the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research. Patton (2015: 264)) contends that purposeful sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable or experienced with a phenomenon of interest. In this regard six schools were selected from Johannesburg East District because they had similar characteristics of being special schools. It is important to note that through purposeful sampling the researcher interviewed and observed participants and respondents who are experts in their fields either through experience or qualifications. On the research based on managing learners experiencing barriers to learning it is important to observe expert or master teachers rather than sampling all the teachers. The researcher, through the assistance of the school principals and management, was able to observe

experienced educators and educators who according to their schools had a proven track record of managing learners experiencing barriers to learning.

Among the respondents during focus group discussions were remedial therapists, reading and language specialists, school psychologists and educators who had a lot of experience in working with barriers to learning. One to two new and inexperienced educators per school were also included during focus group discussions to hear the challenges that they faced in managing learners who experience barriers to learning. This helped the researcher in the investigation of the phenomenon of teacher management styles in that different information, perspectives and ways of managing classrooms with learners experiencing barriers to learning from different educators was gathered and interpreted.

1.14 Data Analysis and Interpretation

McMillan and Schumacher (2010: 367) posit that “data analysis is a process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions and supporting decision making”. The data collected from six schools in Johannesburg East District 9 was analysed qualitatively. This included content analysis from the respondents’ interview answers as well as their responses from focus group discussions. Observation guides and documents were analysed as well. The main aim of content or discourse analysis was to make sense of the data collected from Johannesburg East schools district 9 and to highlight important aspects, features and findings of such data or information.

1.15 Ethical Considerations

Kaiser (2009: 19) is of the contention that qualitative research may pose special ethical issues around gaining access, building rapport, using data and publishing results. It is therefore important that in this qualitative research study, issues of consent, confidentiality, privacy and a cordial working relationship between the researcher and participants were taken into account. Ary, Jacobs, Irvine and Walker (2018: 23) attest that the researcher must obtain informed consent from research participants. They go on to say that consent must be voluntary, informed and granted by a competent

individual and participants must understand the purpose and procedures of the study, its risks and benefits and obligations of the participants and researcher. According to the Health Professions Council of South Africa (HPCSA), educational psychologists and psychometric therapists are bound by the ethical rules of conduct for the practitioners registered under the Health Professions Act of 1974. In this case a psychologist may disclose confidential information about a learner only in terms of statutory provision, at the instruction of a Court of Law or with the express consent of a learner (HPCSA Act No. 56, 1974: 6). In case of a minor under the age of fourteen, there needs to be a written consent from his or her parent or guardian. More so a psychologist shall safeguard the confidential information obtained in the course of her or his teaching, research and professional duties (HPCSA 2006: 24).

This type of qualitative research study based on managing classrooms with learners experiencing barriers to learning can have psychological or emotional effects on participants, therefore it was important to adhere to ethical norms in research. It is against this background that the researcher informed individuals participating in this research study about the nature, objectives and requirements of the study so that they could choose whether to participate or not. Before conducting the research participants were informed or notified in advance that they could withdraw their participation any time during the course of the study if they decided not to continue taking part in the study. This is further supported by Konza (2012: 77 - 78) who argues that seeking informed consent on an ongoing basis is important in qualitative research because it serves the purpose of keeping the researchers honest. Konza (2012) goes on to say that continually negotiating consent also empowers the participants that they have the right to stay or leave.

1.16 Anonymity and Confidentiality

The researcher ensured that participants remained anonymous as advocated by Creswell (2013: 45)) who argues that participants have the right to remain anonymous. McMillan and Schumacher (2010: 121) also suggest that if the participants do not want their names to be disclosed, pseudonyms or numerical codes can be used instead. It is important to note that in this study, participants and respondents did not want their names as well as the names of their schools mentioned or written down. The

researcher therefore used pseudonyms as a way of ensuring anonymity. Participating schools were referred to as follows: Participating School A, Participant 1 in classroom observations, Respondent 1 in focus group discussions and so on. The study sought to ensure that participation in research was voluntary and by choice as well as that all data are treated with appropriate confidentiality and anonymity. The researcher also endeavoured to ensure that research participants were protected from undue intrusion, indignity, physical discomfort, personal embarrassment. In this way educators were observed teaching in their own classrooms and focus group discussions were conducted in staffrooms. To comply with ethical standards and considerations, the researcher obtained a letter from the Gauteng Department of Education granting him permission to conduct research in Johannesburg east district schools.

1.17 Summary

In this chapter I discussed the preamble and rationale of the need to investigate the phenomenon of inclusive education practices in democratic South Africa. A history of inclusive education showed that the need to include learners that experience barriers to learning have already been discussed in the literature as early as 1784. The movement towards a consolidated understanding of what inclusive education is was highlighted in terms of the Salamanca statement and the United Nations Convention of the rights of the child.

I discussed the need to understand inclusive education in a South African context and drew rudimentary comparisons with what policies and practices in the developed world look like. The chapter paints a broad picture of the research methodology I intend to employ during the inquiry. I decided that qualitative research methods would provide deep understanding of the phenomenon of how classroom management styles provide an ameliorating effect of learners with specific barriers to learning.

The next chapter is based on literature review for the study. A literature review is an account of what has been published on a topic by accredited scholars and researchers. It is important to review the philosophical origins of classroom management as postulated by various theorists, psychologists, researchers and psychometrics so as to come up with a comprehensive background of the study.

Classroom management refers to a wide variety of skills and techniques that teachers use to keep students organised, orderly, focused, attentive, on task and academically productive during a class. When classroom management strategies are executed efficiently teachers minimise the behaviours that impede learning for both individual students and group students while maximizing the behaviours that facilitate or enhance learning.

Chapter 2: Literature Review

2.1 Introduction

There are many challenges associated with teaching and classroom management strategies with learners experiencing barriers to learning. There have been various negative perceptions that many people have concerning students with special learning needs. Some of these negative perceptions are that learners experiencing barriers to learning cannot cope academically and that most of them fail to achieve in their final schooling examinations (Woolfolk 2010: 131). Existing literature was reviewed so that more light will be shed on how such learners can be effectively managed. This chapter through the review of literature also attempted to shed light on competencies that the educators needed in order manage their classrooms through the employment of various classroom management styles and techniques. The chapter further explored different scholarly views, articles and arguments on how learners experiencing barriers to education can be effectively managed through the exploration of a suitable classroom management style.

According to McMillan and Schumacher (2010: 74), literature is a narrative interpretative criticism of the existing research. They go on to say that a literature review is an account of what has been published on a topic by accredited scholars and researchers. McMillan and Schumacher further argue that if literature review is conducted carefully and well presented, it will add much to an understanding of the research problem in question and help place the results of the study in a historical perspective (McMillan and Schumacher 2010: 74). It is against this background that this study will attempt to review various scholarly views and related literature on managing learners with barriers to learning. It is important however to define certain terms like learning needs, learning difficulties and barriers to learning so as to have a clear understanding of what such terms entail and how they directly or indirectly affect a learner's educational career.

2.2 The role of international law and conventions on the Education System of South African

The South African legal system does not function in isolation, but has to take cognisance of international law which is called the law of nations or public international law, (Constitution of the Republic of South Africa 1996: section 39(1) b.). International law governs the relationships between states and covers many subjects such as education, diplomatic relations, international principles on human rights and so on. In this regard international law applies in South Africa as long as it is not in conflict with the provisions of the constitution and to the extent that South Africa has accepted these legal documents. In this regard South Africa ratified the United Nations Convention on the rights of a child in 16 June 1995 (UNCRC 1998: 71).

The South African education system also borrows from international law, conventions and statutes so as to fully address and get insight on how to address the problem of learners experiencing barriers to learning. As a signatory of international law, South Africa recognises and attends international conventions on education. As a country South Africa has a duty to implement some of the United Nations principles and provisions on education as well as its resolutions (Constitution of the Republic of South Africa, Sec 39 (1) b: 20).

2.3 The Salamanca Convention in Spain (1994)

The United Nations report of the Salamanca convention on education called on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes. The representatives of 92 governments and 25 international organisations of which South Africa was one of the representatives, formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed on education for all children including those experiencing barriers to learning as well as disabled children. The representatives called for inclusion to be the norm (United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1994, 2006). The conference also adopted a new Framework of Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless

of their physical, intellectual, social, emotional, linguistic and other barriers and conditions (UNESCO 1994: 59)

The Statement of the Salamanca convention begins with a commitment to Education for All, recognising the necessity and urgency of providing education for all children, young people and adults 'within the regular education system' (UNESCO, 1994: 11-12) The Statement goes on to say that those children with special educational needs 'must have access to regular schools' (UNESCO, 1994). 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, according to the convention, regular schools provide an effective education to the majority of the children and improve the efficiency and ultimately the cost – effectiveness of the entire education system.

2.3.1 A Call to Governments by the Salamanca Convention

The Salamanca World Conference went on to call upon the governments to:

- Give the 'highest policy and budgetary priority' to improve education services so that all children could be included, regardless of differences or difficulties.
- Adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools unless there were compelling reasons to do otherwise.
- Develop demonstration projects and encourage exchanges with countries with inclusive schools.
- Ensure that organisations of disabled people, along with parents and community bodies, are involved in planning and decision making.
- Put greater efforts into pre – school strategies as well as vocational aspects of inclusive education
- Ensure that initial and in – service teacher training addresses the provision of inclusive education.

According to the Salamanca statement, As the United Nations Agency for education, UNESCO is asked to:

- Ensure that special needs education forms part of every discussion dealing with education for all.
- Enhance teacher education in this field by getting support from teacher unions and associations.
- Stimulate the academic community to do more research into inclusive education and disseminate the findings and the reports.

It is important to note that International Conventions on special needs and inclusive education have been ratified by the South African government, however there is still a long way to go in the implementation of inclusive education in South Africa. Financial constraints, poverty, lack of resources, shortage of qualified personnel and infrastructure backlogs still impact negatively in the full implementation of inclusive education in South Africa.

2.3.2 Equalisation of Opportunity

The Framework for Action from the Salamanca Convention says 'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights' (UNESCO, 1994). In the field of education this is reflected in bringing about a genuine equalisation of opportunity. Special needs education incorporates proven methods of teaching from which all children can benefit, it assumes human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted to the process (UNESCO 1994: 59). The fundamental principle of the inclusive school according to the Salamanca Statement is that all children should learn together, where possible and that ordinary schools must recognise and respond to the diverse needs of their students, while also having a continuum of support and services to match these needs. Inclusive schools are therefore the 'most effective' in building solidarity between children with special needs and their peers. The Statement goes on to say that countries with few or no special schools should establish inclusive – not special – schools.

2.3.3 The United Nations Convention on Learners Experiencing Special Learning Needs

UNESCO sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (United Nations, 2006). It involves changes in content, approaches structures and strategies, with a common vision which covers all children within an appropriate age range that are aimed at ameliorating the barriers to learning that learners may face within the mainstream context of the school. It embodies the conviction that it is the responsibility of the mainstream education system to educate all children. (Riesser 2008: 38)

The urgency of reaching the marginalised groups was highlighted in April 2000 during the Dakar World Education Forum (UNESCO, 2000: 8). Many countries, both developed and developing have shown interest in the move towards inclusive education, however for different reasons, its implementation has been uneven all over the world and some learners experiencing barriers to learning are still segregated and excluded from schools.

2.4 Learning Needs

According to the White Paper 6 (2001: 16), learning needs include everyday developmental and learning deficits that may impede a learner from showing adequate academic and developmental progress. These also include needs arising from other factors such as physical, mental, sensory, neurological and developmental impairments as well as environmental factors. The Department of Basic Education envisages that every individual, also the child has needs therefore quality education should be provided to every child (Department of Education 2014: 9). This includes the provision of quality education to suit the diverse learning and developmental needs of every child. Special educational needs arise from within a learner (internal barriers) or from outside the learner (external barriers). Learners with physical, sensory, cognitive or other differences are referred to as learners with special educational needs.

2.5 Barriers to Learning

Engelbrecht and Green, (2007: 176)) describe barriers to learning as obstacles or circumstances that keeps the child from progressing in the learning process. They go on to say that there are different factors and barriers that hinder or slow learning and these include diversity, linguistics, culture and religion, disabilities/impairments, learning styles, environment, at risk learners (substance abuse, violence, teenage pregnancies) as well as gifted and talented learners.

Barriers to learning may best be understood as resulting from a complex interplay of learners and their contexts including the reality of impairments or disabilities, socio – economic restraints and wider societal factors including values, attitudes, policies and institutions (DoE 2002: 130-131). Mostert (2011) concludes that barriers to learning contributes a vortex of ineffective learning that contribute to increasingly poor life-long outcomes for these learners. Therefore, learners will experience barriers and learning difficulties differently depending on the family of which they are part, the extent to which their schools facilitate access and participation and the resources in the communities and societies in which they live (Feldman, Gordon & Snyman 2001). For the purposes of the study, the research question places emphasis on six special schools. The study also seeks to explore how learners who experience barriers to learning can be effectively managed by using a suitable classroom management style. It is therefore essential to consider how the resources within the school and the community may contribute to the amelioration or exacerbation of barriers to learning these learners experience. Thus a closer look at the background of classroom management and exploration of different classroom management styles will also be taken into account. Different barriers to learning will be dealt with in detail later in this chapter.

2.5.1 Causes of Barriers to Learning

Barriers to learning may arise as a result of a wide range of factors including physical, mental, sensory and neurological impairments, behaviour, emotional and social difficulties, differences in intellectual ability, particular life experiences or socio – economic deprivation. It is therefore against this background and a variety of factors

cited above that this study seeks to investigate appropriate and effective classroom management strategies to deal with and appropriately manage such learners in a manner that will assist them realise their educational dreams and prospects like their peers in mainstream schools.

Different learning needs may also arise due to gaps in teaching and learning as well as assessment practices. The problems below may exacerbate existing barriers to learning but they do not cause them:

- Negative attitudes and stereotyping of difference
- Language deficits or language of teaching and learning (LOTL)
- Inapt, inaccessible and unsafe built environment
- Unsuitable and inadequate support services, policies and legislation
- The non - recognition and non - involvement of parents
- Inadequately and inappropriately trained managers and educators
- An inflexible curriculum

In light of inflexible curriculum, the South African education system has seen many changes in its curriculum between the years 1994 and 2014. The South African education system has evolved from the Outcomes Based Education (OBE), Curriculum 2005, Revised National Curriculum Statement, and Curriculum Assessment and Policy Statement (CAPS). This shift has however seen most learners with disabilities or barriers to learning either falling outside of the system or have been “mainstreamed by default” (DoE, 2011: 9). It is important to note that teaching and learning, assessment practices of educators, teacher attitudes, inadequate training and general lack of awareness has become one of the biggest barriers to learning in the South African Education System. The curriculum and education system as a whole does not adequately respond to or give a blue print on effective classroom management styles to be used by educators to cater for the needs of learners experiencing barriers to learning. This has adversely affected such learners and has resulted in massive numbers of drop – outs, push – outs and failures.

2.5.2 Barriers to Learning and Development

All barriers to learning and development should be addressed in our classrooms and schools. Frequent causes of learning difficulties include: disability, language and communication, lack of parental recognition and involvement, socioeconomic factors as well as attitudes (DoE 2010:12).

❖ Understanding disability as a barrier to learning and development:

Most understandings of disability relate to individual deficits. As a result, disability has always been regarded as a learning barrier. The most common barriers include: visual loss, hearing loss, speech and language difficulties, intellectual disabilities, physical disabilities, psychological disorders, neurological disorders.

❖ Policy implications and guidelines for addressing disability as a barrier:

Learners who experience barriers to learning as a result of disability should be welcomed in ordinary school environments with the necessary support, in order that they may achieve their full potential. Teams that include parents, teachers and other relevant professionals should establish the nature and extent of support needed by the learner (Mostert 2011), making use of the processes outlined in the Strategy on Screening, Identification, Assessment and Support (SIAS).

In situations where children with disabilities may not achieve certain assessment standards in specific learning areas on account of their disabilities, a policy for the straddling of grades needs to be developed in order to prevent such learners from being excluded, as research has proven that grade retention does not remedy such situations (DoE 2010: 13). Cases may include: Dyslexia and the acquisition of additional languages, Dyspraxia and communication, Dyscalculia and numeracy.

In addition, norms and standards for the provision of resources and assistive devices for learners with disabilities have to be developed in order for funding to be channelled towards providing support for such learners in mainstream schools.

Mostert, (2011) asserts that parents or caregivers play a vital role in addressing barriers to learning. Where there is a lack of support from the home, parental non-involvement and non-recognition of the parents by the system create a lack of respect

for parents as informed role-players in the assessment and development of their children.

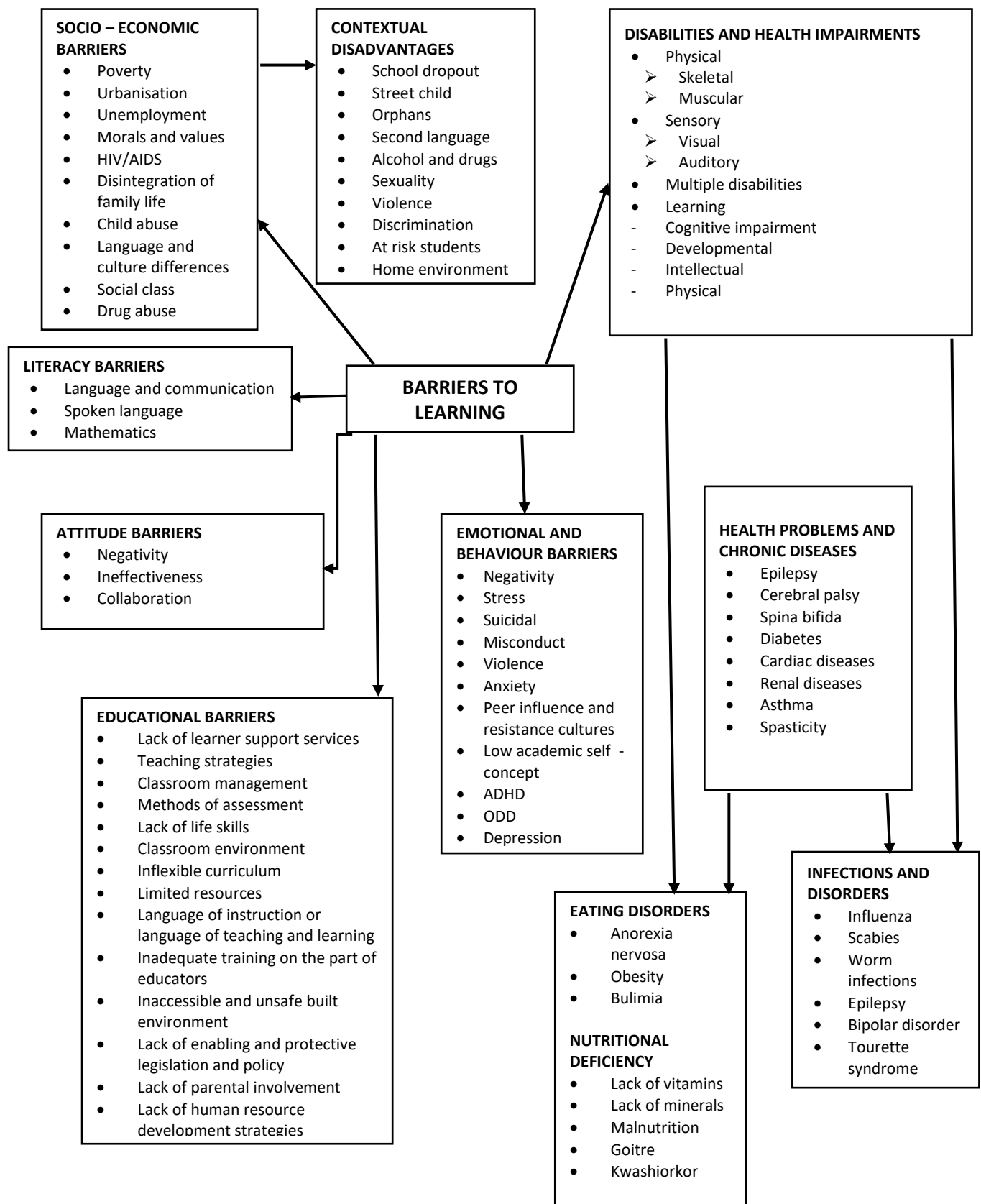
2.5.3 Learners with Special Educational Needs (LSEN)

Learners with Special Educational Needs (LSEN) are “those learners whose education requires more time, planning and effort in order to help them learn. LSEN also include those learners who were in the past labelled and put in special classes” (Smith, 2004). In this regard learners with special educational needs refer to learners with visual, hearing, mental, physical, emotional, and behavioural impairments, the gifted children who are poor, children who come from different cultural backgrounds, children who are politically disadvantaged and children who speak a different language than that of the school that the child attends (Smith, 2004). Learners with special educational needs also include children with learning problems, underachievers, poor achievers as well as children with behavioural and emotional problems. Children with developmental problems for example a delay in the development of language as well as children with fixed, physical or intellectual or sensory disabilities (Smith, 2004)

2.6 Guidelines for Inclusive Teaching and Learning (2010)

Major learning and participation barriers include social issues, negative attitudes, lack of acceptance, unfavourable socioeconomic factors, lack of community involvement, lack of parental recognition, and lack of parental participation. These lead to exclusion and the loss of opportunities (Department of Education 2010: 12). According to Education White Paper 6 (2010), barriers to learning may arise from a range of factors, including physical, mental, sensory, neurological and developmental impairments as well as psychosocial disturbances, differences in intellectual ability, differences in life experiences, and socioeconomic deprivation (Department of Education 2010: 12).

2.6.1 Mind map showing causes of different barriers to learning and development (Donald, Lazarus & Lolwana 2002)



The mind map summarises different causes of barriers to learning or learning difficulties. It is important to therefore come up with working solutions to address various barriers to learning. Barriers to learning may also arise from individual needs by learners and these needs can be categorised under personal or individual needs, physiological needs and social needs.

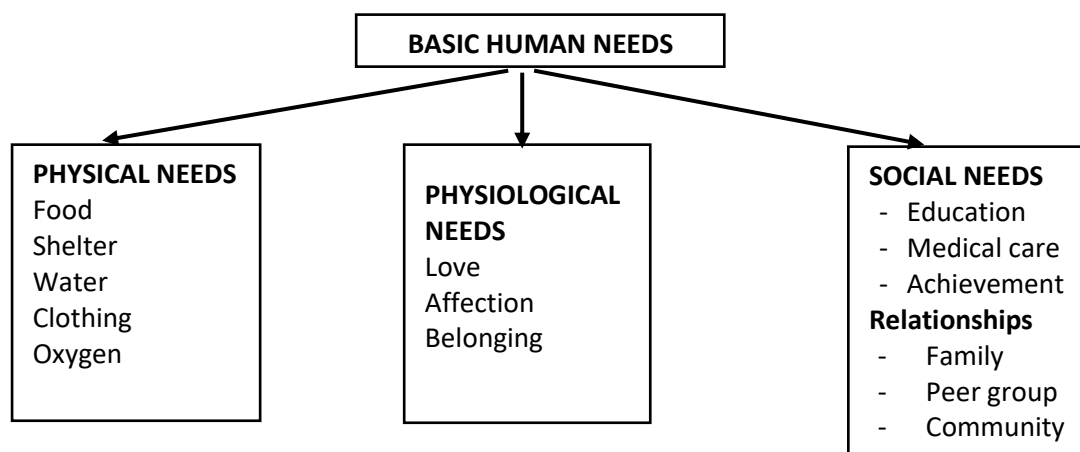
Woolfolk (2010) attests that early research in psychology conceived of motivation in terms of trait – like needs or personal characteristics. Three of the needs studied extensively in this earlier work were the needs for achievement, power and affiliation (Pintrich, 2003). In addition, Maslow's influential theory emphasised a hierarchy that included all these needs and more. Maslow (1970) suggested that humans have a hierarchy of needs ranging from lower level needs for survival and safety to higher level needs for intellectual achievement and finally self – actualisation. Self – actualisation according to Maslow is the realisation of personal potential (Woolfolk 2010: 380-381). Each of the lower needs must therefore be met before the next higher need can be addressed. Making an inference from Maslow's hierarchy of needs it can be argued that not all learners in South African schools have access to the most basic needs of food, water and shelter. This in a way can be a barrier to learning in that it can contribute to:

- Some learners not having access to decent housing as a large percentage of the population lives in informal settlements.
- Lack of access to clean water and sanitation, thus not even satisfying the most basic needs for human beings.
- Disintegrating families result in individual learners not getting the love and care from family members.
- Societal problems like homelessness, hunger and starvation may contribute to individuals being rejected from the society and lead to barriers or obstacles in education.

When basic needs are not met according to Anita Woolfolk (2010), it leads to frustration, aggression and violence on the part of learners or individuals. When a child lives in favourable conditions, the child develops positive relationships with peers and other individuals, develops fully as a person and reaches his/her potential. These positive experiences will contribute to the satisfaction of a child or learner. When a

child or learner lives in poverty, he/she is exposed to neglect, harsh treatment and abuse. The child may not develop positive relationships with peers and emotional needs are not fulfilled.

2.6.2 Basic Human Needs According to Maslow



Maslow's Basic Human Needs are essential in the education and management of learners as learners who lack some of the basic human needs tend to be defiant and at times refuse to do their school work. It is therefore important for educators to find a suitable classroom management style to manage such learners regardless of their learning needs and barriers to learning.

2.7 Barriers to Learning Emanating from Family Structures

According to Smit, S. (2007), individuals belong to a family and the primary function of a family is to physically provide for the child and look after the child. The family should mentally support the child and this includes love and support, where the child develops good self – esteem and self – worth. The family also has the responsibility to see that the child is educated and help the child adapt socially. If there is no cohesion and there are serious problems within the family, it can cause serious problems in a child's education and development. This also has a negative impact on a child's level of confidence and self - worth. Problems within the family structure that can pose problems to a child's education and development can be summarised as follows:

- Family relationships that are not good.
- Family violence, abuse resulting in divorce.
- Poverty and HIV/AIDS pandemic.

- Changing family structures like grandparents looking after children while parents are working.
- Family deaths resulting in child headed families.
- Teenage pregnancies.
- Unemployment resulting in the lowering of the family standard of living.
- Cultural differences within the family where father and mother belong to different cultural groups.

It is therefore important that a child should belong to a working family structure that has a father, a mother and children. Immediate members of the family like brothers and sisters should also play a positive role towards a child's education and development in society. Family structures that are broken and plagued with serious social, cultural and economic problems will pose a serious threat to a child's education and development (DoE, 2010: 14).

2.7.1 Barriers to Learning Emanating from the Community

According to Smit, (2007) goes on to elaborate that the family is an integral part of the community, religious groups and other social institutions. The children are taught according to the ways and customs of the culture in which they grow up. What happens in the community therefore influences the individual and the individual has an influence in the community. A properly functioning community provides security to its members. Problems arising from communities that can have a negative influence on a child's education can be summarised as follows:

- Gangsters within the community can negatively influence children or learners.
- Drug and alcohol abuse within the communities.
- Peer pressure and negative influence from friends and community members.
- Religious and cultural beliefs of the community.
- Different ethnic, cultural and racial groups forming different communities.

