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Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district, Limpopo province)

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Investigating Inclusive Pedagogy in Foundation Phase rural ordinary classrooms in Malamulele (Vhembe District, Limpopo Province)

by

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SUBMITTED IN PARTIAL FULFILMENT OF THE DEGREE OF MASTER OF EDUCATION BY RESEARCH REPORT

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ABSTRACT

It is a well established case that teachers' use of pedagogical practices have diverse impact on the learner participation, access and achievement. The purpose of the study was to investigate inclusive pedagogical practices employed by four foundation phase teachers in teaching Xitsonga Home Language and teaching Mathematics in Xitsonga. This study therefore reports on the teachers' use of Inclusive pedagogical practices through direct observations and individual interviews.

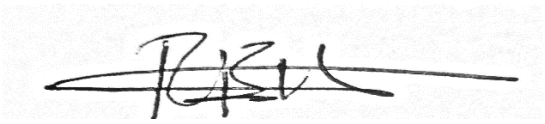
While there are numerous studies that have explored the use of inclusive pedagogy from an urban context, this study focused on investigating the extent to which inclusive pedagogy is evident in foundation phase rural ordinary classrooms, grade one to three. Vygotsky's theory of social constructivism formed the basis of the theoretical framework that underpins pedagogy. I argue that the social constructivist model holds the promise of inclusive pedagogy from which follows inclusive classroom practices.

The study used the framework for participation in classrooms created by Florian (2014) to provide an analytical approach to examine inclusive pedagogical practices where I specifically used the four elements and questions which Florian and Black-Hawkins (2011) proposed as relevant in order to identify and understand employed inclusive pedagogy by teachers in ordinary classrooms. The findings are that, out of the ten inclusive pedagogical practices identified by the literature, seven of them were found to be employed by four foundation phase teachers in rural ordinary classrooms.

Key words: Access, Achievement, Inclusive education, Inclusive pedagogy, Foundation Phase, Ordinary classrooms, Participation, Rural

DECLARATION

I Rachel Basani Mabasa-Manganyi hereby declare that the work contained in this research report is my own unaided work. It has been submitted exclusively to the Wits School of Education at the University of the Witwatersrand, Johannesburg, for the degree of Master of Education by Research Report. It has not been submitted for any other degree or examination at any other university.



_____

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Signed on this 15th day of October in the year 2018

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DEDICATION

This dissertation is dedicated to all Foundation Phase teachers in Malamulele (Vhembe) and Limpopo Province and all learners in Foundation phase classrooms. This is for you Limpopo.

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LIST OF ABBREVIATIONS

B Ed	Bachelor of Education
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
DBE	Department of Basic Education
EFA	Education for All
FP	Foundation Phase
IDEIA	Individuals with Disabilities Education Improvement Act
IPAA	Inclusive Pedagogical Approach in Action
LDoE	Limpopo Department of Education
NECT	National Education Collaboration Trust
QP	Qualified to progress
SIAS	Screening, Identification, assessment and Support
UNESCO	United Nation Educational, Scientific and Cultural Organisation
WP6	White Paper 6
ZPD	Zone of Proximal Development

Chapter one: Introduction

1. Background to the study

"The starting point of Inclusive practices is in the realisation that there are no two learners who are alike" (Vayrynen, 2003, p.9).

The above quote highlights that at the centre of inclusive education, all learners differences should be acknowledged by teachers by means of employing various inclusive pedagogical practices. The White Paper 6 (DBE 2001, p.18) indicates that teachers are required "to improve their skills and knowledge and also develop new ones" in order to manage a diversity of learners in the classroom among whom are learners with special education needs. According to Mastropieri and Scruggs (2004) an inclusive classroom refers to the environment where all learners' regardless of their abilities and differences are taught together.

Since the dawn of democracy, South Africa has put in place numerous policy documents on inclusive education such as the National Strategy on Screening, Identification, Assessment and Support [SIAS] (DBE, 2008), Guidelines for Full-Service schools DBE (2009) and Guidelines for Inclusive Teaching and Learning (DBE, 2010). These policies mentioned above were aimed at empowering teachers and all stakeholders in education to serve as a guideline in order to minimise exclusion of learners on the basis of their differences. It is the case that inclusive education, as mandated by White Paper 6 (DBE, 2001), provides for a framework for equal educational opportunities for all learners.

Despite the efforts made by the South African government to provide free basic education for all learners, there is still a challenge of learner retention and drop out from schools that remains a problem for the Department of Basic Education (DBE). In 2009, 9% of learners enrolled in schools were repeating the same grade; this indicated that South Africa's level of repetition was high (DBE, 2011). There is a problem of learner retention in Foundation phase which is more pronounced after grade 9. It increases sharply from grades 10-12. However, the extent of the problem is linked to the Foundation phase where formal education begins (DBE, 2011). The report on the drop out and learner retention strategy to the portfolio committee on education

for primary schools of 2007, shows that "South Africa's average level of repetition in primary schools at 7% was higher than the average level for developing countries at 5%, and of developed countries at less than 1%" (DBE ,2O11, p. 4). Limpopo Province that is the context of this study, mirrors a high level of learner retention and school dropout.

Based on that, the Limpopo Department of Education (LDoE) has acknowledged in its journey of improving learning outcomes in both primary and secondary, it has not done well on Annual National Assessment(ANA) in 2013 and 2014 respectively (LDoE,2015). This poor performance is as a result of many challenging factors that the province was faced with. In 2015 schools in Malamulele where the study was being conducted could not reopen in the academic year because of violent protest in the area. In 2016 history couldn't wait longer to repeat itself, instead schools in Vuwani area, in Vhembe district were shut down because of violent protest where some schools were burnt down. "We were saddened to witness teaching and learning in 73 of our primary and secondary schools in Vhembe district, brought to a halt as a result of Vuwani protest" (Kgetjepe, 2016). These are the words expressed by the MEC for education in Limpopo at the announcement of 2016 Limpopo Matric Examination results in which the performance translates to 62,5% provincial pass rate and depicts a 3,4% decline. Limpopo province ranks low in country wide results together with Eastern Cape. However, there is a quantitative and qualitative developed plan to improve results from 2015/16-2019/ and beyond.

I've been looking into the Limpopo textbook issue, and it seems to be something that we should get involved in…there is a lot of finger pointing but in the meantime, nothing is being done to address the lack of textbooks and other things (Verlava,2013, p.2).

It is not surprising that the LDoE arrived at this juncture. There is a long history that is attached to it. In January 2012, the public interest organisation Section 27 initiated an investigation into the non-delivery of textbooks at schools in the Limpopo province. The LDoE had not ordered textbooks for the academic year of 2012. They blame the fact that they have been placed under administration in December 2011 and that the National department of education should have taken over the responsibility of ordering textbooks. The LDoE was charged with

maladministration and the delivery of textbooks was one of the major issues because it halted the process of teaching and learning in the entire province.

Further, Basic Education Minister Angie Motshekga reflected insensitivity on the plight of the poor learners in Limpopo province. She denied to take responsibility for the issue as she was infamously quoted as denying that there is a crisis in LDoE and education country wide (Verlava,2013). What is important to note however is that, the non-delivery of textbooks in the Limpopo province schools happened when the CAPS curriculum was introduced to grades R,1,2,3 and 10 in 2012. Learners in these grades were the most affected by non-delivery. Thus, the fact that textbooks were not ordered for learners in Limpopo for 2012 was detrimental to Foundation phase learning. The Foundation phase is increasingly known as a critical phase in a learner's education, especially in establishing the building blocks for numeracy and literacy that are foundations for effective future learning (Verlava, 2013, p.12).

Increasingly, poor teaching and learning conditions is linked to poor academic performance. According to the Southern and Eastern African Consortium for Monitoring Educational Quality (SAQMEC), South Africa performs worse than Swaziland, Botswana and Lesotho in terms of educational outcomes in Literacy and Numeracy, in considering the impact of textbooks availability in schools. Based on this, Spaull (cited in Verlava, 2013, p.5), contends that "learners with their own textbooks performs significantly better than learners who have to share their textbooks with more than one learner". According to Verlava (2013) textbooks are regarded as essential classroom resource on the basis that effective teaching and learning cannot take place without them.

Despite the quantitative and qualitative developed plan to improve results in 2015/16-2019 and beyond, the lack of textbooks is not unique to the Limpopo province and it is not unusual for learners elsewhere to go without textbooks. "A symptom of a system" according to Karodia's report (quoted in Verlava, 2013, p.7). In 2017 again, some schools in Limpopo were without stationery when schools opened. The delivery was completed at the end of February and beginning of March when the first term was about to be concluded. The situation which delayed

teaching and learning activities especially in Malamulele schools in the Vhembe district.

Historically, rural schools were and still are affected by the inequalities of the effects of apartheid education policies, since they have larger rates of poverty and experience financial challenges which impact the delivery of quality teaching and learning (Bouck, 2004). In addition, rural schools are characterised by factors that are often attributed to poverty and culturally diverse student population. This fact of being rural directly affects rural schools in the quality of teachers. It seems that the quality of teachers impacts the performance of learners and what their future will look like (Bouck, 2004). The Limpopo Department of Education mitigated this problem of teacher quality by upgrading the Foundation Phase teachers. In part, this was aimed at addressing challenges of inclusive education.

Furthermore, DBE WP6 (2001) has tasked itself with providing educational opportunities in particular for learners who experience or have experienced barriers to learning and are potential school dropouts due to the inability of the education and training system to accommodate their learning needs. Department of Basic Education has called for teachers to use pedagogies that are inclusive and cater for all the learners regardless of their learning abilities. It is in this regard that this study intends to investigate teachers' use of inclusive pedagogies.

This concern emanates from the call for teachers by the DBE (2014), as outlined in the policy on screening, identification, assessment and support (2014), to support learners with disabilities, specifically those from communities in townships, informal settlement and rural areas since they have been previously disadvantaged due to lack of resources and access to services. This policy outlines the role of teachers especially at the Foundation Phase, as well as the support of parents, managers and support staff within the new framework of a completely new vision of how to support all learners who experience barriers to learning (DBE, 2014; SIAS, 2014).

In addition, the purpose of the Policy on Screening, Identification, Assessment and Support (SIAS) is "to provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require

additional support to enhance their participation and inclusion in school" (DBE, 2014, p.1). Its main aim is to improve access and participation to quality education for learners who are at a risk of being excluded as a result of experiencing barriers to learning (SIAS, 2014). This include (a) learners in ordinary schools and special schools who are unable to learn due to barriers of whatever nature, be it family disruption, language issues, poverty, learning difficulties disability, etc., (b) Children of compulsory school-going age and youth who may drop out of school, or have never been enrolled in a school due to their disability or other additional learning needs (SIAS,2014). More importantly, the policy is envisaged to play as key to ensure the transformation of the education system towards an inclusive education system in line with the demand of Education White Paper 6 on Special Needs Education SIAS (2014).

Inclusive pedagogy is defined as an approach to teaching and learning that supports teachers to respond to individual differences among learners but avoids the marginalisation that occurs because some students are treated differently (Florian, 2015). In the South African context, Makoelle (2014) states that inclusive pedagogy is the totality of teaching methods, approaches, forms and principles that enhance learner participation. In order for the DBE to achieve the set goals of inclusive education through White Paper 6 (WP6), demand is placed on teachers to respond to the diverse needs of learners in classrooms.

The DBE states that "classroom educators will be our primary resource for achieving our goal of inclusive education and training system" (DBE, 2001, p.18). The underlying argument is that in any classroom there is a wide range of learners' needs that teachers take into account in their planning, teaching and assessment (Kaufman, Landrum, Mock, Sayeski & Sayeski, 2005). The DBE underlines in the WP6, the implementation of inclusive education at all levels in the system by 2020. The aim is to include all vulnerable learners and to reduce all the barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly potential dropout (DBE, 2001).

It seems that the teachers' use of inclusive pedagogical practices is key since the national curriculum statement declared that inclusivity in terms of accommodating all learners learning needs should become a central part of management, lesson planning and teaching at each school (DBE, 2012). This declaration can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity (DBE, 2012). However, in establishing an education and training system for the 21st Century, teachers carry a special responsibility to implement values that ensure that all learners with and without additional learning needs pursue their learning potential to the fullest (DBE, 2001).

1.2 Problem Statement

In February 2009, the Department of Education in Limpopo Province took a major decision to send a group of Foundation Phase qualified teachers for further training. These teachers enrolled in a four years Bachelor of Education programme at the University of the Witwatersrand (Wits) from 2009-2012 to specialise in Foundation Phase teaching. The purpose of upgrading was to expose in-service teachers to a variety of courses offered at Wits which were part of Foundation Phase BEd.

The aim was to equip in-service teachers with various skills of knowledge needed to teach in Foundation phase especially Home language and Mathematics. These were the major challenges that Limpopo DOE was faced with which was attested to by the poor performance in Home language and Mathematics. It is the case that for both the National Matriculation and Annual National Assessment (ANA) results, Limpopo Province ranks low in South Africa.

Amongst the courses, Inclusive Education was one of them; a course which introduced teachers on the current debates and issues in the field of inclusive education. The bold step by the Limpopo Education Department signalled the department's resolve to improve the quality of teaching and learning in the Foundation Phase at its primary schools Moodley (cited in Walton & Moonsamy, 2015). On completion of their training at Wits, the teachers returned to Limpopo

with many expectations, among them, the challenge of implementing inclusive education in ordinary schools that have learners with learning barriers.

The challenge for the re-trained teachers was whether they would make any difference as compared to urban teachers. Some rural teachers with under resourced classrooms have no confidence of accommodating learners with additional learning needs. But beyond the re-training of teachers, it also important to know and understand events at schools and in the classrooms. I wanted to study: a) What are the teaching strategies and practices in rural ordinary classrooms that promote participation and achievement for all foundation Phase learners? Do rural teachers have a different approach as compared to international or urban teachers? Can they do things differently after having completed their training and having received instructions in the city? and b) I would like to investigate what informs the teachers' understanding and use of the inclusive teaching strategies and practices. This remains a serious concern for various reasons including the fact that the field of inclusive education in rural ordinary classrooms has been a challenge to implement long before the further training of teachers at Wits.

1.3 Research Question

In the light of the above, the following research question will guide the investigation:

1.3.1 Main Research Question

To what extent is inclusive pedagogy evident in Foundation Phase rural ordinary classrooms in Malamulele of Vhembe District in Limpopo Province?

1.3.2 Sub-questions

In order to achieve the aim of this study and address the research problem, the following sub-questions will further guide this study:

a) What are the teaching strategies and practices in rural ordinary classrooms in Malamulele, Limpopo Province that promote participation and achievement for all Foundation Phase learners?

b) In what ways do the identified teaching and learning strategies in (a) above relate to global and local trends and debates around inclusive pedagogy in schools?
c) What informs the teachers' understanding and use of the identified inclusive teaching strategies and practices?

1.4 Aim of the study

In the light of the research question, the aim of this research is to investigate inclusive pedagogical practices that are evident in Foundation Phase rural ordinary classrooms in Malamulele.

1.5 Rationale for the Study

Although much research has been conducted on inclusive education at both local and international levels, little is known about inclusive pedagogical practices in rural ordinary classrooms in Malamulele. Some of the research done in South Africa focused on investigating the support offered by Institutional support teams to Foundation Phase teachers in Johannesburg context (Tebid, 2010). Another study by Zungu (2014) focused on investigating the extent to which inclusive education policies have been implemented in primary schools in Mpumalanga Province. However, there is little research on inclusive pedagogies, and most of it focuses on urban independent schools — for example research done by Akabor (2014).

Nkambule, Balfour, Pillay and Moletsane, (2011) are concerned that there is little research available which focuses on rurality and rural education. From their findings, it shows that there is a lack of interest in in-depth engagement with rurality and rural education research. They further articulated a concern that rurality and rural education as an area of research remains a marginalised area of research among scholars and postgraduate education students. While "it is equally worrying that other rural-based institutions such as Limpopo, Venda and Zululand did not produce any postgraduate research on rurality and rural education during the decade which the study was conducted" (Nkambule et at., 2011, p.347). Hence a gap arises to investigate inclusive pedagogy in rural ordinary schools.

Makoelle (2012) seems to suggest that there are many studies that reflect on international perspectives of inclusive pedagogy in urban places. For example,

research conducted by Spratt and Florian (2013) investigated inclusive pedagogies focused on urban settings. Furthermore, the study by Florian and Black-Hawkins (2011), examined teachers' knowledge and practices of inclusion in Scottish primary schools. Since there is evidently a gap of inclusive studies that investigate inclusive pedagogical practices in rural settings, the study hopes to contribute significantly to the literature on inclusive pedagogies in rural contexts at the Foundation Phase. Although there is a large gap in the literature on inclusive pedagogies practiced by teachers in various contexts, this study does not aim to close the gap in the literature, but to investigate how teachers' knowledge of pedagogical practices maybe used to improve inclusive learning.

The study will contribute to the discourse on ordinary schools; the findings of which will provide data that will inform the development of inclusive pedagogic practices in Foundation Phase classrooms in rural settings. This is based on the fact that teachers play a vital role in determining what happens in classrooms (Forlin, 2004). Therefore, the development of more inclusive classrooms practices requires teachers to provide for different learning needs through the modification or curriculum differentiation.

Furthermore, this study will make contributions to teachers' knowledge of pedagogic practices on inclusive education in South Africa. It is argued that in the training of teachers in some institutions in Australia, "inclusive education has not been a priority in teacher education" (Sharma, 2011, p.11). The lack of prioritising inclusive education in the training of teachers has, it seems, contributed to little data on inclusive pedagogy. In addition, Sharma (2011, p.10) posits that pre-service teachers in Australia exit teacher training programs with "ill prepared head, hands and heart". In the case of South Africa, Walton and Lloyd (2012) confirm that there is little data on teacher education for inclusion practices. Walton (2015) further confirms that the lack of teacher education for inclusive education remains a challenge for academics thus this exists.

1.6 Definition of Concepts

The definitions below contextualise the key terms that will be used in this study.

1.6.1 Inclusive Education

Inclusive education is viewed differently in various countries, depending on context. Internationally, it is increasingly seen more broadly as a reform that supports and welcomes diversity among all leaners (UNESCO, 2001). The Department of Basic Education (2001, p.16) concurs, and defines inclusive education "as a way of accepting and respecting the fact that all learners are different in some way and have learning needs which are equally valued and an ordinary part of our human experience". For the purpose of this study, inclusive education means the ability of the teacher to employ inclusive teaching strategies that accommodate differences.

1.6.2 Pedagogy

In order to understand inclusive pedagogy, it is important to understand pedagogy. Pedagogy can be defined in a variety of ways depending on the context and method. Alexander (2004, p.10) describes pedagogy as "the act of teaching and the body of knowledge, argument and evidence in which it is embedded and by which a particular classroom practices are justified". Norwich and Lewis (2005, p.7) define pedagogy as "the broad cluster of decisions and actions taken in classroom settings that aim to promote school learning". For several decades, South African schools were socialised in the legacy of one type of dominant pedagogy which was teacher centred, but at the dawn of democracy a new curriculum was implemented in 1996 that shifted from being teacher centred to a learner centred pedagogy. In this study, pedagogy refers to a teaching strategy that a foundation phase teacher chooses to use aimed at meeting learners learning needs in a diverse classroom setting.

1.6.3 Inclusive Pedagogy

It seems then that there is no universally accepted definition of inclusive pedagogy, but that its meaning is contextually, philosophically and operationally determined. Florian (2015), states that inclusive pedagogy is an approach to teaching and learning that supports teachers to respond to individual differences between learners, but avoids the marginalisation that occurs when some students are treated differently. Makoelle (2014) refers to inclusive pedagogy as the totality of teaching methods, approaches, forms and principles that enhance learner

participation. Hence teaching inclusively is central in this approach. In this study, inclusive pedagogy refers to teaching strategies that a Foundation Phase teacher employs in recognition of learner diversity.

1.6.4 Barriers to Learning

In order to understand what inclusion is, it is important to understand what constitutes barriers to learning. According to DBE (2009), barriers to learning include inappropriate teaching and assessment methods, and insufficient support for educators. So, at the heart of this study is a quest into the sorts of pedagogical strategies teachers use to address learning needs.

1.6.5 Barriers to Learning

This refers to all the "systemic, societal, and pedagogic and intrinsic factors that impede learning and development" (DBE, 2008, p.7). Whereas barriers to learning may arise within the educational system as a whole, the learning site or within the learner him/herself which prevent access to learning and development for learners (DBE, 2008), learning disabilities refer to "severe learning problems that have been professionally diagnosed and treated" (Kokot, 2006, p. 141). For the purpose of this study, the term barrier to learning is used to differentiate between learning barriers and learning disabilities. Hence this study focuses on inclusive pedagogies employed to minimise barriers to learning.

1.6.6 Special Education

The term "special needs education is widely seen as one of the mechanisms by which students who experience difficulties in learning are both included in and excluded from the forms of schooling that are otherwise available to children of similar ages" (Florian, 2008, p. 203). For this inquiry, the term is used to distinguish between mainstream classrooms and special need education classrooms.

1.6.7 Ordinary School

Ordinary schools are schools that have been provided with a full range of resources and professionals to support a diverse school population including learners with mild and moderate disabilities (DBE, 2010). The term ordinary school is used in this study to indicate the boundary in which the study is set.

1.6.8 Foundation Phase

Foundation Phase learners are that band or level of education that comprise Grades R, 1, 2, and 3 in the Early Childhood Development (ECD) phase. Foundation Phase is part of Early Childhood Development (ECD). It is "an umbrella term which is applied to the process by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally and socially" (DBE, 1997, p. 33). In this study, foundation Phase is used to indicate and set the boundaries of the phase in which the study will be conducted in ordinary schools. Foundation Phase in this study is a phase where foundation for schooling is effectively laid out in Grade 1, while Grade 3 is the last grade to exit the Foundation Phase whereby systemic evaluation is implemented.

1.6.9 Rural

Although the term 'rural' is ambiguous, and distinctions between rural and urban tend to be arbitrary and varied, the Report of the Ministerial Committee on rural education noted in the public submissions and interviews a surprisingly strong common recognition of what constitute a rural area (DBE, 2005). In general, international literature defines 'rural' as a space where human settlement and infrastructure occupy only small patches of the landscape, and economic activity is dominated by primary production (DBE, 2005). In South Africa, the definition of rural has to be expanded to include "areas of dense settlement created by apartheid driven land resettlement policies" (DBE, 2005, p.8). The concept rural is used to situate the study in terms of geographical location that is distinct from urban or suburban. The study is conducted in rural context in Malamulele, Limpopo Province.

1.7 Organisation of the Dissertation and Chapter Outline

Chapter one: Introduction and background: This chapter presents a brief introduction and background to the study, detailing the problem statement which is the reason the study has been investigated. This is followed by the research questions and the aims that the study hopes to achieve Thereafter an explanation of the relevant concepts that have been used in the study are given, in order to prevent misconceptions regarding the specific concepts employed in this study.

Chapter two: Review of Literature: In this chapter, the relevant reviews of literature in the form of discussions on the history of inclusive education both from the local and international perspective is presented. This is followed by various accounts of disability from the two positions which are: the medical and social account to highlight where the history of inclusive education emerged from. Thereafter, the study will explain the Impact of Inclusive education on rural context since the study is conducted in a rural setting. It is important to account on them. The study will also discuss the trends and debates on inclusive pedagogy from various authors both abroad and in South Africa. Then the role of Inclusive pedagogy in teaching and learning is detailed, the last review will be on some inclusive pedagogical practices which the literature has identified.

Chapter three: Theoretical framework: In this chapter, the focus is on the theoretical and conceptual framework of the study; the constructivist theory is discussed as it guides the study. Thereafter, the study provides an in-depth overview of the framework for participation in the classroom which the study has adopted. The study explains how this framework provides an analytical perspective of inclusive pedagogical practices employed by teachers in ordinary classrooms.

Chapter four: Methodology: This chapter identifies and discusses the research paradigm in which the study is situated. It also clarifies the selection of the qualitative research design, context of the study, sample selection, data collection instruments as well as data analysis. The question of trustworthiness, and ethical considerations are also dealt with.

Chapter five: Data analysis and Interpretation: This chapter will present the analysis and interpretation of data collected from the investigation. The analysis and interpretation is drawn from the direct observations and semi-structured individual interviews.

Chapter six: Discussion of the findings: This chapter provides a detailed discussion on the findings that comes from the data analysed and interpreted, emerging from direct observations and individual interviews. The chapter will also conclude in the form of a detailed summary of the discussion of the findings.

Chapter seven: Summary, conclusions and recommendations: This chapter draws a summary on the findings of the research report. It is the concluding chapter of the dissertation and provides a summary of the main findings from the interpreted data, as well as the conclusions drawn from the findings. The chapter will also reflect on the strengths and limitations in the design and execution of the study. The study outlines the significance of the study to the field of inclusive education by offering recommendations for teachers, schools and further research.

1.8 Conclusion

The chapter presented an in depth background of the study which is followed by the problem statement as well as research questions. In addition, the chapter outlined the aim of the study, the rationale for the study. Definitions of selected concepts were discussed and lastly the outline of the dissertation has been provided.

Chapter Two: Review of Literature

2. Introduction

This review will explore key concepts which form the basis of understanding Inclusive education under which Inclusive pedagogy can be fully understood. The first to be reviewed is the history of inclusive education drawing from an international perspective. This will be followed by a discussion on inclusive education in South Africa. The third aspect of the review will be various accounts on disability, which will be followed by the impact of inclusive education policy in the rural context as the study seeks to investigate in rural setting. Thereafter, the study will consider trends and debates on inclusive pedagogy. This review will conclude with a discussion on the ten inclusive pedagogical practices identified by the literature.

2.1 History of Inclusive Education

For the purpose of the study, the point of departure regarding inclusive education is that "the origins of inclusive education are rooted in special education research that questioned the efficacy of separate special education classes in the 1960's" (Florian, 2014, p. 286). However, the fragmentation within inclusive education is not surprising when its origins are examined (Slee, 2007). Whilst "a relatively recent arrival to the education research and policy lexion, inclusive education has a political history, cross-disciplinary origins and confounding applications" (Allan and Slee, 2008, p. 27).

According to Loreman, Deppeler and Harvey (2005), inclusive education by its nature, cannot function effectively in a context where some children are educated apart from their peers. Against this background, this means that the foundations for inclusive education is one that is built upon the establishment of an inclusive learning context that seeks to promote the full personal, professional and academic development of all learners irrespective of race, gender, disability, religion, learning styles and language (DBE, 2001).

Inclusive education may be defined in different ways, depending on the context. According to Bornman & Rose (2010, p.21) "Inclusive education" is the term to

describe an education system in which all learners are accepted and fully integrated, both educationally and socially. Over the years, the term "inclusive education" has shifted from supporting the learning and access to the curriculum of those with special needs to encompassing the diversity of students as posited by Dharan (cited in Walton and Moonsamy, 2015, p.75). In addition, Inclusive education implies the fostering of equal participation in a single education system which is non-discriminatory (Bornman & Rose, 2010). What is highlighted above is that inclusive education aims at fostering and providing equal education for all irrespective of whatever the nature of their disability and to do away with separated classrooms or schools.

According to Ballard (cited in Sebba & Ainscow,1996), inclusion is referred to as an international movement that has gained momentum by revealing that it is possible to educate all learners, irrespective of their sensory, cognitive or social and emotional difficulties, in mainstream classroom settings. In the same vein, inclusive education is about pedagogy for all learners, not only those with impairments or identified as having special education needs but for all learners who are at risk of being excluded Dharan (cited in Walton and Moonsamy, 2015).

Special education public programmes were offered in many schools in countries such as America and Europe in the 1950's, but the challenge was that many authorities agreed that segregated special classes were not an appropriate educational setting for most learners who were regarded as having special education needs (Slee, 2007). Similarly, Engelbrecht (1999) states that during the 1960's and 1970's, the traditional segregation of learners with special needs in separate schools was increasingly challenged.

This challenge was addressed by the discourse on inclusion which was strengthened by the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, which was signed by 92 countries in Spain in 1990 during the world conference that emphasized education for all. This was followed and supported by the resolution of the United Nations General Assembly (Naicker, 1999). Earlier, (United Nations Educational, Scientific and Cultural Organisation [UNESCO],1994) had played a salient role in advocating global awareness and development in the field of special needs and inclusive education.

Although historically Inclusive education was originally linked to debates about the field of special education, Armstrong, Armstrong & Spandagou (2010), argue that Inclusive education goes beyond special education in its approach to what is referred as social integration (p.4).

Furthermore, other Acts in America such as the (Individuals with Disabilities Education Act of [IDEA], 1977), the (No Child Left Behind Act of [NCLB], 2001)) and the (Individual with Disabilities Education Act of [IDEA], 2004) were introduced as part of advocating and promoting for inclusive education globally. Also, the Convention on the Rights of the Child (1989), makes provisions for education as a basic right to be attained by all children (UNESCO, 1994). This decision aligns with the goals of inclusive education that the educational rights of children should not be denied as it is part of their human rights.

Similarly, the Jomtien Declaration on Education for All, (1990) maintains its stand on the innate rights of a child to a complete cycle of primary education and a commitment to a child-centred teaching and learning, where individual differences are accepted as challenges and not as a problem (UNESCO, 1994). Education for all according to Jomtien Declaration (1990) recognises a wide range of differences, learning needs and patterns of development amongst primary school children, looking at their individual learning needs and teachers' commitment to a transformed and embracing approach to teaching (UNESCO, 1994).

Whilst UNESCO's Salamanca Statement (1994) re-enforced the principles outlined in the Jomtien Declaration, this document is the forerunner to the inclusive education movement. So it is worth noting that the aim of the conference was to work towards a document that would embrace the concept "School for all", where various institutions included everybody by providing supportive learning and responding to individual learners' needs (UNESCO, 1994).

The guiding principles that informed the Salamanca Statement (1994), aimed to encourage schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994). For example, this would include "learner's experiences, disability and gifted children;

street and working children from linguistic, ethnic, or cultural minorities and children form other disadvantaged or marginalised areas or groups" (UNESCO, 1994, p. 4). The above explanation suggests that there was an urgent need globally and locally for inclusive education to be the centre of embracing diversity among learners and use their differences to participate and achieve in their learning.

However, when considering the view that some people are still caught up in thinking that inclusive education is about disability, Allan & Slee (2008) argue that disability is only one part of it, but Inclusive education is about learners additional learning needs, and focuses on the way teachers support learners in classrooms. Given the history of Inclusive education, one will conclude by saying that the efforts that were made by various acts mentioned above, indicate that there is hope that inclusive education is possible to be realised in different context including South Africa.

2.2 Inclusive Education in South Africa

The origins of the policy of inclusion in South Africa followed the Jomtien Declaration on Education for all, (1990), and the Salamanca Statement and Framework for Action adopted at the world conference on Special Needs Education, 1994. The Salamanca conference endorsed the idea of inclusive education that became the most significant international document ever on special education (UNESCO, 1994). The urgency of putting in place a policy on inclusion followed the many changes that had engulfed South Africa in the new dispensation. Consequently, White Paper 6 policy was formulated in order to ensure that education is accessed by all learners in South African schools (Potterton et al., 2005). Against this background, South Africa was left with no option but to act on implementing Inclusive education because Inclusive education is regarded internationally as the right of every learner to be accommodated and included in mainstream classrooms (Srivastava, De Booer & Pijl, 2013).

According to Meltz, Herman & Pillay (2014), in South Africa, implementing inclusive education is viewed as heavily dependent on educational decolonisation and transformation. In support of the view indicated above that education should be decolonised and transformed for inclusive education to be operationalised, Miles & Singal (2010) propose that in order for inclusive education to be successful,

it is necessary to develop a clear understanding of the concepts of 'inclusive education' in the cultural contexts of the country it is found. The cultural context meaning the country, home, school and classroom where inclusive education is found being implemented

Above all, the South African government restructured the education system and moved from exclusion and segregation to an education system that is inclusive of all learners irrespective of their various physical and learning needs. In response to the international call regarding Inclusive education, (White paper 6: Special Needs Education, [WP6] ,2001) outlined a national strategy to achieve an inclusive education system focusing on addressing and accommodating learners who experienced various barriers to learning in mainstream classrooms (Engelbretcht, M. Nel, N. Nel, & Tlale, 2015, p.2) This strategy aimed at building an Inclusive Education and the White Paper 6 was put in place by the government of South Africa to accomplish this end (DBE, 2001).

According to Swart, Engelbrecht, Eloff & Pettipher, (2002), the WP 6, which was informed by a number of policies including the Consultative Paper 1 (1999) on special education building an inclusive education and training system, argues for the development of an inclusive education and training system in South Africa. The argument is based on the failure rate and exclusion of learners who are deemed as having disabilities, and because of these negative factors, the government saw it fit that the education system must undergo extensive change in its way of providing education.

In order to recognise and respond to the diverse needs of all learners, studies conducted by Swart et al., (2002) maintain that the education system in South Africa must be changed from a system of separate education to a single integrated system. As a result, the focus of education in South Africa has shifted from "changing the person" to a system -change approach, which means the focus is no longer on the individual learner who was expected to fit in, but rather on the system to change so that all the differences in learners can be accommodated (Swart et al., 2002).

According to D'Amant (2012, p. 54) there is much to consider about inclusion in South Africa that inclusion is still a challenge for many teachers in rural South Africa because teachers struggle with the concept of inclusive education not simply as a change in pedagogy, but also because inclusive education presents a "profound challenge to individual's values and beliefs". What it means is that there are some teachers who are experiencing challenges in dealing with learners who are having additional learning needs specifically in mainstream schools which interferes with their old ways of practices when they are expected to change, adapt and accommodate new ways of teaching inclusively. It is in this respect that this study seeks to understand what informs the teachers' understanding and use of inclusive pedagogical practices.

Drawing from the report prepared by the Salamanca statement, it was discussed that that regular schools with an inclusive orientation are the most effective means for fighting discriminatory attitudes, building an inclusive society and achieving education for all (UNESCO, 1994). Furthermore, what it suggests is that schools can "provide an effective education for the majority of children and improve the efficiency and ultimately the cost- effectiveness of the entire education system" (UNESCO, 1994, p. 3). This means that schools are regarded as having the capacity to execute the roles of educating all children while in the process of changing its capacity where it is weak and lacking in order to be relevant. However, both internationally and in South Africa, this field remains confused about the sort of action that needs to be taken to move policy and practice forward (Ainscow and Miles, 2008).

2.3 Accounts of 'Disability': Medical Model versus Social Model

According to Swart & Pettipher (2005), there was a paradigm shift in the early 1970's and 1980's on how disability was viewed. Two of the most prominent paradigms that related to disability and educational support were the medical model and the social model. Within the education systems of many countries, including South Africa, there was a radical shift from the medical model to a social model.

Similarly, to what Swart and Pettipher (2005) articulated above, Naicker (2007) added that both the international and national patterns and trends regarding

disability have undergone major shifts that have influenced the inclusive movement toward inclusive education in South Africa. Within the South African context, the notion of disability as an attempt of finding educational policies and principles of social justice and human rights was given attention as a matter of urgency (Dyson & Forlin, 2007). This means that South Africa was moving from the medical perspective model to adopt the social model perspective as a result of giving it a priority in re- developing policies.

According to Swart & Pettipher (2005) the medical model is ultimately a model of diagnosis and treatment and the origin of difference and deficit are sought in the learner. This means that the blame of disability is attributed to the learner. This idea by Bouwer (2005) shows that the medical model has the potential to categorise and label learners in terms of exaggerating the impairments and problem areas in the learner. It is against this background that Engelbrecht et al., (2015) are concerned that White Paper 6 in South African is still dependent on a medical approach when a call for support for diverse learning barriers was proposed. This implies that the WP6 requires some alterations in order to be effective and not focus on one side of deficit; it should also embrace the social approach model. The reason is because the WP6 is a policy which is more focused on finding the fault in the learner with less acknowledgement of the strength that the learner possesses.

Likewise, Sands, Kozleski & French (2000) argue that while the medical deficit model focuses on the learners' weaknesses, it ignores the strength inherent in a learner. For this reason, teachers should adopt the social approach of acknowledging learners' weaknesses as a challenges and not as a problem by providing the necessary support. In addition, this support should be built on the basis of a learner's strength and different abilities, based on the principle that "all children are gifted, show their talents differently and learn at different paces" (Vayrynen, 2003, p. 9). This principle requires that teachers maximise their efforts to reach all learners in their levels by focusing on the positive aspect of learners' capabilities.

Furthermore, Ainscow (1999) is concerned that the medical model permits educational difficulties to be explained solely in terms of learner deficits, this

distracts attention from the way schools are organised and the kind of teaching provided. The medical deficit model is discriminatory and biased, since it has deeply ingrained negative assumptions into the thinking of generations of teachers, parents and practitioners based on (Swart & Pettipher, 2005). The assumptions is that some parents and teachers view of disability based on the medical model in that it is viewed as an unfixed challenge hence some negative reactions and discriminatory practices experienced by learners. The medical model contributed to the "Bell-curve thinking and notions of fixed ability which still underpin the structure of schooling" (Florian, 2013, p.18). Some schools still hold the belief that learners must be separated based on their disabilities, teaching and learning should be executed in different contexts hence we see South Africa with the history of separate education and separate schools.

Swart & Pettipher (2005) maintain that the social model of disability embodies inclusive practices and involves a refocusing away from the deficit of the learner to the removal of barriers within systems. It involves fundamental change from the learner having to adjust to 'fit into' the systems to the transformation of schools into institutions capable of accommodating and addressing the diverse needs of all learners (Swart & Pettipher, 2005).

While Bothma, Gravett & Swart (2000) postulate that the complexity of the move from a medical model of disability to a social model of disability will require that the educational policies should encompass life in general. In line with inclusion, the social model has definite implications for the provision of support to learners experiencing barriers to learning. Since, according to Swart & Pettipher (2005), the social model embodies inclusive practice and involves moving away from focusing on the deficit of the learner and removing barriers within system, this study adopts the social model as it advocates for the provisioning of support to all learners. This study chose to align with the social model in order to investigate the extent to which inclusive pedagogies are evident in the Foundation Phase rural ordinary classrooms in Malamulele.

2.4 The Impact of Inclusive Education on Rural Context

Although the term 'rural' is ambiguous, and distinctions between rural and urban tend to be arbitrary and varied, the Report of the Ministerial committee on rural

education noted in the public submissions and interviews a surprisingly strong common recognition of what constitute a rural area (Department of Basic Education [DBE], 2001). In general, international literature defines 'rural' as a space where human settlement and infrastructure occupy only small patches of the landscape, and economic activity is dominated by primary production (DBE, 2001).

Another definition provided by Akca, Sayili & Esengun, (2007, p. 405) is that seemingly the term "rural is associated with and almost equated to words like minority, the underserved areas, and the economically disadvantaged". For instance, Limpopo province is characterised by rural communities like Malamulele where the study is being conducted.

It is interesting to notice that Gardiner (2008) observes that there are contested understandings of the terms "urban" and "rural" generally, especially in the South African context. The reason the author specified was that apartheid policies racially segregated urban cities for whites and townships or the so called 'homelands' for the black population based on tribal and ethnic divisions. It is partly for this reason that this study focuses on the Limpopo rural areas given they were dominated by teachers who were undertrained by the apartheid system (Gardiner, 2005).

Studies conducted in rural contexts of Mozambique, Lesotho, Malawi, Uganda, Tanzania and Ghana, indicate that the poor quality of teaching in rural areas is attributed to three factors, which are: a) rural schools are found to have less experienced teachers because qualified teachers prefer to teach in urban areas, b) rural teachers teach less than their counterparts in urban areas, as a result rural teachers lack sufficient pedagogical knowledge that results in less contact time with the learners, and c) rural teachers often have less access to support services, with fewer opportunities to attend in-service workshops than their urban counterparts (Mulkeen, 2006).

Traditionally, South African teachers trained under the apartheid system were exposed to conservative theories and practices of teaching and learning, where rote learning was widespread with little space for critical thinking and questioning (Vayrynen, 2003). Based on the claim above, it has been recorded that most

educators from rural contexts were trained to fit in this mindset and as a result many learners were excluded as a result of systemic factors such as the inappropriate teaching methods which did not cater for all learners' needs (Vayrynen, 2003).

After 1994 South African teachers were faced with a challenge of implementing inclusive education in the new democratic dispensation in rural schools that by and large are subject to the range of contextual, historical and socio-economic conditions affecting rural education (Nelson Mandela Foundation, 2005). Beside, these rural schools already had inadequate resource provisions, teachers trained under Bantu Education and communities affected by poverty and socio-economic challenges.

It is not far-fetched to argue that the context of rural schools faced with "teaching and learning legacy of the apartheid education, and especially the Bantu education, led in many cases, to a negative self- confidence, and a passive learning attitude" (Zeelen, Rampedi & van der Linden, 2014, p. 28). This means that some teachers in rural context are still battling with teaching confidently and engaging learners cognitively as a result of the past practices they were trained to employ. The main reason I chose to conduct this study in the rural context was to identify the pedagogical strategies the teachers employ in their various classrooms if any. I hold the feeling that anyone will contest the fact that inclusive pedagogy is generally informed by the context in which the practice of teaching and learning occurs, hence, the need to understand inclusive pedagogy in the rural ordinary classrooms context.

