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Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

by

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DISSERTATION

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Supervisor: Dr Tanya Bekker

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Thank you all for being part of this journey.

Declaration

Research Title: Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

I declare that this project is my independent and original research work. It is submitted to meet the project submission requirements for the degree of MEd by dissertation in Inclusive Education at the University of the Witwatersrand, Johannesburg. The work has not been submitted elsewhere for any educational qualification at any other University.

Name: Saadia Ebrahim

Signature: 

Date: 9 June 2025

ABSTRACT

Teacher dispositions play an important role in shaping pedagogical choices and fostering inclusive learning environments. This study explores the influence of teacher dispositions on the pedagogical decisions made by Foundation Phase teachers in a selected Independent school in Gauteng. Grounded in the Invitational Dispositional Framework and the Head, Heart, and Hands (3H) model, this research examines how teachers' beliefs, values, habits and emotional intelligence inform their teaching strategies and interactions with their students.

The study makes use of a qualitative research design method, using semi-structured interviews and classroom observations to gather in-depth insights from four Foundation Phase teachers. The findings highlight the significant impact of invitational dispositions such as trust, respect, empathy, critical thinking, and optimism on pedagogical practices. Teachers who demonstrated strong emotional intelligence and a commitment to inclusive education implemented strategies such as differentiated instruction, flexible groupings, and restorative approaches to support diverse student needs.

Furthermore, the study contributes to the growing body of research on teacher development by linking dispositional attributes to professional growth and student outcomes. It highlights the reciprocal relationship between teacher dispositions and pedagogical choices, emphasizing the need for intentional teacher training programs that cultivate critical thinking and invitational dispositions from the onset of a teachers career.

The implications of this research extend beyond the classroom, offering valuable insights for teacher education, professional development, and educational policy. By fostering dispositions that prioritize student well-being, inclusivity, and reflective practice, teachers can create transformative learning experiences that empower their students.

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DEFINITION OF KEY TERMS

- **Inclusive Pedagogy:**

  An approach to teaching and learning that aims to accommodate and support the diverse needs and abilities of all students, fostering an inclusive and equitable classroom environment.

- **Inclusive Education:**

  A system of education that ensures all students, including those with disabilities or special needs, receive equal opportunities and support to learn alongside their peers in regular classrooms.

- **Foundation Phase Teaching:**

  Teaching methods and strategies designed for the early years of a child's education, typically spanning from preschool to primary school, focused on building fundamental skills and knowledge.

- **Invitational Dispositions:**

  Personal qualities and attitudes that teachers cultivate to create a welcoming and encouraging learning atmosphere, where students feel respected, valued, and motivated to engage in the learning process.

LIST OF ACRONYMS

- ◊ HEI - Higher Education Institution
- ◊ CAPS - Curriculum and Assessment Policy Statement
- ◊ IPAA - Inclusive Pedagogical Approach in Action
- ◊ SACE - South African Council for Educators
- ◊ SIAS - Screening, Identification, Assessment and Support
- ◊ ITE - Initial teacher education

CHAPTER 1
CONTEXTUALISATION OF THE STUDY

1.1. INTRODUCTION

Inclusive Education has received much attention both internationally and in South Africa in recent years. South Africa has a policy and legislative framework that mandates the implementation of inclusive education in South Africa. In Education White Paper 6 (DoE, 2001) it is clearly stated that teachers are the primary resources for achieving the goal of inclusive education which implies that educators will need to refine their knowledge and skills and, where necessary, develop new ones (DoE, 2002). Teachers need to create the kind of environments that support inclusive education and allow all students to realise their full potential. To create this type of environment consideration of teacher professionalism that moves beyond professional subject knowledge is necessary. The focus on professional knowledge, whilst necessary, is not sufficient for the development of the type of supportive environments needed for inclusive education. A great deal of research on teacher development and teacher professionalism is however, currently strongly focused on subject knowledge and content knowledge as the only indicators of teacher professionalism. Very little attention is paid to the kinds of dispositions that support inclusive education and there is a distinct lack of empirical studies in the field of teacher preparation that link teacher dispositions to inclusive practices (Powel & Rightmeyer, 2011). This is problematic when the goal is to create learning environments that allow for inclusive pedagogical approaches to be adopted.

This study focuses specifically on teachers, their invitational dispositions (Oldacre, 2012) and their role in the successful implementation of inclusive pedagogical practices within the school. Teachers are the key to developing inclusive practices and pedagogies in schools because they are the ones who, based on their beliefs and knowledge, decide and create the learning environment where students are meant to learn and work within the structures of the school system (Ainscow, 2008; Meijer, 2003).

1.2. BACKGROUND TO THE STUDY

While the practice of inclusive education has recently been widely embraced as an ideal model for education, the acceptance of inclusive education practices has not translated into reality in most classrooms. Even though education policies in South Africa stipulate that all students should be provided with the opportunities to participate as far as possible in all classrooms activities, the implementation of inclusive education is still hampered by a combination of a lack of resources and the attitudes and actions of the teachers in the classroom (Engelbrecht, Nel, Nel & Tlale, 2015). South African classrooms are characterised by diversity, and this demands teacher responsiveness to diversity to ensure that the needs of all students are met as implied by an inclusive education imperative. One of the major challenges for teachers in modern times is the continuous search for pedagogy and approaches to enhance responsiveness to diversity in inclusive schools.

Despite Southern Africa's commitment to the principles of Inclusive education, many children and young people are marginalized because of decisions made about their learning capacity and potential (Florian & Walton, 2017). International literature suggests that's the attitude of the ordinary schoolteachers towards inclusion plays an important role. A paradigm shift needs to be made for the successful implementation of inclusion. A key challenge facing teachers who wish to become more inclusive in their practice is how to respect as well as respond to human differences in ways that include students in, rather than exclude them from, what is ordinarily available in the daily life of the classroom (Florian, 2007). Whilst discussion of teacher attitudes and response to difference is prevalent, very little discussion clarifies what these attitudes should be, or the disposition teachers need, to respond to these human differences. In this study I argue that teacher dispositions are essential to consider for the role they potentially play in supporting teachers to make inclusive pedagogical choices that are responsive to diversity in the classroom. This is particularly important in Foundation Phase classrooms where foundations of learning are laid. Good early education is characterised by positive interactions between teacher and students that create conditions for students to flourish.

Invitational Education, in a similar way to Inclusive Education, also emphasises the importance of a teacher's perceptions in her interactions with students (Purkey & Novak, 1996, p.39). Purkey

and Novak (1996, p.50) use the notion of a teacher's stance to describe "the general position from which one operates and one's typical pattern of action". This position is more than the teacher's underlying perceptions, as it is associated with the actions which embody the attitudes, beliefs, and values of the teacher. An action is defined as the bringing about of an alteration by force or through a natural agency and the accomplishment of a thing (Merriam-Webster, 2012), which suggests that an ability is a necessary requirement for an action to take place. The definitions of an ability are given as the quality or state of being able, competence in doing and a natural aptitude or acquired proficiency (Merriam-Webster, 2012). Therefore, an invitational stance can be described as a dispositional ability, which can be used to invite children into successful learning opportunities thus supporting the implementation of inclusive education. Invitational disposition has received very little attention in literature with respect to and their role in the successful implementation of Inclusive pedagogical practices. This study focuses specifically on teachers' invitational dispositions and their role in the successful implementation of Inclusive pedagogical practices within the school.

1.3.THE PROBLEM STATEMENT

Inclusive Education is mandated and is required in all schools. However, according to Makoelle (2012) while there have been efforts to train teachers on the notion of inclusive education, there have been problems with regard to teachers changing their beliefs from the old education system to the new dispensation. There have been minimal implementations on the ground despite the major policy shifts towards an inclusive pedagogic discourse. The problem is that despite in-service and pre-service teacher education's focus on subject and content knowledge, there is still very little focus on affective aspects of teacher professionalism. Teacher agency has to do with the capacity of individual teachers, as well as the dynamic interaction between teachers and contexts to exert influence and to create opportunities to develop access, acceptance and participation in inclusive classrooms (Vansteenkiste et al. 2020). The reason that the lack of attention to affective aspects is problematic is that affective factors such as teacher dispositions inform the types of pedagogical choices that teachers make. If teachers are to be better supported to make inclusive pedagogical choices, then attention needs to be paid to the type of affective dispositions that create the conditions for that to happen. Mphwina (2022) states that although, the availability of resources, disability-friendly infrastructure, and clear policy development can all be helpful, but without changing attitudes among all stakeholders, it will remain infertile. Children with disabilities can be included significantly in schools if society's cultural attitudes and values match

their needs. In order to develop inclusive pedagogy, teachers first need to acquire a set of skills to enable them to facilitate processes of inclusion in their classrooms. Forlin (2010) states that teachers need a series of skills, attitudes, and knowledge in order to do their job from this perspective. Forlin's (2010) claim that teachers must be ethical and have agency as well as subject knowledge is not disputed, however I argue that that it is a problem if consideration is not also given to the kinds of affective or dispositional traits needed for inclusive teaching. Teacher professional development that considers affective factors and inclusive dispositions is therefore essential.

1.4.AIM OF THE STUDY

The aim of this study is to investigate the potential influence between teacher disposition and the kind of pedagogical choices teachers make in a Foundation Phase classroom in one purposefully selected independent school in Gauteng.

As part of this investigation, the study has worked towards achieving the following objectives: -

1. To investigate what invitational dispositions are held by Foundation Phase teachers in this selected school.
2. To investigate what inclusive pedagogical choices are made by Foundation Phase teachers in the selected school.
3. To determine in what ways the Invitational dispositions of participant teachers are reflected in their pedagogical choices.

1.5.RESEARCH QUESTION

The main research question that guides this study is:

> What is the influence between teacher dispositions and the pedagogical choices made by Foundation Phase teachers in one selected school in Gauteng?

To answer this question, the following three sub - research questions were formulated:

1. What invitational dispositions are held by Foundation Phase teachers in the selected school?
2. What inclusive pedagogical choices are made by Foundation Phase teachers in the selected school?
3. In what ways do teacher dispositions influence pedagogical choices?

1.6.RATIONALE

The significance of this study lies in its contribution to the growing body of research on invitational dispositions and their relationship with inclusive pedagogical practices in diverse South African classroom contexts. While earlier research (Oldacre, 2012) focused on pre-service teachers and highlighted the need to explore the nature and role of dispositions in supporting inclusive education, this study extends that work by examining in-service Foundation Phase teachers, thereby deepening the understanding of how dispositions are enacted in everyday teaching practices.

Recent studies have reinforced the argument that teachers' beliefs, values, and attitudes collectively referred to as dispositions—play a crucial role in fostering inclusive learning environments (Sepadi, 2024; Malahlela & Johnson, 2024). These studies, conducted across South African public school contexts, consistently reveal a disconnect between theoretical knowledge of inclusion and the practical implementation thereof, often due to the absence of targeted support to develop and sustain the necessary dispositional capacities such as care, trust, optimism, and intentionality (Mokhampanyane, 2024).

Additionally, recent qualitative research by Andreoli (2024) emphasises that teachers' agency shaped by their beliefs, values, and intentional dispositions is a critical driver in the effective enactment of inclusive pedagogy. This underscores that disposition is not merely a theoretical construct but an actionable source of change in classroom practice.

This study also responds to Oldacre's (2012, p. 123) recommendation to further investigate the dispositional abilities of newly qualified teachers, particularly through more in-depth methodologies that offer insight into the lived experiences of teachers. While not ethnographic in design, this research draws on rich qualitative data to understand how teachers' dispositions inform their inclusive pedagogical decisions in diverse, real-world settings. It also bridges the research gap by considering how dispositional training and reflection could be incorporated into Initial Teacher Education (ITE) or professional development programmes, as suggested by both Florian and Walton (2017) and echoed by (Connelly, 2023) these findings support the argument that effective inclusive pedagogy requires not just policy, but also adequate resources and supportive dispositions reinforcing the need for training and dispositional development in teacher education.

Moreover, while the South African Council for Educators (SACE) introduced the Standards for Inclusive Teaching for Beginner Teachers in 2019, these standards largely overlook the affective and dispositional dimensions required for truly inclusive practice. This study therefore advocates for a more holistic approach to inclusive education policy and training one that recognises teacher disposition as a central lever in transforming South African classrooms into equitable, affirming spaces for all learners.

Ultimately, this research supports the assertion that a teacher's disposition significantly influences learner outcomes, especially within inclusive frameworks. A disposition grounded in respect, care, and optimism can foster a sense of belonging, agency, and academic success for learners from varied backgrounds, thereby contributing to greater educational equity.

1.7.THEORETICAL FRAMEWORK

A theoretical framework facilitates the dialogue between the literature and the research study. A theoretical framework leads to a specific conceptual framework, which can also be described as "an alignment of the key concepts of the study" (Henning, Van Rensburg & Smit, 2009, p. 26). I made use of two theoretical frameworks in combination for this study. The first of these is Oldacre (2012, p. 36) Invitational Dispositional Framework and the second is The Principles of Inclusive Pedagogical Approach in Action Framework IPAA (Florian, 2014, p.7). I have then showed how the two frameworks are combined for use in this study.

1.7.1. INVITATIONAL DISPOSITIONAL FRAMEWORK.

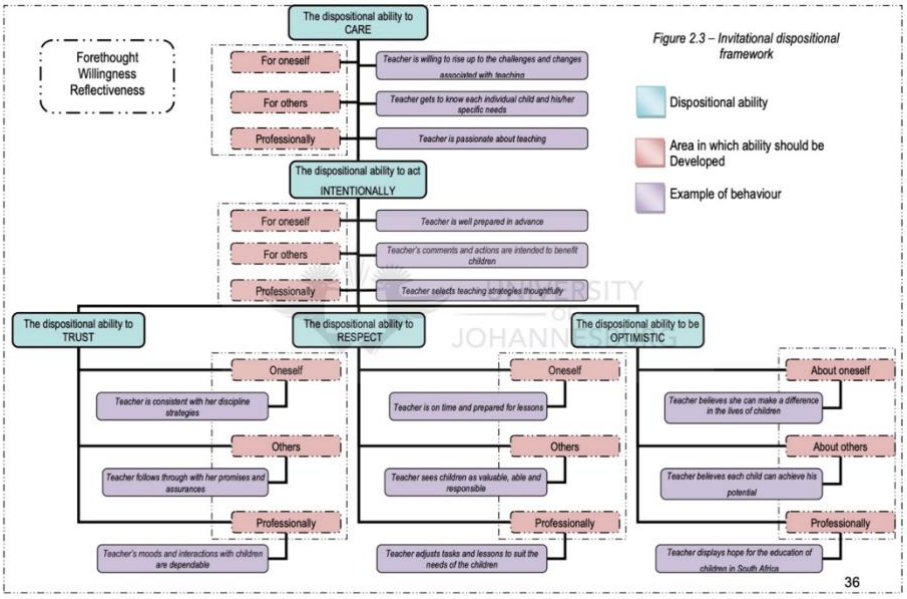


Figure 1.7.1. : Invitational Dispositional Framework Oldacre (2012, p. 36)

The framework represented in Figure 1.7.1. indicates a hierarchy of invitational dispositional abilities. The first dispositional ability is that of the ability to care, and this is the most important of the five abilities. In order to be an effective teacher, it is necessary to have a well-developed ability to care for oneself, for others, and for the teaching profession. Without this ability to care, the other four dispositional abilities lack the necessary cohesion and impact to effect change. Purkey and Novak (2008) describe care as the ongoing desire to link significant personal means with worthwhile societal ends, emphasising the necessary coherence between the process and the product. A dispositional ability to care reflects the three categories of perceptions necessary for effective teaching, and can be demonstrated in the time, consideration and effort put into a teacher's practice (Oldacre, 2012).

The ability to act with intentionality is the second ability represented on the framework, as conscious thought regarding perceptions, words and actions is imperative for any teacher wanting to send out inviting messages. Inclusive education suggests that all students be enabled to participate fully and by sending invitational messages, teachers could be better creating learning environments that encourage this. The ability to act with intentionality stems from one's ability to care and is a necessary requirement for the development and maintenance of the abilities to trust, to respect and to be optimistic within the Intentionally Inviting level (Oldacre, 2012).

The final three dispositional abilities form the third level of the framework, indicating that they are all of equal importance. A teacher's abilities to trust, to respect, and to be optimistic are highly influential in her interactions with children, parents and colleagues, and so need explicit development. Without sufficiently developed abilities to care and to act with intentionality, the abilities to trust, to respect and to be optimistic become only diluted versions of their potential (Oldacre, 2012).

Oldacre (2012) states that in examining the literature on dispositions, and the impact of dispositions on the teaching and learning process, it became apparent that it was necessary to develop a dispositional framework. Whilst it is readily acknowledged that effective teachers possess similar characteristics (Browne & Haylock, 2004; Green, 2009; Nieto, 2005), there has been limited research on how to develop these abilities in teachers. The Invitational Dispositional Framework, while originally designed for pre- service teachers in training, can easily be used with newly qualified in-service teachers. I argue that a dispositional framework could be used to assess the dispositional abilities of teachers, or student teachers, and to enable further development of these abilities as they are essential if inclusive pedagogy is to be successfully implemented in schools.

1.7.2. INCLUSIVE PEDAGOGICAL APPROACH IN ACTION

Underlying assumptions	Actions	Key Challenge
Difference must be accounted for as an essential aspect(knowing)	Replacing deterministic views of ability with a concept of transformability	"Bell- curve" thinking and notions of fixed ability still underpin the structure of schooling
Teachers must believe (can be convinced) that they are qualified/capable of teaching all children. (believing)	Demonstrating how the difficulties students experience in learning can be considered dilemmas for teaching rather than problems within students	The identification of difficulties in learning and the associated focus on what the learner cannot do often puts a ceiling on learning and achievement
The profession must develop creative new ways of working with others. (doing)	Modelling new creative ways of working with and through others	Change the way we think about inclusion (from "most" and "some" to everybody

Figure 1.7.2. The Principles of Inclusive Pedagogical Approach in Action Framework IPAA (Florian, 2014, p.7).

As represented in Figure 2, Spratt and Florian (2014) provide a useful framework for gathering evidence about the inclusive practice of beginning teachers, which they have named the 'Inclusive Pedagogical Approach in Action' framework. Florian (2014) state that this work is an attempt to capture the process of inclusive pedagogy, based on a set of theoretical principles that can support teachers, teacher educators and researchers to make informed judgements about pedagogy in each unique setting.

Florian and Spratt's (2014) IPAA framework is based on three broad assumptions, with each assumption being linked to associated concepts and actions. Potential challenges are identified, and finally sources of evidence are outlined. The first assumption is that difference is accounted for as an essential aspect of human development in any conceptualization of learning. Professionals must therefore reject deterministic views of ability and the idea that the presence of some children will impede the progress of other children. They must also accept that difference is part of being human and believe that under the right conditions all children can progress. The key challenge cited here is the traditional view of ability as being predetermined, largely fixed, and largely unchangeable. Schools are replete with practices that reinforce these views, one of the most common being the widely accepted but largely smoke-and-mirrors practice of psychological testing of students to determine eligibility for special needs funding and service.

The second assumption is that teachers must believe that they are qualified to and capable of teaching all. This involves a commitment to supporting all students, with the teacher demonstrating his or her self-belief by taking charge of a classroom that truly caters to the needs of all the students present. The dilemmas faced are viewed as dilemmas for teaching rather than as being an inherent problem of the students. It is not what a student cannot do, but rather what a teacher cannot teach that is the issue that should be solved. In committing to this style of practice a teacher assumes responsibility for all students in a class, a habit that has become sometimes compromised by the presence of other professionals and supports that have, in many cases, relieved the teacher of the full responsibility of educating all children.

The third assumption is that teachers continually develop creative and new ways of working with others. True inclusion cannot occur in isolated pockets, but rather requires an entire school community (and even school system) to work together. It also involves teachers ensuring that students work through relationships with one another rather than as isolated units. In doing so the contributions of all contribute to the overall learning that has occurred.

By using the Inclusive Pedagogical Approach in Action as my part of my theoretical framework, I aim to provide a structured and comprehensive lens through which to explore the dynamics of inclusive education in Foundation Phase classrooms in an Independent School in Gauteng. This framework will help guide my research questions, data collection, analysis, and discussions, ensuring a robust and focused qualitative study. The framework is based on established best practices in inclusive education. It is grounded in principles that have been recognized as effective for creating inclusive learning environments. It encourages a comprehensive exploration of inclusive education practices. By considering diverse elements such as diverse classroom composition, differentiated instruction, collaboration, and more, it will ensure that my study accounts for multiple facets of inclusive teaching and learning. The framework will bring clarity and focus to my research by providing a well-defined structure. It will ensure that the research questions and data collection efforts are aligned with the principles and components of the inclusive pedagogical approach.

1.7.3. INVITATIONAL DISPOSITIONAL FRAMEWORK IN CONVERSATION WITH INCLUSIVE PEDAGOGICAL APPROACH IN ACTION

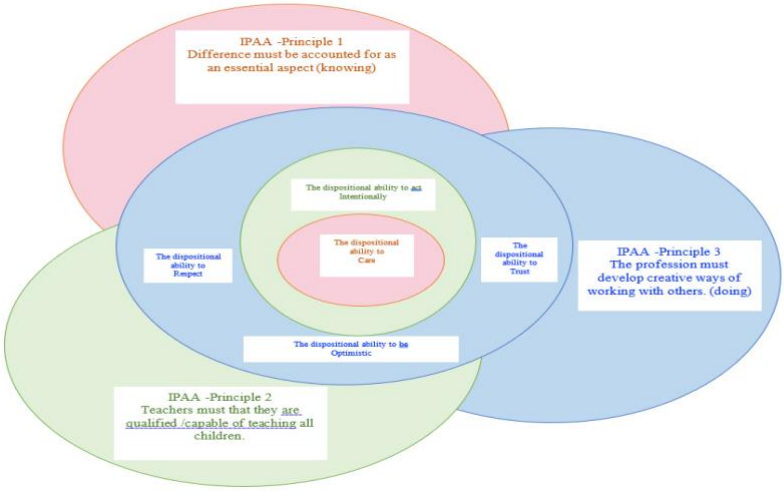


Figure 1.7.3. Invitational Dispositional Framework in conversation with Inclusive Pedagogical Approach in Action

Figure 1.7.3. represents a combination of both frameworks as they both align with the key concepts of my study. There is an inter- connection between the parts of the Invitational Dispositional Framework and the Inclusive Pedagogical Approach in Action framework, we can see clear links between certain criteria from the two frameworks. I am arguing that inclusive pedagogy is essential if we want inclusive education to happen, but at the moment, the only thing being focussed on is

the kind of subject, content knowledge and skills and what is missing are the teacher dispositions. Yet teacher dispositions are the heart of the teaching and learning process. The kind of disposition a teacher has is going to influence the kind of beliefs that the teacher has about what is important when it comes to teaching and those dispositions are going to influence the kinds of beliefs and ways of thinking that the teacher has. If the teacher does not have a caring disposition it is going to be incredibly difficult to adopt a belief or a way of thinking that is in line with inclusive pedagogical principles.

I connect the invitational dispositional ability to care to the first principle of Inclusive pedagogy, "Difference must be accounted for as an essential aspect of knowing" (Florian & Spratt, 2014,p. 7). I believe that, with the understanding that difference is an essential aspect of being human, teachers need to care in order to make a difference in their students' lives and learning journeys. I can specifically connect the idea of care to the kinds of thinking that are necessary for seeing difference differently.

I connect the invitational dispositional ability to act intentionally with the second principle of Inclusive pedagogy, Teachers must believe that they are qualified/ capable of teaching all children" (Florian & Spratt, 2014, p.7). A teacher's perceptions of the education system, and the teaching and learning process, will influence her ability to act in an intentional manner. In order to extend positive invitations, a teacher needs a dispositional ability to act intentionally (Oldacre, 2012). I believe that if teachers are equipped and feel that they that they are capable of teaching a diverse range of students in a classroom, they will intentionally make decisions and choices and thoughtfully select inclusive pedagogical strategies that their students would benefit from. The idea that you believe that you are capable of teaching all children that supports taking accountability of the learning of all the children in the classroom, that is not possible if the teacher does not care. The second principle is underpinned by transformability. So If I don't trust and if I'm not optimistic in the potential of my students then I miss out on the kind of thinking that's needed for the second IPAA principle, not just the third.

I connect the invitational dispositional abilities to trust, respect and be optimistic to the third principle of Inclusive pedagogy, " The profession must develop creative new ways of working with others" (Florian & Spratt, 2014, p.7). Oldacre (2012) states that if a teacher has a positive perception of herself and her abilities, she can then demonstrate this perception through her ability to develop a trusting relationship with the children in her class. A person with a dispositional

ability to be trustworthy is dependable and reliable and is likely to be seen as competent by the children and their parents. A teacher who views children as valuable, able and responsible is able to exhibit an optimistic and respectful disposition, which children will then respond to by rising to her expectations. A key element of any relationship is respect, as it is impossible to work collaboratively or cooperatively without respect for the thoughts, actions and abilities of each person. Optimism is also extremely important, as people "who believe they are able will try ... [and those] ... who do not think they are able will avoid responsibilities" (Combs et al, 1976, p24). I believe that when teachers accept accountability for all the diverse students in their classroom, this leads to them making inclusive pedagogical choices that scaffold and differentiate learning, decisions and actions that are dependable and fair, and finally displays hope for an inclusive learning environment within a mainstream classroom for all children. Thus, these beliefs and ways of thinking are inter-related.

By using this combination of frameworks in my study, it will provide me with a lens into the relation of Inclusive Pedagogical Approaches in Action and which dispositions are present or are impacting or affecting the kinds of pedagogical choices being made in a classroom. It has given me insight into how that can be explained in terms of what kinds of dispositions are present and how that relates to the kinds of beliefs that a teacher holds.

1.7.4. 3H HOLISTIC APPROACH

The Head, Heart, and Hands Model of Transformative Learning offers a structured approach to integrating and evolving pedagogical perspectives, particularly in sustainability education (Sipos et al., 2008). It is argued that for regular teachers to include all learners, irrespective of their diversity, we must prepare teachers who are fully committed to teach all learners (i.e. have the heart of inclusive teachers); are knowledgeable about necessary skills to include all learners (i.e. the head of inclusive teachers); and, are able to practice inclusive practices in their classrooms(i.e. have the hands of inclusive teachers) (Rouse, 2010; Shulman, 2004, Sharma, 2018). This comprehensive framework emphasizes the interconnected development of an individual's intellect, emotions, and practical skills, serving as a foundation for meaningful and purpose-driven education. Orr (1992) argued that education should go beyond content knowledge, incorporating application and the ability to generate meaning and value. Similarly, Sipos et al. (2008) conceptualized the Head as the cognitive domain, involving academic study, research, and comprehension of sustainability principles. The Hands represent the psychomotor domain,

encompassing physical skill development through activities such as constructing, planting, and painting. The Heart pertains to the affective domain, where values, beliefs, and emotions translate into purposeful actions.

This holistic framework can be applied as a tool for evaluating innovative educational programs, fostering deep engagement, relational knowing, and reflective practices. Pugh's (2002) construct further supports this model by providing an analytical tool for measuring transformational experiences through expanded perception, enhanced value systems, and the proactive application of concepts. The ability to quantify qualitative experiences enhances research by capturing the depth of transformative learning.

By engaging the Head, Heart, and Hands, holistic pedagogy fosters relevant and meaningful educational experiences that connect students to their communities and the real world (Sipos et al., 2008). This approach ensures that education is not only intellectually stimulating but also emotionally engaging and practically applicable. In Figure 7.4.1. the study's interview questions are mapped to the 3H model, illustrating how data collection aligns with this transformative framework.

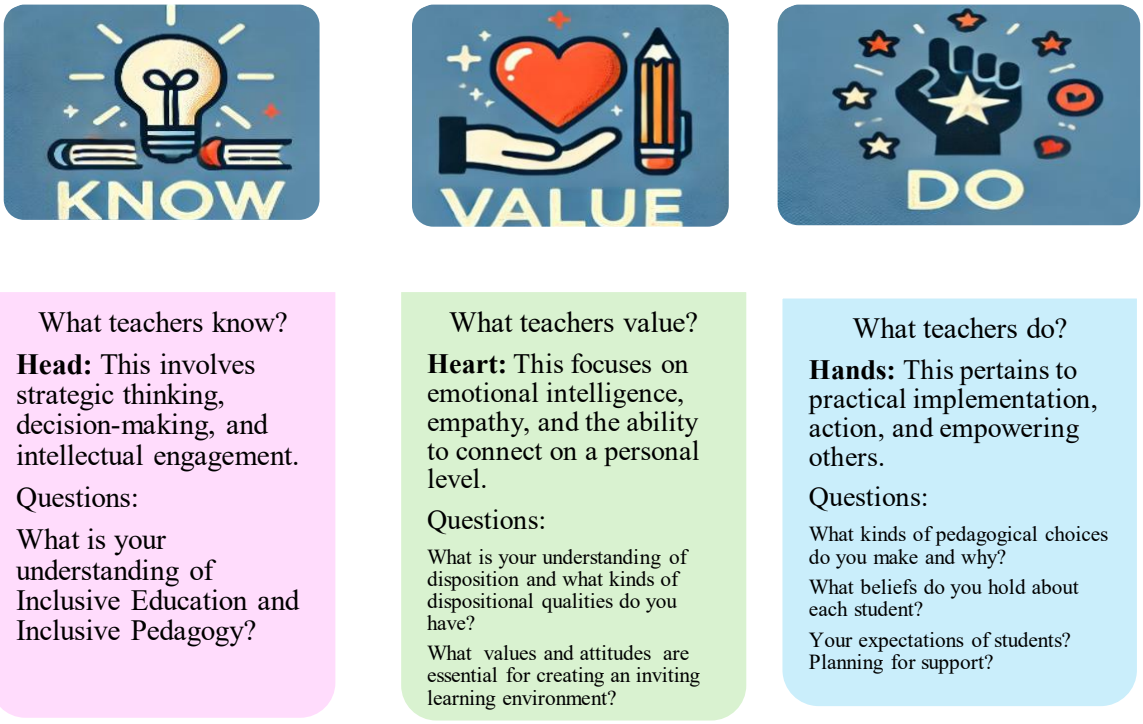


Figure 1.7.4. Mapping Interview Questions

1.8. CONCLUSION

The theoretical framework provides a foundation for this study by integrating Oldacre (2012) Invitational Dispositional Framework and Spratt and Florian (2014) Principles of Inclusive Pedagogical Approach in Action (IPAA) Framework. By combining these perspectives, this study establishes a comprehensive lens through which teaching dispositions and inclusive pedagogical practices are examined. The Invitational Dispositional Framework highlights the significance of care as a fundamental attribute in effective teaching, while the IPAA Framework underscores the importance of inclusive strategies that cater to diverse learning needs. Additionally, the 3H framework Head, Heart and Hands reinforces the interconnected nature of cognitive understanding (Head), emotional engagement and care (Heart), and practical application (Hands) in teaching. Together, these frameworks offer a structured approach to understanding the relational and instructional aspects of teaching. This theoretical foundation informs the research design, ensuring that the study is grounded in well-established educational principles and aligned with contemporary inclusive education practices.