Community based problems can leave a long lasting imprint on an individual learner's academic performance as these problems are barriers to learning themselves. The individual learner needs education in a healthy social environment that is conducive for a learner to achieve his/her academic potential (DoE 2010: 16).

2.7.2 Socio-economic barriers

Barriers created as a result of socioeconomic factors include poor reading and print background (learners have not had preschool exposure to literacy and print in general). The parents of such learners have often had limited education opportunities. And this results in the following difficulties on the part of learners:

- A lack of exposure to numerical concepts and poor self – image.
- Sensory deprivation resulting from a lack of opportunities during early childhood to explore the immediate and broader environments.
- Poor oral language development as a result of a lack of communication, interaction and learning opportunities.
- Children with absentee parents who often return to empty homes from school tend to experience social isolation and developmental deprivation.
- The impact of alcoholism, substance abuse.
- Violence and neglect.
- Dysfunctional and anti-social behaviour patterns (e.g., petty theft and lying).
- Depression and hopelessness in adults and learners.
- Teenage pregnancy.
- Learner – headed households which often require significant additional responsibilities from learners.
- Mobility of families could create a lack of continuity in learning as a result of school – hopping.
- Changes in the family structure and family dynamics.
- Late school enrolment.
- Learners with challenging social conduct, including aberrant sexual behaviour.

2.7.2.1 How can Socio-economic Barriers Be Overcome?

This question poses a serious concern about the impact of poverty on learning and teaching. The following ways are methods of managing economic barriers to learning according to the White Paper 6 (2001) on education and training:

- Teachers need to be sympathetic towards learners and facilitate the creation of a welcoming and supporting environment.

- Experiences that involve stimulation, enrichment and play must be created. These could be enrichment programmes that involve hands-on experiences, playing with concrete objects and reading to learners (to foster the understanding that print is meaningful).
- At a social level, an environment should be created that is comforting, is compatible with listening to learners' voices as well as the detection of distress and depression.
- The school needs to reach out to communities, and should be a secure haven for learners.
- School nutrition programmes should help mitigate the effects of adverse socio – economic factors.
- Schools should establish meaningful relationships with the courts, police, relevant NGOs (e.g., child welfare) and the Department of Social Development.
- Joint procedures to discourage any form of abuse should be developed. When learners become perpetrators or victims of abuse and crime, relationships with these institutions are crucial. These issues are not limited to poor communities.
- Where district-based support teams have been established, such teams should be called upon to assist in matters of abuse and other learner-related issues.
- Where such support teams do not yet exist, institution-level support teams must be established.

2.7.3 The Curriculum as a Barrier to Learning

The curriculum is central to the teaching and learning that takes place in schools. However it is one of the most significant barriers to learning and consequently it excludes many learners from learning. Barriers to learning arise from the various aspects of the curriculum such as the content, the medium of instruction, classroom organisation and management, methodology, pace of teaching, learner and teacher support materials and assessment (Department of Education, 2005: 109)

Since 1994, many initiatives have taken place in an attempt to reform the education system in South Africa and more specifically the curriculum so as to make it more inclusive. However learners who experience severe intellectual barriers to learning and special educational needs have to be taught the same curriculum as their

mainstream counterparts. It is important however to note that in order to overcome this barrier to learning, the curriculum has to be differentiated and assessment standards need to be modified in order to support these learners.

According to Smit (2010), Barriers to learning arise from different aspects of the curriculum such as:

- The content that is what is taught.
- The language of teaching and learning or medium of instruction.
- How the classroom or lesson is organised or managed.
- The methodology and processes used in teaching.
- The pace of teaching as well as the time available to complete the curriculum.
- The learning materials and support equipment that is used as well as how learning is assessed may not be flexible (White Paper 6, 2006: 19)
- The content may be above the learner's stage of development and this might become a problem if the teacher is not able to adapt the curriculum.
- Some subjects taught in schools might become a barrier for example a learner might not be good in mathematics, chemistry, physical sciences or languages.

2.7.3.1 Ways to Overcome Curriculum and institutional Barriers to Learning

Smit, (2010), argues that the most important way of addressing barriers arising from the curriculum is to make sure that the process of learning and teaching is flexible enough to accommodate different learning needs and styles. The curriculum must therefore be made more flexible across all bands of education so that it is accessible to all learners, irrespective of their learning needs or learning difficulties. Smit, (2010) further attests that one of the key tasks of district support teams in South Africa will be to assist educators in schools and institutions of learning in creating greater flexibility in their teaching methods and in their assessment of learning. The district support teams will also provide illustrative learning programmes, learning support materials and assessment instruments.

2.7.4 Educational Barriers

Educational barriers are mostly the barriers that exist in the classroom where the teacher has a big responsibility towards the learners with impairments, disabilities, barriers to learning as well as special learning needs (DoE 2011: 3). Barriers associated with educational barriers in the classroom may be:

- Lack of learning and learner support from both the school and the teacher.
- Teaching strategies by educators which prove to be too difficult for learners to master or comprehend.
- Classroom management by the educator as well as the classroom environment.
- Assessment by the school or individual educators, whether it is flexible enough to accommodate the different needs of learners.
- Lack of life skills.
- Inflexible curriculum.

2.7.4.1 Educational Barriers on the Part of Learners

- Learners may have transport problems to and from school.
- Some learners may lack medical treatment which might have a negative result of preventing learners from coming to school.
- Neglected problems to do with disabilities and impairments on the part of a learner may hinder development.
- Inadequate nutrition on the part of a learner can contribute to a lower capacity for learning and concentration due to the dropping of sugar levels of learners when they have not taken in food.
- Some learners might have stress and anxiety due to family problems which may cause lack of concentration in the classroom.
- Lack of parental involvement.

2.7.4.2 Educational Barriers caused by Teachers or Instructors

- The teacher may lack knowledge on inclusive education and barriers to learning which may result in learning problems not being noticed on the part of learners.
- Inadequate training on the part of teachers

- Lack of training on the part of teachers and lack of resources may lead to frustration and negative attitudes
- Teachers may lack knowledge on teaching strategies and this might result in teachers failing to deal effectively with learners experiencing barriers to learning.
- The methods used in teaching as well as how the class is managed or organised can also present difficulties to learners who experience barriers to learning.

It is important to note that if instructors and educators are equipped with suitable classroom management strategies, they can easily manage their teaching and learning activities, behaviour, administration of tasks and examination with ease. Those educators who lack basic knowledge of classroom management as well as proper training will find it challenging to manage learners who are experiencing barriers to learning.

2.7.5 Barriers Emanating from Classroom Communication, Inaccessible Environment and Lack of Support Services

- The teaching language or medium of instruction might not be in the learners' mother tongue and the learner might struggle with the second or third language use.
- Some learners experiencing barriers to learning or impairments might have communication problems verbally or written which may also have an influence on assessment.
- Classroom facilities might not cater for barriers to learning or impairments.
- The schools or learning institutions might have limited resources due to lack of funding or financial constraints.
- Poverty on the part of families and societies might have an impact on resources that are needed for use by learners who experience barriers to learning or learning difficulties.
- Unfavourable learning environment due to crime and other social ills like alcoholism and the prevalence of drugs.
- Lack of support services for learners with special educational needs.

- Full service schools, some special schools and the district support services are not yet fully functional.

2.7.6 Attention Disorders and Hyperactivity as Barriers to Learning

Attention – Deficit Hyperactivity Disorder (ADHD) is a current term for disruptive behaviour disorders marked by over activity, excessive difficulty sustaining attention or impulsiveness.

Friend, M. (2009) argues that children with ADHD are not only physically active and inattentive than other children, they also have more difficulty in responding appropriately and working steadily towards goals (even their own goals). In addition they may not be able to control their behaviour on command, even for a brief period. Friend, M. (2009) goes on to say that it is difficult for teachers to know how many children are hyperactive as the problem behaviours are generally evident in all situations and with every teacher.

2.7.7 Examples of Barriers Associated with Inattention and Impulse Control Among Learners.

The American Psychological Association (2002) summarises problems with inattention and impulse control as follows:

- The learner often does not give close attention to details and makes careless mistakes.
- The learner has trouble keeping attention in tasks and play activities and does not seem to listen when spoken to directly.
- Students are easily distracted by extraneous stimuli and lose things necessary for tasks and activities.
- The learner has difficulty in organising tasks or activities and is forgetful in daily activities.
- The learner does not follow through on instructions and fails to finish school work (not due to oppositional behaviour or failure to understand instructions)
- The learner avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort (such as school work and homework).

- The learner often blurts out answers before the questions have been completed and has trouble awaiting his/her turn.
- The learner also often interrupts and intrudes on others in conversations or games

2.7.8 Barriers Associated with Hyperactivity

The American Psychological Association (Woolfolk 2010: 133) also summarises problems associated with hyperactivity as follows:

- The learner often fidgets with hands or feet, squirms in the seat and often talks excessively.
- Some students often get up from seats when remaining seated is expected.
- Some learners often run about or climb excessively in situations in which it is inappropriate.
- The learner often acts as if “driven by motor” and cannot remain still.

2.7.8.1 How can barriers associated with ADHD be overcome?

Nylund, (2000) recommends the following strategies for teachers who teach learners with attention problems:

- Use of visuals and lots of pictures to help such learners learn.
- Recognise cultural and racial identity and be on top of the situation at all times.
- Notice when the learner is doing well and give constant praise.
- Know when to bend the rules as an educator.
- Offer a wide range of choices to learners to explore during class or lessons.
- Educators cannot tell other learners that this learner is taking medication.
- Educators must avoid lecturing because its “boring” but give broken down pieces of work that are easy to manage and complete.
- Educators must give the learners with severe attention problems time to walk around the classroom.
- Educators should be patient with such learners, give more recess and avoid giving tonnes of homework.

2.8 Barriers to Learning Caused by Language and Communication Disorders

Woolfolk, (201: 443) argues that students with communication disorders ages 6 to 21 are the largest group served by special education. Woolfolk goes on to say that these students make up to 19% of students receiving services in special schools. Language disorders can arise from many sources, because so many different aspects of the individual are involved in learning a language. Injuries can cause neurological problems that interfere with speech or language. Children who are not listened to, or whose perception of the world is distorted by emotional problems will reflect several problems associated with speech disorders, articulation disorders and voicing problems (Hallahan & Kauffman, 2006). Woolfolk (2010: 443) further elucidates that, because speaking involves movement, any impairment of the motor functions involved with speech can cause language disorders. Language development and thinking are interwoven, any problem in cognitive functioning can affect ability to use language.

2.8.1 Ways in which teachers can address language and communication barriers in the classroom

- Educators should talk about things that interest children.
- Educators must follow the children's lead. Reply to their initiations, comments and share their excitement.
- Don't ask too many questions that require long explanations or answers.
- Use a pleasant tone of voice and be a bit humorous.
- Don't be judgemental or make fun of children's language.
- Allow enough time for children to respond.
- Treat learners with courtesy by not interrupting when they are talking.
- Include learners in family and classroom discussions. Encourage participation of all learners and listen to their ideas.
- Educators should be accepting of learners and of their language.
- Provide opportunities for children to use language and to have that language work for them to accomplish their goals.

2.9 Negative Attitudes as Barriers to Learning

Negative and harmful attitudes towards difference in our society remain critical barriers to learning and development. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion, ability, sexual preference and/or other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system.

2.9.1 How Can Negative Attitudes to Barriers to Learning Be Overcome?

The labelling of learners should be discouraged since many learners find it difficult to grow beyond the limitations of the label.

It is important for teachers, parents and peer groups to adopt positive attitudes towards all learners, regardless of perceived differences.

Learners should not be categorised. They often are placed in a particular learning environment because of the category of their disability rather than because of their being not capable.

2.10 Emotional and Behavioural Problems as Barriers to Learning

Behaviour is defined as a response or reaction to what happens in the environment and is closely linked to our emotions. Behaviour can be conscious or unconscious, voluntary or involuntary response. Behaviour can be described as accepted or influenced by culture attitudes, emotions, values and ethics. Behaviour problems occur when behaviour is not acceptable, usually according to the values and norms of the specific group or setting.

Lewis and Doorlag (2003) attest that when behaviour is not controlled in the classroom, it may lead to disturbances for the learner that causes the disturbance for example lack of attention. Uncontrolled behaviour may also lead to disturbances in instruction through disrupting the teacher and other learners in the classroom can be distracted. Lewis and Doorlag go on to say that learners with behaviour problems may develop special learning needs. Their social skills are usually poor and they tend to disrupt classes and often do not pay attention to rules. Relationships between these

learners, peers and teachers are often not good. Due to bad behaviour such learners do not pay attention in class, will not effectively perceive information, do not complete assignments and have poor study skills. These learners are also distractible and act impulsively. The researcher feels that emotional and behaviour difficulties are a significant impediment to effective teaching and learning in many schools in South Africa. It is against this background that there needs to be an effective and working method among educators to manage behaviour, teaching and learning, class activities and pedagogy.

2.10.1 Factors that contribute to emotional and behaviour problems

- Hyperactivity.
- A general pervasive mood of unhappiness and depression.
- Failure to initiate interaction with others as well as excessive fear or anxiety.
- Immaturity and poor coping skills.
- An inability to build and maintain relationships with peers and teachers.
- Learning difficulties.

2.10.2 Identification of learners with emotional and behavioural problems in the school environment

- Withdrawal, unhappiness or depression.
- Temper outbursts and crying.
- Academically performing below grade level and poor coping skills.
- Avoiding social interaction and does not build and maintain relationships with peers and teachers.
- Anxiety or excessive fear, losing temper, aggression and self – injurious behaviour.
- Loss of confidence and interest in activities.
- Unacceptable or disturbing classroom behaviour.
- Inappropriate types of behaviour under normal circumstances like throwing of tantrums as well as poor social skills.

2.10.3 Methods of dealing with emotional and behaviour problems

Landsberg, Kruger and Nel (2005 :80) suggest different methods of dealing with maladaptive behaviour and giving support to learners who display emotional problems as well as maladaptive behaviour. The following are ways that they suggest can work for a classroom educator to deal with behaviour and emotional disorders:

- The problem affecting the learner must be identified and defined.
- The educator should decide on a way or ways to change behaviour through including all learners in decision making.
- Employ preventative classroom management strategies through effective teaching, frequent monitoring and clearly defined rules and procedures.
- Teach skills for accepted social behaviour and highlight the consequences of unacceptable behaviour, through modelling of behaviour, verbal instruction, role playing and so on.
- The teacher should focus on correction and control of behaviour.
- Employ effective classroom communication skills like discussions on morals and values, active listening skills, communication and interpersonal skills training.
- The teacher should help the learner to identify irrational or negative thoughts and replace them with more rational thoughts.
- Teach learners different life skills for example stress management.
- The educators should establish classroom rules and positively reinforce good behaviour.
- The educators should also make a study of the learner's background and circumstances.

2.10.4 Specific learning needs

In many cases, categorisation was convenient for the system, and not in the learner's best interests.

Do not discriminate against learners who are HIV-positive or who have AIDS. Ignorance about HIV/AIDS leads to false assumptions and/or discrimination.

All learners and staff should be treated equally. All learners should be viewed in a positive light, and there should be a determined effort to establish what every learner's real strengths are for the purpose of development.

Learners with disabilities or barriers to learning find it difficult enough to develop as it is, without further external discouragement. Schools must be welcoming environments for all learners, since any negative attitudes on the part of adults and learners in a school environment influences learners.

Schools should embark on positive awareness campaigns about difference and the value of celebrating diversity based on South Africa's Constitution.

2.11 Learner Support Systems Established To Help Reduce Barriers To Learning And To Assist Teachers In Supporting Learners

The Education White Paper 6 (2001) proposes an integrated community based model of support provisioning to learners who experience barriers to learning. This entails involving support staff from the Education District, Circuit or Ward, staff from curriculum, Institutional Development and Support, Systemic Support and Psycho – Social and Specialised Learning Support and special school resource centres in the process.

2.11.1 The District Based Support Teams (DBST)

District Based Support Teams (DBSTs) are officials who manage inclusive education in the district and “provide a coordinated professional support services that draws on expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full-service schools and other primary schools and educational institutions” (Department of Education, 2005, 2008:18). The DBSTs are important when it comes to managing learners experiencing barriers to learning as they work in liaison with schools and educators to give guidance and necessary support.

The roles of DBST:

- Training institution – level support teams in all schools in the broad and specific principles and approaches to addressing barriers to learning and development focusing to a larger extent on curriculum delivery for diverse learner needs.
- Assisting educators in specific interventions for individual learners with high support needs.
- Providing direct support to learners in terms of specialised interventions.
- Monitoring whether support funding measures are being appropriately applied at sites of learning.
- Coordinating and managing the systems for the identification of levels of needs of individual learners with high intrinsic needs at District, Circuit and school level.
- Coordinating the services of the extended network of support staff comprising the newly established DBSTs for example staff from resource schools, full service schools, social and health officials.
- Act as support services to teachers, learners and parents.
- Assist teachers by focusing on teaching and learning methods, assessment, evaluating learning programmes, provide direct support to learners.
- The DBSTs will act as mentors to educators, school management and SGBs as well as support to School Based Support Teams.
- Consist of a team of specialists who will assist the school with advice, carry out assessments, and provide professionals to support the school and the teacher in cases where the school is not able to provide the necessary support to a learner.

2.11.2 Full service schools

The White Paper 6 on Education (2001: 23) elaborates on the designation and conversion of ordinary schools to full service schools. According to the White Paper on education and training, full service schools are schools that will be converted and equipped to provide education to a wider range of learners, including all learning needs of learners as well as addressing barriers to learning (DoE, 2010: 7). More functions of full service schools discussed on the White paper for education and training are as follows:

- Full service schools will be able to attend to a larger variety of diversity and will be assisted to develop their capacity to provide for the full range of learning needs and to address barriers to learning.
- These schools will be better equipped with resources to support special needs learners and learners who experience barriers to learning through more supportive devices and more flexibility in teaching.
- Special attention will be paid to developing flexibility in teaching practices and styles through training, capacity building and the provision of support to learners and educators in these schools.
- Full service schools will receive support in the form of physical and material resources, as well as professional development for staff.

2.11.3 Special Schools

The United Nations definition, a special school is a school catering for students who have special educational needs due to severe learning difficulties, barriers to learning, physical disabilities and behavioural problems (UNESCO 2000). Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. Special schools provide individualised education, addressing specific needs. Student to teacher ratios are kept low.

2.11.4 The place and role of a special school in the context of South Africa according to the White paper 6 on education and training:

- Overall quality of education services that special schools provide will be raised.
- Special schools will function as resource centres of the district support team concerning expertise and support in curriculum, assessment and instruction.
- The new roles for the special schools will include providing particular expertise and support, especially professional support in the curriculum.
- Previously in South Africa, learners were put in special schools according to the category of their disability or learning needs. This will be changed and learners will be placed in special schools according to the support that is needed.

- Improved quality of special schools will also include the provision of comprehensive education programmes that provide life – skills training and programme to work linkages.
- Special schools will render services such as workshops for educators and develop learning material, make learning materials available by sharing them with other schools. The school could also set up a helpline for educators or parents to telephone in with queries.
- Special schools will accommodate learners that cannot progress in the mainstream schools, due to their disability or learning difficulties.
- The White paper explains that, to assist special schools in functioning as resource centres in the district support system, there will be a qualitative upgrading of their services.

2.11.5 School Based Support Teams (SBST)

Another way of reducing barriers to learning and effectively addressing special learning needs according to the White paper 6 on education and training is through the establishment of school based support teams. A carefully selected SBST may provide most of the support that a learner with special needs need (Engelbrecht 2004: 22). The advantage with this is that the learner will be supported in the classroom or school and the learner need not to be taken from the familiar surroundings (the school) to receive support. The SBST can contribute to changing the teaching and learning situation by advising the teacher. The White paper goes on to define and elaborate on the roles of the school based support teams as follows:

- The School Based Support Team (SBST) is a support team based at the school. This team will support the teacher and/or the learner. This team will be involved in removing or reducing barriers to learning in the school and/or in the community.

2.11.6 Characteristics of School Based Support Team (SBST):

- The SBST will ensure quality education to all learners.

- Collaborate with role players such as the class teacher, the problem solving team, consisting of other teachers, parents, therapists and other professionals from the District Support Team.
- The SBST should not be larger than seven members, should be trustworthy and should have the learner's interest at heart.
- The team should establish a policy of handling of teachers with barriers to learning.
- The SBST team should be concerned with promoting good relationships with NGO's and the DST as well as encourage teachers to attend workshops and training sessions.
- The team should keep themselves updated with new policies and plan regular meetings.
- Build networks with the department of: Welfare, Health and promote co – operation with parents and community members.
- The SBST should keep all the records of learners and advise class teachers of curriculum adaptations and teaching strategies.
- The team should closely monitor the learner's progress and make suggestions for adaptations when necessary.

2.12 The Development of Individual Education Programme (IEP) As A Way of Supporting Learners Experiencing Barriers to Learning

The Department of Basic Education (2009) refers to the Individual Education Programme as special education and related services specifically designed to meet the unique educational needs of a learner with a disability/impairment, learning problem/difficulty as well as learners experiencing barriers to learning. The Individual Educational Programme creates an opportunity for parents and educators to work together as equal participants to meet the learner's needs. The IEP is a commitment in writing of the intervention and resources the school agrees to provide. The IEP serves as a focal point for clarifying issues and cooperative decision making by parents, the student and school personnel in the best interest of the learner. The document is an individualised plan, to suit the educational needs of each learner with learning barriers and it is agreed on by the teacher, parents and if possible, the learner.

2.12.1 IEP report

PRELIMINARY REPORT FOR REFERRAL TO THE IEP Confidential		
TEACHER:		
LEARNER INFORMATION:		
Surname:	Name:	
Age:	Grade:	
Position in family (e.g. 2 nd of 4 children)		
PARENT INFORMATION		
Surname:	Father:	Mother:
Tel no/Cell no:	Fax no:	Email:
Address:		
MEDICAL INFORMATION:		
Medical Practitioner:		Medical Scheme:
		Medical aid Number:
Known impairments or illnesses:		
ADDITIONAL LEARNER INFORMATION:		
IQ if available	Vision:	Hearing:
COGNITIVE/INTELLECTUAL: (e.g. slow learner, attention, perception)		
Scholastic achievement Last marks available in:		
Language:	Mathematics:	Social Sciences:
Art and culture:	Science:	Life Orientation:
Technology:	Geography:	History:
PHYSICAL: (e.g. HIV/AIDS, CP., etc)		
EMOTIONAL: (e.g. Bereavement, emotional disability, disruptive, divorce, etc)		

SOCIAL: (e.g. relationships with teacher, peers)					
MORAL: (e.g. Bullying, fighting, stealing etc)					
Poverty checklist (e.g. Does the father/mother work, father/mother's health, Welfare's involvement, etc)					
PRELIMINARY SUPPORT PROCESS FOLLOWED BY THE PRINCIPAL AND STAFF MEMBERS:					
<i>Suggested intervention:</i>					
	Intervention (what will be done)	Starting date (when?)	Duration (how long?)	Involved persons	Motivation for specific intervention
PHYSICAL DIMENSION					
INSTRUCTIONAL/COGNITIVE DIMENSION					
EMOTIONAL/SOCIAL BEHAVIOUR DIMENSION					
MORAL VALUES					
COLLABORATIVE DIMENSION					
OTHER					
Attach additional reports from e.g Welfare, medical practitioner etc					

2.12.2 The IEP document and what it should entail according to the Education White Paper 6 (2001)

- The document must be in writing and the information in it should be recent containing relevant data from both formal and informal assessments and observations.

- All data presented should be accompanied by an explanation to all the members of the IEP team so that the learner's current functioning level is clearly indicated.
- The IEP should include details of formal tests that have been administered by professionals.
- Examples of learner's work must be included especially if the teacher is uncertain about the nature of the problem.
- The present level of educational performance must be included in writing or examples to describe the student's strengths, weaknesses and learning styles.
- The IEP must be reviewed once a year or more often if necessary.
- It should be a standardised form, completed for each individual learner with a special educational need and should record information on set goals, performance, short term objectives, special education services suggested, parental consent and indicate all persons involved in the plan and stipulate their role in the learner's progress.

2.12.3 Characteristics of the IEP

- The IEP is developed by the committee that includes the members of the School Based Support Team (SBST).
- It contains goals and objectives based upon the learner's recent level of educational performance.
- It is a document that is revised as the needs of the student change and the review of the IEP serves as an evaluation of the student's progress towards meeting the educational goals and objectives.
- The IEP covers all problem areas including communication, emotions, behaviour, socialisation, present level of academic performance, motor skills and vocational skills.
- The IEP is realistic and appropriate that is its goals and objectives should fit the learner's current level of functioning and academic abilities.
- It must be understandable written in a language that is comprehensible to both parents and professionals.
- It should be mutually developed and represents a consensus among parents, the learner, school personnel and members of the SBST.

- The IEP must have timelines for the development, implementation and re – assessment and it must be reviewed at least annually by the IEP committee.
- It must focus on what works for the learner and must empower both the learner and parents.
- It must indicate specific remedial services to be provided and the extent of a child’s participation in regular activities and mainstream education.
- The IEP must specify time schedules and anticipated duration of remedial therapy and state evaluation procedures.

2.12.4 The development and Implementation of IEP

The class teacher is fully responsible for the implementation of the IEP plan. The class teacher is also responsible for all adaptations that are necessary in the classroom so as to be able to accommodate the individual learners with different educational needs. The teacher will be responsible for the assessment of learning problem and outcomes of the lesson. The responsibility of the teacher will also be the selection of curriculum content, learning support strategies and methods as well as the assessment of progress.

2.13 A Holistic Approach to Learning Support

It is important to note that learners should be helped and guided to minimise, overcome or remove barriers that hinder learning and development process. In this regard all role players should play their part and not leave everything to the classroom teacher to address several problems associated with barriers to learning. The concept of learning support according to Landsberg *et al.* (2005:48), is the acknowledgement of “the potential of each learner to grow at his own pace towards his maximum level of independence in his/her learning, using strategies and practising learning styles of choice, and each reaching a level of achievement in accordance with his/her unique abilities. It further relies on the collaboration of people from the systems to which the learner belong; to participate variously in the process of their learning” (Landsberg, 2005). Various intervention strategies should therefore be put in place to support learners who experience barriers to learning.

According to Landsberg et al (2008: 382), intervention means to “come in, or to affect, modify or prevent”. Intervention is therefore a technique or a procedure that interrupts or modifies the learning or development of a learner. Interventions on the education of learners should be aimed at positive results. The intervention should be aimed at the holistic support to the learner. Epstein, cited in Landsberg et al. (2005) attests that: ‘The way schools care about children is reflected in the way schools care about the children’s families’. This statement challenges educators to reflect critically and therefore honestly about their personal views and values with regards to children’s learning and personal development.