The Limpopo Province is one of the least developed out of the nine provinces in South Africa, even though the province has the highest population growth rate. Economic, social development and educational development lags behind the rest of the country It is a rural province in which the main employment sectors are agriculture, civil service, mining and tourism (Gyekye & Alanboade, 2003). The unemployment rate is 68% in 2014 statistics (DBE, 2015). Many breadwinners work as migrant labourers in the Gauteng province. Limpopo, being a province that consisted of three former homelands in the past, namely, Gazankulu, Venda and Lebowa (Gyeke & Alanboade, 2003). This province is one amongst the provinces

that most of its rural communities are faced with violent protests where schools are closed down and some being burnt. These also add on some of the negative impact that compromises the realisation of inclusive education for maximum participation and access to education. Below a discussion on local and global trends around inclusive pedagogy follows.

2.5 Trends and Debates on Inclusive Pedagogy

This section will review literature on the various local and global trends and debates around inclusive pedagogy. According to Florian (2014), research on inclusive pedagogy from studies in the UK over the last two decades has reached a saturation point, thus a call for theorization of inclusive pedagogy, drawn from her proposition of Inclusive Pedagogical Approach in Action (IPAA) framework is suggested. What implies here is that a lot has been done on inclusive pedagogy, policies implemented, trying and errors made in the name of inclusive education and inclusive pedagogy in particular which according to Florian it is enough. Now there should be an adopted framework that will be used to theorize the practice of inclusive pedagogy. However, looking at South Africa, little research on inclusive pedagogy exists.

Makoelle (2012), a prominent voice advocating inclusive pedagogy in South Africa, agrees that research on inclusive education has been conducted at both local and international level, but he is concerned that research on inclusive pedagogical practices so far has not concentrated on the influence of context, teaching strategies and the support skills used by teachers in the teaching and learning process. He further argues that, while there are models of inclusive pedagogic instruction that exist in South Africa, the discourse is based on special needs education (Makoelle, 2012).

Makoelle (2012) posits that despite clearly articulated policies by DBE (2010) inclusive pedagogy in South African classrooms is still a confusing concept for some teachers who hold different interpretations of the meaning. The link between Florian (2014) and Makoelle (2012) is that they are both concerned about the current status of schools and teachers implementing inclusive pedagogy which requires some research to be conducted. It is this gap that this study intends to fill by conducting this study in rural ordinary classrooms.

An argument by Salend & Duhaney (2011) notes that inclusive education benefits students with and without disabilities, mostly when teachers use high- quality, differentiated instruction, assessment and progress monitoring, in addition to curricular and instructional accommodations. According to Forlin, Keen & Barret, (2008) research is limited on how schools implement inclusive classroom practices; many schools continue, with and without intervention to implement inclusive practices.

Generally, the main concern about inclusion raised by teachers internationally can be grouped into three main clusters: administration, classroom–based and personal (Forlin, Hattie and Douglas, 1996). While this is the case, teachers in South Africa, particularly in rural schools, have been found to have problems with planning, control over the pace of lessons, content and pedagogic knowledge (Bloch, 2009). In support of what Bloch (2009) raised above, Mouton, Louw & Strydom (2013) argue that the challenges faced by teachers in South African schools have been a struggle to transform South African education from a racially-exclusive to a united system. The above discussion clearly indicates that both local and teachers globally share the similar sentiments of implementing inclusive pedagogy.

In addition, literature suggests that the implementation of inclusion policies has been uneven (Evans & Lunt, 2002). Whilst there are many success stories told about inclusion (Ainscow, 1997; Black-Hawkins, Florian & Rouse, 2007), there have also been failures and difficulties; such difficulties have been blamed on a variety of factors including, competing policies that stress competition and ever-higher standards, a lack of funding and resources and existing special education practices. The concerns highlighted above are attached to the teachers being the cause of the greatest barriers to the development of inclusion because it has been a noticeable concern that teachers are found wanting in terms of possessing the necessary knowledge, skills and attitude to carry out this work (Forlin, 2001).

While this remain a challenge, and it is argued that “the starting point for inclusive practices in classroom is the realisation that there are no two learners who are alike” (Vayrynen, 2003, p. 9). Against this background, the lack of necessary knowledge that teachers are required to possess in order to practice teaching inclusively, a supporting argument is brought to light which confirms that there is

concurrence in the literature about the kind of knowledge, skills and values that teachers need to be effective with diverse groups of learners, yet little is known about how these are developed, enacted, sustained and evidenced in the many varied educational environment in which teachers work (Pantic & Florian, 2015).

According to Donnelly & Waltkins (2011) in order to mitigate the challenges and difficulties mentioned earlier on, they are extending a call for teachers to integrate the theoretical knowledge and practical knowledge. Blanton, Pugah & Florian (2011), EADSNE (2011) and Florian & Linklater (2010) argue that the teacher must be able to develop a pedagogy that is inclusive for all. However, (Makoelle,2014) posits that inclusive education can be understood by developing and encouraging participation and collaboration in diverse classrooms. Below is a debate on what schools and teachers are expected to adapt their practices by aligning themselves with the proposed assumptions.

A study conducted by Florian & Black-Hawkins (2014) suggests that inclusive pedagogy requires which amongst them: a) a shifting of focus from one that is concerned with only those individuals who have been identified as having 'additional needs' to learning for all — the idea of everybody not most and some. This suggestion was proposed mainly to empower teachers with current trends and debates on inclusive pedagogy which is an area of concern both locally and globally. In the same vein, Spratt& Florian (2013) call on teachers to adopt the notion of different ways of thinking about 'everybody'. Lascioli (2012) impresses the idea of restructuring the educational system with the aim of adding value to differences, effectively maximising individual potential and responding to the learners' needs in a flexible way. Another concern raised below explains what the local and global trends and debates status quo of what is currently happening in classrooms:

> *"the practice of inclusive education has been widely embraced as an ideal model for education, both in South Africa and internationally, but this acceptance of ideal practices does not automatically translate into what actually occurs within the classrooms"* (Donohue & Bornman ,2014, p. 4).

The authors above are concerned that what has been conceived through ideal policies accepted and embraced by global communities is different from what is being found in putting this ideal polices into practice. Nonetheless, Forlin (2001) & Rouse (2009) propose that the role of the teachers is critical in bringing about change in inclusive approaches. The trend and debates here is that in order to translate the ideal policies into practice, teachers are the main actors in this regard. This means that it will depend on teachers 'knowing' (about theoretical, policy and legislative issues), 'doing' (turning knowledge into action), and 'believing' (in their capacity to support all children) (Florian, 2014). This simply means that the thorough knowledge of policies around inclusive education is important on the teachers if they are to implement inclusive pedagogy in their various contexts.

2.6 The role of Inclusive pedagogy in teaching and learning

According to Bornman & Rose (2010) all learners have the ability to learn and there are various ways in which learning can take place. In an inclusive context, be it a community, school, classroom or any context it is maintained that "Inclusive education is informed by the ideals for a just and fair society and the abolition of systems and processes that are discriminatory through the limited availability of educational opportunities" (Armstrong et al., 2010, p.24). Florian (2014) proposes that in all teaching and learning settings, differences amongst learners should be conceptualised. This means difference should not be seen/viewed as a hurdle but as a means to be utilised positively. Florian's argument does not deny individual differences between learners but assumes that differences are an ordinary aspect of the human condition.

However, the outcome of these differences between learners are accounted for by the ways in which teachers extend what is ordinarily available to everyone in the classroom rather than on how they differentiate whole class lessons for some (Florian, 2014). Hence, inclusive pedagogy offers an alternative perspective to the bell curve thinking that supports the idea of differentiated lessons for some as a way of including all (Florian, 2014).

While some researchers have revealed that teachers who are competent at embedding responsiveness to individual needs within the process of whole class

teaching, are able to sustain inclusive practice which informs their ways of teaching inclusively (Jordan & Stanovich,1998; Schwartz & Mcghee-Richmond, 2009).

According to Florian (2014) the idea that all learners are different is the starting point for inclusive pedagogy but it does not mean that individual differences are unimportant. By this, inclusive pedagogy can be distinguished from other approaches by the ways in which teachers respond to individual differences and the choices they make that inform how children and young people learn together (Florian, 2014).

The role of inclusive pedagogy in teaching inclusively may require the teacher to match teaching strategies to the purpose of the teaching and adapt these strategies based on her knowledge about the learners (Florian, 2014). For example, in a lesson which is meant to improve reading comprehension, the teacher might introduce a story through a discussion, sharing information about a topic to support the learner for whom English is an additional language and use graphic organisers to structure and record the discussion to support the participation of the child on the autistic spectrum (Florian, 2014).

This example above represents a significant disruption to traditional ways of thinking that assume that the needs of some learners require a different pedagogical response to that required by most learners (Florian, 2014). This study will investigate similar examples in rural ordinary classrooms where inclusive pedagogical practices employed by teachers will be identified and recorded as part of the literature. However, within the field of inclusive education, various instructional techniques have been promoted as being more inclusive of learner diversity (Ferguson, 2008; Mitchel, 2005). These instructional techniques are discussed below in depth.

2.7 Identified pedagogical practices as being inclusive

It is important to know that since pedagogical practices are being identified and employed by teachers in various classrooms, these pedagogical practices are derived from a curriculum that each context is expected to adhere to. South Africa

and other countries have their specific curricular in which inclusive pedagogical practices are drawn from for the purpose of teaching inclusively.

According to Loreman, Deppeler & Harvey (2010), there are two broad areas in which curriculum is divided: are what they refer as 'core curriculum' and the 'elaborative curriculum' (p.138). The core curriculum consists of aspects which are viewed as the basic and essential for all learners. The core curricular is basic in the sense that they provide both a foundation on which subsequent learning may be built, and also the conceptual and methodological tools to continue their own learning. Core curricular also empowers learners for a satisfying and effective participation in social and cultural life. Some of the examples of 'core curriculum' might include basic literacy, numeracy and other more functional and foundational skills and concepts (Loreman et al., 2010).

The 'elaborative curriculum' based on Loreman et al., (2010) relates to the other aspects of the curriculum and they are regarded as 'non-core'. These are identified as subjects such as Arts, music, and drama. In South Africa, the non-core subjects are summarised as Life skills in the foundation phase ordinary schools according to the Curriculum assessment policy statement [CAPS] (2011) the purpose of non-core subjects is to add to the richness, scope and variety to the core subjects (Loreman et al., 2010).

Within this background, learning for all learners should involve a mixture of both the core and elaborative subjects irrespective of learners' differences. This is because some learners will require more of the core subjects in order to better prepare them to attain the sorts of learning associated with the elaborative subjects (Loreman et al., 2010). Whilst others may need a greater focus on the elaborative subjects so that they can capitalise on swiftly attained learning in core subjects' areas (Loreman et al., 2010, p.139). The position articulated above supports the aim of inclusive education to empower teachers with the relevant knowledge to apply these key aspects offered by the curriculum so that all learners benefits from it. This can only be achieved by identifying inclusive pedagogical practices and employ them in their classrooms.

Whilst this is the case, matters pertaining to curricular are viewed differently as there is an argument that "we know of no country in the world in which the regular curriculum is automatically appropriate for all students in the form in which it is published for teachers" (Loreman et al.,2010, p.139). This quote implies that there is no one size fits all curriculum but teachers are expected to take the curriculum and translate it into meaningful learning activities that are relevant and accessible to all learners in various classrooms.

Furthermore, Loreman et al., (2010) acknowledge that in some contexts and some regions of the world, employing universal design as an approach is not possible and poses a lot of challenges. This is because curricular in some context is prescriptive and narrow in their objectives that many teachers might have difficulties in having the freedom in their professional translation of the curriculum (Loreman et al.,2010). According to Loreman et al., (2010) it is important to cater for a range of learning styles in the classroom, as many schools are thriving to improve Literacy acquisition. They recommend that a variety of materials should be provided to learners.

Deppeler (1998) suggested considerations for generating materials that are appropriate for all learners. For example, written materials can be applied more broadly in aspects of language, particularly reading-and writing-based tasks; with the aim of increasing the readability of written texts. For some learners this will entail enlarging the print, while for others it will mean double spacing or using a particular font, and those learners who might be involved in learning a new language, graphic prompts such as pictures accompanying text can be helpful (Loreman et al., 2010). These types of learning support can make the decoding and understanding process easier, as print becomes more 'user friendly' and learners with challenges in this area will find the text to be easy to work on (Loreman et al., 2010).

2.7.1 Inclusive teacher-oriented Instructional strategies

The following are some general teacher instructional strategies that research has shown to be effective in teaching to a wide range of learners with additional learning needs. These strategies are regarded as an overview of research-

supported inclusive instructional strategies that have been found to be applicable in modern classrooms, but by no means exhaustive (Loreman, et al 2010). Amongst many , I have chosen to highlight the following which the study found relevant for the topic under investigation; a) The use of modelling and direct instruction; b)Teachers can provide additional demonstrations using a step-by step approach; c) Pre-teach vocabulary and concepts using concrete experiences; d) Use co-operative and partnered learning strategies; and e) change the pace of instruction-increase wait time for oral responses as required, shorten instructions and repeat key elements (Loreman et al.,2010,p.150). In the light of the above, teachers can adopt the strategies listed above in order to orientate their teaching to be inclusive. As these strategies are put in place, Loreman (2010) further elaborates that an inclusive teacher is one who prepares his/her lessons with the thought of his learners learning needs and plan for activities that will actively engage learners to participate.

In this discussion below are some of the identified inclusive pedagogies that the literature has identified as being inclusive. These are ten Inclusive pedagogical practices. In order to find a workable plan, I have created a table below to guide my study by narrowing the focus on which specific inclusive pedagogical practices I researched during data collection phase. I have adapted and used the four broad band categories of participation framework developed by Florian (2014) in order to navigate my study in collecting data.

Table 1. Inclusive Pedagogical Practices

Inclusive Pedagogical Practices
Teaching strategies and practices that promote access to the curriculum: ❖ Whole class Instruction/teaching ❖ Direct Instruction ❖ Reflective Teaching ❖ Differentiated Instruction

Teaching strategies and practices that promote collaboration ❖ Co- Teaching ❖ Peer Tutoring ❖ Co-operative learning ❖ Reciprocal Teaching
Teaching Strategies and practices that promote recognition and acceptance ❖ Teaching social skills ❖ Learner selected work
Teaching strategies and practices that promote achievement for all ❖ Doing ❖ Knowing ❖ Believing

Table 1: Inclusive Pedagogical Practices (Adapted from Florian, 2014)

Table 1:

Each practice is discussed below with reference to literature. The teaching strategies tabled above have been discussed below for the purpose of providing information to teachers who wish to contribute in teaching for all by employing various inclusive pedagogical practices to enhance their teaching skills.

2.7.2 Collaborative student learning

Collaborative is viewed as being an inclusive strategy that can be used by teachers who are striving with challenges of being inclusive in their teaching. In defining the term, "collaboration is fundamental to creating an inclusive environment in which responsibility for successfully educating a diversity of learners is shared amongst the members of the school community" (Loreman et al., 2010, p.161). The members of the school community here are the learners that the teacher facilitate teaching and learning which involves active participation of all learners sharing responsibilities.

According to Bornman & Rose, (2010, p. 80) “the essence of collaborative learning is that it is learner driven and the team spirit that develops motivates learners to contribute to each other’s learning”. This is because of the fact that in order for diversity to enrich student learning, educators must create positive social environments and structure instruction to promote high levels of interaction that is supportive, respectful, and accepting of all learners (Loreman et al., 2010). This strategy is flexible in allowing teachers to extend their teaching to even teach good moral behaviour and social life skills. It means that learners will acquire these skills as they interact with one another.

What is important to note is that, collaborative learning is a way of providing appropriate learning experiences for all learners. Based on that, collaborative learning is not just a classroom strategy, but it is an approach that respects and highlights each individual’s abilities and contribution, as well as the sharing of authority and responsibility (Loreman et al., 2010). Similarly, Valentino (as cited in Bornman and Rose, 2010) contends that collaborative groups offer learners an opportunity to experience learning together as a valuable resource which happens in a fun way.

Past research on students working together in pairs and small groups over four decades has investigated many collaborative arrangements that mutual understanding and consensus are built through cooperation by the members (Loreman et al,.2010). Similarly, collaborative strategy fosters competitive arrangements in which learners are encouraged to better their peers. With regard to collaborative learning arrangements, learners work together on an investigation, problem, or other learning task that requires collaboration (Loreman et al., 2010).

Based on these activities discussed above, it is therefore important that the teacher will integrate learning tasks that clearly focus on collaborative skills and processes such as active listening and communication that will equip learners on handling individuals’ opinions and differences be it in their groups or pair work (Loreman et al., 2010).

In addition, Grabriele (2007), has found that collaborative learning can assist low-achieving learners to improve their performance as they work along with their peers. Based on that, the results of a comprehensive review of more than eight decades of research which included over 17000 students from eleven countries, indicated that positive peer relationships and higher academic achievement were associated with collaborative learning arrangements as opposed to competitive or individualistic structures (Roseth, Johnson & Johnson, 2008).

The use of collaborative learning is found to have a positive effect on learners in various ways, which include higher literacy achievement according to (Johnson & Johnson,1989; Slavin, Cheung, Groff & Blake, 2008; Fitch & Hulgin, 2008). It is for this reason that collaborative learning identified by literature as being inclusive practice is viewed because of its importance for learners with additional learning needs and others who tend to be passive during teaching and learning settings. Based on this, Bornman & Rose (2010) support the idea of collaborative learning especially for learners with learning disabilities. However, Bornman & Rose (2010, p.142) suggest that teachers should firstly assure learners with phrase such as to get rid of all the "Automatic Negative Thoughts" ['ANTS'], in order for all learners to learn optimally. Teachers also should explain to all learners that no 'Ants' will be allowed in the classroom. This means that the teacher is preparing learners to have a positive attitude and be confident in themselves.

These are some of the advantages of using collaborative arrangements for teaching and learning. Firstly, a) it is interactive and cooperative rather than competitive and Individualistic, b) It allows for individualised learning goals and individual accountability, c) Collaborative learning, improves self-esteem and attitude towards academic tasks, d) It allows structured and positive learning in heterogeneous groups (Loreman et al.,2010, p.164). Using collaborative learning in inclusive classrooms is regarded as being beneficial to diverse numbers of learners irrespective of their abilities.

Below I will discuss co-operative learning which shares similar views with collaborative learning as it has been discussed above. Co-operative learning as an inclusive pedagogical practice tabled earlier in the review will be investigated along with other practices identified by the literature.

2.7.3 Co-operative learning

According to Johnson &Johnson (2002); Putnam (2009), cooperative learning has been proven to be highly successful and has been adopted widely by teachers in classrooms throughout the world for more than 30 years. Within this knowledge, the benefits of cooperative learning have been validated in hundreds of research studies (Loreman et al.,2010). Moreover, cooperative learning encourages collaboration through structured interaction in small groups. It was for this reason that the primary goal of cooperative learning is to promote individual learners learning through group work.

Co-operative learning is aimed at developing a positive attitude towards the subject-matter and towards learning in general (Loreman et al., 2010). These are the key elements that promote co-operative learning and amongst others, promotive interaction, positive interdependence, individual accountability, group processing and interpersonal and small-group skills (Loreman et al.,2010). Below is a discussion of promotive interaction, peer tutoring and reciprocal teaching that are used to structure learners' interaction in heterogeneous groups, encourage mutual interdependence and provide for individual accountability (Loreman et al., 2010). I have chosen to discuss these three strategies because they are included in the tabled list of strategies that I have observed in foundation phase classrooms.

2.7.4 Promotive interaction

According to Loreman et al., (2010) promotive interaction is an approach which is evident when learners are engaged cooperatively in work and in the process of being engaged, learners support each other's cognitive and interpersonal efforts to achieve the goals of the group. This involves learners trusting one another, sharing resources, helping, giving critical feedback, encouraging and acknowledging each other's efforts and perspectives working for mutual benefits. Here, the role of the teacher is to model for learners how to use promotive interaction. For instance, the teacher will need to explain to the learners, how to explain knowledge, how to encourage others, and how to discuss (Loreman et al., 2010).

It is in this case that promotive interaction depends on the number of cognitive skills such as "verbal communication, connecting past and present learning, empathy, and sensitivity to others" (Loreman et al., 2010, p.165). Promotive

interaction as highlighted above, fosters what is referred by Johnson & Johnson, (2003) as positive interdependence. In explaining what positive interdependence does during learning process, Johnson & Johnson (2003) posit that it assists and encourages amongst group members that no single learner should feel successful until every member of their group is successful in achieving both their learning task and their group learning task, hence positive interdependence relies on the contribution of each member of the group.

2.7.5 Peer tutoring

One of the general descriptors for cooperative learning strategies is referred to as peer tutoring. Peer tutoring involves pairs of learners in teaching and learning on a one-to one basis. The role of peer tutors is to give instructions and encouragement to the tutees. For example, in cross-age tutoring arrangements, the older learner acts as a tutor for the younger learners, whereas in reciprocal teaching arrangements, learners themselves alternate between tutor and tutee roles (Loreman et al., 2010). Substantial research according to Loreman (2010) reveals that peer tutoring is effective in a way that it allows teachers to explore the strategy as an alternative instructional strategy to meet the learning needs of diverse range of learners in their classrooms today. The teacher here can choose to employ this strategy when he/she has exhausted the rest of the inclusive pedagogical strategies.

Robinson, Schofield & Steers-Wentzal, (2005) confirm that the effective use of peer tutoring has a significant positive influence for both the tutee and the tutor in the teaching and learning context as well as in the social areas. Peer tutoring has a potential to improve reading and mathematics and sometimes drill and practice on narrow skills (Topping, 2005). He further articulates that peer tutoring can help learners in challenging tasks such as literacy, mathematics, science, and problem –solving (Gerstein, 2001; Topping, Peter, Stephen & Whale, 2004; Topping & Bruce,2004; Vaughn, Klinger & Bryant ,2001).

The advantages of peer tutoring include amongst others; a) access to one-on- one assistance, b) it allows for more opportunities to learn and interact socially in mutually supportive ways, c) it is time efficient; d) effective with all learners; e) improves self-efficacy; f) provides learning in a supportive context; and g) it is

flexible, cost-effective and easily implemented along with existing programs (Loreman et al., 2010, p. 181). It is within this context that teachers can employ peer tutoring in order to maximise inclusive pedagogy which is meant for all learners.

However, in order to enhance peer tutoring, the teacher should ensure that the following key elements are included: the need for intensive and explicit training of tutors before the task begins, secondly, it will require active learning activities and thirdly it will require structured and carefully planned and prescribed lessons … (Loreman et al., 2010.p. 181). What it means is that for the effectiveness of peer tutoring which will yield positive results it means the teacher will be required to familiarize themselves with the key elements so that their planning of lessons include such elements.

2.7.6 Reciprocal teaching

Reciprocal teaching is a strategy to improve reading comprehension in small groups of learners (Pallinscar & Brown,198; Pallinscar, David & Brown,1989). This approach offers teachers and learners take turns leading a dialogue about the selected sections of a text. The aim of Reciprocal teaching is that by engaging learners in structured and active dialogue with a peer, learners with learning difficulties will increase their participation and improve their understanding (Pallinscar & Klenk,1992; Rojewski & Schell, 1994).

With this it is expected that the thinking or cognitive processing that is achieved between learners will eventually be achieved by individual learners. Loreman et al's., (2010) notion that individual cognitive development is constructed through participation in social groups is consistent with the Vygotskian (1962) perspective which maintains that learners and teachers support, challenge the milieu that enable knowledge construction because knowledge is a product of collaboration.

Research conducted by Lederer, (2000); Rosenshine & Meister (1994); Vaughn & Schumm (1995) reveals that Reciprocal teaching can be widely used effectively with diverse learners and can be applied in different contexts. In addition, Reciprocal teaching, is a valuable strategy to support comprehension. Similar to what has been highlighted above, Loreman et al., (2010) concur that Reciprocal

teaching support learners' participation through the practice of four comprehension strategies which are clarifying; questioning; summarising and predicting. The role of the teacher is to model, scaffold, provide feedback, and collaborate with students in their efforts to understand the materials that are being read.

2.7.7 Reflective teaching

Reflective teaching or (practice) refers to a series of reflection sessions undertaken by the teacher after teaching a lesson. This may involve a teacher personally assessing his own teaching (lesson), the reason being that of finding out the strength and limitations (Loreman et al., 2010). If any limitations are found, he/she will look for other ways to improve the lesson or re-teach the lesson if learners didn't understand it. Whilst reflective teaching is referred as self-reflection by Bornman & Rose (2010), they articulate that self-reflection is a metacognitive activity; an activity that helps a person to think about thinking. Here the teacher asks questions such as, "what do I know?" "what I do not know?". Teacher self-reflection is a practice that as part of a scholarly role, a teacher should have time to reflect on his/her own lessons that he/she teaches.

According to Loreman et al., (2010), one of the effective ways for reflection on teaching at any level is to seek the help of a trusted colleague to execute the role of a critical buddy. The reason why an external critique is required is because often some teachers find it difficult to self-criticise their own teaching, because there is an element of being subjective which dominates the process. However, there are some criteria which need to be followed when embarking on a collegial relationship to reflect on one's own teaching. It is important that the critical buddy is someone you can trust, meaning the teacher has a right to choose that particular teacher instead of being assigned one.

Another important role of a critical buddy, is that this individual should be readily available, and willing to spend time with them. This can be either by classroom visits, or observations, conveying conversation, reviewing of your lesson plans, learners work and assessments (Loreman et al., 2010). The critical buddy should be one who will not judge them, nor breach the confidentiality implicit in the existing relationship. In other words, they may not share their weaknesses with other

persons. Another important element is that, the critical buddy should have adequate expertise in a teaching area to allow them to provide constructive feedback, and this person should not be in a supervisory role over them. (Loreman et al., 2010).

According to Bornman and Rose (2010) teachers are encouraged to self- reflect their own teaching if they do not want to stagnate and teach the same ineffective and outdated lessons year after year, which may cause boredom for teachers and learners alike. In addition, "teachers who are unable to reflect and grow professionally are nothing but glorified babysitters" (Bornman and Rose, 2010, pp. 69 -70). Clearly so, the lack of reflection is said to have a negative input on the teachers work where there is an assumption that they can end up losing interest and enjoyment in their careers.

2.7.8 Differentiated Instruction

Differentiated Instruction is also an inclusive pedagogical practice which implies the carrying out of learners tasks that are planned to be pedagogically inclusive in order to deliver the curriculum to diverse learners in a classroom setting during teaching and learning (Loreman, Deppeler & Harvey, 2010). In defining Differentiated Instruction, Tomlison (2005) indicate that it is a philosophy of teaching that is more focused on the basis that learners learn best when teachers accommodate their diversities in their preparedness levels, interests and learning profiles. "While differentiation is acknowledged to be a compelling and effectual means of restructuring the traditional classroom to include students of diverse abilities, interests and learning profiles, the philosophy is lacking validation" (Subban,2006, p.936). It is for this reason that the study aimed at investigating the existence of differentiated instruction so as to obtain validation.

However, a contrasting view from Levy (2008, p.161) is that "Differentiated Instruction is a term that has been bandied about in the field of education for quite a while". According to Levy (2008) teachers should acknowledge that learners are enrolled in various classrooms with different abilities, learning styles and personalities, and it is the responsibility of the teacher to meet the need of each child in their levels so that they progress forward as far as possible. Some of the examples that are attributed to employing differentiated instruction as an

inclusive pedagogical practice are: a) teachers differentiate when they give learners extra time to complete a task, b) allowing learners to choose what they prefer to read, c) giving various types of assessments.

Although these strategies seem to be all good, Levy encourages teachers to make classrooms being responsive to learners needs by being systematic in their approach to differentiation (Levy,2008). In South Africa differentiation is regarded as an essential component of teaching in an inclusive education system, with various policies and guidelines promoting its use (DBE, 2010).

While differentiated instruction takes place in the classroom setting, Tomlinson, (2004c) sees learning as a social and collaborative effort and the responsibility of what happens in the classroom is first to the teacher, but also the learner takes responsibility. This operational definition of Differentiated Instruction is in line with Vygotsky's socio-cultural theory, in which the interactional relationship between the teacher and the learner is valued equally (Tomlinson, 2004c).

2.7.9 Whole class instruction

Whole class instruction or teaching is a sound pedagogical practice that teachers use in their daily teaching and it is manifested in direct Instruction (Florian & Black-Hawkins, 2011). In South African ordinary schools, particularly those in the rural context, I have observed schools that are faced with overcrowding classrooms, and it is for these reasons that some teachers often resort to whole class teaching when they are confronted with big class size.

However, as a teacher who taught and is still teaching, one cannot dismiss the positive element that whole class teaching possesses. This teaching practice is inclusive in its nature because no learner will feel excluded by being grouped according to their abilities which enhance the principles of inclusive teaching (Florian & Black-Hawkins, 2011). Though this strategy is viewed as being traditional, it has important aspects that the teacher can use with larger classes. In this larger classes, both the teacher and the learners can draw from a variety of ideas, opinions and experiences which can contribute to the learning process while learners bond together (Tanveer, 2008).

In interactive whole class, teaching is a goal directed activity, therefore it is important that the strategy that the teacher chooses to employ bears fruit at the end of the lesson so that all learners benefit equally (Black,2007). According to Levy (2008), sometimes whole class instruction is appropriate in diverse groupings but only when the teacher teaches at the level that meets the needs of all the learners in the classroom with the knowledge that the needs of individual learners will be addressed elsewhere. This Means that in whole class teaching, the teacher teaches the lesson with the belief that while learners learn together they are in a way assisting each other to grasp some new knowledge without fear because they are learning together.

2.7.10 Co-teaching

Co-teaching is a practice that involves more than one adult in the classroom teaching at the same time and its implementation can take a variety of forms in the classroom. According to Gurgur & Uzuner (2011) co-teaching is an inclusive practice and is one way of providing support to learners with special educational needs in general education classroom. When implementing co- teaching, Armstrong (as cited in Hattie, 2008) argues that co-teaching allows for more individual attention being paid to the learners. Co-teaching demonstrates the modelling of collaboration by adults in the classroom based on Loreman, Depeller, & Harvey (2010) which is a valuable technique when illustrating the benefits of collaboration to learners.

These are some models proposed by Solis, Vaughn, Swanson & Mcculley (2012) that teachers can apply in conducting co-teaching; a) another teacher can give learning instruction b) whereas the special educator moves around the classroom to monitor learners' performance, while the other model suggest that c) teachers can divide the class into a smaller group with the aim of having to teach and instruct the learners in manageable groups. These models of co-teaching will require various levels of participation from both teachers in the classroom (Solis et al., 2012).

Before co-teaching can be implemented it is essential that the teacher follows steps that are recommended by Solis et al., (2012) such as establishing goals, expectations and roles as well as understanding setting demands, thus for the

successful implementation of co-teaching it is important to understand and know learners learning needs in the classroom during the lesson. In addition, Scruggs, Mastropieri & Mcduffie, (2007) suggest some important components of successful co-teaching experiences identified in general education are: teachers' attitude, sufficient planning time, voluntary participation, mutual respect, administrative support and a shared philosophy of instruction and behaviour management. General education is an education which is not discriminatory but one that is meant for all learners.

According to Scruggs, Mastropieri & Mcduffie (2007) co-teaching need not be 'forced teaching' but suggest that co-teaching should be voluntary and based on compatibility of teachers who possess high levels of efforts, flexibility and compromise. However, Scruggs et al., (2007) argues that the assumption that for co-teaching to be successful, a learner must possess adequate academic and behavioural skills, his argument is that co-teaching does not require a learner to have academic and behavioural skills. Weiss (2004) argues that the personality of teacher as well as their teaching styles plays an important role in employing co-teaching. While Dieker and Murawski (2003) emphasized, that it is very important for both the general educator and special educator to make preparations, organise sufficient time for planning, master the content of what they are going to teach learners.

There are a number of co-teaching variations that have been identified by Solis et., al (2012). These are a) the strategy of One teach, one assist where one teacher ,usually the general education teacher assumes teaching responsibility and the special education teacher provides individual support as required, b) station teaching where various learning stations are created, and the co-teachers provide individual support at different stations, c) parallel teaching, where teachers teach the same or similar content to different groups in the classroom, d) alternative teaching, where one teacher may take a small group of learners to a different location for a stipulated time concentrating on specialized instruction, e) Team-teaching or interactive teaching where both co-teachers share teaching responsibilities equally and are involved in leading instructional activities (Scruggs et al., 2007,p.393).

2.7.11 Teaching social skills

Teaching learners social skills is an important aspect of the curriculum that is fundamental to the successful implementation of inclusive education and has a strong research base (Florian & Rouse, 2005; Sapon- Shevin ,2007; Shoenfeld ,2012; Fenti, Miller, Lampi, 2008). In public schools the teaching of life skills as a subject at the Foundation phase, is aimed at guiding learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society (DBE, 2011).

In addition, Life skills is regarded as a cross- cutting subject that should support and strengthen the teaching of other core foundation phase subjects such as languages and mathematics (DBE, 2011, p.8). Gresham, Sugai & Horner (2001, p.333) describe "social skills as behaviours that must be taught, learned and performed". Teachers in inclusive settings can achieve encouraging positive social skills by monitoring the social contacts of learners as they engage learners in various activities that will develop peer relations, and explicitly instructing learners who are found to be in need of further social skills development (Ramsey, 2004).

Fenty et al., (2008) posit that in order to teach social skills, teachers in Inclusive classrooms should engage learners in daily morning activities such as morning meetings which involves greetings, listening to, and responding to members of the class, thus provide one way of building community within the classroom. Greetings of children can involve learners greeting each other by name and welcoming one another in class. Greetings time is a perfect opportunity for learners to practice social skills, such as appropriate ways to greet classmates or adults and encourage sharing. By these practices, learners must be encouraged to value the opinions of others in the process of learning to articulate their thoughts. Teaching social skills can be promoted through various activities which are fun. These activities should encourage cooperation rather than competition amongst learners (Fenty et al., 2008).

News and announcements is also a positive way of ensuring learners about the special events or changes that have occurred in the class routines. Use sharing time as an opportunity to demonstrate skills use in the classroom or at home by

asking learners if they had an opportunity to use socials skills learned in previous lessons and discussing how they used the skill and what are the outcomes (Fenty et al., 2008). Ozmete (n.d.) believes that if teachers can teach social life skills well, this will help leaners to acquire skills such as values, attitudes and goal orientation, decision making, problem solving, planning, implementation, assessment and communication. Gazda & Brooks (1985), maintain that learners who are taught social life skills will be empowered with interrelated set of behaviours and attitudes expected by an age cohort in a designed context. A designed context may be the classroom where learners are taught.

Beside interventions conducted outside of class groups led by a guidance counsellor, social skills instruction provided within the classroom settings helps to include all learners within regular classroom (Fenty, Miller, & Lampi, 2008, Schoenfeld; Rutherford, Gable & Rock, 2008). Schoenfeld (2012) maintains that by incorporating social skills instruction in the ordinary classroom, we enable learners who might otherwise be unable to access the curriculum due to social skills deficits to thrive and succeed in inclusive settings. Teaching social skills is appropriate for all ages because all learning has a social factor that is necessary for success regardless of the learner's age (Schoenfeld, 2012). UNESCO's (2000) report in Dakar proposes for an educational framework that will combine life skills. The framework can encompass skills like learners learning to know, learning to be, learning to live together and learning to do. Larson & Cook (1985) indicate that life skills encourage children to know, to think, to feel, to value and to act appropriately.

Take advantage of teachable moments when learners are lining up during breaks going for lunch, this is a perfect opportunity when you see them pushing and yelling at each other, in the process take advantage of this teachable moments by involving those learners who do not have severe social skills deficits. Acknowledge the actions of learners who are following the correct lining procedure and use this as a positive teachable moment. Let the learners return to their desks and review the expectations by having few learners model the correct behaviour for the whole class. It is indicated that learners are most likely to remember expectations when

they are taught them immediately instead of waiting hours or some day later (Fenty et al, 2008, p. 189).

Teachers can teach social skills the same way they teach academic subjects as social skills using effective instructional strategies, for example a teacher can teach teacher attention in the same way he\she would teach addition. It is also important to explain to learners why teaching social skills is important, and after teaching have learners practice the new skill with supervision and feedback. Role play is another strategy that can reinforce positive social skills (Fenty et al.,2008). Learners can be given a chance to practice the intended social skill after the teacher having modelled it.

In order to maintain positive social skills behaviour amongst in the class, the teacher can allow learners to help him\her by keeping track of their own behaviour and progress (Fenty et al, 2008, p 190). Teaching social skills can be generalised by involving other members of the school community. While Fenty et al., (2008) acknowledge the challenges that teachers and learners may face in a process of generalising social skills behaviour taught in a classroom. Ozmete (n.d.) advocates for teachers to teach social skills because it will promote learners cognitive well-being and learn competence skills which prepares them for the realities of life.

Teachers can encourage learners to commend their classmates who exhibit positive behaviour. For example, peers can acknowledge and encourage appropriate behaviour by offering verbal praise or filling out “caught you being good” cards. The cards should be written the name of the learner and what the learner was doing when he/she was caught. The cards can be deposited in the “caught you being good” box and the box can be emptied daily or weekly (Fenty et al, 2008).

2.7.12 Learner selected work

As an example of inclusive strategy learner selected work or what is referred as ’work choice’ according to Florian and Black-Hawkins “show how teachers are responsive to individual differences between learners but do not isolate some because they are thought to need something different” (Florian and Black-Hawkins,2011, p.822). Learner selected work or work choice is a strategy which was used with the intention to create a community of learners learning together in

which all children are given opportunities to shape what, how, where and with whom they learnt (Florian & Black-Hawkins 2011).

In addition, 'Work choice' is intended to find a way to support the learner to make progress and to experience success within the context of the whole class (Florian and Black-Hawkins, 2011, p.820). Learner selected work means learners are given the freedom to choose the tasks which they want to engage with. Through learner selected work, learners' individual differences are accommodated through the choice of tasks and activities that are available to all without the stigmatising effects of marking some students as different, pre-determining the learning that is possible.

Based on Florian and Black- Hawkins stance on inclusive pedagogy, "the outcome here is that learners' needs are met but individual students are not marginalised within the class" (Florian and Black- Hawkins, 2011, p.822). Thus, this is the reason why learner selected work is regarded as an inclusive pedagogy. According to Florian and Black-Hawkins (2011, p.820) "In the inclusive pedagogical approach attention is paid to everybody". Nevertheless, the pedagogical approach and the additional needs approach view "inclusive pedagogy as not being best described by teachers 'choice' of strategy but in its 'use'" (Florian and Black- Hawkins, 2011, p.820). This implies that inclusive pedagogy can be located in the way in which strategies are used in classrooms, meaning one can choose a strategy but fail to use it inclusively.

2.8 Conclusion

The literature reviewed in this chapter includes pertinent literature on the history of inclusive education both from local and global settings. It went further to review trends and debates from a local and global perspective as well as Inclusive pedagogy in relation to teaching and learning. The ten inclusive pedagogical practices identified by literature have been discussed. It is against this backdrop that this study attempts to address the gap by investigating inclusive pedagogy being employed by teachers in rural ordinary classrooms. The next chapter will focus on the theoretical framework of the study.

Chapter Three: Theoretical Framework

3. Introduction

This chapter discusses the social constructivist's theory as expounded by Vygotsky and others. It forms the basis of the theoretical framework that underpins inclusive education, even though in this inquiry I focus specifically on inclusive pedagogy. I argue that the social constructivist model holds the promise of inclusive pedagogy from which follows inclusive classroom practices. In what follows, I will firstly discuss what is generally understood by social constructivist theory. Secondly, I will discuss the Vygotskian constructivist social cultural theory in which I will focus on his main ideas that constitute an inclusive pedagogy base that underpins inclusive pedagogy for learners with additional needs. Thirdly, the study discusses the framework for participation in classrooms and how it provides an analytical approach to examine inclusive pedagogical practices employed by teachers in ordinary classrooms. Lastly, I will explain the relevance of the framework using a table that reflects what the study has investigated, then I will summarise the key ideas of the chapter.

3.1 What is Constructivism?

Constructivism is a theory of knowledge. It purports to explain how knowledge is acquired. Its essential tenet is that learning is an exercise that involves the construction of knowledge; it denies that learning is a mere inactive transmission of facts. According to Phillips (1995, p. 399), constructionists "do not believe that individuals come into the world with their 'cognitive data banks' already pre-stocked with empirical knowledge, or with pre-embedded epistemological criteria or methodological rules . . . by and large human knowledge, and the criteria and methods we use in our inquiries, are all constructed". This excerpt suggests that there are differing views held on the very ideas of constructivism. For instance, while Von Glaserfeld (2008) claims that the construction of knowledge is fundamentally an individual activity, social constructivists such as Baxter-Magolda (1999) have argued that learning is unavoidably an interactive exercise, and for this reason knowledge is invariably co-constructed. This echoes Vygotsky's own

position. Furthermore, Davis, Maher & Noddings (1990) have argued that it is an accepted practice that learners should individually and collectively construct their own knowledge. Individual learners have the opportunity to construct knowledge. The learners and teacher support, challenge, and provide the milieu that enable knowledge construction. Similarly, Brooks & Brooks (1993, p.vii) observe that "constructivism is about knowledge and learning … as temporary, developmental, socially and culturally mediated". But Naylor & Keogh (1999, p.93) maintain that in constructivism "learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge." Jenkins (2000) draws from the above definitions that constructivists are committed to the idea that the growth and the development of understanding of learners entails active engagement and meaning making. In general, it is reasonable to say that constructivists don't see knowledge as a product, but that it follows from a process of knowing. This implies that at the core of the constructivist theory, knowledge is constructed (Boghossion, 2006). This then changes the role and tasks of the educator, who is no longer viewed as suppliers of knowledge but rather creates prospects and motivations for learners to construct it (von Glassersfeld, 2005).