CHAPTER TWO

LITERATURE REVIEW

2.1.INTRODUCTION

This study is concerned with potential relationship between the kind of inclusive pedagogical choices teachers make and teacher dispositions held in a Foundation Phase classroom in one purposefully selected independent school in Gauteng. This research is viewed through the lens of inclusive education. I started by exploring some of the key concepts around inclusive education, inclusive pedagogy, inclusive pedagogical practices, Foundation Phase education, the role of the teacher in inclusive education and teacher dispositions.

2.2. DEFINING INCLUSIVE EDUCATION

While the meaning of 'inclusive education' has been a matter for debate (Walton, 2016), in South Africa it has come to be understood as a system-wide response to "those groups of students who have been or continue to be disadvantaged in terms of educational provision" (Department of Basic Education (DBE), 2010, p.1). These groups of students are deemed to have 'additional support needs' which are said to, "arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances" (DBE, 2014, p.7). This approach to inclusive education is a broad approach (Ainscow, Booth, Dyson et al., 2006) which acknowledges that there are a number of reasons why some students do not access, participate and succeed in school, and that these reasons need to be addressed by the education system. There are ample definitions of inclusive education; many of which are highly detailed and contextualised. Some refer to inclusive education as a process, as Booth & Ainscow (2011, p.40) define inclusive education as "a never-ending process involving the progressive discovery and removal of limits to participation and learning." In its easiest form, and for the reasons of this study, inclusive education can be described as the education of all students by addressing students' needs without discrimination on any basis. Frederickson & Cline (2002, p. 66) explain inclusive education as the process by which an educational institution attempts to accommodate all students by reconsidering and restructuring its curricular organisation and allocating resources to create equal opportunities for all. This means that students can go to any school and receive the support they require.

2.3. DEVELOPMENT AND IMPLEMENTATION OF INCLUSIVE EDUCATION IN SOUTH AFRICA

The development of inclusive education in South Africa reflects the nation's commitment to equity and social justice. Despite historical challenges, the country has made strides in fostering an inclusive education system. The implementation involves training teachers in inclusive teaching methods, adapting curricula to diverse needs, providing appropriate support services, and creating accessible physical environments. Ongoing efforts are necessary to address challenges like resource disparities and attitudinal barriers.

The 1997 White Paper on Education and Training laid out the government's vision for education reform, including the shift towards inclusive education. It emphasized the need to provide education that is responsive to diversity and learner needs. Following that the National Policy on Inclusive Education (2001) was a significant milestone. It provided a comprehensive framework for the development and implementation of inclusive education in South Africa. It emphasized principles such as diversity, equity, and access and laid out strategies for the inclusion of students with disabilities in mainstream schools. Then the Curriculum and Assessment Policy Statements (CAPS) introduced in 2011, incorporating principles of inclusive education. It aimed to provide a curriculum that is flexible and responsive to the diverse needs of students.

The first important shift towards inclusive education occurred when the move from the medical model, utilised for so long in the field of special education, changed to an ecological and systems theory (Hay, 2003, p.135). The medical model utilises the patient-diagnosis-treatment sequence, emphasising pathology, using as its point of departure the philosophy that the child and his impairment is the problem (Hall, 1997, p. 74) and cause for educational failure (Avramidis, Bayliss & Burden, 2000, p. 277). This model reflects particular diagnostic criteria and rarely comes with clear guidance about the educational impact of the child’s difficulties in learning and relationships (Dockrell & Lindsay, 2001, p. 370).

It is important to recognize that the transition from the medical model to the social model of disability is a complex and ongoing process that involves changes in policies, attitudes, and practices. Although varieties of inclusive practices are beginning to emerge, each offering different solutions, some critical aspects fundamental to this concept are commonly agreed on, such as the principles of social justice, equitable education systems and the responsiveness of schools towards

diversity (Swart et al., 2002, p. 176). The implementation of this can and should first of all be evaluated against the framework of relevant education policies.

As agents of change in the education situation, it is not surprising to find that teachers have many concerns about the implementation of these new initiatives (Forlin, 1998, p. 87). Education policies such as White Paper 6 (DoE, 2001) and the CAPS curriculum (DBE, 2011) are examples of such initiatives. The reason for this is that 'change' is difficult to bring about in schools and classrooms as it requires simultaneous reforms in professional development, curriculum, learner support services (Fullen & Miles, 1992 in Weiner, 2003, p.13; Reynolds, 2001, p. 466). We need not only look at subject knowledge but also take into account teacher disposition. It is specifically the last-mentioned aspects that may act either to facilitate or constrain the implementation of inclusive policies, as the success of such a challenging programme depends on the co-operation and commitment of those most directly involved (Avramidis, Bayliss & Burden, 2000, p. 278). The teacher's knowledge, beliefs and values are brought to bear in creating the effective learning environment for students, and thus they are a crucial influence in the development of an inclusive system (Reynolds, 2001, p. 466). Ongoing efforts are essential to overcome challenges and advance the principles of inclusive education further. This study considers how teacher beliefs, values and dispositions play a part in creating an inclusive learning environment.

2.4. INCLUSIVE EDUCATION AND TEACHERS IN SOUTH AFRICA

South Africa is a diverse country with students from various cultural, linguistic, and socioeconomic backgrounds. Inclusive education in South Africa extends beyond students with disabilities to encompass all forms of diversity. Teachers are central to the success of inclusive education. They are responsible for translating inclusive principles into daily practice within their classrooms. This involves recognizing and valuing diversity, adapting teaching methods to address individual learning needs, collaborating with support staff and parents, and creating a classroom culture of acceptance and respect.

In recent years, the practice of inclusive education has been widely embraced as an ideal model for education, both in South Africa and internationally (Maher, 2009). South Africa has a strong legal and policy framework supporting inclusive education. The South African Schools Act of 1996 and the National Policy on Inclusive Education (2001) emphasize the rights of students with disabilities to access mainstream education. Negative and harmful attitudes towards differences in

our society remain critical barriers to successful learning and development (DBE, 2010). In spite of the initiation of new policies and curricula, this process of change has raised numerous questions about the role and responsibilities of school personnel in providing appropriate education for all students enrolled in the ordinary schools (Daane & Beirne-Smith, 2001, p.331). In this context, "new policies" relate to changes or updates in educational regulations, guidelines, or directives that affect how education is structured and delivered.

The teacher's knowledge, beliefs and values are brought to bear in creating the effective learning environment for students, and thus they are a crucial influence in the development of an inclusive system (Reynolds, 2001, p. 466). This emphasizes the pivotal role of teachers in the development of an inclusive education system. It underscores that teachers' knowledge, beliefs, and values significantly impact the creation of an effective learning environment for students, making them a crucial influence in the process of fostering inclusivity within education. This statement aligns with the broader understanding that teachers are key agents of change and play a central role in implementing inclusive education practices.

Additionally, the views of several researchers, including Florian (2010), Florian and Black-Hawkins (2010), Florian and Rouse (2010), and Makoelle (2012), who assert that teachers' attitudes toward inclusion can be positively influenced through ongoing and adequate training. This training equips teachers with the necessary knowledge and skills to effectively cater to the diverse needs of their students. Furthermore, these researchers emphasize the importance of providing appropriate support services to students who experience barriers to learning. Such support services can help ensure that all students, including those with disabilities or other challenges, have equal access to educational opportunities.

2.5. FOUNDATION PHASE, POLICY AND LEGISLATION FOR INCLUSIVE EDUCATION IN SOUTH AFRICA

In the South African context, young children's experiences in the first years of life – well before they begin school – create the foundation for subsequent learning. Although early childhood is a period of great potential for human growth and development, it is also a time when children are especially fragile and vulnerable (UNESCO, 2007). Foundation Phase teachers teach Literacy, Numeracy and Life Skills to students in Grades R-3. These teachers provide the foundation upon which the rest of the schooling sector is built, and they hold the key to unlocking the educational

potential of a developmental state (Parker 2011). High quality early care and education is of particular benefit to children (Ackerman, 2005). Barber and Mourshed (2007) report on best practices of highly successful schools and what they have in common is good early education and teacher education. Foundation Phase teachers play a crucial part in this, as they act as role models for the children in their classes. It is from these teachers that they learn, not only new knowledge, but also important skills and values which will enable them to function as effective citizens of the country (Department of Education, 2002).

In 2002, the national Department of Education (DoE) introduced the National Curriculum Statement for Grades R-9 and Grades 10-12 (DoE: 2002). In 2005 foundation phase teachers began to implement the NCS, although they were still unsure of what was expected of them in terms of the curriculum changes due to lack of in-depth training and the uncertainty of planners and trainers themselves (Burger, 2010). On-going implementation challenges led to another curriculum review in 2009 and a single document known as the National Curriculum Statement Grades R-12 was introduced in 2011 (DBE, 2011a). According to DBE (2011a), the NCS document was meant to build on the previous curriculum but amended to provide clear specification of what needed to be taught and learnt on a term basis. The NCS represents the Curriculum and Assessment Policy Statement (CAPS) for teaching and learning in South African schools. Erden (2010, p.3) argues that if teachers do not comprehend what the curriculum theoretical framework is all about, they will fail to implement the curriculum successfully. It is against this background that this study aims to explore the nature and extent to which foundation phase teachers' dispositions, inclusive pedagogical knowledge and understanding meet the requirements of curriculum implementation in their teaching contexts.

The White Paper 6 (DoE, 2001, p. 18) states that teachers are required "to improve their skills and knowledge and also develop new ones" in order to deal with a diversity of students in the classroom, among whom are students with special education needs. South Africa has thus adopted a "needs-based" approach to inclusive education, which is substantiated by terms such as "students with barriers to learning" as well as subsequent policy documents on inclusive education, namely the National Strategy on Screening, Identification, Assessment and Support (SIAS; DoE, 2008), Guidelines for full-service/inclusive schools (DoE, 2009) and Guidelines for inclusive teaching and learning (DoE, 2010). However, Makoelle (2012) argues that whilst South Africa has adopted inclusive education policies, there has been no significant change to teachers' beliefs and practices. Meltz, Herman & Pillay (2014, p.2) argues that the belief in exclusion became "entrenched in the

national psyche" due to the lack of exposure to students with special needs pre1994 that the majority of South African teachers teaching in ordinary schools today have had. This has resulted in teachers not knowing how to practice inclusive pedagogy (Makoelle, 2012) with the diversity of students that are in ordinary classrooms today South Africa, being a signatory of the Salamanca Statement has an obligation to its citizens.

2.6. THE ROLE OF THE TEACHER IN INCLUSIVE EDUCATION

Teachers are not just implementers of educational policies; they are crucial agents of change in the transformation towards inclusive education in South Africa. Their active involvement is essential for addressing historical inequities, empowering marginalized groups, fostering social cohesion, and ensuring that South Africa's education system is aligned with its broader goals of equality and progress. It is through their dedication, commitment, and expertise that the vision of inclusive education can become a reality in South Africa.

A child is "included" when he or she is viewed as an equal partner in the school community. The more facilitating and accommodating the environment is to the needs of children, the fewer barriers there will be to children's development and learning (Salend, 1999, p.205). Research finds that some teachers report a doubt in their competence to teach in an inclusive classroom (Walton, 2017). The doubt that some teachers report regarding their competence to teach in an inclusive classroom can be influenced by their teacher dispositions. Teacher dispositions, including attitudes, beliefs, and values, play a significant role in how educators' approach and respond to the challenges and opportunities presented by inclusive education. In this study I will investigate the potential relationship between teacher disposition and the kind of pedagogical choices teachers make in a Foundation Phase classroom in one purposefully selected independent school in Gauteng.

Teachers' perceptions of inclusive education are significant because they can influence the degree to which students with special needs are accepted and accommodated within mainstream schools (Koay, Lim, Sim & Elkins, 2006). Classroom teachers are the primary resource for achieving the goals of inclusive education and training systems. Teachers should be trained to think and work in a new frame of reference or mind-set, since a disturbing number of teachers in South Africa is confused and insecure because of a series of radical changes that have transformed their working environment (Prinsloo, 2001, p. 345). Transformation and change must therefore focus on the full

range of education and training services: the organizations - national and provincial departments of education, further and higher education institutions, schools (both special and ordinary); education support services; curriculum and assessment; education managers and educators; and parents and communities (DoE, 2001, p. 125).

The success of inclusive education depends heavily on the perceptions and attitudes of teachers within mainstream schools toward students with special needs and students who experience barriers to learning. The positive perceptions and feelings of teachers tend to encourage successful inclusion; this has been found to be influenced by various factors. Research indicated that teachers‟ acceptance or resistance to the inclusion of students with barriers to learning into mainstream classrooms is related to the knowledge base and experiences of educators (Stoler, 1992, p. 61). However, further research indicated the lack of necessary skills to teach students with barriers to learning are the most common source of educator resistance (Kauffman, Gerber & Semmel, 1988). Therefore, teachers with specialist training in special needs education work collaboratively with general classroom teachers in providing support to students within the classrooms (Walton, Nel, Hugo & Muller, 2009). Specialist support personnel like academic support specialist teachers seem to have a vital role to play in the inclusive practice of schools. Inclusive classrooms represent diverse learning needs and appropriate support needs to be provided to meet the needs of all students.

2.7. TEACHER EDUCATION FOR INCLUSIVE EDUCATION

Teacher education for inclusive education in South Africa is a critical component of the country's efforts to promote equitable access to quality education for all students, including those with diverse learning needs. South Africa's history of apartheid and its commitment to social justice have shaped the focus on inclusive education.

The origins of inclusive education can be found in human and disability rights initiatives championed by the United Nations (Unesco, 1994) and the field has had various influences, including special needs education, medicine and psychology, critical sociology and curriculum, pedagogy and assessment (Slee, 2011). Teacher education is a critical component of successful inclusive education implementation. Pre-service and in-service training programs should equip teachers with the knowledge and skills needed to support diverse students effectively. This includes understanding various disabilities, implementing Universal Design for Learning (UDL),

adapting curriculum materials, and using assistive technologies. Continuous professional development ensures that teachers remain updated and confident in addressing evolving educational needs.

Teacher training in inclusive education and the implementation of inclusive pedagogy seem to be one of the greatest obstacles to the implementation of inclusive education as a whole. Engelbrecht et al. (2016), Payne-Van Staden (2015) and Walton et al. (2014) report that teachers convey to not be sufficiently prepared for dealing with the range of diverse learning needs, including different disabilities, in schools. Consequently, the question remains whether South African teachers are in a position to change their beliefs about pedagogic practice due to the kind of training they have received and the kind of dominant discourse of special education that seems to have influenced their thinking about inclusive teaching (Bornman & Donohue, 2014). Makoelle (2012) also reports that an analysis of literature reflects only a few South African research studies that report on the way in which inclusive pedagogy is conceptualised, operationalised and implemented within the South African context.

Walton (2017) states that more research is needed to understand what it is that teacher education should offer to enable more inclusive education, and why it is that current offerings are not translating into the realisation of greater inclusivity in schools. Standards for professional teaching promise much and can be found in education systems across the globe (Adie & Wyatt-Smith, 2018). The articulation of quality teaching demands that the professional knowledge of teachers is described and organised. A set of standards provides a common language of practice (Danielson 2015; Loughland & Ellis, 2016) and has been shown to be especially valuable for newly qualified teachers who are starting their careers. Walton and Rusznyak (2019) state that the development of standards for coursework for inclusive teaching in South African ITE programmes is one attempt to address the variable quality across different higher education institutions offering ITE programmes.

Walton and Rusznyak (2019) state that in line with its mandate, the South African Council for Educators (SACE) has developed a set of generic Professional Teaching Standards which are intended to guide the work of all teachers in schools and classrooms. Supplementing the SACE initiative, knowledge and practice standards have also been developed for more specifically focused aspects of teaching and pre-service teacher education. The development of knowledge and

practice standards for inclusive teaching is one such initiative. Walton and Rusznyak (2019, p. 56-58) list the standards for Inclusive Teaching for beginner teachers as follows:

1. Agency for social justice and inclusion
2. Valuing and understanding learner diversity
3. Classroom practices that promote and support collaborative and individual learning
4. Collaboration to enable inclusive teaching and learning
5. Developing professionally as an inclusive teacher

I argue that a teacher's disposition is a valued factor in inclusive education; however, preservice teacher training in higher education institutions in South Africa do not require a focus or even mention dispositions as part of what it takes to be teacher.

2.8.TEACHER DISPOSITIONS

Defining disposition is a complex task, and there is disagreement on a single meaning of the term. Wasicsko (2007, p. 60) defined "dispositions as the core perceptions (values, attitudes, and beliefs) exhibited by teachers that permit them, when combined with significant knowledge and skills, to be effective in facilitating learning". Dewey (1938) uses a theory of experience to explain how dispositions develop through cognitive processes, influenced by the social context and experiences. Sockett (2009, p.294) states that teachers need an awareness of their dispositional abilities, and their resulting actions, in order to examine the effectiveness of their teaching. Greater awareness, and resulting intentionality, can be achieved through self-reflection. It is therefore clear that Sockett (2009) views dispositions as being malleable. According to Altan et al. (2019), clarifying the nature and meaning of teachers' dispositions makes the relationship between teachers' professional disposition and their resulting pedagogic practice more explicit. Singh & Stoloff (2007) state that dispositions were guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, effective teacher dispositions may include the belief that all children can learn, a vision for high and challenging standards, and a commitment to safe and supportive learning environments. Dispositions have also been discussed as affective qualities including empathy, or the ability to understand and accept another person's point of view (Usher, 2002). More than ever before teachers are working in a profession profoundly different than what they experienced as children in school. Teachers today need a disposition that allows them to weigh competing viewpoints, examine multiple perspectives, listen to the voices of students and make decisions that promote equity and justice.

One’s disposition is manifested in one’s behaviour. It is behaviour that is used to quantify the disposition.

For a teacher to engage in positive invitations and interactions with children, Purkey & Novak (1996, p.50) indicated that a teacher’s stance should be based on four main assumptions. These assumptions included trust, respect, optimism, and intentionality. Therefore, in this study I make use of Oldacre (2012) invitational dispositional framework to investigate what dispositions teachers have. The majority of dispositional research defines dispositions as being guided by values, attitudes and beliefs (Katz, 1983; Combs et al, 1974; NCATE, 2002; Sockett, 2009; Thornton, 2006; Wasicsko, 2002), and it is in this area that I feel that teacher training programs play a vital role in shaping teacher dispositions by imparting the knowledge, skills, and values necessary for effective teaching. The emphasis on values, attitudes, and beliefs in these programs reflects their commitment to not only developing competent educators but also responsible, ethical, and socially conscious professionals who can positively impact the lives of their students and society.

Research pertaining to teacher disposition is ongoing and complex. The topic is of interest and is valuable to the field of teaching (Cosgrove & Carpenter, 2012; Talbert-Johnson, 2006). Teacher dispositions are not just a set of behaviours or traits but are deeply rooted in a teacher's beliefs, attitudes, and values. The disposition is therefore an indicator of future action (Welch et al. 2015). These dispositions guide educators in their decision-making, interactions with students, and contributions to the educational community. Effective teacher dispositions are essential for fostering a positive, inclusive and equitable learning environment that maximizes all student potential. I sought to investigate the dispositions of teachers to inform inclusive pedagogical practices, these teachers have graduated from teacher education programs in higher education.

2.9.INCLUSIVE EDUCATION IN CONVERSATION WITH INVITATIONAL EDUCATION

Inclusive education and invitational education are two distinct but complementary approaches to fostering positive and effective learning environments, and they can certainly coexist in South Africa's educational context. Both inclusive education and invitational education share common goals of creating inclusive, respectful, and supportive learning environments. They emphasize the importance of valuing all students and recognizing their unique strengths and contributions.

Inclusive education can be seen as strongly aligned to invitational education. Invitational education, with its focus on creating a welcoming and inclusive school climate, can provide a supportive foundation for the implementation of inclusive education practices. Invitational education principles, such as respect, trust, optimism, and intentionality, can be applied to support the inclusion of students with diverse learning needs. For example, a school that practices Invitational education would intentionally create an inclusive environment where all students are respected, trusted, and encouraged to participate.

Invitational learning (education) is based on the Invitational Learning Theory, contending that learning is enhanced when students are invited into the learning environment using improved approaches (Haigh, 2011). This theory was designed with the intention of creating a safe and inviting school environment that will summon people to realise their potential (Purkey & Novak, 2008). In essence, this theory advocates that schools must cultivate respect, optimism and trusting school ethos that will allow everyone to develop their full potential (Cain, 2013).

It is important for the people in the school environment to take care of themselves and others (Purkey & Siegel, 2003; Purkey & Novak, 2015). Purkey and Novak (1996; 2008) argues that when everyone in the school environment has empathy, warmth, and are positive to others, then the school environment will be beneficial to their life and to the lives of others too. By integrating the principles of Invitational education into inclusive practices, schools can create more welcoming and inclusive learning environments that benefit all students, including those with diverse learning needs.

Respect is important for everyone in the school environment to be valued and treated accordingly. Therefore, mutual respect should not be based on race, age, ethnicity, income, culture, position or the background of the person (Ford, 2015; Cain, 2013; Purkey & Novak, 2008). Optimism requires high and positive expectations to all people in school environment regardless of their differences (Purkey, 2005; Ford, 2015; Purkey & Novak, 1996). Intentionality is the heart of an Invitational education theory (Purkey & Novak, 2015). The school environment should intentionally be inviting to people so that will be able to realise their potentials (Purkey, 1992). Cain (2013) states that all other elements like respect, care, optimism and trust should be intentionally practiced by every individual in the school environment so that they can develop a sense of belonging.

The purpose of invitational education is to create a more exciting and enriching experience for all role players in the education process (Purkey & Aspy, 2003) with the intent to grow human potential (Friedland, 1999). Smith & Hunter, (2007, p. 8) state that it is a student – centred approach to the teaching and learning process. This is the reason I have chosen to make use of the Invitational Dispositional framework for this study as this framework is guided by invitational education and this makes a connection with inclusive education. Hanson & Marrow (2012) state that Invitational Education (IE) as a firm foundation and precursor upon which can be built an Inclusive Education climate and mindset which encourages success for all students. When inclusive education and Invitational education are in conversation, they create a comprehensive framework for fostering inclusive, equitable, and respectful learning environments. This approach not only benefits students with diverse needs but also contributes to a more enriching and supportive educational experience for all students.

2.10. INCLUSIVE PEDAGOGY

One of the more recent contributions to the area of pedagogy for inclusive education that is garnering some attention is the Inclusive Pedagogical Approach in Action Framework (IPAA) developed by Florian and Spratt (2013). The goal of the IPAA is to promote the full participation of all students in the classroom community by extending what is typically viewed as being the scope of the regular school to greater diversity of students. The IPAA is a tool that can be used for gathering and assessing evidence about inclusive teaching and learning practice (Florian, 2015). That is the reason I have chosen to make use of the IPAA framework for this study.

Florian & Linklater (2010) describe an inclusive pedagogy as focusing on expanding what is customarily available in the classroom as a way of responding to different learning needs rather than specifically individualizing for some. Thus, the emphasis should not be on what works for most students along with something 'different' or additional' for those who experience barriers to learning, but there should instead be an approach of teaching and learning that involves the construction of a rich learning environment characterised by lessons and learning opportunities that are amply made available to everyone so that all are able to participate in classroom life (Florian & Beaton, 2017; Florian & Linklater, 2010).

The inclusive pedagogical approach is based on the belief that teachers must be aware that the choices they make, and actions they take in the organisation of learning, convey messages and

values reaching well beyond the formal focus of the lesson (Alexander, 2001; Hart et al. 2004). Florian & Spratt (2013, p. 122) state that by adopting an approach to teaching that does not require categorising students as different types of students, the inclusive pedagogical approach challenges some of the more traditional notions of professional knowledge and responsibility. I argue that by investigating teacher dispositions as part of inclusive practise I am challenging these traditional notions and providing research on why it is important for teachers to have certain dispositions in order for teaching and learning to be inclusive and successful.

An inclusive pedagogy should therefore be a method of teaching that encompasses dynamic practices and learning styles, multicultural content and a variety of assessment strategies with the goal of promoting successful learning, as well as social, cultural and physical well-being (Florian, 2012). This requires teachers to be creative in using an inclusive pedagogy approach to reach all students of different ability levels (Florian & Spratt, 2013). However, care should be taken that an inclusive pedagogy is not a call for a return to a model of whole-class teaching of "one size fits all" where equality is supposedly addressed by providing identical experiences for all students. This notion of care is an invitational disposition, thus making a connection between inclusive pedagogy and teacher disposition. Diversity is then used as a strength, rather than a problem as students work together, share ideas and learn from their interactions with each another (Florian & Spratt, 2013). The inclusive pedagogy approach, therefore, nurtures an open-minded view of each child's potential to learn.

A general challenge in the South African education system is that inclusive practices may be well-supported by well-crafted policies, but the successful implementation of these policies is problematic due to a lack of commitment at all levels (such as community, district, school, teachers and students) of the education system (Phasha & Condy, 2016; Ferguson, 2008). Thus, a fully functional inclusive education system seems to remain vague which implies that an inclusive pedagogy is also not being implemented in classrooms (Mahlo & Condy, 2016). For the purpose of my study Inclusive Pedagogy, as a framework will investigate the teachers' inclusive pedagogical choices that will inform their professional growth and enable teachers to develop common understandings and participate in united advocacy for their students in their classrooms. Florian & Spratt (2014) state that they have found that the use of IPAA framework in professional learning promotes professional transformability of knowing and doing. In view of the inhibiting effect of certain pedagogical practices we suggest that professional learning must establish approaches where teachers can own their professional learning (Florian, 2009; Rouse, 2009).

Florian & Spratt (2013, p. 133) state that the IPAA Framework may be useful to other researchers in the field of inclusion but could also be used by teacher educators to support students evaluating their own inclusive pedagogy.

My intention was to show that if teachers are to be better supported to make inclusive pedagogical choices, then attention needs to be paid to the type of affective dispositions that create the conditions for that to happen. In order to develop inclusive pedagogy, teachers first need to acquire a set of skills to enable them to facilitate processes of inclusion in their classrooms. Forlin (2010) states that teachers need a series of skills, attitudes, and knowledge in order to do their job from this perspective. Forlin's (2010) claim that teachers must be ethical and have agency as well as subject knowledge is not disputed, however I argue that that it is a problem if consideration is not also given to the kinds of affective or dispositional traits needed for inclusive teaching. Teacher professional development that considers affective factors and inclusive dispositions is therefore essential.

2.11. CONCLUSION

In conclusion, the development and implementation of inclusive education in South Africa represents a significant shift towards greater equity and social justice within the country's educational landscape. While progress has been made through policies such as the White Paper 6 (DoE, 2001) challenges remain, particularly regarding resource disparities, attitudinal barriers, and teachers' readiness to embrace inclusive practices. Teachers play a central role in the success of inclusive education, as their dispositions encompassing values, beliefs, attitudes, and behaviours are deeply intertwined with their ability to positively shape the learning environment. The research highlights that teacher dispositions significantly influence the effectiveness of teaching and learning, particularly in fostering inclusive educational settings.

By adopting frameworks such as Invitational Education and the Inclusive Pedagogical Approach in Action as seen in Figure 1.7.3., teachers can create environments where respect, trust, optimism, and intentionality thrive, thus promoting inclusivity and equity. However, the successful implementation of inclusive practices requires more than just policies; it demands a deep commitment to nurturing positive teacher dispositions. This study emphasizes the importance of incorporating the development of these dispositions in teacher education programs and continuous professional development, fostering self-reflection among educators. Teachers equipped with the

right dispositions are not only better able to meet the diverse needs of students but also contribute to the broader goal of transforming educational practices to benefit all students. Ultimately, teacher dispositions are central to realizing the vision of inclusive education an education system where every student can thrive and reach their full potential, and where diversity is valued, leading to equal opportunities for all.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1. INTRODUCTION

This research study is guided by an interpretivist paradigm that shapes the way knowledge is constructed and understood. This chapter explores the interpretivist paradigm as the foundational lens for this study, acknowledging that reality is subjective and shaped by individuals' experiences, beliefs, and social contexts.

By adopting an interpretivist paradigm, this research seeks to gain insight into the dispositions of newly qualified Foundation Phase teachers through their own perspectives and experiences. Grounded in the principles of qualitative inquiry, the study employs Oldacre's (2012) Invitational Dispositional Framework, which has been traditionally applied to pre-service teachers. This chapter will discuss the rationale for extending this framework to in-service teachers and the methodological considerations involved in capturing their dispositions authentically.

Through a holistic approach, this study acknowledges the complexity of human experiences and the inherent challenge of fully understanding another's reality. By employing a variety of data collection methods and maintaining an objective stance, the research aims to provide a rich, contextualized understanding of teacher dispositions while minimizing researcher bias.

3.2. RESEARCH PARADIGM

A paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view. It addresses fundamental assumptions such as beliefs about the nature of reality (ontology), the relationships between knower and known (epistemology) and assumptions about methodology (Lincoln & Guba, 1985, p.15). Creswell (2007, p. 48) adds that paradigms serve as lenses or organising principles by which reality is interpreted.

The use of an interpretivist paradigm in this research is based on the belief that the participants become actively involved in all the phases of the processes (De Vos et al. 2011, p.7). According to Creswell (2007, p. 20), participants seek understanding of the world in which they live. The interpretivist paradigm allowed me to view the world through the beliefs and experiences of the teacher participants. The interpretivist framework stems from the notion that research is intended

to provide understanding into realities, whilst acknowledging that this may never be completely possible due to human bias or existing standpoints (Henning et al, 2004, p.20). This study must therefore be situated within the interpretivist paradigm, as the focus is on the dispositions of newly qualified Foundation Phase teachers, with the knowledge that it is possible to never truly understand the dispositions of others.