2.13.1 Guidelines For Teachers To Follow When Addressing Barriers To Learning In The Classroom.

- Embrace social acceptance and acknowledge learner diversity
- Modify the curriculum to suit different needs of individual learners.
- Employ effective classroom management styles.
- Adaptation of instruction and teaching methods and ensure the maintenance of a healthy classroom environment.
- Maintain positive classroom communication and employ the use of assistive technology for example computers, optical devices, visual devices and so on.
- Encourage positive parental involvement in the education of their children.
- The classroom should be organised in a way that ensures a positive learning environment for example arrangement of desks, sitting plans and so on.
- The educators should address information processing skills, language and literacy as well as reading skills.

2.13.2 Policy Implications and Guidelines Fostering and Promoting Parental Recognition and Involvement

The roles of parents as partners in their children’s learning and school life need to be supported and upheld. Parents have a key role in the screening, identification, assessment and support of their children for effective decision-making regarding the nature and extent of the support their children require. When parents take an active interest in their children’s teaching, learning and assessment, this enhances inclusion

and facilitates proper management of classes by educators. In the case of certain disabilities and illnesses, it is imperative that the parents consult community-based clinics and/or other professional practitioners (including teachers) in order to conduct an initial assessment and to plan a suitable course of action for the learner. Parents have a responsibility to share information with the school that will facilitate inclusion and this involves:

- Early identification of disability is crucial for effective strategic intervention.
- General newsletters can assist in keeping parents informed of school programmes and developments.
- Information sessions and workshops to enable parents to better understand their children and their emotional and behavioural problems are effective.
- Staff from district- based support teams, including psychologists and social workers, could assist at such workshops.
- Where appropriate, school-based support teams should be strengthened by expertise from the local community, district-support teams and higher education.
- Schools need to be informed about, and responsive to, the communities from which their learners come. Issues of poverty, crime and violence also have an impact on learning.

2.13.3 The National Curriculum Statement (NCS)

The researcher notes that the curriculum can also be considered as a barrier to learning. It is important to note that when managing learners experiencing barriers to learning in the classroom, the curriculum should be adapted in such a way that it caters for the needs of all learners in terms of managing behaviour, pedagogy, administration of classroom activities, examination as well as emotional support. The researcher feels that although the CAPS curriculum has been adapted to address inclusion, it does not fully address all the needs of learners who experience barriers to learning especially on the management aspect of such learners.

The National Curriculum Statement (NCS) adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and

physical needs of learners will be addressed in the design and development of appropriate learning programmes (DoE 2002: 10.)

The National Curriculum Statement has several components that allow for adaptation. Its flexible features include:

- The outcomes and assessment standards emphasize participatory, learner – centred and activity-based education.
- The NCS leaves considerable room for creativity and innovation on the part of educators in interpreting what and how to teach as well as in selecting the appropriate management style for their classrooms.
- Overview of the National Curriculum Statement (DoE, 2002). Learning outcomes do not prescribe content or method. Therefore, content and methodology could be appropriate for a learner's needs. (DoE, 2002: 14).
- Activities can be flexible and the context can be made relevant to the learners' needs (DoE, 2003: 10).
- More time can be provided for the assessment and execution of a task. (DoE, 2003: 11).
- Assessment strategies are flexible. The learning programme can be structured to meet the needs of the specific learners (DoE 2003: 1-2).

The CAPS curriculum emphasises the principles of social justice, healthy environment, human rights and inclusivity. Teachers are therefore encouraged to consider any particular barriers to learning and/or assessment that exist in different learning areas and make provision for these when developing learning programmes. A lesson plan time allocation can range from a single activity, to a term's teaching, or more time if necessary, depending on learner needs, (DoE 2012)

The Guidelines to Inclusive Learning and Teaching are a sequel to the strategy for Screening, Identification, Assessment and Support (SIAS), which has been developed to enable teachers to identify learner needs. Learning programmes, work schedules and lesson plans have to be designed on the basis of the needs and strengths profiles of the majority of learners in a school, phase or grade. Lesson plans have to provide differentiated learning, teaching and assessment activities to ensure effective multilevel teaching. However, in addition to these forms of differentiation, teaching and assessment activities will be adapted at lesson plan level for learners who need

specific additional support as a result of individual barriers to learning. Those involved in this process of adaptation must include the teachers and parents as well as school-based and district-based support teams (where they exist). Other relevant professionals from the communities can also be consulted, (SIAS 2014).

2.13.4 Differentiation of Learning Programmes To Manage Learners In An Inclusive Education System.

According to the guidelines for inclusive programmes: (DoE, 2007: 41), Curriculum differentiation refers to modifications that relate specifically to instruction or the content of the curriculum. Curriculum differentiation deals with adaptation, modification and any adjustment to the: learning teaching and the assessment environment, learning teaching and assessment techniques, learning teaching and assessment support material that enhance a learner's performance or allow at least partial participation in a learning activity, structure and number of learning programmes and assessment (DoE, 2007: 41).

2.13.5 Flexible Features of Differentiation According To The National Curriculum Statement (NCS)

- Outcomes and assessment standards that emphasise participatory, learner centred and activity based education, which leave considerable room for creativity and innovation on the part of educator in interpreting what and how to teach.
- Learning outcomes do not prescribe content or method. Therefore, content and methodology could be appropriate for a learner's needs.
- More time can be provided for assessment and execution of tasks.
- A learning programme can be structured to meet the needs of specific learners.
- Educators are encouraged to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing learning programmes.
- Time allocation and weightings regarding learning outcomes and learning programmes should vary according to the learner's needs.

- Flexibility in the selection of appropriate assessment standards according to the individual needs of the learner is possible.

The White Paper 6 further elucidates on the provisions by the Department of Education by saying that: The extent and nature of curriculum differentiation will only be determined after a thorough assessment of individual learners (DoE 2001: 31). In this way, learning programmes, work schedules and lesson plans have to be designed on the basis of the needs and strengths (profile) of the majority of learners in a school, a phase or grade. Lesson plans have to provide differential learning, teaching and assessment activities to ensure effective multi – level teaching. However, differentiation of learning, teaching and assessment activities will be required at lesson plan level for learners in a class who need specific additional support because of individualised barriers to learning.

2.13.6 Differentiation and the Learner

A differentiated curriculum offers a variety of ways for learners who differ in abilities, knowledge and skills to access a shared curriculum. Educators offer adaptations to what learners learn (content), how learners learn (process), and how learners demonstrate what they have learned (product), (Department of Basic Education, 2011: 5 – 6)

“Differentiation is not a recipe for teaching. It is not an instructional strategy. It is not what a teacher does when he or she has time. It is a way about teaching and learning. It is a philosophy. As such, it is based on a set of beliefs, that: students who are the same age differ in their readiness to learn, their interests, their style of learning and their life circumstances, the differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn and the support they need from the teachers and others to learn it well. They will learn best when supportive adults push them slightly beyond where they can work without assistance.....” (<http://www.adifferentplace.org/>)

The differentiation of the design of learning programmes in special schools, special schools as resource centres, and full-service schools to suit the needs, strengths and interests of learners experiencing barriers to learning could influence: The straddling

of grades and phases, the number of learning programmes, the weighting of learning programmes, the duration of learning programmes, measures for portability, decision – making criteria around progression and certification as well as the formulation of individual learning programmes.

2.13.7 Differentiation and Lesson Planning

Differentiation at the level of the lesson, task and activity – at the interface between the proposed curriculum and the learning needs of individual pupils – implies adjusting tasks to the various interests, needs, aptitudes, experiences and previous achievements of diverse groups of pupils, (Byers & Rose 2004: 78 – 79).

This entails careful consideration of:

Content – so that learners work on various aspects of the same subject matter, Interest and ensuring that activities have relevance to pupils' own experience and sources of motivation.

Level – enabling pupils to work on similar concepts at levels that reflect their previous achievements.

- Access – so that material is presented to learners through various modes, whether aural, visual, tactile, concrete, symbolic, linguistic or via information technology.
- Structure – whereby work may be presented, for example, in small, developmentally sequenced, subject-specific steps for some learners and in conceptually holistic integrated chunks for others.
- Sequence – allowing learners access to material in varying orders, which may be planned in advance or determined spontaneously through learner preference.
- Pace – encouraging learners to work through material at varying speeds.
- Response – acknowledging that learners will respond to similar activities in a variety of ways, either because the teacher has planned to request different outcomes from different individual learners or because learners spontaneously respond in different ways.
- Staff time – allowing individual learners different amounts and qualities of staff support, varying from intensive one-on-one input, through pauses permitting

delayed responses, to occasional guidance for learners who work mostly independently.

- Teaching style – ensuring that learners experience a range of approaches to teaching from didactic classroom presentations, through investigative, experiential field work to discursive tutorials.
- Learning style – giving learners opportunities to respond to teaching in a variety of ways, whether by listening passively, participating actively in explorations and discoveries or taking the lead in solving problems.

2.14 Classroom Management

The study deals with the exploration of Suitable Teachers' Classroom Management Style in accommodating the needs of diverse learners experiencing barriers to learning. It is therefore important to explore the philosophical origins of classroom management as well as different classroom management styles that are contained in literature. Different classroom management styles from literature review will serve as a benchmark against which different classroom management styles from educators in Johannesburg East District will be measured. Literature review on classroom management will also enrich and add value to the research problem.

2.14.1 The philosophical origins and perspectives of classroom management

The philosophical origins and perspective of classroom management as well different classroom management styles, (Dr. Gordon 1978) attests that an effective approach to classroom management is the importance of developing meaning and mutually beneficial relationships between educators and learners. Dr. Gordon rejects traditional models of reward and punishment because they are based upon an assertion of power and foster no intrinsic motivation. Instead, he focuses on how student's conflict can be resolved in a way that will improve their relationships with their teacher and peers.

Dr. Gordon Recognises that conflict is an inevitable part of relationships because each person is an individual with unique values and needs. When conflict arises in the classroom setting Dr. Gordon suggests that the first step is to use a graphic tool called a "Behaviour window." The purpose of a Behaviour Window is to determine if "problem

exists, who owns it and what skill can be used to solve it" (Gordon Training International, 2007). If a student owns the problem, the second step for the teacher is to engage in active listening. This process communicates to the student that the teacher cares and is genuinely engaged in conversation. If the teacher owns the problem, Dr. Gordon suggests that the second step of the resolution process begin with the "I – Message". This means that the teacher will initiate the conversation by explaining his/her feelings to the student. The purpose of the I–Message in this case according to Dr. Gordon is to confront someone else's behaviour without being confrontational. The final step in the "No – Lose Conflict Resolution." The purpose of this final step is to come up with a solution that everyone can be invested in. If both parties participate in creating a solution, the solution is more likely to work. The implementation of Thomas Gordon's theory of conflict resolution must therefore be based on helping student relations grow positively out of conflict, rather than degenerate.

According to Thomas Gordon, the basis for a manageable classroom is developing positive relationships with students. Many other educators support this idea through the use of I - messages and active listening; some have even gone as far as to include it as part of a curriculum.

Philosophy and Theories of classroom management according to Glasser's "Choice Theory" on classroom management posit that students must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self – esteem and will exhibit greater levels of self – confidence and higher levels of cognition. This approach to classroom management according to Glasser creates a safe space to learn, as mainly it is the learners space, their classroom, they own it, they will decorate it and they will decide the rules. Glasser goes on to say that when this sense of ownership is established, the learners will come to class willingly and with enthusiasm because they want to be challenged.

Kounin's management style addresses the fundamentals of classroom theory in concrete language and states that students must be made aware of all expectations, then, if these expectations are not met, some form of desist strategy is required.

Kounin's pragmatic and practical approach blends nicely with the existentialist philosophy of Kohn and Glasser, resulting in the perfect approach to classroom management. Kounin has determined that the mastery of classroom management must include a display of the ability to teach to the learning style of the group instead of the individual, and organizing of lessons and teaching methods. The goal of classroom management is to create an environment which not only stimulates student learning but also motivates students to learn. Kounin's approach is in line with both Glasser and Kohn as he also posits that the keys to successful classroom management is in preventing management problems from occurring in the first place by putting into place good organization and planning.

2.14.2 Assumptions of the nature of young people and learning

Current assumptions are that students are helpless, uneducated raw material, who are powerless and subordinate to the teachers and must be controlled and forced to learn. However, Glasser states that students are competent young people who are internally motivated. Motivation and compliance are fused and muddy words in the current pedagogical discourse--motivation comes from within, therefore attempting to motivate someone is inherently manipulative. Glasser's "Lead Management Theory" moves away from the notion that students must be manipulated, controlled, and forced to learn, instead persuasion and problem solving are the central components of this theory. Students are considered competent young people who are responsible for their own education, and the teacher is really a facilitator who shares the power with the students by including them in decisions as to how their learning environment/classroom structure should be set up, with the teacher inviting student input on every facet of the course. Another main component of both these theories is cooperative learning which provides a sense of belonging for the students. Belonging provides the initial motivation for students to work, and as they achieve academic success, they work even harder. Group work also means no more individual grades as the grades are shared by the team, and where the weaker students are helped by the stronger students. In boss management, weaker students experience only failure and eventually stop learning completely and usually drop out, whereas dropping out is virtually eliminated with lead management.

Glasser attests that there is nothing wrong with our students, the problem lies with management. Effective management has been lacking in our schools for too long and lead management can solve this problem. The lead teacher is a facilitator who provides students with the tools they need to succeed in the course as well as providing a cooperative atmosphere in which to learn. Lead teachers expect students to inspect and evaluate their own and other students' work. When the students keep their own records regarding the quality of their work, they are aware of their progress which is also empowering. Lead management teaching gives students charge over their destiny; they learn more, it gives them authority, power, belonging, and love, and allows them to realize their intellectual potential. Lead management teaching grants students their dignity, it humanizes, gives them freedom and choices, for without these they are left to wander in a maze of ignorance, a burden to all. Students taught in a lead management classroom have creative and inquiring minds who unequivocally contribute to the greater good.

2.14.3 The nature and aim of classroom management

Pretorius and Lemmer cited in Coetzee *et al* (2008: 24) define classroom management as a process of working with and through individuals, groups and resources, whether they be learners, educators, administrative staff, parents or other stakeholders to accomplish general educational goals and specific learning outcomes. Pretorius and Lemmer further note that managing a classroom makes many demands on an educator. The educator has to take full responsibility for the effective management of everything that happens in the classroom. This implies that the educator must manage tasks, learners, time tables, target dates and resources (UNISA 2006: 5)

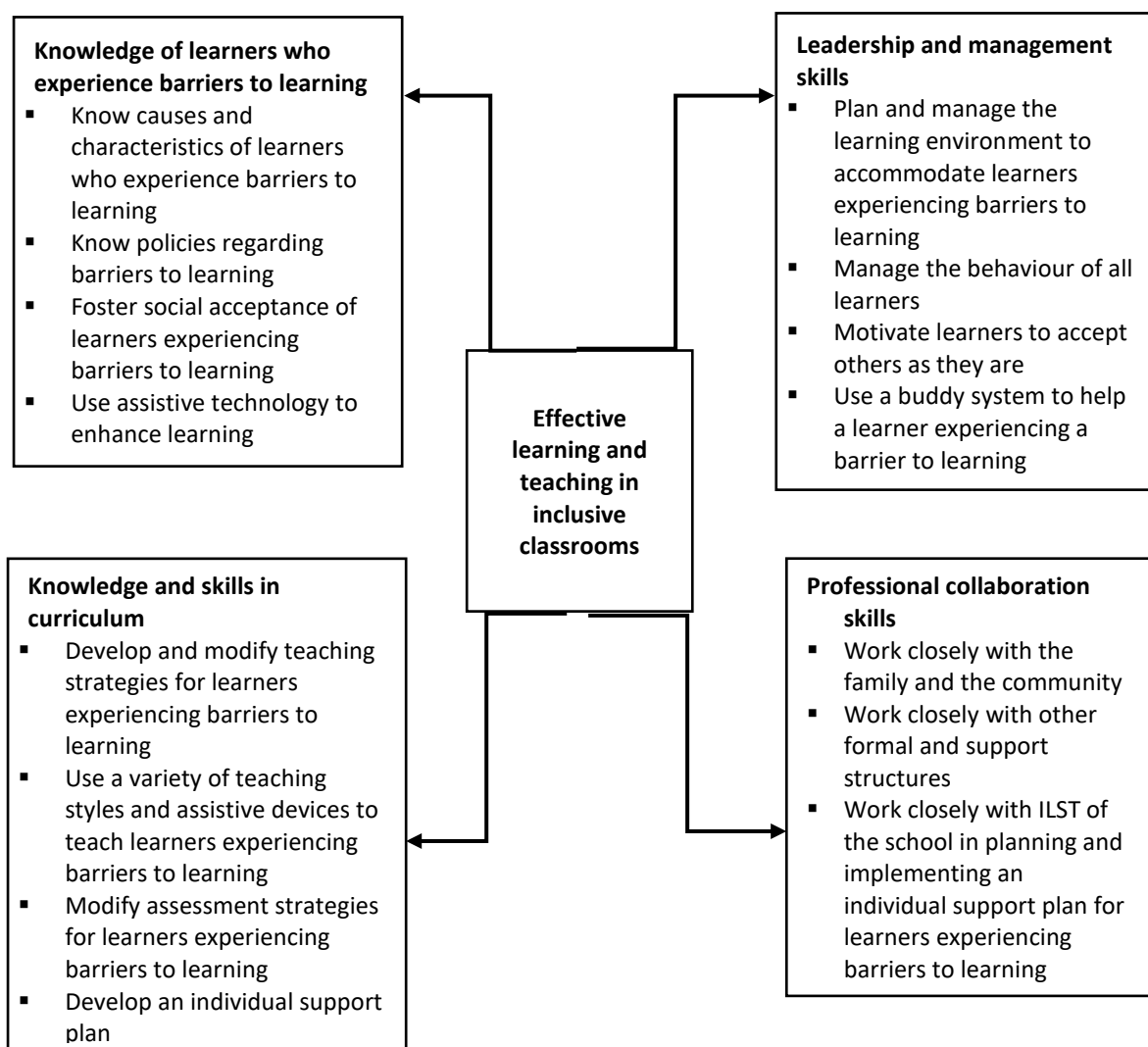
Van Deventer and Kruger (2003: 18) define classroom management as planned, organised activities and procedures which allow for effective teaching and learning to take place. They go on to say that it is characterised by well – planned and varied lessons, minimal disruptions and disciplinary problems as well as calm and efficient problem solving. It calls for differentiated instructions for learners with different needs, established routines for specific behaviours as well as an atmosphere of respect consistency.

Pretorius and Lemmer (1998: 55) further attest that the most generally accepted viewpoint on the functions of a manager is that the manager decides what must be done and how it must be done, gives instructions that it should be done and determines whether it has been done. In this regard the aim of classroom management is to plan, organise, lead and control the teaching and learning process in such a way that the learner will get the maximum benefit from the process.

2.14.4 The Educator as leader, administrator and manager

According to the norms and standards for educators, there are seven key roles which competent educators ought to fulfil as educators. One of the key roles is that the educator should display competent leadership and administrative roles as a manager of his/her classroom. In this regard the educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures (Gov. Gazette 2000: 13). According to the norms and standards for educators, these components are to be performed in ways that are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs.

2.14.5 Effective Teaching in an inclusive classroom as a way of managing learners experiencing barriers to learning



Source: Landsberg et al. (2005)

2.14.6 Use of group work as a way of managing learners experiencing barriers to learning.

Group work is a method of instruction that allows learners to work together in groups (UNISA 2006: 18). Group work can also be defined as a form of voluntary association of students benefiting from cooperative learning. The main aims of group work in a classroom is to cater for individual differences, develop skills such as communication skills, collaborative skills, critical thinking skills and socially acceptable attitudes (UNISA 2006). Groups can be used as a classroom management tool when effectively used in the classroom by educators. It is important to note that in individual groups, learners take full responsibility for their behaviours and actions. It is therefore

important for educators to make use of group work or collaborative learning as a way of managing learners who experience barriers to learning.

2.14.6.1 The role of the teacher in managing effective use of group work

According to Burdett (2003: 188 - 189), in order to effectively manage group work, the teacher should:

- Develop learners' group work skills by helping them learn how to identify group issues, listen reflectively and give constructive feedback and structure discussions.
- The teacher should help learners manage their groups, give group presentations and compile reports as well as review individual learner's contribution.
- Help learners to monitor their development, reflect on their performance and identify how they can improve.
- Clearly explain the tasks to all group members, and also explain what is expected of them. All the instructions should be well explained to learners in groups before group discussions begin.
- The teacher should equip learners with assessment skills and make available an assessment criteria to assess their group work in general and their contributions.
- The teacher should arrange proper sitting plans well in advance.

In light of the points highlighted above, one can conclude that the success of using group work in learning is strongly dependent on the teacher' approach and classroom management techniques. Burdett (2003: 189) continues to argue that if learners are not aware of what they are supposed to do in their respective groups they tend to make noise discussing their personal issues during group sessions.

2.14.6.2 Benefits of group work as a way of managing learners experiencing barriers to learning

Burke, (2011:90 – 91) asserts that group work or collaborative learning has the following benefits:

- Develops higher level thinking among learners, oral communication, self – management and leadership skills.
- Increase in student retention, self – esteem and responsibility.
- Students are encouraged to become active rather than passive learners by developing collaborative and co – operative skills and lifelong learning skills.
- Group work encourages the development of critical thinking and it promotes student learning and achievement.
- Students have the opportunity to learn from each other.
- Students have the opportunity to learn from and to teach each other.
- The focus is on student centred approach to teaching and learning and assessment.
- Students are involved in their own learning and by so doing, learning outcomes are improved. Group work also enhances social skills and interactions.
- Quiet students have the opportunity to speak and be heard in small groups, thus overcoming the anonymity and passivity associated with large groups.
- Students from diverse backgrounds are provided with the opportunity to be heard, share experiences and skills and to participate in unique ways.
- Alternative ideas and points of view can be generated among learners.
- Students develop and practice skills in decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution and team work.

It is important to note that while group work presents opportunities to learners to be heard, to have a sense of academic belonging, improve their academic performance it is also important on the other hand to look at the short comings of group work if it is not appropriately used. Group work is a great classroom management tool especially to manage learners with barriers to learning. Group work can pose serious challenges if not properly organised and can present problems to both its members as well as educators. Challenges associated with group work according to Baines (2015: 3 - 4):

- Some learners, especially those who experience barriers to learning and those who are less confident prefer to work independently, as a result they find group experience challenging and confronting.

- Some learners in a group might find it hard to accept ideas or suggestions from others and this conflict might put a stop to the flow of work until the issue is resolved.
- In larger classes, it is difficult to use group work because it becomes difficult to control learners.
- Group work is time consuming to set up and manage and the noise levels are usually high, as a result it requires strict monitoring.
- Decision making takes time on the part of the group members.
- It is very easy to avoid work especially in a large group
- Group members or learners might loaf around or hang around without doing the work. This could result in poor results or poor group performance at the end.

In light of all the disadvantages associated with group work, teachers should therefore be aware of all the requirements that are needed to set up groups that will be successful in completing tasks and achieving higher marks. Barriers to learning among learners should also be taken into account when setting up groups.

The teacher should co – ordinate, monitor and manage all group activities through proper work allocation, planning and time management. Erickson (2007) attests that group work can only be successful if the teacher plans properly and equips the learners with skills and attitudes of being good and productive group leaders.

2.15 Management of high needs or special needs students

Classroom teachers meet daily with a broad cross-section of students 12 – 22 percent of all students in schools suffer from mental, emotional, academic or behavioural disorders and relatively few receive support and interventions (Alderman and Taylor, 2002). Marzano (2003: 5)) argues that although the classroom teacher is certainly not in a position to directly address severe learner problems, teachers with effective classroom management skills are aware of high – needs or special needs learners and have a repertoire of classroom management techniques for meeting some of the learner needs.

Marzano (2003: 10) categorises learners experiencing learning difficulties or barriers to learning under the following group of students:

2.15.1 Passive students: these fall into two subcategories, that is those who fear relationships and those who fear failure. Teachers can manage such students by building a strong relationship with them and through refraining from criticising them as well as rewarding small successes, and creating a classroom climate in which students feel safe from aggressive people.

2.15.2 Aggressive students: these fall into three categories namely hostile, oppositional, and covert. Hostile students often have poor anger control, low capacity for empathy and an inability to see the consequences for their actions. Oppositional students exhibit milder forms of behaviour problems, but they consistently resist following rules, they argue with adults, use harsh language and tend to annoy others. Students who are covert may be quite pleasant at times, but they are often nearby when trouble starts and they never quite do what authority figures ask of them. Strategies of managing aggressive students in a classroom involve creating behaviour contracts and providing immediate rewards and consequences. Marzano (2003) attests that teachers must keep in mind that, aggressive students, although they might appear highly resistant to behaviour change, they are still children who are experiencing a significant amount of fear and pain.

2.15.3 Students with attention problems: these fall into hyperactive and inattentive categories (ADD & ADHD). The classroom management strategies for such learners are drafting of contracts with them to manage behaviours, teach them basic concentration, study and thinking skills, help them divide tasks into manageable parts, reward their success and assign them a peer tutor.

2.15.4 Perfectionist students: These are learners who are driven by the desire to succeed at unattainable levels. They are self – critical, have a low self – esteem and may feel inferior. Teachers can manage such students by helping them to develop more realistic standards, helping them to accept mistakes as well as giving them opportunities to tutor other students.

2.15.5 Socially inept students: these are students who have difficulty in making and keeping friends. They may stand too close and touch others in annoying ways, talk too

much and misread others' comments. Teachers can help these students by counselling them about social behaviour issues.