Influential constructivists include Dewey (1938), who showed the links between experience and education, Piaget (1953, 1971) who showed the significance the child's cognitive processes play in acquiring knowledge, and Vygotsky (1962) who argues that knowledge is a product of collaboration. These theorists have contributed to a body of knowledge that has shifted existing understanding of teaching and learning and how knowledge is generated. This evidently has provoked changes in pedagogy, learning, curriculum and classroom practices. Importantly, constructivism has put the learner at the centre of learning resulting in emphasis being placed on the learner's learning experiences that create meaningful engagement in the learning area. The pedagogical character of constructivism then is one that "persuades" rather than "informs" learners (Petraglia, 1998, p. 163). In what follows, I turn my attention to discuss the social constructivism of Vygotsky.

3.2 The Social Constructivism of Vygotsky

The theorists of the Vygotskian strand of social constructivism include Vygotsky (1962, 1987, 1993, 1997, 1998a, 1998b, 1993), Engeström (1993, 1999a, 1999b), Moll (1990), Lave and Wenger (1991), Scribner (1985), Cole (1996, 1997), Bruner (1996), Hedegaard (1999, 2001) Hedegaard & Fleer (2008), Daniels (1996, 2001) and Daniels and Hedegaard (2011). The social constructivism of Vygotsky is predominantly a psychological theory of teaching and learning. In his work, *The Fundamentals of Defectology*, Vygotsky (1993), and more generally in his theory of child development and Cultural-Historical Activity Theory, he developed a psychological framework for special needs education that directly applies to contemporary inclusive education. In order to understand Vygotky's Social Constructivist Theory, it is important to examine Vygotsky's Theory of Child Development that follows below.

3.2.1 Vygotsky's Theory of Child Development

According to Vygotsky (1998b) childhood consisted of regular development: infancy, early childhood, pre-school age, school age and puberty (ages 1, 3, 7, 13 and 17) interrupted by periods of crisis. Vygotsky (1998b, p. 189) observes that child development should: a), Explain development "as a single process of self-development". b) Study the child as a unit that constitutes an integral person. c) Childhood is divided into age periods, where each period is principled and unified, this is to say that the same abstract criteria can explain each period (to maintain the unity), yet the actual expression of the abstract relations must be revealed for each content of each age period (*see tables 1-3 below*).

To meet these requirements of a) to c) above, Vygotsky (1982d, p.104) suggested that each period of childhood should be designated by a mental structure, for instance: perception, voluntary memory, speech, thinking that reflect the whole child as an individual engaged in organised social relations with others, that is, as a description of the qualities of the child and as a description of the child's relationship to her social cultural milieu. Observed from a psychological standpoint, this child a unified entity is an integrated structure of relationships who develops higher mental functions acquired through social interaction. This

psychological picture concerns the relationships between functions. For instance, two-year-old children tend to be directed more by reactions to what they can directly observe than rather than by thought. In the functions of perception and thought, it is the case that perception dictates the relation to thought. Tables 1-3 summarises the periods of development.

Summary of Crises and Periods of Development

Crisis of the newborn (*birth to about. 1 month*)

Social Situation of Development	Central Neoformation	Central Line of Development
Physically separated from the mother, while still *biologically* dependent and unable to contribute to meet its own needs at all.	Diffuse consciousness connected with *subcortical* regions of the brain.	From beginning of mental life up to ability to respond to stimuli from other people

Period of Infancy (*1 – 12 months*)

Social Situation of Development	Central Neoformation	Central Line of Development
The 'immobile' infant is dependent on adults to meet their every need.	Increased energy and motor-control to deal actively with the external world.	From passive instinct via conditioned reflex to intelligent interest in the world and the use of tools,

Table 1: Birth to Infancy (Vygotsky's Theory of Child Development (Vygotsky, 1998) Source: Blunden (2008).

Crisis at age 1 (uncontrollable, autonomous speech)

Social Situation of Development	Central Neoformation	Central Line of Development
Mute and immobile. Despite lack of skill the child must make a start with speech and walking.	The first manifestation of own personality, and development of own will.	From mute to baby-talk; from crawling to stumbling; beginning to participate ("ur – wir" i.e., "proto-we")

Early Childhood (1 – 3 years, emergent personality)

Social Situation of Development	Central Neoformation	Central Line of Development
Needs are determined and met by adults, but child has not (ye) mastered language.	Speech	From ur – wir" (i.e., "proto-we") of infancy to "Ich" (i.e., the "I"); from unconscious to communicative speech.

Tables 2: Early Childhood (Vygotsky's Theory of Childhood Development (Vygotsky, 1998) Source: Blunden (2008).

Vygotsky (198b, p. 190) sought to realize his goal of "understanding development as a process that is characterized by a unity of material and mental aspects, a unity of the social and the personal during the child's ascent up the stages of development". These unities, that is, the material (social) and the mental (personal) are modes of expressing the same thing, and they are both unities since the child's mental structure (mental) reflects a relation to the social.

Consequently, for Vygotsky child development from infancy to adolescence is a series of established periods, interrupted by periods of crisis (*see tables 1-3*) (Davydov, 1988). The development of the mental structure that characterises each age period of the child is what Vygotsky calls the *social situation of development*. Vygotsky (1998b, p. 198) observes that the "the social situation of development represents the initial moment for [transformations] that occur in development during the given period." Thus, the social situation of development explains the child's mental development in that period in a social context.

Crisis at age 3 (despotism, negativity)

Social Situation of Development	Central Neoformation	Central Line of Development
The child is denied recognition as an independent person with their own will.	Ability to act *contrary to inclination* (desire, direction, interest)	From ability to control self to ability to determine self

Preschool age (Middle childhood: 3 – 7 years)

Social Situation of Development	Central Neoformation	Central Line of Development
Although lacking knowledge of the world, the child must develop an *intellectual* orientation.	Intellect?	Independent activity; becoming able to do things without supervision

Crisis at age 7 (differentiation of internal and external life; self-love, posing)

Social Situation of Development	Central Neoformation	Central Line of Development
Strategic action impossible with childlike directness	Narcissism	Differentiation of behaviour and consciousness.

Table 2: Middles Childhood (Vygotsky's Theory of Child Development (Vygotsky, 1998) Source: Blunden (2008).

According to Vygotsky (1998b, p. 197), each age period begins with a central *new-formation* from which mental functions develop. This new-formation occurs in the social situation of development either from a child's current competencies resulting from actually-developed mental functions or from needs and desires, and the demands and possibilities of the environment. In the process of overcoming this tension, the child engages in dissimilar concrete tasks and explicit relations that can develop new functions or enhance existing functions. As it were, the new-formation resulting for any given age period is the outcome of how the child relates to the social situation of development in the context of budding mental functions.

It seems that the child's explicit actions in everyday life need not confront this tension, that is, the dominant activity. But the roles required for a change in a new age period, emerge and explain situations in which the child is involved in actions that increase these tensions. Vygotsky (1967) argues that each period has a

dominant activity that is the main source of development in any period. A dominant activity recognises relations in the social situation of development that hold the promise to contribute to the development of those functions that lead to the structural reorganization of a child's mental functions. The activity *per se* is not responsible for developing the child, rather the dominant activity results from the child's actions that in turn develop the mental functions needed for that activity. On this note, the "new-formation is a product of … an age period" (Vygotsky, 1998b, p.198).

Age periods are constructed socially through human activities and materially because the functions are developed activities and interactions with others. The *social situation of development* mediates the social practices and the child's own interests and actions at that child's age period. This means that the child is active and discerning about what is perceived and interesting. At each age period, this relation changes thus indicating the structure of the mental functions for that age.

Although the development of higher mental functions, for instance, perception, voluntary memory, speech and thinking depend on biological conditions, age functions develop and are constructed socially. For Vygotsky (Vygotsky, 1998b, p. 199) "the actual level of development is determined by that age, that stage or phase within a given age that the child is experiencing at that time". This implies that age reflects a mental category and a period of development.

In summary then, mental functions are formed, both by history in the *phylogenetic* transformation of human societies, and individually in the *ontogenetic* transformation of individual in the social context. This implies that for Vygotsky development occurs on two planes: a) the interpersonal plane, that is, in the social context and in the intrapersonal plane, that is, the individual (mental) context. Therefore, understanding how child mental faculties develop is important in determining the kind of instruction that is best suited for any individual child. Vygotsky (1962) determined that instruction was not an end itself in his concept of the Zone of Proximal Development (ZPD), in which he sought to explain the link between instruction and development. In what follows, I discuss the ZPD.

3.1.1 Vygotsky's Zone of Proximal Development

Vygotsky (1997) is well known for his theory on the social origins of higher mental functions and semiotics. He argues that learning is mediated between the individual and the socially competent person in the environment of artefacts in which the individual's appropriation of learning follows from the construction of meaning and therefore knowledge. In the traditional model of teaching and learning, the educator or the socially competent person was thought of as the source of knowledge. This knowledge was communicated to the child in a top-down mode.

However, in the Vygotskian approach, meaning and knowledge is co-constructed. But this does not necessarily reduce the teacher to a mere facilitator, it is still arguable that the teacher is socially more knowledgeable, more skilled, more experienced and therefore is a skilled mentor whose mediation is socially constituted. This is the Zone of Proximal Development a recognised concept in Vygostkian theory of teaching and learning. The ZPD is defined as "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211; 1998b, p. 202). And "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The ZPD points to the role development plays in a child that it should a) Explain rather than describe child development "as a single process of self-development". b) Study the child as a unit that constitutes an integral person. c) Understand that childhood is divided into age periods, where each period is principled and unified, this is to say that the same abstract criteria explains each period (to maintain the unity), yet the actual expression of the abstract relations must be revealed for each content of each age period (Vygotsky, 1978, p. 86).

Vygotsky's Theory of child development discussed above, points to the role of the ZPD. The ZPD does the following in the mental development of the child:

a) Identifies budding mental functions and what in social interactions is responsible for this budding to effect the shift from one age period to another.

b) Identify the child's existing mental state that are required to develop mental functions required for the shift.

In each age period, certain mental functions are maturing given the central new-formation, these indicate the emergence of the restructuring of existing functions to form a new structure (next age period) following this path: 'present age', 'maturing functions', and 'next age'. The ZPD then refers to the mental functions that are formed in any age period, whereby the next age period emerges.

It is important to observe that the ZPD does not exist *a priori* but reflects the structural relationships that emerge due to the social practices and context of the child. For instance, school-age children should demonstrate the development of the reasoning competence based on academic (scientific) concepts. Children of school-age who have not developed this competence, it can be inferred, have a different intellectual structure that is not consistent with the school-age period. It reasonable then to suggest that reasoning with concepts (school age period) is a definite indicator of the new-formations for this age "conscious awareness and volition" (Vygotsky, 1987, p. 213).

According to Vygotsky (1987), the maturing functions are indicators of transformation in the internal structure of any age period. It follows that the ZPD takes into account the social situation of development. This implies that for example in a school age period, assessment should take into account the current status of the maturing mental functions. The ZPD refers to functions that are developing ontogenetically for any age period, and a child's current state of development in relation to the mental functions that need to be realized.

For Vygotsky, the ZPD was intended as an instrument to develop a basis for suitable pedagogical interventions, and instructional intervention for groups of children, as well as individual children. Interventions were to follow diagnostic procedures based on understanding a child's present state of development. Thus Vygotsky (1998b, p. 205) reasoned that "a true diagnosis must provide an

explanation, prediction, and scientific basis for practical prescription" (Vygotsky, 1934/1998b, p. 205) in order to set the right interventions that will help the child to function independently.

3.1.2 The Zone of Proximal Development and Imitation

Another way of understanding the importance of the ZPD for Vygotsky is his understanding of imitation. Therefore, it is necessary to examine the role imitation plays in instruction and learning. A child's ability to imitate is the basis for a child's development as observed through the ZPD that results from the social situation of development. Vygotsky (1997a, p.95; 1998b, p.202) reasons that imitation is not an unconsciousness mechanical copying or repetition of actions. Vygotsky (1998b, p. 201; 1987, p. 209) argues that a child is incapable of imitation except "to the extent and in those forms in which it is accompanied by understanding". Vygotsky (1997a, p. 96) maintains that "it is well established that the child can imitate only what lies within the zone of his intellectual potential". Therefore, imitation refers to "all kinds of activity of a certain type carried out by the child … in cooperation with adults or with another child" bearing in mind that to a certain extent the child has some understanding of what he is imitating (Vygotsky, 1987, p. 209). Furthermore, Vygotsky (1998b, p. 202) holds that it includes "everything that the child cannot do independently, but which he can be taught or which he can do with direction or cooperation or with the help of leading questions" presumably with a more competent other.

Therefore, it is defensible to argue that imitation is conceivable given maturing mental functions are deficient to support independent performance. Yet these mental functions have developed enough for the child to understand the application of collaborative actions, for example, the child can follow demonstration or leading questions from a more competent person. Another way of saying the same thing is that imitation in the ZPD refers to those mental functions and intellection actions that a child employs in collaboration with the more competent other, where independent performance is insufficient. In other words, the child can go beyond what he can do because of the help of the more competent other (see *Figure 1*). In this regard, Vygotsky (1987, p.209) argues that "to imitate, there must be some possibility of moving from what I can do to what I

cannot". There is a clear relationship between what a child is competent to imitate and the child's mental development.

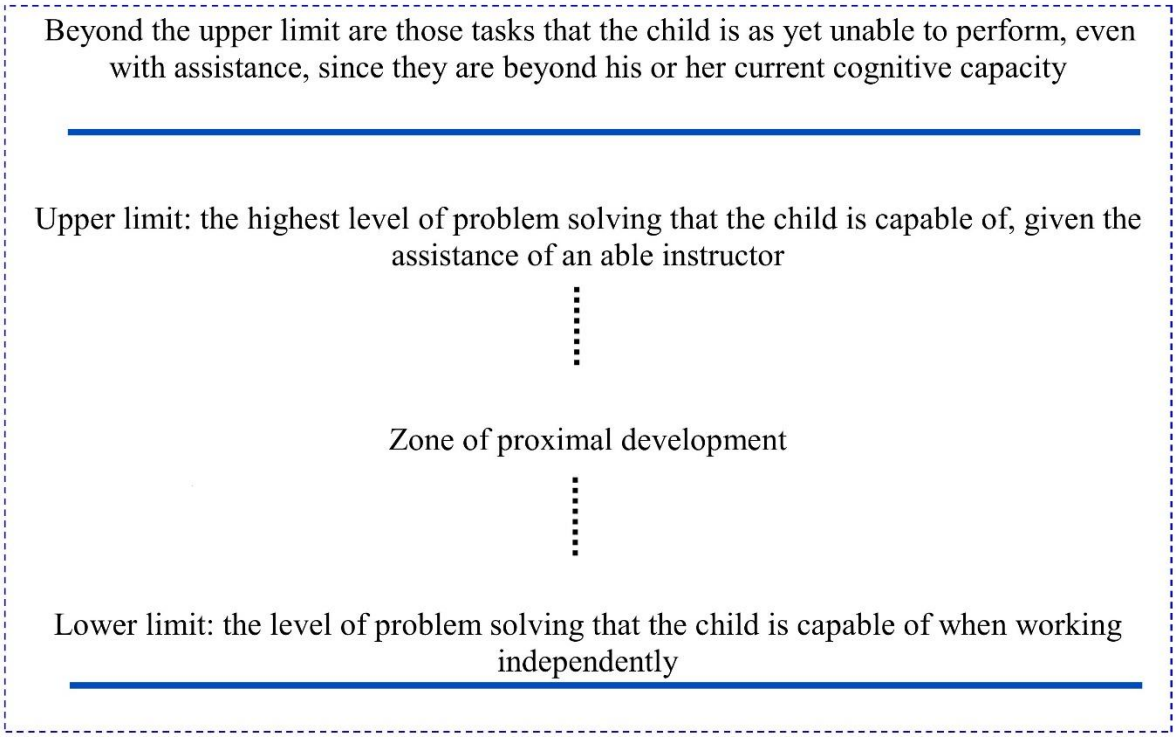


Figure 1: Showing Profile of Participants

In collaboration, the child imitates that for which the maturing mental functions exist. It needs to be noted that the inability to imitate would suggest that the relevant maturing mental functions are non-existent. Vygotsky says in this regard:

> In brief, we ask the child to solve problems that are beyond his mental age [determined by independent performance] with some kind of cooperation and determine how far the potential for intellectual cooperation can be stretched for the given child and how far it goes beyond his mental age (Vygotsky,s 1998b, p. 202).
>
> [Vygotsky reasoned that] by applying the principle of cooperation for establishing the zone of proximal development, we make it possible to study directly what determines most precisely the mental maturation that must be realized in the proximal and subsequent periods of his stage of development (Vygotsky, 1998b, p. 203).

So it is evident that the ZPD is for evaluating the level of collaboration with a child given the level of mental development. According to Chaiklin (2003), collaboration is a state in which a child collaborates with the more competent person to solve a task. Collaborative interventions then seek out signals that point to maturing mental functions. As I observed above, the presupposition is that a child can only benefit from these interventions if the maturing function supports the competence to understand the importance of the support given (*see Figure 2*).

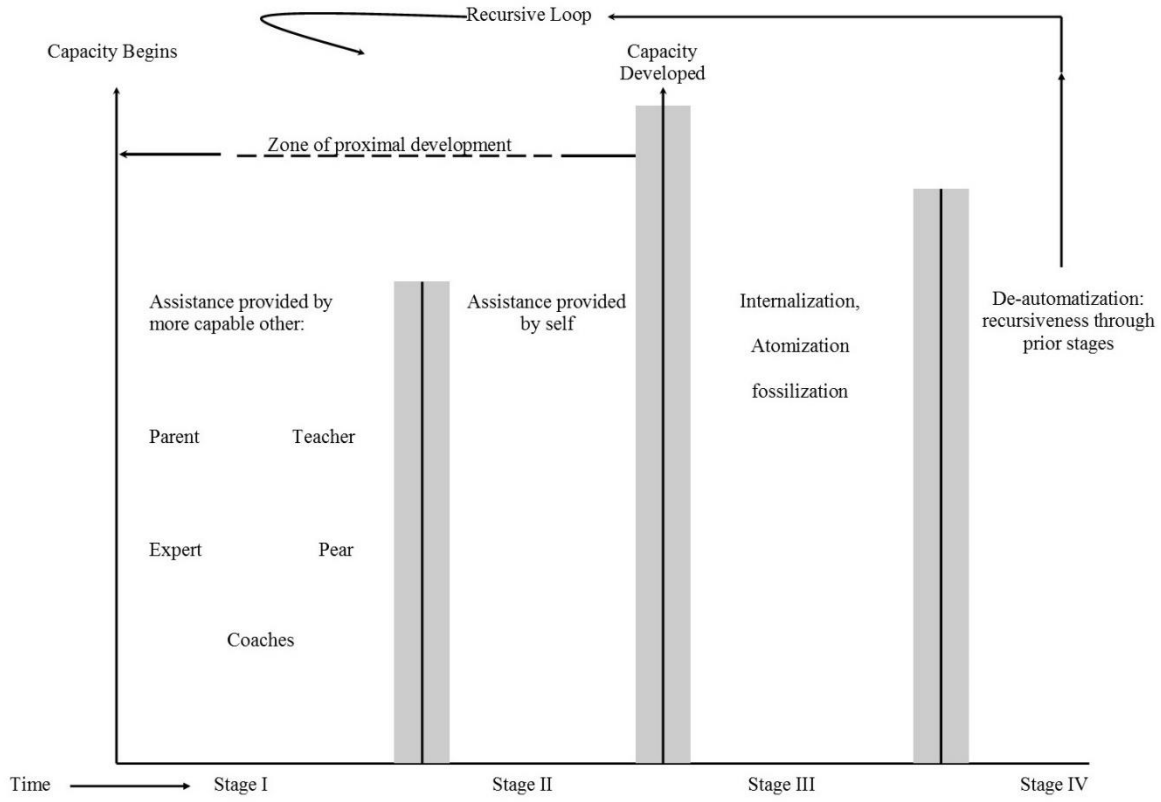


Figure 2: Progression through the ZPD and beyond (Tharp and Gallimore, 1998, p. 96)

Tharp and Gallimore (1990, pp. 184ff) identified four steps in the ZPD to explain the instruction and learning process:

a) Support by a socially more competent person: the learner is offered support at every step of collaboration. Where there are learners requiring this sort of support, the teacher should seek them out.

b) Support by the self: The self is a co-participant, a communicator, and a practiser in making meaning who experiences his own activities and other

learners' activities. This learner begins to take some responsibility in the learning process. While some support is still required, the learner is somewhat independent and can work out some tasks on her own.

c) Automatized and fossilised activity: This stage indicates that the ZPD has been achieved and progress been made. The learner needs less support from the more competent person and eventually reaches a point where no further support is required. She is now a competent task solver.

d) De-automatized Activities: This leads to *recursion* through the ZPD. There are times even with the initial support from the socially competent person, the child develops the competence to learn, progresses but in due course loses this competence. It implies the learner has to be taught all over again.

The basic idea functional in the four steps is of agency flowing through each one of the supported activities. There is mediated and collaborative action in each of the steps. Collaboration implies that support is necessary at any point of concept development. Mediated support indicates that the learner can complete that part of the task that does not make sense with collaboration. Additionally, it involves discerned and differentiated individualised interactions with the learners, given that each one of them may have special needs. Bruner (1985, p. 23), says that the ZPD is an instrument that a socially competent person "arrange the environment to enable the child to reach a higher or more abstract ground from which to reflect… becomes more conscious".

3.1.3 The Implications of the Zone of Proximal Development for Pedagogy.

a) The ZPD suggest that pedagogy should focus on maturing mental functions that are relevant for the over-all intellectual development to the next age period; rather, than already mature mental functions.
b) The ZPD shows which developments are going to lead to the next development (Vygotsky, 1987, p. 209).
c) The content and meaning of the ZPD is determined by the age period under consideration. Whereas the principle for understanding the mental structures is

the same, it should be noted that the social situation for development plays a significant role in determining the existing mental structure.

d) The learning of academic concepts in relation to the ZPD is important because this development is relevant in relation to school age. In other words, depending on the social situation of development, there are other foci.

3.2 Inclusive Pedagogy and Vygotsky's Theory of Child Development

Generally according to Grum:

> A founding principle of inclusion is to give children with special needs equal opportunities to participate fully in regular education classrooms with children who do not have any special needs. It expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom they would otherwise have attended (Grum, 2012, p. 111).

There is no question that inclusion offers the promise of progress in the quality of "education and social life for children with special needs" (Grum, 2012, p. 112). It is important that inclusive pedagogy needs to be understood well and Vygotsky is one theorist through whose approach we can understand inclusive pedagogy. As previously observed, Vygotsky's theory is psychological and entails his socio-cultural theory that is concerned with the co-construction of knowledge, between the individual and social cultural processes, semiotics including language, higher mental functions and the zone of proximal development. *Figure 3* is a schematic representation of Vygotsky's theory and how it contributes to inclusive pedagogy.

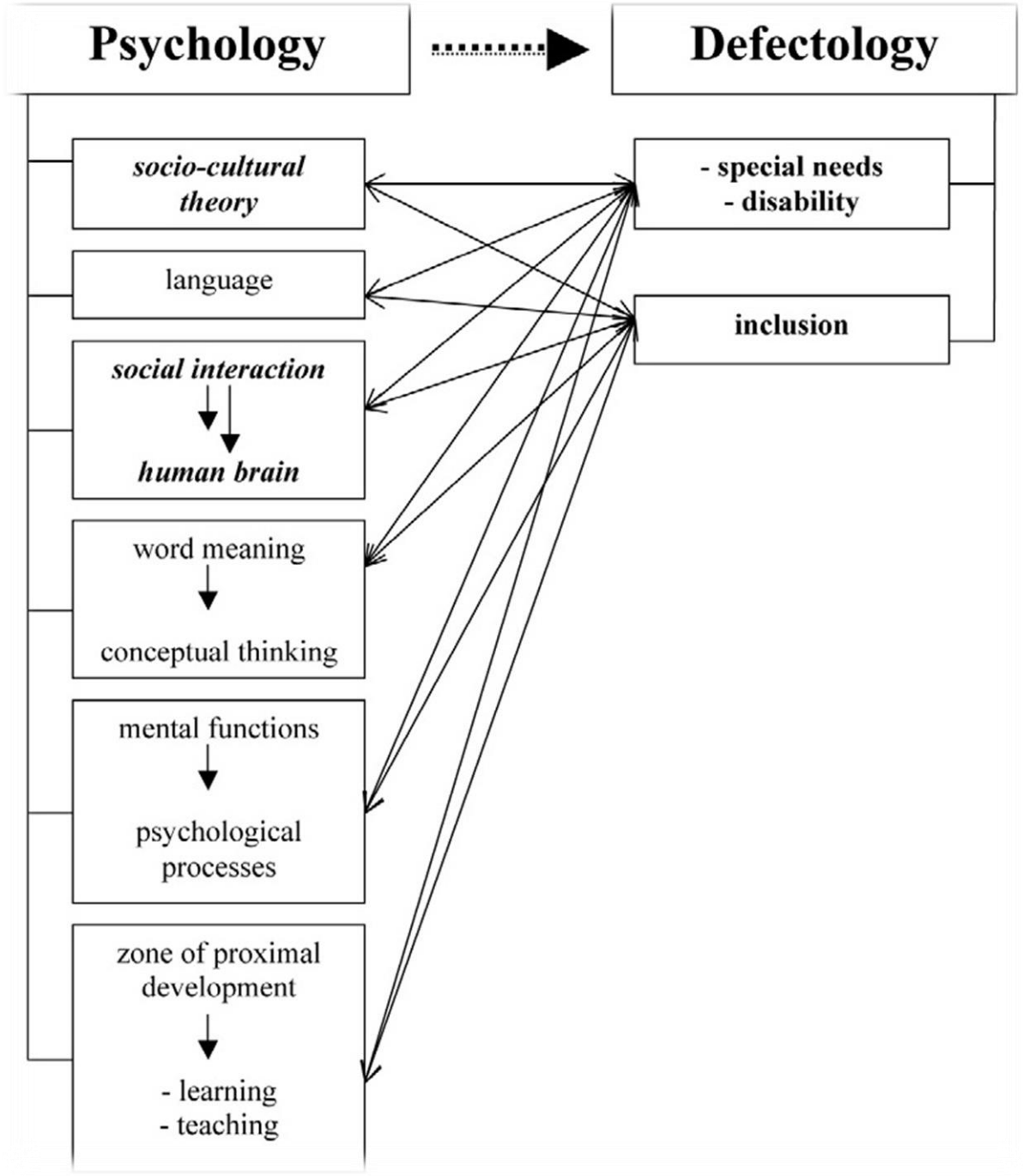


Figure 3: A Schematic Representation of Vygotsky's Constructivism Theory (Source, Grum, 2012, p. 113).

In "The Fundamentals of Defectology: Abnormal Psychology and Learning Disabilities" Vygotsky (1993), argues that child development is the process where the child's experiences are formed by their social cultural milieu. In this environment, the more competent person and peers play an integral role in the process of development. Vygotsky maintained that "defects" should not be perceived as abnormality but need to be understood in the social-cultural context.

He disapproved of special education because of its negative low expectations and adulterated curriculum. He challenges educators to have an approach that identified children's strength rather than their disability. Vygotsky saw disability as a socio-cultural developmental problem because all higher mental functions have social cultural origins. In this regard he wrote: "...every function in a child's cultural development appears on the stage twice, on two planes, first-social, then - psychological; first between people as an inter-mental category, then within a child as an intra-mental category" (Vygotsky, 1997, 106). In sum, Vygotsky understood disabilities as primary and secondary categories. He pointed out that whereas the primary disability was a natural biological impairment that might limit the acquisition and the usage of certain social cultural competencies that in turn might possibly impair the child's ability to acquire knowledge or slow such acquisition, the secondary disability was the result of distortions of higher mental functions following influence from negative social factors. According to Gindis (2003), Vygotsky argued that given positive social incentives and inclusive educational milieu, and pedagogical support, a child's higher mental functions could be reorganised as well as to change social cultural attitudes.

3.3 Inclusive Pedagogy

This research is guided by the work of Florian (2014) and Florian and Black-Hawkins (2011) on inclusive pedagogy. These studies reflect on experienced teachers who were able to sustain a commitment to inclusive education over time. Florian's (2014) work provides an analysis of the three key principles that underpins inclusive pedagogy. The first principle indicates that difference must be accounted for as an important aspect of human development in any conceptualisation of learning. Secondly, teachers must believe that they can teach all children. Lastly teachers must continually develop creative new ways of working with others (Florian, 2014).

This study explained how this framework is relevant and how the principles in this investigation, especially on the relationship between learners learning needs with teachers' use of inclusive pedagogy in the conceptualisation of learning are appropriate. However, it is important to mention that Florian's framework was

selected because it is conceptually a rigorous model for understanding the critical pedagogy.

As noted above, the three key principles are aligned with the three core themes developed by Spratt and Florian (2013) which are understanding learning, understanding social justice, and becoming an active professional. Florian (2014) provides an understanding of the link between inclusion, access, achievement and participation which enhance inclusive pedagogical practices employed by teachers. In addition, Makoelle (2014) argues that inclusive education can be understood based on various models and approaches which form part of inclusive perspectives. However, this study adopted the Florian framework that allows inclusive pedagogy to be measured by means of observing pedagogical practices in action as they occur in various classrooms.

3.4 Framework for Participation in Classrooms

Florian (2014) created a framework that allow inclusive pedagogy to be measured by observing pedagogical practices in action in classrooms in the UK. According to Florian and Black-Hawkins (2011) there are four elements and questions required to understand inclusive pedagogy. The aim of IPAA was intended to allow teachers to broaden their understanding and knowledge of "what constitutes inclusive pedagogy" (Florian & Black-Hawkins, 2011, p. 817). Although there are many pedagogical practices that can be considered as inclusive, the study will use the inclusive pedagogical practices that are based on the participation framework of Florian and Black–Hawkins (2011). These are referred as the four broad band categories of participation framework; this study will adopt the four broad band categories since they are relevant to this investigation.

The first element is referred as *participation and access*, this element focuses on the teaching strategies and practices that are employed by teachers for learners to access learning. The question to be answered being that; what are the teaching strategies and practices that promote access? Here, this element emphasise that participation and access is essential so that inclusivity for all learners is maintained whilst ensuring that the needs of all learners are met in the classroom. Access to curriculum can be achieved by employing equal multiple opportunities

for learners to learn and providing a space for learners' individual needs (Florian & Black- Hawkins, 2011).

The second element is *participation and collaboration*. It means learning together, if children learn together in various contexts then what teaching strategies and practices promote collaboration. Collaboration refers to the learners being able to interact in a positive way. In an inclusive classroom, it is important for learners to interact with one another as they are engaged in activities that will allow collaboration to occur. Whilst learners interact and collaborate amongst themselves, the element of inclusion is observed and evident as learners share knowledge and skills but this is done in a non-competitive way. In addition, through collaboration, learners are encouraged to value each other's efforts and contribution and create a sense of community in the classroom (Florian & Black - Hawkins, 2011).

The third element is *participation and achievement*. The following question should be addressed by the study based on the element mentioned above; what are the teaching strategies/practices that promote achievement for all? It means inclusive pedagogy; this element intends to know what teachers are doing as part of inclusive pedagogy and if these teachers are knowledgeable about inclusive pedagogy. According to Florian and Black-Hawkins (2011) teachers' knowledge of inclusive pedagogical practices plays an important role in teaching and learning, thus it enables him/her to plan their lesson with the conscious that all learners in the classroom should benefit from the lesson. Teachers' knowledge of inclusive pedagogy and inclusive education is facilitated by teachers' expertise in selecting materials and content that the teacher will include as part of the lesson which will include all learners and those that have additional needs.

The fourth element is called *participation and diversity*. This element requires knowing the teaching strategies and practices that promote recognition and acceptance. Recognition and acceptance refers to the validation, approval and respect that is given to learners to feel included and welcomed in the classroom. This can be promoted in the form of positive praise to learner's contributions and efforts during teaching and learning, it can also be extended by recognising every learners' abilities in the form of talents shown, whilst the teacher takes into

cognisance the learners choices of the work they choose to do. Maintaining respect and the dignity of learners in the classroom promotes recognition and acceptance (Florian & Black- Hawkins, 2011).

The four elements mentioned above have been developed and used by Florian and Black-Hawkins (2011) to investigate the evidence of inclusive pedagogy in Scotland. This study adopted the same framework, whereby the four elements were used as a guide to investigate inclusive pedagogy evident in Foundation Phase rural ordinary classrooms in Malamulele. These four elements are lens to study what constitutes an inclusive classroom. Inclusive pedagogy challenges the way teachers consider inclusive education and how they teach classrooms with learners with diverse learning needs. Hence the underlying assumptions outlined below which was developed by Florian (2014) with the aim that if they can be adopted by teachers, then the three key challenges identified can be minimised.

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

Table 3: IPAA Framework (Florian, 2014, p. 7)

Since the study observed inclusive pedagogies used by teachers, the assumptions illustrated above assisted in navigating the study during semi structured interviews as to how difference is accounted for as an important aspect during the process of teaching and learning. In addition, the study wanted to know about the knowledge that teachers have in the use of inclusive pedagogies as well as their beliefs in the choice of strategies they employed. More importantly, the assumptions helped in answering the research questions which seeks to know the global and local trends and debates around inclusive pedagogy in rural ordinary schools.

3.5 Conclusion

This chapter discussed the theoretical framework of this study. It focused on the constructivism and specifically Vygotsky social cultural constructivism as a theory that attempts to explain how knowledge is acquired. Vygotsky social cultural constructivism is a psychological theory that argues that knowledge is a product of collaboration both between the individual and the social cultural context of the individual.

The context in which the individual lives contributes to the development of high mental functions of the individual. In the processes of instruction and learning, the zone of proximal development is important. With collaboration with the more competent person, the learner can do more than he or she is able to do at his or her age without support.

The ZPD then is an instrument of development pedagogical and instructional intervention for groups of children and individual children. Furthermore, a child's ability to imitate is the basis for a child's development as observed in the ZPD resulting from the social situation of development. Imitation assumes that mental functions have developed enough for the child to understand the application of collaborative actions. Vygotsky is one of the earliest theorist to support inclusive education.

Vygotsky saw disability as a socio-cultural developmental problem because all higher mental functions have social cultural origins. His basic stance was that

given positive social incentives and inclusive educational milieu, and pedagogical support, a child's higher mental functions could be reorganised and social cultural attitudes towards disabilities could be changed.

The works of Florian and Black-Hawkins (2011) referred to as good practices, are important for this study and counts as evidence of such practices and how such practices can be known. Thus, the study investigated the evidence of inclusive pedagogy in Foundation Phase rural ordinary classrooms in Malamulele, within this framework.

Chapter Four: Methodology

4. Introduction

This study investigated inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele. Data was collected using direct observations and individual interviews. In order to identify and understand the inclusive pedagogical practices that were employed by teachers, I used Florian and Black-Hawkins (2011, p.814) notion of "a shift in teaching and learning from an approach that works for 'most' and 'some' to an approach of learning opportunities that are made available for 'everyone'". In my analysis of data, I used both inductive and deductive techniques. This approach of analysis is relevant to "demonstrate rigor using a hybrid approach to thematic analysis" (Fereday & Muir-Cochrane, 2006, p.2). In this chapter, the study discussed the research paradigm, the choice of methodology of the research, the context of the study, the data collection methods, how I proposed to analyse the data, and lastly, I elaborate on the ethical considerations employed in this study and outline the processes followed that foster credibility and trustworthiness.

4.1 Research Design

> According to one definition of research design, *"the research design is a plan or strategy that provide a set of issues that need to be addressed in practice so that the area of research interest can be systematically studied, it indicates how the research is operationally used and how a set of research aims and objectives can be translated into practical research topic"* (Creswell et al.,2011, p. 70).

In addition, Creswell et al., (2011) state that there is a very wide range of research designs from which a researcher may choose one that is congruent with his/her assumptions. In the same vein, McMillan & Schumacher (2011, p. 23) assert that "qualitative research designs use methods and they emphasize collecting data from people in the natural settings". The study will use a qualitative design.

The first step which distinguishes qualitative studies from other modes of inquiry is the research design. However, this study is situated on the Critical realist paradigm which sought to understand that epistemological knowledge (knowledge)

is different from ontology (existence, being) (Bhaskar,1978). Although, critical realism originated as a scientific alternative to both positivism and constructivism, critical realists take into consideration the reality of the natural world as well as the events and discourses of the social world based (Bhaskar,1989).

Bhaskar (1989) indicates that in order to understand, and bring change to the social world, one needs to identify the structures at work that generate those events and discourses. Archer (1995) concurs with Bhaskar (1989) that society and culture are the products of human activity, and are constantly explained or reinforced by human activities. However, these social and cultural structures are given time in which they become possible objects to be investigated. According to Fletcher (2016), the ability to engage in explanation and causal analysis makes critical realism to be useful in investigating and analysing social challenges and suggesting solutions for social change. In critical realism ontology, reality is presented in three levels which are discussed below:

4.1.1 Empirical Level

This is the first level which is the realm of events as we experience them. At this level, "events or objects can be measured empirically and are often explained through 'common sense', but these events are always mediated through the filter of human experience and interpretation" (Fletcher,2016, p3). Bhaskar (1989) refers to the empirical level as the domain which is founded on observable experiences. However, Williams (1999) argues that not all events are experienced.

4.1.2 Actual Level

At this level, there is no filter of human experience. However, "events occur whether or not we experience or interpret them, and these true occurrences are often different from what is observed at the empirical level" (Danemark et al., 2002, p.20). Williams (1999) referred to the actual level as a domain consisting of both events and experiences, but further argues that they do not belong to the actual domain even if they have been experienced or not. As such he maintains that they belong to the third domain which is the real, the domain in which mechanisms, events and experiences can all occur (Williams, 1999, p.806).

4.1.3 Real Level

This is the third level, and in this level causal structures, or causal mechanisms exist. These are inherent properties in an object or structure that act as causal forces to produce events that appear at the empirical level. This is regarded as the primary aim of critical realism to explain social events through reference to these causal mechanisms and the effects they can have throughout the three-layered iceberg of reality. It is concluded that ontology and epistemology can be understood better in research as it relates to human knowledge of reality (Fletcher, 2016). Since Critical realism is concerned with both the natural and social science regimes, "it bears an important relevance to natural and social science due to their applications in deeply human contexts such as organizations" (Zachariadis, Scott & Barret, 2010, p.6). However, an important characteristic of critical realism is that it maintains a strong emphasis on ontology, which according to Bhaskar (1998), is that the world exists independently of what we think about it, and further argues that there are two sides of knowledge which he refers to as the transitive and intransitive objects of knowledge. This two forms of knowledge is explained in the next paragraph.

Intransitive knowledge is referred to as that type of knowledge which does not depend on human activity. In other words, it is the knowledge of things which are beyond humans' inventions such as gravity, death etc. Whilst on the other hand, transitive knowledge is referred to as the "artificial objects fashioned into items of knowledge by science of the day" (Bhaskar,1998, p.11). Bhaskar advocates that "men in their social activity produce knowledge which is a social product…" (Bhaskar,1978, p.21). Danermak (2005, p. 23) posits that "social phenomena cannot exist without some form of human activity; hence the principle of the reasoning is applicable to social science problems also".

I have selected this paradigm because of my belief that the reality of inclusive pedagogical practices which is the epistemological knowledge, employed by teachers, can be known and understood by means of observations and interviewing them. The interviews in this study were used as a platform to share and construct knowledge (epistemological knowledge) as to know the reasoning behind the use of inclusive pedagogical practices.

The study investigated possible inclusive pedagogical practices evident in Foundation Phase ordinary classrooms in rural Malamulele. Given the nature of qualitative phenomena in the classroom, this study will use a qualitative research approach in order to gain in-depth understanding of the use of inclusive pedagogical practices at Foundation Phase mainstream classrooms. McMillan and Schumacher (2014) justify the use of qualitative studies when the researcher is gathering data on naturally occurring phenomena.

Qualitative research is an accepted methodology for many important questions, with significant contributions to both theory and practice (McMillan and Schumacher, 2014). Accordingly, Marshall & Rossman (2006, p. 97) refer to qualitative researchers as typically relying on four methods of collecting data which are; participating in the setting, observing directly, interviewing in depth and analysing documents which form the basis of the research or "the staples of the diet".

Moreover, choosing qualitative research over quantitative research in inclusive education is an ideal choice, following Barnes' (2003, p. 10) position that "the extent and complexity in inclusive education research will not be fully captured when the study uses a quantitative research method". The reason was because this study described the participants' actions during classroom observations and through interviews. In this study, the detailed description which is in a form of interpretative analysis will be on inclusive pedagogy employed by teachers in Foundation Phase rural ordinary classrooms that were observed.

The research style was ethnographic. The reason for the selection of this research styles is because the study was conducted in a particular location under rural context and it is very important as opposed to urban context. According to Astalin (2013), ethnography is a methodology studies that aims at describing cultures and people and it is suitable for studies that aims at investigating a particular group of people who shares similar characteristics. In this study, the participants investigated have common characteristics such as their context which is rural.

4.2 Profile of the four selected primary schools

This study consists of four primary schools situated in one geographical area of Malamulele East Circuit. They all share constraining factors that may vary in degree yet most are similar. These schools are situated on the outskirts of Malamulele Town, three of which are within 50 kilometres radius from the local Township, and one school is within 30-kilometre radius from the local town. Most of the learners who attend these schools hail from the local community.