Qualitative research uses a naturalistic approach that seeks to understand phenomena in content - specific settings, such as "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001, p. 39). In this study I made use of Oldacre (2012) Invitational dispositional Framework. Her framework is known for pre-service teachers, and I investigated if the same will happen for in-service teachers. A qualitative researcher searches for patterns in data in order to develop concepts or arguments. She therefore needs to operate from a naturalistic stance, attempting to minimize the influence she exerts on a situation, developing a holistic view of the setting and the people involved (Taylor & Bogdan, 1984, p.5-6). In a study focusing on the dispositions of newly qualified teachers, it is imperative that the researcher remains objective, viewing the participants from their frame of reference. It is therefore necessary to collect a variety of data, as well as a substantial amount of data, in order to maintain a holistic view of the teacher's frame of reference, while the researcher suspends her own beliefs and perspectives, taking nothing for granted (Oldacre, 2012).

3.3. RESEARCH DESIGN

3.3.1. CASE STUDY DESIGN

A case study approach as a form of qualitative research is a data-gathering technique (Yin, 2009), therefore a way of knowing about the empirical world (Taylor and Bogdan, 1998). The case study method of research is best suited for how and why questions. How and why questions are more explanatory (Yin, 2009). The use of case studies allows for an intensive investigation; they allow for a deeper understanding that leads to rich interpretations (Yin, 2009).

This study uses a single-case design to fully investigate the way in which inclusive pedagogical practices occur in a within one selected independent school in Gauteng. A case study is defined as "an in-depth exploration of a bounded system" (Macmillan & Schumacher, 2010, p.345) where rich descriptions are provided of a system within certain boundaries, which in this case refers to

the Foundation phase classroom. Shulman (1986, p. 206) supports the use of case studies for educational research, arguing that case studies are immensely useful in showing the ways in which teaching theory works out in practice. A case study is thus relevant to my study as I observed pedagogical practices in action within a bounded system of the school. A single case study is more ethically sound, especially when dealing with sensitive topics. It allows researchers to protect the identities and privacy of participants while still gaining valuable insights.

It was important for me to study the dispositions and implementation of Inclusive Pedagogy in the classroom setting. Conversing with the teachers and observing them teach in their different classroom settings, is a crucial step towards developing a critical explanation of the workings of dispositions as an enabling or constraining the implementation of Inclusive Pedagogy. The case study I undertook was a simple case study design with one school. This is a case study of one selected independent school in Gauteng where the invitational dispositions and inclusive pedagogical practice of four teachers within the Foundation Phase of that school are considered. I collected data from the Four Foundation Phase teachers. I discussed the basis on which I intend selecting the school and my participants within that school in the next section.

In the case of my study, four Foundation Phase teachers teaching across grades one to three were selected as participants in order to help me understand in what ways invitational dispositions influence pedagogical choices. Single case studies can contribute to theory building by providing in-depth data that can be used to generate hypotheses or refine existing theories. Through careful analysis of a single case, researchers may identify patterns, relationships, or themes that can inform broader educational theories. As well as to consider if a relationship exists between invitational dispositions and inclusive pedagogical strategies identified within their daily teaching practice.

3.4. METHODS

3.4.1. SELECTION of PARTICIPANTS (SCHOOL AND TEACHERS)

A purposeful selection and convenience method (Maxwell, 2005) was used in the selection of the school. This study is located within the Independent School Sector in South Africa. This study was located within the Independent School Sector in South Africa. South Africa's Constitution affirms the right of Independent Schools to exist, if they are registered with the provincial department of education, they do not discriminate on admission on the grounds of race and that they do not offer

an education inferior to public education (Republic of South Africa (RSA), 1996: 29(3). ISASA also adheres to a Diversity and Equity Policy that encourages members to include students with special education needs' wherever feasible educationally (ISASA, 2002).

Walton et al. (2009) found in independent schools that inclusive teaching strategies that were applied often were cooperative learning, peer tutoring, modification of assessment tasks to suit the needs of the students, marking and spelling concessions and providing extra time for students with learning barriers. Given this, an independent school was selected for this study.

I purposively selected this Independent School as it is well-established educational institution in South Africa and is part of ISASA. The school is well resourced in terms of educational resources, has well-trained staff, in-house therapists, a well-functioning Parent Teacher Association and excellent sport and cultural facilities. The school prides itself on efforts to eliminate the socio-economic differences, on provision and availability of resources and opportunities for further development that teachers require in order to perform at their best. Thus, my study has not been impacted by the above-mentioned factors and can solely be focused on teacher dispositions and inclusive pedagogical strategies.

The purposive selection of this school was also based upon convenience and my role as a Learning Support Specialist Teacher. I am timetabled weekly to each class from grade 000 to grade 3, therefore I am a familiar presence to the teachers and children, and they feel comfortable and natural in my presence as an observer.

A purposeful selection and convenience method (Maxwell, 2005) was used in the selection of participants. All Foundation Phase teachers at the school were invited to complete an open-ended questionnaire. Thereafter four Foundation Phase teachers were purposefully selected to participate in observations and semi-structured interviews. The selection of these four participants were based on the following criteria:

- They must have a B.Ed. Degree as a minimum and must have qualified in the last four to six years.
- Inclusive Education was part of their undergraduate / postgraduate training.

This sampling technique enables the researcher to use her judgement based on how informative and important that population is in answering the research questions (Maxwell, 2005). These

research participants were selected because they are responsible for the implementation of the Inclusive pedagogies in the curriculum. I also chose them on the basis of convenience in terms of travel. I am aware that SACE stipulates that newly qualified teachers have a minimum of 2 years' experience. I have said four as I am taking The Covid -19 pandemic into account. Many teachers qualified in that year, but schools were closed or online, thus they only started onsite teaching full time in 2022. In order to keep the scope of the study manageable, I decided not to focus on learners. I acknowledge that this is a limitation of this study, which does not explore how students experience inclusive pedagogical strategies or their contribution to the implementation experience as key agents.

3.5. DATA COLLECTION METHODS

Data collection methods are important, because how the information collected is used and what explanations it can generate are determined by the methodology and analytical approach applied by the researcher (Teherani et al, 2015). For the purpose of this study, I made use of observation schedules, interviews and an open – ended questionnaire, this allowed for greater insight in the interpretation of the teachers invitational dispositions and inclusive pedagogical choices. Miles, Huberman, and Saldana (2014) note, "Qualitative data are a source of well-grounded, rich descriptions and explanations of human processes. The human processes that will be observed are those in which the teachers interacted with the diverse students they teach daily. The nature of this research allowed the researcher to delve into the concept of invitational disposition and inclusive pedagogical choices as it is revealed through the works and actions of teachers.

3.5.1. DIRECT OBSERVATION AND SCHEDULES

Inclusive pedagogical practices have been known to occur in classrooms, and it is for this reason I have selected direct observations. Oldacre (2012) states that, the practical application of the Invitational Dispositional Framework could be used by an observer to assess the dispositional abilities and performance of a student teacher, whilst also providing clear indicators for areas of development.

I did three classroom observations for each participating teacher, each observation linking to a level of the invitational dispositional framework (Oldacre, 2012). Each observation was forty-five minutes long and was done at the same time every week. This ensured that participant teachers had the same set of students and were teaching the same subject area for each of the three

observations conducted for that participant. Evertson and Holley (1981) "recommended that observers clarify the purpose of observations, observe for as much time as possible, design schedules to match the purpose of observations, and adopt a multivariate approach". In light of this, the observations for this study were non-participatory in nature and required the use of specifically designed observation schedules. I developed the observation schedule by drawing on criteria from the invitational dispositional framework (Oldacre, 2012) and the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013). The purpose of using the observation schedule was to deepen the understanding of which of the criteria of care, intentionality, trust, respect and optimism are visible in the teachers' involvement in their inclusive pedagogical classroom activities and their interactions with the children. In each of the three classroom observations with each teacher, I observed any teacher action related to any of the three categories that incorporate invitational dispositions and inclusive pedagogical approaches. In order for these observations to be meaningful and trustworthy, they needed to be recurrent so that the teachers feel comfortable and natural in the presence of the observer. This observation schedule is available in Appendix A.

3.5.2. SEMI – STRUCTURED INDIVIDUAL INTERVIEWS

A detailed, semi-structured individual interview with each of the four teachers was conducted after the three observations were completed in total to gain an in-depth view into the teacher's knowledge and perspective of inclusive pedagogy and dispositions. Interview participants consisted of the four foundation phase teachers from a selected Independent School that taught between grades one and three. Seidman (2006) states that protocol to provide time to allow participants to adequately reflect on their experiences. All interviews were audio recorded. These recordings are only available to my supervisor and myself, they are stored on an external hard drive and will be disposed of after five years.

The purpose of the interview is aimed at identifying possible self-reflection on what happened in the classroom. Seidman (2006) suggests that transcription of interview notes should take place as soon as possible after the actual interview. Sullivan et al (2000) states the importance of clarifying perceptions, as a clearly defined context provides for a more accurate interpretation of events. Through the use of reflective interviews, I obtained verbal accounts of how participants in the study understood or viewed invitational disposition and inclusive pedagogy. I solicitated their views pertaining to invitational disposition and inclusive pedagogy as it is important that the

research participants be given the freedom to talk about it in their own time (Bell, 2010), it was possible to gain "thick descriptions" (Hesse-Biber & Leavy, 2011) of their teaching experiences in their diverse classrooms. By doing this I was presented with abundant opportunities to gain insight into the invitational dispositions and pedagogical choices of each teacher as based on their responses. I made use of open-ended questions followed by probing questions as. The interview schedule is available in Appendix B.

The use of individual interviews contributes to the in-depth nature of the case study, following Tellis' (1997, p. 1) statement that "case studies are designed to bring out the details from the viewpoint of the participants". One of the benefits of using observations as well as interviews is that the two sources of data add to the validity of the data. Some of the limitations of interviews are that they are time-consuming, as well as the interviewer bias that the researcher needs to be wary of (Macmillan & Schumacher, 2010). Here, the use of the audio recording device was used to assist in limiting interview bias. The purpose of the teacher interviews is to provide depth to the data by gathering first-hand information from the Foundation phase teachers regarding their thoughts on disposition and inclusive pedagogical practices. This is in line with Florian and Black-Hawkins' (2011) Participation Framework that considers not only the observed practices found in the classroom, but also to uncover the reasoning behind the teachers' choice to use those practices.

3.5.3. OPEN-ENDED QUESTIONNAIRE

I created an online survey on Google Forms and distributed it via a link in an individual email to all the Foundation Phase teachers in the selected Independent School. This survey was designed using the invitational dispositions as listed in Oldacre (2012) framework as well as with inclusive pedagogical principles and strategies listed in Florian and Walton (2017). I ensured that respondents remain anonymous, and I emphasized the need for them to respond as honestly as they can. By doing this, the survey provided additional data on the invitational dispositions and inclusive pedagogical choices and strategies that are viewed as being part of the teaching of all teachers at the school, thereby providing a point of comparison for the findings related to the four selected participants.

I sent this open-ended questionnaire to ask four or five key questions to which the respondents answered in writing. I then analysed their written answer. The focus here was on the key things I need to know from the teachers, I grouped common answers that helped me answer my key

focussed research questions. I asked standardised questions, across all my open-ended questions to analyse across the responses to see if there were any similarities, differences or patterns. The open – ended questionnaire is available in Appendix C.

3.6. DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Greef, 2013, p. 333). It involves conducting different analyses, moving deeper and deeper into understanding the data, representing the data and making an interpretation of larger meaning of the data (Creswell, 2009, p. 183).

McMillan and Schumacher (2010, p. 367) describe qualitative data analysis as an inductive process where the researcher organises data into categories, and categories and identifies patterns and relationships among the categories. In order to identify the invitational dispositions and inclusive pedagogic strategies or choices of teachers it is vital to interpret the collected data collected by coding and categorising the underlying patterns, using a Qualitative Data Analysis software Atlas.Ti. I do not need to use language translations as all the participants are English speakers. Biases of the observers are another important point to consider what happens when an observer's bias can affect what behaviours to choose and record; however, it can be minimized by keeping them unaware about the aims (Kabir, 2016). I organized data into categories according to the three levels of the invitational dispositional framework (Oldacre, 2012), the 3H Model (Sipos et al., 2008), as well as the three principles of Inclusive pedagogy (Florian & Walton, 2017).

3.7. TRUSTWORTHINESS

In order to achieve trustworthiness, the study must involve the collection of substantial situational data through a variety of methods, allowing for a naturalistic interpretation of the dispositions presented within the classroom contexts (Oldacre, 2012). Lincoln and Guba (1985, p. 290) state that the aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are worth paying attention to. Wahyuni (2012) states that here are four criteria of research trustworthiness developed by Lincoln and Guba (1989) which have been widely cited in the social science research method literature to evaluate the quality of qualitative research: credibility which parallels internal validity, transferability which resembles external validity, dependability which parallels reliability, and confirmability which resembles objectivity.

I also made use of triangulation. Triangulation is a method of controlling bias through the adoption of multiple data sources and/or theories (Johnson & Christensen, 2007). Three types of triangulation was used in this study, namely methods triangulation, data triangulation, and theory triangulation (Johnson & Christensen, 2007). For example, I made use of classroom observations, interviews, and document analysis. The interviews were audio recorded to ensure that I captured the data accurately, to avoid misrepresenting my research participants. Furthermore, validity of interview data could be threatened as it is possible that some of the participants may not have separated my researcher role from my Learning Support Specialist role. To minimise this effect, I explained verbally and in writing the purpose of this research, what my role is, and what their role is in the research.

Member checking in my study occurred in the form of peer review (Johnson and Christensen, 2007). I discussed my interpretations and conclusions with the Head of Academics at the school as well as the other Learning Support Specialist as a means of Evaluator triangulation, she was not involved in the study (peer review) offered a peer debriefing to check consistency of data coding as well identifying other perspectives which I may have overlooked. In addition to this my data collection, interpretations and conclusions were checked by and discussed with my supervisor. This all fell in line with credibility.

Transferability refers to the level of applicability, as noted by Lincoln and Guba (1985), a rich and thick explanation of research sites and characteristics of case organisations should be provided to enhance transferability. By using a triangulated approach encompassing multiple data sources and analysis methods, I was able to provide a clear indication of the teachers, the context, the invitational dispositions and the inclusive pedagogical choices made. Thus making it possible for the reader to derive meaning and determine for themselves if this study can be transferred to their own situation.

Dependability corresponds to the notion of reliability which promotes replicability or repeatability Wahyuni (2012). In this study there are four teachers who were observed at one school for equal amount of time, at the same time each week. This increased the dependability as the results were not skewed by atypical kinds of patterns, the teachers taught similar lessons within a similar learning area with the same children.

Confirmability refers to the extent to which others can confirm the findings in order to ensure that the results reflect the understandings and experiences from observed participants, rather than the researchers' own preferences (Wahyuni, 2012). Lincoln and Guba (1985, p.317) state that using an 'inquiry audit' to enhance confirmability. I have kept detailed records of all interviews and observation notes as evidence for confirmability.

3.8. ETHICS

Every effort was made to conduct this research in an ethical manner in accordance with the well-established research practices as outlined by Miles, Huberman and Saldana, (2014). These practices include being confidential and protecting the identity and rights of the participants, being competent as a researcher by conducting research with a "do no harm" policy and guarding all notes and research as outlined in the informed consent agreement as well as being honest and trustworthy in my actions and deeds.

Informed consent is the leading obligation of the researcher. Resnik, (1998, p.133) states that a standard procedure in professional codes of ethics is 'informed consent'. I obtained informed consent for the participation from the University of Witwatersrand, the Independent School and the teachers who were selected participants. The privacy, anonymity and confidentiality of the participants and data must be given due consideration (Jensen, 2002). Protecting the participants of the study is an ethical issue when performing qualitative research (Merriam, 2009). They were not exposed to risks greater than they encounter in their normal lifestyle.

In this chapter, I provided justifications for my choice of research methods, data analysis, and selection of participants, data analysis strategies as well as the various ethical considerations that have been employed in this study. I made use of a reflexive diary in order to address the potential researcher bias. I kept records of my thoughts and reflections on each observation so that I can use that when I cross check for my own researcher bias.

3.9. CONCLUSION

This qualitative study was designed to achieve the aim of investigating the potential relationship between teacher disposition and the kind of pedagogical choices teachers make in a Foundation Phase classroom in one purposefully selected independent school in Gauteng. Using a case study

design, this study has provided rich descriptions of the events viewed in an attempt to expand the body of literature on Invitational dispositions and inclusive pedagogies in South African classrooms. In this chapter I have provided justifications for my choice of research methods, data selection and analysis of participants as well as ethical considerations that were employed in this study.

CHAPTER 4
QUESTIONNAIRE AND LESSON OBSERVATIONS

4.1 INTRODUCTION

This chapter presents a data analysis from the questionnaire and lesson observations. Results from the questionnaire are presented first, followed by the results from lesson observations. I have used the information from the questionnaire to establish patterns and differences related to teacher dispositions. The selected participants were observed teaching lessons so that I could collect data on what inclusive educational strategies and pedagogies they used within their classrooms.

4.2. RESULTS FOR OPEN ENDED QUESTIONNAIRE

I created an online questionnaire on Google Forms and distributed it via a link in an individual email to all the Foundation Phase teachers in the selected Independent School. The questionnaire was designed using the invitational dispositions as listed in Oldacre (2012) framework as well as with the inclusive pedagogical principles and strategies listed in Florian and Walton (2017). I ensured that all the respondents remained anonymous, and I emphasized the need for them to respond as honestly as they could. By doing this, the questionnaire has provided additional data on the invitational dispositions and inclusive pedagogical choices and strategies that are viewed as being part of the teaching of all teachers at the school, thereby providing a point of comparison for the findings related to the four selected participants. I sent this open-ended questionnaire with five key questions to which the respondents answered in writing. Below I analysed their written responses. The focus here is on the key things I need to know from the teachers, I then grouped common answers that have helped me answer my key focussed research questions. I used standardized questions across all my open-ended questions to analyse the responses for similarities, differences, and patterns.

4.2.1. DISPOSITIONS FOR FOUNDATION PHASE TEACHERS

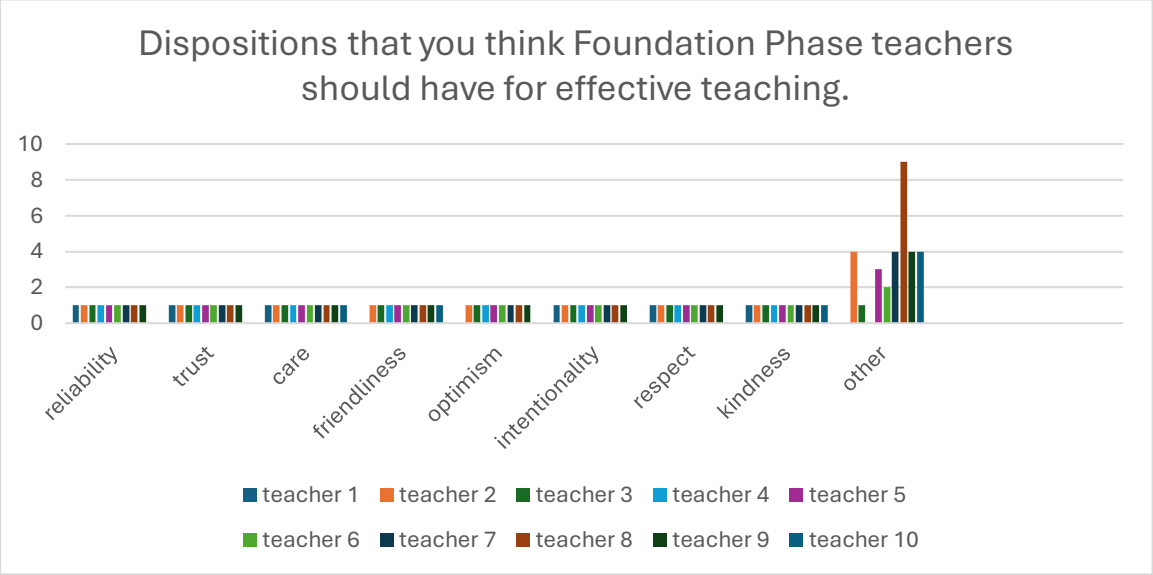


Figure 4.2.1 Graphical representation of the scores for question 1 on Appendix C – Open-ended Questionnaire

Responses from teachers 1 through 10 covering a range of important dispositions, such as dependability, trust, concern, friendliness, optimism, intentionality, respect, kindness, and others, are displayed in the above figure, "Dispositions that you think Foundation Phase teachers should have for effective teaching." The results show trends in the way these attributes are valued and shed light on other attributes that might not have been specifically mentioned in the survey. All teachers consistently receive minimal and evenly distributed responses in the areas of dependability, trust, care, friendliness, optimism, intentionality, respect, and kindness. There is a lot of variation in the "Other" category, especially for Teachers 2 and 10, who had a lot more responses.

The following dispositions are considered universally important for effective Foundation Phase teaching according to the survey, as indicated by the relatively equal distribution of responses:

- Reliability
- Trust
- Care
- Friendliness
- Optimism

- Intentionality
- Respect
- Kindness

In the "Other" category, Teacher 2 and Teacher 10 had more replies. This implies that those who answered the survey see certain special or extra traits in these teachers that are not specifically mentioned. Among these extra qualities were inventiveness, flexibility, patience, and mental attitude and abilities. The fairly equal spread of replies among the predefined dispositions suggests a strong agreement on the fundamental qualities required for good teaching in the Foundation Phase. This reinforces the idea that teachers at this stage should reflect fundamental qualities like care, trust, and respect, which fit with best practices in early childhood education (Oldacre, 2012). The strong reaction for Teacher 2 and Teacher 10 in this category implies that those surveyed see them as having unique or exceptional traits not specifically considered. This emphasises a possible discrepancy in the pre-established disposition categories and implies that more research is required to determine these extra traits.

Future evaluations should look at adding an open-ended choice where participants may define extra qualities or more thorough categories. Possible additions could be patience and thinking as important qualities for Foundation Phase teachers, creativity, and flexibility. Given that Teacher 2 and Teacher 10 excelled in the "Other" category, it could be useful to investigate their particular teaching strategies and think about disseminating their best practices to other teachers.

The study confirms that for good Foundation Phase teaching, universally valued traits are dependability, compassion, kindness, trust, and respect. The high response rate in the "Other" category especially for Teacher 2 and Teacher 10 indicates, though, that other traits are also deemed vital. A more complete image of what really makes a teacher in the Foundation Phase would be captured by further study and improvement of assessment tools.

4.2.2. SELF-ASSIGNED DISPOSITIONS

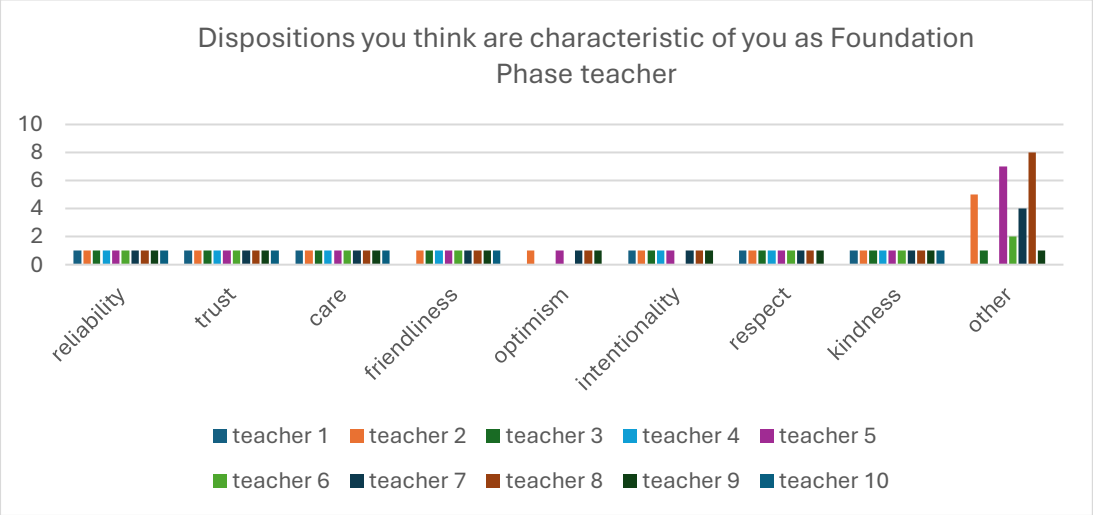


Figure 4.2.2 Graphical representation of the scores for question 2 on Appendix C – Open-ended Questionnaire

The graph above shows data on the dispositions that Foundation Phase teachers think define them. Measured dispositions include reliability, trust, care, friendliness, optimism, intentionality, respect, and kindness; there is also a "other" category. Most teachers chose the same fundamental attitudes: dependability, trust, compassion, friendliness, optimism, intentionality, respect, and kindness. This implies a common professional identity that is strongly focused on these fundamental teaching qualities. The choice was much greater in kindness and respect, implying that these qualities are fundamental to their teaching approaches. Among some teachers, this might suggest a more relational or caring teaching style. Teachers also showed a well-rounded self-image, implying that they believe they are adaptable and able within many dispositions. This might point to teachers with a higher level of experience who juggle several facets of their professional identity. Some teachers did not choose particular important dispositions, such optimism or intentionality; this could suggest areas of lower confidence or areas that need development.

Some teachers selected many other dispositions in the ‘other’ category, indicating that they see additional dispositional criteria as crucial to their teaching style. The specific dispositions teachers included in this category were:

- Critical thinking skills
- Adaptability
- Flexibility

- Listening
- Empathy
- Open-mindedness
- Empathy
- Being fair
- Innovation and creativity
- Good sense of humour
- Collaboration
- Good communication
- Integrity

Knowing how these extra dispositions affect every teacher would help identify hidden team strengths. This implies a varied range of particular dispositions across the team, with some people appreciating dispositions not specifically mentioned in the pre-defined categories.

Those who highlighted particular dispositions in the "Other" category such as critical thinking, flexibility, and teamwork may offer new ideas or different approaches to teaching methods. I found the critical thinking disposition particularly interesting. Facione (1990) characterises thinking disposition as efficient mental habits. Costa et al. (2000) would rather call "habits of mind" sub-categories of a disposition towards critical thinking. This Independent School is a certified and accredited thinking school, uses the 16 habits of mind in a transdisciplinary approach; all of their teachers have been trained accordingly. Being inclined towards critical thinking is connected to curiosity, a readiness to tackle difficult tasks, openness to other ideas, a passion for reasoning, respect for planning, and a readiness to self-correct (Halpern, 1998; Facione, 1990). Many of the "other" qualities fit the "Habits of mind" as defined by Paul and Elder (2005) and Costa et al., (2000) Habits of mind of critical thinkers. Therefore, I would want to contribute to Oldare (2012, p. 36) invitational dispositional framework, the capacity to "Think Critically".

I propose that some teachers did not choose dispositions like optimism or intentionality (Oldare, 2012, p. 36) because they did not grasp what they meant, therefore workshops or team discussions could enhance these areas and enable the teachers to see that they indeed possess such dispositions. Peer comments that promote self-reflection could also enable the teachers to identify strengths that they may not have recognised in themselves. Although teachers have personal strengths, stressing shared values can support uniformity in their methods.

Although most teachers agree on fundamental dispositions, this comparative study shows that differences in self-perceived strengths especially in areas like critical thinking skills, adaptability, listening, empathy, teamwork, communication, and integrity can be used to build a more dynamic team. Recognising and accepting these differences will help to improve cooperation, focused growth, and a more robust teaching culture within their grades and ultimately within the school.

4.2.3. IMPORTANCE OF DISPOSITIONS

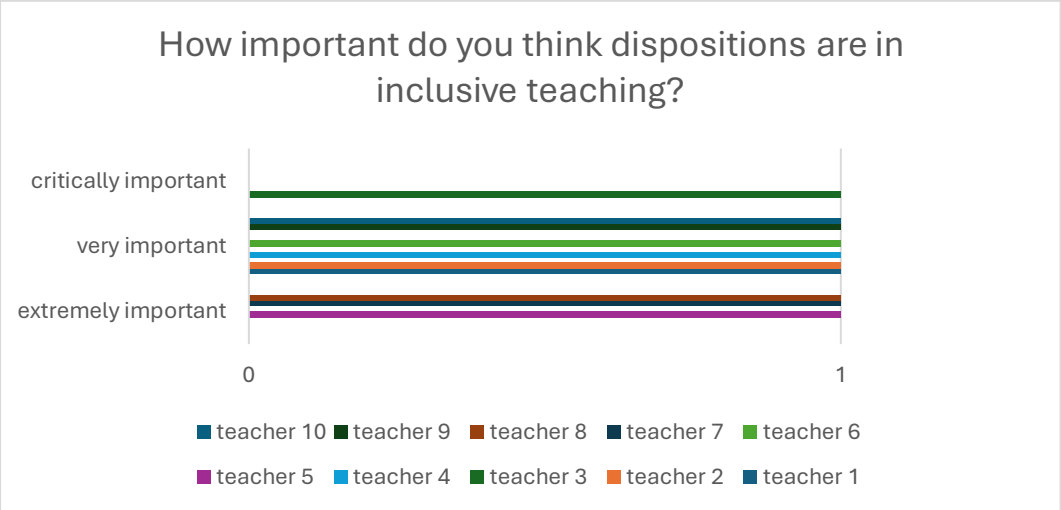


Figure 4.2.3 Graphical representation of the scores for question 3 on Appendix C – Open-ended Questionnaire

The information shown above reflects the views of teachers on the relevance of dispositions in inclusive education. The responses obtained show the different levels to which teachers think these dispositions are important for inclusive teaching. The following study looks at how various teachers perceive the function of dispositions, therefore highlighting the value given to positive attitudes and behaviours during application of inclusive teaching strategies within their classrooms.

"Extremely Important": This indicates that three teachers feel that dispositions are extremely important to them. Furthermore, dispositions anchor teachers in knowing what is required and what is feasible in terms of instructing a varied range of students—including the cyclical demands of planning, instruction, assessment, and more planning (Nieto, 2013).

Most (6 teachers) felt that dispositions were very important. Professional development initiatives could emphasise developing these attitudes since most teachers believe dispositions to be quite

important. A follow-up conversation could assist the teacher who flagged dispositions as "critically important" to determine whether they believe other facets of inclusive teaching might not function well without the appropriate dispositions in place.

"Critically Important": Just one teacher indicated dispositions as "critically important," implying that although most view them as necessary, they may not view them as an absolute, non-negotiable priority in inclusive education. The teacher could believe that without the appropriate attitude inclusive education is unlikely to succeed. This point of view might suggest a need for more focus on developing attitudes in training and professional development initiatives. From a South African viewpoint, a field that has not produced much study or research. Though they don't view them "critically important," most educators appear to understand that dispositions are extremely important. This could suggest a widespread agreement that success depends on the appropriate attitudes and strategies in inclusive education.