2.15.6 Marzano (2003) category of special – needs learners and suggestions on how they can be effectively managed.

Category	Definitions & Source	Characteristics	Suggestions on proper management of such students
Passive Students	Behaviour that avoids the domination of others or the pain of negative experiences. The child attempts to protect self from criticism, ridicule, or rejection, possibly reacting to abuse and neglect. Can have a biochemical basis, such as anxiety.	Fear of relationships: Avoids connection with others, is shy, doesn't initiate conversations, attempts to be invisible. Fear of failure: Gives up easily, is convinced he or she can't succeed, is easily frustrated, uses negative self-talk.	Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism.
Aggressive students	Behaviour that overpowers, dominates, harms, or controls others without regard for their well-being. The child has often taken aggressive people as role models. Has had minimal or ineffective limits set on behaviour. Is possibly reacting to abuse and neglect. Condition may have a biochemical basis, such as depression.	Hostile: Rages, threatens, or intimidates others. Can be verbally or physically abusive to people, animals, or objects. Oppositional: Does opposite of what is asked. Demands that others agree or give in. Resists verbally or nonverbally. Covert: Appears to agree but then does the opposite of what is asked. Often acts innocent while setting up problems for others.	Describe the student's behaviour clearly. Contract with the student to reward corrected behaviour and set up consequences for uncorrected behaviour. Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school. Give student responsibilities to help teacher or other students to foster successful experiences.
Students with	Behaviour that demonstrates either motor	Hyperactive: Has difficulty with	Contract with the student to manage behaviours. Teach

Attention problems	or attentional difficulties resulting from a neurological disorder. The child's symptoms may be exacerbated by family or social stressors or biochemical conditions, such as anxiety, depression, or bipolar disorders.	motor control, both physically and verbally. Fidgets, leaves seat frequently, interrupts, talks excessively. Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing.	basic concentration, study, and thinking skills. Separate student and put him/her in a quiet work area. Help the student list each step of a task. Reward successes; assign a peer tutor.
Perfectionist students	Behaviour that is geared toward avoiding the embarrassment and assumed shame of making mistakes. The child fears what will happen if errors are discovered. Has unrealistically high expectations of self. Has possibly received criticism or lack of acceptance while making mistakes during the process of learning.	Tends to focus too much on the small details of projects. Will avoid projects if unsure of outcome. Focuses on results and not relationships. Is self-critical.	Ask the student to make mistakes on purpose, then show acceptance. Have the student tutor other students.
Socially inept students	Behaviour that is based on the misinterpretation of nonverbal signals of others. The child misunderstands facial expressions and body language. Hasn't received adequate training in these areas and has poor role modelling.	Attempts to make friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behaviour, appearance, or lack of social skills.	Teach the student to keep the appropriate physical distance from others. Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture.

Marzano (2003: 12) contends that school may be the only place where many students who face extreme challenges and barriers to learning can get their needs addressed. Marzano goes on to argue that the reality of today's schools often demands that classroom teachers address these learning needs, even though this part is not considered as part of their regular job.

Brophy, (1996) and Brophy and McCaslin, (1992) in a study of classroom strategies examined how effective classroom teachers interacted with their specific type of students. The study found that the most effective classroom managers did not treat all students the same, they tended to employ different strategies with different types of students. In contrast, ineffective classroom managers did not appear sensitive to the diverse needs of students. In this regard it is clear that an awareness of the five general categories of special needs learners and appropriate classroom management styles and actions for each can help teachers build strong relationships with diverse students.

An analysis of literature as well as different views of scholars show that teacher – student relationships provide an essential foundation for effective classroom management and that the use of proper classroom management styles is a key to high student achievement. Adelman and Taylor (2002) are for the notion that teacher – student relationships should not be left to chance or dictated by the personalities of those involved. They go on to argue that instead, by using strategies supported by research, teachers can influence the dynamics in their classrooms and build strong teacher student relationships that will support learning.

2.16 An analysis of different classroom management styles

2.16.1 Authoritarian classroom management style

It is characterised by firm boundaries and control over learners by the teacher (Van Deventer and Kruger 2003: 144). In this style, students are assigned their seats for the duration of the whole term and they must be in their seats at the beginning of class and frequently remain there throughout the whole period. Often the class is quiet and students know that they should not interrupt the teacher. The teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention, community service or referral to the principal. In this classroom, students need to follow directions and not ask why (Van Deventer and Kruger 2003: 144).

2.16.1.2 Advantages of an authoritarian classroom management style

- Tasks as well as assignments are clearly defined.

- The teacher takes the initiative in coordinating work.
- When a high level of task performance is required, learners are able to meet their deadlines.

2.16.1.3 Disadvantages of an authoritarian classroom management style

- Learners are motivated by fear.
- There is a tense classroom atmosphere with little satisfaction on the part of learners.
- There is suppression of initiative and creative thought on the part of learners.
- There is a poor relationship between the learners and their educator as well as a poor interpersonal relationship among learners.
- This management style produces students who are ineffective at social interaction.
- There is little or learner development in terms of learners realising and reaching their full potential.
- This style does little to increase achievement motivation or encourage the setting of personal goals.
- Students in this class are likely to be reluctant to initiate activity since they may feel powerless.

2.16.2 Authoritative classroom management style

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances. The students know that they can interrupt the teacher if they have a relevant question or comment.

2.16.2.1 Advantages of an authoritative classroom management style

- The learning environment offers students the opportunity to learn and practice communication skills.
- The authoritative teacher is open to considerable verbal interaction, including critical debates which enhances the process of teaching and learning.
- The teacher has a positive, kind and supportive relationship with students and the students trust and respect the educator.
- The students feel safe as well as capable.
- Authoritative classroom management style is characterised by high levels of control.
- Encouraging discussions among learners help to build social competence.
- The mixture of lecturing and classroom discussions makes it easier for the teacher to put variety into class periods, which increases attentiveness.
- There is involvement of staff, learners and parents in the decision making process.

2.16.2.2 Disadvantages of an authoritative classroom management style

When a situation arises in which snap decisions have to be made concerning learner behaviour or any problem that may arise in class, a great deal of time can be lost because too many people have to be consulted

2.16.3 Permissive classroom management style

It is a management style in which teachers show lack of interest in a classroom. This involves an environment that is non punitive and the teacher has few demands on students and appears generally uninterested. Educators who use this management style do not impose on students. Often the teacher feels that class preparation is not worth an effort, hence the students instead enjoy a lot of freedom. Things like field trips and special projects are out of the question.

It is important however to note that permissive or indifferent classroom management style in a classroom setting has only disadvantages.

2.16.3.1 Disadvantages of permissive classroom management style

- The indifferent teacher is not very involved in the classroom, in this way the learners miss out on learning.
- The teacher appears generally uninterested and this can discourage students who are willing to learn.
- Classroom discipline is lacking.
- This teacher may lack the skills, confidence, or courage to discipline students.
- There is a high possibility that students may fail to achieve at the end of their academic year.

2.16.4 Laissez – Faire Classroom Management Style

It is a classroom management style that presents an environment that has no demands on students and learners are actively supported in their effort to seek their own needs using reasonable means Coetzee (2008: 143). The laissez-faire teacher places few demand or controls on the students. “Do your own thing” describes this classroom. The teacher accepts the students’ impulses and actions and is less likely to monitor their behaviour. The teacher strives not to hurt the students’ feelings and has difficulty saying no or enforcing rules. If a student disrupts the class, the teacher may assume that the student is not getting enough attention. When a student interrupts a lecture, the teacher accepts the interruption with the belief that the student must surely have something valuable to add. When discipline is offered, it is likely to be inconsistent Coetzee 2008: 143)

2.16.4.1 Advantages of a Laissez – faire classroom management style

This management style does not have many advantages as its advantages can only apply to practical and technical subjects within a classroom setup. The examples are: Laissez – Faire classroom management style may be of use in the art class, woodwork class where mature learners need to be creative without the conventional type of strict discipline. It creates a situation in which the individual learner has to make his own decisions, which could stimulate individual development (Coetzee 2008)

2.16.4.2 Disadvantages of a Laissez – Faire classroom management style according to Van Der Westhuizen, (1997: 198 – 199)

- Confidence and respect for the educator by learners may be forfeited.
- The performance of tasks, activities by learners may be poor and the classroom set up may lack clear cut goals and objectives.
- The teacher has little or no interest in planning, organising or the exercise of control.
- There is little or no feedback on learner performance.
- Discipline in the classroom is very weak.
- Generally there is frustration, aimlessness and indecision among learners.
- Control only focuses on controlling.
- Clear aims and outcomes are not set.

2.16.5 Classroom management styles in relation to the requirements of the curriculum policy documents

Individual teachers' classroom management style should take into account what the national curriculum for all phases requires. In this regard, it is important to note that curriculum policy documents form the basis or foundation that serves as a guideline for all individual educators as to how they should manage their classroom. This should also take into account learner diversity, background as well as barriers to learning.

The National Curriculum Statement Grades R – 12 gives knowledge skills and values worth learning in South African Schools. The curriculum therefore takes into account human rights, inclusivity, environmental and social justice while at the same time being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age and disability (CAPS 2012). The National Curriculum Statement as revised in the Curriculum and Assessment Policy Statements further embraces inclusivity. According to the CAPS document, inclusivity should become a central part of the organisation, planning and teaching at each school (DoE 2014). This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning and plan for diversity. In this respect, educators as managers of their

classrooms should have a sound understanding of how to recognise and address barriers to learning and how to plan for diversity.

The CAPS (2012) document further elucidates that the key to managing inclusivity and classrooms with learners who experience barriers to learning is ensuring that barriers are identified and addressed by all relevant support structures. In this case the support structures are the community, educators, District – based support teams, Institutional – Level Support Teams, parents and special schools as resource centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies as well as different classroom management styles as those included in the department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (Department of Basic Education, 2011: 5 - 6).

2.17 Conclusion

Various barriers to learning that affect learners have been discussed as well as various ways and methods of addressing them. It is important to note that a collaborative effort from all stake holders in education should be sought when addressing such barriers to learning and learning difficulties. The stake holders in education include the classroom teacher, the school and its educational support structures, parents or guardians as well as district and provincial education offices. Solutions that can be employed to address different barriers to learning as well as learning difficulties have been suggested. To address different barriers to learning among learners, effective classroom management strategies by classroom educators should be employed. This has also been discussed in the literature review and recommendations have been made on how learners who experience barriers to learning can be effectively managed through the use of different classroom management styles.

2.18 Summary

The chapter explored different barriers to learning that are experienced by individual learners and through the review of literature recommended solutions on addressing such barriers to learning. The chapter addressed various levels of intervention and support to assist learners who experience barriers to learning. These are school level

support where barriers are addressed by the classroom educator, school based support teams as well as the school support unit. The school support team is also responsible for drafting and coming up with an Individual Education Programme (IEP) for individual learners experiencing different barriers to learning. Outside the school level support, there are District Based Support Teams (DBST) whose roles are to assist educators in specific intervention for individual learners with high support needs.

The DBST also provides direct support to learners in terms of specialised interventions as well as managing the systems for the identification of levels of needs of individual learners with high intrinsic needs. A close follow up to these interventions should be done so as to monitor learner progress and support that is given to a learner. In order to fully implement effective learner support interventions and programmes, it is important to ensure that proper and effective classroom management styles and techniques are employed by individual classroom educators. The chapter also discussed different classroom management strategies that teachers can use to manage their classrooms that have learners who experience barriers to learning.

The next chapter is based on the research design as well as the research methods that were used to gather information or data. Issues pertaining to ethical considerations as well as the granting of permission to conduct research are also going to be dealt with and explained in the next chapter.

Chapter 3: Methodology

3.1 Introduction

This chapter entails an interpretivist approach, research design strategies and methodology which formed the basis or cornerstone for this study. The study is based on the interpretive paradigm which relied heavily on naturalist methods such as interviews, focus group discussions and participant observations. These methods ensured an adequate dialogue between the researcher and the subjects in order to collaboratively construct a detailed account of different classroom management strategies to address barriers to learning. Bruce (2009: 4) defines research methodology as a general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. He goes on to say that these methods described in the methodology define the means or modes of data collection as well as the subsequent interpretations of findings (Bruce 2009: 4). In line with the above assertion it was possible for the researcher to rely on participant observations, interviews and focus group observations to generate more information from participants so as to come up with a more detailed account concerning the study. Appropriate sampling methods were also used for example, purposeful sampling of special schools in Johannesburg East district.

3.2 Research design

A qualitative research design method was used in this study due to its interactive nature with subjects. McMillan and Schumacher (2010: 20) attests that qualitative research begins with assumptions, a world view, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning, individuals or groups ascribe to a social or human problem. In this regard, the final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description and interpretation of the problem. A qualitative research design also has advantages that it covers issues in great depth and detail. Qualitative research is also flexible and creates openness during research. It is important to note that the aim of the research is to explore suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to

learning. In this regard a qualitative research method was employed as individual educators were observed teaching in their classrooms and notes were taken down by the researcher. Focus group discussions were also used in the study through observing and interviewing a group of educators numbering four to six educators per group. This was an advantage to the researcher as follow up questions were used to get detailed accounts of participants' responses. Focus group discussions also allowed for clarification of concepts by the researcher as well as to check for the reliability of the data. McMillan and Schumacher (2010: 342) attest that a distinguishing characteristic of qualitative research is that behaviour is studied as it occurs naturally. There is no manipulation or control of behaviour or settings, nor are there any externally imposed constraints. Rather the setting is an actual classroom, school, educational institution and so on. In this regard the study took place in a school and classroom set up. Educators were also interviewed about how they manage their classrooms as well as how they cope with employing different classroom management techniques in managing learners experiencing barriers to learning.

3.3 Sampling

Neuman W. L. (2011: 241)) defines sampling as a process of selecting units for example people, organisations and so on from a population of interest so that by studying the sample we may fairly generalise the results back to the population from which they were chosen. Given that the objective or the aim of this research is to explore individual teachers' classroom management style in managing learners who experience barriers to learning, purposeful sampling was used in this study. In purposeful sampling according to McMillan and Schumacher (2010:169), the researcher selects particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research. Given that the objective of this research is to explore individual educator's classroom management style to manage learners experiencing barriers to learning, it was important to use purposeful sampling. It was necessary to select a sample of educators who have experience in this phenomenon for example experienced educators, specialist educators, school psychologists as well as psychometric and remedial therapists.

3.3.1 Sample size

Creswell, J. W. (2011: 209) defines a sample size as the number of units that were chosen from which data was gathered. Creswell goes on to say that the sample size is an important feature of any empirical study in which the goal is to make inferences about a population.

In this regard, six special schools were purposefully selected from Johannesburg East district. Logistically it was possible to collect data from these schools and inferences could be made from the findings that could represent a bigger population from the district under study. The sample size was small which made it possible and manageable to collect data, conduct interviews, observations as well as focus group discussions. Educators were observed while they conducted lessons during their teaching periods and later on in the afternoon when lessons were over, focus group discussions were conducted.

3.4 Observations

McMillan & Schumacher (2010: 350) argue that an observation is a way for the researcher to see and hear what is occurring naturally in the research site. They go on to argue that it is the mainstay of qualitative research and an essential data collection strategy. By observing naturally occurring behaviour over many hours or days, the researcher hopes to obtain a richer understanding of the phenomenon being studied. McMillan & Schumacher (2010: 350) are also of the view that in observation studies the researcher should be a participant observer that is the one who completes the observations by taking part in activities as a regular member of the group. In light of the above assertion, the researcher physically went to schools in Johannesburg East district, observed educators teach and became part and parcel of the whole research process by taking part in the study. This helped the researcher to have a deeper understanding of the topic under study and to have a first – hand experience of how individual educators managed their classrooms. Creswell (2013: 80) asserts that in participant observation we do not observe the experiences of individuals as detached outsiders, but experience them as first hand insiders. Taking into account Creswell's assertion, the researcher became an integral part of the process of teaching

and learning. This helped the researcher to understand the behaviours, attitudes and experiences of learners from the perspective of their educators. The researcher was also able to get a first – hand experience of how different classroom management styles were implemented by different educators to manage learners experiencing barriers to learning.

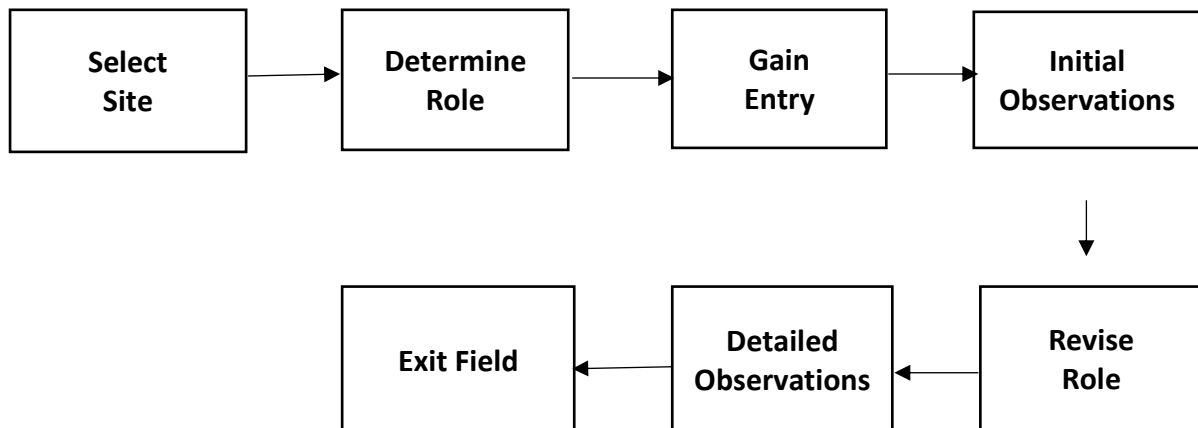
3.4.1 Advantages of participant observation in the study

- It is a direct method for collecting data or information and is best suited for human behaviour. In light of the above statement, the researcher could physically observe educators, ask questions and come up with follow up questions.
- Participant observations validates the purpose of the study and produces rich qualitative data which shows a practical picture of how different and individual educators manage their classrooms as the researcher could observe and see for himself.
- Participant observation allows the researcher to gain empathy through personal experience. By being part of the study, the researcher got insight into the viewpoints, personal experiences, values and problems that both the learners and educators encounter. This in a way gives authentic data or findings.
- Participant observations are more flexible and allow for an open mind and they help in understanding verbal responses more efficiently.

It is important to note that observations were less demanding in nature for the observer as participant educators were co – operative and the duration of lessons was standardised according to individual school time tables.

3.4.2 Steps in conducting observations

McMillan and Schumacher (2010: 350) argue that during participant observation there are steps that the researcher should follow in conducting his/her research. These steps are summarised below in a flow diagram as follows:



McMillan and Schumacher (2010: 350) are of the assertion that the researcher should select a place or site where research is going to be conducted and ensure that he/she gains entry into the field through establishing a good working relationship with individuals at the research site. Patton (2014) concurs with this assertion and says that, once the researcher has decided to investigate a certain group or organisation by means of participant observation, he/she has to seek permission from the group members or their representatives to conduct research. Patton (2014) goes on to say that the researcher should explain the aims and objectives of the study to individuals at the research site. By so doing the researcher builds trust and a good relationship with individuals at the research site. Taking the above assertion into consideration, the researcher sought permission to conduct research from the Gauteng Department of Education which was granted. Permission to conduct research was also sought from school principals. Consent to participate in the study was also sought from individual educators who were asked to complete the consent form which had all the ethical guidelines and procedures concerning the study. The researcher clearly explained the aims, objectives as well as the benefits of the study to individual educators.

In the study participant observation of individual teachers conducting their lessons was conducted and field notes were taken down. The researcher also observed how

learners conducted themselves in class, problems encountered during the delivery of lessons and how the individual educators applied their classroom management styles to deal with such problems that arose. The researcher also observed techniques and strategies that individual educators used to deal with disruptive behaviour, as well as intervention strategies to support learners who had behaviour problems which made them struggle to focus and pay attention in class. Recordings were also made during classroom observations. Observations were appropriate as they are designed to generate data on activities and behaviours and are generally more focused on setting than other methods. Field notes and recordings were used for analysis at a later stage.

3.5 Document analysis

McMillan and Schumacher (2010: 362) refer to documents as records of past events that are written or printed and these include journals, newspapers, maps, books, official minutes and so on. They go on to refer to documents as an umbrella term used to describe a wide range of written, visual and physical material relevant to the research study. It was therefore important for the researcher to analyse documents so as to have a deeper understanding of the topic under study. The researcher analysed school documents on behaviour, support and management of special needs learners such as the code of conduct so as to corroborate the findings from observations and interviews. Documents from the school's educational support units, remedial therapist as well as the school psychologists were analysed. The researcher also had the opportunity to ask questions concerning these documents during the focus group discussions. Other official documents that were analysed by the researcher included the following:

- Government circulars on special needs education
- Education White Paper 6 on Special needs education in South Africa (2010)
- Department of Education Guidelines for Inclusive Education (2010)
- Implementation of inclusive education in South Africa (2012)
- CAPS Document on Inclusive Education (2014)
- National Learner Support and Development Initiative (2008)

3.6 Interviews

Interviews with open ended questions were designed for the study and the responses of participants were recorded. The interview questions were based on literature review and the researcher's teaching experience of learners experiencing learning barriers to learning. Interviews were made after classroom observations and were administered to participants who were observed while teaching. Other participants who were interviewed were remedial therapists, school psychologists, psychometric and school counsellors. Interviews were of a great advantage to the researcher in that a variety of information could be obtained at once and follow up questions as well as clarification of information could be made by the researcher. Creswell (2014) concurs with the above assertion about interviews In that large amounts of information can be obtained quickly through interviews. Creswell goes on to say that if interviews are combined with observations they may allow the researcher to have an in depth knowledge about the subject in question through corroboration.

3.6.1 Disadvantages of interviews

McMillan and Schumacher (2010: 205) argue that the primary disadvantages of the interview are its potential for subjectivity, bias and that it is time consuming and lacks anonymity. They go on to say that the interviewer may ask leading questions to support a particular point of view or the interviewer's perceptions of what was said may be inaccurate. It is important however to note that interviews have a problem of bias that is the researcher can encourage or discourage the dialogue or a conversation in a certain direction. This problem was dealt with by avoiding asking leading questions by the researcher and giving the participants the opportunity to discuss their views, opinions and experiences concerning the study.

3.7 Credibility and Trustworthiness

According to Lincoln and Guba (1985: 290) the aim of trustworthiness in a qualitative research inquiry is to support the argument that the research findings are worth paying attention to. Lincoln and Guba (1985) go on to say that credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation

of the data drawn from the participants' original data. Issues of trustworthiness in this regard will demand attention, transferability, dependability and confirmability. In order to ensure credibility and trustworthiness in this study, the researcher adopted well established research methods such as focus group discussions, observations and interviewing educators, psychometrists and psychologists through the use of purposeful sampling. Lead questions were avoided by the researcher as well as undue pressure or influence on participants.

Shenton (2004: 67)) notes that purposeful sampling of individuals is important in ensuring trustworthiness in qualitative research studies. He notes that through purposeful sampling the researcher gets detailed and informed arguments from experts in a given field of study. So in this regard purposeful sampling was employed by the researcher for the purposes of credibility and trustworthiness. Different data collection method were also used and different sets of responses and information were corroborated to increase credibility and trustworthiness of the study. During observations and focus group discussions, more questions and answers were generated which further consolidated the issue of trustworthiness. Verification and clarification of certain aspects of classroom management were made during focus group discussions.

Shenton (2004: 22 and 63) also attests that triangulation can be used to ensure credibility and trustworthiness. He goes on to say that triangulation involves observations, focus groups and individual interviews. Shenton is supported by Guba (1985) who argues that the use of different methods in concert compensates for their individual limitations and exploits their respective benefits. In this regard, the researcher used a wide range of informants so as to get detailed information about the study. Here individual viewpoints, responses and experiences were verified against others and, ultimately, a more coherent and detailed narrative was constructed based on the contributions of a wide range of people. Triangulation is also defined by McMillan & Schumacher as the cross validation, data collection strategies, time periods and theoretical frames (McMillan and Schumacher 2010: 25 – 26). It is therefore important to note that to find regularities in the data the researcher compared different sources of information from interviews, observations and focus group

discussions to see whether there was consistency or that the same pattern of information kept recurring.

3.8 Focus group discussions

McMillan and Schumacher (2010: 440) define focus group discussions as a small group interview of selected individuals to assess a problem, concern, new product, program, or idea. In this way a qualitatively sampled group of people is interviewed, rather than each person individually. In focus group discussions, a group of participants is guided by a moderator or facilitator who introduces the topic and points of discussion and helps the group to participate in a lively and natural discussion amongst themselves (McMillan and Schumacher 2010: 440) The researcher conducted focus group discussions which consisted of four to six educators per school. Discussions were conducted in the afternoon after teaching hours. This was done so as not to interfere with the school programme of teaching and learning. Participants were given the opportunity to choose venues where discussions would be conducted. The purpose for doing this was to make participants feel free and relaxed in their respective working environments. Venues for focus group discussions were staff rooms, classrooms, the principal's office and school support units.

Focus group discussions were an advantage to the researcher because varied responses, ideas and perceptions from respondents increased the quality and richness of data and findings. Focus group discussions were also used by the researcher to corroborate information from observations and the researcher could seek clarification of certain information during discussions.

3.8.1 Ways in which focus group discussions were conducted

Focus group discussions were conducted with selected educators per school. The participants were given the opportunity to choose the venue of their own choice where they felt comfortable. The sitting arrangement was organised in a circular or horse shoe format where all participants could see and hear one another. The researcher then introduced himself as well as the topic and the objectives to be achieved by the end of the discussions. Ground rules set by the researcher were as follows:

- Participants were told to respect each other's opinions even if they disagreed with them.
- The group was told that focus group discussions were entirely a voluntary process.
- Only one person talks at a time so that everyone has the opportunity to hear each other.
- Participants were also told that their views, opinions and ideas would remain confidential and that what was discussed during focus group discussions should remain in the discussion venue.
- Participants were also told to use "I" statements when expressing an opinion rather than using "we" or "they" which would include the entire group.

After setting the ground rules for the discussions the researcher told participants about the duration of the focus group discussions which was one hour thirty minutes. The researcher guided the discussions by asking questions that were focused on classroom management and different classroom management techniques. Leading questions were avoided at all costs and rather open ended and follow up questions were used. Discussion and dialogue among participants was encouraged by the researcher provided the participants stayed on track with what was asked. Group members were also given permission to elaborate on their ideas where clarity was required by other members of the group. The researcher recorded the proceedings and took down notes during the discussions. The focus group discussions ended with each participant giving his/her concluding remarks concerning the topic. The researcher then thanked all the participants for taking part in the study.

3.8.2 Reasons for using focus group discussions in the study

Creswell (2014) attest that the main purpose of focus group discussions is to draw upon respondents attitudes, feelings, beliefs, experiences and reactions in a way which would not be feasible when using other methods, for example observations, one on one interviews and questionnaire surveys. Welman (2005) supports this view by arguing that focus groups elicit a multiplicity of views compared to observations and they enable a researcher to gain a larger amount of information in a shorter period of time and at a lower cost. In light of the above statements and observations, the researcher used focus group discussions to corroborate information that was obtained

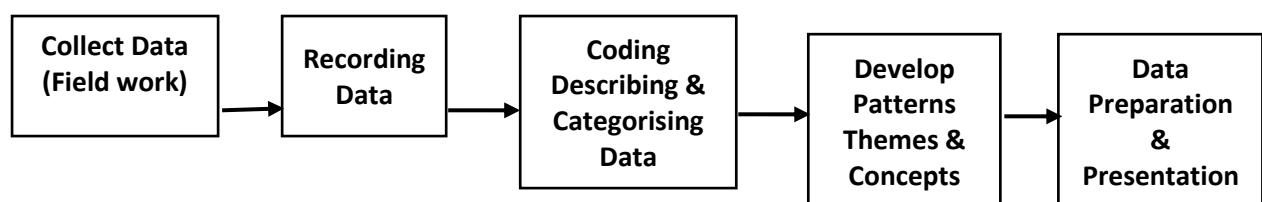
from classroom observations. A lot of things were noted during participant observations which needed clarification. Such clarifications could only be made through the conduction of a follow up focus group discussion.