This means that all the learners, speak Xitsonga both as their Home Language and as their language of instruction at school. Most of the learners come from either lower-class income or unemployed families and are therefore mostly social grants recipients. Also, the village schools are situated in high density rural settlement. Two schools are close to the Kruger National Park gate. The fact of this closeness to the game park compromises the safety of the learners given the fact of wild animals such as lions, elephants, leopards and buffalos. The villagers and their cattle and crops are also at risk.

The schools are classified as historically disadvantaged schools falling under quintile one, which is the category of the poorest schools according to DoE. Infrastructure and resources are not of the expected standard. However, there are exceptions in two schools where they have combo tennis court built. The schools' yards are not paved. Roads infrastructure is also very poor, the roads leading to three schools are in an extremely poor condition. During rainy days' teachers are sometimes unable to go to their respective work places because of the conditions of the roads or sometimes because the bridges have collapsed. Most of the teachers in the four schools resides in the local township and therefore travel on a daily basis to their schools.

4.3 Context of the Study

The context of the study is Malamulele East Circuit (Vhembe district in Limpopo Province). The study was a follow up on Limpopo Foundation Phase in-service teachers who were on scholarship (study leave) at Wits provided by Limpopo Department of Education during the period 2009-2012. The chosen schools are rural ordinary schools which have a variety of learners, including those with learning needs where some learners require low and moderate levels of support

(DBE, 2014; SIAS, 2014). The schools where the study was conducted are in Malamulele in Limpopo Province. Limpopo province is the fifth largest province in South Africa and it has a population of approximately 5.4 million people which is 10.4 percent of South Africa's total population and ninety percent of them live in rural areas (DBE, 2015). The study took place in four schools which are situated in Malamulele East Circuit. The four schools were selected to represent various geographical areas in Malamulele.

4.3.1 Profile of Participants

PARTICIPANT	PHASE & GRADE	QUALIFICATIONS	TEACHING EXPERIENCE	GENDER	AGE
Teacher A	Foundation Phase Grade 1	JPTD BEd Foundation phase BEd honours	25 years	Female	52
Teacher B	Foundation Phase Grade 3	SPTD BA B Ed special need BEd Foundation phase	25 years	Female	51
Teacher C	Foundation Phase Grade 3	SPTD FDE BEd in Education BEd Foundation Phase	22 years	Female	50
Teacher D	Foundation Phase Grade 2	JPTD BA DEGREE BEd Honours in Special needs BEd Foundation	25 years	Female	49

		phase BEd Honours in Management Public management diploma			

Table 4: Table Showing Profile of Participants

In South Africa, the educational system is divided into public (ordinary), or private and special schools. The study chose to conduct the research in the public ordinary schools. Malamulele East Circuit consists of 35 schools. Out of 35 schools, there are 23 primary schools with Foundation phase. In addition to that, from the 23 primary schools in this circuit, seven schools were selected to participate in the four-year BEd programme at Wits where each school was represented by one in-service teacher. However, there were situations where in one school, two teachers were selected to go and upgrade. Along the way two teachers dropped out of the programme and the circuit was left with five schools representing the circuit. Two from the five were from one school, which marked the total of six teachers in which the sample was drawn from.

The study worked with four Foundation Phase teachers. The four schools and four teachers were selected using purposive sampling. The study chose Foundation Phase (Grade one-three) because of the following reasons (a) It is the phase where formal schooling starts, (b) From grade one, learners are assessed formally in order to progress to the next grades. (c) Grade three is the grade exit from Foundation phase to Intermediate phase where learners are exposed to a variety of subjects.

In the South African context, Petersen and Petker (2011) argue that the greatest need is for teachers teaching in the Foundation Phase (Grades one-three). The importance of Foundation Phase teachers is to "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" (Petersen & Petker, 2011, p. 59). Again, Foundation phase classrooms are the first recipient of learners and that's

where inclusive education policies are expected to be implemented as a result of learners starting their formal schooling.

In this phase, teachers identify learners' different learning needs early in Foundation Phase and attend to these learning needs by employing various teaching strategies so that learning is for all (Petersen & Petker, 2011). It is this reason that the study chose to investigate inclusive pedagogy in this phase and Foundation Phase teachers were selected to be the main participants in the study.

The Foundation Phase is the place where reading and writing skills are modelled and every learner develops the skills to read and write, a necessity throughout the education career of the learner. Failure to model the reading and writing skills, or if the skill is not fully acquired at the Foundation Phase, the adverse effect becomes apparent when the learner is expected to manage a large amount of reading due to the increase of subjects at the intermediate and senior phase (Petersen & Petker, 2011). Thus "Foundation Phase learners require caring, loving and supportive teachers who will recognise and respond to the individual learning needs of learners especially those who have difficulties in learning" (Petersen & Petker, 2011, p. 53).

As far as Foundation Phase education is concerned, Petersen and Petker (2011) maintain that it is at this phase where learners require, specifically, teachers with Home language competency. It is therefore important to build a strong foundation during these fragile years of a child's life since "a paucity of suitably qualified teachers at this critical juncture can spell disaster for early education foundation in the country" (Petersen & Petker, 2011, p. 51). This also informs the reason the study concerns the Foundation Phase teachers who are teaching in Xitsonga home language.

Another reason why the study chose to work with Foundation Phase teachers is because the study wanted to ascertain whether inclusive pedagogical practices will be the same across teachers of the same phase. The intention was to investigate these four teachers in their various classrooms and seek out the evidence of inclusive pedagogies they employ to teach not merely for 'some' or 'most' but teaching and learning which is meant for 'all' (Florian,2014).

4.4 Sample Selection

The main participants are four Foundation Phase teachers based in Malamulele East Circuit. They were selected using purposive sampling. I have requested the information regarding these teachers from the Human resource office in the circuit, thereafter, I consulted the teachers that I hoped to work with to conduct my research. They were at Wits for the Foundation Phase BEd programme for their respective circuits. The purposeful sampling, according to McMillan & Schumacher (2014, p. 351) "is able to describe and analyse teachers' decision making regarding learning activities or students' perspectives regarding classroom management". Since the participants were exposed to inclusive education course during their four year programme. This study purposely looked for these participants because they matched the description of what the study was looking for. The study looked for participants who have been exposed to inclusive education in the Wits programme and practising as teachers.

During the course of my participant sampling, one teacher exited the system and I was left in selecting from five teachers in the circuit. I have looked at the five teachers and out of them I was looking for teachers who are teaching grade one, two and three. Two teachers met the selection criteria as they were teaching in grades one and two, whereas three of the other teachers are taught grade three.

In the second phase of selecting, I looked at the teaching experience and two of them met the requirement. The sample consisted of four teachers, one teaching grade one, the second taught grade two and two teachers taught grade three. This marked a total of four teachers from Malamulele East Circuit selected for participation in this study.

This study had only focused on the learning activities and not on the management of the classroom since classroom management is not the focus of this study. In this regard, Creswell (2012, p. 206) refers to purposeful sampling as intentionally selecting "information-rich participants that will help to develop a detailed understanding". These teachers were chosen based on gender, age, educational qualifications and the number of years employed. McMillan and Schumacher (2001) refers to purposeful sampling as a technique in which the researcher looks for particular subjects that can best provide information for the purpose of the

research. Participants in this study included learners in Foundation Phase from six to nine years' age cohort in ordinary schools.

Foundation Phase (Grade one-three) was identified as the focus of investigation because the specific area of interest is in the evidence of inclusive pedagogy employed in rural ordinary classrooms. The population of learners in special needs schools are not included as the interest is in inclusive pedagogies in ordinary schools. Purposive or judgemental sampling according to Babbie (2014, p.187) is "A type in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative". This forms part of the reason why the study chose Foundation Phase teachers and learners to be involved in this study.

4.5 Data Collection Procedures

The study has observed four Foundation Phase teachers in their respective schools. Observations involved visiting their classrooms in order to observe their lessons to determine if inclusive pedagogies are employed during the lesson. The study observed two lessons from each of the four teachers sampled for participation as they were foundation phase teachers. In foundation phase, there are four subjects which are taught, they are: Xitsonga Home Language, Mathematics, English FAL and Life Skills.

I planned to observe lessons in Xitsonga and Mathematics because the two subjects are compulsory requirement for a learner to proceed to the next grade. In foundation phase a learner must pass Xitsonga with 50% and Mathematics 40% as a pass requirement. Each Lesson was observed for 50 minutes which made up a total of eight lessons being observed. The first week was devoted to observing four teachers teaching Xitsonga H.L. The second week was devoted in observing the four teachers teaching Mathematics. Apart from observations, the study conducted semi-structured interviews after every lesson observed to gain in-depth knowledge on what informed the choice of inclusive pedagogical strategies that they chose to employ during teaching and learning.

4.6 Data Collection Instruments

Data collection method for this study included direct observations and individual interviews. Both classroom observations and subsequent interviews were used by Florian and Black-Hawkins (2011). They used classroom observations and subsequent interviews to examine teachers' inclusive pedagogy in two primary schools in Scotland, in terms of what they do, why and how (Florian & Black-Hawkins, 2011).

They observed eleven classes and interviewed eleven class teachers. Florian & Black-Hawkins (2011) and found: firstly, that teachers who wish to use inclusive pedagogy to support the achievement of all learners faced a number of challenges and dilemmas in practice. Secondly, they found that teachers' practice is often varied and can be considered to meet the standard of inclusive pedagogy. Thirdly, by focusing on the craft knowledge of teachers' inclusive pedagogy, they were able to identify a number of strategies that met their standard of inclusive pedagogy of attending to individual differences, that is, extending what is ordinarily available to all in some ways but not in others (Florian & Black-Hawkins, 2011). This means that these teachers were observed their practices using what was available in their classrooms to meet the learning needs of all learners.

The two data collection methods used by Florian-and Black-Hawkins are significant in this study because the evidence of inclusive pedagogy in teaching can be measured by observing and interviewing teachers' pedagogical practices in action. It is maintained that "working with both interviews and observations has a potential to produce a relation of 'togetherness'" (Rose, 2007, p. 231). This study used observations and semi structured interviews.

4.6.1 Direct Observation

The study intended to investigate inclusive pedagogy evident in Foundation Phase ordinary classrooms. As such, classroom observation was used for data collection. Direct observation is a major means of collecting data in qualitative research. This approach was chosen mainly because allowed the researcher to obtain first-hand accounts of the situation under investigation. Through direct observations, the researcher was able to see and hear things and record what has been observed,

instead of relying on the participants' self-report in responding to questions or statements (McMillan and Schumacher, 2006).

With direct observations I focused on the ten inclusive pedagogical practices that appeared in the observation schedule guide *Table 1* (p. 33-32) which helped me to identify teaching strategies and approaches which were used by individual teachers that could be regarded as visible examples of their inclusive pedagogy in action (Florian and Black-Hawkins, 2011). Appendix I outlines the observation schedule adapted from Florian and Black-Hawkins (2011) framework for participation in classrooms. During observations, I wrote some notes and used my own words and phrases that I had transcribed later. In my writing I used pseudonyms for example: I gave the four teachers Zulu surnames such as teacher Masiza, Mlambo, Mazwayi and Zungu which I had discussed in the data analysis, discussion and findings chapter. The reason for this Zulu pseudonyms was to protect the ethical rights of the participants so that their real names are not disclosed.

According to Marshall and Rossman (2006) classroom studies are one example of observation, frequently used in education, in which the researcher observes, writes notes and describes the actions and interactions involved in the context. McMillan and Schumacher (2014) argue that observations also allow the researcher to see and hear what is happening in the research site.

Patton (2002) maintains that observation allows the researcher to look at what is taking place in context and not rely on second hand information. Observations also give the researcher an opportunity to understand the content in its natural context. The aspects which might unconsciously be missed in the absence of observation are availed to the researcher, for example, aspects which the participants may not freely engage in during interview or any other data collection method.

As a researcher, I had to assume the role of non-participant observer which was undertaken by Florian and Black-Hawkins (2011) when researching the inclusive pedagogical practices in action using the framework for participation. As indicated above the role of the researcher in conducting observation is that "for studies relying exclusively on observation, the researcher makes no special effort to have

a particular role in the setting; to be tolerated as an unobtrusive observer is enough" (Marshall & Rossman, 2006, p. 98). While observation allows the researcher to look at what is happening at the research site, observation may inhibit the participant from expressing themselves freely during the lesson since the presence of the researcher may be seen as 'intrusive' (Creswell, 2009, p. 179).

Another limitation of using observation is that "private information may be observed that the researcher cannot report" (Creswell, 2009, p. 179). The limitation in this study was that there might be possibilities that some inclusive pedagogical practices were employed by the teachers which were not identified in the observation schedule. This might have let the researcher not to consider those practices in her observations. In this study the focus was on observing the evidence of inclusive pedagogical strategies employed by Foundation Phase teachers in rural ordinary classrooms during teaching and learning, and to find out how these inclusive pedagogical practices are facilitating the learning of all learners.

During my observation, as I explained earlier, I wrote field notes in order to capture as much information as possible. The observation data were transcribed and used for data analysis. During my observation I used an observation schedule guide. (see observation schedule *Appendix I* (p.199).

4.6.2 Semi-structured Individual Interviews

The study conducted interviews as a follow up to observations, to clarify matters arising from the choice of inclusive pedagogical practices the teacher chose to employ during their teaching and learning experience. A detailed, semi-structured interview with each of the four teachers was conducted after classroom observation to gain an in-depth view into the teachers' knowledge on pedagogical matters. Interviews are important because they provide information which participants may not display during observation (Opie, 2004). One of the advantages of conducting interviews is that, Interviews method lends greater depth to the study as it provides greater clarity (Cohen & Manion, 2000).

As stated above, I included a detailed semi-structured individual interviews with the four teachers. In conducting the interviews, an Interview schedule was used to structure the interviews (See Appendix J attached). The study used semi-

structured interviews that required “open- ended responses where the participants were able to express their opinion when asked to supply more information” (Bertram & Christiansen, 2014, p. 80). Each teacher interviewed was audio recorded for 20-30 minutes. The interviews were audio recorded and thereafter transcribed.

The audio taped data helped the researcher to hear information which I have missed during the interviews with the teachers. After audio-recording of interviews, I was able to listen to the interviews again during the process of data analysis to be able to code and categorise the data. I have analysed interviews and identified themes that arose in relation to the research questions posed by the study. For the purpose of managing the study, I chose the most salient extracts of interviews that have been discussed in data analysis, discussions and findings.

Audio recording allowed me to pay attention to the participants’ responses, as compared to taking notes while the participant is talking. In addition, audio recording assisted in capturing what the interviewee was saying as accurate as possible, and this has increased the authenticity of the study by ensuring trustworthiness and credible data. Interviews were audio recorded with full permission and consent from the teachers, to ensure that important information is not omitted.

Semi-structured interview was used to establish which teachers used of inclusive pedagogies in their teaching that allowed for ‘all’ not ‘some or ‘most’ (Florian,2014). Semi-structured interviews are regarded as “a researcher-provoked way of gathering data” (Silverman, 2013, p. 258). Semi- structured Interviews are useful for data collection but can inhibit the interviewee from responding to interview questions in an unbiased way. Against this backdrop, Creswell (2009, p. 179) states that in the process of interviewing, “the researchers’ presence may bias the response”. As such, it is important that the interviewer must be aware of the extent to which they can impose their questions onto the respondents (Silverman, 2013). In order to avoid being biased I endeavoured to remain as neutral as possible as a researcher.

The advantage of using both observations as well as interviews is that the two sources of data add to the validity of the data. However, interviews can also be time-consuming. So, as a researcher I made sure that I must guard against being biased. While it is in order to indicate that the interviews I conducted were not immune to the limitations in terms of the interviewees' response to questions —as it is argued "interviewing varies in terms of a prior structure and in the latitude the interviewee has in responding to questions" (Patton, 2002, p. 341). However, interviews also have particular strengths when more than one person participates in the study as it is stated. "An interview yields data in quantity quickly" (Marshall & Rossman, 2006, p. 101). I used an audio recording device during interviews so that it limits interview bias.

Moreover, interviewing teachers was meant to find out the reasoning behind the choice of practices that were employed by the teachers. Florian and Black-Hawkins' (2011) calls for a framework for participation that takes account not only of the observed practices found, but also to determine the reasoning behind the teachers' choice of those practices. As Patton (2002, p. 405) notes, "a good interview lays open thoughts, feelings, knowledge, and experience, not only to the interviewer but also to the interviewee". It was for this purpose that semi-structured interviews were used to help to answer the research questions the study intended to achieve, and to provide an opportunity for the participants to explain their reasoning behind the choice of strategy they used; why they chose it to justify their thoughts, feelings, knowledge and experiences.

It is important to indicate that the study chose individual interviews instead of focus-group interview because the four participants were not a large group, they were not distant and it was easy to manage them.

4.7 Data Analysis

This study is qualitative in nature, so data analysis techniques included a combination of inductive and deductive thematic analysis. Qualitative research is 'interpretive research, in which you make a personal assessment as to a description that fits the situation or themes that capture the major categories of information" (Creswell, 2012, p. 239). Data analysis is a process that involves 'consolidating', 'reducing', and 'interpreting' what the researcher has seen and

read (Bogdan & Biklen, 2007, p. 175). In defining inductive and deductive approaches, Bertram & Christiansen (2014, p. 177) state that an inductive approach is more open-ended and exploratory, whereas a deductive approach is narrower in nature but often more theoretically informed and focused. I have used both deductive and inductive approaches because the study had a potential of benefiting from both approaches. As a researcher I did not add to or reduce the views of participants.

Data analysis techniques which were used in this study included a combination of inductive and deductive thematic analysis two techniques mentioned above that were used by Florian and Black-Hawkins (2011) in their study of inclusive pedagogies. Thus a combination of both inductive and deductive approaches is preferred for research into inclusive pedagogy (Florian, 2014).

4.7.1 Deductive analysis

Since direct observations was used, the study compared the information observed amongst the four participants into themes to determine whether they match or do not match (Hak & Dul, 2009). In using deductive approach, the study wanted to specify the pattern before matching was done. The analysis of observation data was theory driven from the framework for participation in identifying inclusive pedagogical practices in action, while the analysis of interviews served to strengthen the reasoning behind some of the inclusive pedagogical practices teachers used to enrich the findings.

4.7.2 Inductive analysis

Inductive analysis is defined as “moving from specific data to general categories and patterns” (Macmillan & Schumacher,2010, p.367). The study has used interviews for analysis in which key words and themes emerged which were identified to explain the correlations and explain the reasons that informed teachers use of inclusive pedagogy and their justifications. In analysing both observations and interviews, there are themes which emerged (see chapter five), but inclusive pedagogy remained the major theme in this study.

The study used the framework as a process to answer the key research question of the study. As it is stated, “data analysis is a complex process that involves moving

back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning between description and interpretation" (Bogdan & Biklen, 2007, p. 176). In data analysis, the following was developed through the use of framework for participation in classrooms: codes and categories, themes, patterns, narratives and relationships among categories (Grbich, 2013). Moreover, "data analysis is one of the few facets, perhaps the only facet of doing qualitative research in which there is a preferred way" (Merriam, 2009, p. 171).

All transcripts, interviews, audio recordings, and observations were transcribed in preparation for data analysis. I then organized all data collected, which was, classroom observations, and all interviews by their types and by each participant. The analysis was started with data from the lessons observed; field notes then the interview transcripts and audio recordings of the interviews. Against this background, it is argued that "data that have been analysed while being collected are both parsimonious and illuminating" (Merriam, 2009, p. 171). The aim of this study using a qualitative approach is not to generalise the findings. I have used ideas illustrated in *Table 1* to guide the evidence/identification of inclusive practices during the analysis of direct observations.

This tool enabled each theme to be further formulated in terms of what teachers do. Florian and Black- Hawkins (2011) also used the tool for framework for participation in classrooms to support the deductive approach to preliminary analysis of data, focusing on each teacher's use of particular teaching strategies and the reasoning for the choice and use of teaching strategies. *Table 1* (p. 32-33) illustrates the framework for participation in classrooms adapted from Florian and Black-Hawkins (2011) as a basis for analysis that was used in this study.

4.8 Trustworthiness

Trustworthiness of a research study is important in evaluating its worth. Trustworthiness involves establishing credibility, transferability, dependability and conformability (Lincoln & Guba, 1985). Transferability means the ability of the study to show that the findings are applicable in other contexts, whilst dependability means consistency in the findings and that they can be repeated (Lincoln and Guba,1985).

Conformability means the extent to which the research findings are shaped by the respondents and not the researcher (Lincoln and Guba, 1985). In order to obtain, trustworthiness of the study I have utilized discussions and mutual critiques which came from my supervisors and fellow students. In addition, I also presented my preliminary findings during PhD research weekends and conferences so as to obtain constructive feedback for my study.

4.8.1 Member Checking

In order to ensure credibility and trustworthiness of the data, the technique of member checking was employed in this study. While Creswell (2012, p. 259) defines member checking as "a process in which the researcher asks one or more of the participants in the study to check the accuracy of the account". In this study, interviews audio recorded were transcribed and transcriptions were taken back to the participants so that they could determine the accuracy of the data. As it has been indicated by Marshall and Rossman (2011, p. 221) that transcripts must be given to participants before writing up the study in order to ask for reactions, corrections and further insights.

4.8.2 Working with a Supervisor

This study was conducted under the supervision of experienced and knowledgeable mentors. The role of my supervisors in this study was to ensure that I do not present data that has been incorrectly interpreted. The supervisors in this study thus performed the function of an external audit. The role of a supervisor is described as "the services that a researcher obtains from an individual that is outside the study to review different aspects of the research providing with written communication about the evaluation of the study" (Creswell, 2012, p. 260). In this study, my supervisors offered constructive feedback in all supervisory meetings which have helped in the process of doing research.

4.8.3 Reduction of Bias in the Study

Since my presence in the classroom was likely to influence the way the teachers will conduct themselves, because they were aware of my observation of their teaching practices, my responsibility as a researcher was to guard against being biased. In order to avoid being biased, I took a neutral position so that during individual interviews, the teachers will be free to express their opinions. I do not deny that there was unnoticeable biasness that occurred naturally resulting from

my personal beliefs and knowledge that arguably have influence on the study — this is a crucial limitation.

4.9 Ethical Considerations

Credible research does not only involve the selection of participants and research strategies, but also requires a researcher to adhere to research ethics (McMillan and Schumacher, 2014). I applied for ethical clearance from Wits University Ethics Committee to conduct the observations and one-on-one interviews, which was granted (see Appendix A). Thus, ethical guidelines regarding informed consent, deception, confidentiality, anonymity, privacy, and caring must be adopted. Conducting research in the presence of children, presents new challenges, notably the challenges of ethical issues that involve researching with minors (McMillan & Schumacher, 2014).

This study was conducted in classrooms where learners were present, even though the focus was on their teachers, the issues of ethical considerations such as guaranteeing anonymity is important especially when dealing with children. Although this study did not involve interviewing children, consensual issues surrounding their presence in the classroom were taken into consideration. These can be the fact that they were allowing a total stranger in their context. I ensured that I provided a comfortable environment for the observation stage of data collection. I managed this by timing my observation in class for the duration of a period. And for the learners whom their parents did not grant their consent, I wrote their names in my diary book so that I did not involve them in any writing in my study. All the names included in writing up are those whose parents consented but I still used pseudonyms.

a) **Informed Consent as a Dialogue:**

Firstly, permission was sought from Limpopo Department of Education to conduct a study in their schools (See Appendix B). As I have stated earlier, 4 schools out of 10 schools were selected, and therefore permission was sought from the School Governing Body (SGB) (See Appendix D) and principals of the schools using a written letter and consent form indicating what the study is about (See Appendix E). I drafted a letter inviting teachers to participate in

the study, and another letter to the four teachers to seek permission to conduct interviews and have access to classroom observations (See Appendix F). I also drafted a letter to every participating teacher to seek permission to audio record the interviews (See Appendix F). The letters gave them assurance that their participation is voluntary and that they will not personally benefit or be remunerated.

They were also requested to give consent to the audio recordings of the interviews. An information sheet for learners inviting them and asking permission for me to sit and observe their class was given to learners as well as learner consent forms (See Appendix H). An information sheet to parents/guardian/caregiver was given to parents/guardians/care-givers for them to complete and return back via their children's' class teachers. I also requested their informed consent for me to observe their children being taught (See Appendix G). It is against this backdrop that an "Institutional review board requires a protocol for informed consent to be signed by each participant" (McMillan & Schumacher, 2014, p. 363).

b) **Confidentiality and Anonymity:**

Every interviewee was assured of the confidentiality and anonymity of their participation. I assured the participants that there will be no identifying of schools, and individuals in the final dissertation. "Researchers have a dual responsibility to protect the individuals' confidences from other persons in the setting and to protect the informants from the general reading public" (McMillan & Schumacher, 2014, p. 363). The invitation letter was also to request individual interview participants to keep the discussions of the interview confidential.

I also assured them that data collected will be kept safe in a safe and locked cabinet and will not be shared with anyone. The raw data will not be used in any write-up or presentation. Only transcribed data with pseudonyms was used. I reassured the participants that the data will be documented in a research report and it is envisaged that the research findings will be used for academic

purposes, including books, journals and or conference proceedings. All data will be completely destroyed within 3-5 years after completion of the project.

c) **Caring and Fairness:**

As a researcher, I have taken into consideration to guard against anything that was going to be a cause of harm to my participants. In ensuring this, steps were taken to prevent the risk of harm to participants, such as not asking questions that may cause embarrassment or anything that will make the participants feel uncomfortable during the research process. I consistently used language that was simple and understandable to all the participants. I also took the responsibility of translating participation information sheet and consent forms for parents and learners to be translated into their home language so that they understand the content.

4.8.1 Limitations of the Study

The following limitations below may have influenced the results of this study. In order to provide an objective perspective, it is necessary to identify and acknowledge the limitations of the study.

4.8.2 Limitations in Design

The schools in which this study was conducted were ordinary schools and these schools are subject to the demands from the national, provincial and district departments of education. The data that I was presented at the end of the study is from four rural ordinary schools which I cannot generalize that the findings would be the same across the circuits in Malamulele and the public schools in South Africa. The fact that data was collected from four schools, implies that the results will be difficult to generalize.

The sample variation, particularly the nature of classes that I have observed, their context were different, for example some classes I observed were overcrowded which may affect the findings and outcomes which might be different with a smaller class. It is also important to highlight that, larger classes are not a representative of some classes in public schools and independent schools in South

Africa; therefore, the inclusive pedagogical practices that were observed cannot be inferred to smaller classes.

Another limitation was that during my data collection period, some schools were preparing for arts and culture competitions and I had to be mindful of the time so that they go and have practice sessions in preparation for the competitions. Also some grade threes were busy with Continuous Assessment [CASS]. I was therefore forced to reschedule my observation visit time table. I did this so that I allow the teachers to focus on one activity and give them the space so that they do not feel pressurised when I had to observe them.

4.9 Conclusion

A qualitative study was designed to achieve the aim of investigating inclusive pedagogy employed by teachers in Foundation Phase rural mainstream classrooms. In this chapter, I discussed the research design, the context of study, participant selection, data collection methods and data analysis strategies, as well as the various ethical considerations that were employed in the study. The following chapter will discuss data analysis and discussion of the findings.

Chapter Five: Data Analysis and Interpretation

5. Introduction

This chapter present data analysis and interpretation resulting from observations and interviews. The key question guiding this study was to investigate the extent to which Inclusive pedagogy is evident in Foundation Phase rural ordinary classrooms. The chapter is divided into three sub-sections that essentially represent the three sub-questions that this study sought to answer. The first section focuses on teaching strategies and practices in rural ordinary classrooms that promote participation and achievement for all learners. The second section examines the global and local trends and debates around Inclusive pedagogy in schools. And the third section discusses the factors influencing teachers' understanding and practice.

SECTION A

This section discusses the teaching strategies and practices that were found to be employed by teachers in Foundation Phase rural ordinary classrooms. Out of the ten Inclusive pedagogical practices identified in the literature, seven Inclusive pedagogies were seen to be employed by the four Foundation Phase teachers in grades one to three. These teaching strategies and practices are discussed below under the following sub-themes listed as; a) whole class teaching, b) direct instruction, c) differentiated instruction d) co-operative learning, e) peer tutoring, f) teaching social skills, and g) learner selected work. The following observed strategies identified and categorised under one finding which is: Creating a safe enjoyable environment for teaching and learning through the use of rhymes and songs.

5.1.1 Whole class teaching

Whole class teaching refers to the instruction or teaching of the entire group of learners as a sound pedagogical practice that teachers use in their teaching and it is manifested in direct Instruction. In South African ordinary schools, particularly in the rural context, schools are faced with overcrowded classrooms, and it is for this reason that some teachers often resort to whole class teaching when they have large classes. However, one cannot dismiss the positive element that whole class

teaching possesses. This teaching practice is inclusive in its nature because no learner will feel excluded by being grouped according to their abilities which enhances the principles of inclusive teaching.

Some of the examples which I have observed from Foundation phase ordinary classrooms will be discussed here along with the data from the interviews. Generally, whole class instruction was used for giving instructions and explaining daily classroom routines. Teachers used whole class instruction as a strategy to convey messages to the learners. For example, as a visitor in the classroom, I observed the teacher introducing me to her learners and this was whole class instruction to announce the presence of a visitor and convey greetings as all the learners greeted me back.

5.1.1.1 Whole class teaching in relation to reinforcement of rules

Before the start of teaching content, it was observed that foundation phase teachers employed whole class strategy to remind learners about good class conduct at the start of the lesson. Amongst whole class instructions was the issue of raising hands when they want to respond to the question. To do "Thumbs up!" as a way of appreciating one another for giving the correct answer. This is evident from the following observation notes.

> *Two girls entered the classroom with blankets. They spread them on the floor in front of the classroom next to the chalkboard. In few seconds, I observed four pieces of black and grey blankets with white stripes laid on the floor. Teacher, Mlambo instructed the first group to come and sit on the blankets (used as carpet), followed by the second group, then the third group, the fourth group and lastly the fifth group. They were all seated with arms crossed and their legs crossed and quiet looking at the teacher* (Mlambo classroom observation date, May 12, 2017).

> *In Teacher Mlambo's class learners seated on small blankets which are also used as carpet in grade two classrooms, teacher seated on the chair with her learners seated in a half moon circle. She greets the learners. Then reminds them of the classroom rules, that they should be quiet in class, they must respect each other, they must appreciate each other's efforts by doing "thumbs up!" when someone has given a response to teacher's questions during the lesson. In her shared reading lesson Teacher Mlambo, was seated on a black plastic chair in front of the*

learners, next to her was a big book placed on a chair in a standing position (Mlambo classroom observation date, May 12, 2017).

A similar use of Whole class instruction for setting out rules was observed in Teacher Mazwayis' class: learners sit in groups of six mixed genders of four group tables in the class of 28 learners. She reminded learners of the classroom rules, such as of silence in class (Mazwayi classroom observation date, May 04, 2017).

Drawing from the theoretical framework that the study sits on, reinforcement of rules through whole class instruction can be understood as fitting with Florian and Black-Hawkins (2011) framework for participation, particularly the element of participation and collaboration. It is interesting to observe that teachers used whole class instruction to remind learners of the rules in this collective way that encourages co-operation and sets up protocols and an environment for collaboration in the classroom.

5.1.1.2 Whole class teaching in relation to counting and reading together/rote learning

The findings from classroom observations revealed that the four foundation phase teachers employed whole class instruction in executing their lessons. Both lessons for Xitsonga and Mathematics started with whole class instruction where all learners are engaged in learning activities such as oral counting in Mathematics, mental Maths, while in Xitsonga the whole class activities involved learners reading letters of alphabets, reading a story in a big book and being taught phonics.

Some of the observed classroom practices involved teachers doing oral and mental counting with the whole class for 15 minutes. Learners were counting forward in ones from zero to one hundred. The mental calculation was on the number 100. Learners were asked to build up numbers using 100. Oral counting of number symbols and mental mathematics was taught through the use of whole class instruction which gives all learners an opportunity to participate in teaching and learning.

The following from my observation notes illustrates the use of whole class instruction:

She started her lesson with oral counting which was followed by mental calculations, from 92-100. In this activity, learners were asked to count in 2's as a whole class activity that she referred to as Skip counting. Step 2 was counting in

*5's from 50-100 which they did forward and backward. This activity went on for ten minutes. Some learners counted using their little fingers, others used the hundred number charts in their DBE Workbooks. Step 3, she introduced word sums (problems) (*Mlambo classroom observation date, May 11, 2017).

The use of Whole class instruction for group counting was also observed in Teacher Masiza's lessons. In a Mathematics lesson, Teacher Masiza's lesson asked the grade threes to count from 1-100 in 10's forward and backward. During the interviews she explained this practice.

"*When I use the whole class strategy, it's when I do things like counting, different kinds of counting, there all learners are engaged and maximum participation is there for all learners*" (Masiza personal interview, May 10, 2017).

In her Xitsonga Home Language lesson I observed Teacher Zungu pointed at the letters and ask learners to read the syllables b- z (ba,be, bi, bo,bu). Learners read together while teacher Zungu pointed at each and every card, when they reach Kk, some learners spelled the sound as Qq. (Zungu classroom observation, April 25, 2017).

This strategy seems to give learners the opportunity to build their confidence. In the Mathematics lesson. She asked all learners to start counting days of the week which they did in Xitsonga (their language of instruction). No learners' limitations were exposed because all learners were reading together. This was followed by another whole class activity where learners were asked to read the twelve months of the year in Xitsonga. Then learners were asked to read the twelve months of the year individually. All learners took turns to read while the teacher praised them.

However, the practices of using counting and reading together is in support with the element of participation and access which advocates for all learners learning needs to be equally met by employing equal multiple opportunities for learners (Florian and Black-Hawkins, 2011). As the data revealed above foundation phase learners accessed learning and teachers maintained their participation and access as they consistently employed oral counting and reading together which also enhanced the love and understanding of the content taught.

5.1.1.3 Whole class teaching in relation to singing together /enjoyment

The data also revealed that foundation phase teachers teaching was dominated by teaching through rhymes and songs as a whole class instruction. The rhymes and songs were included in both Xitsonga and Mathematics lessons. The songs and rhymes used helped in breaking the tension. Even learners who were not participating during the teaching of content, they also assisted in setting a positive teaching and learning atmosphere as learners showed excitement as they sang and recited rhymes. The above is an introduction to the use of singing as a form of whole class instruction and the sub-theme.

> *A lesson that was begun with a song sang by all learners with excitement saying: "A ku ri Nsoto ni mixo tlhelo ka nambu" meaning "It was on Sunday morning next to the river" learners seemed to be enjoying and singing confidently clapping hands.* Mazwayi (classroom observation, May 03, 2017). This she confirmed during interviews session. *"you saw in the beginning, those songs are most important, you saw when my children started dancing. Did you see the excitement?* (Mazwayi personal interview, May o4, 2017*).*
>
> *Here singing was used as a whole class instruction to start the lesson. While after her Xitsonga lesson, she played a song on her phone and all learners started dancing while some learners were leading in. A song that made all learners dance including those that were not actively participating in terms of giving responses. Learners were taught phonics "kh" sound. The teacher used a rhyme to emphasize the sound by singing the rhyme along with all learners. The use of rhymes in teaching phonics as the example articulated above was evident that whole class teaching was employed as an inclusive pedagogical strategy (*Mazwayi classroom observation, May 04, 2017).

To validate the above examples, Gumidelley and Mahender (2016) believe that bringing these ideas of using rhymes and songs into practice can yield good results because introducing songs in classrooms can be used to teach difficult words and accent in a language while in Life skills the teacher can teach confidence and body language.

In her Mathematics lesson, she asked all learners after all have finished writing classwork to come to the front and sing a rhyme "Here we are together, together, together". Learners sang with excitement as they demonstrated the actions of the rhyme. They sang moving around the class even though the space was limited due to a small class and many desks that consumed a lot of space. The song above was used by the teacher as whole class instruction to finish a lesson (Masiza classroom observation, May 09, 2017).

*In her Xitsonga lesson, to get the attention of the learners, Teacher Masiza sang a rhyme and asked all learners to sing along with her. The rhyme said: "If you are happy and you know it clap your hands". A song that made learners join in excitement with bright and happy faces reflecting the song they sang. Singing was used as a whole class instruction to get learners attention (*Masiza classroom observation, May 09, 2017).

All learners clapped for their friend who gave the response. Madam Masiza asked them if they agree with Kholani [pseudonym] and all raised their hands as an indication that they agree with Kholani. In most of the responses learners responded in unison, and madam Masiza encouraged them to clap for themselves (Masiza classroom observation, May 10, 2017).

From this example, while songs were employed as inclusive practices, data revealed that teachers encouraged learners clapping of hands and giving responses in unison which was accompanied by an organized beat and sound as clapping and talking in unison shares some relationship with singing. Hand clapping songs improve motor and cognitive skills. These fun hand-clapping songs put a rhythm and coordination amongst the learners.

It is important to note that this third aspect of whole class instruction, singing together is understood in terms of Florian and Black-Hawkins (2011) element of participation and diversity. This is validated by teachers use of songs and rhymes for introducing the lessons, during and in concluding the lessons which brought enjoyment and excitement for diverse learners in the classroom. It is worth mentioning that songs were sang by diverse learners and they all enjoyed

irrespective of their diversity, songs brought them together in learning. The data argue that singing together is a practice that makes it possible for all learners to participate without any kind of negative evaluation or assessment; the only criteria is enjoyment.

In conclusion of what the data revealed from the theme of whole class instruction, it has been recorded that beside teachers' teaching content using whole class teaching, the data revealed that the four foundation phase teachers used whole class teaching to give instructions, make announcements and to pass greetings. It is evident that whole class teaching instruction was used in various activities which included learners being reminded of the class rules, learners counting as a form of rote learning, singing songs and reciting rhymes for generating enjoyment and fun through teaching and learning.

5.1.2 Direct Instruction

Direct Instruction is a strategy that involves explicit step-by-step teaching which can be done with a whole class, a group of learners, pairs, or individual learners (Loreman et al.,2010). There are several salient examples of direct instruction observed as well as data extracted from interviews. From this sub-theme direct instruction is analyzed based on salient examples extracted from data as they reflect inclusive pedagogy.

> *As learners were doing word sums, madam Mlambo walked around the class. She assisted those that were struggling to subtract. There was one boy wearing a green jersey, who was having difficulties to add 20 + 17= (using an abacus); he mixed the beads and was confused. Madam Mlambo assisted him to use only the red and blue beads to add by first counting 20 and then 17, and then adding the beads* (Mlambo classroom observation, May 11, 2017).

Drawing from the theoretical framework, the data shows teacher showing a confused learner who cannot figure out how to do subtraction using an abacus. This support by a socially more competent person: [in this case the teacher], the learner is offered support at every step of collaboration. Where there are learners requiring this sort of support, the teacher should seek them out (Tharp &

Gallimore, 1990, pp. 184ff). Bruner (1985, p. 23), says that the ZPD is an instrument that a socially competent person "arrange the environment to enable the child to reach a higher or more abstract ground from which to reflect… becomes more conscious". The concepts of ZPD as an instrument here is seen being employed by the teacher who is more competent to take a learner from the level where he is to a level where he cannot take himself to unless there is an intervention of someone who is above the learner.

> *Teacher Mazwayi called him to the front and took counters (beer caps and cold drink caps placed in a green bucket). She watched Makungu as he counts the counters. She advised him to count 28 counters and place them in groups of seven counters until he got the correct answer of 28, which equals to four weeks. I observed her on a one-to-one contact with learners who requested her attention: some shouted for help while other raised their hands and some sat and did nothing* (Mazwayi classroom observation, May 03, 2017).

> *She also uses concrete apparatus in order to clarify concept of repeated addition to a learner who did not understand. The use of concrete apparatus, according to her, encourages the learner to think* (Mlambo classroom observation, May 11, 2017).

The data above illustrate the teacher's action of calling the learner in front to be directed through the use direct instruction on a one-on-one contact as she helped the learner do the placing manipulatives [beer caps and cold drinks bottle caps] into groups of seven. This inclusive strategy helps to stimulate the learners' thinking.

Vygotsky (1998b, p. 202) holds that ZPD in relation to direct instruction as an inclusive pedagogy which includes "everything that the child cannot do independently, but which he can be taught or which he can do with direction or cooperation or with the help of leading questions" presumably with a more competent other. Therefore, the role of the teacher is vital in making all learners understand counting, do word sums, do addition and subtraction as the basic skills for leaners to be numerate. Teaching learners to do basic operations is best achieved through direct instruction because this strategy focuses on an individual learner as opposed to whole class instruction and co-operative learning. Below is

another example of teachers use of direct instruction which focused on steps of teaching phonemes as another basic skill that foundation phase learners need to acquire.

> *Teacher Masiza used the steps of teaching phonics and phonemic awareness explicitly as different parts of the word were explored, such as the letters that formed the word, the different sounds of the word, the vowels in the word, the syllables in the word, the meaning of the word, breaking the sounds and constructing a short sentence using the same word. She did with the learners in words like 'ndhichi', ndhavuko, ndhoho etc* (Masiza classroom observation, May 09, 2017).

> *In this activity, individual learners were instructed to write the words on their scribbling books after that she called them individually to write the same words on the chalkboard. Right there on the chalkboard, the learner will be corrected by the teacher on one-on -one contact.* (Masiza classroom observation, May 09, 2017).

> *Teacher Mazwayi: "Sometimes it is difficult, but it is not always difficult because there is a child I know he did not have any understanding of phonemic awareness, he cannot read, I usually read the question with them and make sure that they got the question, what the question is all about…sometimes I tell them that they should ask me, if the child cannot spell the word ,I tell them to tell me so that I can help them to spell the word…Sometimes there are children who have missed on understanding of phonemic awareness, they cannot read or write, they just write anything that comes in their minds, for that child I go back to do the sounding of letters"* (Mazwayi personal interview, May 04, 2017).