4.2.4. PERSPECTIVES ON INCLUSIVE PRACTICES

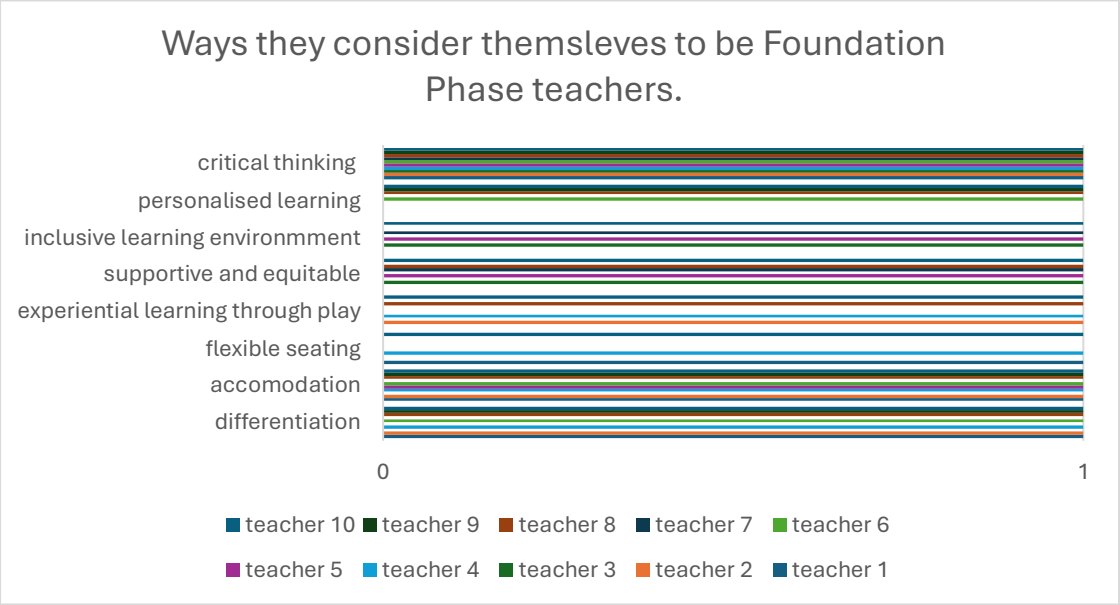


Figure 4.2.4 Graphical representation of the scores for question 4 on Appendix C – Open-ended Questionnaire

Figure 4.2.4 highlights teachers' perspectives on inclusive practices in the Foundation Phase, focusing on strategies to support diverse students' needs. Key dispositions include differentiation,

accommodation, flexible seating, experiential learning through play, supportive and inclusive learning environments, and fostering critical thinking.

Teachers all agree that critical thinking is a fundamental part of education since it equips students for critical thinking and problem-solving. But studies on teachers' attitude towards promoting critical thinking are few, suggesting the need for focused approaches to improve critical thinking abilities for teachers as well as students.

Eight teachers said that accommodation is considered crucial for inclusivity since it lets teachers modify resources and teaching strategies to fit various support needs. Chosen by 7 out of 10 teachers, differentiation is also important. De Jager (2013) study reveals that many South African teachers lack adequate training in flexible and differentiated curriculum, so contradicting this. Vital for inclusive classrooms, differentiated instruction enables students to actively participate in their learning process, as supported by several academics and the Department of Education.

Five teachers valued experiential learning through play and building inclusive environments. Students with support needs particularly need play and emotionally supportive classrooms since they help to lower anxiety. Freire (2007), on the other hand, contends that inclusive education may be compromised by conventional teaching techniques.

Three teachers chose flexible seating which is regarded as less important since its relationship to inclusion is less clear than that of approaches such as differentiation. Many Foundation Phase classrooms already use flexible seating configurations as a norm.

Reflecting the growing knowledge of customising education to fit particular student needs, personalised learning valued by four teachers reflects that training on emotional intelligence and building inclusive classroom cultures could help to reinforce these practices even more by promoting settings where students are supported in their learning journey and not punished for their emotional challenges.

4.2.5. PEDAGOGICAL STRATEGIES

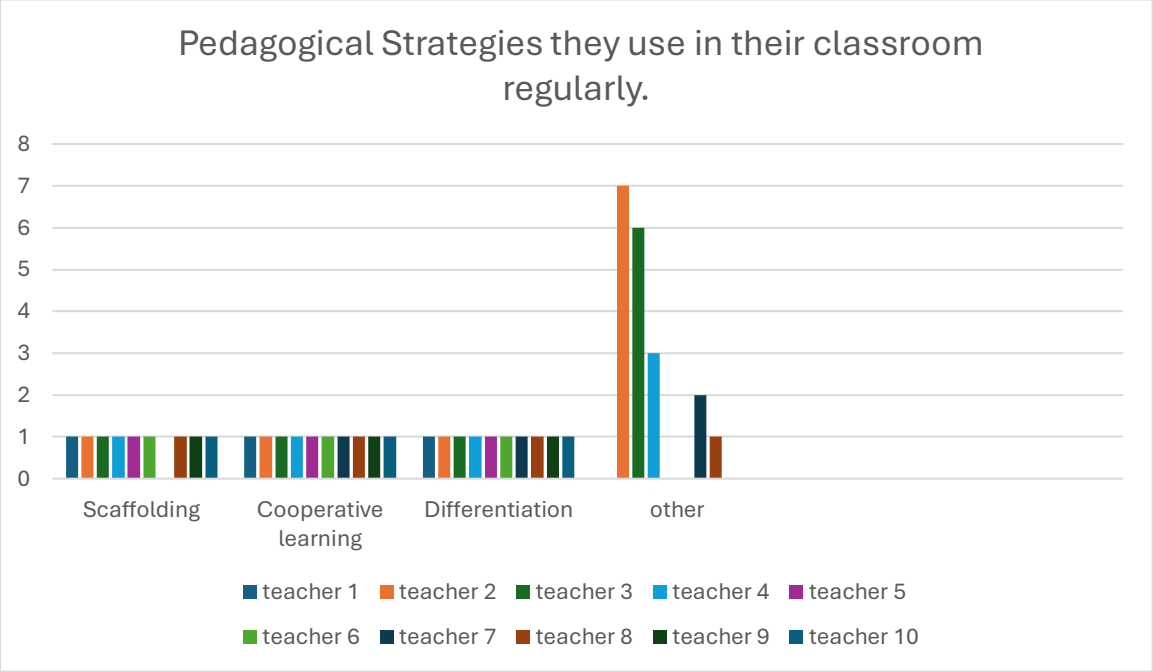


Figure 4.2.5 Graphical representation of the scores for question 5 on Appendix C – Open-ended Questionnaire

Focussing on important instructional techniques like scaffolding, cooperative learning, differentiation, and others, this study investigates the pedagogical techniques used by a group of ten teachers in their classrooms. The data offers a closer look at the variety of teaching methods in the classroom and shows which ones are often used by the teachers, therefore revealing the frequency of these strategies. We also look at the particular "Other" strategies mentioned by teachers to grasp the larger spectrum of techniques being used to promote student involvement and learning.

Scaffolding, cooperative learning, and differentiation fit a wide spectrum of teaching and learning requirements and thus chosen by majority of teachers. The stated “other” strategies imply that teachers are using different methods for involvement and learning since they emphasise active learning, inquiry-based approaches, and flexibility. Scaffolding is a process in which the teacher must not simplify a task or idea but rather maintain it constant and simplify a student's role by changing and adjusting the support they offer the student (Bliss et al., 1996). As students understand the new ideas, the assistance the teacher gives is transient and has to be progressively decreased and finally removed (Donald et al., 2006; Harland, 2003; Holton & Clarke, 2006).

Every one of the ten teachers chose cooperative learning, therefore stressing its relevance in their inclusive approaches. Cooperative learning fosters creativity, flexibility, motivation, and change, resulting in academic growth among learners. One added advantage of cooperative learning is that it assists learners with interpersonal relations, as they must be sensitive to the needs of others (Gillies, 2016). Co-operative learning is a pedagogical approach that fosters student cooperation by means of organised small group interaction; it can also be seen as an Inclusive pedagogical approach since it fosters a positive attitude towards the subject-matter and learning in general (Loreman et al.,2010). Cooperative learning aligns with inclusive pedagogy by addressing individual differences, promoting active participation, and fostering supportive learning environments.

All ten teachers chose differentiation, implying it is a commonly used strategy in their daily teaching practice. Differentiated instruction is also an inclusive pedagogical approach implying the execution of students tasks intended to be pedagogically inclusive in order to provide the curriculum to different students in a classroom environment during teaching and learning (Loreman, Deppeler & Harvey, 2010).

The "Other" category represents 7 different strategies listed by teachers, which include:

- Thinking
- Collaboration and active learning
- Play
- Small group rotational teaching
- Discovery learning
- Flexible curriculum
- Inquiry-based learning

Teachers three, four, and five: Named two or more "Other" strategies. These indicate a more individualised approach to teaching by diversifying their teaching techniques outside the primary ones. Critical thinking, as was already said, includes much of the other strategies included under the "other" category. So returning to my original point about including Critical thinking to Oldacre (2012) Invitational dispositional framework.

Many of the teachers appear to use a combination of traditional and innovative strategies. While the other teachers are more consistent in their use of generally accepted strategies, Teacher seven is an exception in terms of scaffolding.

The data indicates that teachers in this group tend to focus on inclusive and dynamic teaching strategies, favouring methods that can be adapted to diverse student needs and learning contexts. According to Foster (2002), the more competent teachers are in intrapersonal characteristics and interpersonal skills, the greater their self-confidence, the simpler it is to create friendships, the more effective it is to cooperate with others, and the more productive they become.

4.3.CLASSROOM OBSERVATIONS: OBSERVATION SCHEDULE

Over the course of three weeks, I conducted three observations per participant, each lasting forty-five minutes. Due to the visits being planned, the teacher had enough time to get the students ready and avoid the stress and anxiety of an unexpected guest. During the lesson, the goal was to observe which dispositional behaviours and inclusive pedagogical approaches and strategies were used by the teacher. Using criteria from the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the invitational dispositional framework (Oldacre, 2012), the observation schedule was created to emphasise important components. The goal of the observation schedule was to gain a deeper understanding of which of the following criteria: care, intentionality, trust, respect, and optimism were evident in the way that teachers engage with their inclusive pedagogical classroom activities and interact with their students. I observed the teacher's actions in each of the three classroom observations that included inclusive pedagogical approaches and invitational dispositions.

The five invitational dispositional abilities and the Inclusive Pedagogical Approach in Action Framework (IPAA) were then used to code these observations in an effort to ascertain how much each teacher's instruction demonstrated these abilities. As covered in Chapter 2, these dispositions are essential to the Foundation Phase teacher's job and can be linked to the Inclusive Pedagogical Approach in Action Framework (IPAA) criteria as well as one of the invitational dispositional abilities of care, intentionality, trust, respect, and optimism (Oldacre, 2012).

4.3.1. CATEGORY ONE

The belief in transformability is the notion that a child's learning potential is not fixed but can be developed through the teacher's actions is the focus of the first IPAA assumption in Category One. Teachers A, R, and G exemplified this idea by directing students' growth based on their areas of strength and need. They demonstrated their ability to adjust to the needs of each individual student by implementing small group rotational teaching, differentiating and scaffolding tasks for each group or even for each student within the same group. In order to give students with Special Educational Needs (SEN) and others the chance to participate, these teachers also worked in tandem with the learning support teacher to offer focused assistance in small groups that changed every week. Their adaptable approaches demonstrated a readiness to change and accommodate the various needs of every student as they arose. The differentiated tasks and small group work encouraged collaboration and peer support while emphasising the importance of each student's input. Differentiation can improve inclusivity, but it must be used carefully to prevent students from being labelled as "different." In contrast, Teacher N offered little scaffolding and differentiation and instead relied on conventional whole-class teaching methods. Teacher N's classroom did not provide the same degree of individualised attention due to its traditional teaching method.

"The Invitational Dispositional Ability to Care," is the second section of category one, which examined teachers' dedication to meeting the demands of the classroom, understanding the needs of their students, and having a strong enthusiasm for teaching. By listening to their students, offering emotional support, and encouraging a sense of belonging, teachers A, R, and G demonstrated genuine concern for their students and excelled at creating welcoming, safe and supportive environments. These teachers showed hope for an inclusive learning environment and took the initiative to make decisions that better meet the needs of each individual student, they also worked in tandem with the learning support teacher. Despite discussing these criteria in the interview, Teacher N did not always put them into practice in her class. She was less adaptable, repeatedly refusing to let the learning support teacher assist, and she did not adequately plan for or make use of the support the school provided for her students. Despite having a similar enthusiasm for teaching, Teachers A, R, and G were especially successful in creating an inclusive classroom environment, whereas Teacher N's strategy was less successful.

Themes and categories	Notes, comments and observations from each observation			
Category 1				
The first assumption of the IPAA is that teachers must believe in the concept of transformability which refers to the belief that a child's capacity to learn is not static nor pre-determined but can be transformed by the actions undertaken by the teacher in developing teaching and learning.				
	Teacher A	Teacher R	Teacher N	Teacher G
The teacher uses students' differing strengths and areas of need to further their development.	yes	Yes	Not consistently	yes
The teacher takes responsibility for promoting students' growth and development.	yes	Yes, except for her ability grouping.	Not consistently	yes
The Invitational Dispositional Ability to CARE				
Teacher is willing to rise to the challenges and changes associated with teaching.	yes	yes	Not consistently	yes
Teacher gets to know each individual child and his/her specific needs.	yes	yes	Yes, but did not always act on this.	yes
Teacher is passionate about teaching.	yes	yes	yes	yes

Figure 4.3.1 – Observation schedule, category one.

4.3.2. CATEGORY TWO

The second IPAA assumption in category two highlights the teacher's confidence in their capacity to assist students with Special Educational Needs (SEN) and the idea that learning disabilities are obstacles that the teacher must overcome. This presumption emphasises how crucial it is for teachers to be dedicated to each student's success in their class. Teachers A, R, and G showed this by taking advantage of a lot of professional development opportunities all year long to improve their knowledge and abilities. Their thorough planning, preparation, and supporting documentation

demonstrated their dedication to assisting their students towards achieving their personal best. These teachers' classroom practices reflected their confidence in their abilities and capacity to teach all their students. Despite asserting her qualifications and abilities, Teacher N failed to back up her claims in her lesson plans, teaching strategies and abilities, or documentation.

This category's second criterion centres on the teacher's tenacity in assisting each student in reaching their full potential. Teachers A, R, and G demonstrated this by establishing cooperative learning activities like project-based learning, inquiry based learning and group tasks. Peer teaching and the use of the Kagan approach, in which students instruct and listen to one another to strengthen their comprehension, was promoted by them as well. Teacher R received special recognition for her use of flexible grouping, which guaranteed that students were not at a disadvantage due to ability-based groupings and was consistent with the IPAA assumption. With the exception of working with an intern or during whole-grade project activities, Teacher N's method mostly involved traditional whole-class instruction with little to no cooperative learning strategies.

Teachers should use both cooperative and independent tasks to help students learn with a purpose, according to the third criterion in this category. Teachers A, R, and G gave students real-world problems to solve together while promoting cooperative learning and individual problem-solving. However, Teacher N concentrated on independent work and conventional teaching strategies, which limited the opportunities for cooperative learning.

"The Dispositional Ability to Act Intentionally," the second section of category two, examines the teacher's preparedness, her comments and actions need to benefit the students and her selection of teaching strategies needs to be selected thoughtfully. Lesson plans from teachers A, R, and G were comprehensive and included learning outcomes, differentiated and scaffolded tasks and continuous assessment and observations that were specific to the needs of each student. Their classrooms were set up to facilitate a variety of learning activities, and the technology was thoughtfully integrated into the lesson to improve learning and consolidation of the concept. Teacher N, on the other hand, was less prepared to deliver her lessons effectively, with minimal evidence of lesson planning, showing a lack of intentional strategy selection to meet her students' diverse needs. When faced with difficulties, she frequently resorted to conventional teaching techniques, which included lecture-based instruction, rote learning, chalk-and-talk, and repetitive drills, often emphasizing passive learning and limited student interaction or participation.

By encouraging a growth mindset and offering helpful criticism, teachers A, R, and G sought to help their students. With advice like "Let's think about another way to solve this," they pushed students to work hard and critically solve problems. However, Teacher N tended to solve problems or provide answers for the students, which hampered their ability to think or problem -solve independently.

In order to accommodate different learning styles (visual, hands-on, auditory, etc.), teachers A, R, and G carefully considered their teaching strategies and used differentiated instruction. Additionally, they used scaffolding and chunking, which divides difficult assignments into smaller, more manageable steps and progressively gives students more autonomy. Conversely, Teacher N mainly employed a lecture style with minimal indication of active or differentiated learning techniques.

Category 2				
The second assumption of the IPAA refers to fostering teachers' beliefs in their ability to teach students with Special Educational Needs. It is the view that difficulties in learning are not within the learner but are problems for the teacher to solve. In this context, teachers must be prepared to commit to supporting the learning of all students in their class.				
Professional Development: *Continuously seek professional development opportunities to enhance knowledge and skills in inclusive pedagogy. Stay updated on best practices and research in the field of inclusive education.*	yes	yes	yes	yes
The teacher persists in helping each learner reach their full potential.	yes	yes	Not consistently	yes
The teacher is committed to engaging students in purposeful learning by providing opportunities for students to engage cooperatively and on an independent level.	yes	yes	Not consistently	yes
The dispositional ability to act INTENTIONALLY				

Teacher is well prepared in advance.	yes	yes	Not consistently	yes
Teacher's comments and actions are intended to benefit children.	yes	yes	Comments yes – actions no	yes
Teacher selects teaching strategies thoughtfully.	yes	yes	Not consistently	yes

Figure 4.3.2 – Observation schedule, category two

4.3.3. CATEGORY THREE

The third assumption in category three highlights the significance of the teachers' willingness to work with others. This was shown by teachers A, R, and G, who valued flexibility in their lesson planning and modified their teaching in response to students' needs, ideas, and responses. These teachers regularly listened to their students' stories, jokes, and worries, demonstrating their thoughtful responsiveness to their students emotional needs. They also kept a close eye on their students, noticing when they were angry or distressed and taking the time to listen to them and assist them when they needed it.

The second part of category three addresses the dispositional abilities of trust, respect, and optimism. Regarding trust, Teachers A, R, and G demonstrated consistent methods of discipline, making sure that all expectations for behaviour were clear and made use of restorative practices when needed. They fulfilled their commitments, such as handing out prizes as promised or remaining in during break for "Teacher and Me" time. Their students felt emotionally supported and understood the rules in this safe classroom setting. Students were confused by Teacher N's inconsistent and seemingly biassed approach to discipline. She handled disruptive behaviour differently depending on the student's standing in her "favoured" group, her classroom management was perceived as unfair and untrustworthy, thus creating an environment where some students did not feel safe.

In their interactions with students, teachers A, R, and G showed a thorough awareness of their biases, possible effects, and expectations they had on their students. In order to guarantee that every student participated equally, they made use of inclusive strategies, frequently utilising the Kagan technique for cooperative learning and making sure that every voice was heard. Teacher N,

on the other hand, took a more conventional approach, calling on the first student to raise their hand without encouraging cooperation or conversation. She didn't make an effort to engage more reserved students or promote peer interaction.

Each of the four teachers tried to establish a relationship with all of the students, not just the extroverted or the loudest students. They made the classroom more inclusive by taking the time to find out about each student's interests, background, and preferred method of learning. However, Teacher N mostly interacted with her office staff and interns, avoiding direct contact with parents and used emails as a primary form of communication with parents.

Respectfully, Teachers A, R, and G arrived on time every day and were well prepared for their lessons. They made use of differentiated tasks and techniques like visual aids, sensory tools, and differentiation, they modified their lessons to fit the needs of all their students. However, Teacher N frequently arrived late and her lessons lacked preparation, which affected the way the lesson was delivered and put undue strain on her students. Additionally, teachers A, R, and G collaborated closely with learning support teachers and modified their teaching instruction in response to student input. Teacher N, on the other hand, did not always use these techniques or make sure her lessons were customised to each student's needs, and didn’t always allow the learning support teachers to assist her students or to be in her classroom.

Throughout their teaching practices, teachers A, R, and G have consistently shown optimism and a belief in their students' potential and ability to grow under correct guidance and care. Despite moving quickly, Teacher A supported struggling students because she thought they could get better. Students felt safe and inspired thanks to Teacher G's methodical and patient disposition. In order to increase student engagement, Teacher R consistently modified and tried out new and different teaching techniques while upholding high standards and promoting academic excellence. These teachers welcomed change and innovation in their teaching, embodying optimism for education practices in the future. However, Teacher N appeared less inclined to modify or enhance her teaching strategies.

To keep abreast on best practices, all four educators participated in professional development activities, read educational literature, and attended workshops. In addition to putting new tactics into practice, teachers A, R, and G assumed leadership roles and shared their expertise with their peers. Teacher G assisted others with digital learning resources, Teacher R assisted colleagues with the Read Write Inc. phonics program, and Teacher A became a master teacher in the

NumberSense Program. Teacher N, on the other hand, concentrated on TDI concerns but did not support the students or the school community's growth. After being held accountable for her actions at the end of the year, Teacher N decided to leave the school without serving her notice period.

Category 3				
The third assumption relates to teachers being willing to work with others which aligns with the literature that deems teacher collaboration as central to implementing inclusive education.				
The teacher values flexibility in her lesson preparation and adapts instruction and lessons to learner responses, ideas and needs.	yes	yes	Not consistently	yes
The teacher is a thoughtful and responsive listener and observer.	yes	yes	yes	yes
The teacher keeps abreast of new ideas and educational developments in the field.	yes	yes	yes	yes
The dispositional ability to TRUST				
Teacher is consistent with her discipline strategies.	yes	yes	Not consistently	yes
Teacher follows through with her promises and assurances.	yes	yes	yes	yes
Teacher's moods and interactions with children are dependable.	yes	yes	Not consistently	yes
The teacher shows a deepening understanding of their own frame of references, potential biases, impact and expectations for relationships with all students.	yes	yes	no	yes
The teacher seeks to foster respectful communication amongst all members of the school environment.	yes	yes	Not always	yes

The teacher is committed to working with students, colleagues and families to establish a positive, supportive and inviting learning space.	yes	yes	Not consistently	yes
The dispositional ability to RESPECT				
Teacher is on time and prepared for lessons.	yes	yes	Not consistently	yes
Teacher sees children as valuable, able and responsible.	yes	yes	yes	yes
Teacher adjusts tasks and lessons to suit the needs of the children and changing circumstances	yes	yes	Not consistently	yes
Teacher Collaboration: Collaborate with special education teachers, support staff, and experts to develop and implement inclusive strategies. Sharing insights and resources can enhance the learning experience for all students.	yes	yes	Not consistently	yes
The teacher takes preprofessional responsibility by making use of long- and short-term planning as a means of assuring learning	yes	yes	Not consistently	yes
The dispositional ability to be OPTIMISTIC				
Teacher believes she can make a difference in the lives of children	yes	yes	yes	yes
Teacher believes each child can achieve his potential	yes	yes	yes	yes
Teacher displays hope for the education of children in South Africa	yes	yes	Not consistently	yes
The teacher embraces the challenge of continuous improvement and change	yes	yes	Not consistently	yes
The teacher takes the initiative to grow and develop with colleagues through interactions that enhance best practice to contribute and advance the profession	yes	yes	Not consistently	yes

Figure 4.3.3 – Observation schedule, category three

4.4.CONCLUSION

As a result of the teachers shared dedication to creating diverse learning environments, these Foundation Phase teachers emphasised critical thinking, accommodation, and differentiation as essential inclusive teaching strategies, according to the data I received. Despite the widespread emphasis on critical thinking, strategies like flexible seating and play-based experiential learning were viewed as less important, possibly as a result of preexisting classroom structures and contextual factors. Additionally, fostering inclusive classroom cultures and incorporating emotional intelligence training like Attachment Awareness will improve the overall effectiveness of inclusive teaching in the Foundation Phase.

Overall, the results highlight how crucial it is to cultivate a strong belief in teachers' capacity to assist all students, especially those with special educational needs. Careful planning, flexible teaching techniques, and an emphasis on student engagement are all necessary for effective teaching in an inclusive setting. The results also emphasise how important it is for teachers to work together, be receptive to the needs of their students, and be able to foster a caring and supportive learning environment. Students benefit from these practices when they are regularly used, and they also help create a safe and welcoming classroom environment.

The effectiveness of the learning environment, however, may be hampered by inconsistent application of these practices. To guarantee the success of every student, the teachers must exhibit critical thinking dispositions and adaptability in their methods, uphold high standards for student participation, and collaborate with parents and other teachers. According to the findings, cultivating an inclusive culture and promoting continuous improvement require constant professional development, reflective practice, and the willingness to try new strategies.

CHAPTER 5
INDIVIDUAL INTERVIEWS

5.1 INTRODUCTION

This study intended to investigate the way in which inclusive pedagogical practices occur within one selected independent school in Gauteng. In the case of my study, four Foundation Phase teachers teaching across grades one to three were selected as participants in order to help me understand in what ways invitational dispositions influenced their pedagogical choices. Through careful analysis of data collected from the four teachers within this one selected school which constitutes a single case. The discussion that follows also considers if a relationship exists between invitational dispositions and inclusive pedagogical strategies identified within teacher participants daily teaching practice.

5.2. INTERVIEWS: ELICITING VIEWS FROM THE FOUR FOUNDATION PHASE TEACHER PARTICIPANTS

Four Foundation Phase teachers and one nested case were purposefully chosen for this study's case study design. Following the completion of the three observations for each teacher participant, a thorough, semi-structured individual interview was held with each of the four teachers to obtain a comprehensive understanding of their perspectives on inclusive pedagogy and dispositions. Using criteria from the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the invitational dispositional framework (Oldacre, 2012), I created the intended observation schedule. The observation schedule was used to gain a deeper understanding of which of the following criteria care, intentionality, trust, respect, and optimism are evident in the teachers' teaching practices in inclusive pedagogical classroom activities and their interactions with the students. I observed any teacher behaviours pertaining to any of the three categories that include inclusive pedagogical approaches and invitational dispositions in each of the three classroom observations I conducted with each teacher. Additionally, I used a survey that was created with the inclusive pedagogical principles and strategies listed in Florian and Walton (2017), as well as the invitational dispositions listed in Oldacre's (2012) framework. Here, the emphasis was on the essential information I needed from the teachers in order to compile shared responses and address my main research questions. Discussed below are the three themes that were connected to the 3H holistic approach that surfaced from my data collection.

5.3. LINKING KEY THEMES TO A 3H HOLISTIC APPROACH

The Head, Heart, and Hands domains are all equally embraced by 3H as a holistic teaching approach. When modelling changes in the educational reform strategy that give the students a sense of meaning and purpose, this all-encompassing framework from the individual's head, heart, and hands is a good place to start. In addition to content or formal knowledge, Orr (1992) suggested that education should include application and the disposition to create meaning and value. The term "head" refers to applying the cognitive domain through scholarly study, research, and understanding of ecological and sustainability principles, as per the framework created by Sipos et al. (2008). The term "hands" refers to the psychomotor domain in action when learning practical skill development and engaging in physical activities like building, planting, and painting. Heart is the emotive domain's capacity to create values and beliefs that are subsequently manifested in behaviour. Sipos et al. (2008). According to Sipos et al. (2008), the Head, Heart, and Hands model of transformative learning may serve as a framework for integrating and changing pedagogical viewpoints in sustainability education. This comprehensive synthesis might be used as a framework for assessing creative educational initiatives. In an authentic setting for meaning-making, the fundamental components of transformation deep engagement, relational knowing, and reflection can have a bigger impact. Through expanded perception, expanded value, and proactive use of concepts, Pugh's (2002) construct provides an analytical tool for quantifying transformational experiences. Researchers greatly benefit from being able to quantify a qualitative experience to some degree. The head, heart, and hands concept that Sipos et al. (2008) link to sustainability education is well-synthesized by Puge's (2002) construct. To transform teaching and learning for more effective methods, relevant educational experiences are required (Sipos et al., 2008). By reclaiming a personal perspective, the holistic pedagogy of involving the head, hands, and heart brings the real world and community into our schools and students' lives. I've connected the main themes that emerged to the 3H model and the interview questions in the figure below.

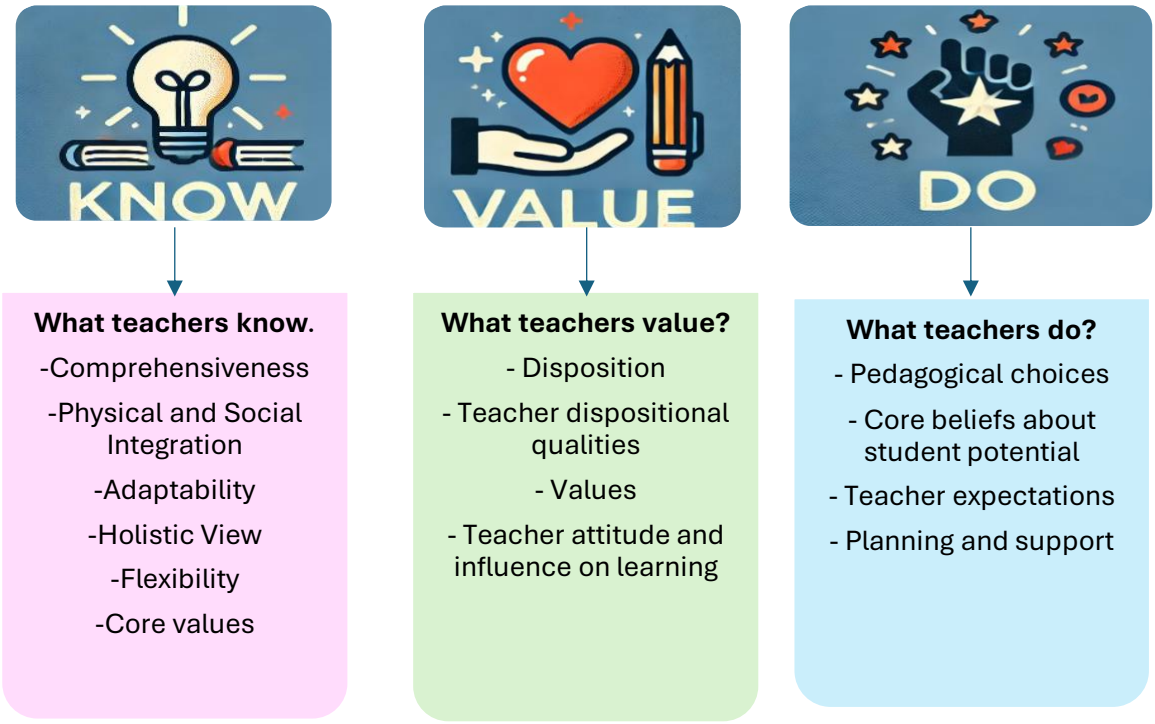


Figure 5.3.1. Data Analysis sub-themes

5.4. **WHAT TEACHERS KNOW**



The teachers' understanding of inclusive education and inclusive pedagogy is the first theme to emerge from the data analysis. I connected this to the "Head." Although the cognitive domain is typically defined as "what we know," knowledge, comprehension, application, analysis, synthesis, and evaluation actually determine it (Jensen, 2003). We tend to rely on our experience and knowledge when our head is in charge. Teachers can improve their practice and gain a deeper understanding by reading, thinking critically, and interacting with a variety of educational resources. During my observations, the teachers' practice experience, reflections on their work, comprehension and knowledge of inclusive education and inclusive pedagogy were all interrelated. I examined their knowledge and examples of how they think. Due to the close relationship between inclusive education and inclusive pedagogy in participant responses, it was challenging to distinguish between specific knowledge pertaining to inclusive education and

inclusive pedagogy. The results showed that comprehensiveness, physical and social integration, adaptability, a holistic perspective, flexibility in instruction, and core values were associated with knowledge and comprehension of inclusive education and inclusive pedagogy.