The researcher was also able to make follow up questions and to get different views and experiences from a wide range of educators about how they managed their classrooms. The focus group discussion guide was used by the researcher and notes were taken down during the discussions. The focus group conversation was also recorded using a tape recorder.

3.9 Data analysis and interpretation

Data analysis is a process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions and supporting decision making. McMillan & Schumacher (2010: 369 – 370)) concur with the above definition in that they define data analysis as a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest. They go on to say that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories. The data collected from six schools in Johannesburg East district 9 was analysed qualitatively. This included content analysis from the respondents' interview answers as well as their responses from focus group discussions. Observations and documents were analysed as well. The main aim of content or discourse analysis obtained from interviews, focus groups and observations was to make sense of the data collected from Johannesburg East district 9 schools and to highlight important aspects, features and findings of such data or information.

McMillan and Schumacher (2010: 369) categorise data analysis diagrammatically as follows:



The researcher collected data from schools under study and the data was recorded, coded and categorised. Coding, describing and categorising of data resulted in the development of patterns, themes and concepts. This made it manageable to fully analyse different classroom management techniques employed by various educators to manage learners who experience barriers to learning.

3.10 Ethical issues and considerations

This type of qualitative research study based on managing classrooms with learners experiencing barriers to learning can have psychological or emotional effects on participants, therefore it is important to adhere to ethical norms in research. It is against this background that individuals participating in this research study were informed about the nature, objectives and requirements of the study so that they could choose whether to participate or not. Before conducting the research participants were also informed or notified in advance that they could withdraw their participation any time during the course of the study if they decided not to continue taking part in the study. The researcher also explained to participants that there was no major risk, danger or physical harm associated with participation in the study. Participants were asked to sign the consent forms before participating in the study. The researcher clearly highlighted on the consent form and fully explained to the participants about the nature, procedure, potential benefits and anticipated inconvenience of participation. It is however important to note that despite following all relevant steps and ethical procedures in conducting research, caution still had to be practiced. Caution and vigilance had to be exercised in order to avoid any psychological and emotional harm to participants. The researcher also made it clear to all participants that participation in the study was entirely voluntary and that they were not going to be paid or receive any form of remuneration from the researcher.

The researcher applied to the Gauteng Department of Education to conduct the study and was issued with a letter granting him permission to conduct research in six special schools in Johannesburg East District. Consent to conduct the research was also sought from school principals in Johannesburg East district who willingly gave the researcher permission to conduct research in their schools.

3.11 Privacy and Confidentiality

McMillan and Schumacher (2010: 121 - 122) argue that in the privacy of research participants must be protected meaning that access to participants' characteristics, responses, behaviour, and other information is restricted to the researcher. They go on to say that the researcher ensures privacy by using three practices namely: anonymity, confidentiality and appropriate storing of data. In light of the above argument, the researcher discussed with prospective participants and participants whether they wanted to have their identities disclosed in publications or other means of dissemination. All participants indicated that they did not want their names as well as the names of their schools disclosed. Since the participants were not comfortable with disclosing their names, the researcher resorted to using pseudonyms in the study. Schools and participants were referred to as follows: Participating school 1, Respondent 1 and so on. The study sought to ensure that participation in this research was entirely voluntary and by choice as well as that all data collected would be treated with appropriate confidentiality and anonymity. The researcher also endeavoured to ensure that research participants were protected from undue intrusion, distress, indignity, physical discomfort, personal embarrassment, or psychological or other harm.

3.12 Summary

In this chapter the researcher used an interpretive paradigm which is concerned with the understanding of study as it is from the subjective experiences of individuals. The interpretivist approach which was used in the study uses meaning oriented methodologies as opposed to measurement. Qualitative research methodologies such as participant observation, interviewing, document analysis as well as focus group discussions were used in the study. These methods allowed for an interactive nature with participants or subjects so that the researcher could get as much of detailed information as possible. This information would hopefully to a larger extent explain different classroom management strategies that can be employed to manage learners experiencing learning difficulties. Such strategies would promote a broader insight into inclusion in general as well as in special needs education in particular. The chapter also discussed in detail how sampling was used in the study. To guard against bias,

corroboration of responses and information from different participants and sources was used as well as triangulation to ensure validity and reliability of data. All ethical guidelines as well as consent to participate in the study by research subjects were followed. This was done through obtaining a letter from the Gauteng department of education which gave the researcher permission to conduct research in Johannesburg East District schools. All ethical requirements were met by the researcher and participants were informed in advance about the study. A research consent form which contained research ethics and guidelines was completed by all participants. The data that was gathered and compiled from participants as well as written documents was qualitatively analysed.

Chapter four will encompass the discussion of the findings and analysis of data collected using various methods that have already been discussed in chapter 3.

CHAPTER 4: Data analysis and discussion of findings

4.1 Introduction

This chapter will present analysis of data obtained from observations, interviews, focus group discussions as well as document analysis on different classroom management styles employed by educators to manage learners experiencing barriers to learning. Interviews concerning the study were mainly directed to principals, remedial therapists as well as school psychologists who had expert knowledge about policy, administration and information concerning learners experiencing learning difficulties. On the other hand, participant observations and focus group discussions were used on classroom educators who had academic and practical knowledge of classroom management. Research questions, objectives and the aim of the study were used to categorise themes as well as the presentation of findings outline. An investigation into different classroom management styles was also taken into account so as to come up with suitable and appropriate management styles for such learners.

4.2 Objectives of the study

- The objectives of the study was to identify suitable classroom management styles that educators can implement to manage learners experiencing barriers to learning.
- To examine different classroom management styles used by educators to manage learners experiencing barriers to learning.
- To explore various teaching and classroom management styles and their application to classrooms that have learners who experience barriers to learning.

4.3 Research questions emanating from findings

- How can educators explore different classroom management styles to cater for learners experiencing barriers to learning?
- What are suitable classroom management styles that educators can implement to manage learners experiencing barriers to learning?

4.4 Code names for schools and participants

Schools that took part in the research observations were classified as: school A, B, C, D, E and F while participants were referred to as: Participants 1 and 2. The same criteria was used in focus group discussions where schools were still classified as: school A, B, C, D, E, and F. educators who took part in focus group discussions were referred to as: respondents 1, 2, 3 and 4. This information is illustrated on the tables below:

Participants in classroom observations

	School A	School B	School C	School D	School E	School F
School teachers who were observed teaching	Participant 1	Participant 1	Participant 1	Participant 1	Participant 1	Participant 1
	Participant 2	Participant 2	Participant 2	Participant 2	Participant 2	Participant 2

Participants in focus group discussions

	School A	School B	School C	School D	School E	School F
School teachers who participated in focus group discussions	Respondent 1	Respondent 1	Respondent 1	Respondent 1	Respondent 1	Respondent 1
	Respondent 2	Respondent 2	Respondent 2	Respondent 2	Respondent 2	Respondent 2
	Respondent 3	Respondent 3	Respondent 3	Respondent 3	Respondent 3	Respondent 3
	Respondent 4	Respondent 4	Respondent 4	Respondent 4	Respondent 4	Respondent 4

4.5 Research findings

4.5.1 Definition of classroom management by participants from different schools

Van Deventer and Kruger (2003: 18) define classroom management as planned, organised activities and procedures which allow for effective teaching and learning to take place. They go on to say that it is characterised by well – planned and varied lessons, minimal disruptions and disciplinary problems as well as calm and efficient problem solving. It calls for differentiated instructions for learners with different needs, established routines for specific behaviours as well as an atmosphere of respect

consistency. On the other hand Coetzee and Van Niekerk (2015) define classroom management as referring to a wide variety of skills and techniques that educators use to keep learners organised, orderly, focused, attentive, on task and academically productive during a lesson. From the above definitions, one can argue that the educators who were interviewed from different schools during the study were knowledgeable about the concept and the definition of classroom management. Participants who were observed teaching as well as the respondents from focus group discussions were asked to define the term classroom management and their responses were as follows:

- *The concept classroom management is based on how a teacher maintains discipline in the classroom by maintaining consistency as well as rapport with learners. This includes getting to class prepared for lessons and on time on the part of the educator. Classroom management also includes good organisational skills on the part of educators as well as a good working relationship with learners.*
- *Classroom management is the manner in which one conducts himself/herself as an educator and how they relate to learners in a manner that creates a good and well balanced classroom atmosphere that is conducive to optimal teaching and learning.*
- *Classroom management is to be able to control the class while executing lessons. It entails behaviour management, learner control as well as differentiation of tasks.*
- *Classroom management involves effective strategies employed by educators in their classrooms to manage academic activities, learner behaviour and to ensure that the atmosphere in the classroom is conducive for teaching and learning.*
- *Classroom management entails effective teaching and learning, maintaining order and discipline in the classroom and positively responding to diverse needs of learners.*

- *Classroom management are steps and procedures taken by educators to create a conducive environment for teaching and learning. It encompasses the role of an educator in taking a proactive initiative in establishing order, co – operation among learners and solving problems that arise in the classroom.*

4.5.2 Definition of barriers to learning

The Department of basic Education and training (2010: 12) defines barriers to learning as those factors which lead to the inability of the system to accommodate diversity which leads to learning breakdown or which prevents learners from accessing educational provision. Barriers to learning are difficulties that arise within the education system as a whole, the learning site and or within the learner himself/herself which prevent access to learning and development, (CAPS 2012: 23). Respondents and participants in schools that were sampled were also well versed with the definition of barriers to learning. The following are some of the definitions of barriers to learning that were given by participants and respondents in this study:

- *Barriers to learning indicate that learners possess challenges in their learning areas. These challenges can be literacy, which is reading and writing or numeracy which is mathematically inclined. These learners need extra support to help them in completing their school career.*
- *Barriers to learning are things that obscure or distract learners from actual learning. These obstacles make learners not to be able to learn in a normal conventional way.*
- *Barriers to learning are any challenges that may include cognitive, emotional, behavioural, physical or environmental that affect a learner by making it difficult for him/her to learn as these difficulties hinder or set limitations to the learning process.*
- *Barriers to learning refer to any difficulty or circumstance that may prevent a child from learning. These may include learning difficulties (dyslexia, ADHD,*

dyscalculia and so on) or emotional, social and cultural issues (language barriers, financial issues, unstable family and so on)

- *Barriers to learning can be classified into systemic barriers, physical barriers, biological and cognitive barriers as well as political and ecological barriers. Systemic barriers are caused by poverty, criminality in the communities, lack of basic resources, parental neglect, the education level of parents and a tradition or culture of anti – intellectualism. Physical barriers to learning are caused by lack of physical resources, an environment that is not adjusted to inclusion, academic resources that are not up to date, lack of well – trained educators, lack of auxiliary support services such as educational psychologists, psychological wellness practitioners and social workers. Biological and cognitive barriers are behavioural, emotional and social difficulties and disorders as well as unmet special educational needs and disabilities. Political and ecological barriers also known as eco – systemic barriers, includes an ideology that does not place education at the forefront of societal needs. Corruption and mismanagement of physical and human resources, lack of diversity and human rights especially in some cultures where the right to learn for a girl child is greatly compromised.*
- *Barriers to learning are challenges or difficulties that prevent learners from learning. These include neurological barriers, emotional and health barriers, financial issues, cultural and social issues, language barriers as well as physiological barriers.*
- *Barriers to learning are obstacles that prevent learners from getting a quality education. These obstacles or challenges are political, social, economic and religious problems that impact negatively on the learner's education. Learners experiencing barriers to learning need reading, writing and mathematics support, emotional support and oral language support. In extreme cases such learners need educators to conduct exit interviews with them as well as Individual Education Programmes (IEP's).*

- *Barriers to learning can be any condition that prevents a child from engaging and reaching their potential in an educational setting. This can be an intellectual barrier, an emotional barrier or an environmental barrier. In some cases poor health should also be seen as a barrier to education.*

4.6 Resources

The white paper on education and training (2006) says that special schools will function as resource centres in the district and there will be a qualitative support system of their services. It is important to note that resources are an important component of teaching and learning. Participants in schools sampled were happy about resources available in their schools for teaching learners with barriers to learning. Resources available to participants were computers, I pads, tablets, internet access, text books, well – resourced computer labs, globes, atlases and so on. Many participants observed and interviewed during the focus group discussions were not worried about shortage of resources in their schools, but they were worried about the proper use of such resources by learners. Participant 1 from school A argued that: *“Learners have a tendency of playing games or downloading unnecessary material on computers that are meant for research and doing school work, this kind of behaviour by learners impacts negatively on teaching time as more time is wasted in managing such behaviour in place of teaching time”*

The researcher also observed that power point slides and videos were used in lesson delivery by most of the educators in schools that were sampled. This presented visuals to dyslexic learners to do their work with ease as they did not have to copy down huge volumes of notes from the white board. The use of technology in the form of power point teaching made work easier for learners. After the completion of power point presentations educators printed out the slides and gave notes to learners as worksheets. The use of technology in the classroom is in line with the Department of Education (2010) recommendations that the integration of technology plays a key role in teaching and learning as well as in the education of learners.

It is however important to note that despite the availability of resources in schools that were sampled to both learners and educators, the biggest challenge that many

participants had was the proper and rightful use of these resources. Respondent 2 from school A argued that:

“There is a general lack of reading and research culture among our children, learners do not see computers as gadgets that are meant for research so as to improve their knowledge, but they see them as technological devices that are meant to play games, chat with friends, download videos, movies and so on”

The above assertion was seconded by respondent 3 from the same school who said: *“All stakeholders in education including parents, communities, schools and religious organisations have a duty to teach learners how they can effectively use technology for their own academic benefit”*

The researcher also observed that in many classrooms of the schools under study there were information charts for various subjects displayed on the walls of different classrooms, weather maps, globes, world maps and so on. The information charts on the walls generated a lot of interest from visual learners as well as from other learners who experience barriers to learning.

Participant 2 from school D argued that:

“Despite technological devices and visual materials that we have in our school, our science and geography laboratories are ill – equipped.

This was a general observation by the researcher that all of the schools under study had no weather stations and geography labs. The science labs in schools under study were also ill – equipped and were without important apparatus, chemicals and equipment. Participants from school D said that it was expensive to procure laboratory equipment and to set up a weather station for geography in their schools without the support from the government or corporal world. Participants went on to say that this lack of equipment and apparatus disadvantaged learners to a greater extent as the instruction was more theoretical and the practical component was neglected.

4.7 School level support

School level support is key to learners with barriers to learning. The researcher observed that various types of support was given to learners by different educators observed in the classroom. This involved giving one on one support to learners who

were battling in the comprehension of new concepts. Participants constantly moved around in their classrooms giving individualised support such as rephrasing of questions, re - teaching certain concepts that individual learners failed to grasp as well as giving some of the learners more time to complete their tasks and activities. This kind of support was made possible due to the small number of learners that participants had per class. The average number of learners that participants had per class in schools under study was fifteen. Some of the support that educators and schools under study gave to learners experiencing barriers to learning included the following:

- Psychological support by the school psychologists which included therapy sessions, counselling and emotional support.
- Workshops for grade 8 and 9 learners for coping with anxiety and examination pressure.
- Designing individualised education support plan (IEP) for each learner and giving extra support to learners in core subjects such as English, Afrikaans and Maths.
- Giving of remedial lessons to learners who are struggling academically and those learners who are at risk of failing.
- Issuing of homework helper to learners and making appropriate follow ups to ensure that homework is done and necessary support is given to learners.
- Allocating educational support periods after school which are time tabled. In these periods concepts that were not understood in class are re explored and individualised support is given to each learner by the remedial therapists or subject specialists.
- Subject choice testing for grade 9s as well as full career assessment involving aptitude, personality, interests and values. The results of subject choice and aptitude testing helps the educational support unit recommend career and FET subject selection for grade 9 learners.
- The schools in conjunction with their educational support units give guidance and training to learners in terms of life skills, study skills as well as reading skills.
- The schools together with their educational support units apply to the department of education to be granted concessions for learners who require such concessions. For a learner to be granted a concession by the department

of education, a full educational assessment is required. This assessment includes cognitive and scholastic assessment. Based on the results of the assessment, a justification and conclusion can be made whether a learner needs a reader, scribe, additional time, full amanuensis or can write his/her examinations at a separate venue.

- Schools also give additional support and guidance to educators on how to handle and manage learners experiencing barriers to learning.

It is important to note that respondents from schools A, B and C raised similar concerns about the problems they encountered when both school level and classroom support was required for learners. They argued that:

“In order for us to give maximum support to learners with barriers to learning, we need to have precise information about the learning barrier or disability that the learner is experiencing, the Protection of Private Information (POPI) Act prevents us and some school authorities from knowing the type of a barrier or problem that the learner is experiencing”

Respondents from school D went on to argue that:

“It is difficult to give educational as well as emotional support to individual learners without knowing the kind of a barrier that the learners have. In our school, we try to give as much support as we can that would see learners get through with their studies. This kind of support involves helping learners study on a one on one basis, enlisting the services of specialist educators within the schools, use of positive reinforcements for those learners who would have excelled in their tasks, activities and exams, as well as keeping learners more focused and positive towards their own education”

Respondents from school B said that:

“The POPI Act allows us to highlight the strengths and weaknesses of individual learners, but not to disclose any confidential information concerning any disability or learning barrier that a learner is having, background problems, medical status of a learner or condition and so on.”

It is against this background that educators from this school together with educational support teams, remedial therapists, school psychologists have created a profile for each learner which highlights all possible strengths and weaknesses for all learners in the school. This information is documented and made available to classroom

educators so that they at least have an idea of the kind of support or intervention that they can give to their learners. This kind of support can be behavioural, emotional or academic. It is important to note that this kind of support strategy has gone a long way in assisting learners with various learning disabilities and barriers to learning in the above school.

4.8 Department of Education support

The CAPS curriculum document (2012) envisages support to schools by the department of education through District Based Support Teams (DBST) to provide curriculum support, identify barriers to learning and promote effective teaching and learning in schools. The department of education is seen by many as key in giving support not just to special schools, but also to mainstream schools within a district or cluster, (Nel et al 2011: 41). Participants in the study agreed that the department of education does give support to their schools on a regular basis. Many participants however felt that the support that they were given by the department of education was not enough to address all their educational needs as well as problems that they encountered in managing learners experiencing barriers to learning. Respondents from schools B and C raised an issue which affected all the schools under study and schools within the district. The above respondents argued that:

“The department of education had an excellent programme where educators received specialised training in fields like amanuensis, methods of handling learners with special educational needs, ways of teaching autistic and dyslexic learners and so on. In this programme, a special school (name supplied) was identified and this school was made a resource and training centre for educators from neighbouring special schools within a district. The above training programme was however discontinued by the department of education and training in 2016. The department of education cited problems like logistical problems, shortage of personnel and manpower to conduct training activities and lack of adequate funding as the main reasons that led to the discontinuing of this programme.”

Participants argued that their schools have resorted to training their own staff in fields like writing amanuensis, invigilation, managing learners with barriers to learning and so on. Another concern that arose during discussions with participants was that when special schools request for support from the department of education in terms of being

provided with a counsellor or psychologist, the response takes a very long time to come. One of the respondents from school E said that:

“It can take up to six months or more to be provided with a psychologist or a counsellor from the department of education. The main reason for this is that the department of education has one or two psychologists that service the Johannesburg East district. Another reason is that when a request for support services is made, the department of education gives priority to poor schools or previously disadvantaged and underperforming schools first before they can give support to schools that they consider not to be at risk of underperforming”.

Participants went on to say that apart from the gaps that are visible from the department of education in terms of giving support to special schools, the department of education does play a crucial role in supporting schools, educators and learners in the following ways:

- Monitoring of national and district examinations in schools.
- Granting of concessions such as the allocation of a scribe, reader or additional time to those learners who qualify for such concessions.
- Monitoring of academic performance and teaching activities in schools within a district and recommending methods on how teaching activities and pass rates can be improved.
- Conducting occasional workshops on special needs or inclusive education through the educational support services from the department of education.
- Preparing reports and paper work at district level for the national office so that there is the smooth running of the final matric examinations that is for those learners who require special concessions during the exam period.

It is important to note that participants were in agreement that workshops on special needs education should be an ongoing process from the department of education so as to equip and empower educators with relevant skills and information that they can use to manage learners with barriers to learning.

4.9 Parental involvement and support

Parental support is very important in the education of their children globally. Marishane, Van der Merwe, Van Zyl and Zengele (2013) argue that, the significance

of parent's involvement in schools is to promote acceptable thought patterns and behaviour of learners. The above assertion is supported by Van Wyk (2010: 200)) who attests that good school, family and community partnerships lead to improved learner achievement, self – esteem, school attendance and social behaviour. Van Wyk goes on to say that parental involvement enhances mutual support for both parents and educators as well as satisfaction in achieving positive changes in children and the school.

It is important to note that many participants understood what parental support in the education of their children entailed in this study. Respondent and 4 from school B said that:

“Positive parental involvement raises a child’s self – esteem and confidence, many learners are motivated by the involvement of their parents in their education resulting in improved work ethic and academic achievement”

Respondents 1 from F also concurred with the above assertion and said that:

“The learner’s attitude towards learning improve when parents show an interest in their children’s education through assisting them with school work, encouraging them to study and going through certain tasks and activities with them”.

The above responses clearly show that there should be cordial or harmonious relationships between educators and parents so as to create a good education environment for learners. In this kind of an environment, learners will have a sense of recognition, belonging and they will feel that their efforts are acknowledged and taken into consideration by both their parents and educators.

Participant 2 from school C argued that:

“The education of children is a collective effort by educators, parents, schools, the department of education and the community at large. Teacher confidence is enhanced by the presence of parents in the education of children”

Participants and respondents also mentioned ways in which parents give support to both their children and schools. The following is a summary of parental support and contribution to schools that were sampled:

- Parents give feedback to schools concerning their children in terms of work ethic at home, discipline and behaviour.

- Parents work hand in hand with the school educational support unit to work out possible solutions to certain barriers that a child is experiencing.
- Monitoring of studies, signing off completed assignments and tasks.
- Parents play a vital role in signing consent forms and giving the school authorities permission to refer their children for assessment or therapy sessions by outside professionals such as psychologists, psychometric assessors, and counsellors.
- Some parents enlist the services of tutors to help their children who are struggling academically.
- Some parents are actively involved in school development and maintenance programmes.
- Parents are part of the school governing bodies and they work hand in hand with school authorities, ensure the smooth running of the schools and closely monitor academic activities.

It is important therefore to note that parental support is important in the education of children with barriers to learning. Participant 2 from school D argued that:

“Parental support must not be haphazard, but must be systematic and planned and schools should have a clear policy on parental involvement”.

Participants from schools A and D were very much worried that there were some parents who thought that it is their right to come to schools and shout at educators if their children fail to achieve good grades or results. They said that such parents have a tendency of doing home works, assignments and SBA tasks for their children.

It is therefore clear from the above responses that some parents do not know their boundaries when it comes to getting involved in the education of their children. Parents should therefore be educated about what entails their involvement in education as well as the support that they can give to their children. Many respondents were also in agreement that late coming and absenteeism is avoided when parents are actively involved in the education of their children.

It is important to note that in South Africa parental involvement in their children's education is encouraged through legislation such as the South African Schools Act (SASA) 84 of 1996 where parents can be involved in school fundraising activities, attending school events, infrastructure development and so on. In section 6.1 of the

Act, parents should take an active role in their children school work. The New Curriculum and Assessment Policy Statement (CAPS: 2012) also stipulates that parents and the community have an important role to play in curriculum management (South Africa, DoE 2012)

4.10 Teacher competencies

Most of the participants interviewed were free to disclose their qualifications and to talk about their educational backgrounds to the researcher. The researcher noted with concern that most of the participants had Bachelor of Education degrees for the specific subjects that they taught. Other participants had specific degrees for the subjects that they taught with a Post Graduate Certificate in Education (PGCE) as their professional qualification. Very few participants in all the schools sampled had a qualification in special needs or inclusive education. This was of major concern given that the Department of Education White Paper 6 (2006) on Special Needs Education states that special schools should act as resource centres for special needs learners within a district or cluster. Participants also agreed with each other that the government was not doing enough to train educators on special needs education. This is evidenced by the response from Participant 1 from school E who said that:

“Some of us educators make an effort to upgrade and develop our skills and knowledge through registering for specialised courses in education such as Bachelor of Education (BED) Honours in inclusive education, certificate in teaching dyslexic and dyscalculia students, diploma in special needs education and so on. It is however important to note that despite the willingness on our part to upgrade our knowledge on special needs education, financial constraints is a major setback to many of us”.

The general observation by the researcher was that educators were competent in delivering their lessons, carrying out their core business of teaching and learning as well as properly managing their classrooms. It is important to note that where expert knowledge was required, most of the educators were found wanting as to how to deal with that particular learner or problem. Most of the educators in schools under study could not handle extreme behavioural problems and were finding it very hard to teach learners with severe autistic conditions. Such problems were dealt with by the schools educational support units headed by the educational psychologist.

4.11 In service training and empowerment of educators

Carl (2009) is of the view that in – service training plays an important role as it contributes to the competency of teachers and assists them to master the applicable skills. Various stakeholders in education agree on the importance of in service training for educators in South Africa. These include the South African Council of Educators (SACE), teacher unions, the department of basic education and training and the Integrated Strategic Planning Framework for Teacher Education in South Africa (INSET). The department of education (2012) also envisaged that teachers would be reoriented to new teaching methods through comprehensive training programmes, in service training and professional development. It is however important to note that there are mixed reactions and views about the importance of in service training and teacher development among educators in South Africa.

In schools under study participants and respondents from four schools (A, B, D & F) argued that in service training benefited them and empowered them as educators. Participants from these schools said that their schools constantly held workshops and training during the holidays on how to teach autistic learners and learners with barriers to learning. Participants also went on to say that the workshops were conducted on Dyslexia, dyscalculia, integration of technology in the classroom and the rightful use of social media by both educators and learners. Participants agreed that these workshops that are conducted by professionals and experts in these fields have helped them improve their teaching and classroom management skills. Respondent 3 from school A said that:

“Before I attended the workshops and training sessions, it was a nightmare for me to wake up early in the morning to come to school and face restless and disruptive learners who had a low attention span. After attending the workshops and training sessions, I found it very easy to conduct my teaching activities and classroom management was no longer a difficult task for me”.

Participants and respondents from schools A, B, D and F summed up the importance of in service training and empowerment of educators as follows:

- *“In service training increases the knowledge of educators and equips them with relevant skills for their profession, It prepares educators for future positions as*

heads of departments or standard controllers and it helps improve the standard of education and performance of educators”.