It is worth acknowledging the teachers' efforts by employing direct instruction to empower learners with the basic necessary phonics skills which is a key to successful reading and writing of a learner. However, one important reason why direct instruction is observed as an inclusive practice is that, from the examples highlighted above, the teacher assures learners to ask if they did not understand some words. To me telling learners to ask for help is an indication of a conducive environment free of intimidation or any fear amongst the learners. In addition, for the teacher to take the responsibility of reading to all the learners while she knows that it is one or two learners who cannot read, it is an inclusive strategy so that no

learner will feel isolated or excluded or labelled by being singled out of the rest of the class.

> *Teacher Mazwayi always walked around the groups to see how learners were completing the activity that she gave them. A boy named Magezi (pseudonym) was seated doing nothing. It was not clear whether he did not understand the instruction to open his book on page 47 (Learner's activity book (NECT). She went to show him where he was supposed to write the date, and the activity that was supposed to be completed. Another boy called Makungu (pseudonym) also was struggling to find how many weeks are in 28 days?* (Mazwayi *classroom observation, May 04, 2017).*
>
> *While a learner wrote on the board, the teacher walked around looking at the learners writing the word in their note books (*Masiza classroom observation, May 09, 2017).
>
> *"What I do is to give them instructions, showing them the lines, and erase with rubber where they have made errors, especially worksheets, I don't prefer worksheets, I prefer worksheets after we have practiced the concept together (*Zungu personal interview, April 24, 2017).
>
> *The instruction for handing in books were: Group A place their activity books on the small table, while group B were to place their activity books on the big table" (*Zungu classroom observation, April 24, 2017).
>
> *Teacher Zungu walked again this time she moved slowly showing them again the pictures on the cover page. Before her second walk to the groups, she gave them a clue that "there are two pictures here", "there is a picture on top and the picture on the bottom" Teacher Zungu: "what is in the first picture on top. All learners in unison:" the baby. What is happening to the baby? (*Zungu classroom observation, April 25, 2017).
>
> *Madam Mlambo explained some concepts/new vocabulary from the text such as moya khubu meaning (Carbon Dioxide), klilorofili meaning Chlorophyll. While it was a Home Language lesson but I observed Madam Mlambo was integrating it to Life Skills. Learners were acquiring reading skills but at the same time gaining knowledge that was relevant to their everyday life. She explained what colour brown is in Xitsonga as learners didn't know the name of the colour in their Home*

Language. Brown means Ribungu in Xitsonga. Teacher had to code switch from English to Xitsonga as she tried to explain the meanings from English to Xitsonga. An indication that learners knew most of the colours in English instead of their Home language (Mlambo classroom observation, May 12, 2017).

The above quotation seems to suggest that the lack of Indigenous vocabulary to teach some concepts places learners and teachers in a compromise situation where teaching and learning of a home language should be transcribed in another language hence we see learners naming colours in English instead of using Xitsonga while the teacher is seen code-switching. This I find to be a disturbing finding to be presented with a reality that some languages still have less influence while some languages are highly esteemed. In this case the use of English and Xitsonga in a Xitsonga lesson simply present the perspective that people hold with regard to languages including linguist/authors responsible for teaching and learning resources. However, these findings are reflected in the theoretical framework that "learners can only make sense of new situations in terms of their existing understanding... learners construct meaning by linking new ideas with their existing knowledge" (Naylor & Keogh, 1999, p. 93).

In conclusion all four participants' conceptualization of direct instruction as an inclusive pedagogical practices demonstrated that these teachers assumed their roles of mediating through the use of direct instruction as a strategy, while activities such as counting, word sums, addition, subtraction, learners' completion of tasks as well as teaching of phonics and phonemic awareness which requires explicit step by step teaching for learners especially weaker ones to fully understand concepts so that they are not left behind. Vygotsky (1977), maintain that learning is mediated between the learner and the individual and the socially competent person in the environment of artefacts.

5.1.3 Differentiated Instruction

Differentiated instruction is a pedagogical strategy that is used by teachers to differentiate the lesson by providing various methods of teaching and activities for learners to complete at the end of the lesson (Loreman, Deppeler and Harvey, 2010). It can be used in a way that it promotes individualized approach to

learning. It can be used in an inclusive pedagogical approach that is focused on everyone in the classroom.

Teachers can differentiate lesson options available, based on knowledge of the range of learners' interests, learning needs of learners and learners' abilities of everyone available in the whole class. At some point, instead of a teacher choosing who could do what by assigning learners to ability groups, the teacher might use different strategy considering the learners' interests, friendship or gender (Loreman et al., 2010). According to Levy (2005), learners are admitted in various classrooms with different abilities, learning styles and personalities that the presence of the teacher is to equally meet those learning needs in each and every individual learner. The following examples reflects differentiated instruction:

> *Teacher Zungu's differentiated instruction for Xitsonga lesson activity, though the other aspects were the same in terms of writing the date and the sentence. For example, "N'wana wa rila". Before writing, learners were instructed to draw a pattern first, and this was a differentiated activity because learners were not confined to one pattern, but were able to come up with their unique patterns* (Zungu classroom observation, April 24, 2017).
>
> *Also, on the drawing of picture, teacher Zungu instructed them to draw any picture either of a boy or a girl. Hence, some boys drew pictures of girls and some girls drew pictures of boys'. This was an inclusive event given that it allowed learners to freely explore their competencies in drawing a variety of pictures* (Zungu classroom observation, April 24, 2017).
>
> *I observed in Teacher Mlambo's class some learners took mental calculations sums, there were some who were having patterns worksheets, those that had worksheets on 2D shapes* (Mlambo classroom observation, May 12, 2017).

These findings above are unusual from what is normally expected from ordinary classrooms. It is an observed practice that teachers at the most give learners

similar tasks and assessment activities where learners are confined to one sameness of task which limits their creativity in terms of their uniqueness and capabilities. But these teachers allowed learners to go beyond the task given as they were allowed to explore various patterns and pictures of their own hence some girls felt free to draw pictures of boys and vice-versa. The above examples drawn from the theoretical framework in what Florian (2014) proposes that difference should be accounted for in any conceptualization of learning, also in line with what Levy (2005, p. 162) maintains that "while teachers teach same content and curriculum to all learners, still the same content may be 'quantified 'or 'qualitatively' differentiated and distributed"

5.1.4 Co-operative Learning

Co-operative learning refers to a pedagogical practice that encourages collaboration between learners through structured interaction in small groups and it can also be regarded as an Inclusive pedagogical practice as it promotes positive attitude towards the subject-matter and learning in general (Loreman et al., 2010). Co-operative learning is attributed to learners working collaboratively together sharing information in a non-competitive way. Vygotsky (1998b, p. 202) can be used to understand Co-operative learning as "everything that the child cannot do independently, but which he can be taught or which he can do with direction or cooperation or with the help of leading questions" presumably with a more competent other. Co-operative learning can be employed by engaging learners to work in small groups or in pairs.

The following are examples of co-operative learning from classroom observations and Interviews. Here data reveals that Co-operative learning as an inclusive practice was used in various reading writing strategies including; shared reading, group guided reading, read aloud, independent reading and in shared writing.

> *Teacher Zungu in her Xitsonga lesson which was a shared reading lesson, asked learners questions about what they see on the cover page, learners made predictions and gave their own opinions… Learners share ideas in their groups as they agreed and disagreed amongst themselves, which seemed like an exciting activity for learners. Seeing young learners deliberating was a good experience to*

observe. After discussions learners raise their hands and gave their responses to the teacher. (Zungu classroom observation, April 25, 2017).

One of Teacher Mlambos' reading strategies was guided reading. This is where a group of learners in their ability levels (she had indicated when I asked her) were taken for a guided reading lesson. While this might seem like it is exclusionary, it is not because the learner is best helped in the group of her competency. The teacher sat with the group on the carpet while the other learners were completing their task. They were using their DBE Workbooks and reading loudly even though group guided reading was meant for learners to read silently the teacher asked questions, but because of their reading level there were some whisperings during guided reading. Learners were asked to talk about the pictures first and discuss as a group and give feedback to the teacher. Learners interacted, shared resources, acknowledging each other's' efforts and opinions as well as being sensitive to each other. Learners interacted in small group as they were engaged in the guided reading activity (Mlambo classroom observation, May 12, 2017).

The above learning experiences and those elaborated below are related to the concept of ZPD which is defined as "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211; 1998b, p. 202). In addition, from where constructivism stands, Baxter-Magolda (1999) argues that learning is unavoidably an interactive exercise. And "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). This implies that through co-operative learning learners are prepared cognitively to be abstract thinkers who will be able to complete tasks independently. Another benefit of co-operative learning is that learners learn to do work with others as they work in pairs, groups and whole class to develop the social skill which they will need in their academic journey and work places.

Teacher Mlambo: From the Read Aloud activity, the story she read had a moral lesson, she asked them what the lesson was? Learners said that they must not steal each other's items. The teacher said, they must learn to love, appreciate themselves and others, and that they must be happy with how God created them. They must not be like the hare who envied her friend's baby because it was

beautiful, to a point where he planned to steal it (Mlambo classroom observation, May 12, 2017).

Teacher Zungu indicated that "again using sentence stripes to show learners how to read and write also helped" Zungu (personal Interview, April 24, 2017). She also engaged learners in the process of doing activities by drawing a picture and writing a sentence below the picture as she models to the learners by telling and showing them how they should complete their activities in their classwork books (Zungu classroom observation, April 25, 2017).

Teacher Mazwayi engaged learners in a structured dialogue by asking them critical questions such as the importance of trees, the functions of trees and what people benefit from trees. I think that what is cooperative here is that each students answer contributes to each learner's understanding of the function of trees and why collectively we need to preserve trees (Mazwayi classroom observation, May 04, 2017).

Co-operative learning where learners manipulate concrete resources as an inclusive practice to acquire necessary basic reading, writing, thinking and calculations skills is in line with the theoretical frame work of social constructivism, where Phillips (1995, p.399), asserts that *"constructionist "do not believe that individuals come into the world with their 'cognitive data banks' already prestocked with empirical knowledge… by and large human knowledge, and the criteria and methods we use in our inquiries, are all constructed"*. Below data analyzed co-operative learning as an inclusive practice where teachers introduce discussions to learners as well as the use of non-visual manipulatives to teach certain concepts.

Although learners were not seated in groups but three shared a desk. There was an instance where three learners were sharing the container of concrete stones during Mathematics: grouping tens, units and tens separately. For number 53, they worked together grouping five tens of fives and three units. Some worked in pairs on their desks to round off the numbers to ten. A strategy that was not done by all learners but few helped each other…While some learners during a Mathematics lesson shared a container of concrete stones as they were working on the concept of tens (Masiza classroom observation, May 10, 2017).

The use of concrete stones was a very exciting event to observe learners actively engaged as they manipulate the stones in this era that one expected that the use of concrete stones and sticks are long outdated as one will expect learners to be using counters and other visual appealing counting objects. However, one commends the efforts of teachers who showed understanding that teaching Mathematics will require learners to manipulate real objects.

> *There was a discussion about number symbol 5 on center of the number line. The question as to where will 5 run to when it is threatened? Some learners were for the idea that it will run to 1, while some said it will run to 10. A discussion of opinions was allowed as learners gave their opinions to justify their responses. One learner Kholani [pseudonym] a boy said 5 will run to 10 because it won't run back to 1, but should consider running forward. All learners clapped for their friend who gave the response* (Mazwayi classroom observation, May 10, 2017).

Based on what the examples presented, it is argued that "all kinds of activity of a certain type carried out by the child … in cooperation with adults or with another child" bearing in mind that to a certain extent the child has some understanding of what he is imitating (Vygotsky, 1987, p. 209). Teachers realized that incorporating co-operative teaching was beneficial to learners as it enhanced positive interdependence, acknowledgement of each other's ideas as learners clapped hands for giving responses which is attributed to learners' efforts and perspectives, sharing ideas while applying empathy in the process. Based on what has been discussed above, Vygotsky (1962) argues that knowledge is a product of collaboration.

While a number of various resources were used, the dominant resource that was used by learners was the workbook provided by Department of Basic Education (DBE), this workbook is different from the learner activity book provided by NECT. The workbooks are provided in the language of instruction of the learners in that particular context, which in the case of the four foundation phase teachers the workbooks were in Xitsonga home language. Thus Vygotsky (1998b, p. 205) reasoned that "a true diagnosis must provide an explanation, prediction, and scientific basis for practical prescription" Vygotsky (1934, 1998b, p. 205) in order to set the right interventions that will help the child to function independently.

Using the above quote by Vygotsky, the concept 'diagnosis' explanation and practical prescription implies that these workbooks are used to diagnose learners understanding and must provide a clear instruction for learners to use as a practical task.

5.1.5 Peer Tutoring

Peer tutoring is a pedagogical practice that involves how learners working together as tutor-tutee, where tutees are learners receiving instructions from the tutor. Peer tutoring can be simply understood as learners teaching each other (Loreman, 2010). Teachers can assign learners the role of tutor depending on the need. In my observation, peer tutoring was between the learners. Although this tutor-tutee role was not assigned or appointed by the teacher, learners naturally helped each other as they noticed some of their peers struggling to complete activities.

I observed that some learners helped each other with activities whenever there was a need. Perhaps it will be necessary to explain how peer tutoring is different from co-operative learning, peer tutoring "involves pairing a competent learner with one having difficulty in one particular subject, for example, a student who is good at number work can be paired with a student who is having difficulties" (Mariga, McCkonkey and Myezwa, 2014, p.119). Co-operative learning involves learners in small groups working collaboratively. Below are examples reflecting how peer tutoring was employed as an inclusive practice to promote learning.

> "*These fast learners I assign them to teach others … and you know when a learner is taught by another learner, it helps because those learners can understand better more than when they are taught by an adult*". The fast learners are regarded as peer tutors. On this she maintains that *"peer tutoring is medicine, a learner being tutor of another learner is also medicine"*. (Zungu personal interview, April 24, 2017).
>
> *"I believe that when a learner teaches another learner they can understand each other better … I tell them to help those who struggle with content knowledge and concepts I have taught, so I ask them to remain after school"*. "*… you find that those ones who takes some time to understand*

feel intimidated and withdraw because of fast learners dominating them" (Masiza personal interview, May 10, 2017).

The above sentiments corroborated with Vygotsky (1978) talks of basic types of mediators that are categorized as being physical and technical. Physical and technical mediators is when the learner uses external tools that enhance the interaction between the individual and his/her context. Learners use concrete stones as tools that assisted them to do counting and calculations. Symbolic tools or the use of signs is viewed to be the most important and powerful among the symbolic tools available to people because it is directly attached to language. In explaining what intimidation and dominating is according to the data, I think teachers assigning peer tutors is one way of expressing that whole class teaching cannot be effective to some learners because the weaker learners might be dominated and intimidated by the stronger ones. So as a result teachers are concerned about every learner to be supported hence peer tutoring is seen to be an inclusive practice.

From the examples above, learners being peer tutors of other learners is seen to be helpful in terms explaining the content which they do so in their own simple language that they can easily understand. Vygotsky (1997) argues that learning is mediated between the individual and the socially competent person in the environment of artefacts in which the individual's appropriation of learning follows from the construction of meaning and therefore knowledge. Another example illustrating peer tutoring in teaching of Mathematics:

I noticed in Teacher Mlambo's class two girls seated in a group of six learners; they were working as a pair. One girl was helping the other to calculate the number of apples left after three sets of apples were subtracted. (Jane had 16 apples and she gave 2 apples to a friend, another 2 to the second friend and another 2 to the third friend. How many apples is Jane left with?) The two girls were using an abacus to do the subtraction sum (Mlambo classroom observation, April 24, 2017).

In teacher Zungu's Mathematics lesson, learners were in groups of 4's and 5's, I noticed two boys seated at a desk of five two tables from where I was. The other boy was helping the friend to trace number symbols and number names. It seems

after he had done few numbers while the friend was looking, he handed the activity book to the friend, and the friend continued completing the task until he finishes. I think this is a great example of inclusive learning by the learners themselves helping each other (Zungu classroom observation, May 11, 2017).

From the examples illustrated above, I have noticed that peer tutoring was used in relation to some learners who were retained. According to Chaiklin (2003), drawing from the examples above, peer tutoring is a state in which a child collaborates with the more competent person to solve a task. As it is, older boys were also assisted by younger boys and the findings revealed that retained learners were the ones benefiting from the strategy and also they too assisted their peers as they are experienced and knowledgeable in some of the tasks/activities done. The findings showed that from the four foundation phase teachers, learners helped each other in Mathematics tasks/activities which involved numbers, operations and relationships as a content skill which is important to be taught in foundation phase.

It has been noted that peer tutoring was visible in preforming mathematical operations as some learners find it challenging to calculate, as a result their peers were seen to be stepping in and offering assistance. Mariga et al., (2014) supports the role of competent tutors that it is in order that when the competent tutor has finished their task that was set, then they can assist an under achieving learner to also finish his or task. Subjects like mathematics are challenging to teach especially to young learners. Then if there is one learner who has understood better, explaining/showing or teaching another learner is seen to be an easier task, the practice yield good results. However, one will not dismiss the fact that some learners who were offered assistance by their peers were confused because in some Mathematics activities which were given to learners to complete they were in a learner activity book developed by NECT (National education collaboration trust), where in the case of the classrooms I observed the tasks/activities were written in two languages e.g. Xitsonga and English.

As a result, some learners were to be assisted by their peers who understand where and which tasks/activities should be completed especially in the big classes where the teacher was not able to reach all learners at once. From this aspect, the

teacher used peer tutoring to empower learners with some leadership skills and to create trust amongst learners. Lastly, the findings with regard to peer tutoring as an inclusive practice was employed by teachers deliberately because they believe that it is more effective for learners who are struggling.

5.1.5 Teaching social life skills

Teaching social life skills refers to teacher modelling, a desirable behaviour in the class that learners imitate or follow (Florian & Black-Hawkins,2011). Teaching social life skills is an Inclusive pedagogical practice that promotes oneness between learners, principles of Ubuntu, as well as learners' educational rights enshrined in the South African Constitution in the Bill of Rights (Bill of Rights, 1996). In an inclusive context, teachers' role of teaching learners social life skills through various activities is what inclusive education as a concept advocates. Inclusive education is the term to describe "an education system in which all learners are accepted and fully integrated, both educationally and socially" (Bornman & Rose, 2010, p. 21). Teaching learners social skills is an important aspect of the curriculum that is fundamental to the successful implementation of inclusive education and has a strong research base (Florian & Rouse; 2005, Sapon-Shevin, 2007; Shoenfeld, 2012, Fenti, Miller, Lampi, 2008). Data will analyze and discuss teaching Social life skills employed by teachers in teaching good moral behaviour/conduct.

Teacher used a story to teach learners some moral lessons obtained from the story she read to them in a Read Aloud lesson, the extracts have been used earlier in the data [See whole class instruction]. Gresham, Sugai and Horner (2001, p.333) describe "social skills are behaviors that must be taught, learned and performed". The following examples on teaching of social life skills as an incluisve pedagogical practice was also used by teachers to model good behaviour, acceptable conduct,modelling good social skills by praising learners and leading learners to pledge their commitment to their own learning, as well as reinforcing principles such as respect,honour,spirutual awareness and learners commitment.

> *Teacher Mazwayi (pseudonym) modelled good social skills to learners. As I entered the classroom and went to take my seat, she greeted the learners and took the responsibility of introducing me to the learners. She asked them to stand and*

greet me. A welcoming atmosphere as I was greeted and welcomed with smiling faces of innocent boys and girls full of energy looking eager to learn. She led them in a short prayer before they went for their break to eat. That day the menu was pap and milk (Mazwayi classroom observation, May 04, 2017).

During her Mathematics lesson, she stopped the lesson and led them in a classroom pledge that says: "just for today, I give thanks for my many blessings, just for today I will not worry, just for today I will not be angry, just for today I can do my work honestly and diligently, just for today I am a success" A declaration which I saw learners' faces being brightened and encouraged to learn Mathematics (Mazwayi classroom observation, May 03, 2017).

*While after her Xitsonga lesson, she played a song on her phone and all learners started dancing while some learners were leading in. A song that made all learners danced including those that were not actively participating in terms of giving responses (*Mazwayi classroom observation, May 04, 2017).

*Teacher Mazwayi constantly praised all the learners with her calm sweet voice. She taught them with a smile on her face and learners were free to access her service. She modelled good behaviour by instructing learners not to eat their apples during the course of the lesson. They were given apples as part of the NSNP while the lesson was in progress. She allowed them to eat after the lesson was finished (*Mazwayi classroom observation, May 04, 2017).

As the above examples articulated, literature indicates that teachers in inclusive settings can achieve encouraging positive social skills by monitoring the social contacts of learners as they engage learners in various activities that will develop peer relations, and explicitly instructing learners who are found to be in need of further social skills development (Ramsey, 2004).

Drawing from the theoretical framework, teaching of social life skills is advocated by Florian and Black-Hawkins (2011) as they posit under the element participation and diversity: that teaching social life skills demand the teacher to recognize and accept learners by making validations, approval and respect that is given to learners to feel included and welcomed. This can be promoted in the form of positive praise to learners' contributions and efforts during teaching and learning,

it can be extended by recognizing every leaner's abilities in the form of talents shown (Florian & Black-Hawkins, 2011).

The four foundation phase teachers consistently and constantly used praises to encourage learners' participation and as a way of acknowledging and appreciating their efforts in responding to questions asked. They also encouraged clapping of hands which data revealed in the four classrooms I observed. In some instances, before the lesson started they were reminded of the class rules which entails the respect for each other's' belongings such as pencils and other stationery. Learners were discouraged at laughing at each other.

Praising of learners as a dominant element in teaching social life skills as an inclusive strategy, had the potential of eliminating spirit of jealousy as it promoted non-competitiveness. My impression was that; every learner was happy to learn knowing that their peers appreciate them as they are. In summary teaching of social life skills encompassed principles of good moral behavior/conduct, respect, honour, spiritual awareness, commitment which is pre-requisite to our learners in this era.

*5.1.6 **Learner Selected Work***

Learner selected work refers to a variety of activities prepared by the teacher for learners to freely choose from among alternatives given by the teacher. These activities may include classwork, projects, extended or enrichment activities as well as the resources that the learner choose to use while completing the activity (Florian & Black-Hawkins, 2011). In Foundation Phase ordinary classrooms, learners are expected to use DBE Workbooks recommended by the Department of Basic Education countrywide (DBE, 2012). I have observed the following learner selected work given by teachers although learners in ordinary schools are confined to using specially recommended text in form of workbooks.

> *Teacher Masiza allowed her learners the choice between the two activity books the NECT and DBE Work books. Learners were also allowed to write their responses (answers in either Xitsonga or English) as the activities in the NECT Learner activity book were written in both English and Xitsonga* (Masiza classroom observation, May 09, 2017).

Since learners are in the ordinary classrooms, they are all expected to use the DBE Workbooks recommended by the DoE,

> *Teacher Mlambo went an extra mile to allow learners to use worksheets prepared for Mathematics as an extended activity. This choice of activities by learners happened when learners had completed the prescribed tasks, they could elect to use worksheets packaged in different shoe boxes. Learners were also able to choose using abacus, building blocks, their fingers and their notes books to make subtraction and addition calculations* (Mlambo classroom observation, May 12, 2017).

> "*I know that this group can be taught in this way and this is what is according to their levels … but at the end of the day they end up learning the same content but that content would be shelved according to their levels of understanding*". "*…if I have worksheets they know where to find them, if I group them they know where to sit"* (Mlambo personal interview, May 12, 2017).

Drawing from the theoretical framework, Vygotsky (1987), advocates that when teachers are preparing/planning learners' activities or tasks they should also take into account the current status of the maturing mental functions. Hence the examples above are an indication that teachers went the extra mile to allow learners choose and do activities/tasks they choose to do.

> *Learners also were allowed the freedom to choose which activities they wanted to do in their Mathematics learner activity book from NECT. This was seen by observing some learners tracing number names and symbols in both Xitsonga and English, while some chose activities which involved drawing 2D shapes, while some matched the number names and the correct symbols"* (Zungu classroom observation, April 24, 2017).

Learner selected work allowed learners the choice of conscience when it comes to taking responsibility in choosing the suitable activities that wanted to do. In conclusion, learner selected work as an inclusive pedagogical practice amongst the two subjects which the four foundation phase teachers taught was visible in Mathematics where learners in ordinary classrooms were allowed the freedom to choose the resources they want to such as abacus, building blocks, using their

fingers to count, using their notes books (scribblers), in doing calculations when they were working on subtraction and other contents skills taught.

Another findings activity was when they were doing rounding off to the nearest ten, learners were also afforded an opportunity to choose either rounding off with their heads or draw the number line in their scribbling books, while in counting and grouping hundreds, tens and units some learners chose to use concrete stones while those learners who are in the abstract level counted mentally. While the study discussed above/ the findings of the themes and sub-themes that emerged from the data, perhaps it will be sufficient to also reveal what was found not being dominant while data was being analyzed.

5.1.8 Teaching strategies and practices not observed/employed in rural ordinary classrooms.

The three Inclusive pedagogical practices that were not observed were co-teaching, Reciprocal Teaching, and Reflective Teaching. Although there were possibilities that some of these Inclusive pedagogical practices could be practised in Foundation Phase, such as reciprocal teaching, teachers did not explore them. Co-teaching was not employed at Foundation Phase, and part of the reason was because in some ordinary classrooms Foundation Phase teachers manage their own class alone and execute the teaching of all subjects as individual teachers unlike what is done in Intermediate and Senior Phase classrooms. Teachers attest to this:

> *"… with us you teach alone in the grade, let me say it is not always that we sit down and talk except in teachers' staff meetings when we happen to discuss the progress of learners, but to sit down and talk, everyone mind his/her own grade"* (Masiza personal interview, May 10, 2017).

Another reason why it was not possible to employ co-teaching in those classes was that the three schools did not have more than one grade, so it was only one school that had more than one grade where the teacher reflected that she once used co-teaching in the previous year with her colleague. This example below show how co-teaching is misunderstood by some teachers in foundation phase.

> *Like I have indicated, I used to teach Mathematics and English in the previous years so it was easy to meet and discuss about learners' performance in our grades. My colleague used to teach Xitsonga and Life Skills. So we used to teach in one class. I will do my subject analysis on the subjects I taught and the other teacher does her own subjects, but this usually happens during the end of the term in our staff meetings* (Zungu personal interview, 24 April, 2017).

However, her understanding of co-teaching was in terms of sharing subjects while co-teaching itself is when two teachers teach the same subject in one lesson sharing the responsibilities. Furthermore, Farrell (cited in De Silva, 2013, p. 421) argues that "when classroom teachers, special educators and other support staff can work together in co-teaching situations there are fewer problems associated with the severity of the learning difficulty. This is an indication on the positive role of what co-teaching as an inclusive pedagogical strategy can benefit both the teachers and the learners. Another misconception about co-teaching is that it is assumed as a once off activity as the teacher indicates that it was done at the end of the term.

Reciprocal teaching is an inclusive strategy which involves teaching that was developed as a strategy to improve reading comprehension in small groups of learners (Pallinscar & Brown,198; Pallinscar, David & Brown, 1989). Based on this approach, teachers and learners take turns leading a dialogue about the selected sections of a text. (Loreman et al., 2010) concur that Reciprocal teaching supports learners' participation through the practice of four comprehension strategies which are clarifying; questioning; summarizing and predicting.

The role of the teacher is to model, scaffold, provide feedback, and collaborate with students in their efforts to understand the materials that are being read. This strategy was not explored in all foundation phase ordinary classrooms, even though it was possible that teachers can explore the strategy in teaching comprehension tasks which is also part of the content that is being taught in subjects such as Xitsonga home language and English first additional language. Of course in some classes it would have been a challenge because of overcrowding.

Reflective teaching or (practice) refers to the series of reflection sessions undertaken by the teacher after teaching a lesson. This practice was not observed except some teachers indicating that they do reflect on their lesson, but from the data, teachers were supposed to reflect the same lesson that they have taught and not to say it in theory or to refer to some past taught lessons which the data did not observe so as to validate authenticity. The example below express teachers commentating on the practice but not doing it in practical.

> "*Yes, I reflect but I don't use what I have reflected on because I am guided by the "PACE SETTER AND TRACKER" on what I'm supposed to teach the following day, so whether I reflect or not, it becomes "useless" The PACE SETTER demands me to teach another lesson (a new lesson) the following day. PACE SETTER AND TRACKER DOES NOT allow me to go back and re-teach the lesson" you don't use it, they tell you what you must do*" (Zungu personal interview, April 24, 2017).

While the call for inclusion of all learners in ordinary classrooms is advocated by cautioning of teachers to employ inclusive pedagogical practices as it has been analyzed and discussed above, the following section will analyze and discuss the local and global trends on inclusive pedagogy.

SECTION B

What are the global and local trends and debates around inclusive pedagogy?

The findings under the theme above is divided into sub-themes which emerged from the extraction of examples obtained from classroom observations and interviews. [*The following analysis and discussion are based on teachers' qualifications, experience and specialization in relation to the local and global trends around inclusive pedagogy].* These themes and analyses are framed by two underlying assumptions proposed by Florian (2014) [IPAA Table 2, page]. The first is in line with elements and framework for participation which recommend that teachers must account for difference in any conceptualisation of learning

[knowing]. The second assumption is based on teachers' beliefs that they are qualified and capable of teaching all children [believing].

5.2.1 Teachers qualifications

The findings from the data revealed that the four foundation phase teachers are to a certain extent aware of the global and local trends and debates around Inclusive pedagogy. Firstly, their qualifications are an indication that they were exposed to knowledge pertaining to Inclusive education. It is important in this era that teachers are exposed to different knowledge and ways of teaching especially in foundation phase so that they are not found wanting. The following is an example with regard to teachers' qualifications, experience and area of specializations.

The four foundation phase teachers are qualified as the data revealed [table 4.3.1 of the methodology chapter] detailing the profile of participants under the heading qualifications. All four female teachers at least hold a senior degree which is an added advantage that they are conversant with some global and local trends and debates pertaining to inclusive pedagogy.

Against this background, teachers' qualifications play an important role when executing teaching roles in inclusive settings. According to Salamanca Statement the alignment of Individuals with Disabilities Education Improvement Act [IDEIA] and No Child Left Behind [NCLB], on the fundamental transformation to education systems is that education systems globally should "Introduce the notion of highly qualified personnel [HQP]…Teachers who become specialists in their field and, in the case of secondary special education teachers, specialists in their specific fields and in one more additional core academic subjects" (Hub, 2011, p. 471). Regarding teachers training as a pre-requisite in inclusive classrooms is advocated by Engelbrecht, Nel, N, Nel, and Tlale, (2015. p. 1) "that the way in which teachers understand a diversity of learning needs is based on the training that they initially received as teachers". This knowledge, skills obtained from training will build on the confidence of teachers who are exposed to diverse learners with learning needs in their classrooms.

In addition, their experiences in teaching, specialization as well as age also serve as an advantage that these four teachers have been experienced in both pre-

democratic era and post-democratic era of teaching in foundation phase as well as qualifications obtained before and after the new dispensation. This means that they have both knowledge and understanding of what was done before democracy and what is expected in the new dispensation.

5.2.2 Admission of learners

Below is an analysis of data with regard *to admission of learners in relation to local and global trends around inclusive pedagogy.*

> "*Personally I think it is inclusive because when it comes to admission we admit learners regardless of what we can see with our naked eyes … we try to do our best to ensure that they learn*" (Mlambo personal interview, May 12, 2017).
>
> "*yes, it is inclusive because we admit all learners without any test administered, without conducting IQ test, we don't check their abilities, … I have all learners in my class"* (Masiza personal interview, May 10, 2017).
>
> "*yes I think our school is inclusive because we don't discriminate in terms of admission, all learners are accepted in our school*" Zungu (Personal interview, April 24, 2017).

The above examples are in tandem with the global mandate for example in the U.S.A, "all children be provided with an education comparable to that of their non-disabled peers, an education to be provided…in the general education classroom" (Hunt, 2011, p. 465). In addition, drawing from the examples above, their schools are in line with what the global trends on Inclusive pedagogy is advocating. Firstly, their schools do not administer IQ tests for learner admission, all learners are accepted and registered at school. Beside the challenges of resources, these teachers showed their commitment to support all learners with what is ordinarily available at hand.

The above examples are in line with and advocate what the global and local policies on Inclusive education in terms of admission of learners in schools should be implemented. Schools are expected by policy to be inclusive in admission of learners while teachers also are expected to be inclusive in their teaching, to

accommodate and teach all learners including those with additional learning needs (National Education Policy Act 27 [NEPA],1996).

The following findings from the data is a discussion on teachers planning of lessons and reflective teaching in relation to local and global trends around inclusive pedagogy. Data shows that the four teachers were aware of learners' differences, hence, they considered all their learners in the planning of their lessons. This was attested to by their use of different inclusive strategies as a way of making all learners participate and achieve at the end of the learning experience.

Acknowledging and accounting of differences amongst learners was seen by teachers' utterances indicating that "*All children can Learn*" (Masiza personal interview, May 10, 2017). Another one stated that she read a book which was titled "Education for All" (Mlambo personal interview, May 12, 2017). This seems to suggest that "*everyone can learn given the right resources, and the right methods*" (Mlambo personal interview, May 12, 2017). Another teacher expressed her knowledge of Inclusive pedagogy by accounting for differences. She indicated that "*every child can learn but [at] different paces*" (Mazwayi personal interview, May, 04, 2017). Therefore, she uses individualization as an Inclusive pedagogical practice in order to meet all learners needs. Another response was that "*inclusive education [we are] taught … that you include all learners; all learners are the same and all learners need to learn*" (Masiza personal interview, May 10, 2017).

> "*It is helpful to reflect, In fact, it is a way of gauging yourself, measuring your capabilities and ja! your shortcomings …*" (Mlambo personal interview, May 12, 2017).

Foundation phase teachers in rural ordinary classrooms have the knowledge and the understanding that one of the effective ways of teaching inclusively is drawn from reflective teaching. This is validated by the articulations below.

> "*It is something that is not optional*" (Mlambo personal interview, May 12, 2017).

> "*Yes, I reflect but I don't use what I have reflected on because I am guided by the 'Pace setter and Tracker on what I'm supposed to teach the following day…" (*Zungu personal interview April 24, 2017).

The above examples account to the theoretical framework under participation and access which elaborate that learners access to the curriculum can be achieved by employing equal multiple opportunities for learners to learn (Florian and Black-Hawkins, 2011). While on reflective teaching, Shaban (2016) maintains that teachers who are observed when teaching can make use of the observers' feedback to reflect an improve their teaching practices.

The study argues that having observed the teachers was an opportunity for them to reflect on their own teaching practices which at some points they neglect. In addition, the fact that teachers are aware that all children must access curriculum [education] qualifies the second assumption which advocates that teachers must believe that they are qualified and capable of teaching all children (Florian, 2014). This access can only be granted to learners if schools are not discriminatory in their admission.

Another argument which is brought by Florian and Linklater (2010) concerning teachers expertise and capabilities to teach all learners is that it is a difficult case to also argue that teachers "do not have the requisite knowledge and skill to teach all learners". There is a claim that some teachers may feel "uncertain about how to respond to particular difficulties, or may not feel confident in making adaptations, but this is not the same as lacking teaching abilities, knowledge and skills" (p. 371). The four teachers demonstrated the knowledge and capability that they are keen to teach all learners irrespective of their learning needs. The next aspect is a discussion based on *labelling, categorizing and diagnosing of learners in relation to local and global trends and debates around inclusive pedagogy.*

> "*we don't check their abilities, whether it is a gifted learner or not. We don't look at those characteristics; I have all learners in my class*" (Mlambo personal interview, May 12, 2017).

> "*a child with poor vision sits in front and a child with difficulty in reading do more word segmentation or phonemic awareness*" (Mazwayi personal interview, May 04, 2017).

Looking at the example above, it is clear that in trying to be inclusive, managing an inclusive classroom is a key and the teacher is seen to be adhering to the call. Her expression on supporting a learner with 'poor vision' is supported by Mariga, McConkey and Myezwa, (2014) that learners with additional learning needs including 'poor vison' should sit close to the teacher and the chalkboard/smartboard, so that the learner can see and hear the teacher better and also receive close attention from the teacher who will easily monitor their work and support them.

> *"I remember I once had a learner who was dumb, the child was normal but the challenge was that she could not talk, so she needed sign language, and I did not have the sign language as a result of not being trained … so that sign language could have helped the learner if I knew it". "it's very difficult in a mainstream to include all learners especially those with severe impairments"* (Zungu personal interview, April 24, 2017).

> *"not to label children, it is not our responsibility to diagnose … when the right people come they will observe and see what is wrong"* (Mlambo personal interview, May 12, 2017).

Although one may argue that teachers are still caught up in a 'bell curve' thinking of trusting external stakeholders to diagnose and look for faults in learners, their feelings and thinking is supported by the (Individuals with Disabilities Education Improvement Act [IDEIA], 2004), that education should be quantified to suit learners with special educational needs as 'aids and supports' in ordinary classrooms… and further indicates that "any professional/expert has the ability to decide whether services are necessary, or appropriate" (Hunt, 2011, p. 472).

> *"[I pay] more attention to all children whether they are the most gifted or they are the less gifted, they all need our attention"* (Masiza personal interview, May 10, 2017).

Vygotsky (1993a), argues that learners of different abilities, skills, strengths and weaknesses should be encouraged to form diverse groups in the formal teaching and learning contexts, Vygotsky's justification to the above argument is that if learners of same ability for example low ability are grouped /interact together, they would be confined to a world of low level skills and they will be denied an opportunity to advance to higher levels of academic achievement (Eun, 2016). This mean that learners must be part of the mainstream group rather than being separated from their peers.

These four foundation teachers displayed evidence of knowledge about the medical and social model approach reflecting on what they have learnt during their BEd foundation phase program at Wits school of education. They indicated that they were for the idea of the social model that enables all learners to learn and not look for faults in learners. By using what is already available, they ensured inclusive learning in their own classrooms. A position which is argued by Florian and Linklater (2010, p. 370) that "it is difficult to sustain the argument that students who have been identified as having special or additional support, need teaching methods and approaches that are pedagogically different to those that are used with most learners".

According to Florian (2014) the global debate on pedagogies depend on teachers 'knowing' about theoretical, policy and legislative issues; 'doing' turning knowledge into action; and 'believing' in their capacity to support all children. However, contrary to what they articulated above, to a certain extent these four foundation phase teachers showed some lack of confidence regarding the global and local trends on inclusive pedagogy.

The evidence that these teachers are aware of what they are expected to do as teachers in their classrooms which include the issue of labelling learners' rest in them but at the same time they still hold onto the belief that there are some learners who require to be diagnosed by the right people. This belief is supported by White Paper 6 policy that serve as a guide to inclusive education but advocating a 'Bell shaped' education. These kinds of utterances challenge the aims of inclusive pedagogy in classrooms and are expressed by the use of words such as

'special need learners', 'normal', 'slow learners', 'fast learners', 'severe impairments' 'physical disability', 'mental disability', 'visual and impairment'.

The fact that some teachers used these words in their responses agree with what Makoelle (2012) posits, namely that despite clearly articulated policies by DBE (2010) inclusive pedagogy in South African classrooms is still a confusing concept. Some teachers hold different interpretations of what constitutes inclusion. While the global trends advocate the use of accepted vocabulary or concepts instead of special need learners, the use of words like "additional learning needs". Special needs education globally is a concept which is being replaced by concepts such as "additional learning needs" because of the negative connotation it bears according to Florian (2014). Also the White Paper 6 policy broke up with the concept of 'special needs education' and introduced the notion of 'barriers to learning' within an Inclusive education framework (DoE, 2001).

To a certain extent, the four participants maximized the use of Inclusive pedagogical practices to teach all. Looking at the extracts above, these teachers are committed to give attention to all learners irrespective of their ability levels which is a strong characteristics of Inclusive pedagogy where teaching and learning is executed. Nevertheless, the data does not despise the notable concern raised by the teachers on the lack of resources that inhibit inclusivity in the classroom. It is to this theme of the role external and internal support staff in relation to local and global trends and debates around inclusive pedagogy, with examples that we now turn.

> "It *is an old class, it is no longer in good condition itself, the floors are somehow, no longer in good condition, but it was clean*". "*ja we do work with various stakeholders for starters we do work with our SGB when we need resources which will be able to help all learners with different abilities…*" Another response was that *"…with the other practitioners like psychologist, we have not seen them in our school, we are on our own, that's why we rely on our own knowledge to support the learners*" (Mlambo personal interview, May 12, 2017).

> *Not enough chairs and tables for learners (furniture), cracked floors, no proper carpet for group teachings such as guided reading, lack of space for movement, overcrowded classrooms, minimum support from external stakeholders such as DoE in terms of conducting workshops, DBST and Department of Health* (Mlambo classroom observation, May,12, 2017).

From the global trends and debates, these teachers share similar constraints with teachers in, for example Zanzibar who are also exposed to challenges of infrastructure, lack of enough classrooms, overcrowded classes and high teacher and learner ratio, while it is important to also highlight some differences. Zanzibar is said to have inadequate and poorly trained teachers and inadequate teaching and learning materials because a lot of money is spent to teachers' salaries (Mariga 2014). While the teachers in this study have been identified as being qualified as it has been discussed earlier. In contrast with the above findings, Lesotho has been declared to be a good example of Inclusion because there is a joint venture and interaction between government, NGO's, churches and the local community and this partnership is suitable in nurturing Inclusive education (Srivastava et al., 2015).