5.4.1. COMPREHENSIVENESS

A comprehensive, holistic approach to inclusive education, focusing on both individual needs and ensuring that all students have access to opportunities for success emerged as key aspect of teacher participant knowledge of inclusive education and inclusive pedagogy. This is demonstrated in the following responses:

> Teacher A's response: *"For me an inclusive education means that we're catering to all of our students and their individual needs, whether they are academic or maybe slightly OT or physically based or emotional. We're taking those into consideration when we're planning and teaching and assessing" and "So I think for me the biggest part about it being inclusive when you're looking at your pedagogy is that you've made sure that you've left room for differentiation and you've left room for accommodating your girls who might need to work with a partner or might need assistance from you, but when you've planned looked at what kind of techniques you're going to use you've taken that into consideration"*

> Teacher N's response: *"I understand, umm it's a student-centered approach umm to teaching, which pays attention to safeguarding, the conclusion of vulnerable groups, just ensuring that they have everything that they need, and you know… catering, catering to their specific needs as well."*

The comments they made also highlight a thorough strategy for inclusive education that takes into account each student's unique learning needs as well as fair opportunity for achievement. According to Florian & Black-Hawkins (2011), inclusive pedagogy seeks to "extend what is ordinarily available in the community of the classroom as a way of reducing the need to mark some students as different." This highlights the need to shift from a deficit-based model to one that is more inclusive and advantageous to all students. It also emphasises the necessity of a "paradigm shift towards inclusion," acknowledging that inclusive education necessitates a fundamental shift in the way the educational system thinks and operates. According to Makoelle (2012), inclusion is about supporting all students, educators, and the system as a whole so that the full range of learning

needs can be met. This emphasises the significance of a systemic approach to inclusivity that takes into account all relevant parties and tackles the different levels at which learning obstacles may arise.

5.4.2. PHYSICAL AND SOCIAL INTEGRATION

In order to create an inclusive learning environment where all students, despite their individual differences, have access to opportunities for success, physical and social integration is crucial. In order to support each student's academic and personal development, teachers who adopt this approach recognise the value of attending to their physical and social needs. This is clear from the responses that follow, where Teacher R emphasises the value of creating an atmosphere that encourages social integration and physical accessibility for everyone.

> Teacher R's response: *"So, it's basically to include all children, ensure that umm they are in the same school and inclusivity means that you including despite the fact that they may have a disability. yeah, and a disability can be many things, not just a physical disability it can also be a cognitive or learning disability"*

An early, fundamental understanding of inclusive education is suggested by Teacher R's emphasis on including all students in the same school setting, which is crucial to the process as a whole. Teacher R's emphasis on "the inclusion of all students within the same school environment" is an essential first step towards inclusivity. This idea is supported by quotes from researchers who define inclusion as "Bringing those that have disabilities within the classroom" and "Having students with disabilities in the classroom all day, every day, so, versus getting pulled out" (Young, 2011, p. 483–493). This emphasises how important a shared physical space is as the cornerstone of inclusive education. According to Ainscow, Booth, and Dyson (2006), inclusive education works to achieve social justice by encouraging all students' access, participation, and success while opposing exclusion from and within school communities. This implies that inclusive education requires all students to succeed and actively participate, in addition to their physical presence. Heng et al. (2019) argue for a more comprehensive approach that takes into account the emotional and social inclusion of the diverse set of students across cultures and abilities and criticise the limited definition of inclusion that concentrates only on physical presence. This viewpoint highlights how important it is to establish a friendly, encouraging, and diverse learning environment.

5.4.3. ADAPTABILITY

Fostering an inclusive learning environment requires teachers to be flexible in order to meet the varied and ever changing needs of their students. To guarantee that every student can interact with the curriculum and succeed, teachers who exhibit flexibility in their practices can modify their lesson plans, resources, and support techniques. This adaptability is essential to creating an atmosphere where every student, despite their unique learning support needs, has the chance to thrive. The responses that follow demonstrate how teacher participants view and use flexibility in their inclusive teaching strategies.

> Teacher G's response: *"OK so inclusive education is being able to cater for various children, irrelevant of their disabilities or learning barriers in a classroom, in a mainstream classroom and "it's an educational approach" and So, it's a teaching approach which is similar to inclusive education where you are catering for children, within the classroom, and you're engaging them and you're supporting them in the environment they're in"*

In line with the growing emphasis on differentiated instruction in inclusive education, Teacher G emphasises the necessity of flexible teaching strategies to meet the varied needs of students. The growing significance of differentiated instruction in inclusive education is reflected in Teacher G's emphasis on "adaptable teaching strategies to meet the diverse needs of students," a notion that is strongly supported by the following sources. "Pedagogical flexibility" is specifically mentioned by Connor (2018) as a crucial ability for educators working in inclusive classrooms. By emphasising the value of cooperative learning and instructional techniques that accommodate a range of learning and cognitive styles in inclusive classrooms, Walton et al. (2009) provide more evidence for the necessity of flexibility in the classroom. These highlight how important it is to understand the various ways that students learn and modify teaching methods accordingly. It implies that inclusive pedagogy is about creating a flexible and responsive approach that takes into account each student's individual needs and strengths rather than trying to find a single approach that works for everyone.

5.4.4. HOLISTIC VIEW

Developing an inclusive learning environment that takes into account a student's academic, social, emotional, and physical development requires a holistic approach. Teachers who take a holistic approach recognise that fostering a student's well-being encompasses more than just academic success. A holistic approach guarantees that every student gets the support and opportunity they require to succeed in all facets of school life by acknowledging and meeting their varied needs. The responses that follow show how teacher participants adopt and use a holistic perspective in their inclusive teaching methods.

> Teacher R's response: *"OK so that's basically that you need to include… you need to look at the child holistically, before you need to look at the different learning styles and their abilities and be inclusive of the where they are at that point. So, like a group rotation umm would help your weaker kids, your stronger kids and your average kids. So, the whole child needs to be looked at like their backgrounds, where they are at in a specific subject, because they could be stronger in one or the other."*

> Teacher N's response: *"I understand, umm it's a student-centered approach umm to teaching, which pays attention to safeguarding, the conclusion of vulnerable groups, just ensuring that they have everything that they need, and you know… catering, catering to their specific needs as well"*

In their student-centered responses, both teachers stress that inclusive pedagogy necessitates an understanding of the whole child, both academically and emotionally. Despite saying this during her interview, Teacher N did not implement this in her classroom. Teacher N's "student-centered definition" and Teacher R's reference to "viewing each child holistically" both highlight how important it is to acknowledge students as complex individuals with distinct strengths and challenges, a viewpoint that is reinforced throughout the following sources. According to Florian and Black-Hawkins (2011), inclusive pedagogy "aims to avoid the problems and stigma associated with marking some students as different." This emphasises the need to abandon a deficit-based model of education that only considers students' perceived limitations. This notion is further supported by Florian and Spratt (2013), who highlight the significance of teachers' "attitudes, beliefs, and values" regarding inclusion. They contend that a comprehensive strategy for inclusive education necessitates a change in viewpoint that celebrates diversity and the individual

contributions of every student. Mahlo (2017) also highlights how crucial it is to change and adapt the attitudes of the community and teachers in order to allow all students to participate completely in the curriculum.

5.4.5. FLEXIBILITY IN TEACHING

A key element of inclusive education is teaching flexibility, which allows teachers to modify their approaches, plans, and materials to accommodate the diverse needs of their students. Flexible teachers can adjust their lesson plans, offer substitute tasks, and change their methods to give every student the chance to succeed, regardless of their aptitudes or preferred methods of learning. This method creates a welcoming classroom where all students can interact with the learning material in a meaningful way. The responses that follow show how teacher participants adapt their methods to accommodate every student.

> Teachers A's response: *"So I think for me the biggest part about it being inclusive when you're looking at your pedagogy is that you've made sure that you've left room for differentiation and you've left room for accommodating your girls who might need to work with a partner or might need assistance from you, but when you've planned looked at what kind of techniques you're going to use you've taken that into consideration."*

This is consistent with the idea of inclusive pedagogy as presented in publications such as Florian and Black-Hawkins (2011), which stress the necessity of expanding what is typically available to all students in the classroom rather than making special or extra accommodations for a select few. Regardless of each student's unique learning preferences or support requirements, Teacher A's statement demonstrates an awareness of the importance of designing engaging and accessible learning experiences.

> Teachers N states: *"My understanding of the term inclusive education is just learning opportunities, or opportunities of achievement for all, you know for all students and the opportunities are available for all students, umm particularly you know groups that have always been included or like minority groups or kids from disadvantaged backgrounds and disabilities. Just those groups as a whole having equal opportunities"*

This aligns with research on inclusive classrooms, such as that cited in Ferguson, (2008) and Meijer, (2003) which emphasizes the importance of a positive and supportive classroom environment for diverse groups of students.

> Teachers G's response: *"So, it's a teaching approach which is similar to inclusive education where you are catering for children, within the classroom, and you're engaging them and you're supporting them in the environment they're in."*

Additionally, "ensuring that students with disabilities and struggling readers are included in meaningful literacy experiences in the general education setting" is another definition of inclusive education given by Kristina and Lesley (2019). This is in line with research on inclusive classrooms, including that referenced in Ferguson (2008) and Meijer (2003), which highlights how crucial it is to create a welcoming and encouraging learning environment for a variety of student groups.

Teachers A, N, and G all reject the idea of a one-size-fits-all solution and emphasise the need for flexible teaching strategies in inclusive settings. This need for tailored approaches is emphasised by Donald et al. (2006); Donohue and Bornman (2014); Hay and Beyers (2011), who claim that teachers need to plan their lessons to accommodate for the diverse needs of all students in order to ensure quality and meaningful education for all. This emphasises how important it is for teachers to plan lessons that take into account each student's particular learning preferences, abilities, and learning difficulties. Going further, Florian and Black-Hawkins (2011) and Walton (2009) call for a change from merely "differentiating for some" to "extending what is ordinarily available to all." Enough rich learning opportunities are provided for everyone so that every student can take part in class activities. According to these viewpoints, creating a learning environment that is accessible and interesting for all students should be the goal of truly inclusive pedagogy rather than designing distinct tasks for various students.

5.4.6. CORE VALUES

The values of equity, respect for diversity, and giving every student opportunities, whether through modifying teaching strategies, integrating students, or taking individual needs into account are the foundation of inclusive education and pedagogy, according to all four teachers. A fundamental principle that is consistently reflected is the teachers' shared emphasis on the values of equity,

respect for diversity, and opportunity. The significance of teachers' dispositions is emphasised by Connor (2018), who highlights their "beliefs about human difference" and the "degree to which their responsibilities lie in reaching and teaching all students." This implies that teachers must uphold the principles of equity and respect for every student in order to create an inclusive learning environment. Kurth and Foley (2014) emphasise the moral need to establish a more just and equitable educational system by clearly framing inclusive education as a "social justice issue." This concept is echoed by Education for All (2001) and Mahlo (2017), who stress that inclusive education seeks to end discriminatory practices and give every student equal opportunities.

The teachers' answers offer a deep and comprehensive understanding of inclusive pedagogy and education. Although they have different areas of emphasis, they are all deeply committed to making sure that every student has access to educational opportunities, modifying instructional strategies to accommodate a range of needs, and taking into account each student's holistic development. According to the responses, inclusive education and pedagogy involve more than just physical inclusion; they also require fostering an atmosphere in which every student feels appreciated and encouraged to achieve on both an emotional and academic level.

5.5.WHAT TEACHERS VALUE



Teachers' dispositional characteristics, values, and attitudes are the subject of the second theme that arose from the data analysis. This emphasises empathy, emotional intelligence, and building relationships with students on a personal level. Jensen (2003) highlights that learning is impacted by our emotions in addition to being a mental process. Emotions influence our confidence in both teaching and learning. We give the lessons we are teaching meaning when we are emotionally invested. Values, feelings, attitudes, presence, responsiveness, and value expression are all included in this emotional dimension (Jensen, 2003). When it comes to establishing relationships, teachers who follow their hearts often rely on their instincts and emotions. What teachers value is demonstrated by their moral behaviour, regard for students, and focus on the emotional dimensions

of teaching. One important element in creating a supportive learning environment is how their feelings and morals affect their interactions with students in the classroom. Below is a summary of the analysis's findings, which are covered under the sub-themes of teacher disposition, attributes, and the values required to establish a welcoming classroom.

5.5.1. DISPOSITION

Teacher A, Teacher R, Teacher N and Teacher G all view teacher disposition as a central element in the classroom, although they articulate different aspects of this concept.

> Teacher A states that: *"For me this disposition is what attitude and approach you bring to your children in your classroom, to the way you approach your girls or your students, the way you approach the delivery of your content, the way you approach the marking of it, the interactions you have with the girls based on their work. So… pretty much the way you behave in your classroom from the beginning of the day."*

This is supported by Bourdieu and Passeron (1990), who emphasise that teacher dispositions are presented in practice rather than being merely abstract ideas. Although habitus isn't mentioned specifically in Teacher A's response, her explanation of disposition is consistent with the idea that habitus is the internalised attitudes, values, and beliefs that shape a teacher's behaviour. "Habitus" is defined by Bourdieu as "internalised embodied social structures" (Bourdieu, 1989, p. 18) and "cultural unconscious or mental habits or internalised master dispositions" (Bourdieu, 1989 cited in Houston, 2002, p. 157). This encompasses people's attitudes, values, norms, and beliefs. Children's and teachers' dispositions invariably mirror the environment in which they are formed. Habitus affects how educators interact with students, instruct them, and engage them in activities. The habitus generates the mental models and dispositions that teachers use to decide which teaching methods to employ and how to involve or exclude students in schoolwork. Habitus is embodied but manifested through practice, according to Bourdieu (Bourdieu, 1998). This means that the way teachers behave in the classroom reveals their values, beliefs, and dispositions. This implies an understanding of how a teacher's approach may be influenced by their past socialisation and personal experiences, and it serves as a reminder that in order to guarantee equality in the classroom, internalised dispositions must be changed.

Teachers can use their thoughtfully designed lessons to create an engaging learning environment, encourage student participation, build meaningful relationships, and support the wellbeing of every student by recognizing the unique strengths and experiences that each student contributes to an inclusive classroom. This implies treating them as more than just passive listeners and acknowledging and approving the contributions of their knowledge through their participation throughout the lesson. To do this, teachers must change their internalised master dispositions, or habits (Bourdieu & Passeron, 1990). “The way you approach your girls or your students, the way you approach the delivery of your content, the way you approach the marking of it, the interactions you have with the girls based on their work" are all included in Teacher A's conceptualisation of disposition. This shows an awareness of how dispositions affect interactions, content, and assessment in all facets of teaching and learning. Teachers' pedagogical and developmental knowledge, their expertise in converting this knowledge into learning opportunities for both themselves and their students, and the establishment of emotionally safe learning environments are all influenced by their attitudes (Mill, 1960). By highlighting how teachers must take into account specialised subject, pedagogical, and developmental knowledge as they interact with students, this further supports the notion of a holistic approach to teaching. The foundation of the inclusive pedagogical approach is the idea that educators need to understand that the decisions and actions they take when planning lessons send messages and values that go far beyond the lesson's official focus (Alexander 2001; Hart et al. 2004). This is also in line with the concept of inclusive pedagogy, which urges teachers to consider how their decisions and behaviours reflect values and messages that go beyond the lesson's official focus.

Disposition, according to Teacher R, is "the way you come across as a person," with a primary emphasis on observable characteristics and behaviours. Being "perky and cheerful," "serious all the time," or simply the way " your character comes across and the way you are with a person" are examples of this. This focus on appearance is consistent with the findings of Purkey and Novak (1996), who point out that teacher behaviour is a major factor in determining children's behaviour and that dispositions are manifested through actions. The development of a set of invitational dispositions will allow teachers to positively influence children's self-perceptions and enhance their learning potential, according to Yasseen (2010), who also contends that a teacher's behaviour is the primary determinant of children's behaviour (Purkey & Novak, 1996, p. 40). Compared to Teacher A, Teacher R's interpretation of teacher disposition is more surface-level and focusses on personality and appearance. Although Teacher R acknowledges that a teacher's character affects interactions, she makes no explicit connections between these behaviours and underlying beliefs,

values, or the necessity of introspection and deliberate action. The specific characteristics of a positive disposition and how they relate to effective teaching methods are not covered in Teacher R's response. A disposition, according to Sockett (2009, p. 294), is an action that is produced with both awareness and intentionality. He argues that when examining the personalities of teachers and student teachers, this is a crucial distinction. To assess their contextual appropriateness, teachers must be conscious of their dispositions and the actions that follow. Intentionality shows that the teacher has thought about the circumstances and has chosen the best course of action.

"One's inherent qualities, just you know how their mind works,... qualities that they are born with" is how Teacher N defines disposition. This implies that dispositions are unchangeable characteristics that are not greatly impacted by experience or introspection. This is in contrast to the sources that claim that "teacher dispositions relate to the moral and ethical beliefs, attitudes, and values that inform a teacher's performance and are considered both a cognitive and an affective dimension of teaching" (Borko, Liston, & Whitcomb, 2007; Krebs & Torres, 2011). Research shows that teacher dispositions are dependent on knowledge and skills (Diez & Murrel, 2010), can be developed during teacher preparation (Murrell, Diez, Feimen-Nemser, & Schussler, 2010; Schussler & Knarr, 2013; Thornton, 2013), and predict the methods teachers will use in their classrooms (Thornton, 2013; Wilkerson & Lang, 2011). Additionally, other teachers, such as Teacher A, viewed disposition as something that can be managed and demonstrated through behaviour. Teacher A's definition of disposition also included how it relates to various facets of teaching.

Teacher N also emphasises "how people perceive them, how they talk to people,... how people think of them or receive them when they talk to them." This shows that the teacher is aware of the interpersonal component of teaching, but it presents it as something that is passively received by the teacher rather than something that is purposefully created. The internal values and beliefs that support effective teaching are not always addressed by this emphasis on external perception, despite its importance. Effective teachers, according to Wasicsko (1977), are those who can influence their students or their environment for the better. He goes on to say that a teacher's perceptual orientation can be used to identify effective teaching. A person's perceptual orientation, which can be characterised as what constitutes "the teacher as a person," will impact their everyday interactions with students, parents, and coworkers (Stronge & Hindman, 2006, p.9). Rather than focussing on how teachers are viewed by others, these sources address the significance of teachers' perceptions of themselves, others, and the learning process in relation to how these perceptions

impact actions. According to Teacher N, dispositions are not flexible and developed; rather, they are innate and fixed. Furthermore, neither the significance of a teacher's own agency in fostering positive learning environments nor the influence of a teacher's values and beliefs on students' learning are acknowledged in Teacher N's understanding of dispositions. In contrast to Teacher A and Teacher R's descriptions, this constrained perspective on teacher disposition points to a limited comprehension of the concept's intricacy and connection to good teaching practices.

According to Teacher G, disposition includes "how you think, how you act, your mood." This recognises the emotional, behavioural, and cognitive aspects of disposition, but it ignores the impact of introspection or external reflection on these states. "No one can teach that to you, it's just who you are," says Teacher G. This stands in stark contrast to the findings of Rike and Sharp (2008) and Obara (2009), which emphasise the importance of self-reflection and teacher training programs in cultivating positive teaching dispositions. This opinion that dispositions are not always under the control of educators was also expressed by Teacher N. In contrast to Teachers A and R, Teacher G's definition makes no mention of a teacher's ability to alter or change their dispositions. Teacher G says, “Definitely being calm and building like a trust relationship". Building trust with students and demonstrating concern for them are important components of creating a positive learning environment, which is supported by Rike and Sharp (2008) and Obara (2009). According to Oldacre (2012), it is critical that educators exhibit the dispositional skills necessary to show concern, trust, optimism, and intentionality. These components, however, are not acknowledged in Teacher G's description as being learnt; instead, they might be perceived as innate. The significance of disposition in fostering a secure and nurturing environment where students feel appreciated is further highlighted by Teacher G's reference to "building trust" with students so they feel comfortable sharing personal information. This supports the claim made by Stronge and Hindman (2006, p. 9) that a teacher's effectiveness is enhanced if they have a "deep sense of caring."

5.5.2. TEACHER DISPOSITIONAL QUALITIES

With an increasing emphasis on dispositional qualities as the analysis progresses through the teachers, Teacher A, Teacher R, Teacher N, and Teacher G each describe specific personal traits they believe are reflected in their teaching practices. In order to create a friendly and enjoyable environment in her classroom, Teacher A places a strong emphasis on being upbeat, encouraging, and supportive. Additionally, Teacher R considers herself to be fun, kind, and compassionate.

Teacher N feels that she is courteous, kind, and sympathetic, and that she has gained the respect of her students. Teacher G characterises herself as fair, flexible, honest, courteous, sympathetic, and trustworthy. These qualities fit Purkey & Novak's (1996) definition of a caring teacher, which is "enthusiastic, motivated, fair, respectful, reflective, and dedicated."

Teacher A's response shows a focus on kindness, positivity, encouragement, support, and fun, which reflects a holistic approach to teaching where students' social and emotional health is just as important as their academic learning. Teacher A's statement, "I think I'm encouraging of my girls and supportive of them," makes this clear. This emphasises how crucial a teacher's supportive and caring disposition is to creating a productive learning environment. Effective teachers are kind, passionate, driven, and courteous, according to Stronge and Hindman (2006, p. 9) and Helm (2006, p. 237). These attributes are consistent with Teacher A's self-perception as supportive and encouraging, suggesting a proactive approach to fostering students' development. Teacher A states, "I feel that I'm quite optimistic or positive in my classroom about the approaches we take." This demonstrates an optimistic disposition, which is essential for establishing a supportive and inspiring learning environment. According to Nieto (2005, p. 9), “educators ought to hold their pupils to a high standard”. Teacher A's optimism demonstrates a strong belief in the students' capabilities and the effectiveness of the teaching methods applied. This positive mindset motivates students to have confidence in themselves. Teacher A states, "I try my best to have fun with my girls as well." This implies an awareness that education ought to be interesting and pleasurable. According to Schmidt (2008), motivated educators foster a love of learning. By incorporating fun into the classroom, Teacher A hopes to make learning more engaging and joyful for the students, encouraging increased engagement and a favourable connection with learning. The use of expressions like "try my best" and "I think" by Teacher A demonstrates a thoughtful approach to instruction as well as a deliberate attempt to achieve their objectives of kindness and optimism. Teachers should be deliberate and thoughtful about their choices and actions, according to (Cain, 2008; Purkey & Novak, 1996). Teacher A's self-awareness and proactive attempts to promote kindness, optimism, and fun demonstrate a thoughtful teaching style that is centred on the needs of her students and their learning styles. According to Cain (2008) and Purkey & Novak (1996), Teacher A's remarks are consistent with the invitational dispositions of care, respect, and optimism. The teacher's words show her dedication to fostering a welcoming and inclusive environment where her students feel appreciated and encouraged. Teacher A understands her responsibilities as a teacher. She wants to foster a friendly and upbeat classroom culture, and she is conscious that her actions influence it. According to Oldacre (2013), this awareness is a

component of the invitational approach. The dispositions of care, respect, and optimism are strongly highlighted in Teacher A's response. Teacher A demonstrates a thoughtful method of instruction and a dedication to fostering the students' intellectual and emotional development. This method emphasises the importance of teacher dispositions in influencing the classroom environment and is consistent with the principles of inclusive education.

Teacher R states, "I think I'm kind... or I like to come across as kind and I do think that I am happy most of the time." This shows a self-aware teacher who incorporates happiness and kindness into their teaching style. This supports the claims made by Stronge and Hindman (2006) and Helm (2006) that effective teachers are kind, vivacious, and courteous. Teacher R's worry about how she "comes across" shows that she understands how her disposition affects her students. "And I do care," says Teacher R. This recognises the disposition of care, which the sources stress is an essential element of good teaching. Stronge and Hindman (2006, p. 9) and Helm (2006, p. 237) point out that fostering a caring and supportive learning environment requires a teacher's sense of care. Teacher R's acknowledgement of caring as a fundamental component of her methodology is related to invitational education, which emphasises the importance of caring for students in order to teach effectively. "I also like to have fun, so I feel like I do have a fun disposition," Teacher R states. This suggests that she thinks engagement and enjoyment are crucial in the classroom. The idea that enthusiastic teachers who employ humour in their classrooms contribute to creating a fun learning environment and thereby fostering learning is supported by Stronge and Hindman (2006, p. 9) and Helm (2006, p. 237). Teacher R wants to make learning more interesting and enjoyable for students by adopting a playful attitude. "And the only reason I know that is because kids will say ohh she's the fuuunn teacher, she's the teacher who gives sweets," says Teacher R. This demonstrates how she assesses her efficacy using input from the students responses. According to Thornton (2006, p. 54), "teachers' underlying attitudes and beliefs serve as a guide for their behaviours and actions". The positive effect the teacher is having on the students is demonstrated by the feedback. Additionally, it implies that the teacher is using methods that her students find engaging and enjoyable. Teacher R's description of her method suggests intentionality in her actions, even though it isn't stated explicitly. She is conscious of the effect her disposition is having on her students and is making a conscious decision to be kind, considerate, and enjoyable. Katz (1993, p. 16) highlights that "teachers should be deliberate in their actions because this improves classroom results." According to Purkey and Novak (1996, p. 50), the invitational dispositions of care, respect, and optimism are essential for establishing a warm and inclusive learning environment, and Teacher R's remarks are consistent with these dispositions. Teacher R is striving

to be an intentionally inviting teacher, as is evident by her deliberate emphasis on kindness, caring, and enjoyment.

Focussing on empathy and respect, Teacher N emphasises the value of recognising and addressing students' emotional states while maintaining inclusivity. In order for students to feel appreciated, supported, respected, and validated, teachers must be sensitive, compassionate, and empathetic, according to Oldacre (2013). Teacher N states that "I think I have earned the respect of the kids in my classroom, and I offer them the respect that they give me." In the classroom, this shows that respect is viewed as a reciprocal dynamic (Rodgers, 1967, p.102). Nieto (2005, p. 9) highlights how important it is for educators to respect students as unique people with a range of backgrounds and skills. This practice is in line with the invitational education principle that children ought to be seen as capable, valuable, and accountable. Teacher N is fostering an atmosphere of mutual respect and dignity in the classroom by recognising that respect is earned and reciprocated. Teacher N says, "Umm I try to be respectful and friendly and empathetic as well." This demonstrates the her dedication to the three essential traits of empathy, friendliness, and respect. According to Helm (2006, p. 237) and Stronge and Hindman (2006, p. 9), "good teachers are kind, considerate, and humorous." Teacher N is attempting to create a welcoming and inclusive classroom by attempting to live up to these qualities. According to Teacher N, this statement reveals a dedication to understanding and validating students' emotional states as well as a commitment to acknowledging what students are going through. Darling-Hammond (2006) emphasises how crucial it is for teachers to be able to see things from their students' point of view. Instead of discounting her students' emotions, Teacher N's approach demonstrates her understanding of their emotional needs and her willingness to be adaptable and responsive. One essential element of invitational teaching is this. Teacher N adds, "And it might not look the same for everyone, some kids need a day, some kids need a bit longer." This demonstrates Teacher N's awareness of the variety of emotional and educational needs of her students. According to Nieto (2005, p. 9), educators should adapt their methods to suit the needs of each student. This flexibility shows a dedication to care and inclusivity, guaranteeing that every student feels encouraged to learn. In closing Teacher N states, " just to have that empathy and umm ensure inclusivity and try to include everyone." This reaffirms the importance of inclusivity as a disposition. Nieto (2013) emphasises that identifying and resolving the unequal social relations that lead to exclusion is the first step towards inclusive education. It is clear from Teacher N's approach that she is actively trying to establish a classroom community where everyone is respected and included. The use of "I try" and "ensure" by Teacher N shows reflection and intentionality in her work. This demonstrates that she is conscious of the consequences of her behaviour and actively seeks to foster an environment that is inclusive,

courteous, and sympathetic. In order to establish a secure and friendly learning environment, teachers must be deliberate in their actions, according to Mill (1960, p.214). Teacher N did not exhibit this disposition in her classroom, despite having a good level of intentionality. The analysis of her classroom observation goes into further detail on this.