- *“In service training equips educators on how to teach and manage special needs learners. It also helps educators make better and informed decisions about problems that individual learners are experiencing as well as how to handle specific learning difficulties that learners experience in class”.*
- *“Educators who attend in service training sessions and workshops accumulate more Continued Professional Teacher Development (CPTD) points from the South African Council of Educators (SACE) and this increases job satisfaction of educators.*

Participants and respondents from schools C and F had concerns about the provision of in service training in their schools. While the participants agreed that in service training is important in empowering and equipping educators with necessary skills to teach in special schools, they raised many concerns about school authorities not interested in the provision of in service training to them. Respondent 3 from schools C cited the following reasons as barriers to conducting in service training in their schools:

“We have a fixed school time table that runs from 7am to 4pm and does not allow for more time to conduct training of educators. This is made worse by a very rigid and autocratic administrative system where if one person at the top does not agree with something, then everyone has to follow. Lack of funds to pay trainers, attend seminars and workshops as well as lack or shortage of resources and skilled personnel within the school to workshop and train other educators makes the problem worse”.

Respondent 1 from school F said that:

“We are forced to attend the workshops and training sessions offered by the department of education due to fear by our school authorities that the department of education will descend heavily on them if they do not comply with the departmental standards and CAPS requirements. Otherwise the school authorities do not see these workshops beneficial to everyone”.

The researcher noted the above problems and developments that educators from these schools face with concern. The researcher recommends that it is the duty of the department of education and Umalusi to constantly monitor such schools and give guidance and training on the importance of in service training and empowerment of educators to the school authorities.

4.12 Teaching methods

According to the CAPS Policy Document, (2012: 2), barriers to learning arise from the various aspects of the curriculum such as the content, the medium of instruction, classroom organisation and management, methodology, pace of teaching, learner and teacher support materials and assessment. The CAPS policy document (2012: 4 - 5) also emphasises the importance of curriculum, learning programme and assessment differentiation to suit the needs of learners.

Teaching methodology should be aligned to the CAPS curriculum and should take into account inclusivity, diversity and barriers to learning. Teaching learners experiencing barriers to learning is a challenging task therefore educators should adapt their teaching methods and styles to suit their circumstances. Multi – level teaching should also be used because learners do not learn in the same way and in the same pace. In lesson observations many educators in schools under study had vast content knowledge about the subjects that they taught. Educators who were observed teaching started their lessons by establishing prior knowledge among learners concerning the last topic that they covered in class as well as establishing prior knowledge of the new topic that they were introducing to learners. Lessons had well – structured aims and objectives. Educators developed their lessons from simple to more abstract concepts allowing learners to grasp the main concepts of the topic and to allow for a broader understanding of the topic.

In school B, participants who were observed teaching used demonstrations, visuals and videos. Participant 1 from school B showed learners videos of river processes of erosion and deposition from source to mouth in geography. The educator would pause at regular intervals to allow for questions and to explain some of the concepts that the learners found difficult to understand. The lesson was well conducted with minor

disruptions and at the end of the lesson, the learners were given homework. Participant 2 from school B also showed learners a video of Macbeth. She went on to say that:

“Grades 10 to 12 English learners that I teach go to the Johannesburg theatre for live performances of Macbeth because most of the learners that I teach find it difficult to read through the whole of the play Macbeth. This is caused by their low attention span as well as dyslexia. Stage performances and videos therefore help my learners understand certain incidents in Macbeth and they also have a visual image of what the witches looked like”.

In school A, participants used a one on one approach in teaching learners experiencing barriers to learning. Participants introduced the topic, solved the mathematical problem together with learners and afterwards learners were given three mathematical problems to solve on their own. While the learners were solving these problems, the educators moved around helping individual learners on a one on one basis. This was made possible by the small number of learners that participants had per class.

In school E, participants who were observed teaching used the lecture method. Before the lecture method was used, handouts about the topic with clearly broken down and explained concepts was given to learners. Learners could keep these handouts for further study. Participants justified their use of the lecture method by saying that they were racing against time to complete the syllabus in Tourism and Creative Arts. Participants went on to say that their learners are now used to the lecture method and those learners who still struggle to grasp new topics and concepts get the opportunity to come to school during winter school for the topic to be re taught to them.

Respondent 1 from school C said:

“I simplify difficult concepts, jargon or wording for learners because educators sometimes assume that learners understand certain wording and jargon in class especially if the learners do not ask questions. I also rephrase, simplify concepts and summarise content for learners”.

Respondent 2 from the same school on the other hand said:

“I use teaching methods that are flexible and learner centred as well as visuals and auditory aids especially for kinaesthetic learners. I also ensure that I maintain effective communication and collaboration with parents to ensure that homework and studying is regularly done”.

Respondent 4 from school D argued that:

“In more abstract concepts, I make use of a step by step approach and constantly make use of repetition where learners did not understand. I also make use of demonstrations, positive reinforcements for success to build self – esteem and most importantly, I use assistive technology or devices to help me teach learners with barriers to learning”.

The above teaching methods showed that the educators are in line with the guidelines for inclusive teaching (2010) which puts more emphasis on differentiation of the curriculum, learning programmes, work schedules and lesson plans.

4.13 Problems encountered during focus group discussions and lesson observations.

Despite the smooth flow of lessons and excellent responses, many participants did not have lesson plans for their lessons. Some participants argued that they have been educators for more than twenty years therefore they do not see any need to design a lesson plan. Others were of the view that lesson plans are a ridiculous demand from the department of education especially for qualified teachers. One participant from school F said that:

“A text book, teaching programme and programme of assessment is enough for me. I will not lose sleep over lesson plans because designing one wastes a lot of teaching time”.

Other problems encountered were refusal by educators to rephrase or simplify concepts for learners. They argued that in the final matric examination in subjects such as life sciences, the department of education brings the wording as it is on the textbook, it is therefore the duty of the learners to get used to such wording and concepts.

4.14 Group work

Group work involves learners working collaboratively on set tasks, in or out of the classroom. It includes any learning, teaching and any formal assessment task that requires learners to work in groups. Group work is considered to be good when used in a proper way. This statement is supported by Burdett (2003: 188) who asserts that group work is an effective teaching method when used properly. Burdett goes on to say that in order for group work to be successful, educators should thoroughly prepare for it in advance and all instructions should be clearly explained to learners. Erikson (2007) supports this view by saying that group work can only be successful if the teacher plans properly and equips the learners with skills and attitudes of being good and effective group leaders. Many respondents in the study however argued that they encounter many problems when they use group work teaching method on learners with barriers to learning. They cited problems like low attention span and the disruptive nature of learners experiencing barriers to learning as obstacles to a successful group work teaching method.

Respondents who teach practical subjects however said that they use group work both in class and under exam conditions.

Respondent 1 from school E for example, said:

“I organise my learners for Dramatic Arts into groups where I assign them different tasks and roles. This allows learners to work on their own in learning their lines, memorising the script and doing rehearsals for their plays and monologues. This also promotes positive inter dependency among learners”.

Respondent 4 from school C corroborated the above statement by saying that:

“When learners work together as a class or group to perform a particular play, their organisational abilities and creativity is improved. This promotes the sharing of ideas among learners and learners can develop a positive self – image”.

A conclusion can therefore be drawn from the above respondents that learners experiencing barriers to learning can learn and understand better through practical work, stage performances and demonstrations. Learners can also learn from each other through practical rehearsals and demonstrations. As for content and theoretical based subjects, it is very difficult to manage learners working in groups due to their low attention span and disruptive behaviour.

4.15 Class activities

Class activities, homework and assignments are an important form of assessment to determine whether learners understood what was taught. The researcher observed that class activities given to learners were very much limited in schools under study except in subjects such as Mathematics, English and technology. In other subjects participants chose to give homework or assignments to learners. One of the participants from school F said that:

“The main reason for not giving too many activities to learners experiencing barriers to learning is that they become overwhelmed by too much work load. Too many class activities per day can easily frustrate ADHD learners and those learners with anxiety disorders. This frustration can result in breakdown of self – control and can lead to bad behaviour among such learners”.

In administering homework, participants from school C made use of a daily homework helper notebook or diary. The participants made sure that their learners correctly wrote down their tasks, homework or assignments on their homework helper notebooks or diaries. The duty of the parents or guardians would therefore be to monitor their children’s homework helper notebooks or diaries and sign these documents as acknowledgement of receipt of any homework or assignment. This reduces the chances of learners forgetting to do their tasks, assignments and homework. Participants said that the use of a homework helper notebook and a diary is also very important for daily communication with parents.

Schools A and B fully utilised technology to manage tasks, homework, assignments, tests and examinations. This is what participants 1 and 2 from school A said concerning the use of technology in their school:

“Our school has a communication system with parents where educators upload all the work for their respective subjects. Parents on the other hand will have to login into the system through their phones or computers at home to see if there are any assignments, homework or SBA tasks for their children. The school has made it compulsory for all parents to sign in into this communication system and this communication system has gone a long way in helping us upload the scope for

examinations, due dates for assignments and it has kept the lines of communication open between the school and parents”.

The above statement shows that the integration of technology in education and in day to day learning activities is key and very important in the education of children. It makes the work easier for learners and it enhances communication between parents and the school.

Respondents during focus group discussions gave the following strategies that educators should follow when administering homework, assignments and tasks to learners with barriers to learning:

- Educators should give one task at a time to avoid learners being overwhelmed by too much work.
- Huge assignments should be broken down into smaller manageable tasks and educators should constantly monitor progress and give assistance to learners.
- Assignments and SBA tasks should be modified accordingly to suit the educational needs of a learner. If needs be, educators should liaise with the educational support unit to determine the special needs of a learner.
- Educators should give additional or extra time for the completion of certain tasks for those learners who work slowly.

The above strategies are in line with the guidelines for inclusive education (2010) which puts more emphasis of differentiation of class activities, SBA tasks and tests suit the learner's special educational needs.

4.16 Questioning

Biggs and Tang (2007) say that, questioning helps learners make inferences, think creatively, imaginatively and critically, and explore deeper levels of knowing, thinking and understanding. Respondents and participants from schools under study said that they used questioning as a child centred approach method to determine the level of understanding and to allow for problem solving among learners. It is important to note that educators teaching learners experiencing barriers to learning must be very careful about the way they ask their learners questions. Learners with barriers to learning are forgetful, they have a low attention span and some of them do not pay attention in class. It is therefore recommended that educators should start with lower level questions before they move on to higher level questions. This was however not the

case with lesson observations. Many educators who were observed teaching did not follow this order. They threw higher level questions at regular intervals when teaching and this made the learners struggle to give answers. When asked why they constantly used higher level questions, participants said that they have a serious problem in their schools where learners do well in simple recall questions and fail to achieve higher marks in higher level questions. The researcher felt that while there is an element of truth in their responses, participants were supposed to use a simple to a more complex approach when it came to the way they used questions in their classrooms.

The researcher observed a very interesting history lesson in School B. The educator asked learners lower level questions which required them to remember, understand and apply. The questions were:

Which countries made up the central powers and which countries made up the allied powers during the First World War?

List six types of weapons that were used during WW1

The learners answered the above questions with ease and almost every learner knew the answer. The educator then went on to a higher level question which required learners to write an essay of fifteen marks. The question was:

Adolf Hitler learnt nothing and forgot nothing about German aggression in the causes of the First World War. Discuss.

The above question posed a lot of problems for learners. The researcher observed that some learners even failed to attempt to answer the question. This was probably due to the fact that higher level questions require an analysis, evaluation, synthesis, critical thinking and problem solving abilities among learners. There are few learners with barriers to learning who possess such abilities therefore educators should come up with a way of asking question that will allow for learner to understand the basic requirements of the question. During the focus group discussions, respondents discussed methods that educators can use to ask questions especially to learners experiencing barriers to learning. Respondent 1 from school F said the following concerning the way questions should be asked:

“It is important for us educators to simplify and rephrase questions for learners with barriers to learning. Questions should also be phrased in such a manner that the task is clear to learners”.

It is important to note that there were mixed feelings and responses among participants when it came to how questioning should be used when teaching learners experiencing barriers to learning. Some respondents argued that it was a good idea to simplify and rephrase questions for learners while others said that the department of education uses the bloom’s taxonomy when asking questions for final examinations. If learners do not have concessions, then no one will rephrase or simplify questions for them in their final examinations. The researcher noted that it is therefore the duty for individual schools to make applications in advance to the department of education and ensure that their learners are covered for all concessions that they need before the final examinations commence. This move will not put any learner at a disadvantage and it will go a long way in addressing different barriers that learners are experiencing.

4.17 Individualised support

Individualised support in education is an intervention strategy where educators give educational, emotional and psychological support to learners who struggle academically or learners who are at risk of failing on a one on one basis. The above statement is supported by Landsberg (2005) who argues that individualised support is the acknowledgement of “the potential of each learner to grow at his own pace towards his maximum level of independence in his/her learning, using strategies and practising learning styles of choice, and each reaching a level of achievement in accordance with his/her unique abilities”.

During lesson observations, the researcher observed that participants were moving around in their classrooms giving one on one support to learners who struggled with new concepts and those who were slow in comprehending content. Participants also helped learners through reading text and spelling words for them on a one on one basis especially in language subjects such as Afrikaans and English.

Concerning individualised support, Respondent 2 from school E said the following:

“Our school use the results of SBA tasks, class activities, cycle tests and exams to identify learners who struggle with their work. A diagnostic analysis of exam and cycle

test marks for all the subjects and learning areas also help the school and subject teachers to identify learners who are weak and at risk of failing. After the identification of such learners, consultations are made with their parents and the school educational support unit. These consultations and assessments of learners are important in determining whether a learner requires an individualised education plan (IEP) or not”.

It is important to note that an Individualised Education Plan (IEP) does not cover academic aspects only in the education of a child, it also covers aspects such as behaviour problems and barriers to learning. Individualised Education Plan and individualised support of learners will be discussed in detail on the next chapter.

4.18 Behavioural problems

Behavioural problems are of great concern among many educators in South Africa. Participants and respondents agreed that bad behaviour among learners is one of the problems that schools, the department of education and the government is failing to address in South Africa. Behaviour problems become more pronounced and difficult to address especially when dealing with learners with barriers to learning. This is supported by Landsberg et al (2016: 454) who says “learners with hyperactivity possess impulsive behaviour which may include characteristics such as excessive talking, blurting of answers, interrupting and intruding on others and not being able to sit still”.

There are many problems associated with behaviour problems among learners in class. These involve attention seeking, aggressiveness, disobedience and refusal to accept discipline, lack of motivation, anxiety and so on. Educators also find themselves having to deal with bad behaviour associated with adolescence among learners. This kind of bad behaviour involves fighting, stealing, vandalism, substance abuse, truancy, lying to authorities, learners who say bad things about other learners and educators.

Participants and respondents in the study were worried about the escalation of bad behaviour in both regular and special schools in South Africa. Participant 1 from school A said:

“Bad behaviour in special schools with learners experiencing barriers to learning is difficult for us to manage than in regular schools. Social media has made it easy for all stakeholders in education and for everyone to see how some students behave and conduct themselves during lessons. We have practically witnessed incidents of learners beating up educators in our school. Videos circulating on social media also show learners throwing books at educators, beating up educators using broom sticks, swearing and displaying all sorts of unbecoming behaviour in class during lessons in many South African schools.

Respondents from schools B and C also concurred that bad behaviour among learners have seriously demoralised and demotivated educators especially those who are new to the profession. The researcher through experience in the education profession as an educator has also learnt that older and experienced educators have learnt to live with bad behaviour among learners. Older and experienced educators also take learners as their own children through developing a very close bond with them, so this makes educators make various sacrifices for learners in order for them to get an education. Such educators are prepared to go all the way for the sake of learner’s education even if it means putting their lives on the line or getting beaten up by learners.

Respondent 1 from schools E was of the view that bad behaviour among many learners and failure to instil discipline by the department of education, government, parents and schools in South Africa also impacts negatively on the performance of learners in the continent. She went on to say that:

“South Africa is well resourced as a country compared to other African countries and most of the educators in South Africa are highly qualified with degree qualifications in subjects that they teach. Despite all the resources that South Africa is having, highly qualified teachers and access to information, the results of the World Economic Forum (WEF) shows that South Africa is at the bottom of the table when it comes to maths and science results on the African continent. I feel that this can be attributed to bad behaviour, refusal to do work and poor work ethic on the part of learners in South Africa”.

The department of education has repeatedly said that educators should improve their classroom management skills in order for them to be able to manage bad behaviour

in class. Despite citing bad behaviour as one of the major problems that have plagued the South African schools and the education system, respondents remained positive that solutions to this problem can be found if everyone works together within the education fraternity. Respondent 4 from school B was of the view that religious leaders, parents, the government, educators, community leaders and school authorities should work together to find a lasting solution to behaviour problems among learners in South Africa. Respondent 3 from the same school also gave the following ways that can be used to manage bad behaviour in a classroom with learners experiencing barriers to learning:

“Educators should have classroom rules and enforce them consistently, avoid getting into heated debates or arguments with learners. Educators should also constantly praise and encourage learners for good behaviour and performance, make sure that discipline fits the offence, only give detention and community service for serious offences or behaviour problems. Lastly educators can enlist the services of psychologists and social workers to deal with extreme learner behaviour”.

4.19 The CAPS curriculum

The CAPS curriculum on inclusion (2014) addresses issues like responding to learners with diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of learners. The CAPS curriculum (2010) also embraces inclusivity. This necessitates differentiation of the curriculum, responding to the diverse needs of learners, adapting teaching, assessment methods and ensuring that classrooms are properly managed.

It is important to note that most of the respondents in schools under study argued that despite many policy documents in South Africa, inclusive education has not been fully implemented. Respondents were also concerned about the way learning programmes are designed for specific subjects. Respondents argued that learning programmes should be adapted to suit learners with barriers to learning. Respondent 1 from school C said that their main concern was the pacing of teaching on the learning programmes. She went on to say:

“Time frames for the completion of tasks, activities and exams are prescribed for us as well as moderation dates for certain SBA tasks, tests and exams. The prescription

of dates to complete certain tasks and activities by the department of education does not take into account barriers to learning and special needs learners. The department of education uses a one size fits all concept in the administration of the CAPS curriculum”.

The above concern is explained in the guidelines for responding to learner diversity in the classroom (DoE, 2012) which says that the curriculum itself can be a barrier to learning. It is therefore important that the curriculum and assessment should be made flexible so that learners experiencing barriers to learning can be accommodated.

Respondents from school D were also worried about time constraints when it came to time allocated to lessons and to complete the syllabus. One of the respondents from school D argued that:

“learners experiencing barriers to learning need more time to complete content, tasks and activities therefore the time allocation on the learning programmes does not allow for sufficient engagement with learners in terms of topics and assessment activities that need to be covered within a given time frame. Time constraints eventually result in over planning on the part of educators where educators find themselves in a situation where they are forced to cover many topics within a short space of time”.

Other concerns about the CAPS curriculum from respondents was that in the final matric examinations marking every learner is treated the same. The administration and marking of examinations does not take into account barriers to learning. Moreover a large percentage of markers employed by the Department of Education have no knowledge of inclusive education.

The above concerns clearly show that there is still a long way to go in achieving goals for inclusive education in South Africa. The researcher is also of the opinion that the department of basic education and training will not be able to achieve its goal of achieving inclusive education for all by the year 2021. This can be attributed to an acute shortage of personnel such as special teachers, reading therapists, speech and language therapists, psychologists, social workers, remedial therapists and resources to fully implement the programme.

4.20 Lack of remedial educators

A critical shortage of remedial educators is a problem that has plagued South African schools for a long time. This problem is prevalent in both regular and special schools. Participants and respondents in schools under study also admitted that their schools have encountered numerous challenges in securing the services of remedial educators. Participants and respondents also agreed that remedial educators are important in schools for teaching literacy and numeracy.

One of the respondents who is a remedial therapist at school A said that:

“The importance of remedial lessons is to bridge the gap between what a learner knows and what a learner is expected to know and remedial lessons are important for learners with barriers to learning because most of these learners are way below their reading and numeracy levels. Learners who are targeted for remedial classes are mainly those who struggle in languages and mathematics. Learners who are at risk of failing as well as those who achieve very low marks in other subjects are also referred to remedial classes”.

In school B respondents and participants said that after failing to acquire the services of a highly qualified remedial teacher, the school enlisted the services of a reading and language specialist. The respondents and participants from school B argued that in order for learners to understand what they are taught or studying, they have to read through content and understand it. It is against this background that a reading and language expert helps learners with the comprehension of content in different subjects as well as in languages such as English, Afrikaans and IsiZulu.

Participants and respondents from school E said that due to a critical shortage of remedial educators, the school has resorted to hiring retired remedial educators and university interns on a part time basis. This has gone a long way in helping learners and addressing the problem of shortage. The school also offers an option of retaining such interns on a permanent basis on completion of their studies. Respondent 4 from school E reiterated the importance of remedial classes as follows:

“Remedial classes are important as our learners are equipped with basic skills of literacy and numeracy and those learners who are falling behind in core subjects of Maths, English and Science are able to catch up through remedial lessons”.

Respondent 3 from school A also said the following concerning remediation:

“Remedial classes can help learners with dyslexia overcome their reading difficulties and learners can learn at their own pace and can ask questions where they did not understand. The remedial educator or therapist teaches step by step without skipping content paying close attention to the learner’s needs, barriers to learning as well as learning difficulties”.

The researcher noted that in schools under study there were not enough remedial educators or therapists per school. Some schools had none at all and relied on the services of part time or temporary remedial educators. This was of great concern given that respondents and participants said that a special school needs the services of at least three remedial educators in order for it to function well in addressing barriers to learning. It is therefore the duty of the government and all stakeholders in education to encourage the training of students in specialised courses such as language and speech therapy, remedial therapist, reading specialist and so on.

4.21 Summary

In this chapter the researcher analysed and interpreted data from different participants. The findings and responses were discussed in detail under different topics and subheadings. The researcher discovered that participants and respondents from schools under study were well versed with the definitions of classroom management and barriers to learning. Different definitions were committed into writing and the researcher went on to explore different aspects such as the resources that the schools had as well as different types of support that the schools offered to learners. Teacher competencies in handling learners experiencing barriers to learning were also explored. This included in – service training, teaching methods employed by individual educators, group work, assessment methods and questioning. Behavioural problems among learners in South Africa in general and in special schools under study in particular were also looked at. The researcher also analysed data on how the introduction and implementation of the CAPS curriculum affected special schools

under study. There were also problems that participants and respondents in schools under study mentioned. These problems included lack or shortage of remedial educators, high workload of teaching, managing behaviour and giving support to learners at the same time.

Chapter five will be based on the classroom management aspect of learners experiencing barriers to learning. In this chapter, early identification of learners experiencing barriers to learning, classroom management and organisation as well as classroom management strategies will be looked at. Chapter five will also explore in detail the importance of an Individualised Education Plan (IEP) to learners experiencing barriers to learning.

CHAPTER 5: ANALYSIS OF FINDINGS ON THE CLASSROOM MANAGEMENT ASPECT OF LEARNERS EXPERIENCING BARRIERS TO LEARNING

5.1 Introduction

Classroom management is a very important component of teaching to deal with challenging behaviour in class, disruptive nature of students as well as learners who disrespect authority and other learners. In South Africa, bad behaviour among learners is a thorny issue for many educators and school authorities. It is against this background that educators should be equipped with relevant classroom management strategies to address issues of indiscipline among learners, manage learners who experience barriers to learning as such learners become easily frustrated and angry. Classroom management should also take into account various needs of learners and address diversity in a classroom environment. Proper classroom management ensures academic productivity of learners in class and ensures that learners are in an environment that allows them to achieve. An important aspect of classroom management is that mutual respect must be developed between the learner and teacher. In this chapter various classroom management strategies are going to be explored and recommendations made on suitable strategies that can be implemented to manage learners experiencing barriers to learning.

5.2 Early identification of learners experiencing barriers to learning

Early identification of learners experiencing barriers to learning is a critical step towards the provision of effective support to such learners. According to the Department of Education White Paper 6 (2001), the inclusive education and training system was to be changed so that learners who experience barriers to learning could be identified early and the necessary support given to them. The minister of Basic Education and Training further corroborated early identification of learners of learners experiencing barriers to learning through the SIAS policy in 2014. The SIAS policy is applicable to ordinary schools, special schools, as well as full service schools. According to the minister of basic education and training, the purpose of the policy is, inter alia, “to provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional

support to enhance their participation and inclusion in school” (Motshekga 2014) It is important to note that many educators lack the knowledge and expertise about identification of barriers to learning. This lack of knowledge makes it difficult for educators to manage learners experiencing barriers to learning in a classroom.

In special schools where the study was conducted, many educators were concerned about the lack of relevant skills by educators to identify learners with barriers to learning as well as the confidentiality of learner information in their schools. They argued that early screening and identification of learners is done at the educational support unit by the school educational psychologist. The information about barriers to learning that individual learners experience is then kept confidential by the school authorities. This makes it difficult for educators to manage their classrooms due to lack of information about specific barriers that individual learners experience

One respondent from school D spoke about the importance of the SIAS document and how they use it to assist and manage learners with barriers to learning. He went on to say that:

“When learners are tested by the school educational support unit and learning barriers are identified, the education support unit in conjunction with subject teachers design intervention strategies to assist such learners. Such strategies are based on the individual needs of a learner and involve time management, work management and organisational skills management. Remedial therapists in our school also assist learners who lag behind in terms of their school work. They design catch up plans for learners and assist with school work after school teaching hours. This helps educators manage their classes in that there is no learner who lags behind in terms of teaching and learning”.

Those educators who do not have the necessary skills and are struggling to identify learners experiencing barriers to learning in schools that were studied are assisted by the educational or learner support units to identify such learners. The support unit also through manpower development equips such educators with necessary skills to manage learners experiencing barriers to learning within a school and classroom set up.

It is important however to note that many educators who were interviewed were critical of the SIAS policy. Respondent 1 from school C argued that SIAS is an excellent policy on paper, but its practical implementation is not. She went on to say:

“There is a recurrent lack of knowledge and expertise among many educators in South Africa in identifying learners with barriers to learning. Moreover we have to deal with numerous challenges on a daily basis apart from identifying and screening learners experiencing barriers to learning. These challenges are overcrowded classrooms, dealing with difficult parents, giving psycho – social support to learners, disciplining unruly learners, marking, attending meetings and so on”.

The above response clearly shows that there is an urgent need to train more personnel in South Africa in specialised educational fields like specialist teachers, psychologists, psychometrics and remedial therapists.

5.3 Classroom organisation

Proper arrangement of desks and chairs is an important component of classroom management in managing special needs learners. The department of education (2010) attests that “it is important that educators should decide where learners should sit and that by examining their classroom organisation, teachers can identify ways of avoiding pupil misbehaviour” Many educators in schools under study preferred to arrange their desks in a horse shoe shape or in rows to allow for easy movement of the educator around the classroom. Educators argued that such a seating arrangement enable the educators to easily monitor behaviour and limits disruptive behaviour among learners. It is also important to note that educators should avoid a situation whereby learners share desks or are organised in groups as this will result in socialisation and high noise levels among learners. One of the respondents from school E argued that:

“Arranging desks in groups or pairs does not work well with autistic learners as these type of learners need their personal space. Learners with ADHD are easily distracted, so seating them in front rows closer to the teacher works best for them. Most of the learners experiencing barriers to learning are easily distracted, so educators should ensure that they do not let learners sit near things that can easily distract their attention and concentration such as fans, conditioners, heaters, windows and doors”

The above statement reveals to us that it is best for educators to know and understand their learners very well so that their classroom organisation takes into account different learner needs and barriers to learning.