Furthermore, from the global perspective, it has been pointed out that there is a general outcry in developing countries that ordinary classrooms have large classes with few teachers and this results in many teachers being reluctant to work with learners with additional learning needs as they tend to attach it to additional work load (Srivastava, de Boer & Pijl, 2015). Coming back to South Africa, Engelbrecht et al., (2015) confirm the challenge pointed above that the realization of inclusive education is still hindered by a combination of a lack of resources, the beliefs and behaviour of teachers in the classroom.

Despite the challenges of infrastructure faced by teachers in foundation phase, still they were able to use the same class as they confidently say that old as it was it was clean, meaning the cleanliness of the class made the teaching and learning to be inclusive. This is a position which is advocated by Florian (2014) extending what is ordinarily available to teach inclusively is important.

With regard to curriculum and contexts, the Salamanca Statement advocates for transformation in areas such as "curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extra-curricular activities" (Hunt, 2011, pp. 471-472). While it supports collaboration of mainstream teachers with other stakeholders, it goes on to urge 'pooling the human, institutional, logistics, material and financial resources of various ministerial departments (Hunt, 2011, p. 471). In relation to the report above by teachers, this points to a gap in the participation of other stakeholders who give support on inclusive education matters. This kind of support is also outlined in the Guidelines for full service/inclusive schools (2010) in South African context. The Salamanca Statement promotes collaboration in all levels which will be in line with other international development policies.

The above concern raised by teachers on the external support such as specialists and experts for maximum use of pedagogical strategies, is that collaboration with various stakeholders is regarded as having an "enormous value for student teachers as beginning teachers and teachers who are already in the teaching field to have opportunities to work collaboratively with specialist as part of their professional development, building confidence and broadening their repertoire to the difficulties students experience in learning" (Florian & Linklater, 2010, p. 371). In the next section, I will offer an analysis and discussion of the findings on the current understanding of inclusive pedagogy by foundation phase teachers.

SECTION C

5. 3 Factors influencing teachers' understanding and practice.

In addressing the third research question raised above, the general observation was that to a certain extent, inclusive pedagogy is evident amongst foundation phase teachers in rural ordinary classrooms. The data further indicates that their practices are based on current understandings of inclusive pedagogy. In order for the study to fairly respond to the question asked above, I applied the third underlying assumptions from Florian and Black-Hawkins (2011) which advocates

that the profession[teacher] must develop creative new ways of working with others.

5.3.1 Parental role

One of the factors influencing how teachers practiced inclusion was the understanding of the role of parents, and how their need to sometimes assume the role influenced how they practiced inclusive education that emphasises the social aspect of inclusion and not just the academic aspect. This was observed through classroom observations and supplementary data through interviews elaborated below. The first aspect analyzed and discussed under the theme of current understanding of inclusive pedagogy, is that of a lack of parental involvement and teachers being in *loco-parentis*. The following sentiments highlight the theme on the lack of parental involvement in the education of their children realizing the goals and objectives of inclusive education.

> *"so we get minimum support from parents, some learners will come without a pencil, while some don't write their homework's because they don't have support from parents at home, so this inhibit the effectiveness of teaching and learning in the classroom* (Zungu personal interview, April 24, 2017).
>
> "*You see we have absent parents; some parents are absent in the lives of their children … some are in Gauteng working, some as a result of death and it is sad, most of the learners are raised by their grannies…"* (Masiza personal interview, May 10, 2017).
>
> "*I think teachers must be 'Loco-Parentis', we have been taught to adopt some learners*". "*There are those that you see where they come from, their homes are broken homes, the mother is not there, I have children here whose mothers are not a package of their children's' life, there is a child I asked "did your mother came back for the holiday? And she said no…" (*Mazwayi personal interview, May 04, 2017).

Following up on the teachers' words, in trying to find out if she thinks the role of absent parents can be played by teachers, this is what she said:

> *"if you see that you can be of assistance and you become a mother to that child, like right now the school is out, you just call a child and say let me see your books, like I do sometimes, let me see what you got in this test,*

it's a way of encouraging because she will say mam will see my books" "…because as teachers we need to correct with love, when you see a child going into another direction, you will find that it becomes easier for the child to learn" (Mazwayi personal interview, May 04, 2017).

The first general belief of the four participants is that the first step of doing inclusive pedagogy is to fill in the gaps of parenthood. As it had been explained on the table of profile of participants, one of the salient pieces of information is that all the four foundation teachers are females. However, the issue of gender with regard to teaching in foundation phase is also an argument on its own as to which gender is more suitable. But from my observation the data revealed that the fact that these teachers were all females, in their commentating words, it seems playing the role of parent was a natural thing to them since they are also mothers although one should indicate that the above claim might be a different case in some context where teachers are males. Hence they were also able to give love to them and as there were indications that some parents were absent from their children's' lives.

Since the role of teachers has been highlighted above in loco *parentis,* that is not enough to maximize inclusive pedagogy and the call for inclusive education. This is revealed by the data indicating how teachers' beliefs on the lack of parental involvement in terms of their expectations. The example below present teachers' beliefs:

*"Some it is because of how they are treated by their parents at home, some learners are too spoiled, to a point where they cannot differentiate between school and home, the way they behave at home, even at school they behave the same…they are overprotected and spoiled some of them" (*Zungu personal interview, April 24, 2017).

When asked about engaging their parents in order to discuss this negative behaviour that learners portray as it affects their performance, as the teacher reflected, her response was:

"yes, some parents love their children to an extent where they do not want to hurt them, while some who are very concerned and they will help you as

*a teacher to correct the behaviour of the child. Some parents do not bother to come especially those that their children are struggling. Most of the time we have the support of the parents whom their children are doing well at school" (*Zungu personal interview, April 24, 2017).

Drawing from the literature, Mariga et al., (2014, p. 48) assert that "children do best at school when families take a close interest in their schooling". However, the teachers do not despise the fact that some parents may be seen as being non-supportive because some of them have had negative experiences with schools in the past. And as such all these factors should be considered when trying to understand inclusive education with regard to parental involvement.

The expressed voices above as examples revealed the challenges that rural teachers are confronted with in their daily teaching practice hence the commitment of these teachers to stand in a missing gap. From what these teachers are doing as being loco parentis for some learners whose parents are not a part of their lives by providing both academic and emotional support is supported by literature. This kind of supporting role is viewed by Hamre (cited in Rechlia, 2013) as an emotional support that is closely linked to children's social development that comes through supportive teaching and positive teacher-student relationship which is attributed to children's academic learning.

The above examples are an attest to reveal teachers current understanding of Inclusive pedagogy in foundation phase classrooms. In rural context the issue of grandparents raising their grandchildren is the most common observed practice in the four rural ordinary schools' context because of a number of factors including those that were mentioned above. Lastly, data analyzed had arrived to a conclusion that parents also should have a prominent role to play in the education of their children, and this was revealed by teachers as they express how some parents played their role.

"*we work with the SGB, when we need resources which will be able to help all learners with different abilities we work with them, as they are the ones who are to help us with the funds when we look at our school*

*surrounding, it is the SGB who had to assist by making the ramps" (*Mazwayi personal interview, May 04, 2017).

It is clear from the above sentiments that some parents have identified their roles through SGB representatives, a body that represent parents in the education of their children. SGB's roles in school is to see to it that there are resources for teaching and learning to be effective as well as seeing to it that contexts are conducive for learning, hence the teacher cites that the SGB assisted in making ramps in the school for inclusive education to be realized.

*"I do not think we are that inclusive, even though the buildings are user friendly, the toilets are not, they are far away" (*Mazwayi personal interview, May 04, 2017).

The two examples above are in line with the local and global trends and debates in understanding inclusive pedagogy. The idea of parental involvement based on Mariga et al., (2014) is that parents must identify needs/gaps in the local schools where their children attend to assist with transforming schools to be accessible as it is suggested that "parents can help to make the school premises more accessible, for example installing ramps and improving toilet facilities" (Mariga, 2014, p. 48).The first school has already embraced the idea while the second school acknowledged that their toilets are not user friendly ,so parents can adopt the suggested idea to improve on the toilets.

5.3.2 Ambivalence about resources

In light of what has been discussed above, one of the factors influencing how teachers practised inclusion was their understanding of importance of resources. In this regard they are ambivalent on the other hand they feel that they need some resources to teach inclusively, while on the other hand they are critical of the resources that they have and understand the need to look for and develop alternative resources as well as see their own time and commitment and their team efforts as valuable "resource" in the creation of an inclusive environment. In trying to understand inclusive pedagogy, the type of resources and how they are utilized forms an integral part as to the possibilities of realizing inclusive education and inclusive pedagogy in ordinary classrooms, this finding points to how

teachers selected those resources and use them with learners, but confronted with a challenge when it comes to content in the resources that they are expected to use. It seems to me that the department recommended some resources that should be used and teachers question their contents as they indicate below.

> *"our Xitsonga books are not, somehow I don't agree with what they are written especially the ones we use, those big books, 'Via Africa' ones…I don't feel comfortable with them ...some words are not Xitsonga words"* (Mlambo personal, interview, May 12, 2017).

> "*if a learner is blind we must look for aids to assist the learner*". *The only challenge is that we don't have learning aids for learners with hearing, sight challenges…the challenge will be when we have learners who will need braille's, hearing aids because presently we don't have them in our school and no teacher has been trained to teach those learners (*Zungu personal interview, April 24, 2017).

This quote above indicates the challenges that some ordinary classrooms are faced with when they are faced with learners who have additional learning needs, and in this case the teacher highlights the need for resources and all aids that are necessary for supporting learners. Furthermore, she raised another challenge of lack of training on how to use aids such as braille for learners with hearing challenges.

Based on what the interview raised above, Salamanca Statement is of the view that in the process of training teachers, both pre-service and in service, it is important to "link research and training…" taking into consideration that "the specialized training in special educational needs to be integrated with, or subsequent to, the training of regular education teachers" (Hunt, 2011, p. 471).

The participants understanding of what type of content is applicable to teach in foundation phase was a clear indication that the knowledge they had acquired during the four-year BEd program is important since they are applying it to teach learners to read during shared reading time. It is argued that if teachers are to be considered and consider themselves to be capable of teaching all children, those who prepare them must prepare them to develop how they think about their

practice and what they are making generally available to the whole class…" (Florian & Linklater, 2010. p. 371). In advocating for teacher preparation, Mariga et al., (2014) posit that this calls for higher institutions of learning and those that are involved in educating and training teachers to prepare them well.

In addition to the findings above, the fact that teachers were able to interrogate the content in the big books that they are supposed to teach is an approach which shows that these teachers understand and are aware that learners require relevant quality content and vocabulary for teaching to be effective. In creating an inclusive classroom, Kemple (2004, p.49) describes the ways that a positive emotional context can prepare the tone for accommodating learners by assuring learners with the following messages: "this is a place you can trust"; this is a caring place"; and "you belong here". This affirms that the knowledge acquired is valuable and helping in teaching inclusively as the quote below articulates.

> "*we have been taught that we must treat learners the same, respect them and give them our time*" (Masiza personal interview, May 10, 2017).

Furthermore, the above expressions show how committed and available the teachers are to go the extra mile to accommodate all learners. Furthermore, it shows that these teachers believe that they are qualified and capable of teaching all learners. This was an indication that these teachers are confident about the knowledge they have been equipped with and believed that they can utilize such knowledge to support the learners in their care. As it is indicated by Florian and Black-Hawkins (2011, p. 814) that "extending what is ordinarily available to all learners is a complex pedagogical endeavour".

The findings below will further elaborate on resources that teachers themselves consult to equip themselves with relevant knowledge for inclusive pedagogy. This resources include *studying and reading, exploring media to watch lessons, teachers internal and external workshops as well as teachers' meetings in relation to current understanding of inclusive pedagogy*. These revealed findings are important for teachers' empowerment in order to improve their practices so that they are inclusive in their teaching.

> "*Through reading more on the subject or topic, the more I read the greater the understanding*". "*One of the main source of information is to read. I do read books which concerns inclusive education information*". "*…but at school we do have our internal workshops where we discuss and encourage each other that we do not label children, it's not our responsibility to diagnose*" (Mlambo personal interview, May 12, 2017).

The fact that these teachers rely on reading more on the subject of inclusive education to be more equipped is a positive sign that inclusive education is possible to be realized in ordinary classrooms. I have a belief that the teachers were also exposed to reading the content of White Paper 6 even though they have not pointed out specifically, but reading more on the subject might assume they are also familiar with WP6 content. The WP6 aims at capacitating teachers to enable them to address a wide range of learning needs by focusing on teaching and learning (DoE, 2001).

> *"In our school we all work as a team, and because we all work as a team, even though we are all teachers we all have our own weaknesses and strength as a result we know each other as a team, and we know that if we come to this, this one can do better here and then if one experiences a problem here, this one can chip in and help, so that's what we do as a team* (Mlambo personal interview, May 12, 2017).

In addition, participants revealed that "*we rely on our own knowledge to support all learners as there are no workshops on Inclusive education*" (Zungu personal interview, April 24, 2017).

Against this background of lack of workshops for in-service teachers, the Salamanca Statement stresses the need for "providing in –service training to all teachers…at school level in a non-categorical approach encompassing all types of disabilities" (Hunt, 2011, p. 471). In addition, Mariga et al., (2014) also support the idea of preparing teachers in the form of in-service training as well as teacher education because they believe that teachers are the key to the successful implementation of Inclusive education. Its success relies on the attitudes and skills of the teachers. For teachers to be well equipped with the relevant knowledge

pertaining to inclusive education, it is maintained that external support in the form of follow up scaffolding is necessary after experiencing professional development because learning and professional development is a continuous and never-ending process (Shaban, 2016).

5.3.3 Working collaboratively

One of the factors influencing how teachers practiced inclusion was their understanding of the importance of working collaboratively with other teachers and professionals. And that rural ordinary classrooms is grounded in reading content that addresses issues of inclusive education which keep them informed and broaden their knowledge as professionals. The statement below attests to the participants understanding of inclusive pedagogy in rural ordinary classrooms by working in teams and collaborating as colleagues:

> *"Through strategic meetings with parents and management, and reading about inclusive education…by working with department of education and doing individualization with learners experiencing difficulties" (*Mazwayi personal interview, May 04, 2017).

> "*we communicate, there is a time when we have meetings! Support meetings like in the Foundation Phase because we are doing the same things we do have support meetings where we talk about the problems we encounter and we help each other remedy them as much as you can*" (Mazwayi personal interview, May 04, 2017).

According to Shaban (2016, p. 6), if teachers are offered an opportunity to attend in-service workshops, language teaching education course rooms and conferences, it could serve as 'crucible' for both new and practicing teachers to reflect and assess their emerging pedagogical concepts and practices and in this way they are able to keep abreast their lifelong professional development in their ZPD. This means that internal staff meetings and external workshops as well as grade meetings like the one that the participants mentioned above, if these areas are given the necessary attention then there is hope to assume that teachers will gain knowledge, find solutions to existing challenges, make adaptations as well as acquire new knowledge in the process of collaborating with various stakeholders.

While teachers indicated that they collaborate with various stakeholders, there is however an exception that in some schools there is still a challenge with collaboration amongst teachers; this is expressed by the quotation below. This articulation reveals the current state of teachers understanding of inclusive pedagogy which is pinned to personal beliefs that teaching is an individual task. The lack of collaboration robbed the teachers to have enjoyed co-teaching in their various grades as the data indicated that co-teaching was not observed in ordinary classrooms. In addition, the lack of teachers' collaboration might be because they require expert facilitation.

> *"… with us you teach alone in the grade, let me say it is not always that we sit down and talk except in teachers' staff meetings when we happen to discuss the progress of learners, but to sit down and talk, everyone mind his/her own grade"* (Masiza personal interview, May 10, 2017).

This provoking sentiments above indicates that schools lack experts who are skilled to facilitate collaborative meetings when teachers do not possess the expertise to do so themselves. In light of what the teacher articulated above, from Vygotskian perspective, teachers' learning is also a mediated process which is affected by tools and signs.

Tools according to Vygotsky (1978) are in the form of experts which serves as external guiding source of mediation, while signs are referred to as internal sources of mediation which assist the teacher to increase his ZPD (Shaban, 2016, p. 8). Amongst the eight provisions offered by Salamanca Statement, what the teacher articulated above is against the proposition made that all educational personnel must be prepared and well equipped to give support to teachers (Hunt, 2011). Given what the teacher said that everyone 'mind' their own classroom teaching, is a clear indication that one of the reasons that there are no collaborative meetings on inclusive education might be because the other personnel are not trained.

In addition, participants indicated that they work with department of health where professionals such as psychologist, nurses, therapist and social workers are involved in supporting learners with additional learning needs. The above

statement is a clear indication that to a certain extent, teachers' work is greatly influenced by categorization and medical diagnosis as well as the influence of their teaching from external and internal experts as De Silva (2013) argues.

Nevertheless, Florian and Linklater (2010, p. 371) posit that "the expertise of colleagues who specialize in learning difficulties, and those from related disciplines can be used to support teaching and learning in the mainstream classroom". Although one teacher indicated that she had not seen these professionals in her respective school, she works with parents, school management team (SMT) and other teachers to support learners in the school.

The invisibility of some of the professionals mentioned above in some schools to execute their support functions is viewed as being a contributing factor which presents a challenge on the teacher to fully maximize her inclusive pedagogical strategies for all learners to participate and achieve. While their visibility is viewed as something which "…can influence the naturalness of interaction" if support staff "joins in" (Rechia, 2013, p. 421). However, Srivastava, de Boer and Pijl (2015) posit that regarding support for teachers practices, there is an argument that teachers in developing countries "receive very little attention" (189) South Africa being on the list.

In accordance with the importance of rendering external support to teachers, Shaban (2016, p. 7) proposes that "teachers need in-service training after they have gone through professional development and when they are placed in their sociocultural instructional contexts". The reason why in-service trainings are important is because teachers must be equipped and exposed to the current inclusive education knowledge which will suit their contexts as schools differ in many aspects, while in the mist of their differences they strive for one common goal of inclusive pedagogy. Beside the lack and challenges of workshops and in-service trainings, these teachers have identified ways of being on board with the current needs of inclusive pedagogy by reading more on the subject and watching lessons. One participant added that:

> "*watching lessons that they are demonstrated on television, also helps. "…we don't have many inclusive educators in our school, I think I'm the only one*" (Masiza personal interview, May 10, 2017).

Judging from what this quotation articulates, data revealed that there is still a shortage of teachers who are informed in matters of inclusive pedagogy in rural ordinary classrooms. In support of what the interview above alluded, Hunt (2011) in his suggestions on how teachers can be constructed, proposes that in order to mitigate shortage of qualified teachers in the knowledge of inclusive education, he identified a gap on "the importance of recruiting teachers with disabilities who can serve as role models" (Hunt, 2011, p. 471). It is argued that teachers who are well informed are regarded as being in the privileged position to act to change the current situation of things in their classrooms for better (Florian & Linklater, 2010).

This principle "emphasize that it is in the process of making pedagogical decisions that teachers can act to enhance children's capacity to learn, as opposed to relying on notions of fixed ability (Florian & Linklater, 2010, p.372). Teachers understanding of inclusive pedagogy will assist in minimizing exclusions of some learners during teaching and learning which is the main aim of supporting learners to access, participate and achieve.

5.4 Summary of the Findings

The chapter presented the findings from the data generated from oberservations and semi-structured interviews based on the themes and sub-themes that emerged from the data. From this analysis, I have arrived at several conclusions. Firstly, there were a number of Incusive pedagogical practices identified that were employed in foundation phase rural ordinary classrooms. The data revealed that out of ten inclusive pedagogical practices identified by literature, seven of them were found to be employed. The observed strategies summarised below have been categorised in one finding which is: Creating a safe enjoyable environment for teaching and learning through the use of rhymes and songs.

Generally whole class instruction was used for giving instructions and explaining daily classroom routines. Teachers were found being engaged to these practices in

their classrooms. Secondly, teachers use of whole class instruction in ordinary classrooms was exciting to observe as they created a relaxed environment where learners sang and danced with enjoyment.This inclusive practice that teachers were found to be engaged in is in line with what Florian (2014) refers as 'craft knowledge' the creative ways that teachers uses to teach inclusively for all learners to feel accommodated. While Mariga et al., (2014) maintains that the essential role of the teacher is to ensure that learners in their respective classrooms bond together and this could be seen to be happening through dance and singing activities.

In Direct instruction, teachers employed these strategy inclusively as they taught explicit step by step in doing mathematical calculations as well as in reading and writing. This inclusive practice is drawn from Vygotsky (1998b) and the concept of ZPD who holds that ZPD, in relation to direct instruction implies that whatever a learner cannot do on her own, but which he/she can be taught by a more competent other, the child will later do the same activity independently in future. Co-operative learning was emlpoyed by teachers to make learners collaborate in various activities which included reading, structured dialouque and manipulating concrete resources.I have used the theory of constructivism by Vygotsky to understand co-operative learning which involved the child ,the capable adult and peers as they work together in small groups and pairs in order to obtain specified learning goals.

Peer tutoring as an inclusive strategy that was used as teachers takes responsibility of assigning tutors to assist others who are weak in some activites, including contents and concepts taught. Learners were given an opportunity to play tutor-tutee role during teaching and learning. Although this practice happened in two ways, some teachers assigned tutors while in some classrooms learners themselves engage in peer-tutor roles witout having been formally appointed/assigned. Based on Mariga et al.,(2014), peer tutoring is an inclusive practive which teachers should not overlook because all learners in the classroom are an important learning resources to one another.

Differentiated learning was used in terms of teaching the same content while distributing activities/tasks according to the abilities of the learners. For example

in group guided reading lessons, learners were grouped according to their ability reading level and given reading materials that suited their reading level. This strategy may be seen as exclusionory but it is in line with what Florian (2014) proposes that difference in learners should be accounted for in any conceptualisation of learning. Levy (2005, p.162) maintains that while teachers teach same content and curriculum to all learners, still the same content may be 'quantified 'or 'qualitatively' differentiated and distributed.

Teaching of social life skills as an incluisve pedagogical practice was also used by teachers to model good behaviour, acceptable conduct,modelling good social skills by praising learners and leading learners to pledge their commitment to own learning, as well as reinforcing principles such as respect,honour,spirutual awareness and learners commitment.

Learner selected work, was used as an inclusive pedagogical strategy as teachers allowed learners to choose from the langauge they prefered to use in writing and activites that they choose to complete without being forced. Some teachers went an extra mile to prepare enriching/additional activities in the form of worksheets. It is worth noting that in ordinary schools, teachers are confined to using workbooks that the DBE recommended as part of the proposed formal curriculum, but against that knowledge these teachers were able to offer enriching activities.

In relation to the second component of the research questions, the findings from the data revealed that the four foundation phase teachers are to a certain extent aware of the global and local trends and debates around Inclusive pedagogy. The theme in question looked at two assumptions proposed by Florian (2014) namely, that teachers are expected to account for difference in any conceptualization of learning [knowing], and secondly, teachers' beliefs that they are capable or qualified of teaching all children which is attributed to [believing].

The second finding under Working collaboratively revealed that foundation phase teachers collaborated with their colleagues to share knowledge about the local and global trends and debates around inclusive pedagogy. This was evident as they have articulated that they held meetings. Within this endeavour of meeting as colleagues in order to maximize inclusivity teaching in their classrooms, they also

raised a concern that they get minimum support from external support staff such as the Provincial Department of Education, health practitioners etc.

Lastly, the chapter discussed under the theme, the current understanding of inclusive pedagogy by foundation phase teachers in which the analysis and discussion was based on what is referred to as the third assumptions proposed by Florian (2014) that; the profession [teaching] must develop new ways of working with others. In this analysis, data has revealed that teachers were inclusive in their teaching as they played a role of being in loco-parentis, and showing the role of parents in the education of their children as an inclusive practice and the important role they play in inclusive pedagogy. The chapter concluded by indicating the role of various stakeholders in supporting learners as they are a backbone in inclusive education and inclusive pedagogy as the focus of the study.

The third finding under The role of parents [Parental involvement] was revealed by the data analyzed where foundation phase teachers are playing the role of loco-parentis because some parents are not involved in the education of their children. These challenges are viewed as hampering the aims of inclusive education and specifically inclusive pedagogy as the area of study.

The fourth finding was Admission of learners [learners with additional learning needs]. In this finding, foundation phase teachers showed their current understanding of inclusive pedagogy by the strategies they used as well as how they interacted with learners. In addition, teachers have shown the current knowledge on inclusive pedagogy in aspects such as admission of learners in their schools/ classrooms, the issue of labelling, categorization and diagnosing of learners.

These teachers are aware that labelling learners, categorizing and excluding them is against the call of inclusive education. Against this background, teachers' qualifications, experience and specialization play an important role when executing teaching roles in inclusive settings because it adds to their confidence to execute their teaching role as in some points they are required to interpret some policies. The fifth finding was: Ambivalence about resources. Beside the challenges

of infrastructure, these foundation phase teachers made use of what is ordinarily available to teach inclusively.

5.5 Chapter conclusion

In concluding, the discussions and findings are relevant and important to teachers who are willing and committed to the principles of inclusive pedagogy in rural ordinary classroom. These princples as they have been analysed and interpreted by the data are in line with the global and local trends and debates around inclusive pedagogy. In light of what has been said above, the study takes views that an inclusive pedagogical approach is based on the assumptions, actions and the approach that every learner can learn and all are capable (Florian, 2014). Lastly, the findings revealed that it is possible that to a certain degree foundation phase teachers in rural ordinary classrooms can employ inclusive pedagogical strategies as their narratives present their words. Bearing the above in mind, the next chapter will provide an in-depth discussion of the findings.

Chapter Six: Discussion of the Findings

6. Introduction

This chapter provides an in-depth summary of the findings presented in chapter five. In order to respond to the question raised by the study, it is important to first establish what the study seeks to investigate. The study sought to investigate the extent to which inclusive pedagogy is evident in foundation phase rural ordinary classrooms. The following sub-questions were addressed. Firstly, what are the strategies and practices that are employed by teachers in the foundation phase? The second sub-question is, in what ways do the identified teaching and learning strategies in (a) relate to the global and local trends and debates around inclusive pedagogy in schools; and the third sub-question is: what informs the teachers' understanding and use of the identified inclusive teaching strategies and practices. The last aspect in this chapter will be the conclusion.

6.1 What are the strategies and practices that are employed by teachers in the foundation phase?

Based on these questions, the four participants' conceptualizations of inclusive pedagogy reveals that they have to a certain extent employed inclusive pedagogical practices which have been identified in chapter five and there were a number of Incusive pedagogical practices identified that were employed in foundation phase rural ordinary classrooms. The data revealed that out of ten inclusive pedagogical practices identified by literature, seven of them were found to be employed.

The following inclusive pedagogical practices are descibed under one finding which is: Creating a safe enjoyable environment for teaching and learning through the use of rhymes and songs.The strategies are, whole class teaching direct instruction, differentiated instruction, co-operative learning, peer tutoring, teaching social skills, and learner selected work.

Based on the analysis in chapter five, whole class instruction was used for giving instructions and explaining daily classroom routines. Teachers were found being engaged to these practices in their classrooms. Secondly, teachers use of whole

class instruction in ordinary classrooms was exciting to observe as they created a relaxed environment where learners sang and danced with enjoyment.This inclusive practice that teachers were found to be engaged in is in line with what Florian & Black-Hawkins (2012) refer to as 'craft knowledge; the creative ways that teachers use to teach inclusively for all learners to feel accommodated. A study conducted by Florian & Black-Hawkins (2012) on craft knowledge is that an inclusive pedagogical approach focuses on all learners in the classroom, not only the learner or learners who have been diagnosed as having addditional learning needs which will need education intervention. While Mariga et al., (2014) maintain that the essential role of the teacher is to ensure that learners in their respective classrooms bond together through dance and singing activities.

The above discussion is in relation to what Vygotsky (1998b) calls the social situation of development, that occur in development during a given period. Creating a safe an enjoyable environment through the use of songs help in learners developing mentally and socially in their specifuc grades. In addition, the choice of these activities that are regarded as inclusive, is the representation of the phylogenetic transforamtion and individually ontogenetic transformation of individuals in the social context where songs and rhymes are used as instructions to teach inclusively.

In direct insruction, teachers employed these strategies inclusively as they taught explicitly step by step in doing mathematical calculations as well as in reading and writing.This is consistent with the idea of Graham and Scott, (2016, p.11) that "some learners will need scaffolding of their learning, scaffolding refers to an instructional support given during the learning process and gradually withdrawn when it is no longer needed". This inclusive practice is drawn from Vygotsky (1998b) who holds the view that ZPD in relation to direct instruction implies that whatever that a learner cannot do on his own, but which he/she can be taught by a more competent other, the child will later do the same activity independently in future.

Figure 1 shows how the ZPD of the child functions as a result of difficult task that a child is unable to perform if there is no assistance from a competent adult. Teachers using direct instruction is a way of taking learners step by step from what

Hook,Watts and Cockcroft (2002) refers as beyond upper limit, upper limit and to the lower limit where a child can perform or is capable of doing the task independently.

In addition to the role of the teachers in terms of providing support, Graham and Scott (2016) posit that Inclusive teachers provide successive levels of temporary support to assist learners to reach abstract levels of understanding concepts and getting the necessary skills which will translate into being able to achieve without the help of the the teacher. This means that the fact that foundation phase teachers taught some concepts as they use direct instruction was a way of providing scaffold to learners so that they acquire the skills that they will need and use in future when they are alone.

Therefore, understanding how a child's mental faculties develop is important in determining the kind of instruction that is best suited for any individual child. Based on Dixon and Verenikina (2007), the interaction between more experienced experts and less experienced learners is essential and beneficial during teaching and learning experience. According to Vygotsky (1993) children with additional learning needs will have qualitatively distinct zones of proximal development. Therefore, direct instruction in learning was used as it is a necessity for inclusive teaching.

Co-operative learning was also employed as an inclusive practice by foundation phase teachers in rural ordinary classrooms. This strategy was emlpoyed by teachers to make learners collaborate in various activities which included reading, structured dialougue and manipulating concrete resources. This finding is drawn from the theoretical framework, which is the theory of constructivism by Vygotsky to understand co-operative learning which involved the child, the capable adult and peers as they work together in small groups and pairs in order to obtain specified learning goals. It is essential to explain what is understod by constructivism. Constructivism is a theory of knowledge and purports how knowledge is acquired.

Based on the above explanation, Vygotsky (1962) argues that knowledge is a product of collaboration. Vygotsky (1998b) reasoned that aplying the priciple of

cooperation for establishing the zone of prozimal development is a way of determining the mental maturation of a child that must be realized in a peried of time. In this case teachers gave learners activities for a period of time so that they complete cooperatively. This process of cooperation is illustrated by Tharp and Gallimore (1998) in which progression through ZPD takes place as a result of collaboration.

The use of co-operative learning as learners share social leaning and social skills collaboratively in the inclusive space prepared by their teachers is consistent with the approach by Vygotskians'(1997) that meaning and knowledge is co-constructed, but it does not reduce the role of the teacher as a mere facilitator,it is arguable that the teacher is socially more knowledgeable, more skilled, more experienced and a skilled mentor who is socially constituted. The Zone of Proximal Development is 'what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky,1987, p.211). This is the Zone of Proximal Development a recognised concept in Vygotskian theory of teaching and learning.

Peer tutoring is an inclusive strategy that was used as I observed teachers taking responsibility of assigning tutors to assist others who are weak in some activites, including content and concepts taught. Learners were given an opportunity to play tutor-tutee role during teaching and learning. Although this practice happened in two ways, some teachers assigned tutors while in some classrooms learners themselves engage in peer-tutor roles witout having been formally appointed/assigned. Based on the views of Mariga et al.,(2014) peer tutoring is an inclusive practice which teachers should not overlook because all learners in the classroom are an important learning resources to one another.

Drawing from the theoretical framework, Vygotsky (1978), points out the role of the ZPD which is to identify budding mental functions and what in social interactions is responsible for this budding to effect the shift from one age period to another. Despite the efforts that teachers executed in seeing to it that peer tutoring is employed as an inclusive practice in rural ordinary classrooms, a proposal is made by Dixon & Verenikina (2007), that peer tutoring and tutee can be extended where learners are engaged [interact] taking part in fun activities

together such as extra mural activities so that it is not peer tutoring when it is classroom tasks only.

The role of the peer/capable more: the learner and teacher support, challenge and provide the milieu that enable knowledge construction (Davis, Maher, & Noddings, 1990). While data reveals that peer tutoring and co-operative learning were employed by teachers effectively in foundation phase rural ordinary classrooms, from the reviewed literature there is an inconsistency in some regular classrooms that teachers in Australian context were found to be reluctant to implement peer tutoring and co-operative group methodologies because the practices required extra time and effort to identify groups, monitoring and assessing their tasks (Dixon, 2007).

According to Levy (2008), diverse learners are enrolled in various classrooms with various learning capabilities, learning paces and unique charactersitics, where the teacher is expected to meet each child's learning so that they progress forward as far as it is possible. It is clear that this role of unleashing the potentials of learners is placed in the hands of teachers who employed differentiated instruction in order to meet all the learning needs of all learners. In light of the above, drawing from the theoretical framework, under inclusive pedagogy and Vygotsky's theory of child development, Grum (2012), indicates that the founding principle of inclusion is to give children with additional needs equal opportunities the same with those withouth additional learning needs.

Differentiated learning was used in terms of teaching the same content while distribute activities/tasks according to the abilities of the learners. For example, in group guided reading lesson, learners were grouped according to their ability reading levels and given reading materials that suit their reading levels. This strategy may be seen to be exclusionary in nature, but it is in line with what Florian (2014) proposes that difference in learners should be accounted for in any conceptualisation of learning. Levy (2008, p.162) maintains that while teachers teach same content and curriculum to all learners, still the same content may be 'quantified 'or 'qualitatively' differentiated and distributed.

While it is assumed that every teacher who enters a classroom has consciously or unconsciously differentiated instruction in one way or another (Levy, 2008).

Vygotsky (1998b) argues that the teachers' role in the classroom is to socially construct the child's age period through human activities and materially by engaging the child to interact with others, a term which he refers as 'social situation of development'. As the data presented in chapter five attest that the participants [teachers] were all out to employ inclusive practices which included differentiated instruction. This warrant that "As psychological tools must be internalized, teaching must be differentiated so that the child develops roads for cultural development" (Dixon & Verenikin,2007, p.201). This quote explains what the teachers did through employing differentiation as I have seen them giving learners tools for calculating and reading and writing activities that were prepared based on their learning abilities.

Within this, the participants were observed employing differentiated instruction as an inclusive practice where some content, resources, space, time to execute their learning was optimally achieved. It is important to note that the aims of differentiating instructions employed by teachers was to give all learners an equal opportunity to participate in learning. This is in line with Grum's (2012) founding principle of inclusion in relation to inclusive pedagogy, that giving learners identified with additional learning needs equal chance to participate fully in ordinary classrooms is a way of expressing commitment to teach each learner to the maximum extent in the classroom context they would have 'otherwise attended' (p.111).

Teaching of social life skills as an incluisve pedagogical practice was also used by teachers to model good behaviour, acceptable conduct,modelling good social skills by praising learners and leading learners to pledge their commitment to own learning, as well as reinforcing principles such as respect,honour,spiritual awareness and learners commitment. Based on the theoretical framework, the question of what strategies were employed by foundation phase teachers in rural ordinary classrooms, I have observed that teaching social life skills as an inclusive practice is corroborated with Vygotsky (1997a, p.96) who maintains that "it is well established that the child can imitate only what lies within the zone of his intellectual potential', therefore, imitation refers to " all kinds of activity of certain type carried out by the child…in cooperation with adults or with another

child" bearing in mind that to a certain extent the child has some understanding of what he is imitating" (Vygotsky, 1987, p.209).

For example, teachers' modelling of good moral behaviour and good conduct in the classroom during teaching and learning as they were encouraged to do 'thumbs up', clapping of hands to acknowledeg each other's efforts in responding to questions, praising learners and discouraging spirit of negative competition, and discouraging learners laughing at one another was more emphasised. The above discussion is an upfront to the fourth element: participation and diversity proposed by Florian & Black-Hawkins (2011) that teaching practices employed such as teaching of social life skills will first require recognition and acceptance of learners in teaching and learning settings. Recognition and acceptance refers to validation,approval and respect that is given to learners to feel included and welcomed in the classroom (Florian & Black-Hawkins, 2011). This can be promoted in the form of positive praise to learner's contributions and efforts during teaching and learning.

Learner selected work is the last strategy that was observed as data presented in chapter five which is a response to the research question as to what are the strategies and practices that promote inclusive pedagogy in the Foundation Phase ordinary classrooms. On this background, learner-selected work was used as an inclusive pedagogical strategy as teachers allowed learners to choose the langauge they prefered to use in writing and activites that they choose to complete without being forced. Some teachers went an extra mile to prepare enriching/additional activities in the form of worksheets.

It is worth noting that in ordinary schools teachers are confined to using workbooks that the DBE recommends as part of the proposed formal curriculum, but against that knowledge these teachers were able to offer enriching activities.Based on the theoretical framework,learner selected work can only happen when the four steps in ZPD to explain instruction and learning process according to Tharp and Gallimore (1990) has been fully executed.

Furthermore, teachers' conceptualisation of strategies and practices that promote inclusive pedagogy implies that teachers use of learner selected work was in line

with what Vygotsky (1993) argues that 'defects' should not be percieved as abnormality but need to be understood in the socio-cultural context. Vygotsky challenges teachers to have an approach that identified children's strength rather than their disability. Given the above, I have observed Foundation Phase teachers giving learners freedom to choose tasks/activities that they were happy to work with without being confined to what the formal curricula offered/recommended.

The above finding in relation to the use of leaner selected work as an inclusive practice is in line with Florian & Black-Hawkins (2011) third element: participation and achievement, where teachers knowledge of inclusive pedagogy and inclusive education is facilitated by teachers' expertise in selecting materials and content that the teacher will include as part of the lesson which will include all learners and those that have additional needs. In addition, learner-selected work is what is refered to as "work choice where students choose how,where,when and with whom they learn, while teachers consult with each student about how they can help" (Florian & Black-Hawkins, 2011,p. 821). What is interesting about this inclusive practice is that teachers have confidence as they trust that every learner is capable of making a good decision about their learning, which in turn gives learners an autonomy to own their space of learning. In an attempt to address the question posed earlier, one will say the seven strategies that teachers employed can be described as an autonomous decision taken by teachers outside of what has been prescribed by the current curriculum by the DBE.

6.2 What are the local and global trends and debates around inclusive pedagogy?

The second finding under: Working collaboratively The findings from the analyzed data revealed that the four foundation phase teachers are to a certain extent aware of the global and local trends and debates around Inclusive pedagogy. This was evident in the identified inclusive teaching strategies and practices. This finding was based on two assumptions proposed by Florian (2014) that teachers are expected to account for difference in any conceptualization of learning [knowing], secondly, teachers' must believe that they are capable of teaching all children [believing].

Based on Florian and Linklater (2010) Inclusive pedagogy aims to defeat notions of fixed ability created by formal curriculums with existing practices that rely on standardized curricula and evaluation instruments used. Against this background, they also warn us that "it is important not to underestimate how radical a call for inclusive pedagogy can be" (Florian & Linklater,2010, p. 383). This means that from what Foundation Phase teachers revealed on the data that was analyzed in chapter five, showed a radical change that they chose in executing their teaching roles. They did this using every piece of knowledge acquired to teach inclusively in order to meet the local and global standards.

In the second finding: Working collaboratively, it has been found that teachers' collaborated with other stakeholders and the role of internal and external support staff, as it has been raised by participants in chapter five that as much as they strive to be inclusive in their practices, they receive minimum support from internal and external stakeholders. The effective role of internal and external stakeholders is explained by Dixon & Verenikina (2007, p. 203), as "the provision of specialist staff to support regular class teachers" which is essential in a call from global contexts. The role of this support structures plays an important role in ensuring that inclusive policies are put in place, inclusive schools are transformed so that all learners are able to access curriculum and participate in various classrooms. As teachers collaborate with other professionals, they in turn take the knowledge acquired through collaborative measures and bring it to their classrooms. Vygotsky (1998b) ZPD for evaluating the level of collaboration in a child is viewed as an act which should begin with the teachers.

Dixon and Verenikina (2007) support collaboration of diverse individuals to co-ordinate support for these learners is what will make each individual learner to realize their potential. This type of collaboration is what Florian (2014) refers to as modelling new creative ways of working with and through others. The role of these support structures is that they are capable according to Bruner (1985, p.23) to "arrange the environment to enable the child to reach a higher or more abstract ground from which to reflect…becomes more conscious".

6.3 Factors influencing teachers' understanding and practice.

The third finding is: The Role of parents [Parental involvement] analyzed under the theme: The current understanding of inclusive pedagogy by foundation phase teachers in which the analysis and discussion was based on what is referred as the third assumptions proposed by Florian (2014) that: The profession[teacher] must develop new ways of working with others. In this analysis, data has revealed that teachers were inclusive in their teaching as they played a role of being loco-parentis which is an extension from their professional role of teaching, and showing the role of parents in the education of their children as an inclusive practice and the important role they play in inclusive pedagogy. The finding can be summarized as the role of parents [parental involvement] to maximize inclusivity in schools. This finding is well explained by the following voices extracted from chapter five to validate the position of teachers to be loco-parentis in trying to accommodate all learners irrespective of their challenges they are confronted with in their schooling days.