In response, Teacher G said: "I believe that I am fair to them, courteous, sympathetic, and adaptable. Since I have to give them honest feedback and they have to trust me, I must adjust to how they are feeling and be trustworthy and honest. Well, those are the primary ones that come to mind." She emphasises fairness, flexibility, honesty, empathy, respect, and trustworthiness which shows a dedication to establishing a safe and equitable learning environment for all her students and makes it clear that she must adjust to the feelings of their students. Oldacre (2012) supports this by pointing out that, effective teachers are considerate, sensitive, sympathetic, and compassionate. Teacher G states, "I think that I am empathetic and respectful, and fair with them," highlighting empathy, respect, and fairness as essential components of her teaching methodology. These traits are consistent with research showing that fair, courteous, and caring attitudes are essential for good teachers. According to Stronge and Hindman (2006, p. 9) and Helm (2006, p. 237), these attributes are critical to establishing an inclusive atmosphere where students are treated with respect and kindness. This dedication to understanding and addressing the various needs of every student shows that the teacher is conscious of her responsibility to foster a supportive learning environment. Flexibility is emphasised by Teacher G, who says, "and flexible, so that I have to adapt to how they are feeling." This emphasises how crucial it is to adjust to the emotional states and unique needs of each student, which is a fundamental component of inclusive pedagogy, according to Florian and Black-Hawkins (2011). According to Green (2009, p. 29), educators should modify their methods to accommodate the various needs of their students. This highlights the significance of attending to each student's unique needs. Additionally, Teacher G emphasises honesty and reliability, saying, "and trustworthy and honest because I have to give them honest feedback and they have to trust me." This emphasises how crucial honesty and reliability are to the teacher-student relationship. According to Purkey and Novak (1996) and Combs et al. (1977), teachers must be trustworthy and behave honourably in order to establish a safe and secure learning environment, which is necessary for students to feel encouraged and secure. Teacher G's honesty and dependability make her students feel safe and secure in their relationship, which facilitates effective learning by providing insightful and candid feedback. Phrases like "I think that I am" and "I have to" imply introspection and self-awareness. According to Obara (2009, p. 103), "self-reflection is a crucial component of professional development that helps educators advance their

craft.” A degree of self-awareness is demonstrated by Teacher G's recognition of how her actions affect the teacher-student relationship. By reevaluating her strategy, Teacher G hopes to establish a more productive and welcoming learning environment. Teacher G's remarks suggest intentionality in her teaching methods, even though it isn't stated explicitly. She understands the effect that her deliberate choices to be fair, flexible, honest, respectful, empathetic, and trustworthy have on her students. Intentionality is demonstrated by the importance of Teacher G's actions in creating a friendly classroom environment and positively influencing students.

5.5.3. VALUES

Teacher A's response: *“I think patience and enthusiasm are really important. Students need to feel safe in a learning environment in order to learn effectively and their teacher’s enthusiasm can contribute to that. Patience for me is important because as a student, if you know that your teacher is patient then you know that you can make mistakes and try again within a safe environment”*

Teacher A's focus on patience highlights the importance of creating a supportive classroom environment where her students feel safe to take risks and learn from their mistakes. This supports the ideas of Hong et al. (2009), who contend that educators should be perceptive and considerate of their students' emotions in order to foster an atmosphere in which they feel appreciated and encouraged. Teacher A emphasises the importance of patience and safety in creating a safe learning environment where students feel comfortable making mistakes. Stronge and Hindman (2006, p.9), who highlight the importance of a welcoming and tolerant classroom, support this link between academic risk-taking and emotional safety. Teacher A identifies safety and security as a prerequisite for learning and emphasises how important it is for students to feel safe in order to learn. According to Marais and Meier (2012, p. 40), “every student's welfare is important, and learning cannot occur in a classroom where students do not feel protected, noticed, or significant.” Teacher A demonstrates an awareness of the need for a safe, secure, and happy learning environment by emphasising safety and security.

Teacher R's response: *“I definitely think you need to have a consistent disposition. I'm not saying that that's not a value but to be happy, I think that's a that's a value and you need to be thoughtful, umm… to create a positive learning environment umm and you're trying to think of a value now, not just the Kingsmead values”*

The necessity for teachers to be dependable and predictable in their interactions with students in order to establish stability and trust is highlighted by Teacher R's focus is on having a consistent disposition. She also emphasises the value of happiness and thoughtfulness, which is consistent with the idea that teachers should be able to create a safe and comfortable environment for their students (Comer, 1988, p. 9). According to Teacher R, having a consistent attitude is essential for good instruction. This implies that students feel more secure and comprehend expectations when teachers adopt a steady and predictable approach. Although consistency isn't a value in and of itself, it offers the structure that other values need to be applied successfully. The significance of consistency is reinforced by Sockett (2009, p. 294), who emphasises that in order to guarantee their contextual appropriateness, teachers must be conscious of their dispositions and the actions that follow. This suggests that stable environments are more likely to be produced by teachers who act in accordance with a consistent set of values. Happiness is a value for teachers, according to Teacher R. This implies that fostering a positive learning environment depends on a teacher's emotional well-being. This supports the findings of Purkey and Novak (1996, p. 49), who claim that enthusiastic teachers are more likely to encourage their students' interest in learning. A teacher's upbeat disposition can also make the classroom feel more welcoming and stimulating. The notion that educators must be kind, vivacious, driven, and courteous people is supported by Stronge and Hindman (2006, p. 9) and Helm (2006, p. 237). Teacher R stresses the value of thoughtfulness in fostering a supportive learning environment. This implies that teachers must act with reflection and purpose in their interactions with students. Sockett (2009, p. 294) highlights the importance of self-reflection and the need for teachers to be aware of their dispositions and actions in order to assess how effective their instruction is. Self-reflection can lead to increased awareness and the intentionality that follows. The dispositional skill of thoughtfulness allows educators to act intentionally, which is essential to invitational education. Hochstetler, 2014; Sharma & Jacobs, 2016; Wilkerson & Lang, 2011; Murrell, Diez, Feimen-Nemser, & Schussler, 2010). It is more likely that a considerate teacher can establish a classroom climate that is welcoming, encouraging, and sensitive to the various needs of their students.

Teacher R's comment that "not just the schools values" shows that they understand the importance of having personal values in addition to the typical institutional values. This suggests a feeling of professional agency in which teachers are urged to consider their own values and how they affect their work. Teachers' attitudes and values are crucial for successful inclusion, according to Gilmore, Campbell, and Cuskelly (2003). Effective inclusive practice requires a dedication to

establishing an inclusive environment, as demonstrated by Teacher R's reflection on their own values.

Teacher N highlights the value of giving everyone an equal opportunity, particularly during presentations and classroom assignments, and identifies fairness and inclusion as fundamental principles. This demonstrates a strong dedication to equity and making sure that every student participates in class activities. This is corroborated by Ainscow, Booth, and Dyson (2006, p. 25), who claim that inclusive education entails boosting all students' involvement and decreasing their exclusion. A crucial component of establishing a learning environment where all students feel appreciated and have an equal chance to participate and thrive is this dedication to justice and inclusion. "I believe in engagement as well," says Teacher N. This suggests a belief that involving students actively in the learning process holds greater value than having them passively receive information. This is supported by Oldacre (2013, p. 62), who emphasises the necessity of teachers actively involving students. Students who are more engaged feel more a part of their learning community and the material.

Personalised interactions can help students feel special and seen, as demonstrated by Teacher N's practice of remembering and enquiring about personal details, like a student's dog's name ("ohh how is Bear?"). This action demonstrates a sincere interest in each student as an individual and emphasises how important it is to establish a respectful and caring relationship with each student. A teacher's "deep sense of caring" for their students boosts their effectiveness, according to Sizer (1999, p. 6 as cited in Strong and Hindman, 2006, p. 9). Recalling minor details is a potent method of fostering a sense of worth in students, which is crucial for establishing an inviting learning environment. Teacher N found an implicit connection between listening and the growth of respect in the classroom dynamic. Teacher N said, "In the way that I expect them to listen to me and I listen whatever they want to tell me." Teacher N encourages her students to participate in a reciprocal cycle of trust and regard by modelling respect for them through the expectation of reciprocal listening. Oldacre, 2013, p.57, supports this strategy by stressing how important it is for educators to respect students as unique individuals with a range of backgrounds and viewpoints. In the classroom, this mutual respect fosters a sense of community and improves the overall learning environment.

Teacher G identified empathy as a value and says it's "a huge one." This shows that she recognises how important it is to be able to relate to and understand her students' emotions. Teachers must

have empathy and compassion, according to Leetchin et al. (2019). Teachers who possess empathy are able to respond to the needs of their students in a sensitive and perceptive manner. This is especially crucial when helping students who are conscious of their difficulties and have low self-esteem. Teacher G identified inclusivity as a crucial value. This demonstrates her dedication to making sure all students, particularly those who might find it difficult, are included and given the chance to work towards reaching their full potential. According to Florian and Black-Hawkins (2011, p. 818), “inclusive pedagogy aims to include every student in the classroom.” Being inclusive entails making a concerted effort to eliminate obstacles to education and guarantee that each student feels included in the learning community. Teacher G's willingness to "adjust" assignments to accommodate a range of needs demonstrates her dedication to inclusivity. Additionally, Teacher G stresses the value of fairness. This is consistent with the information provided by Green (2009, p. 26), which states that “educators must use equitable teaching methods.” According to Leetchin et al. (2019), fairness and equity are related as components of inclusive practices. By emphasising equity, teachers can endeavour to guarantee that each student feels appreciated and has equal access to educational opportunities. It helps to combat any potential biases in the classroom and fosters an equitable atmosphere.

Teacher G highlights the importance of flexibility, stating that if "something is not working for a child...not to carry on sticking with that, but to be flexible and say well now I have to adjust it to how they understand it." This indicates an awareness that teaching instruction must be adapted to the various needs of the students. This viewpoint is supported by Green (2009, p. 29) and Nieto (2005, p. 9), who emphasise that educators must be open to trying out different approaches in order to accommodate the needs of each individual student. In order to be adaptable, educators must also reflect on their methods and make adjustments that will allow all students to access the curriculum. As Teacher G points out, this involves having the ability to adapt tasks and offer individualised learning opportunities. Teacher G's comment, "so they feel like you know, like I'm part of this, I understand this is a victory for me," demonstrates that she understands how important it is to give students the opportunity to succeed. This is related to Oldacre's (2013, p. 60) assertion that “educators must hold students to high standards.” Teachers can give every student the chance to succeed by assigning tasks that are suitably challenging and differentiating them as needed. Students gain confidence from these experiences, which is an important component of respect and care.

5.5.4. TEACHER ATTITUDE AND INFLUENCE ON LEARNING

Teacher A places a higher priority on fostering an atmosphere in which every student can reach their full potential and emphasises individual successes over student comparisons. "Caring" entails acknowledging individual accomplishments and incorporating inclusivity without highlighting distinctions. Constructivist thinking is reflected in Teacher A's method, which modifies the classroom setting to encourage active student participation and create a welcoming environment where all students can succeed. This method is in line with inclusive education, demonstrating how educators can consciously use reflective techniques to help students succeed (Foster, 2002; Florian & Black-Hawkins, 2011; Donald et al., 2006; Oldacre, 2013).

By identifying a student's emotional state and providing consolation with phrases like "a hug" and "my sweet girl," Teacher R exemplifies empathy. By giving the student "leadership for the day," Teacher R changes the emphasis from bad behaviour to good responsibility, demonstrating the ability of a teacher's attitude to affect student participation. Teacher R considers the viewpoint of the student as well: "she was like ohh my teacher saw me, she hugged me, she saw that I wasn't fine!" This demonstrates a thorough comprehension of the value of sympathetic reactions in creating constructive classroom environments (Purkey & Novak, 1984).

In order to help each other learn and feel "more comfortable," Teacher N places a strong emphasis on collaborative learning, where students work in groups. This method encourages students to take chances, try new things, and grow as individuals while also creating a positive learning environment in the classroom. Since cultural backgrounds have an impact on learning, Teacher N's dedication to "culturally responsive" teaching also makes sure that every student feels valued and included (Agbenyega, 2011; Agbenyega & Klibthong, 2011; Oldacre, 2013).

In order to establish an individualised communication space where students can voice concerns and foster empathy and trust, Teacher G implements "Teacher and Me Time." "I think that was a big one for me to try and build trust" emphasises how important relationships are between teachers and students in fostering a positive learning environment. Recognising that students' experiences outside of school have an impact on their learning and general well-being, Teacher G's approach encourages candid discussion (Ryan, Stiller, & Lynch, 1994; Foster, 2002; Deiro, 1997).

In order to promote student success, all teachers exhibit a dedication to developing inclusive, sympathetic, and encouraging learning environments that give equal weight to students' academic and emotional needs.

5.6. WHAT TEACHERS DO



What teachers do in terms of action, practical implementation, and student empowerment is the third theme that arose from the data analysis. I connected this to the concept of "hands," which refers to our practical activities where physical strength and manual dexterity are combined with common sense and willpower to produce positive results (Brühlmeier, 2010). Doing and acting are practical activities that we enjoy when we are in control of our hands. From a practical perspective, we emphasise the use of real-world tasks and routine activities as important learning experiences. Students are better able to relate to the content and apply what they learn in meaningful ways when we integrate real-world experiences into our teaching pratices. I examined the reflection on your own "hands" as a teacher and in practice: Taking into account the actions that make your lessons come to life. The following sub-themes were found and are covered below: pedagogical decisions; student potential beliefs; student expectations; and support planning.

5.6.1. PEDAGOGICAL CHOICES

With a focus on student agency, structured routines, differentiated instruction, and emotional well-being, Teachers A, R, N, and G's pedagogical choices demonstrate a transdisciplinary and multifaceted approach to addressing diverse learning needs. By using a variety of strategies, these teachers navigate the complexities of inclusive practice, exposing both similarities and differences in their methods.

> Teacher A's response *:"When making decisions about how to approach lessons in my classroom I try to think about the content in terms of my strongest and weakest students to ensure that I am approaching the lesson in a manner that takes both groups into*

consideration. How am I going to make sure that I can support the students who may need assistance with the concept, as well as how am I going to extend my students who are going to find the concept easier to grasp. Sometimes these two groups can complement each other while working in a group and sometimes they need different kinds of support."

By taking into account both the strongest and weakest students when planning lessons, Teacher A's pedagogical decisions, as explained, show a dedication to inclusive practices. This strategy is in line with inclusive pedagogy, which promotes giving all students access to what is typically available to them rather than giving some of them unique experiences. The foundation of the inclusive pedagogical approach is the idea that educators need to understand that the decisions and actions they take when planning lessons send messages and values that go far beyond the lesson's official focus (Alexander 2001; Hart et al. 2004). Differentiated instruction is a strategy that modifies the learning environment, process, product, and content to accommodate a range of needs. Teacher A's emphasis on helping struggling students and extending advanced students is an example of this. According to Kristina and Lesley (2019), students all enter the classroom in different parts of the playing field. I can modify my instruction to help them with their growth and access to the content by differentiating it. I am able to offer several channels for engagement, action, expression, and representation. I can help students develop word consciousness by modelling and using language skilfully, giving them access to a variety of book genres, exposing them to a range of writing styles, and reading aloud to them. To guarantee that every student can access and interact with the lesson content, this entails presenting information in a variety of ways, using a range of resources, and creating flexible groupings.

Additionally, Teacher A's understanding of the value of adaptable grouping techniques is demonstrated by her acknowledgement that these two groups can occasionally enhance one another in group projects and at other times need distinct types of assistance. Teachers can employ a range of resources that are suitable for varying skill levels, needs, or interests when changing the lesson's content. They can also use flexible groupings, allowing students to work alone or in pairs or groups of students with similar or different skill levels who can support one another (Anderson, 2007; Tomlinson, 2000). Additionally, teachers can employ a variety of visual or auditory techniques to introduce new material to their students (Tomlinson, 2000). This adaptability is essential because it makes it possible to pair students with varying or comparable skill levels as needed to foster peer support and teamwork. The use of group and pair work aligns with inclusive

education expectations and is consistent with student-centered and differentiated teaching (Anderson, 2007; Department of Basic Education, 2010; Kemp, 2013; Polly et al., 2014).

By taking these factors into account, Teacher A shows how to move from a teacher-centered approach to one that is more student-centered and involves students as active participants in their learning. This further demonstrates the teacher's readiness to participate in a more reflective practice and modify her methods of instruction in response to the demands of the students in her class. The information obtained from Teacher A's answers demonstrates a careful method of lesson preparation that places a high value on student-centered learning. An awareness of the value of scaffolding and expanding learning opportunities is suggested by the emphasis on accommodating both ends of the learning spectrum. Furthermore, the teacher's recognition that different students require different kinds of support suggests a deep comprehension of pedagogical techniques, but it also begs the question of whether the teacher has the resources and training required to carry out these techniques successfully. As in Teacher A's case, she has the required resources and training to carry out inclusive strategies.

> Teacher R's response: *"umm I do group rotations to help certain children at certain levels umm… so for reading for example there's some kids who are reading chapter books already and then they have kids will still reading just normal graded readers, umm because you can't leave the children who are reading the chapter books stay behind you need to extend them, you can't give the chapter books to the weaker children because they'd be too anxious. Which would just stress them out. And then... other than that… there is ability learning groups whether that is in Math's or English."*

The teaching strategy used by Teacher R combines potentially exclusionary and inclusive techniques. Group rotations support both beginning and advanced readers by accommodating varying reading levels. However, by limiting learning opportunities and reinforcing rigid ideas of ability, ability grouping in reading, math, and English may make inclusion more difficult. Although the goal is to keep less experienced readers from feeling anxious, this strategy runs the risk of strengthening social hierarchies (Ritzer, 1996).

Florian and Linklater (2010) emphasise that rather than reinforcing fixed ability beliefs, pedagogical decisions should improve learning. Offering a variety of reading materials and letting students select texts according to their confidence levels could be a more inclusive option.

According to Florian and Black-Hawkins (2011), this method encourages student agency and a cooperative learning environment. Teacher R allowed her students to choose from a range of books for their independent reading and only kept their guided reading groups in abilities, to explicitly teach the various reading strategies.

Static ability groups may limit learning opportunities and establish hierarchies, but group rotations can promote inclusivity by providing a variety of activities. Although fixed grouping might not be the best strategy, Teacher R understands the need to support weaker students and extend advanced ones. According to White Paper 6 (DoE, 2001), heterogeneous grouping promotes collaboration, peer support, and an appreciation of different viewpoints. Teachers can offer opportunities for everyone, letting students choose how they interact with the content rather than giving some students different experiences. Student-selected work, or "work choice," promotes inclusion by addressing individual differences without isolating students, according to Florian & Black-Hawkins (2011). All students are guaranteed to be active participants through differentiated instruction, which varies the content, process, product, and learning environment. According to Anderson (2007), the best way to promote inclusivity is to use a variety of teaching strategies that take into account the needs, interests, and abilities of each student.

The information obtained from Teacher R's answers suggests a sophisticated method of instructional design and classroom management. Group rotations create a dynamic learning environment where students can interact with classmates who are at comparable developmental stages, encouraging teamwork and personal development. Teacher R demonstrates an admirable sensitivity to the well-being of her students by being cognisant of the emotional and psychological components of learning, especially with regard to anxiety. This strategy is in line with recent educational research that supports differentiated instruction as a way to raise student achievement and engagement. Ability groupings can be helpful, but it's important to periodically evaluate their efficacy to make sure they don't unintentionally reinforce fixed mindsets or restrict opportunities for peer learning.

In reading in particular, Teacher R uses ability-based grouping, which divides students into groups according to their reading proficiency. This tactic aims to keep stronger students from being held back and to keep weaker students from experiencing anxiety. Ability-based grouping is also used by Teacher R in English and maths, suggesting that this strategy is a component of their overall

teaching strategy. Targeted instruction is made possible by this, but it may also result in a dual-track system that goes against inclusionary ideals.

> Teacher N's response: *"I think I am…. I use responsible… like I use the responsive classroom… I have a responsive classroom, which caters to social emotional needs, but also ensuring that the kids have a routine, which makes them feel safe and you know they know what to expect when they're coming into the classroom, and I feel like that that's how they're able to actually apply themselves because they feel safe. Umm... I use restorative practice as well in the classroom which is, I don't believe in punitive measures and believe in just mitigating issues and not punishing or like you know, like admonishing children for making mistakes, umm it's just part of life and they need to know that mistakes happen, they own up to that and they move on, they know that they don't get punished."*

Teacher N uses restorative practices and a responsive classroom to prioritise a safe, predictable, and emotionally supportive learning environment. White Paper 6, (DoE, 2001), states that they give pupils a sense of stability by upholding regular routines, which lowers anxiety and promotes participation. Students feel more comfortable taking chances and actively participating in class when they are in structured settings. Their application of restorative practices reinforces the notion that errors are worthwhile teaching opportunities by moving the emphasis from punishment to accountability and personal development (Donald et al., 2006). This is in line with Invitational Education, which prioritises intentionality, trust, and respect in order to build strong bonds and empower students (Purkey and Novak, 1996).

> Teacher G's response: *"OK so I have a few… my top four… umm… classroom management was a huge one that had to have coming in, at the moment, and also with in classroom management, behavior expectations and routines I found was very important."*

Teacher G's emphasis on classroom management demonstrates her grasp of how to design a functional and orderly learning environment. Effective classroom management, including the establishment of clear rules, routines, and expectations, is essential for structuring the social and physical environment, according to Nigrini (2017). Teacher G strives to create a predictable and safe environment that minimises disruptions and improves learning by establishing clear behavioural standards.

According to O'Leary and O'Leary (1977, as cited in Bany Yasseen, 2010), teacher-student interactions have a big impact on students' behaviour, so regular teacher attention is crucial for behaviour change. The values of Purkey (1992) care, respect, trust, optimism, and intentionality—are all in line with Teacher G's focus on routines and classroom management. Her method helps students become productive members of society by fostering the development of critical abilities, values, and attitudes during the Foundation Phase.

5.6.2. CORE BELIEFS ABOUT STUDENT POTENTIAL

Teachers A, N, R, and G are all dedicated to inclusive education, emphasising the potential of each student, their well-being, and the development of productive learning environments. In line with inclusive pedagogical approaches that acknowledge individual differences and advance equity in the classroom, their views emphasise the value of individualised support, self-reflection, and a growth mindset.

In line with Sharma and Jacobs (2016), Teacher A's states that "all students have the ability to succeed" highlights the potential of all students. Recognising that success may necessitate a combination of teaching and learning interventions, Teacher A emphasises the importance of providing the appropriate amount of support and guidance (White Paper 6, 2010; Oldacre, 2013). Nieto (2005) and Combs et al. (1976), who emphasise the effect of high expectations on student success, are in line with this proactive, solution-focused approach.

Teacher R exhibits self-awareness by recognising her advantages as well as her shortcomings. The statement, "I can work on maybe doing like you say plan for the children who need a little bit of support," shows a dedication to improving methods for a variety of learning needs (Florian, 2010; Green, 2009). The significance of teacher disposition in cultivating a positive classroom environment is highlighted by Teacher R's emphasis on kindness and providing a safe space for students (Hong et al., 2009).

"They may not thrive to another child's expectations because they're all different," says Teacher G, underscoring the significance of individualised progress. This is an example of an inclusive pedagogy that avoids comparisons and emphasises individual accomplishments (Florian & Black-Hawkins, 2011; Foster, 2002). In keeping with Florian and Spratt (2013), Teacher G also encourages students to view obstacles as chances for personal development. Building on students' abilities is crucial, as evidenced by the emphasis on "working with their strengths" (Hong et al.,

2009). Stronge and Hindman (2006) and Darling-Hammond (2006) are further supported by Teacher G's understanding of the intricacy of teaching and the importance of having a good rapport with students.

The pedagogical strategies and fundamental values of these teacher participants show a common dedication to creating welcoming, encouraging, and growth-oriented learning environments.

5.6.3. TEACHER EXPECTATIONS

By saying, "I know I hold high expectations of my girls in my class," Teacher A highlights the value of having high expectations for all of her students and demonstrates her belief in their capacity to accomplish more challenging tasks. This is in line with Nieto (2005, p. 9), who emphasises that “effective educators hold all of their students to high standards and motivate them to achieve them”. Additionally, Teacher A emphasises the importance of encouraging self-belief, saying, "I frame it in a manner of... creating a set up where they have that self-belief, that they can do it," which is supported by Purkey and Novak's (1996, p. 39) assertion that “educators need to convey confidence in their students' abilities”.

Additionally, by saying, "I expect this from you because I know you're capable of it," Teacher A makes sure that expectations are both challenging and attainable. "If they can't do it, that they can always come to me for that support," she says, adding, "I wouldn't ever ask you to do something that I thought would be way too difficult for you to do." Oldacre (2012, p. 36) backs this up by highlighting how important it is for educators to have faith in their ability to teach and foster a positive learning environment. By stating that "as long as you've got that differentiated environment...the challenge they've got is something that they can get to," Teacher A further emphasises the value of differentiation and supports Oldacre's (2012, p. 36) assertion that “lessons should be modified to suit the needs of each individual student”.

Since Nelson et al. (2000) stress the importance of a secure, encouraging environment for learning, Teacher R also emphasises emotional well-being when she says, "I believe that if the students are happy, they learn better." Teacher R's emphasis on progress rather than uniform standards, "whether it's 1% of growth or 10% of growth," reflects her belief in individual growth. Florian and Black-Hawkins (2011, p. 817), who support emphasising personal development, concur with this. "The expectation is set at their level," Teacher R explains, highlighting the significance of establishing expectations at suitable levels for every student. Hong et al. (2019) supports this by

emphasising the necessity of adapting teaching methods to meet the needs of each individual student.

Teacher N promotes high standards, saying, "it is important to hold high expectations because then that gives them a sense of motivation to succeed." But Teacher N also recognises the value of differentiation, stating that "every child's expectations are different...based on, what they're going through or what kind of person they are," which supports the need for individualised instruction (Florian & Black-Hawkins, 2011, p. 824). "If you hold every single child in your classroom to the same standard, regardless of their capabilities...it can be a cause of anxiety," Teacher N adds, highlighting the significance of avoiding anxiety brought on by unrealistic expectations on the students. This perspective is consistent with that of Welch (2000) and Connor (2018), who support an individualised approach to expectations.

"I want the child to reach their full potential," Teacher G states, expressing her high expectations. This is in line with Oldacre (2012, p. 57), who highlights the "importance of teachers assisting students in realising their full potential". By asking, "do you think that this is your best colouring?" Teacher G further emphasises the value of self-reflection and explicit expectations. This is in line with the views of Purkey and Novak (1996) and Cain (2008), who support growth mindsets and open communication. Oldacre (2013, p. 57) emphasises "the value of taking into account each student's unique abilities", and Teacher G's strategy emphasises encouraging students to reach their personal best rather than setting specific benchmarks.

5.6.4. PLANNING AND SUPPORT

"I think when I sit and look at a lesson... I need to look at it from the point of view of what are my expectations going to be from my top girls, what are my expectations going to be from my girls who struggle with spelling, struggle with pace, or struggle with writing," says Teacher A, highlighting the significance of differentiation in lesson planning. In line with the White Paper 6 (2010, p. 10), which promotes "differentiated instruction", this emphasises the necessity of attending to the various needs of students. "How am I going to tweak that, to make sure that it works for them... even if it means they may be recording their voice that time round and writing another time round?" is another example of Teacher A's adaptability. The White Paper 6 (DoE, 2001, p. 48), which emphasises "a variety of response modes to accommodate all students", is reflected in this flexibility. Similar to Nind (2005, p. 4), who promotes "inclusive approaches free

from stigma", Teacher A places a high priority on inclusion, making sure that students don't feel singled out for needing additional support.

"Yes, I think that's something that we often don't do enough of," Teacher R says in response to the significance of planning for diverse needs. In line with Naicker (2005), this acknowledges the necessity of proactive planning. "You don't want to create anxiety, you want them to be positive versus anxious, so if you can take a worksheet and extend, we should also be able to take a worksheet and simplify it," says Teacher R, who also highlights the importance of striking a balance between challenge and support. This is in line with White Paper 6 (DoE, 2001, p. 68), which recommends "offering a variety of assignments to meet the needs of every student". In order to emphasise teamwork, Teacher R explains, "I often will say… this little person is struggling... please can you help them as opposed to just go do whatever you feel like." This backs up Friend and Cook's (2012) suggested co-teaching strategy.

Teacher N emphasises the moral duty to accommodate every student, saying, "it is 100% important... ethical obligation is one of those things... also just being able to cater to everyone and anticipating what they might need." This is in line with Allan's (2005) belief that inclusive education is morally required. "If you're not prepared it doesn't level out the playing field, then you're not, not every child starts in the same place," says Teacher N, underscoring the significance of preparation. This is in line with Slee (2011, p. 39), who talks about "how unequal opportunities can result from poor preparation". With the statement, "I hold myself to having to prepare... knowing what kind of student they are," Teacher N further emphasises the significance of the teacher-student bond. This relates to Baglieri et al. (2011) and Noddings (1995), who emphasise the importance of establishing trust and comprehending the needs of each individual student.

In order to customise instruction, Teacher G uses ability grouping in maths. She writes, "My children are grouped according to their abilities... I can really tell who will struggle with addition and subtraction." This is in line with the differentiated teaching methods that Anderson (2007) and Tomlinson (2000) support. Additionally, Teacher G modifies assignments according to the needs of the students, offering "simpler sums... or a more difficult one depending on what their need is." Teacher G's use of paired readings, where she states, "I will maybe do paired readings... whereas other children can manage working in pairs and group reading," demonstrates an awareness of different support levels.

"They already know that they have struggles... and for you to be aware that they need that is huge," Teacher G says, acknowledging the significance of identifying students' emotional needs. This is consistent with the emphasis on student-centered teaching put forth by Noddings (1995). Additionally, Teacher G supports small group instruction, saying, "that's why I recommend small group all the time." According to Hong et al. (2009), this method encourages flexible groupings. According to Florian and Black-Hawkins (2011), Teacher G's awareness of the demands of the classroom setting emphasises the necessity of alternate learning environments.

These teachers' reflections demonstrate a shared commitment to teamwork, differentiation, and inclusion while recognising the importance of flexibility, moral responsibility, and preparedness to meet the diverse needs of their students.

5.7.CONCLUSION

In summary, the data analysis shows that the teachers' pedagogical practices, values, and dispositions are closely linked to their comprehension and implementation of inclusive education. The significance of a holistic approach to teaching, where inclusivity extends beyond physical integration and entails modifying teaching strategies to accommodate the various needs of every student, is one of the major themes that have been identified. These teachers place a strong emphasis on the value of student-centered learning, differentiated instruction, critical thinking abilities, and the development of safe, accepting environments that promote emotional stability and wellbeing.

They emphasise the value of emotional intelligence, empathy, and a focus on interpersonal dynamics in the classroom. Teachers A, R, and G show a particularly strong commitment to building positive, trusting relationships with their students. The key is to establish settings where students feel appreciated, empowered, and supported in their academic and personal development is their dispositions, which are shaped by care, respect, and intentionality. This strategy is in line with well-established frameworks that support educators' efforts to promote inclusivity, value diversity, and attend to students' emotional needs.