5.4 Classroom management strategies

Ever since the abolition of corporal punishment in South Africa, many educators are faced with serious challenges of dealing with bad behaviour in class and are also struggling to effectively manage their classrooms and teaching activities. Many educators end up resorting to punishing learners because punishment is seen by many as a faster way of addressing and resolving problems that arise in the classroom on a daily basis. It is important to note that corporal punishment is a thing of the past, it cannot work with the current crop of learners.

Van Deventer and Kruger (2003: 66) attest that effective classroom management create environments that maximise opportunities to learn, where learners are well managed and motivated to learn. This statement is further supported by Coetzee, Van Niekerk & Wydemann (2015) who assert that: “for the educator, the classroom management function amounts to the creation of an environment for effective teaching and learning. An orderly, organised and well managed classroom situation must be created to make effective teaching and learning possible”. This clearly shows how important classroom management is in South Africa when it comes to effective teaching and learning. It is important to note that for schools with learners experiencing barriers to learning, classroom management is a daunting task for educators. In South Africa, learners have too much power that it becomes very hard to control or discipline them. Many educators in schools that were investigated contended with the above assertion and went on to say that there is little that educators can do in class to address challenging behaviour. The educators highlighted concerns about difficulties of managing challenging behaviour in the classroom as well as difficulties that they encounter in managing special needs learners. Respondent 3 from school B argued that:

“Learners who display challenging behaviour do not benefit from the learning material. Difficult learners also distract the attention of others which negatively impacts on the atmosphere of teaching and learning. Disruptive and challenging behaviour also make

educators to be discouraged, lose enthusiasm and motivation. Educators are also unable to pay attention to other learners who are in need of support due to challenging and disruptive behaviour”.

It is however important to note that no matter how badly behaved learners are, educators should try by all means to avoid use of punishment against learners. Below is a table that will help us understand why the use of punishment should be minimised at all costs and be substituted with proper classroom management strategies. A comparison between classroom management and punishment shows that there are higher chances of achieving positive outcomes from learners who are properly managed in class than from those who are constantly punished.

CLASSROOM MANAGEMENT

- The goal is prevention
- It is aimed at correcting future behaviour
- It is implemented so that the learner can benefit, learn and grow
- The main focus is teaching the learner self – control and appropriate behaviour for the learner’s benefit
- The learner learns a sense of safety and care from the teacher
- Enhances learner’s confidence and self esteem
- Addresses the learning needs of students
- Proactive

VS PUNISHMENT

- The goal is past oriented
- It is aimed at making the learner pay for mistakes
- The focus is on control of behaviour, often for the teacher’s benefit
- The learner feels humiliation, fear and guilt
- Fosters resentment, violence, aggression and truancy on the part of a learner
- Undermines relationships and does not address the learning needs of students
- Does not teach alternative behaviour or give a learner a practice of using more appropriate behaviour
- Reactive

Respondents during focus group discussions came up with the following strategies that educators can employ in class to deal with challenging behaviour so as to effectively manage learners with barriers to learning:

- Building empathy and relationships with learners.
- Consistency in dealing with bad behaviour.
- Educators must minimise apply classroom rules consistently.
- Making use of a buddy system and rewarding the learners if they comply with the rules.
- Shorten teaching sessions into shorter periods.
- Educators must make use repeated praise and positive reinforcements for good behaviour.
- Long sessions of instruction should be broken up into short simple steps.
- Lessons should be well planned, structured and interesting to attract the attention of learners.
- Educators must always make an effort to be on the side of learners and show them that they are after helping them achieve their academic goals.
- Educators should stay positive and calm when dealing with badly behaved learners and aggressive learners so as to avoid escalation.
- Limiting the use of punishment as this can result in resentment from ADHD learners.
- Educators should focus on the strength of learners and not on their weaknesses.
- Learners must not be allowed to use things that can distract the attention of others in class such as fidget spins, stress balls, dough and so on.

5.5 Maintaining classroom discipline so as to effectively manage learners with barriers to learning

Maintaining classroom discipline important in creating an atmosphere that is conducive for teaching and learning. Learners who are well behaved and disciplined have higher chances of achieving better grades than learners who are disruptive and ill – disciplined. Bad behaviour and indiscipline among learners is a common thing in many South African schools. This is supported by Marzano (2003) who asserts that lack of discipline is the most serious problem facing schools today. Marzano goes on

to say that although disciplinary problems impact on the school as a whole, it is the classroom educator who is the first line of defence. It is important to note that many educators in South African schools are therefore faced with a daunting task of maintaining discipline in their classrooms, teaching as well as doing their administration work. Respondent 1 from school F argued that:

“Ever since the abolition of corporal punishment in South Africa there has not been any effective working method to discipline learners. If the government continues with its programme of training educators on proper classroom management strategies, the issue of indiscipline among learners will gradually be addressed”.

It is important to note that there are discipline methods that educators can implement in their classrooms to deal with the problem of bad behaviour among learners. Educators who are inexperienced or new to the profession are frustrated by bad behaviour among learners. These educators end up employing extreme measures such as punishing learners or verbally abusing them in order to discipline them. It is important to note that this does not go down well with most of the learners who in turn end up shouting back at the educator or in extreme circumstances swearing at an educator. If learners are shown respect in class and are treated as equals by an educator there are less chances of them misbehaving. Below is a table showing a comparison of positive classroom management as opposed to negative classroom management.

Positive ways of classroom discipline and management	Negative ways of classroom discipline and management
<ul style="list-style-type: none"> • The educator gives learners positive alternatives. • The consequences for bad behaviour are reasonable and directly related to and in proportion to misbehaviour. • Having clear cut classroom rules that are clearly communicated to learners. • The educator teaches learners to understand the reason for rules so that they follow them. • The educator teaches courtesy, non – violence, empathy, self – respect and respect for others and their rights. • The educator builds a mutually respectful relationship with learners, teaches them lifelong skills and fosters their love for learning. • Discipline for bad behaviour is fair and based on long term solutions that develop a learner’s own self – discipline. • The educator acknowledges and rewards effort and good behaviour. • The educator listens to learners. • The educator understands the needs of learners, capacity and developmental stages. 	<ul style="list-style-type: none"> • The educator makes learners ashamed and humiliated in front of others. • Serious consequences that are not related to misbehaviour for example giving a learner community service or weekend detention. • Having no classroom rules, limits and expectations. • The educator teaches learners to passively follow the rules for fear of being punished. • The educator constantly reprimands learners and puts more emphasis on listening and does not accept mistakes. • The educator focuses on learner behaviour and mistakes and forces the learner to be obedient. • Discipline for bad behaviour is based on criticising the actions of learners, punishing and reprimanding them. • The educator reacts harshly to misbehaviour, shouts, screams and threatens learners into following rules. • The educator never or rarely listens to learners. • The educator says things that are inappropriate to the learners’ developmental needs and is verbally abusive.

5.6 Teaching methods

There is no single prescribed method of teaching that should be used in a classroom with learners experiencing barriers to learning. It is important for educators to adapt their teaching styles and methods to cater for different needs of learners such as

accommodation of challenging behaviour, dyslexia, dysgraphia, ADHD and so on. The CAPS document (2014) also puts more emphasis on the adaptation of learning programmes and teaching material to suit the needs of diverse learners experiencing barriers to learning. The following teaching strategies are a compilation from participants and respondents from special schools under study that can be used in a classroom to address barriers to learning:

- Dyslexic learners should not be asked to copy text from the board or book, rather they should be given printed notes.
- Learners who have a reading impairment (dyslexia) should also be asked to highlight key points or areas in their textbooks rather than reading the entire text.
- Educators should give dyslexic learners the opportunity to answer questions orally as such learners struggle to put their answers and ideas in writing.
- Educators should make use of mind maps and colour coding of important information for dyslexic learners
- Educators should try by all means to avoid criticising learners with dyslexia, dysgraphia, ADHD etc.
- Additional time should be allocated to learners for writing tasks, cycle tests and examinations.
- Huge tasks and assignments should be broken down into small manageable pieces of work for students.
- For learners with auditory processing disorder the teacher can make use of classroom visuals and images to reinforce the learner's understanding and memory.
- Educators can repeat or rephrase important information to learners.
- Educators can arrange for learners with auditory processing disorder to write their tests and examinations in separate venues or quiet rooms under supervision of other educators.
- For learners with visual processing disorder, they should be allowed to study out loud with a partner and group discussions can be encouraged in class.
- Educators should discuss activities or learning content with learners to make sure that it is understood by all learners.
- Educators should speak clearly and slowly when teaching learners with barriers to learning.

5.7 Teaching and learning support material

Basic learning and support infrastructure is important for special schools that have learners with barriers to learning. The integration of technology in many South African schools have provided an enabling teaching and learning environment for learners with barriers to learning. The schools that were investigated had the necessary infrastructure and technological devices that could be used by learners with barriers to learning. The greatest challenge that most of these schools faced was that many educators were not properly trained on the use of such technological devices in a classroom environment. It is important however to note that when properly used, technology plays a very important role in simplifying teaching and learning activities especially in classrooms with learners experiencing barriers to learning. Respondent 4 from school B said that:

“It is high time that educators should accept homework and tasks created on a computer by learners as this allows for spell check and helps with grammar and punctuation and this is very important for learners with dyslexia. Audio books, text to speech, digital recorders and printed out notes including power point presentations and video clips should also be used to arouse interest among learners”.

On the other hand respondent 1 from school C also recommended that:

“Educators should allow for the use of word processor for homework and research tasks. Learners should also be given access to tablets and internet for the purposes of research so as to meet their different learning needs”.

5.8 Curriculum content and assessment

Curriculum differentiation according to the CAPS document (2014) involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners' ability levels, interests and backgrounds. Curriculum differentiation is a very important teaching method in responding to diverse needs of learners as well as in managing learners in a classroom environment. Curriculum differentiation according to the CAPS document can be done at the level of content, teaching methodologies, assessment and learning environment.

5.9 Differentiation of curriculum content

Byers and Rose (2004 & 2012) argue that differentiation implies adjusting tasks to the various interests, needs, aptitudes, experiences and previous achievements of diverse groups of pupils. They go on to say that differentiation entails careful consideration of curriculum content, structure, sequence, teaching style and learning style. It is important to note that many learners with barriers to learning struggle with subjects that are content based as such subjects requires them to study large volumes of text and information. They tend to be overwhelmed by work load and eventually this makes them give up on their school work. Many educators in schools that were investigated argued that it is possible to adapt curriculum content in such a way that it addresses different needs of learners. Some respondents however were of the different view and argued that the main problem with the curriculum in the South African education system is that it is prescribed from the department of education. Any educator who makes minor changes to the curriculum is seen as not adapting it or making differentiation of content to it, but is seen as not complying or not working in line with the policy documents. This has put too much pressure on special schools as well as educators who end up taking the route of applying for concessions to the department of education to be allowed to set their own tests and examination according to the curriculum content that they would have covered at a given time.

Many respondents from schools that were investigated were able to give different ways in which they adapted content in their classrooms to meet the diverse needs of learners as well as the needs of learners with barriers to learning. Respondent C from school D said:

"I cover the entire information on topics that require simple recall by learners. Such topics according to the Bloom's Taxonomy require remembering, comprehending and application. When it comes to more abstract concepts and topics that require analysis synthesis and evaluation of information, I only focus on key concepts so as to avoid overloading learners with information that they will find difficult to analyse".

Respondent B from the same school said:

"I only focus on skills that the learners would be able to acquire from a certain subject at the end of a phase rather than teaching the entire content. The use of technology

is also important in adapting curriculum content as content can be summarised in point form and presented to learners in a power point format. Such information can be printed out and given to learners to revise. This saves learners from taking down notes and from copying from the board”.

The above responses clearly show that respondents knew what curriculum differentiation and adaptation is and they were implementing curriculum differentiation in their classrooms. The only problem that arose was the prescriptive nature of the South African curriculum.

5.10 Differentiation and assessment

Sebba, Byers and Rose (2012) contend that assessment can be adapted to address the needs of learners with barriers to learning. This is important as many learners in special schools have different learning disabilities and barriers to learning that should be taken into account when assessment in the form of tests, SBA tasks and examinations is done. Respondents from school E were in agreement that their school allows for the use of technology in typing of the assessment tasks by learners and that they allow for the rewriting of SBA tasks where learners did not achieve good results. Respondents from School A said that in their school they provide tasks that require short answers like multiple choice questions, matching columns as well as simple recall questions. They also said that they give learners extra time to complete their SBA tasks and examinations. The above responses are in line with the department of education concession requirements where learners who qualify for special concessions are given extra time to complete their tasks or examinations. In some special concessions, learners are assigned a scribe, reader or prompter for their examinations.

5.11 A flexible curriculum

According to the Department of Education (2009), the curriculum has been seen as one of the most significant barrier to learning in most of the special schools in South Africa. The CAPS curriculum is so rich, content laden and has been designed in such a way that it addresses all levels of questioning from simple to more abstract concepts. It is against this background that the curriculum should be made flexible so as to

accommodate the diverse needs of learners in the classroom. The DoE (2009) goes on to say that educators should adopt an inclusive curriculum to address barriers to learning in the classroom. This inclusive curriculum should take into account the content, language of teaching and learning (medium of instruction), classroom management and organisation, teaching methods, the pace of teaching and learning, teaching learning and support material as well as assessment of learner's work and activities. It is against this background that the curriculum should be adapted in such a way that it addresses different needs of learners. An adapted curriculum should be made accessible and available to learners (learners must not find problems in accessing it).

Participants and respondents from schools under study also concurred that special schools need a flexible curriculum that addresses special needs of learners as well as a wide range of barriers to learning. One of the respondents from school C went on to say:

"Apart from a flexible curriculum there needs to be flexibility in the way educators manage their classrooms. Educators should be more flexible and permissive as opposed to a strict and authoritative classroom management method. The pacing and sequencing of teaching must also take into account various needs of learners".

In light of the above statement, one can argue that it is possible to adjust the curriculum to be CAPS compliant and address certain skills, knowledge and values for learners. The classroom environment must also be characterised with mutual support, respect for each other, caring for one another as well as inclusivity.

5.12 Parental involvement

Parental involvement in a child's education is key in South Africa in ensuring that the child has a positive work ethic, behaves well in school and at home as well as in ensuring a culture of discipline and positive contribution to the society at large. In South Africa educators do not find hardships in managing learners whose parents are actively involved in school activities and academic work. It is however important to note that many parents in South Africa do not know what positive parental involvement in their child's education is. Many parents have a tendency of blaming educators for their children's lack of progress and bad behaviour at school. Landsberg (2013)

concur with the above notion and says that the home environment in South Africa, as in the rest of the postmodern world fails to a large extent to provide children with a background that is conducive to harmonious development and positive behaviour patterns. She goes on to say that parents do not have time to pay attention to their children, they neglect their responsibility to inculcate norms and values, and to serve as role models. It is important to note that such problems in South Africa leave children vulnerable to bad influence from peers and the society. The schools and teachers are left with a huge burden of inculcating norms and values to such children. Educators also have to act in loco parentis to manage children behaviour, give emotional support as well as give guidance in the classroom.

Some barriers to learning emanate from the home environment, rising tide of poverty, educational neglect, emotional neglect which may lead to serious difficulties in children's psychological life. It is against this background that there needs to be a harmonious relationship between the school environment and home on the part of a learner. Parents should be constantly in touch with the schools and educators in terms of their children's behaviour, progress, academic achievement and give necessary support. Lines of communication should always stay open between the school and home so as to help manage learner behaviour as well as academic achievement. Learners with barriers to learning should feel loved both at home and at school. This in turn will motivate them and push them to strive to accomplish their educational goals. Necessary academic and emotional support should also be given to such learners both at home and at school.

5.13 Individual Education Programme (IEP)

An individualised education programme is a document designed to support the needs of individual learners with special needs, barriers to learning and learning disabilities. In schools that were investigated, children diagnosed with ADHD, emotional disorders, autism, dyscalculia, dysgraphia and so on had the education support teams and educators recommending an IEP for them. The above definition is supported by the Department of Basic Education (2009) which refers to the Individual Education Programme as special education and related services specifically designed to meet the unique educational needs of a learner with a disability/impairment, learning

problem/difficulty as well as learners experiencing barriers to learning. Many respondents under study raised concerns that it is a challenge for many new inexperienced educators to identify learners with specific barriers to learning and recommend an IEP for them. This problem resulted in delays on the part of schools to give necessary support to such learners.

5.13.1 Learners who require an IEP

Learners who require an individualised education programme are those that have difficulty in learning, functioning and have been identified as special needs students. Learners who experience learning disabilities, ADHD, emotional disorders, cognitive challenges, autism, hearing impairment, speech or language impairment, developmental delay and so on need an individualised education programme.

5.13.2 Referral of learners who require an IEP

According to the department of basic education and training (2006) in South Africa, a classroom educator can refer a learner to the school counsellor or psychologist if she/he is concerned about a child having problems academically, attention and behaviour problems and failure on the part of a learner to complete work on time. A learner can also be referred by the educator to a school psychologist or counsellor if he/she is struggling with SBA tasks, class work, tests, assignments and so on. A parent of a child and a doctor can also refer a child to a psychologist or counsellor for evaluation.

5.13.3 Steps in the making of an IEP according to the White Paper 6 on special needs education in South Africa

The White Paper 6 on special needs education in South Africa (2001) gives guidelines on steps that should be followed in the making of an individualised education programme for learners. According to the white paper, information should be gathered concerning the learners' progress or academic difficulties through a meeting with the learner, parents and class educator. The learner is then observed by the class educator and the school based support teams to determine whether he/she needs

support. If the learner is in need of support, then intervention strategies will be put in place by the educator and support teams to help the learner achieve positive results in his/her school work. If the intervention strategies do not work, then a multi – disciplinary team of professionals will evaluate the learner to determine the learner’s eligibility for an individualised education programme. It is important to note that the team should have consent from a learner’s parents, guardians or caregivers to conduct the evaluation process. The multi – disciplinary team of professionals should comprise of the school psychologist, occupational therapist, speech therapist, special educator, vision or hearing specialist and other specialists depending on the needs of a learner. When the team members complete their individual assessments they then develop a comprehensive evaluation report (CER) which authorises the skills and support that the learners will need. The report is then presented to the parents of the learners for acceptance as well as to decide what will go into the plan. A regular teacher should also be present at the meeting with parents and professionals to offer suggestions about how the IEP can help the learner’s progress. At the meeting the team will suggest a learner’s educational needs as described in the comprehensive evaluation report and come up with specific, measurable, short term and annual goals for each of the needs. The goals set up within the learner’s IEP should be SMART. The SMART practice is going to be explained in a table below:

Specific	- The IEP goals should clearly describe the knowledge, skills and values that will be taught and how the child’s progress will be measured.
Measurable	- All stakeholders that is parents, the support team and educators should know how progress will be measured. They must know how much progress the learner has made since the performance was last measured.
Achievable	- All stakeholders must identify the problem that the learner is having and act. The goals must be stated in measurable terms for example direction of behaviour, area of need and level of achievement,
Realistic	- The goals must represent progress that is realistic for the child and address the child’s unique needs that

	result from a learning disability or barrier to learning. Set goals or targets should be possible within the home and school environment.
Time framed	- All stakeholders in the IEP should be clear about what the learner needs to know within a given time frame so as to be able to monitor progress at regular intervals.

5.13.4 The contents of an individualised education programme (IEP)

The Individualised education programme outlines the support services that the learner will receive and how often such services will be provided. Other services can be delivered in the classroom while therapy sessions can be conducted in the educational support unit. The IEP must be reviewed annually to update the goals and make sure that the services meet the learner's needs. The department of education (DoE 2010) in South Africa goes on to say that the IEP should include the following:

- The present level of academic achievement and functional performance of a learner.
- Annual goals that is what the learner is expected to do or learn within a year period.
- Measurable annual goals and benchmarks of short term objectives.
- Duration, frequency and location of services.
- Special education, related services, supplementary aids and services required by a learner.
- Progress report schedule.
- The date for the initiation of the IEP as well as the date for the termination of the programme.
- A list of individuals who are responsible for the implementation of the IEP.
- Evaluation procedures and schedules for determining a learner's progress towards achieving goals.
- Transition planning – the IEP must contain transition related plans designed to help the learner prepare for life after school.

It is important to note that four of the schools under study had fully developed IEP programmes that are fully functional for learners who experience barriers to learning. The other two schools were still developing their IEP programmes and these schools were very confident that their programme will be fully functional by the year 2020. During focus group discussions respondents summed up the importance of an IEP in managing learners experiencing barriers to learning as follows:

- Learners receive an education based on their unique needs.
- An IEP is a legal document between the parent and the school and is used to determine the learner's areas of strength and weakness.
- Groups of students with similar needs are brought together for a small group instruction.
- A certified special needs educator can be recommended for specific needs of learners.
- Strategies specific to a learner could be used prior to any tests or examinations.
- The IEP recommends services, support that the learner needs and how often such support will be provided.
- An IEP clearly shows learners who require intense intervention and a decision could be made so that such learners can be taught in a special school environment.
- An IEP can provide for individualised attention between the learner and a special educator in a special school environment.

5.14 Summary

In this chapter, the researcher explored several strategies that educators employ to effectively manage classrooms with learners experiencing barriers to learning. It is not an easy task for most of the educators to manage classes with learners experiencing barriers to learning. There are however interventions that can be put in place in order to help educators manage such classes. These include encouraging active parental involvement in the education of their children in both the school curriculum and extra mural activities. Differentiation of curriculum content and assessment is also important in ensuring that the diverse needs of learners are met. The chapter also explored in detail the importance of an individualised education programme for learners who experience difficulties in learning, functioning and who are at risk of not achieving good

results. Classrooms that have learners with barriers to learning should also be well resourced as this simplifies work for both learners and educators. Of importance is that there has been a diversion in the way that learners should be handled in a classroom environment. The role of the traditional educator was to give instruction, make learners do their work, use rote learning teaching methodology and punish or beat up those who struggled with grasping and understanding new techniques. This created an atmosphere of fear in the classroom as the freedom of learners to showcase their knowledge, skills and talents was greatly compromised by educators. It is against this background that the current educational dispensation puts more emphasis on classroom management. This takes into account how educators effectively manage their learners to create an atmosphere that is conducive to positive teaching and learning as well as individual capabilities of educators and their classroom management skills. In this regard, the researcher would want to emphasize that current classroom educators should be equipped with necessary skills and knowledge on barriers to learning so that they are able to deal with bad behaviour in class. Educators should also be equipped with proper classroom management skills and they should also be able to identify learners who are at risk of not achieving as well as those learners who need individualised attention and arrange for necessary interventions to give support to such learners.

In the next chapter the researcher is going to look at how the issue of shortage of resources in schools, lack of in service training and parental involvement can be dealt with. Some issues that are going to be explored and discussed are a change in attitude, making quality education affordable and accessible, motivation of educators as well as adaptation of assessment. The above topics are going to be explored in detail and recommendations made on how each of them could be improved or adapted for the benefit of learners with barriers to learning.

CHAPTER 6: RECOMMENDATIONS AND FURTHER STUDY

6.1 Resources

Many special schools including those that were sampled during the study still lag behind in the implementation of technology in a classroom environment. This is due to lack of proper and adequate funding, unaffordability of technological devices as well as inability of educators to use technology or to fully implement technology in their classroom. The following recommendations can be considered to deal with the problem of resource use and shortages:

- The Information Technology (I.T) and Computer Applications Technology (CAT) departments within special schools can be used to workshop and train educators on the use of technology.
- The Department of Education (DoE) can make learning instruments accessible online for educators such as learning programmes, annual teaching plans, programme of assessment, computerised working mark sheets etc. This reduces a lot of paper work that educators find themselves doing which takes away a lot of their teaching time.
- All stakeholders in education which include the school governing bodies, principals, parents, non – governmental organisations, community leadership and the department of education should ensure that schools are equipped with relevant resources (teaching and learning support material).
- The government should through the department of education, Curriculum and Assessment Policy Statements (CAPS) identify, extend and develop relevant resources and appropriate technology which will support both learners and educators overcome barriers to learning. These resources in subjects such as geography can include textbooks, atlases, the globe, overhead projectors, interactive smart boards, computers, internet access, topographic and orthophoto maps, power point slides, relevant software packages for lesson development.

6.2 In-service training

For educators to teach in special schools and collaborate with one another, they need to acquire through pre – service and in – service training, a common vision, conceptual framework and language, a set of instructional and technical skills to work with the needs of diverse learners that have barriers to learning. In – service training can be implemented through the following ways in special schools:

- In – service training should include short courses that are certificated and should cover aspects such as management of special needs learners, identification of a diverse range of learning needs and barriers, classroom management strategies as well as introducing educators and support teams to the inclusion model.
- The Department of Education can introduce and fund parallel education programmes in both special schools and mainstream schools. In these programmes, selected educators can do specialised courses alongside their teaching activities. Specialised courses can be done after teaching hours with selected universities. Such courses can include specialised professional support in curriculum, assessment and instruction, training of educators regarding barriers to learning, early childhood intervention and therapeutic support to learners experiencing barriers to learning.
- The Norms and Standards for Educators (DoE 2000) sets out seven roles which competent and dynamic educators ought to fulfil. It is however important to note that specialised roles of educators to address learning barriers such as dyslexia, tourette syndrome, post – traumatic stress disorder (PTSD), attention deficit hyperactivity disorder (ADHD), obsessive compulsive disorder (OCD), dyscalculia, dysgraphia and so on are not fully addressed hence the need for in – service training on the part of educators. This will make the educators fully understand the diverse needs of learners in their classroom and have the necessary skills to address them.
- In – service training can also be done through manpower development programmes in schools. This can be achieved through the deployment of experts in schools in the fields of psychology, remedial, psychometric testing

and so on. Such experts can then provide professional support to other members of staff, neighbouring schools, and work hand in hand with the district based support teams.

- In service – training must not be confined to educators and school teams only, but it should also be spread to parents as well. Parents should be taught how to give educational support to their children who have barriers to learning.
- Specialist teachers and remedial therapists can provide specialised and individualised support to learners who have barriers to learning as well as to educators who require support to deal with such kind of learners.
- There should be collaboration among educators within a school, cluster or district. This collaboration and sharing of ideas is crucial in equipping less experienced members of staff with appropriate strategies to address barriers to learning among learners.

6.3 Parental involvement

Parental involvement is the participation of parents, families and communities in the education of their children in schools. In special needs schools, constant parental involvement in education is very important as it helps relieve pressure from educators in terms of teaching work load, managing and meeting diverse needs of learners as well as managing behaviour inside the classroom.