> "*You see we have absent parents; some parents are absent in the lives of their children … some are in Gauteng working, some as a result of death and it is sad, most of the learners are raised by their grannies…*" (Masiza personal interview, May 10, 2017).

From these teachers' reflections, they feel they are not getting the maximum support as they expect even though there are some parents who are playing their roles to support their children and the school community at large. The idea of parental involvement based on Mariga et al., (2014, p.48) is that parents must identify needs/gaps in the local schools where their children attend to assist with transforming schools to be accessible as it is suggested that "parents can help to make the school premises more accessible, for example, installing ramps and improving toilet facilities".

In this finding, I have found that teachers' attitude is a positive one to be willing to work with others as they call on various stakeholders to come into the picture in supporting learners as they are a backbone in inclusive education and inclusive pedagogy. From the theoretical framework's position Florian & Black-Hawkins (2011, p.819) encourage teachers to work with and through other adults to achieve

one common local and global goal of inclusive pedagogy which requires all stakeholders "that respect the dignity of learners as full members of the community of the classroom". This is supported by the sentiments below.

> "*All children can Learn* "*Education for* All" "*everyone can learn given the right resources, and the right methods*". "*Every child can learn but [at] different paces*" (Mlambo personal interview, May 12,2017). "*inclusive education [we are] taught … that you include all learners; all learners are the same and all learners need to learn*" (Masiza personal interview, May 10, 2017).

These examples seem to suggest that foundation phase teachers understanding of inclusive pedagogy is in alignment with the global initiatives advocated by (Education for All [EFA] 2001). In further elaborating on the above sentiments, these teachers' words are an encouragement to the call of inclusive pedagogy which is one of the global objectives that "Inclusive education aims at putting an end to all discriminatory practices that are perceived consciously and unconsciously exclude some children from receiving an appropriate education…" (Mariga, MacConkey and Myezwa, 2014, p.2). In qualifying the above finding, the study will say that the teachers' sentiments indicate some level of commitment and dedication to utilize their professional knowledge they have attained during their four-year B.Ed. programme at Wits.

The fourth finding is: Admission of learners [Learners with additional learning needs] One of the inspiring findings is that teachers were aware of the expectation from their side by the local and global community with regard to issues such as labelling, diagnosing and categorizing of learners in their classrooms.

> *not to label children, it is not our responsibility to diagnose … when the right people come they will observe and see what is wrong"* (Mlambo personal interview, May 12, 2017).

These Foundation Phase teachers displayed a commitment not to judge, label, categorize or exclude learners in whatever form. Their articulations were a true reflection that these teachers in rural ordinary classrooms are committed to do away with what Florian (2014) in the IPPA [See table 3: Theoretical Framework]

that teachers should take an action which will demand them to view issues of disability with a concept of transformability.

In addition, teachers have shown the knowledge on local and global trends and debates around inclusive pedagogy in aspects such as admission of learners in their schools/ classrooms, the issue of labelling, categorization and diagnosing of learners, while the role of external and internal support staff is seen to be playing an important role in achieving the aims of inclusive pedagogy. Looking at what I have highlighted above, in reflecting on the findings one gets a sense that teachers' articulations is an acknowledgement that labelling, diagnosing and categorizing can be harmful to their learners.

> "*yes, it is inclusive because we admit all learners without any test administered, without conducting IQ test, we don't check their abilities, … I have all learners in my class"* (Masiza personal interview, May 10, 2017).
>
> *"not to label children, it is not our responsibility to diagnose … when the right people come they will observe and see what is wrong"* (Mlambo personal interview, May 12, 2017).

The sentiment above attests to what has been analyzed in chapter five, the issue of admission of learners without administering IQ test and issues of labelling learners is a local and global call for schools and teachers to adhere to. Vygotsky's theory calls for "Inclusion based on positive differentiation' criticizes segregation and mindless inclusion" (Gindis,2003, p.213). There is a proposal from Gindis (2003) to teachers and institutions of teaching and learning that a different learning environment where all of the staff could concentrate on individual needs of the child was perceived necessary. While the proposal is made, the emphasis is on change to the method of teaching and not the school setting. Vygotsky (1993) warns teachers that is very important that the child must always be maintained as much as is possible within the mainstream social and cultural environment.

Against this background, teachers' qualifications, experience and specialization play an important role when executing teaching roles in inclusive settings because it adds to their confidence to execute their teaching role as in some points they are required to interpret some policies. One of the teachers articulated that "*I*

once attempted Masters in special need, it was special need that time when I registered which today it is referred as Inclusive education and dropped on the way… [giggling] but hope to re start it one day… [giggling] (Mlambo personal interview, May 12, 2017). This form of utterances shows how committed the teacher was to studying towards this subject to be more knowledgeable.

The fifth finding is classified as: Ambivalence about resources. Beside the challenges of infrastructure and lack of resources, teachers understanding of inclusive pedagogy from rural context classrooms, has been shown by their efforts of utilizing space available and various resources which learners manipulated during teaching and learning beside the challenges of infrastructure, overcrowded classrooms and lack of proper furniture as well as lack of external support.

> *if a learner is blind we must look for aids to assist the learner" The only challenge is that we don't have learning aids for learners with hearing, sight challenges…the challenge will be when we have learners who will need braille, hearing aids because presently we don't have them in our school and no teacher has been trained to teach those learners* (Zungu personal interview, April 24, 2017).

However, from these inclusive efforts that teachers willingly taught, one gets a sense that inclusive pedagogy is a possible concept to be realized provided the commitment and willingness to use what is already available in one's disposal and space.

These above findings are what is advocated by Florian & Linklater (2009) that extending what is ordinarily available to all learners is a complex pedagogical endeavour. Inclusive pedagogy is a practice which is described as an approach to teaching and learning that supports teachers to respond to individual differences among learners but avoids the marginalization that take place because some learners are treated differently (Florian, 2015).

In the South African context, Makoelle (2014) states that inclusive pedagogy is the totality of teaching methods, approaches, forms and principles that enhance learner participation. All the pedagogical practices, the local and global trends and debates and the current understanding of foundation phase teachers with regard

to inclusive pedagogy that were discussed in chapter five was an attempt made by the study to realize the possibilities of the definition proposed by Florian (2015) above. This was the reason this study sought to investigate to what extent is inclusive pedagogy in foundation phase rural ordinary classrooms evident.

6.6 Conclusion

This chapter discussed the in-depth findings from chapter five in broader categories relating to the research questions and the theoretical framework. However, it is important to note that seven inclusive pedagogical practices were found employed in foundation phase rural ordinary classrooms. These strategies were categorised under one theme which is creating a safe enjoyable environment in teaching and learning through the use of rhymes and songs. In addition, the identified strategies based on the data relate to the global and local trends and debates around inclusive pedagogy in schools. This was evident by teachers knowledge based on their qualifications and the knowledge and practices of executing learners admission in their schools. The chapter also highlighted factors influencing teachers' understanding which includes issues regarding parental involvement, ambivalence about resources and working collaboratively with other professionals.

Teachers showed a sense of commitment as they teach inclusively by extending what was ordinarily available to all learners and not look at the challenges they faced. Another important thing was how teachers were willing to utilize their professional knowledge to see that each learner is taught and not excluded as the study reflected on the number of practices that were used by teachers. Lastly, the position of the four teachers with regards to the local and global trends and debates around inclusive pedagogy is that to a certain extent they are aware of what inclusive education expects from them as teachers, and that qualifies to be translated to knowledge an understanding of inclusive pedagogy by foundation phase teachers.

Chapter Seven: Summary; Conclusions; and Recommendations

7. Introduction

This chapter presents the overall summary; conclusions and recommendations of the study. The summary will state how the research questions was answered by the study. This will be followed by the conclusions that were made from the findings of the study. The study will also present the limitations and strength of the study. Thereafter, the recommendations made by the study and lastly, I will provide the conclusion.

7.1 Summary

In the light of the research question, the aim of this research was to investigate inclusive pedagogical practices that are evident in Foundation Phase rural ordinary classrooms in Malamulele. In order to achieve the aim of this study and address the research problem, the following sub-questions guided this study. What are the teaching strategies and practices in rural ordinary classrooms in Malamulele, Limpopo Province that promote participation and achievement for all Foundation Phase learners? In what ways do the identified teaching and learning strategies in (a) above relate to global and local trends and debates around inclusive pedagogy? What informs the teachers' understanding and use of the identified inclusive teaching strategies and practices?

Data was collected using direct observations and individual interviews. In order to identify and understand the inclusive pedagogical practices that were employed by teachers, I used Florian and Black-Hawkins (2011, p.814) notion of "a shift in teaching and learning from an approach that works for 'most' and 'some' to an approach of learning opportunities that are made available for 'everyone'". In my analysis of data, I used both inductive and deductive techniques. In answering the research questions, the findings revealed that out of ten inclusive pedagogical practices identified by literature, seven of them were found being employed by foundation phase teachers. These are a) whole class teaching, b) direct instruction, c) differentiated instruction d) co-operative learning, e) peer tutoring, f) teaching social skills, and g) learner selected work.

These inclusive pedagogical practices have been summarised under one finding which is; Creating a safe enjoyable environment for teaching and learning through the use of rhymes and songs.

The second question which was addressed by the study is; In what ways do the identified teaching and learning strategies relate to the global and local trends and debates around inclusive pedagogy in schools? The findings from the data revealed that the four foundation phase teachers are to a certain extent aware of the global and local trends and debates around Inclusive pedagogy. The global and local trends and debates were summarised under one finding which is; Working collaboratively or [Teachers' collaboration with other stakeholders]. The study revealed that foundation phase teachers collaborated with their colleagues to share knowledge about the local and global trends and debates around inclusive pedagogy.

The third question which was addressed by the study was; What informs the teachers' understanding and use of the identified inclusive teaching strategies and practices? Under this question, findings were found in data analysis and interpretations. The third finding under; The role of parents [Parental involvement] was revealed by the data analyzed where foundation phase teachers are playing the role of *loco-parentis* because some parents are not involved in the education of their children. The fourth finding was; Admission of learners [Learners with additional learning needs]. In this finding, foundation phase teachers showed their current understanding of inclusive pedagogy by the strategies they used as well as how they interacted with learners. The fifth finding was; Ambivalence about resources. Beside the challenges of infrastructure, these foundation phase teachers made use of what is ordinarily available to teach inclusively.

7. 2 Conclusions

Based on the five findings that the study has revealed, the study conclude that foundations phase teachers were inclusive in their teaching as they employed various inclusive pedagogical practices in their teaching. Teachers efforts in creating a safe enjoyable environment for teaching and learning through the use of rhymes and songs is an attest to indicate that they strived to be inclusive in their

teaching. This was done so that all learners were able to participate, access and achieve their learning goals. The second finding shows that the foundation phase teachers were willing to share their knoweledge with other stakeholdres as it was revealed in the study that they collaborated with various stakeholders to maximise incluisivity in their context. On parental involvement [the role of parents], the four foundation phase teachers were aware of what was expected of them beside the challenges of minimum support from parents, instead they accommodated all learners with the understanding of what incluisve pedagogy requires. On the issues of admission of learners or learners with additional learning needs, there was another element which revealed that their current understanding is in line with what the global and local trends and debates are advocating regarding learners with additional needs. This was evident as the data showed how they interacted with all learners in their classrooms. Lastly, the discussed finding on teachers ambivalence about resources highlighted that beside their criticism on some of the resources that they have, foundation phase teachers were able to use what was ordinarily available to teach inclusively, beside the conditions of their classrooms which were under resourced.

7.3 Limitations of the Study

7.3.1 Limitations in Design

The study has various limitations in its design. The methodology indicated purposive sampling rather than random sampling, thus four teachers were selected in four schools in Malamulele East circuit to participate in the study. This makes it difficult to generalize the findings even though generalization is not the end purpose of this study. Furthermore, the findings of the study involve only the Foundation Phase and not the Intermediate Phase and Senior Phase.

The findings may not be a true reflection of what would happen in other phases with regard to the inclusive pedagogical practices employed. Observations were conducted in four Foundation Phase classrooms in four different schools where two subjects of the four subjects taught at Foundation Phase were observed. This is because the schools may have different approaches to inclusion. This minimalist approach is itself a limiting factor of the study.

7.3. 2 Limitations in Execution

The research was conducted in rural ordinary classrooms in the Limpopo Province with a specific population of educators and schools that participated. Therefore, the research findings cannot be generalized to other Provinces and countries. Time frame for data collection was shorter due to the fact that not all the subjects taught at Foundation Phase were observed to investigate inclusive pedagogical practices employed. The study observed two subjects, namely Xitsonga (HL) and Mathematics. The individual interviews that were carried out were with only four teachers who were in the Wits programme and all four teachers knew what inclusive education entails. Therefore, their responses to interviews might have indicated a positive connotation of being inclusive. In addition, I was with these four teachers in the four years B Ed programme at Wits from 2009-2012, which might have made them feel uncomfortable during my presence as I was observing their teaching. The last limitation was that of sample class sizes observed. Some classes were large with 62 and 49 learners while the other two comprised of 30 and 28 learners. In this regard the numbers in the classes I observed are not a representative of South African classrooms in independent schools and some public schools. The implication for my study is that the findings cannot be generalized, therefore research on inclusive pedagogy may be conducted in a different context with a larger scope of participants.

7.3.3 Limitation in the Findings

Based on the reason that it would not have been possible to observe and record every pedagogical practice that might have occurred in rural ordinary classrooms, the findings of this study were limited only to the ten inclusive pedagogical practices identified with the possibility that other inclusive pedagogical practices that were employed might not have been captured. However, beside the limitations identified, there are some strengths of the study that should be brought to attention.

7.4 Strengths of the Study

The strengths of the study are; the fact that the study was conducted in rural ordinary classrooms in Malamulele offers insight as to the inclusive pedagogical practices that are employed in rural ordinary classrooms. This study researched the inclusive pedagogical practices employed in rural ordinary classrooms, which looked at the positive aspect of inclusive practices in the subject of inclusive education especially in rural ordinary classrooms settings. These positive aspects that were revealed will add to the body of research especially in inclusive education sector, because many studies conducted on inclusive education focused more on the negative aspects of inclusive education. Therefore, studies such as this one indicates that it is possible to implement inclusive education and that there are teachers who are willing and go beyond to maximize inclusive pedagogy.

7.5 Recommendations

7.5.1 Recommendations for Teachers

Since teachers have employed various inclusive pedagogical practices in teaching, the study suggest that those who wish to be more inclusive in their classrooms, might want to use the descriptions and practical examples provided by literature to add to their knowledge on how the inclusive pedagogical practices can be practically used. The descriptions of the ten inclusive pedagogical practices observed by the study include: whole class teaching, direct instruction, reflective teaching and differentiated instruction, co-teaching, peer tutoring, co-operative learning, reciprocal teaching, teaching social life skills and learner selected work. Teachers may benefit from the greater awareness of the inclusive pedagogical practices. In addition, the study recommends that these teachers assist other teachers in their current schools and other neighbouring schools within their circuit by sharing their knowledge of inclusive pedagogies in ordinary classrooms. I suggest that it is possible that teachers can form cluster groups for sharing knowledge and experience of inclusive practices.

7.5.2 Recommendations for Primary Schools

This recommendation is an extension on the finding that was revealed by the data which is: Under resourced classrooms. The data analyzed indicated that while teachers were striving to employ whole class teaching and other teaching strategies, foundation phase classrooms were found to be under-resourced which inhibits teaching and learning. Since the study observed inclusive pedagogical practices in ordinary classrooms, the study recommends that the physical layout of classrooms be adjusted in order to enhance inclusivity in its maximum. The physical layout of the classrooms can be added with shelves, tables and chairs for learners to sit properly and comfortably in their groups. The provision of large open spaces can promote inclusivity in the classroom when teachers are employing pedagogical practices such as co-operative learning, and learner selected work.

The availability of space in the classroom can successfully help in the implementation of inclusive pedagogical practices. Primary schools might consider to work on the physical environment of their classrooms by renovations of the walls and floors in order to optimize inclusivity for all learners to move freely and access spaces to work in the classroom. Moreover, schools need to have inclusive education policies such as the White Paper Six (2001), The Policy on Screening, Identification, Assessment and Support (SIAS) (2014), Guidelines for Inclusive Learning programs (2005a), Guidelines for Full-service/Inclusive Schools (2010), Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statement (2012).

Schools should have School Based Support Teams (SBST) to promote inclusion in schools. Since education is viewed to be a three legged pot which involves the child, teacher and the parent, it is recommended that schools should provide a positive atmosphere to work with parents in which parents are actively engaged in supporting schools as some schools indicated that parental involvement is minimal.

7.5.3 Recommendations for Limpopo Department of Education (LDoE)

Limpopo Department of Education should provide access to resources such as proper physical buildings (classrooms), furniture such as learners' chairs and tables and providing cabinets and shelves for learners to place their books and other

belongings that hinder movement in the classroom. I also suggest that the Department should provide resources that will facilitate inclusive practices such as activity books that allows for group, peer activities and differentiated instruction. It is also indicated that access to resources does not necessarily translate to effective inclusive classrooms but it can be used as a starting point. Teachers and learners must have access to necessary resources.

Another recommendation made is that the Department of Education must provide professional development in the form of workshops and training for teachers who will focus on inclusive education, looking at inclusive pedagogy to assist teachers gaining in-depth knowledge of inclusive pedagogies and also to equip teachers with necessary skills required to teach all learners including those with visual and hearing learning needs.

Regarding overcrowding in some schools and under- staffed schools, the Department must provide enough human resource in the form of teachers/assistant teachers, therapist, psychologist, social workers, nurses and doctors and all specialists required to enhance inclusive pedagogical practices in schools and classrooms as well as maximum support in schools. In addition, the study recommends that certain adjustments be made to the infrastructure of the schools by erecting ramps, railings and wheelchair friendly facilities.

The study suggests that partnerships with the private sector and NGOs be prioritized under an inclusive education agenda. These partnerships might assist with enough funding for these changes to be made to the infrastructure of ordinary schools.

7.5.4 Recommendations for Foundation Phase Curriculum Advisors

Concerning the role that curriculum advisors and education specialists play in providing support to Foundation Phase teachers, the study recommends that workshops be conducted consistently to equip teachers on various inclusive strategies and how they can employ those strategies in their classrooms to include all learners. The study also recommends that workshops for Foundation Phase must also include facilitation on inclusive education so that every teacher will be able to

recognize learning needs and to teach all learners including those with additional learning needs.

As it has been revealed by the findings, ordinary schools have embraced the policy of inclusive education as it requires that all learners be educated along with their peers but there is little intervention in terms of giving support to teachers who at the end of the day are left alone with the learners. Also, the study recommends that the role of District Based Support Team [DBST] together with the Lead Professionals be visible in schools in providing support to both teachers and learners in ordinary schools.

7.5.5 Recommendation for Future Researchers

This study was involved in investigating inclusive pedagogy in rural ordinary classrooms in Malamulele, however it was conducted at a broad surface level. More research is required to gain deeper insight into this topic drawing on other rural ordinary classrooms as well as independent schools in the South African context. Independent schools may offer new insights since they are independent in their practices compared to government schools which are directed and comply with the Department of Education.

Further investigations also needs to be conducted on the effects of employing inclusive pedagogies in rural ordinary classrooms. The effects of employing inclusive pedagogies are that exclusion of learners in education, in teaching and learning will be minimized and it will mean that all learners will access, participate and achieve their educational dreams.

7.6 Conclusion

Since the study looked at investigating inclusive pedagogies employed in rural ordinary classrooms, the evidence of the employed strategies in foundation phase may shed some light and an understanding of teachers in South African context in rural ordinary classrooms who wish to teach inclusively in their classrooms. The study has shown that teachers not only employ inclusive pedagogical strategies, but they employed those strategies in contexts which were not fully resourced in terms of what a standard classroom should look like.

In conclusion, this study observed foundation phase teachers employing inclusive pedagogical practices and used what was ordinarily available to ensure inclusivity in their classrooms. Since the four teachers have employed various pedagogical practices, the study suggest that for teachers who wish to be more inclusive in their classrooms, might benefit from their inclusive practices and the descriptions and practical examples provided by literature to add to their knowledge on how inclusive pedagogies can be practically applied.

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Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

04 November 2016

Student Number: 420398

Protocol Number: 2016ECE059M

Dear Basani Mabasa- Manganyi

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district in Limpopo province)

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,



Wits School of Education

011 717-3416

Cc Supervisor: Prof. Elizabeth Walton

APPENDIX: B LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Ref: 2/2/2 Enq: MC Makola PhD Tel No: 015 290 9448 E-mail:MakolaMC@edu.limpopo.gov.za

Mabasa —Manganyi RB
P O Box 587
Saselamani
0928

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "INVESTIGATING INCLUSIVE PEDAGOGY IN FOUNDATION PHASE ORDINARY CLASSROOMS IN MALAMULELE (VHEMBE DISTRICT). LIMPOPO PROVINCE".
3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH. MABASA-MANGANYI RB

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag POLOKWANE, 0700 Tel: 015 290 7600, Fax: 015 297 692014220/4494

The heartland of southern Africa development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



10/11/2016

Ms NB Mutheiwana (Acting) Date
Head of Department

LETTER OF REQUEST TO LDoE

The Head of department

Limpopo Department of Education

Private Bag x 9489

Polokwane

0700

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN THE PUBLIC SHOOLS BASED IN MALAMULELE (VHEMBE DISTRICT).

My name is Rachel Basani Mabasa- Manganyi. I am a Masters student at the School of Education at the University of the Witwatersrand, Johannesburg.

I am doing research within the field of inclusive education with a focus on finding inclusive pedagogical practices that are employed in ordinary classrooms, specifically on the 6-9-year age group, which is the foundation phase. Inclusive practices refer to the ways in which teachers make provision for everyone to learn regardless of their ability level or any special needs that they might have. The title is: Investigating inclusive pedagogy in foundation phase ordinary classrooms in Malamulele (Vhembe district), Limpopo province.

I would like to request your permission to conduct research in four schools in Malamulele (Vhembe district). My research involves working with four foundation phase teachers. I have purposefully selected four schools in Malamulele cluster circuits and these teachers are foundation phase inservice teachers who were on the Wits BEd program from the period of 2009-2012 (full time) which was initiated by the Department of Education in Limpopo. The data collection methods will be lesson observations and teacher interviews. Only teacher interviews will be audio recorded and later transcribed. Observations will involve taking notes and the data will be transcribed. The whole process will take two days in each school, which will make a total of eight days in the four schools altogether. Although I will be an

observer in the classroom, I do not intend interrupting any contact time, neither will I interfere with the day- to- day running of the schools and departmental activities.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All expenses incurred will be covered by me.

The names of the research participants and identity of the schools will be kept confidential at all times and in all academic writing about the study. Your schools, teachers and learner's individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. This research is being conducted under the supervision of Prof. Elizabeth Walton from the University of the Witwatersrand, Johannesburg (Wits school of education).

Should you require further information throughout the course of the research, please do not hesitate to contact me on 0836724924 or via email: basanimabman@gmail.com .Alternatively you may contact my supervisor on (011) 7173768 or via email:EIizabeth.walton@wits.ac.z:a. The final dissertation will be made available electronically should you wish to receive one.

It will be highly appreciated if I could obtain permission to conduct my research at your schools.

I look forward to your response as soon as is convenient.

Yours sincerely

Rachel Basani Mabasa- Manganyi (Mrs.)

APPENDIX C: LETTER OF INFORMATION TO THE PRINCIPAL

The Principal

[redacted] DATE: 13 July 2016

Dear Sir/ Madam

My name is Rachel Basani Mabasa-Manganyi. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on Investigating Inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province. I have chosen your school as a possible research site because one of your teachers was selected to participate in the foundation phase BEd programme offered at Wits, initiated by Limpopo Department of Education for in-service teachers during the period 2009-2012.

I am inviting your school to participate in this research. Participation would require that one class, including the teacher and learners, with their consent as well as their parents'/guardians'/caregivers' consent, agree to allow me to observe the class as it occurs for two days. I will take handwritten observation notes. In addition to this, the teacher, with consent, would partake in a total of two interviews lasting about 30-40 minutes which will be audio-taped and transcribed. All expenses incurred will be covered by me. The data collection process will take place during the school term on days most convenient for you. Although I will be an observer in the classroom, I do not intend interrupting any contact time neither will I interfere with the day- to -day running of the school.

The data will be documented in a research report and it is envisaged that the research findings be used for academic purposes, including books, journals and / or conference proceedings and therefore your schools' name will never be divulged and all participant details will be strictly confidential. Please be assured that all participant names and identities will not be mentioned at any point within the research report or any other academic publications. To ensure this confidentiality, pseudonyms will be used. All school participants may refuse to answer any questions in the interviews conducted; and may also choose to withdraw their consent at any time during the research study without any negative consequences. There are no foreseeable risks in participating in this study and no form of remuneration will be offered to participants.

All research data will be kept securely in a locked cabinet in my locked office and will be completely destroyed within 3-5 years after completion of the project. A summary of the research and findings will be made available electronically upon finalization should you wish to receive one.

Should you require further information throughout the course of the research, please do not hesitate to contact me on 0836724924, or via basanimabman@gmail.com. Alternatively you may contact my supervisor: Prof. Elizabeth Walton on (011) 717 3768 or via elizabeth.walton@wits.ac.za.

I look forward to your response as soon as is convenient.

Yours sincerely

SIGNATURE: Mabasa-Manganyi R.B.

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTION B
EMAIL: basanimabman@gmail.com
TELEPHONE NUMBERS: 0836724924

APPENDIX C: LETTER OF INFORMATION TO THE PRINCIPAL

PROTOCOL NUMBER:2016ECE059M
Principal: Acknowledgement of information sheet and proposed research study
Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province.

It will be greatly appreciated if you could please acknowledge receipt of the information sheet requesting permission to conduct research in your school.

You will be acknowledging that:
1. Involvement is completely voluntary and selected participants may choose not to participate or to withdraw their consent at any given time without any negative consequences.
2. You have read and understand the information sheet and acknowledge its contents.
3. The school's name and participant's information will be kept confidential and pseudonyms will be used to ensure anonymity.
4. Learners' and their parents'/ guardians'/caregivers' consent will be obtained before data collection begins.
5. If upon entering the field it becomes evident that the participants' parents/ guardian/ caregiver is unable to read and /or understand the information and consent forms, I undertake to have them translated at my own expense. Alternatively, I will arrange a home visit whereby I will ensure that parents/guardians/ caregivers are aware of what they are consenting to by translating to them in their language.
6. The data collection process will not interfere with the day-to-day running of the school, nor will it interfere with the learners' schoolwork.
7. It is envisaged that the research findings will be used for academic purposes including books, journals and /or conference proceedings.

I, _____ (*Principal's full name*) acknowledge the information stated above and grant permission for Rachel Basani Mabasa- Manganyi to conduct research within_____ (*school's name*) in 2016.

Please provide details should you wish to receive an electronic summary of the research findings.

E-mail address: _____

Principal's Signature: _____Date: _____

APPENDIX D: A LETTER TO THE SGB

PROTOCOL NUMBER: 2016ECE059M

The SGB Chairperson
[redacted] DATE: 13 July 2016

Dear Sir/ Madam

My name is Rachel Basani Mabasa-Manganyi. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on Investigating Inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province. I have chosen your school as a possible research site because one of your teachers was selected to participate in the foundation phase BEd programme offered at Wits, initiated by Limpopo department of education for in-service teachers during the period 2009-2012.

I am inviting your school to participate in this research. Participation would require that one class, including the teacher and learners, with their consent as well as their parents'/guardians'/caregivers' consent, agree to allow me to observe the class as it occur for two days. I will take handwritten observation notes. In addition to this, the teacher, with consent, would partake in a maximum total of two interviews lasting about 30-40 minutes which will be audio-taped and transcribed. All expenses incurred will be covered by me. The data collection process will take place during the school term on days most convenient for you. Although I will be an observer in the classroom, I do not intend interrupting any contact time neither will I interfere with the day to day running of the school.
My research involves working with foundation phase teachers and foundation phase learner's classrooms to administer research instruments. The data collection methods will be lesson observations, and teacher interviews. Observations will involve taking hand notes in the classroom while the teacher teach learners and the data will be transcribed.

The data will be documented in a research report and it is envisaged that the research findings be used for academic purposes, including books, journals and / or conference proceedings and therefore your schools' name will never be divulged and all participant details will be strictly confidential. Please be assured that all participant names and identities will not be mentioned at any point within the research report or any other academic publications. To ensure this confidentiality, pseudonyms will be used. All school participants may refuse to answer any questions in the interviews conducted; and may also choose to withdraw their consent at any time during the research study without any negative consequences. There are no foreseeable risks in participating in this study and no form of remuneration will be offered to participants.

All research data will be kept securely in a locked cabinet in a locked office and will be completely destroyed within 3-5 years after completion of the project. A summary of the research and findings will be made available electronically upon finalization should you wish to receive one.

Should you require further information throughout the course of the research, please do not hesitate to contact me on 0836724924, or via basanimabman@gmail.com. Alternatively you may contact my supervisor: Prof. Elizabeth Walton on (011) 717 3768 or via elizabeth.walton@wits.ac.za.
I look forward to your response as soon as is convenient.

Yours sincerely

SIGNATURE: Mabasa-Manganyi R.B.

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTIO B
EMAIL: basanimabman@gmail.com
TELEPHONE NUMBERS: 0836724924

SGB: Acknowledgement of information sheet and proposed research study

Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province.

It will be greatly appreciated if you could please acknowledge receipt of the information sheet requesting permission to conduct research in your school.

You will be acknowledging that:
1. Involvement is completely voluntary and selected participants may choose not to participate or to withdraw their consent at any given time without any negative consequences.
2. You have read and understand the information sheet and acknowledge its contents.
3. The school's name and participant's information will be kept confidential and pseudonyms will be used to ensure anonymity.
4. Learners' and their parents'/ guardians'/caregivers' consent will be obtained before data collection begins.
5. If upon entering the field it becomes evident that the participants' parents/ guardian/ caregiver is unable to read and /or understand the information and consent forms, I undertake to have them translated at my own expense. Alternatively, I will arrange a home visit whereby I will ensure that parents/guardians/ caregivers are aware of what they are consenting to by translating to them in their language.
6. The data collection process will not interfere with the day-to-day running of the school, nor will it interfere with the learners' schoolwork.
7. It is envisaged that the research findings will be used for academic purposes including books, journals and /or conference proceedings.

I, _____*(SGB's full name*) acknowledge the information stated above and grant permission for Rachel Basani Mabasa-Manganyi to conduct research within_____ (*school's name*) in 2016.

Please provide details should you wish to receive an electronic summary of the research findings.

E-mail address: _____

SGB's Signature: _____Date: _____

APPENDIX E: INFORMATION LETTER TO THE LEARNERS INCLUDING CONSENT TO BE OBSERVED

PROTOCOL NUMBER: 2016ECE059M

INFORMATION SHEET LEARNERS DATE: 13 July 2016

Dear Learner

My name is Rachel Basani Mabasa- Manganyi. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on Investigating Inclusive Pedagogy in Foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province. I have chosen your classroom as a possible research site because your teacher was selected to participate in the foundation phase BEd programme offered at Wits, initiated by Limpopo department of education for in-service teachers during the period 2009-2012.

I would like to invite you to be a very special part of my study. Voluntary participation would require that I sit and observe your teacher teaching which will occur for two days. I will take handwritten observation notes. Finding out how teachers help children learn will help many other school children of your age in other schools improve their learning. I shall not disturb your classroom in any way. I am asking your permission to allow me sit and observe your class.

Remember, you can decide if you would be happy with me sitting and observing your teacher teaching in class. You will not get into trouble if you say no. Since you are not yet 18 years old, I would also be asking your parents/guardian/caregiver agree/disagree participation which will involve your presence in the classroom during two days in which I shall be observing your class. This is not a test for marks so if you agree /disagree to participate, you will not be advantaged or disadvantaged or paid in any way.

The data will be documented in a research report and it is envisaged that research findings be used for academic purposes including books, journals and / or conference proceedings and therefore it is of utmost importance that your details as well as the schools' details be kept confidential. In no way will your name and identity be mentioned at any point within the study or research report. I assure you that your individual privacy will be maintained at all times. A pseudonym (fake name) will be used to ensure that no one would be able to recognize you in any publication or presentation arising from the research. I guarantee that all research data will be kept securely in a locked cabinet and will be destroyed within 3-5 years after completion of the project. A summary of the findings will also be made available should you be interested.

If you are willing to participate, please complete the attached consent forms and return it to me via your class teacher no later than _____ (date to be filled)

Should you require further information throughout the course of the research please do not hesitate to contact me on 0836724924 or via Basani mabman@gmail.com. Alternatively you may contact my supervisor: Prof. Elizabeth Walton on (011) 717 3768 or via Elizabeth.walton@wits.ac.za.

APPENDIX E: INFORMATION LETTER TO THE LEARNERS INCLUDING CONSENT TO BE OBSERVED

Thanking you in anticipation.

Yours sincerely
SIGNATURE: Mabasa-Manganyi R.B.

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTION B
EMAIL: basanimabman@gmail.com
TELEPHONE NMBERS: 0836724924

APPENDIX E: INFORMATION LETTER TO THE LEARNERS INCLUDING CONSENT TO BE OBSERVED

Learner Informed consent form: Acknowledgement of information sheet and observation for proposed research study "*Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province."*

Please choose one of the following faces to show that you agree/disagree. Circle the face you agree /disagree with. The smiling face means that you agree with the statement and the sad face means that you do not agree with the statement.

I _____ (please write your name) am willing ☺/ ☹ not willing

to take part in this research study by allowing Basani to observe in the classroom when my teacher is teaching.

1. I will allow Rachel Basani Mabasa-Manganyi to sit and observe my classroom and take notes. ☺/ ☹

2. I know that Rachel Basani Mabasa-Manganyi will not be focusing on me but only on my teacher when she observes the class and takes notes. ☺/ ☹

3. I know that I will not get into trouble if I say that I do not want Rachel Mabasa-Manganyi to sit and observe my classroom and take notes. ☺/ ☹

4. I know that that my name or the name of my school will not be used in any report on this project ☺/ ☹

5. I know that the notes that Rachel Basani Mabasa-Manganyi makes in my classroom will be destroyed five years after the project has finished. ☺/ ☹

APPENDIX F: INFORMATION LETTER TO THE PARENTS/GUARDIAN/CAREGIVER INCLUDING CONSENT FORMS

PROTOCOL NUMBER: 2016ECE059M

INFORMATION SHEET PARENTS DATE: 13 July 2016

Dear Parent

My name is Rachel Basani Mabasa- Manganyi. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on Investigating Inclusive pedagogy in Foundation phase rural ordinary classrooms in Malamulele (Vhembe district) Limpopo province. I have chosen your child's school as a possible research site because one of the teachers was selected to participate in the foundation phase BEd programme offered at Wits, initiated by Limpopo Department of Education for in-service teachers during the period 2009-2012.

I would like to invite your child to participate in my research. Voluntary participation would require that I sit and observe the teacher teaching in his/her classroom as it occurs for two days. I will take handwritten observation notes. Participation is completely voluntary and there are no negative consequences should you or your child chooses not to participate. In agreeing to your child's participation, please be advised that you will not incur any expenses and your son/daughter will not be advantaged or disadvantaged in any way, nor will he/she be given money for participating. He/she will be reassured that he/she may choose not to participate or choose to withdraw his/her permission at any time during the research study without any penalty or punishment.

The data will be documented in a research report and it is envisaged that research findings be used for academic purposes including books, journals and / or conference proceedings and therefore it is of utmost importance that your child's details as well as the schools' details be kept confidential. In no way, will your child's name and identity be mentioned at any point within the study or research report. His/her individual privacy will be maintained at all times. A pseudonym (fake name) will be used to ensure that no one would be able to recognize your child in any publication or presentation arising from the research. I guarantee that all research data will be kept securely in a locked cabinet and will be destroyed within 3-5 years after completion of the project. A summary of the findings will also be made available should you be interested.

If you are willing to give permission for your child to participate in my study, please complete and sign the attached consent forms and return it to me via your child's class teacher no later than _____ (date to be filled)

Should you require further information throughout the course of the research please do not hesitate to contact me on 0836724924 or via Basani mabman@gmail.com. Alternatively you may contact my supervisor: Prof. Elizabeth Walton on (011) 717 3768 or via Elizabeth.walton@wits.ac.za.

Thanking you in anticipation.

Yours sincerely

SIGNATURE: Mabasa-Manganyi R.B.

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTION B
EMAIL: basanimabman@gmail.com
TELEPHONE NUMBERS: 0836724924

APPENDIX F: INFORMATION LETTER TO THE PARENTS/GUARDIAN/CAREGIVER INCLUDING CONSENT FORMS

Participating in the research project: Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province.

Parent/ Guardian/ Caregiver: Informed consent for presence in classroom during study.

I, _____ (parent/guardian/caregiver full name) the parent of _____ (child's full name) Give consent / Do not give consent for my child to participate in the research project by being present in the classroom during the time in which the observations are to be conducted.

I acknowledge that:

1. I have read and understand the information sheet.
2. My child's participation is completely voluntary and he/she may choose to withdraw from the study at any time without there being any negative consequences.
3. He/ she will also not be advantaged, disadvantaged or reimbursed in any way.
4. The researcher will keep my child's identity and all information strictly confidential in all academic writing including books, journal and conferences by using a pseudonym. (Fake name)

Parent signature: _____Date: _____

APPENDIX G: INFORMATION LETTER TO THE TEACHERS INCLUDING CONSENT FORMS TO BE INTERVIEWED AND AUDIO-RECORDED

PROTOCOL NUMBER:2016ECE059M

INFORMATION SHEET TEACHERS DATE: 13 July 2016

Dear Teacher

My name is Rachel Basani Mabasa- Manganyi. I am a Masters student at the School of Education at the University of the Witwatersrand, Johannesburg.

I am doing research on Investigating Inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district) Limpopo province. I have chosen your school as a possible research site because one of the teachers was selected to participate in the foundation phase BEd programme offered at Wits, initiated by Limpopo department of education for in-service teachers during the period 2009-2012.

I would like to invite you to participate in my research study. Voluntary participation would entail my observing your class for two days. My first request is that I would like to observe you teaching in your classroom. I would like to observe your teaching practices while I write down notes of my observations. My second request is that I would like to conduct individual interviews which, with your permission, will be audio recorded. This interview session consisting of three open ended questions, should take 10-20 minutes at the end of the first day. On the second day, I would like to interview you again to gain your input and insight on inclusive pedagogies that you might be using in your classroom. This interview would last approximately 30- 40 minutes and will not take place during school time, but after school. Although I will be an observer in your classroom, I do not intend interrupting your class in any way. Additionally, any observations I make and individual interviews would be for the purposes of research and will not be used in any way to evaluate you as a teacher. All expenses incurred will be covered by me.

Participation is entirely voluntary and your choice whether to participate will not advantage or disadvantage you in any way. There are no negative consequences or institutional sanction for non-participation. If you do choose to participate, I will respect all participants' right to privacy, safety from harm and confidentiality. I will ensure that all interview transcripts are used anonymously, with pseudonyms being given to all participants. Confidentiality will be maintained in the recorded interviews and any detail that might identify a participant or their school will be omitted in any published and written data. If you choose to participate, you have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. You also have the right to decline to answer any of the questions asked in any interview.

APPENDIX G: INFORMATION LETTER TO THE TEACHERS INCLUDING CONSENT FORMS TO BE INTERVIEWED AND AUDIO-RECORDED

The findings from my study will be documented in a research report and it is envisaged that research findings may be used for academic purposes including books, journals and / or conference proceedings. I guarantee that all research data will be kept securely in a locked cabinet and will be destroyed within 3-5 years after completion of the project. A summary of the findings will also be made available should you be interested.

Should you require further information throughout the course of the research please do not hesitate to contact me on 0836724924 or via Basani mabman@gmail.com. Alternatively you may contact my supervisor: Prof. Elizabeth Walton on (011) 717 3768 or via Elizabeth.walton@wits.ac.za.

I look forward to your response as soon as is convenient.

Yours sincerely

SIGNATURE: Mabasa-Manganyi R.B.

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTION B
EMAIL: basanimabman@gmail.com
TELEPHONE NUMBERS: 0836724924

APPENDIX G: INFORMATION LETTER TO THE TEACHERS INCLUDING CONSENT FORMS TO BE INTERVIEWED AND AUDIO-RECORDED

TEACHERS' CONSENT FORM: Participation in the proposed research study "*Investigating inclusive pedagogy in foundation phase rural ordinary classrooms in Malamulele (Vhembe district), Limpopo province."*

I _____ (participant's full name)

am willing / am not willing (please circle your choice of response) to participate in this research project by having Rachel Basani Mabasa- Manganyi observe and take notes while I teach on two days, and then taking part in an individual interview after school on each of these days at a place convenient to me.

.

Please also circle your choice of response (Yes/No) to the following statements:

- My participation is completely voluntary and may choose not to participate or to withdraw from the study at any time without any punishment or negative consequences. I will also not be advantaged, disadvantaged or paid for participating. **Yes/No**
- I agree to the audio-recording of the interviews for accurate recording of what I say **Yes/No**
- My name and all information about me will be kept strictly confidential by using a fake name (pseudonym).in all academic writing about this project, including the dissertation, books, journals and conferences **Yes/No**

I have read and understood the information sheet and acknowledge its contents as follows.

- Learners' and their parents' /guardians/caregivers' consent will be obtained before data collection begins.
- The data collection process will not interfere with the day to day running of the school, nor will interfere with the learners' schoolwork.
- The research findings will be used for academic purposes including books, journals and/ or conference proceedings.
- The audio recordings of interviews will only be used to make sure the researcher uses exactly what I answered in the interview questions.
- I acknowledge that all audiotaped and transcribed responses will be safely kept in a locked cabinet and completely destroyed between 3-5 years after completion of the project.