The teachers' dedication to guaranteeing that every student has access to worthwhile learning opportunities is further demonstrated by their useful strategies, which include differentiated instruction, proactive planning, and cooperative support. Their personalised support and high standards foster an atmosphere that inspires and helps each student to realise their greatest

potential. The teachers' pedagogical decisions and reflections emphasise the value of flexibility, continuous participation, and a strong dedication to inclusive education, all of which eventually help to create a classroom environment where students flourish.

CHAPTER 6

6. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

The key findings of the study, which examined the possible connection between pedagogical decisions and teacher disposition in Foundation Phase classrooms at a particular independent school in Gauteng, are presented in this chapter. The study sought to ascertain how Foundation Phase teachers' inclusive pedagogical choices, invitational dispositions, and teaching practices reflect these dispositions. The results shed light on how teachers' attitudes, habits, choices, beliefs, and dispositions affect their methods of instruction and the learning opportunities they give their students. The dispositions and self-reported pedagogical choices, will be presented at the beginning of this chapter. The primary conclusions of the classroom observations that provide insight into how these dispositions were mirrored in real teaching practices will come next. The chapter ends by addressing the research questions, offering suggestions, and taking into account the constraints and opportunities for additional study.

6.2. SUMMARY OF KEY FINDINGS

6.2.1. QUESTIONNAIRE

The findings show that the respondents generally agree on the critical attitudes required for effective Foundation Phase teaching. The fact that all participating teachers consistently rated reliability, trust, concern, friendliness, optimism, intentionality, respect, and kindness as positive traits suggests that they all shared a common understanding of the essential qualities needed for this foundational phase. However, there were some significant variations in the "Other" category, particularly for Teachers 2 and 10, who had a notably higher response rate. This implies that these teachers had additional, unidentified qualities such as creativity, adaptability, patience, and a strong capacity for critical thought. The variety of responses suggests that there may be gaps in the established disposition categories and that further study is required to identify the specific characteristics that make for outstanding instruction in the Foundation Phase. In order to capture a wider range of effective teaching dispositions, future research might benefit from improving survey categories or adding open-ended options.

Regarding fundamental traits like dependability, trust, concern, friendliness, optimism, intentionality, respect, and kindness, the results show that Foundation Phase teachers strongly agree with one another. Kindness and respect, on the other hand, were chosen the most, according to the data, indicating that these qualities are essential to teachers' professional identities and methods for fostering relationships with students. It's noteworthy that some teachers did not choose dispositions like intentionality or optimism, which might point to a need for more in-depth study or professional growth in these areas. The answers in the "Other" category imply that educators are aware of other crucial characteristics, such as integrity, teamwork, communication, listening, empathy, flexibility, and critical thinking. Given that the school is accredited as a thinking school and that its teachers receive training in the 16 Habits of Mind, the emphasis on critical thinking is especially important. This implies that in the Invitational Dispositional Framework (Oldacre, 2012), critical thinking ought to be regarded as a crucial dispositional quality. Additionally, the diversity of chosen dispositions highlights the teaching team's varied strengths, which can be used to support a more dynamic and cooperative approach to professional development. In addition to strengthening shared values for a unified teaching culture, workshops, peer discussions, and self-reflection exercises may assist teachers in better understanding and identifying their own strengths.

Dispositions were rated as "very important" by the majority (six teachers), "extremely important" by three teachers, and "critically important" by one teacher. Although their opinions differ somewhat, the results show that teachers generally understand the value of dispositions in inclusive teaching. This variation implies that although the majority of educators recognise the importance of dispositions in promoting inclusivity, some may view them as essential, influencing every facet of instructing diverse students. The majority of respondents rated dispositions as "very important," indicating that in order to improve inclusive teaching practices, professional development programs should concentrate on fostering these attitudes. A viewpoint that inclusive education cannot be successful without the correct mindset is highlighted by the one response classifying dispositions as "critically important." This could lead to more discussion about whether teachers feel sufficiently supported in this area. These findings highlight the need for more research into how teacher dispositions impact inclusive pedagogical practices and how they can be more successfully developed through training and professional development opportunities, especially in light of the scarcity of studies on teacher dispositions in the Foundation Phase in a South African context.

The results also show that teachers in the Foundation Phase employ a range of tactics to promote inclusive education, emphasising critical thinking, differentiation, and accommodation. Although it is commonly acknowledged that critical thinking is important, little is known about how teachers, especially in South African classrooms, feel about it. This highlights the necessity of professional development to support both teaching methods and mindsets. Although many South African teachers lack adequate training in differentiation and accommodation, these strategies were found to be crucial, indicating the need for focused workshops and continuous support. A smaller group of teachers valued strategies like personalised learning, inclusive environments, and experiential learning, suggesting that their application may vary depending on the circumstances. Perhaps because flexible seating is already widely used, there was less emphasis on it. Overall, despite their dedication to inclusion, teachers require additional training and institutional support to carry out these tactics successfully and encourage a growth-oriented, reflective mindset that will improve equity and inclusivity.

The results highlight important teaching techniques employed by Foundation Phase instructors, such as differentiation, scaffolding, and cooperative learning. Nine out of ten teachers selected scaffolding, highlighting its significance in assisting students in progressively gaining independence. All ten teachers chose cooperative learning because it encourages inclusivity and teamwork while fostering peer interactions that improve student engagement and learning outcomes. Everyone agreed that differentiation was necessary to address the various needs of students. Seven additional techniques were also found, demonstrating a dedication to customised and creative approaches. These included play based learning, small group rotational teaching, and inquiry-based learning. Teacher 7's response may indicate a different instructional focus because it lacks scaffolding. All things considered, these results show that teachers value dynamic and inclusive approaches, fusing conventional and creative techniques. To improve student engagement and problem-solving abilities, more professional development is necessary to investigate the function of critical thinking in inclusive pedagogy.

All teachers agreed that traits like dependability, trust, concern, optimism, and respect were important for fostering a positive learning environment in the classroom. Teachers 2 and 10 in particular emphasised other attributes like creativity, flexibility, and patience. These dispositions were considered "very important" by the majority of teachers, and "critically important" by some. In line with theoretical frameworks like the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012),

the study links these dispositions to inclusive pedagogical practices. For instance, intentionality supports the idea that teachers must feel capable of instructing all students, while the disposition to care is consistent with the idea that diversity is essential to learning. These results highlight the importance of teacher dispositions in successful inclusive education and point to the necessity of professional development initiatives that foster these qualities.

6.2.2. CLASSROOM OBSERVATIONS

Teachers A, R, and G showed a strong belief in transformability, a fundamental principle of the Inclusive Pedagogical Approach in Action (IPAA), (Florian and Spratt, 2013) by actively implementing differentiated and scaffolded teaching methods through small group rotational teaching, using flexible grouping strategies, and working with the learning support teacher. In contrast, Teacher N primarily relied on whole-class instruction with minimal differentiation or flexibility, indicating a less personalised approach to teaching. These findings from Category One highlight the importance of teacher dispositions in fostering inclusive pedagogy.

Teachers A, R, and G established a nurturing classroom environment by establishing deep connections with students and attending to their academic and emotional needs, according to the analysis of "The Invitational Dispositional Ability to Care" in Category One. Despite recognising the value of inclusivity, Teacher N did not put these ideals into practice, as evidenced by her unwillingness to integrate the learning support teacher and her lack of readiness for tailored support. In spite of this, all educators demonstrated a sincere concern for the welfare of their students, albeit with differing levels of dedication to inclusive teaching methods.

Teachers A, R, and G in Category Two showed confidence in their ability to teach students with Special Educational Needs (SEN) by participating in professional development and putting what they had learnt into practice through collaborative learning opportunities, flexible grouping, and differentiated activities. However, since Teacher N mostly used whole-class instruction and individual work, there was little indication of this application in her teaching methods.

While Teacher N's planning lacked adaptation for diverse students and her classroom setup demonstrated minimal implementation of rotational teaching strategies, Teachers A, R, and G's careful planning, including clear objectives, differentiated activities, and assessment strategies, was reinforced by the dispositional ability to act intentionally in Category Two. Although Teacher

N's lecture-based style limited opportunities for deeper student engagement, all teachers demonstrated positive interactions with their students.

The significance of teacher cooperation and attentiveness to students' needs was the subject of Category Three. Teachers A, R, and G showed adaptability by interacting with students in a sympathetic manner and modifying their lessons in response to their feedback. In contrast, Teacher N failed to consistently apply new strategies and instead relied on conventional teaching methods. While Teacher N's inconsistent methods of discipline led to confusion and unfairness, Teachers A, R, and G also fostered trust through fair discipline.

These findings indicate how important teacher dispositions are to the effective application of inclusive pedagogy. Environments that foster inclusivity and support all students are produced by teachers who demonstrate the ability to care, act with intention, and establish trust and respect. The variations in the teachers' methods are consistent with the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012), emphasizing the ways in which dispositions influence instructional strategies and the opportunity for professional development in inclusive education. According to Florian and Spratt (2014), teachers must have faith in their ability to instruct all students, act with intention, and cultivate a positive rapport in order to practise inclusive teaching.

6.2.3. INTERVIEWS

The purpose of this study's interviews was to learn more about the Foundation Phase teachers' views on inclusive pedagogy and how invitational dispositions affected their teaching strategies. Each teacher participated in three classroom observations before their opinions were gathered through semi-structured individual interviews. A framework based on the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012) served as the basis for the interviews. The goal was to investigate how teachers' pedagogical decisions and interactions with students reflect the dispositions of care, intentionality, trust, respect, and optimism. Key themes pertaining to inclusive pedagogical strategies and the participants' reflections on their practice were identified thanks to the interviews' rich data source. The interviews provided a comprehensive understanding of each teacher's practices by elucidating how they applied the inclusive pedagogy principles across the cognitive, emotional, and physical domains using the 3H framework. The main emerging themes pertaining to these domains are covered in more detail in the section that follows.

6.3.WHAT TEACHERS KNOW?

The 'Head' domain of the 3H framework is closely related to the first theme that arose from the data analysis, which emphasises the teachers' understanding of inclusive education and inclusive pedagogy. Teachers' engagement with their practice is based on the cognitive domain, which encompasses knowledge, comprehension, and reflective thinking. The information showed that the teachers' conceptions of inclusive education and pedagogy were closely related, making it challenging to distinguish between the two ideas. Their experiences, continuous education, and interaction with a variety of educational resources influenced their knowledge and critical thinking. Their understanding of inclusive education and pedagogy was centred on aspects like comprehensiveness, social and physical integration, adaptability, a holistic perspective of students' needs, teaching flexibility, and core values that support inclusive practices, according to key findings. These revelations highlight how crucial reflective practice and ongoing professional growth are to creating inclusive learning environments.

The four teacher participants in the study have different but complementary viewpoints on teacher disposition. Teacher A asserts that a teacher's disposition affects every facet of teaching and sees disposition as the practical application of a teacher's beliefs and values in everyday classroom interactions. But according to Teacher R, disposition is more of an external manifestation of a teacher's personality, with a focus on how a teacher interacts with others. Both Teacher N and Teacher G describe disposition as deeply rooted and less flexible, viewing it as an intrinsic component of a teacher's character. Notwithstanding these variations, all four educators concur that a teacher's disposition encompasses not only their expertise but also their demeanour and presence in the classroom. This is consistent with the body of research that defines teacher dispositions as the attitudes, values, and beliefs that guide an educator's performance and behaviour (Borko, Liston, & Whitcomb, 2007; Krebs & Torres, 2011). The results highlight how crucial teacher dispositions are in determining the classroom climate and interactions between students and teachers.

With a common emphasis on creating welcoming, encouraging, and joyful learning environments, all four educators emphasise how important their personalities are to their instructional strategies. Trust, respect, empathy, kindness, and fun are among the important dispositional traits that are highlighted. The interpersonal components of teaching and fostering a welcoming and inclusive classroom environment are highly valued by the teachers. This research emphasises how important

teacher dispositions are in determining how students perceive the classroom and how welcoming and inclusive a learning environment is. This observation supports Oldacre's (2012) assertion that educators need to develop attitudes that support working with students who have special needs. Additionally, the Invitational Framework, which promotes dispositions of care, trust, respect, intentionality, and optimism, supports the teachers' emphasis on building positive, trusting relationships (Oldacre, 2012). These observations also support Florian and Spratt's (2013) advice that educators respect inclusivity and diversity and attend to the emotional needs of their students. Bucholz and Sheffler also emphasise the value of a welcoming and inclusive classroom (2009).

The values expressed in Oldacre's (2012) Invitational Framework, which emphasises the significance of dispositions like care, trust, respect, intentionality, and optimism for effective teaching, are strongly reflected in the teachers' reflections. Important components of inclusive pedagogy are also emphasised by the teachers, including establishing a welcoming classroom where all students feel safe and appreciated, giving all students equal access to educational opportunities, and adapting instruction to each student's needs. Their remarks largely support the viewpoints of Leetchin et al. (2019), who urge educators to value emotional intelligence, diversity, and inclusivity. Additionally, the teachers' dedication to fostering a welcoming and inclusive atmosphere aligns with Florian's (2007) viewpoints. Furthermore, Abbiss and Astall (2014) stress the necessity of partnership in educational practices and the significance of working together with families and colleagues to create inclusive learning environments.

With an emphasis on the value of emotional intelligence, healthy relationships, group projects, student agency, cultural sensitivity, and structured interpersonal communication, educators A, R, N, and G provide a thorough picture of inclusive education. In addition to imparting academic knowledge, these educators are committed to creating a learning environment where each student feels appreciated, respected, and equipped to realise their greatest potential. These educators foster a more inclusive learning environment by eschewing labels and concentrating on each student's particular needs. According to the findings, teachers are dedicated to helping students grow personally as well as academically, and their attitudes play a crucial part in determining the learning experiences and results for every student. This method encourages students to feel supported in their academic and emotional journeys by promoting an inclusive pedagogical framework.

The Invitational Dispositional Framework and Inclusive Pedagogical Approaches theoretical frameworks are directly linked to the Teacher Disposition section, especially in regards to how teacher dispositions impact student-teacher interactions and the classroom environment.

The study's conclusions regarding the four teachers' diverse viewpoints on teacher disposition are consistent with both the Inclusive Pedagogical Approach in Action (IPAA) and the Invitational Framework. The Invitational Framework states that a teacher's disposition is an external expression of their values, attitudes, and beliefs in addition to their knowledge and abilities. This strategy is mirrored in Teacher A's understanding of disposition as the practical application of beliefs and values, which emphasises how a teacher's disposition directly impacts their ability to teach effectively and their interactions with students. This viewpoint is in line with that of Oldacre (2012) and Florian and Spratt (2013), who emphasise the importance of traits like respect, trust, and care in creating inclusive classrooms that meet the needs of many students.

The fundamental principles of care, trust, respect, intentionality, and optimism found in the Invitational Framework are reflected in the teachers' emphasis on these qualities as essential components of their instruction (Oldacre, 2012). These traits, which are essential to inclusive pedagogy and the Invitational Framework, create a supportive and encouraging learning environment for students. According to Florian (2007) and Bucholz and Sheffler (2009), students' academic and personal development depends on this dedication to emotional awareness and the development of a positive, encouraging learning environment.

Additionally, the teachers' views on the value of emotional intelligence and fostering a friendly, inclusive classroom environment are in line with the IPAA's focus on modifying instruction to accommodate each student's unique needs. According to Leetchin et al. (2019), this bolsters the notion that traits like empathy and kindness are essential for meeting students' emotional needs and making sure they feel safe and appreciated in the classroom. Florian's (2007) contention that inclusive educators should prioritise individual learning needs over group classification is supported by the teachers' reflections on appreciating diversity and eschewing labels.

The attitude of the teachers in this section demonstrates a thorough comprehension of the IPAA, especially its emphasis on student agency, collaborative learning, and cultural responsiveness. As the IPAA framework promotes students' holistic development, the teachers are creating an atmosphere that not only supports academic achievement but also personal growth by placing a high value on positive relationships, collaborative learning, and student agency. This is in line with

the more general idea of inclusive pedagogy, which seeks to establish a learning community where students are enabled to realise their greatest potential on both an academic and emotional level.

In conclusion, the results highlight how crucial teacher dispositions are in creating inclusive learning environments. Both Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012)emphasise the value of character traits like intentionality, respect, and care in creating a supportive environment for all students. These traits impact students' emotional and social growth in addition to their academic performance, highlighting the necessity for educators to be inclusive, responsive, and emotionally aware.

6.4.WHAT TEACHERS VALUE?

The dispositional traits, values, and attitudes that teachers possess in particular, emotional intelligence, empathy, and the capacity to build personal relationships with students are the subject of the second theme that arose from the data analysis. Jensen (2003) highlights that emotions have a significant impact on learning and that it is not just a cognitive process. In teaching and learning, emotions are crucial because they influence confidence and involvement. In their teaching practice, teachers who follow their hearts are more likely to value relationships, intuition, and moral principles. In order to build strong bonds and a nurturing learning environment, these emotional and ethical components such as respect, responsiveness, and the expression of values—are essential. The results emphasised in this theme emphasise the significance of teacher disposition and the values required to create a welcoming, inclusive classroom where students feel respected and emotionally safe.

Teachers' conceptions of inclusive education are based on a thorough, all-encompassing strategy that takes into account each student's unique needs as well as fair access to success. Participants indicated how important it is to meet the various academic, physical, and emotional needs of students while making sure they all have access to growth opportunities. This supports the idea that inclusive pedagogy should focus on giving all students access to education, eliminating the need to label some as "different."

Teachers recognised the importance of social and physical integration in fostering an inclusive atmosphere. This entailed creating an atmosphere that encourages social and emotional inclusion in addition to making sure that every student, regardless of ability, is physically present in the same

classroom. Responses emphasised that active participation and engagement of all students are key components of inclusion, which goes beyond simple presence.

One of the most important components of inclusive pedagogy is adaptability. The need for adaptable teaching methods that meet a variety of learning needs was clearly understood by the teachers. In order to create an inclusive environment where all students have the chance to succeed, teachers must be able to adapt their lesson plans, teaching strategies, and materials to suit a diverse group of students in their classrooms.

There was constant emphasis on taking a holistic approach to students. When putting inclusive strategies into practice, teachers stressed the value of comprehending the academic, social, emotional, and physical aspects of the whole child. By acknowledging students as complex individuals with unique strengths and challenges, this approach departs from a deficit-based model.

It was determined that adaptability in instructional strategies was crucial to guaranteeing inclusivity. In order to address the diverse needs of every student, teachers emphasised the necessity of adaptive strategies that permit differentiation and offer tailored support. All students could actively participate and interact with the material in an inclusive learning environment thanks to this flexibility.

The results show that teachers' responses consistently reflected the fundamental principles of inclusive education, including equity, respect for diversity, and giving all students opportunities. In order to create an inclusive educational community where all students can succeed, teachers realised that embracing the values of fairness, respect, and social justice is just as important as using effective teaching strategies.

Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012) are theoretical frameworks that are consistent with the teachers' values. In order to create inclusive classrooms, these frameworks highlight the importance of teacher dispositions like emotional intelligence, empathy, and the capacity to build personal relationships with students. Jensen (2003) argues that emotions have a significant impact on learning, and that teachers' emotional dispositions, in particular, their capacity for caring, are essential for building healthy relationships and establishing a supportive learning environment.

Teachers' ethical practices, responsiveness, and respect align with the first Inclusive Pedagogy principle: "Difference must be accounted for as an essential aspect of knowing" as stated in Florian and Spratt (2014). Teachers who place a high priority on these principles understand that valuing diversity is essential to teaching successfully in an inclusive environment. Furthermore, the second IPAA principle "Teachers must believe that they are qualified/capable of teaching all children" aligns with the significance of developing a personal rapport with students (Florian & Spratt, 2014). Building trust with students increases the likelihood that teachers will feel confident in their ability to instruct a diverse student body, which in turn promotes inclusive pedagogical choices.

Both the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) and the Invitational Dispositional Framework (Oldacre, 2012) are based on the fundamental principles of equity, respect for diversity, and fairness. According to the third principle of inclusive pedagogy, "The profession must develop creative new ways of working with others," teachers who place a high priority on these values are more likely to implement adaptive teaching strategies and encourage collaboration (Florian & Spratt, 2014). Teachers can foster inclusive environments where students from a variety of backgrounds feel appreciated and empowered by exhibiting optimism and being receptive to new ideas.

The teachers' values and dispositions, in summary, are highly consistent with the theoretical frameworks, highlighting the importance of emotional intelligence, empathy, care, respect, and intentionality in promoting inclusive education. These dispositions influence the way teachers approach teaching and have a direct impact on their ability to implement inclusive pedagogical strategies that support the academic, emotional, and social well-being of all students.

6.5.WHAT TEACHERS DO?

I connected the third theme, which arose from the data analysis to the "Hands" domain and focused on the real-world application of instruction, action, and student enablement. In order to create meaningful learning experiences, this domain highlights the value of hands-on activities that combine manual dexterity, common sense, and willpower (Brühlmeier, 2010). Teachers who follow their hands concentrate on practical, hands-on activities that let students apply what they've learnt in a variety of meaningful ways. According to the data, educators believe that hands-on activities are crucial to increasing students' interest and comprehension. In this theme, I looked at the pedagogical choices, expectations for students, beliefs about their potential, and support

planning that teachers make to ensure that their lessons come to life. These results demonstrate how teachers actively create inclusive, enabling, and experiential learning environments for all their students.

With a focus on inclusivity, student well-being, and creating supportive learning environments, the four participant teachers in this study A, R, and G, each use unique pedagogical strategies to meet the varied learning needs of their students. Differentiated instruction is a crucial strategy used by Teacher A, who adapts lessons to fit the needs of both advanced and students who have learning difficulties. Flexible groupings that enable peer support are a complement to this. Teacher R places a strong emphasis on ability-based groupings and group rotations, especially to address varying reading levels. In order to promote emotional security and lessen punitive measures, In order to maintain a consistent and positive learning environment, Teacher G places a high priority on classroom management, establishing clear expectations and procedures. Together, these teachers show a dedication to creating vibrant, welcoming classroom environments where every student is encouraged to realise their full potential.

Teachers A, N, R, and G's pedagogical approaches and core beliefs highlight their dedication to inclusive education and belief in each student's potential. Teacher A is a proponent of universal success and emphasises the value of individualised support to ensure that every student achieves to their best. This teacher exhibits a thorough awareness of each student's unique needs and modifies her teaching strategies to guarantee inclusive education for all her students. Teacher R exemplifies a growth mindset by recognising her areas of weakness and stressing the importance of engaging, varied learning strategies and differentiated support. Fairness, equity, and positivity are important to Teacher N, who feels that an inclusive and encouraging environment is greatly influenced by a teacher's attitude. Teacher G emphasises growth mindset and strengths-based teaching to empower students because she believes that every student has potential. All four teachers share a strong commitment to creating an inclusive and empowering learning environment for all their students, as evidenced by their emphasis on reflection, flexibility, and a holistic view of teaching.

All of the participant teachers in this study stress the value of having high standards for their students while simultaneously realising the need for individualised attention and differentiation. Teacher A emphasises that having high standards for students should be combined with encouraging self-belief in them and giving them the assistance they need to reach those standards.

Teachers R and N stress the value of establishing a secure, nurturing environment that promotes personal development and adjusting expectations to meet the needs and skills of each child. While Teacher G emphasises the importance of aiming for each student's full potential and setting personal bests rather than set benchmarks, Teacher R specifically points out that expectations must be modified to prevent causing anxiety in the students. All four teachers concur that in order to foster self-efficacy, self-belief, and personal development in their students, high expectations should be conveyed in a kind, realistic and encouraging way.

According to the findings, teachers in the Foundation Phase use a variety of techniques to establish inclusive classrooms, emphasising responsive teaching, differentiated instruction, and encouraging classroom atmospheres. By using strategies like customised learning tasks, modified activities, small-group teaching, and the creation of secure, cooperative spaces, teachers proactively plan to meet the needs of the diverse students in their classrooms. Proactive needs identification (Teacher A), task modification (Teacher R), equity-focused planning (Teacher N), and differentiation through hands-on activities (Teacher G) are important tactics. These methods show how teachers adjust to guarantee that all students, regardless of ability, are supported and show a dedication to inclusive pedagogy.

Teachers like Teacher A, who adapts lessons to both advanced and struggling students, embody the caring disposition highlighted in the framework, believing in every student's potential because it shapes her teaching practices and ensures an inclusive and enabling learning environment. The theoretical framework emphasises the importance of teacher dispositions, particularly the ability to care and act intentionally, in guiding pedagogical decisions.

Intentional action is also demonstrated by teachers R and N, who aim to provide secure, encouraging environments that meet the various needs of all their students. Their behaviour is consistent with the second principle of the Inclusive Pedagogical Approach in Action Framework (IPAA) (Florian & Spratt, 2013) which emphasises that educators need to have faith in their ability to instruct all students. Their deliberate differentiation and responsive practices are a reflection of their conviction that when teachers believe in the potential of their students, they can create inclusive, transformative classrooms.

The third principle of inclusive pedagogy, which emphasises teamwork and innovative methods of collaborating with others, is consistent with the significance of fostering relationships between teachers and students based on trust, respect, and optimism. Teachers that demonstrate how trust

and respect are essential to inclusive practices include Teacher G, who uses small group activities to boost confidence, and Teacher N, who tries to cultivate emotional security.

The teachers' strategies to adjust lesson plans and teaching methods to meet the needs of their students also demonstrate flexibility and adaptability, which are essential elements of inclusive pedagogy. Teacher A's differentiated instruction, Teacher R's task modifications, and Teacher G's use of paired readings all demonstrate the flexible teaching methods supported by the theoretical framework, guaranteeing all students fair access to education.

Lastly, teachers' approach to inclusivity is fundamentally based on their values of social justice, equity, and respect for diversity. Teachers are guided by these fundamental principles in ensuring that every student has equitable access to a worthwhile education. By stressing the importance of caring, intentionality, and adaptability in creating inclusive learning environments, the theoretical framework highlights the role that teacher dispositions play in advancing these values.

In summary, the results show how teachers' dispositions such as care, intentionality, and trust influence their pedagogical decisions and help to create inclusive classrooms. With an emphasis on adaptability, flexibility, and a comprehensive view of students, the teachers' methods and values are consistent with the fundamentals of inclusive pedagogy.

6.6.ANSWERING THE RESEARCH QUESTIONS

This section summarises the main conclusions drawn from the data analysis in response to the research question, "What is the influence between teacher dispositions and the pedagogical choices made by Foundation Phase teachers in one selected school in Gauteng?" The study sought to investigate this relationship through three sub-research questions: (1) What invitational dispositions do Foundation Phase teachers in the selected school hold? (2) What inclusive pedagogical choices do Foundation Phase teachers in the selected school make? (3) How do teacher dispositions influence pedagogical choices? The results highlight the important impact of teacher dispositions, including emotional intelligence, empathy, critical thinking, and respect, on pedagogical strategies. These dispositions encourage teachers to employ inclusive practices like differentiated instruction, flexible groupings, and restorative approaches, all of which put the emotional security and well-being of students first.

According to this study, Foundation Phase teachers' pedagogical decisions are directly influenced by their dispositions, which include trust, respect, empathy, critical thinking, and optimism. Teachers' interactions with students and classroom decisions are influenced by these dispositions. The effectiveness of their teaching strategies is impacted by the safe, encouraging, and dynamic learning environments that are created by teachers who possess high emotional intelligence and a dedication to inclusivity. There is a clear reciprocal relationship between teacher dispositions and pedagogical choices, as teachers' expectations and strategies are guided by their beliefs about the potential of all their students.

According to the Invitational Framework (Oldacre, 2012), the four teachers in this study (Teachers A, R, N, and G) demonstrated invitational dispositions like care, intentionality, trust, respect, and optimism. These attitudes were fundamental to their teaching methods and showed in their interactions with students. For instance, Teacher R used ability-based groupings and modified assignments according to reading levels, while Teacher A used differentiated instruction to address both advanced and struggling students. Teacher G created predictable classroom routines to encourage a growth mindset, while Teacher N focused on restorative practices to create a safe and structured environment. By attending to the various needs of students, promoting teamwork, and establishing a safe, positive learning environment, these teaching strategies promote inclusivity.

The results validate the strong correlation between pedagogical decisions and teacher dispositions. Strategies that promote a positive and inclusive learning environment are often prioritised by teachers who exhibit emotional intelligence, empathy, and respect for the emotional needs of their students. Teachers' attitudes towards diversity and the welfare of their students have a direct impact on the strategies they develop and use in the classroom. For example, Teacher G's strengths-based approach promoted students' personal development, while Teachers A and N's emphasis on fostering emotional security influenced their individualised learning strategies. Each student felt appreciated and empowered thanks to these teachers' belief in each student's potential, their dedication to differentiation, and their commitment to teamwork.

In summary, Foundation Phase teachers' pedagogical decisions are heavily influenced by their dispositions. Teachers' professional, ethical, and emotional attributes impact their interactions with students and the principles they choose to support inclusivity and student achievement. This study highlights how pedagogical practices and teacher dispositions are intertwined in creating a welcoming and encouraging learning environment for all students.

6.7. EXPANDING THE INVITATIONAL DISPOSITIONAL FRAMEWORK TO INCLUDE CRITICAL THINKING DISPOSITION

According to Oldacre's (2012, p. 121) research, examining the dispositional skills of recently certified Foundation Phase teachers could be another field of study. This served as the motivation for my research, which looked at their dispositions and found that Oldacre's Invitational Dispositional Framework for Foundation Phase Teachers needed to incorporate critical thinking disposition (CTD).

A teacher with a strong critical thinking disposition (CTD) is willing to take on complex tasks, think critically, and flexibly adjust their pedagogical strategies; they know when to give up on ineffective methods and are cognisant of the realities of working with others (Halpern, 1998). CTD is essentially intelligence in action (Richhart, 2004), characterised by a habitual drive to engage with problems and make decisions through thoughtful reasoning (Facione et al., 1995).

Teachers should develop CTD as a major component of their professional development, according to the study's findings, which are depicted in Figure 4.2.4. Gaining CTD empowers Foundation Phase educators to exercise metacognition and make deliberate choices, enabling them to evaluate and modify their pedagogical approaches to enhance student outcomes. According to Ritchhart (2004), a CTD entails being methodical, proactive, and anticipatory. This helps teachers to better support diverse students by anticipating obstacles and reflecting on their methods.