6.3.1 Recommendations on ways that parents should get involved in the education of their children:

- Schools can encourage parental involvement and clearly define what it is so as to avoid parental interference in education.
- Parents can be provided with workshops and training by all stakeholders in education so that they clearly understand what parental involvement entails. This can be done to avoid a situation whereby ‘difficult parents’ interfere with learning programmes and behaviour in schools.
- Parents can provide encouragement to their children, design study timetables for them and instil a culture of reading and studying in them.
- Parents can model desired behaviour and teach their children good manners.

- For weaker learners and those learners who are at risk of failing, parents can enlist the services of tutors and arrange for extra lessons during weekends or holidays.
- Those parents who are educated and are knowledgeable about certain subjects and the curriculum can tutor their children at home.
- Parents can ensure that their children attend school regularly, complete their assignments, SBA tasks as well as homework.
- Parents should keep lines of communication open with the school and educators so that any problem that arises concerning the education of their children can be addressed immediately. Regular communication with the school also contributes to the positive development of a child academically and any difficulties that arise can be mutually addressed by both parties that is the parent and a teacher.
- Co – operation and collaboration between the school and families is important in a child’s education especially those children who have barriers to learning.
- Parents should be taught through manpower development programmes that they have certain duties and responsibilities concerning the education of their children. This is stipulated in the South African Schools Act No 84 of 1996. Parents should ensure that their children go to school and get an education.
- Parents should help schools in the identification and diagnosis of barriers to learning that affect their children, especially in special needs schools.
- Parents can play an active role in policy making decisions within the school and volunteer to take up certain positions within the School Governing Bodies.
- The school governing body (SGB), as parents’ representative, should make an effort to act as mediator between the schools and the parents, in order to enhance parental involvement in schools. The SGB should keep parents updated on school policies, the kind of support that the school gives to learners as well as intervention programmes that are there within the school set up that serve to address the needs of diverse learners experiencing barriers to learning.
- Parents should monitor their children’s use of technological devices and gadgets. Some children are on their phones, computers or watch television until the early hours of the morning. This results in learners sleeping or failing to concentrate in class because they would have not slept well the previous night.

- Indiscipline and bad behaviour among learners has been identified as one of the major problems that plague the South African education system. It is therefore the duty of all stakeholders in the education system to address this problem especially parents who should help schools and educators to take full responsibility for the behaviour of their children.

6.4 Change of attitude

During the pre – democratic era in South Africa, specialised education and support was predominantly provided for a small percentage of learners with barriers to learning within special schools. This resulted in inadequate teacher training in special education and the misconception among educators that learners who are experiencing barriers to education cannot cope. This problem still persists up to this day. Many educators who were interviewed in this study concurred that negative attitudes and labelling of learners still persist in special schools due to some misconceptions and assumptions among educators concerning learners experiencing barriers to learning. It is against this background that a change in attitude among educators is important in addressing barriers to learning. The researcher therefore recommends that:

- Institutions that train educators should equip them with adequate skills, knowledge as well as positive attitudes concerning barriers to learning and special needs education.
- Teacher training should be adapted in such a way that it addresses inclusion and educators should be taught to be empathetic and patient when dealing with learners with barriers to learning.
- All stakeholders in education that is school principals, educators, parents, learners, SGB and the community at large should be taught to refrain from stereotypical attitudes concerning barriers to learning.
- More support should be given to learners with barriers to learning by educators in the form of positive reinforcements, respecting learners, acknowledging their different barriers and getting very patient with them so that they would eventually rediscover their capabilities academically as well as in life skills.
- Special schools should have a way of training new educators and student teachers on how to handle learners experiencing barriers to learning. This can be achieved through workshops or in – service training.

- Staff induction can also be used by schools to enable new staff members and student teachers to effectively adjust to their new work environments in special schools.

6.5. Recommendations on how quality education can be made affordable and accessible

When conducting the study, the researcher noted that the school fees in all the schools that were sampled was so high that only the upper class could afford such fees. The average school fees was out of reach for the middle class and poor families in South Africa. It is important to note that high figures in terms of school fees leaves many learners experiencing barriers to learning without access to quality education and out of school. The following can be done to ensure access to education for all learners regardless of their learning disabilities or barriers to learning:

- The government should ensure that all children experiencing barriers to learning have access to equal opportunities to learn.
- The government can conduct a survey to determine the number of learners who experience barriers to learning who are out of school. This will help the government in terms of resource allocation for such learners as well as in finding placements for them in different schools across the country.
- The government should ensure that children with barriers to learning and their families are adequately consulted before making decisions on school placement.
- The government can work in conjunction with special schools and subsidise their operational costs through the payment of educators to bring the school fees down so as to accommodate more learners who are experiencing barriers to learning.
- There are many learners experiencing barriers to learning who are out of school due to financial barriers. Such learners can be assisted through bursaries and government funding.
- The government can also construct low cost schools to cater for learners experiencing barriers to learning. Such schools should be well resourced and equipped for such learners.

6.6 Motivation

Many educators who were participants in this study brought about the issue of low morale among many teachers in special schools as an area that needs immediate attention. Educators argued that they experience a lot of stress on a daily basis in their work environment. Among other stressful things that educators experience according to the respondents is bad behaviour on the part of learners and to be sworn at and shouted at by learners. Some participants complained about low attention span on the part of learners, inability to complete work within the stipulated time frame, refusal to do work, disrespect from learners, playfulness, laziness, lack of initiative, coming to class late, poor communication, refusing to work or to do homework, poor work ethic and not bringing text books and workbooks to class. The above problems place a lot of stress on teachers coupled with the administration work of adapting the curriculum, term planners, lesson plans and constantly e – mailing parents so that the needs of diverse learners could be met.

It is important to note that issues of indiscipline among learners are a serious challenge to many educators in many South African schools. Moreover there are not enough working instruments for educators to use to tackle the issue of indiscipline among learners. This leaves many educators stressed and demoralised hence the needs for extrinsic motivation.

The researcher wishes to recommend the following as motivation for educators who teach in special schools:

- The schools and SGBs can create opportunities for personal and professional growth of individual educators aimed at empowering them with relevant skills and strategies to manage learners with barriers to learning.
- The schools, government and SGBs should create good working conditions and a good working environment for educators so as to realise job satisfaction from them.
- Professional supervision of educators is important as this will make them feel loved and supported in what they do.
- Schools and the government should remunerate educators well so that they are motivated and determined to put more effort in conducting their teaching activities as well as in managing their classrooms.

- Outstanding educators and those who go an extra mile in conducting their teaching and management activities should get recognition from schools and the government. This can be in the form of annual or life achievement awards in the form of certificates and trophies, holiday trips as well as gift vouchers.
- Performance appraisal and bonuses can be given to those educators who deserve so as to motivate them.
- Teaching media, relevant resources and technology should be made available to educators so as to make the execution of their duties and teaching activities much easier.
- Deserving educators should be recognised through being given awards such as worker of the week or worker of the month award.
- Praise and promotions can also be used by schools to motivate educators.

6.7 Assessment

Assessment can be defined as a wide range of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. The South African Qualifications Authority (SAQA) defines assessment as the collection of evidence of learners' work so that adjustments about learners' achievements, or non – achievements can be made and decisions arrived at.

When assessing learners experiencing barriers to learning, factors such as impulsiveness in responding, failure to complete tasks or questions within the allocated time frame and environmental disadvantage should be taken into account. In this regard learners experiencing barriers to learning should be given additional time during tests, tasks and examinations. Kruger and Swart (2014) argue that the accommodation of barriers to learning in assessment may be defined as adaptive acts or measures aimed at making the information and the question of each assessment item equally accessible to learners contending with the particular form and degree of barrier for which the accommodation is intended as to learners not experiencing that barrier. The issue here is however accessibility to the question and not the answer. It is therefore important that assessment should be adapted to meet the needs of diverse learners experiencing barriers to learning.

6.7.1 Recommendations on ways in which assessment can be adapted to cater for learners with barriers to learning:

- Skipping material – individual educators can skip over assessment material that the school deems inappropriate for the student's abilities.
- Use of audio – books in assessment rather than reading printed books.
- Use of simplified and shorter assignments.
- Extra aids and material should be provided for tasks and homework.
- Huge tasks should be broken down into smaller and simpler manageable pieces of work.
- Educators should give extended time for learners to complete assignments and class tests in order for them to have more time to comprehend questions, recall information and synthesize knowledge.
- Typing of homework assignments.
- Writing down answers given verbally by the learner.

6.7.2 Adaptation of assessment in examination or test conditions:

- The Department of education and individual schools should train more educators to conduct amanuensis for learners who qualify for such a concession (this is the use of a scribe to write tests and examinations for learners who have barriers to learning especially those who are dyslexic).
- Educators can assist learners prior to the administration of a test or examination. This can be done through the allocation of reading time to learners where a reader reads through the test or exam. During this time words can be rephrased and concepts simplified for learners. It is however important to note that the reader DOES NOT give answers to learners.
- Schools and the Department of Education can support with the use of equipment or adaptive technology by special needs learners.
- The exam duration can be extended so that all learners are given the opportunity to complete their examination. This can be considered an adaptation or modification if speed and comprehension is a factor on the part of learners in a test or exam.

- Use of separate venues for tests and exams to be written in a quieter room that is for learners who require minimum disturbance and who are not comfortable around a large group of people.
- The fact that different learners require different assessment methods and standards, calls for an urgent need for training educators in assessment methods which cater for different learning needs of learners.

6.8 Limitations of the study

The researcher encountered challenges during the study in schools that were investigated. Some principals in special schools refused to co – operate and did not give the researcher permission to conduct the study in their schools. The researcher also feels that Universities and the department of education should find a way of forcing such principals to co – operate with research students because the findings of the research will go a long way in benefiting schools in the district. The limitations of the study was that the research findings were mainly confined to special schools in Johannesburg east district. Regular or mainstream schools were not covered in the study. The researcher feels that a comparative study with mainstream schools would have been important in enriching the research project. It is important to note that there are some confidential documents that contain learner information and such documents can only be kept and read by a registered school psychologist. The researcher did not have access to these documents due to the Protection of Private Information (POPI) Act. The educational support units from the schools sampled were however instrumental in providing the researcher with general information concerning managing learner behaviour and giving the necessary support to learners through grade review discussions.

The study was also conducted in middle and high income areas of Johannesburg so problems like poverty, overcrowding and shortage of resources were overlooked. Despite the limitations of the study a conclusion can be made that the findings of the study can be generalised to apply to other special schools in South Africa. The different classroom management strategies, assessment and teaching methods that the study uncovered can be generalised to a greater extent.

6.9 Conclusion

The findings established by the research are that many educators in special schools that were investigated still face serious problems in managing their classrooms. These problems include managing behaviour, learning activities as well as managing individual learner's progress academically. The findings of the study also established that educators face serious challenges in managing learners experiencing barriers to learning in their classrooms and that most of them are not properly trained or equipped to deal with such learners. Despite the above problems, educators in special schools that were sampled give it their best to ensure that learners achieve good marks for their final matric examinations. This is evidenced by the fact that the schools that were sampled are classified as achieving schools by the department of education with an average of more than 80 percent matric achievement. The study also established that there is a serious shortage of educators who specialise in special education as well as those with special educational qualifications. The study also revealed that there is a shortage of remedial educators in special schools. The above problems gave a clear picture of why educators in special schools are finding it hard and challenging to manage learners experiencing barriers to learning. The study also revealed that there is no single prescribed classroom management style that should be used to manage learners experiencing barriers to learning. Educators should adapt their classroom management styles to suit their classroom environments. In adapting their classroom management styles, educators should take into account different barriers to learning that their learners are experiencing so as to effectively address and deal with them. The government, department of education, school authorities and governing bodies, educators, parents, NGOs, religious organisations and community members in South Africa should work together to assist learners experiencing barriers to learning. This will go a long way in achieving the government's objectives of fully addressing the problems associated with inclusive education in South Africa.

6.10 Areas for further research

Further research on managing classrooms with learners experiencing barriers to learning can be done in the following areas:

- Designing a CAPS compliant curriculum for LSEN schools or special needs learners.
- Designing and developing a model that could be followed to teach and manage learners experiencing barriers to learning from primary school right up to high school.
- Full implementation of Integrated Quality Management Systems (IQMS) to monitor and oversee teaching and learning activities in LSEN or special schools in South Africa.

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APPENDIX A

Ethics letter to the Department of Education for requesting permission to conduct research.

No 416 Rockview Heights
Street number 20
Grafton and Percy streets
Yeoville
Johannesburg (2198)

10 May 2017

The Director's office: Knowledge management and research
Gauteng Department of Education
9th Floor, 111 Commissioner Street
P.O. Box 7710
Johannesburg

Dear Sir/Madam

RE: Request for permission to conduct a research study in schools in your district.

I Sobantu Madlela am doing research with Dr Pertunia Rebotile Machaisa, a senior lecturer and chair person in the Department of Educational Leadership and Management towards a MED Education Management at the University of South Africa. I hereby request to be granted permission to conduct research in special schools in your district, in Johannesburg East (District 9 schools). The title of my research topic is:

An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to learning: A case study of six special schools in Johannesburg East district, Gauteng.

The aim of the study is to investigate and explore effective and suitable classroom management styles employed by individual educators in special needs schools to manage learners experiencing barriers to learning. Your Department has been selected because you oversee the learning and teaching activities in Johannesburg East district. The study will entail the exploration of various classroom management styles, methods employed by individual educators so as to come up with a coherent narrative concerning the proper as well as effective classroom management styles that can be effectively used to handle and manage learners with special education needs or learners experiencing barriers to learning. Schools in the district are going to be purposefully selected as well as participants. Participation in this study is voluntary and participants are under no obligation to consent to participation. The study will be conducted through the use of interviews, lesson observations as well as focus group discussions with individual educators.

Lesson observations will include the observation of three to four educators while they teach in class for the duration of their teaching periods. During the lesson observations, notes will be taken down by the researcher to record the proceedings of the lesson and how individual educators manage their classes. Focus group discussions will comprise of four to six educators and will be conducted after teaching hours so as not to interfere with individual school teaching programme and to avoid the disruption of the proceedings of lessons. During the discussions a voice recorder will be used to record the proceedings of the discussions and key points will be written down. The duration of focus group discussions will be two hours per session.

The benefits of the study is that individual educator's classroom management skills can be improved through the integration of various techniques used by different educators in the district. This can also go a long way in benefiting learners as indiscipline and bad behaviour among learners is still one of the main obstacles that is affecting the education system in many schools in South Africa.

There are no major potential risks associated with participation in the study. This is due to the fact that participation in the study is voluntary and that participants will be asked to sign the consent form before participating in the study. The researcher will clearly highlight on the consent form and fully explain to the participants about the nature, procedure, potential benefits and anticipated inconvenience of participation.

Feedback procedure will entail access to the final report by schools and educators who would have participated in the study. This will be in line with the Gauteng Department of Education Research Protocol and Guide for Conducting Research in GDE Institutions. When the dissertation has been completed, the researcher will complete the Research Report summary for the Gauteng Department of Education (GDE) and submit it to the GDE together with hard copies of the dissertation.

Your cooperation with regards to the above stated matter will be greatly appreciated.

Yours sincerely

Name of researcher : Sobantu Madlela.

Contact details : 073 7025 615.

E – mail : Sobantu.madlela@yahoo.com.

Name of supervisor : Prof. P.R Machaisa.

Contact details : 012 429 4560, 073 519 4485.

E – mail : machapr@unisa.ac.za.

APPENDIX B

Research approval letter to conduct study in Johannesburg East district schools



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

814141112

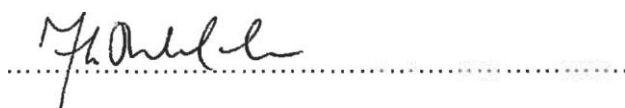
GDE RESEARCH APPROVAL LETTER

Date:	16 May 2017
Validity of Research Approval:	06 February 2017 — 29 September 2017
Name of Researcher:	Madlela S.
Address of Researcher:	416 Rockview Heights
	Grafton & Percy streets, Yeoville
	Johannesburg, 2198
Telephone Number:	073 7025 615
Email address:	smadlela@grantleycollege.co.za
Research Topic:	An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to learning: A case study of six special schools in Johannesburg East district, Gauteng.
Number and type of schools:	Two Primary Schools and Four Secondary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both

Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.



16/05/2017

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 048

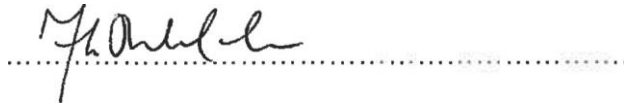
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.educatiot.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala

CES: Education Research and Knowledge Management

DATE: 16/05/2017

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX C

Consent letter to participants

Research title: An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to learning: A case study of six special schools in Johannesburg East district, Gauteng.

Dear Prospective Participant

My name is Sobantu Madlela and I am doing research with Dr Pertunia Rebotile Machaisa, a senior lecturer and chair person in the Department of Educational Leadership and management towards a MED Education management at the University of South Africa. We are inviting you to participate in the study entitled:

An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to learning: A case study of six special schools in Johannesburg East district, Gauteng.

I am conducting this research to find out about how individual teachers employ different classroom management strategies to address or accommodate the needs of diverse learners experiencing barriers to learning. The study is expected to collect important information that could equip educators with suitable classroom management techniques that can be used to manage learners experiencing barriers to learning. The study will also come up with recommendations on how a wide range of classroom management techniques can be used for the benefit of learners, educators, parents as well as other stakeholders involved in education. I am inviting you to participate in the study because you teach in one of the special schools in Johannesburg East District. My study focuses on doing research in special schools in Johannesburg East District, therefore participants are purposefully selected in any one of the six special schools that are in my area of study. The approximate number of participants per school will be three educators who will be observed while they teach. A total number of four to six participants will be involved in focus group discussions for the duration of two hours. Focus group discussions will be conducted after the school teaching hours

so as to avoid interruption of teaching activities in schools. The study involves audio taping, focus group discussions as well as interviews.

It is important to know that your participation in this study is entirely voluntary and you are under no obligation to consent to participation. If you decide to take part in the study, you will be given this information sheet to keep and be asked to sign a written consent form. There are no negative consequences for you to take part in the research project except that your two hours free time after school will be taken away through your participation in this research project. The information obtained from lesson observations, focus group discussions as well as the information that you convey to the researcher will be kept confidential. Your name will not be recorded anywhere in this research project and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications or other research reporting methods such as conference proceedings.

Participation in this study is entirely voluntary, you will not be paid or given any incentive or gift for your participation. Permission to conduct the research has been granted by the Gauteng Department of Education (GDE). The Gauteng Department of Education approval letter to conduct research at your school has been given to your principal and the chairperson of the school governing board. If you would like to be informed of the final research findings, please contact Mr Sobantu Madlela on 073 7025 615 or sobantu.madlela@yahoo.com. Should you have any concerns about the way in which the research has been conducted, you may contact Prof. P.R Machaisa on 012 429 4560 or machapr@unisa.ac.za.

CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or the researcher has explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and /or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the proceedings of lessons through audio taping.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname : _____
(please print)

Participant signature : _____

Date : _____

Researcher's Name & Surname: _____
(please print)

Researcher's signature : _____

Date : _____

APPENDIX D

Focus group/interview assent and confidentiality agreement

I _____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, (Sobantu Madlela), 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 shared in the group discussions to any person outside the group in order to maintain confidentiality.

I (Sobantu Madlela) as a researcher cannot guarantee anonymity and confidentiality for focus group discussions given the nature of this data collection method.

Participant's Name (please print) : _____

Participant's signature : _____

Date : _____

Researcher's Name : _____

Researcher's signature : _____

Date : _____

APPENDIX E

Focus group discussion guide/questions

Definition of classroom management

Definition of barriers to learning

Types barriers to learning experienced by different learners

Teacher competencies

What competencies do educators have to manage learners experiencing barriers to learning?

- In – service training
-
-

- Skills
-
-

- Empowerment of educators/manpower development
-

How are learners experiencing barriers to learning managed in class?

How is the provision of support services to various learners implemented by the school?

What is the school policy on inclusion as well as barriers to learning?

Is the DOE doing enough to offer support services to learners experiencing barriers to learning

What are the main types of barriers to learning that are experienced by learners

How are barriers to learning addressed by educators in a classroom?

What intervention strategies do educators employ to address barriers to learning?

How is the provision of support services to various learners implemented by the school?

How did the introduction of the CAPS curriculum affect learners who are experiencing barriers to learning?

Are there enough resources within the school to cater for learners experiencing barriers to learning?

What form of support do educators and the school get from parents through their involvement in the education of their children?

What teaching methods do individual educators implement and what is the attitude of learners towards these methods?

What classroom management strategies do individual educators implement to manage learners who are experiencing barriers to learning?

Is the learning environment conducive for effective teaching and learning in terms of the following:

- Overcrowded classrooms
-

- Behavioural problems
-

- Lack of teaching and learning material
-

- Lack of experienced personnel for example remedial therapists, psychometrists and psychologists
-

Strategies employed by individual educators to manage their classrooms under the following themes.

- Group work

- Co – operative learning

- Individualised support

How are issues of discipline tackled by the school and individual educators?

Recommendations

APPENDIX F

Observation guide

Subject: _____

Period: _____

Number of students in class: _____

TEACHING & LEARNING	YES	NO	COMMENTS
<ul style="list-style-type: none">• Seating arrangement as well as learning aids and material			
<ul style="list-style-type: none">• Is the teacher prepared for the lesson?			
<ul style="list-style-type: none">• Is the environment conducive to teaching and learning?			
<ul style="list-style-type: none">• Is the purpose of the lesson clear?			
<ul style="list-style-type: none">• Is there a discussion between the teacher and learners?			
<ul style="list-style-type: none">• Is the discussion between the teacher and learners meaningful?			
<ul style="list-style-type: none">• Are explanations provided by the educator clear?			
<ul style="list-style-type: none">• Are pupils focused?			
<ul style="list-style-type: none">• Are pupils actively involved in their learning experience?			
<ul style="list-style-type: none">• Is reinforcement done during the lesson?			
<ul style="list-style-type: none">• Are learners comfortable with the tasks given to them?			
<ul style="list-style-type: none">• Are learners comfortable with their own learning environment?			
<ul style="list-style-type: none">• Do the learners interact with each other in a respectful manner?			
<ul style="list-style-type: none">• Do the learners interact with the educator in a respectful manner?			
<ul style="list-style-type: none">• Is the lesson constructed to encompass the spectrum of all learners' specific needs?			
ACHIEVEMENT			
<ul style="list-style-type: none">• Are the outcomes of the lesson achieved within the time limit of the period?			
<ul style="list-style-type: none">• Do the learners play a negative or positive role in achieving the outcomes of the lesson?	+ ve	_ve	
CLASSROOM MANAGEMENT			

<ul style="list-style-type: none"> Is the atmosphere in the classroom one of care and effort, every child counts (no child left behind)? 			
<ul style="list-style-type: none"> Is the classroom managed in a satisfactory manner? 			
<ul style="list-style-type: none"> Is the behaviour of learners satisfactory in class? 			
<ul style="list-style-type: none"> Is support provided for students and does this support cater for different learning needs of students? 			
<ul style="list-style-type: none"> Does the educator provide a positive attitude in the classroom? 			
<ul style="list-style-type: none"> Does homework and assessment activities take into account learning disabilities as well as barriers to learning? 			

Summary of overall classroom management by the educator

APPENDIX G

Request letter to school principals to conduct research

No 416 Rockview Heights
Street number 20
Grafton & Percy streets
Yeoville
Johannesburg (2198)

October 2017

The Principal
Grantley College
2 Blackwood Avenue Parktown
P.O. Box 87278 Houghton 2041
Parktown (2193)
Johannesburg

Dear Sir/Madam

RE: Request for permission to conduct a research study in your school

I Sobantu Madlela am doing research with Dr Pertunia Rebotile Machaisa, a senior lecturer and chair person in the Department of Educational Leadership and management towards a MED Education management at the University of South Africa. I hereby request to be granted permission to conduct research in your school. The title of my research topic is:

An exploration of suitable teachers' classroom management style in accommodating the needs of diverse learners experiencing barriers to learning: A case study of six special schools in Johannesburg East district, Gauteng.

The aim of the study is to investigate and explore effective and suitable classroom management styles employed by educators in special needs schools to manage learners experiencing barriers to learning.

Your school has been selected because it is one of the special schools in Johannesburg East district. The study will entail the exploration of various classroom management styles and methods employed by educators to manage learners with special education needs or learners experiencing barriers to learning. Participation in this study is voluntary and participants are under no obligation to consent to participation. The study will be conducted through the use of interviews, lesson observations as well as focus group discussions.

Lesson observations will include the observation of three to four educators while they teach in class for the duration of their teaching periods. Focus group discussions will comprise of four to six educators and will be conducted after teaching hours so as not to interfere with the school teaching programme and to avoid the disruption of the proceedings of lessons. During the discussions a voice recorder will be used to record the proceedings of the discussions and key points will be written down. The duration of focus group discussions will be two hours per session.

The benefits of the study is that individual educator's classroom management skills can be improved through the integration of various techniques used by different educators in the district. This can also go a long way in benefiting learners as indiscipline and bad behaviour among learners is still one of the main obstacles that is affecting the education system in many schools in South Africa.

There are no major potential risks associated with participation in the study. This is due to the fact that participation in the study is voluntary and that participants will be asked to sign the consent form before participating in the study. The researcher will clearly highlight on the consent form and fully explain to the participants about the nature, procedure, potential benefits and anticipated inconvenience of participation. Feedback procedure will entail access to the final report by schools and educators who would have participated in the study. This will be in line with the Gauteng Department of Education Research Protocol and Guide for Conducting Research in GDE Institutions. When the dissertation has been completed, the researcher will complete the Research Report summary for the Gauteng Department of Education (GDE) and submit it to the GDE together with hard copies of the dissertation.

Your cooperation with regards to the above stated matter will be greatly appreciated.

Yours sincerely

Name of researcher : Sobantu Madlela.

Contact details : 073 7025 615.

E – mail : Sobantu.madlela@yahoo.com.

Name of supervisor : Dr P.R Machaisa.

Contact details : 012 429 4560, 073 519 4485.

E – mail : machapr@unisa.ac.za.

APPENDIX H



27 February 2019

Dear Professor P. R. Machaisa

Herewith I confirm that I have revised the Dissertation: *An Exploration of Suitable Teachers' Classroom Management Style in Accommodating the Needs of Diverse Learners Experiencing Barriers to Learning: A Case Study of Six Special Schools in Johannesburg East District* for language accuracy, referencing techniques and consistency in format.

I have supervised a number of PhD and Master's Degree candidates in the field of Inclusive Education, I am a lecturer in Research Methodology at SACAP and I am Senior Leadership Consultant at IALE. I hold a BA degree in English Language and Literature from North West University. I have worked as English Teacher for 23 years and have experience in editing academic texts.

Yours sincerely,

Dr Jacques Mostert

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