The South African Department of Basic Education (2011) included critical thinking skills in the National Curriculum Statement for Grades R–12, which is consistent with this emphasis on critical thinking. Critical thinking is a necessary teaching disposition, according to the Foundation Phase participant teachers in my study. As a result, I suggest adding CTD to Oldacre's Invitational Dispositional Framework. This addition would highlight critical thinking's essential elements of challenging presumptions, analysing issues, and encouraging greater comprehension.

Important dispositions like care, intentionality, trust, respect, and optimism are already included in Oldacre's (2012) framework. These dispositions influence how teachers interact with their students and the classroom. The traits of a CTD are closely aligned with these dispositions, which encourage reflective, thoughtful, and adaptable teaching practices. According to Facione et al. (1997), CTD improves teachers' capacity for reflective practice by motivating them to make deliberate choices in challenging circumstances. According to Claxton (2007), a disposition

encompasses both the aptitude and the propensity to employ that aptitude. In addition to having the ability to challenge presumptions and analyse issues, teachers with a CTD are also more likely to do so in their teaching practice.

Teachers involved in my research showed a tendency for critical thinking by challenging their own teaching strategies and presumptions. This is consistent with the concept of critical mindfulness, in which educators consider the pedagogical tools and strategies they have chosen (Nagata, 2006). Teachers can question accepted conventions and promote more inclusive practices with this kind of approach. This could entail evaluating a student's difficulties with a task in the classroom and determining whether modifications, like interventions or accommodations, are required (Levine, 2002).

Connecting CTD to Oldacre's (2012) framework enhances the space for educators to challenge presumptions and consider novel concepts. Careful, respectful, and positive minded teachers foster inclusive, safe environments where students can interact critically with the material. Oldacre's framework (2012, p. 121), which emphasises the belief in students' potential, motivates educators to offer chances for critical thinking and deeper engagement.

Finally, by introducing a Critical Thinking Disposition to Oldacre's (2012, p. 121) Invitational Dispositional Framework for Foundation Phase Teachers, the addition was aligned with the framework's concern for engagement in learning, openness and reflection, as well as contributing to the development of a teaching environment that encourages critical thinking. Critical thinking teachers create a conducive atmosphere for investigation, discussion and thoughtfulness. This approach places students in the position of having to think critically so that they can engage with discussions and interact with the material in a deep and valuable sense.

The Invitational Dispositional Framework's (2012, p. 121), incorporation of the Critical Thinking Disposition recognises the interdependence of affective and cognitive components in instruction. While critical thinking itself leads to more thoughtful and purposeful teaching methods, each of the original dispositions like Caring, Acting Intentionally, Trust, Respect, and Optimism, supports and fosters the growth of critical thinking. The framework is a tool for comprehending how dispositions affect student outcomes, the learning environment, and pedagogical decisions. Teachers can establish more dynamic, inclusive, and considerate learning environments that enable every student to thrive by fostering these dispositions. Figure 6.7 illustrates this.

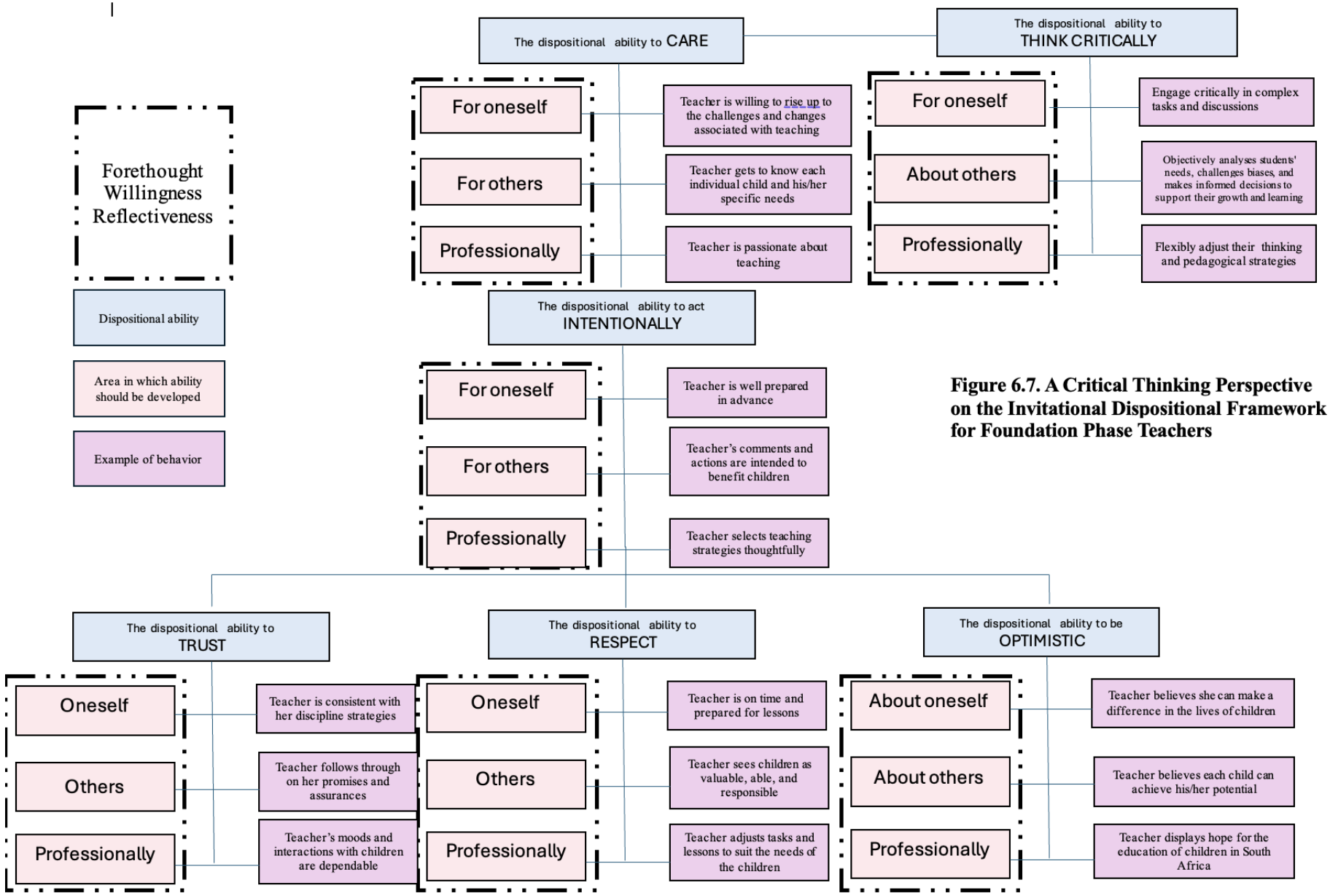


Figure 6.7. A Critical Thinking Perspective on the Invitational Dispositional Framework for Foundation Phase Teachers

6.8. LIMITATIONS

There are a number of limitations to take into account, even though this study provides insightful information about the necessity of including critical thinking disposition (CTD) in the Invitational Dispositional Framework (2012, p. 121), for Foundation Phase Teachers. First, only a subset of Foundation Phase teachers were included in the sample, which might not accurately reflect the entire teacher population in various educational settings. Furthermore, the study's primary focus was on the teachers' self-reported dispositions, which may have been impacted by their own pedagogical practices or subjective biases. Additionally, the research's scope was restricted to a single geographic area, which limited the findings' applicability to other settings or educational frameworks. Furthermore, neither the long-term effects of cultivating CTD on student outcomes nor the potential long-term effects of integrating this disposition on teacher development were investigated in this study. By using longitudinal methods, a larger, more varied sample, and an investigation into the direct relationship between CTD and student achievement, future studies could fill in these gaps.

It is important to remember that this study was carried out in an independent school environment, which may have an impact on the findings' generalisability in addition to the previously mentioned limitations. Compared to public schools, independent schools frequently have more resources, smaller class sizes, and more creative control over their curriculum, which may lead to different teaching styles and attitudes from their staff. Additionally, teachers in independent schools might have greater access to professional development opportunities, which might affect their capacity and willingness to use reflective and critical thinking techniques. The results of the study may therefore not accurately reflect the experiences or difficulties faced by educators in public or underfunded schools, where elements like bigger class sizes, scarcer resources, and disparate educational expectations may have an impact on their capacity to cultivate or exhibit a disposition for critical thinking. As a result, even though the study offers insightful information about how CTD develops in Foundation Phase teachers, more research in various school settings is required to fully comprehend how these dispositions appear in their teachers.

6.9. PERSONAL REFLECTION ON FUTURE RESEARCH

This study establishes the foundation for a long-term study of the Critical Thinking Perspective on the Invitational Dispositional Framework for Foundation Phase Teachers at the PhD level. Over

the next four to five years, I will have the exceptional opportunity to apply and expand this framework with a cohort of pre-service teachers through my participation in the Thandulwazi Teacher Development Program. This longer period of time enables a more thorough investigation of the formation of the Critical Thinking Perspective and its long-term effects on instructional strategies and student results.

Through this study, I will monitor how teachers' dispositions change over time, evaluate how professional development affects their dispositions and methods of instruction, and carry out focused interventions to see how they affect the development of a critical thinking perspective on the Invitational Dispositional Framework for Foundation Phase Teachers. In addition to advancing future research, this strategy will offer real-time data that can help my cohort's teachers advance their careers. The study will provide insightful information about the practical application of the Critical Thinking Perspective on the Invitational Dispositional Framework for Foundation Phase Teachers in an ongoing teacher development program. Additionally, Oldacre (2012) suggests looking into the dispositional skills of recently certified Foundation Phase teachers, which aligns with my long-term research objectives. To gather detailed information about their dispositions, I plan to carry out a study utilising an ethnographic or narrative design. This will provide more information about how teachers' critical thinking and invitational dispositions develop as they start their careers.

The research is further enhanced by my partnership with the UNISA B.Ed. program through the Thandulwazi Teacher Development Program. I will be able to combine my doctoral studies with theoretical and practical material that will be shared with aspiring teachers thanks to this program. Comparing the growth of critical thinking and invitational dispositions at different phases of professional training will be possible when working with a fresh group of teachers. I can improve the teacher education process and assist aspiring teachers in forming critical thinking and invitational dispositions early in their careers by integrating the results of my research into the B.Ed. course content.

To ascertain how the teachers dispositions change over time and how these dispositions impact their teaching practices, they would be observed and evaluated at Thandulwazi and through the Monitoring and Evaluation process. By offering an extra layer of information and real-world application within the framework of a teacher development program, this would directly support my doctoral research. Data from UNISA students enrolled in the B.Ed. program independently and those enrolled in the Thandulwazi Program can then be compared.

6.10. RECOMMENDATIONS

Recommendations for future research are that it should focus on a greater and more diverse number of Foundation Phase teachers across a diverse range of educational settings in order to extend research into teacher dispositions. This would enhance the generalisability of the findings and enhance our understanding of how context mediates teacher dispositions.

School leadership and management can integrate dispositional development into staff development programmes by establishing professional learning programmes that foster self-knowledge, critical thinking, reflective practice and the learning of positive teacher dispositions.

The expanded Invitational Dispositional Framework should be used in practice as a reflective and developmental tool to help teachers assess and improve their professional dispositions, ideally in collaborative, encouraging settings.

Programs for Initial Teacher Education (ITE) are recommended to ensure that pre-service teachers interact with the affective and relational aspects of teaching through explicit instruction, reflection, and critical discussion, it is advised that Initial Teacher Education (ITE) programs place a greater emphasis on teacher dispositions.

Schools should encourage disposition-centered communities of practice so that teachers can jointly examine, exchange, and improve their comprehension and application of professional dispositions in everyday teaching situations.

By using tools like reflective journals, peer mentoring, and structured dialogue, it is advised that opportunities for critical self-reflection on dispositions be established and maintained. This will enable the teachers to critically assess how well their beliefs, behaviours, and educational goals align to Inclusive education practices.

It is advised that dispositional reflection be incorporated into professional development and teacher appraisal procedures as a formative tool to encourage ongoing development and reflective professionalism rather than as a formal evaluative measure.

6.11. CONCLUSION

In summary, this study examined the important role that teacher dispositions play in the pedagogical decisions made by Foundation Phase teachers in a particular Gauteng school. Teaching practices are significantly shaped by dispositions like emotional intelligence, empathy, critical thinking, trust, respect, and optimism, according to the data analysis from Chapters 4 and 5. The results show that teachers' inclusive pedagogical decisions, such as flexible grouping, differentiated instruction, and restorative practices, were directly influenced by their belief in each student's potential. These principles helped to establish inclusive, emotionally safe, and supportive learning environments where the well-being of the students was given top priority.

The study demonstrated how teachers' personal values and emotional investments were translated into classroom practices that promoted inclusivity and growth, highlighting the reciprocal relationship between teacher dispositions and pedagogical decisions. According to the Invitational Framework (Oldacre, 2012), the Foundation Phase teachers in this study emphasised emotional intelligence and building relationships with students. They also showed strong invitational dispositions. Furthermore, the ability to think critically became a crucial component in directing instructional strategies, encouraging teachers to encourage students to think more critically and reflectively, which in turn created a more interesting and intellectually stimulating learning environment. Their teaching methods relied heavily on these dispositions, which helped them design dynamic, safe, and respectful learning environments.

The study also showed that the teachers' pedagogical choices were directly impacted by their dedication to inclusivity and the well-being of their students. These teachers were able to ensure that every student felt appreciated and empowered by giving special attention to strategies that catered to their unique learning needs and encouraged teamwork. Additionally, critical thinking dispositions prompted the teachers to actively involve all their students in critical reflection and problem-solving, fostering an environment in the classroom that promoted in-depth learning and autonomous thought. All things considered, this study emphasises how crucial teacher dispositions such as critical thinking are in forming successful teaching strategies and how important it is to foster these dispositions in order to establish welcoming and encouraging learning environments. With implications for teacher development and the larger educational landscape, the study's findings advance our understanding of how teacher dispositions impact instructional strategies.

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APPENDIX A – OBSERVATION SCHEDULE

Themes and categories	Notes, comments and observations from each observation		
Category 1			
The first assumption of the IPAA is that teachers must believe in the concept of transformability which refers to the belief that a child's capacity to learn is not static nor pre-determined but can be transformed by the actions undertaken by the teacher in developing teaching and learning.			
	Observation 1	Observation 2	Observation 3
The teacher uses students' differing strengths and areas of need to further their development.			
The teacher takes responsibility for promoting students' growth and development			
The Invitational Dispositional Ability to CARE			
Teacher is willing to rise to the challenges and changes associated with teaching			
Teacher gets to know each individual child and his/her specific needs			
Teacher is passionate about teaching.			
Category 2			
The second assumption of the IPAA refers to fostering teachers' beliefs in their ability to teach students with Special Educational Needs. It is the view that difficulties in learning are not within the learner but are problems for the teacher to solve. In this context, teachers must be prepared to commit to supporting the learning of all students in their class.			
Professional Development: Continuously seek professional development opportunities to enhance knowledge and skills in inclusive pedagogy. Stay updated on best practices and research in the field of inclusive education.			
The teacher persists in helping each learner reach their full potential			
The teacher is committed to engaging students in purposeful learning by providing opportunities for students to engage cooperatively and on an independent level			
The dispositional ability to act INTENTIONALLY			
Teacher is well prepared in advance			
Teacher's comments and actions are intended to benefit children			
Teacher selects teaching strategies thoughtfully			
Category 3			

The third assumption relates to teachers being willing to work with others which aligns with the literature that deems teacher collaboration as central to implementing inclusive education.			
The teacher values flexibility in her lesson preparation and adapts instruction and lessons to learner responses, ideas and needs.			
The teacher is a thoughtful and responsive listener and observer.			
The teacher keeps abreast of new ideas and educational developments in the field.			
The dispositional ability to TRUST			
Teacher is consistent with her discipline strategies.			
Teacher follows through with her promises and assurances.			
Teacher's moods and interactions with children are dependable.			
The teacher shows a deepening understanding of their own frame of references, potential biases, impact and expectations for relationships with all students.			
The teacher seeks to foster respectful communication amongst all members of the school environment.			
The teacher is committed to working with students, colleagues and families to establish a positive, supportive and inviting learning space.			
The dispositional ability to RESPECT			
Teacher is on time and prepared for lessons.			
Teacher sees children as valuable, able and responsible.			
Teacher adjusts tasks and lessons to suit the needs of the children and changing circumstances			
Teacher Collaboration:			

Collaborate with special education teachers, support staff, and experts to develop and implement inclusive strategies. Sharing insights and resources can enhance the learning experience for all students.			
The teacher takes preprofessional responsibility by making use of long- and short-term planning as a means of assuring learning			
The dispositional ability to be OPTIMISTIC			
Teacher believes she can make a difference in the lives of children			
Teacher believes each child can achieve his potential			
Teacher displays hope for the education of children in South Africa			
The teacher embraces the challenge of continuous improvement and change			
The teacher takes the initiative to grow and develop with colleagues through interactions that enhance best practice to contribute and advance the profession			
Inclusive pedagogical strategies that the teacher could be using in the classroom:			
Scaffolding (Provide structured support that gradually decreases as students become more independent. Scaffolding helps students develop skills and confidence at their own pace.)			
Differentiated instruction (Teachers adapt their teaching methods, content, and assessments to meet the individual needs of students. This may involve varying the level of difficulty, offering different assignments, or providing additional support for struggling students.)			
Collaborative learning (Encouraging students to work together in groups or pairs fosters peer support and can be especially effective for students with diverse learning needs. Collaboration allows students to learn from each other and build social skills.)			
Culturally responsive teaching (Recognize and respect the diverse cultural backgrounds and experiences of your students. Incorporate diverse perspectives and materials into the curriculum to create a more inclusive classroom culture.)			

Individual Support Plans (Accommodations and modifications outlined in students' ISPs. These legal documents ensure that students with disabilities receive the support they need to succeed.)			
Clear communication (Ensure that instructions and expectations are communicated clearly. Use plain language, visual aids, and cues to help students understand tasks and assignments.)			
Teaching aids/ adaptive technology (Incorporate assistive technologies and tools that support students with disabilities or diverse learning needs.)			
Universal Design for learning (Flexible learning materials, assessments, and activities that cater to diverse learning styles and abilities.)			
Positive Classroom Environment (Foster a classroom culture of respect, acceptance, and inclusion. Address and prevent bullying and discrimination and celebrate diversity.)			
Regular Feedback and Self-Assessment (Offer timely and constructive feedback to students. Encourage self-assessment and reflection so that students become active participants in their own learning.)			
Inclusive Materials (Select and create instructional materials that are accessible to all students. This may include providing texts in various formats (e.g., digital, audio), using larger fonts or visuals, or ensuring materials are culturally relevant and free from bias.)			
Flexible Assessment (Employ a variety of assessment methods that allow students to demonstrate their understanding in different ways. This can include oral presentations, projects, group discussions, and formative assessments that provide ongoing feedback.)			
Other			

APPENDIX B – SEMI STRUCTURED INTERVIEW SCHEDULE

SEMI-STRUCTURED ONE-ON-ONE INTERVIEW GUIDE

1. What is your understanding of the term inclusive education?

2. What is your understanding of the term inclusive pedagogy?

3. What kinds of pedagogical choices do you make and why?

4. What is your understanding of disposition?

    i) Can you describe an instance where you believe your attitude positively influenced the learning atmosphere in your classroom?

5. What kinds of dispositional qualities do you think you have?

    i) What values do you believe are essential in creating a positive and inviting learning environment?

    ii) What core beliefs do you hold about the potential of each student to succeed in your classroom?

6. How important do you think it is to hold high expectations of your students?

7. Do you think it's important? Why or why not?

8. Do you think it's important to plan for students who you think might need extra support?

APPENDIX C – OPEN-ENDED QUESTIONNAIRE

1. Please tick any of the depositions that you think Foundation Phase teachers should have for effective teaching. Tick as many or few as you deem relevant.
   - ◊ Reliability
   - ◊ Trust
   - ◊ Care
   - ◊ Friendliness
   - ◊ Optimism
   - ◊ Intentionality
   - ◊ Respect
   - ◊ Kindness
   - ◊ Other? _____

2. Which dispositions below do think are characteristic of you as a Foundation Phase teacher? Tick as many or as few as you deem relevant.
   - ◊ Reliability
   - ◊ Trust
   - ◊ Care
   - ◊ Friendliness
   - ◊ Optimism
   - ◊ Intentionality
   - ◊ Respect
   - ◊ Kindness
   - ◊ Other? _____

3. How important do you think dispositions are in inclusive teaching and why?

4. In what ways do you consider yourself an inclusive Foundation Phase teacher?

5. What are some of the pedagogical strategies you use in your classroom regularly? Please tick any of these strategies that you have used this term.
   - ◊ Scaffolding
   - ◊ Cooperative learning
   - ◊ Differentiation
   - ◊ Other? _____

APPENDIX D – ETHICAL CLEARANCE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Ebrahim

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H24/02/03**
PROJECT TITLE	Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School
INVESTIGATOR(S)	Ms S Ebrahim
SCHOOL/DEPARTMENT	Wits School of Education/
DATE CONSIDERED	16 February 2024
DECISION OF THE COMMITTEE	Approved Risk Level: Minimal
EXPIRY DATE	27 March 2027

DATE 28 March 2024 **CHAIRPERSON** _____
(Professor J Watermeyer)

cc: Supervisor : Dr T Bekker

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **A SIGNED COPY** returned to the Secretary electronically. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. **I/we agree to completion of a regular progress report. For Minimal and Low Risk studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.**

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX E – PARENT CONSENT FORM

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | WSoE Wits School of Education

Consent Form- Parents/ Guardians

Title of project: Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Researcher: Saadia Ebrahim (Protocol Number: H24/02/03) Declaration by participant:

I, _____agree for my child to participate in this research project.

I agree to the following:
(Please circle the relevant options below)

I agree that I have read the participant information sheet and consent form, or it was read to me, and it is written in a language in which I am fluent and with which I am comfortable.	Yes	No
I agree that the research study was explained to me and I understand what this study is about.	Yes	No
I agree that I have had a chance to ask questions, and I am satisfied that all my questions have been answered.	Yes	No
I agree that the inclusion of my child in this project is voluntary and she has not been pressured to take part.	Yes	No
I understand that I am able to withdraw my child from this study at any point during the research.	Yes	No

Signed at (*place*) ……. on (*date*)…… 2024.

……

Signature of Parent/ Guardian

Parent/Guardian name: _____ Learner name: _____

Learner grade: ___
School: Kingsmead College Junior School
Province: Gauteng, Rosebank

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | WSoE Wits School of Education

Kingsmead College
132 Oxford Road
Rosebank
Johannesburg
2121
28 February 2024

Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Dear Parent/Guardian,

My name is Saadia Ebrahim, I am a Masters student in the School of Education at the University of the Witwatersrand, Johannesburg. As part of the requirements for my degree, I am required to submit a research report on a particular topic, under the supervision of Dr Tanya Bekker. My research study – titled "Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School"– is aimed at understanding teacher disposition and how this influences the pedagogical choices they make within their classrooms.

I am inviting you to allow your child to participate in this study by accessing the teachers teaching in formal observations during your child's lessons. I will not be talking to, or interacting with your child, I will sit at the back of the classroom and take observational field notes. This will in no way impact your child. I will also be seeking assent from your child, whereby they have the opportunity to decide if they want to participate in the study or not.

With your permission, I would like to collect the data from observations during the lessons. This will be done in the form of field notes, however specific observations of your child will not be recorded in my field notes as your child is not the focus, the teacher is. All hard copies of the field notes will be scanned and will at all times be kept on an external hard drive with a password protected. On completion of the project the data collected will be stored for 5 years for future secondary analysis in a digital form on a password protected computer with all identifying features removed.

If you decide to allow your child to participate in the research project, it should be because you want to volunteer them. They do not have to take part. They can stop being in the project at any time. They will not get any direct benefits if you choose to join the research project. They will not lose any services, benefits or rights you would normally have if you decide not to join. Taking part in the research project will not cost you or them anything. Neither you nor them will not be paid for being in this research project.

If you decide to not volunteer your child for this study, they will not be in any way inconvenienced or removed from the classroom. As the focus of this study is on the teacher, either way your child will not be specifically observed and recorded through field notes.

The risks for this research project are no more than what happens in everyday life, thus causing no harm to your child.

If you have any questions during or afterwards about this research project, feel free to contact me or my supervisor on the details listed below. If you have any concerns or complaints regarding the ethical procedures of this project, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely,

Researcher:
Saadia Ebrahim
Protocol Number: H24/02/03
0510732D@students.wits.ac.za
076 556 6199

Supervisor:
Dr Tanya Bekker
Tanya. Bekker@wits.ac.za
011 717 3403

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Johannesburg
2121
18 March 2024

Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Participant Information Sheet and assent for students.

Dear learner,

I hope you are doing well. I am writing to ask if you would like to help me with my research project. My name is Saadia Ebrahim, and I am a student at the University of the Witwatersrand, Johannesburg. I am studying how teachers teach in classrooms to make sure everyone feels included and can learn together.

Your teacher has kindly agreed to let me watch her teach three lessons. I want to learn more about how teachers like yours make their classrooms a great place for everyone to learn.

Your teacher has said it is okay for me to ask if you would like to help. You don't have to if you don't want to. It's your choice, and it's really important that you feel comfortable.

Here is some information about what might happen if you decide to help:

- I will come into your classroom and watch your teacher teach three lessons.
- I will sit at the back of the classroom and listen to what your teacher says and what you and your friends say too.
- You don't have to talk to me if you don't want to, but if you have any questions or want to say something, you can.
- If you start to feel uncomfortable or want me to leave, just let me know.
- If you want to help me with my project, that would be great! But if you don't want to, that's okay too. Your teacher will still be your teacher, and I won't be upset.
- If you decide you want to help, please sign your name below. If you don't want to help, you don't have to do anything.

Student consent:

Please circle the relevant options below.

I want to help with the research project:

Yes	No
	

I am happy for Saadia Ebrahim to sit in my classroom and watch my teacher teach us:

Yes	No
	

Child's name: _____

Date: _____

Researcher:
Saadia Ebrahim
0510732D@students.wits.ac.za
0765566199

Supervisor:
Dr Tanya Bekker
Tanya.Bekker@wits.ac.za
+27 717 3403

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG | WSoE Wits School of Education

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Johannesburg
2121
28 February 2024

Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Participant Information Sheet for Interviews and Observations

Dear Sir / Madam,

My name is Saadia Ebrahim, I am a Masters3 student at the School of Education at the University of the Witwatersrand, Johannesburg. As part of the requirements for my degree, I am required to submit a research report on a particular topic, under the supervision of Dr Tanya Bekker. My research study – titled "Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School"– is aimed at understanding teacher disposition and how this influences the pedagogical choices they make within their classrooms.

I am inviting you to take part in a semi – structured interview and classroom observations. I intend to do three classroom observations for each participating teacher. A detailed, semi-structured individual interview with each of the participant teachers will be conducted after the three observations have been completed in total to gain an in-depth view into the teacher's knowledge and perspective of inclusive pedagogy and dispositions. Each observation will be for forty-five minutes long and will be done at the same time every week in your classroom. The observations and interviews will take place in your classroom on the school premises. The interview will take place at time that is convenient for you.

With your permission, I would like to audio record the semi – structured interview. This data will be stored in a safe place and will only be accessed by myself and my supervisor deleted after five years.

The interview, results from questionnaire and classroom observation will all be confidential and anonymous. When I share the results of the research study, I will not include your name or anything else that could identify you.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study.

The risks for this research study are no more than what happens in everyday life thus causing no harm to your professional career or reputation at the school.

This research study will be written up as a research report. If you would like to receive a summary of this report, I will be happy to send it to you.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Saadia Ebrahim

Researcher:
Saadia Ebrahim
0510732D@students.wits.ac.za
0765566199

Supervisor:
Dr Tanya Bekker
Tanya.Bekker@wits.ac.za
+27 717 3403

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Rosebank
Johannesburg
2121
28 February 2024

Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Participant Information Sheet for Online Questionnaire,

Dear Sir / Madam

My name is Saadia Ebrahim I am a Masters student in Education at the University of the Witwatersrand, Johannesburg. My supervisor is Dr Tanya Bekker. I am conducting a research study about Invitational Teacher Disposition in the Foundation Phase. The study title is Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School.

I am inviting you to take part in an online questionnaire. If you decide to take part, your participation in this research study will last about 15 minutes. I will create an online questionnaire on Google Forms and will distribute it to you via a link in an email. The questionnaire will take place online at a time that is convenient for you.

Your participation will be confidential and anonymous. Please note that participation implies consent and that no further evidence of consent is necessary. When I share the results of the research study, I will not include your name or anything else that could identify you.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits or rights you would normally have if you decide not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study.

The risks for this research study are no more than what happens in everyday life.

This research study will be written up as a research report. If you have any questions during or afterwards about this research study, feel free to contact me on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Saadia Ebrahim

Researcher:
Saadia Ebrahim
0510732D@students.wits.ac.za
0765566199

Supervisor:
Dr Tanya Bekker
Tanya.Bekker@wits.ac.za
+27 717 3403

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | WSoE Wits School of Education

Consent Form for participants: Classroom Observations and Interview

Title of project: Invitational Disposition as a Feature of Foundation Phase Teachers' Inclusive Pedagogy in one selected Independent Gauteng School

Researcher: Saadia Ebrahim (Protocol Number: H24/02/03)

Declaration by participant:

I, ..., agree to participate in this research project.

I agree to the following:

(Please circle the relevant options below)

I agree that I have read the participant information sheet and consent form, or it was read to me, and it is written in a language in which I am fluent and with which I am comfortable.	Yes	No
I agree that the research study was explained to me and I understand what this study is about.	Yes	No
I agree that I have had a chance to ask questions, and I am satisfied that all my questions have been answered.	Yes	No
I agree that the inclusion of myself as a participant in this study is voluntary and I have not been pressured to take part.	Yes	No
I understand that I am able to withdraw from this study at any point during the research.	Yes	No
I give consent to the researcher, Saadia Ebrahim to do classroom observations in my classroom whilst I teach and interact with my students.	Yes	No
I agree to be interviewed.	Yes	No
I agree that the interview may be audio recorded.	Yes	No
I agree that direct quotations from my interview may be used by the researcher in their research report.	Yes	No
I agree that my participation will remain anonymous (my name or other identifying data will not be used by the researcher in their research report.	Yes	NO

Signed at (*place*) ..... on (*date*)..... 2024.

..... (signature)
..... (name of participant)
..... (date)

..... (signature)

Saadia Ebrahim (name of researcher/person seeking consent)
..... (date)

School: Kingsmead College Junior School
Province: Gauteng, Rosebank