Teachers' Signature: _____Date: _____

APPENDIX G: INFORMATION LETTER TO THE TEACHERS INCLUDING CONSENT FORMS TO BE INTERVIEWED AND AUDIO-RECORDED

APPENDIX H: A LETTER TO THE CIRCUIT MANAGER

PROTOCOL NUMBER:2016ECE059M

LETTER OF REQUEST TO CIRCUIT MANAGER

P.O. Box 587
Saselamani
0928
13 July 2016

The Circuit Manager
Malamulele East Circuit
Private Bag X 1258
Saselamani
0928

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN THE PUBLIC SHOOLS BASED IN MALAMULELE EAST CIRCUIT (VHEMBE DISTRICT).

My name is Rachel Basani Mabasa- Manganyi. I am a Masters student at the School of Education at the University of the Witwatersrand, Johannesburg.

I am doing research within the field of inclusive education with a focus on finding inclusive pedagogical practices that are employed in ordinary classrooms, specifically on the 6-9-year age group, which is the foundation phase. Inclusive practices refer to the ways in which teachers make provision for everyone to learn regardless of their ability level or any special needs that they might have. The title is: Investigating inclusive pedagogy in foundation phase ordinary classrooms in Malamulele (Vhembe district), Limpopo province.

I would like to request your permission to conduct research in four schools in Malamulele East Circuit (Vhembe district). My research involves working with four foundation phase teachers. I have purposefully selected four schools in Malamulele East circuit and these teachers are foundation phase in-service teachers who were on the Wits BEd program from the period of 2009-2012 (full time) which was initiated by the Department of Education in Limpopo. The data collection methods will be lesson observations and teacher interviews. Only teacher interviews will be audio recorded and later transcribed. Observations will involve taking notes and the data will be transcribed. The whole process will take two days in each school, which will make a total of eight days in the four schools altogether. Although I will be an observer in the classroom, I do not intend interrupting any contact time, neither will I interfere with the day- to- day running of the schools and departmental activities.

APPENDIX H: A LETTER TO THE CIRCUIT MANAGER

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All expenses incurred will be covered by me.

The names of the research participants and identity of the schools will be kept confidential at all times and in all academic writing about the study. Your schools, teachers and learner's individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. This research is being conducted under the supervision of Prof. Elizabeth Walton from the University of the Witwatersrand, Johannesburg (Wits School of Education).

Should you require further information throughout the course of the research, please do not hesitate to contact me on 0836724924 or via email: basanimabman@gmail.com .Alternatively you may contact my supervisor on (011) 7173768 or via email:Elizabeth.walton@wits.ac.za. The final dissertation will be made available electronically should you wish to receive one.

It will be highly appreciated if I could obtain permission to conduct my research in your circuit.

I look forward to your response as soon as is convenient.

Yours sincerely
Rachel Basani Mabasa- Manganyi (Mrs.)

NAME: Rachel Basani Mabasa- Manganyi
ADDRESS: MALAMULELE HOUSE NO 912 SECTION B
EMAIL: basanimabman@gmail.com
TELEPHONE NUMBERS: 0836724924

Appendix I: CLASSROOM OBSERVATION SCHEDULE

Table 2. Observation schedule to identifying Inclusive Pedagogical Practice

Participation and access: being there	**Participation and collaboration: learning together**	**Participation and achievement: inclusive pedagogy**	**Participation and diversity: Recognition and acceptance**
What are the teaching strategies and practices that promote access to curriculum?	What are the teaching strategies and practices that promote collaboration?	What are the teaching strategies and practices that promote achievement for all?	What are the teaching strategies and practices that promote recognition and acceptance?
What to look for: • Whole class Instruction ✓ Access to the curriculum ✓ Access to space and places in the class ✓ Joining the class ✓ Staying in the class ✓ Teacher teaches all learners at the same time. ✓ Learners learning together in the class ✓ Active teaching/presentation of a lesson ✓ All learners are included in the lesson • Differentiated instruction ✓ Multiple opportunities are provided to learners ✓ Modifications of	What to look for: • Co-operative learning ✓ Collaboration between learners as they work together ✓ Sharing information/resources ✓ Positive engagement between learners ✓ Working in pairs ✓ Working in groups • Peer tutoring ✓ Learners teaching each other ✓ Teacher assigning/requesting learners to teach other learners ✓ Sharing information amongst learners • Co-teaching	What to look for: • Teachers' use ('doing') inclusive pedagogy ✓ Modelling new creative ways of working with and through others ✓ Need supplementary data from interview to determine teachers' thoughts and feelings regarding inclusive practices • Teachers' knowledge ('knowing') of inclusive pedagogy ✓ Teachers' perspectives on learning ✓ Teachers	What to look for: • Teaching Social life skills ✓ Recognition and acceptance of children by teachers: Acknowledging learners by providing validation and praise when appropriate behaviour is displayed Teacher models desired behaviour ✓ Recognition and acceptance of children, by children: Explicitly teaching ways of being empathetic and kind • Learner

activities/instructions ✓ Extra time given to learners without announcing it to others ✓ Catering for individual needs without unwelcome attention to the learner • Direct instruction ✓ Six steps of Direct Instruction followed: Explicit step -by- step model, ensuring mastery at each level, processing corrections, gradual fading from teacher-directed to learner independence, using sufficient examples for practice and a review learned concepts. ✓ One-on -one or group setting ✓ Learners feel comfortable asking for help when required • Reflective teaching ✓ Evidence of lesson being repeated/redone in a different way ✓ Need	✓ Teachers working collaboratively to teach lessons together ✓ Teachers demonstrating adult collaboration when assisting learners who require individual attention	knowledge on policies and legislative issues pertaining Inclusive Education ✓ Teacher's respect to learners' differences ✓ Need supplementary data from interview to determine teachers' thoughts and feelings regarding inclusive practices • Teachers' belief ('believing') of inclusive pedagogy ✓ Teachers capacity to support all learners ✓ The capacity of all learners to learn ✓ Need supplementary data from interview to determine teachers' thoughts and feelings regarding inclusive	selected work: ✓ Availability of a variety of activities that learners can choose from ✓ Choices are learner directed with no input from the teacher ✓ Activities are available to all learners ✓ Learners choices are respected

supplementary data from interview to determine teachers' thoughts and feelings regarding inclusive practices.		practices	

Table 2: Observation Schedule adapted from Florian and Black-Hawkins (2011)

APPENDIX J: TEACHER'S INTERVIEW PROTOCOL AND QUESTION SCHEDULE

TITLE: INVESTIGATING INCLUSIVE PEDAGOGY IN FOUNDATION PHASE RURAL ORDINARY CLASSROOMS IN MALAMULELE (VHEMBE DISTRICT IN, LIMPOPO PROVINCE).

Teachers' interview protocol and questions schedule

Remind the teachers of the interview protocol

- What the interview entail
- Their right to refuse participating and to withdraw from the study at any time without negative consequences.
- Re-assure them of participants' confidentiality and that I will use pseudonyms in the study.
- Their right to refuse to answer any question they feel are not comfortable to answer.
- Their right to withdraw any information given during the course of the study.

Proceed with interview questions

These are the questions that will be asked to guide the semi-structured interview. Although one will anticipate that there will be instances where follow up questions will be posed seeking clarity from the teacher.

BIOGRAPHICAL QUESTIONS

Interview one

1. How many learners are in your class?
2. How long have you been teaching?
3. How long have you been teaching in Foundation phase?
4. How long have you been teaching in this grade?
5. Tell me your educational background/ what is your highest qualification?

Interview two

6. Discuss how you presented the lesson to accommodate all the learners?
7. How was the classroom environment conducive to teaching your lesson?
8. How did the content and learning materials used during the lesson constitute an inclusive pedagogy?
9. What are the teaching strategies and practices that promote participation and achievement for all?
10. How are learners' needs catered for during the planning of the lessons?

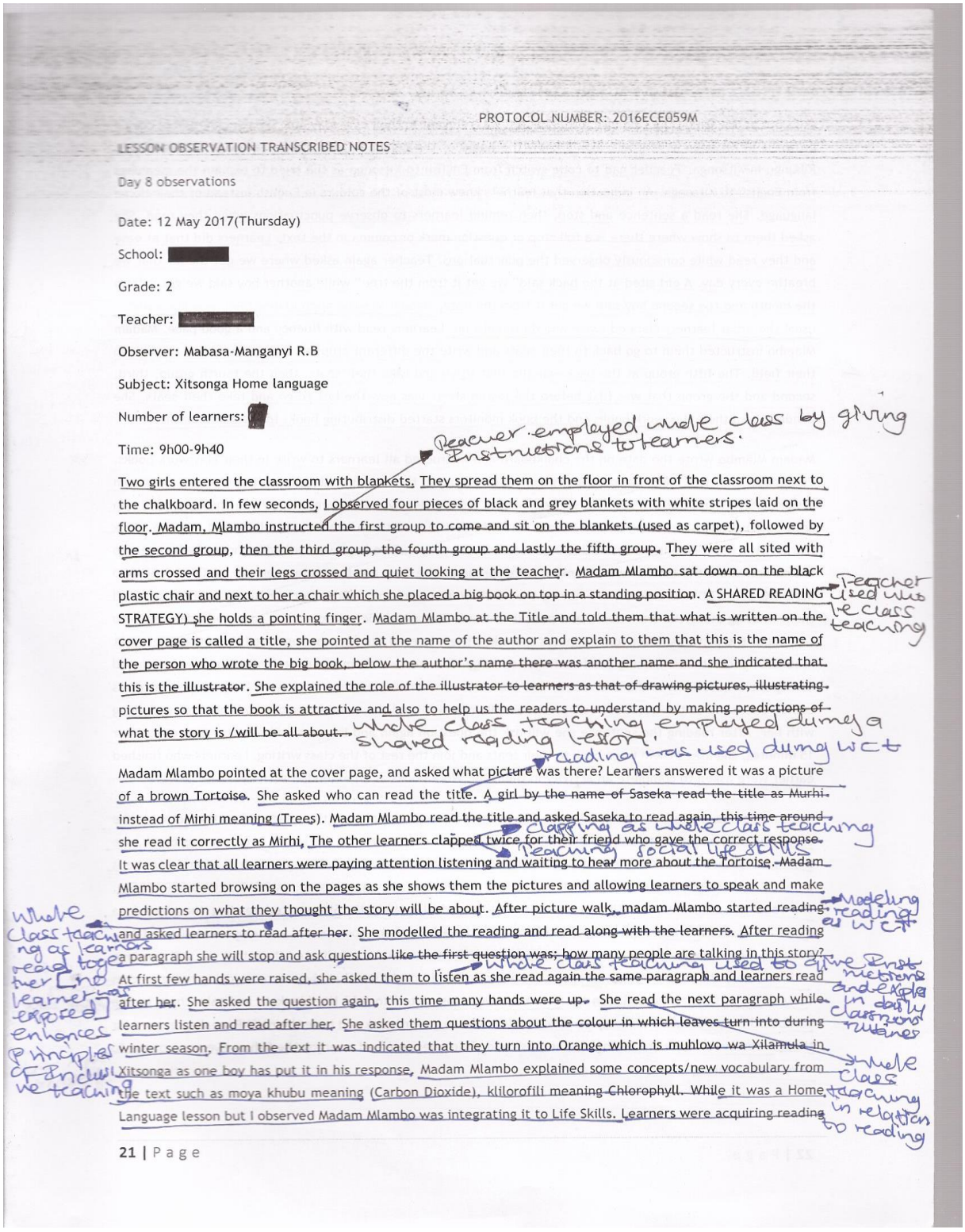
TITLE: INVESTIGATING INCLUSIVE PEDAGOGY IN FOUNDATION PHASE RURAL ORDINARY CLASSROOMS IN MALAMULELE (VHEMBE DISTRICT IN, LIMPOPO PROVINCE).

11. How are learners supported if they do not understand their work?
12. What are your views on learner retention in your class?
13. What do you understand by the term "reflective teaching"?
14. Do you work with other teachers to ensure that all learners are accommodated and access the curriculum?
15. Do you work with other stakeholders to ensure that inclusive practices are employed in the classroom?
16. /How do you keep informed about inclusive practices to accommodate all learners' needs in the classroom?
17. How do you keep informed to broaden your knowledge as a professional in matters of inclusive education?
18. To what extent is your school inclusive?
19. How has what you learnt at Wits inform your inclusive pedagogical practices?

I will thank the teachers for their time and for allowing me the opportunity to interview them. Answer any question that the teachers may have for me.

/

APPENDIX K: THE FOLLOWING PAGES ARE EXTRACTS FORM THE RAW RESEARCH DATA (TRANSCIPT OF ONE OF THE TEACHER OBSERVATION AND AN EXTRACT OF AN INTERVIEW IS ATTACHED)



PROTOCOL NUMBER: 2016ECE059M

LESSON OBSERVATION TRANSCRIBED NOTES

Day 8 observations

Date: 12 May 2017(Thursday)

School: [redacted]

Grade: 2

Teacher: [redacted]

Observer: Mabasa-Manganyi R.B

Subject: Xitsonga Home language

Number of learners: [redacted]

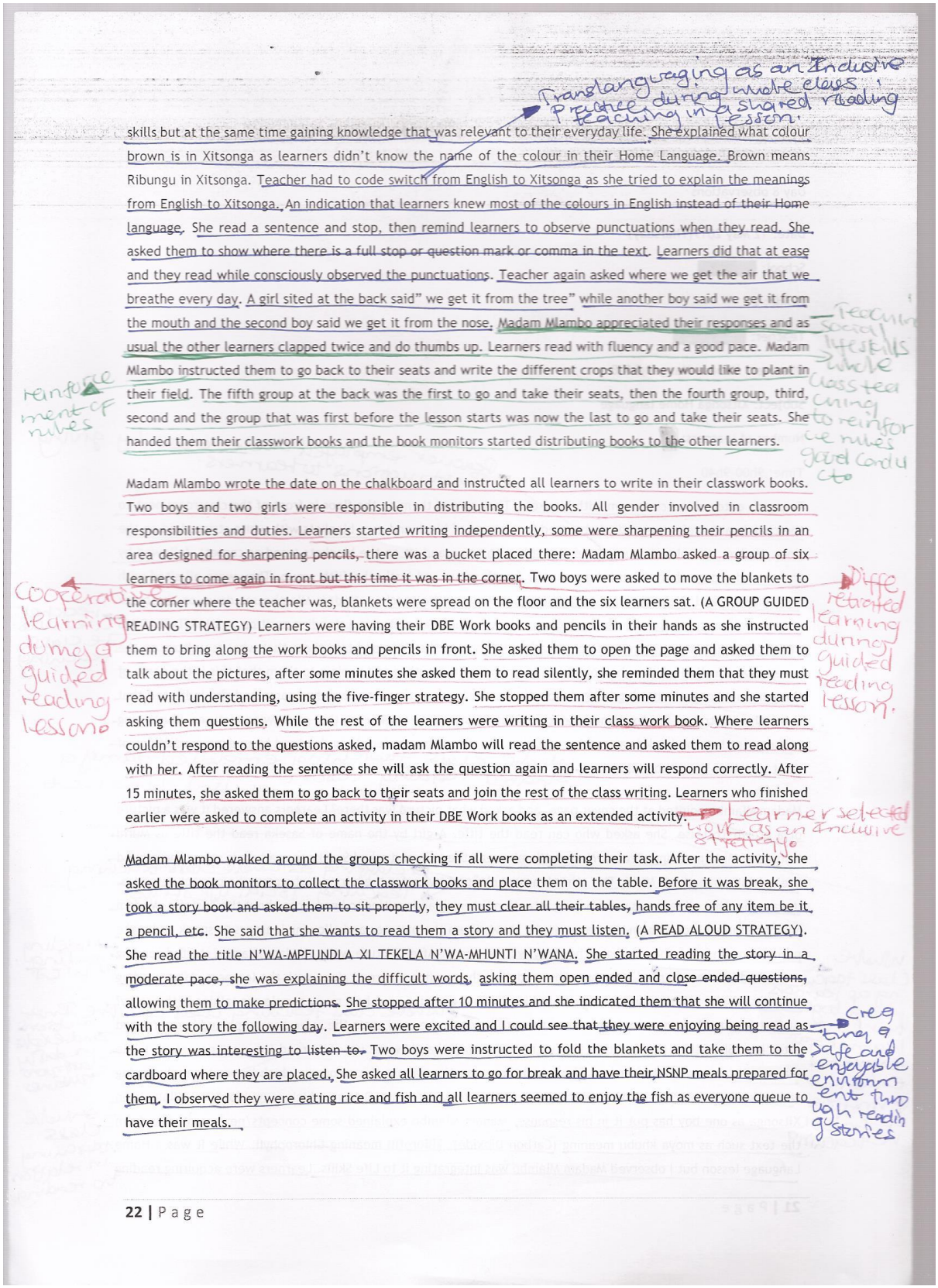
Time: 9h00-9h40

Two girls entered the classroom with blankets. They spread them on the floor in front of the classroom next to the chalkboard. In few seconds, I observed four pieces of black and grey blankets with white stripes laid on the floor. Madam, Mlambo instructed the first group to come and sit on the blankets (used as carpet), followed by the second group, then the third group, the fourth group and lastly the fifth group. They were all sited with arms crossed and their legs crossed and quiet looking at the teacher. Madam Mlambo sat down on the black plastic chair and next to her a chair which she placed a big book on top in a standing position. A SHARED READING STRATEGY) she holds a pointing finger. Madam Mlambo at the Title and told them that what is written on the cover page is called a title, she pointed at the name of the author and explain to them that this is the name of the person who wrote the big book, below the author's name there was another name and she indicated that this is the illustrator. She explained the role of the illustrator to learners as that of drawing pictures, illustrating pictures so that the book is attractive and also to help us the readers to understand by making predictions of what the story is /will be all about.

Madam Mlambo pointed at the cover page, and asked what picture was there? Learners answered it was a picture of a brown Tortoise. She asked who can read the title. A girl by the name of Saseka read the title as Murhi instead of Mirhi meaning (Trees). Madam Mlambo read the title and asked Saseka to read again, this time around she read it correctly as Mirhi, The other learners clapped twice for their friend who gave the correct response. It was clear that all learners were paying attention listening and waiting to hear more about the Tortoise. Madam Mlambo started browsing on the pages as she shows them the pictures and allowing learners to speak and make predictions on what they thought the story will be about. After picture walk, madam Mlambo started reading and asked learners to read after her. She modelled the reading and read along with the learners. After reading a paragraph she will stop and ask questions like the first question was: how many people are talking in this story? At first few hands were raised, she asked them to listen as she read again the same paragraph and learners read after her. She asked the question again, this time many hands were up. She read the next paragraph while learners listen and read after her. She asked them questions about the colour in which leaves turn into during winter season. From the text it was indicated that they turn into Orange which is muhlovo wa Xilamula in Xitsonga as one boy has put it in his response, Madam Mlambo explained some concepts/new vocabulary from the text such as moya khubu meaning (Carbon Dioxide), klilorofili meaning Chlorophyll. While it was a Home Language lesson but I observed Madam Mlambo was integrating it to Life Skills. Learners were acquiring reading

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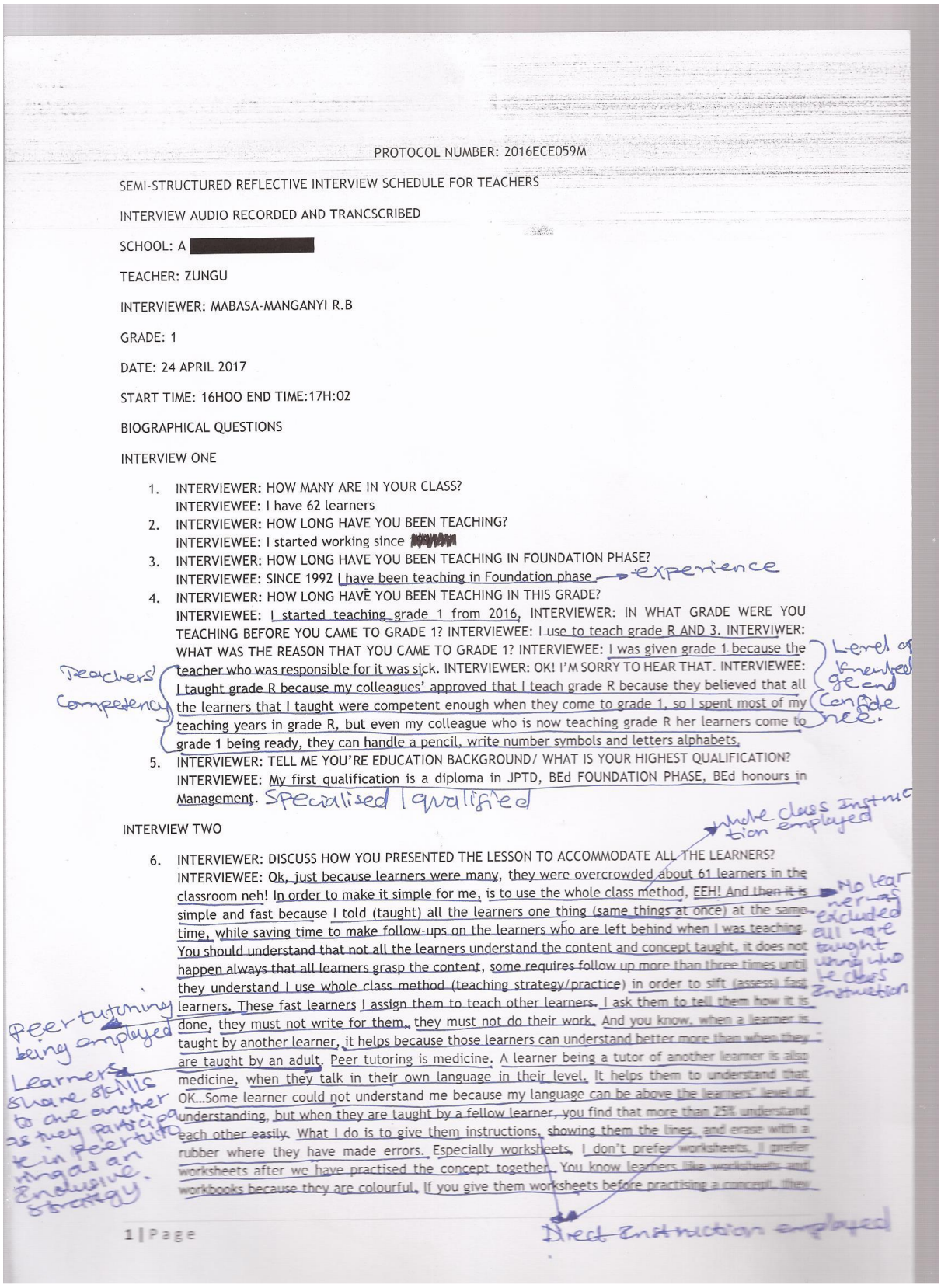
skills but at the same time gaining knowledge that was relevant to their everyday life. She explained what colour brown is in Xitsonga as learners didn't know the name of the colour in their Home Language. Brown means Ribungu in Xitsonga. Teacher had to code switch from English to Xitsonga as she tried to explain the meanings from English to Xitsonga. An indication that learners knew most of the colours in English instead of their Home language. She read a sentence and stop, then remind learners to observe punctuations when they read. She asked them to show where there is a full stop or question mark or comma in the text. Learners did that at ease and they read while consciously observed the punctuations. Teacher again asked where we get the air that we breathe every day. A girl sited at the back said" we get it from the tree" while another boy said we get it from the mouth and the second boy said we get it from the nose. Madam Mlambo appreciated their responses and as usual the other learners clapped twice and do thumbs up. Learners read with fluency and a good pace. Madam Mlambo instructed them to go back to their seats and write the different crops that they would like to plant in their field. The fifth group at the back was the first to go and take their seats, then the fourth group, third, second and the group that was first before the lesson starts was now the last to go and take their seats. She handed them their classwork books and the book monitors started distributing books to the other learners.

Madam Mlambo wrote the date on the chalkboard and instructed all learners to write in their classwork books. Two boys and two girls were responsible in distributing the books. All gender involved in classroom responsibilities and duties. Learners started writing independently, some were sharpening their pencils in an area designed for sharpening pencils, there was a bucket placed there: Madam Mlambo asked a group of six learners to come again in front but this time it was in the corner. Two boys were asked to move the blankets to the corner where the teacher was, blankets were spread on the floor and the six learners sat. (A GROUP GUIDED READING STRATEGY) Learners were having their DBE Work books and pencils in their hands as she instructed them to bring along the work books and pencils in front. She asked them to open the page and asked them to talk about the pictures, after some minutes she asked them to read silently, she reminded them that they must read with understanding, using the five-finger strategy. She stopped them after some minutes and she started asking them questions. While the rest of the learners were writing in their class work book. Where learners couldn't respond to the questions asked, madam Mlambo will read the sentence and asked them to read along with her. After reading the sentence she will ask the question again and learners will respond correctly. After 15 minutes, she asked them to go back to their seats and join the rest of the class writing. Learners who finished earlier were asked to complete an activity in their DBE Work books as an extended activity.

Madam Mlambo walked around the groups checking if all were completing their task. After the activity, she asked the book monitors to collect the classwork books and place them on the table. Before it was break, she took a story book and asked them to sit properly, they must clear all their tables, hands free of any item be it a pencil, etc. She said that she wants to read them a story and they must listen. (A READ ALOUD STRATEGY). She read the title N'WA-MPFUNDLA XI TEKELA N'WA-MHUNTI N'WANA. She started reading the story in a moderate pace, she was explaining the difficult words, asking them open ended and close ended questions, allowing them to make predictions. She stopped after 10 minutes and she indicated them that she will continue with the story the following day. Learners were excited and I could see that they were enjoying being read as the story was interesting to listen to. Two boys were instructed to fold the blankets and take them to the cardboard where they are placed. She asked all learners to go for break and have their NSNP meals prepared for them. I observed they were eating rice and fish and all learners seemed to enjoy the fish as everyone queue to have their meals.

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PROTOCOL NUMBER: 2016ECE059M

SEMI-STRUCTURED REFLECTIVE INTERVIEW SCHEDULE FOR TEACHERS

INTERVIEW AUDIO RECORDED AND TRANCSCRIBED

SCHOOL: A [redacted]

TEACHER: ZUNGU

INTERVIEWER: MABASA-MANGANYI R.B

GRADE: 1

DATE: 24 APRIL 2017

START TIME: 16HOO END TIME:17H:02

BIOGRAPHICAL QUESTIONS

INTERVIEW ONE

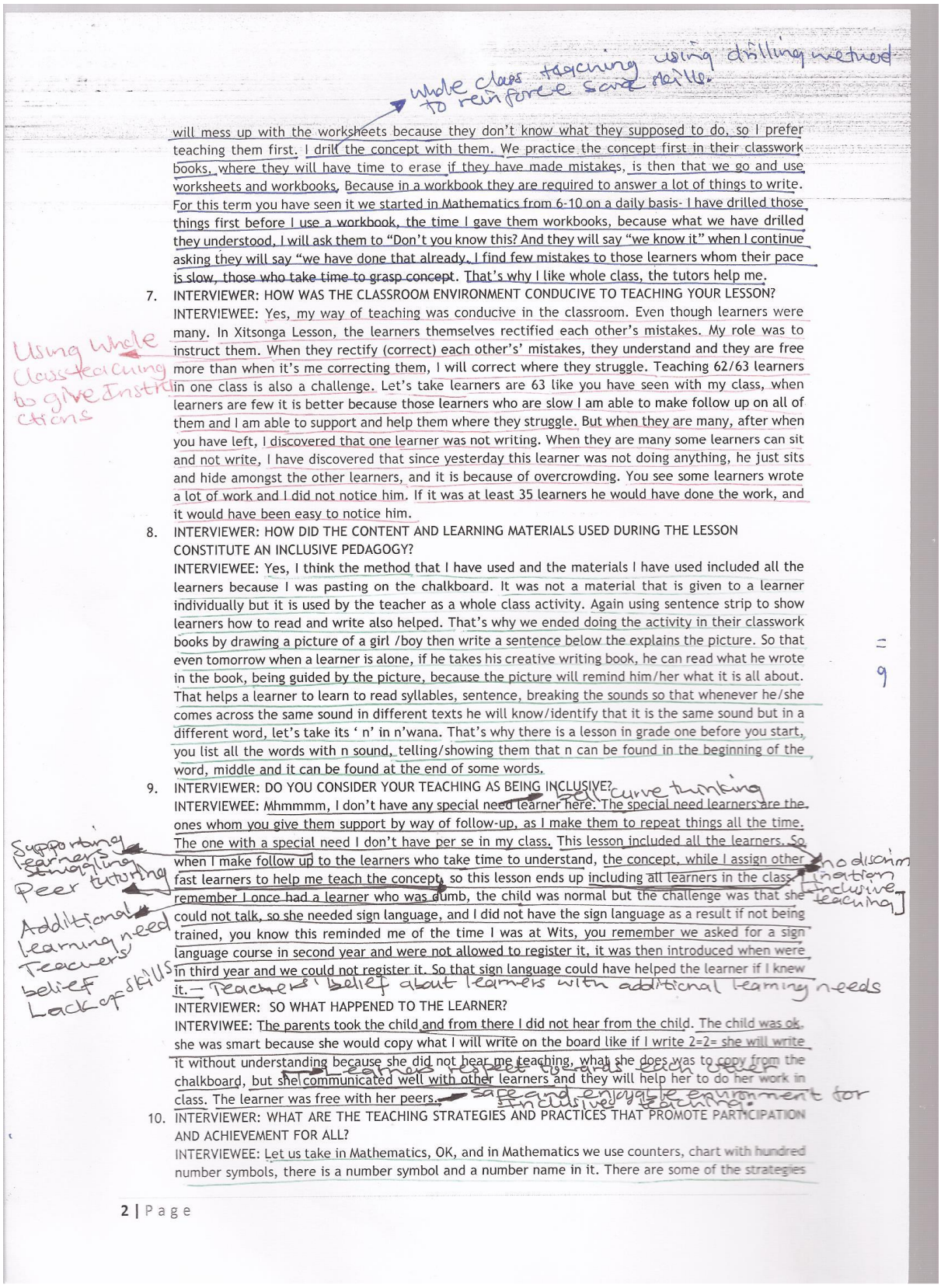
1. INTERVIEWER: HOW MANY ARE IN YOUR CLASS?
   INTERVIEWEE: I have 62 learners
2. INTERVIEWER: HOW LONG HAVE YOU BEEN TEACHING?
   INTERVIEWEE: I started working since [redacted]
3. INTERVIEWER: HOW LONG HAVE YOU BEEN TEACHING IN FOUNDATION PHASE?
   INTERVIEWEE: SINCE 1992 I have been teaching in Foundation phase → experience
4. INTERVIEWER: HOW LONG HAVE YOU BEEN TEACHING IN THIS GRADE?
   INTERVIEWEE: I started teaching grade 1 from 2016, INTERVIEWER: IN WHAT GRADE WERE YOU TEACHING BEFORE YOU CAME TO GRADE 1? INTERVIEWEE: I use to teach grade R AND 3. INTERVIWER: WHAT WAS THE REASON THAT YOU CAME TO GRADE 1? INTERVIEWEE: I was given grade 1 because the teacher who was responsible for it was sick. INTERVIEWER: OK! I'M SORRY TO HEAR THAT. INTERVIEWEE: I taught grade R because my colleagues' approved that I teach grade R because they believed that all the learners that I taught were competent enough when they come to grade 1, so I spent most of my teaching years in grade R, but even my colleague who is now teaching grade R her learners come to grade 1 being ready, they can handle a pencil, write number symbols and letters alphabets.
   Teachers' Competency
   Level of knowledge and confidence
5. INTERVIEWER: TELL ME YOU'RE EDUCATION BACKGROUND/ WHAT IS YOUR HIGHEST QUALIFICATION?
   INTERVIEWEE: My first qualification is a diploma in JPTD, BEd FOUNDATION PHASE, BEd honours in Management. Specialised Qualified

INTERVIEW TWO

6. INTERVIEWER: DISCUSS HOW YOU PRESENTED THE LESSON TO ACCOMMODATE ALL THE LEARNERS?
   INTERVIEWEE: Ok, just because learners were many, they were overcrowded about 61 learners in the classroom neh! In order to make it simple for me, is to use the whole class method, EEH! And then it is simple and fast because I told (taught) all the learners one thing (same things at once) at the same time, while saving time to make follow-ups on the learners who are left behind when I was teaching. You should understand that not all the learners understand the content and concept taught, it does not happen always that all learners grasp the content, some requires follow up more than three times until they understand I use whole class method (teaching strategy/practice) in order to sift (assess) fast learners. These fast learners I assign them to teach other learners. I ask them to tell them how it is done, they must not write for them., they must not do their work. And you know, when a learner is taught by another learner, it helps because those learners can understand better more than when they are taught by an adult. Peer tutoring is medicine. A learner being a tutor of another learner is also medicine, when they talk in their own language in their level. It helps them to understand that OK...Some learner could not understand me because my language can be above the learners' level of understanding, but when they are taught by a fellow learner, you find that more than 25% understand each other easily. What I do is to give them instructions, showing them the lines, and erase with a rubber where they have made errors. Especially worksheets, I don't prefer worksheets, I prefer worksheets after we have practised the concept together. You know learners like worksheets and workbooks because they are colourful. If you give them worksheets before practising a concept, they
   whole class instruction employed
   No learners excluded all were taught using whole class instruction
   Peer tutoring being employed
   Learners share skills to one another as they participate in peer tutoring as an inclusive strategy.
   Direct Instruction employed

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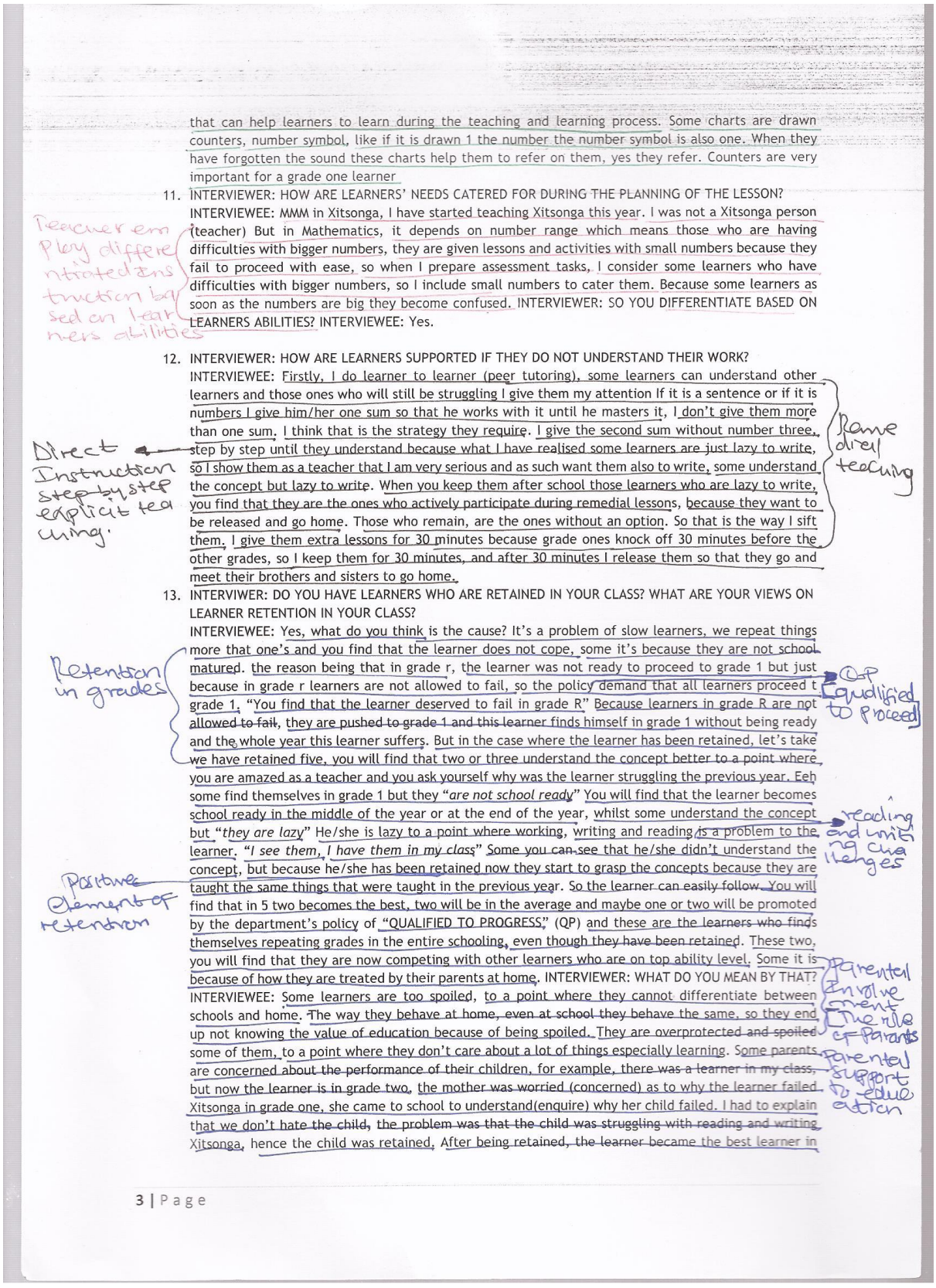


will mess up with the worksheets because they don't know what they supposed to do, so I prefer teaching them first. I drill the concept with them. We practice the concept first in their classwork books, where they will have time to erase if they have made mistakes, is then that we go and use worksheets and workbooks. Because in a workbook they are required to answer a lot of things to write. For this term you have seen it we started in Mathematics from 6-10 on a daily basis- I have drilled those things first before I use a workbook, the time I gave them workbooks, because what we have drilled they understood, I will ask them to "Don't you know this? And they will say "we know it" when I continue asking they will say "we have done that already. I find few mistakes to those learners whom their pace is slow, those who take time to grasp concept. That's why I like whole class, the tutors help me.

7. INTERVIEWER: HOW WAS THE CLASSROOM ENVIRONMENT CONDUCIVE TO TEACHING YOUR LESSON?
INTERVIEWEE: Yes, my way of teaching was conducive in the classroom. Even though learners were many. In Xitsonga Lesson, the learners themselves rectified each other's mistakes. My role was to instruct them. When they rectify (correct) each other's' mistakes, they understand and they are free more than when it's me correcting them, I will correct where they struggle. Teaching 62/63 learners in one class is also a challenge. Let's take learners are 63 like you have seen with my class, when learners are few it is better because those learners who are slow I am able to make follow up on all of them and I am able to support and help them where they struggle. But when they are many, after when you have left, I discovered that one learner was not writing. When they are many some learners can sit and not write, I have discovered that since yesterday this learner was not doing anything, he just sits and hide amongst the other learners, and it is because of overcrowding. You see some learners wrote a lot of work and I did not notice him. If it was at least 35 learners he would have done the work, and it would have been easy to notice him.
8. INTERVIEWER: HOW DID THE CONTENT AND LEARNING MATERIALS USED DURING THE LESSON CONSTITUTE AN INCLUSIVE PEDAGOGY?
INTERVIEWEE: Yes, I think the method that I have used and the materials I have used included all the learners because I was pasting on the chalkboard. It was not a material that is given to a learner individually but it is used by the teacher as a whole class activity. Again using sentence strip to show learners how to read and write also helped. That's why we ended doing the activity in their classwork books by drawing a picture of a girl /boy then write a sentence below the explains the picture. So that even tomorrow when a learner is alone, if he takes his creative writing book, he can read what he wrote in the book, being guided by the picture, because the picture will remind him/her what it is all about. That helps a learner to learn to read syllables, sentence, breaking the sounds so that whenever he/she comes across the same sound in different texts he will know/identify that it is the same sound but in a different word, let's take its ' n' in n'wana. That's why there is a lesson in grade one before you start, you list all the words with n sound, telling/showing them that n can be found in the beginning of the word, middle and it can be found at the end of some words.
9. INTERVIEWER: DO YOU CONSIDER YOUR TEACHING AS BEING INCLUSIVE?
INTERVIEWEE: Mhmmmm, I don't have any special need learner here. The special need learners are the ones whom you give them support by way of follow-up, as I make them to repeat things all the time. The one with a special need I don't have per se in my class. This lesson included all the learners. So when I make follow up to the learners who take time to understand, the concept, while I assign other fast learners to help me teach the concept, so this lesson ends up including all learners in the class. I remember I once had a learner who was dumb, the child was normal but the challenge was that she could not talk, so she needed sign language, and I did not have the sign language as a result if not being trained, you know this reminded me of the time I was at Wits, you remember we asked for a sign language course in second year and were not allowed to register it, it was then introduced when were in third year and we could not register it. So that sign language could have helped the learner if I knew it.
INTERVIEWER: SO WHAT HAPPENED TO THE LEARNER?
INTERVIWEE: The parents took the child and from there I did not hear from the child. The child was ok, she was smart because she would copy what I will write on the board like if I write 2=2= she will write it without understanding because she did not hear me teaching, what she does was to copy from the chalkboard, but she communicated well with other learners and they will help her to do her work in class. The learner was free with her peers.
10. INTERVIEWER: WHAT ARE THE TEACHING STRATEGIES AND PRACTICES THAT PROMOTE PARTICIPATION AND ACHIEVEMENT FOR ALL?
INTERVIEWEE: Let us take in Mathematics, OK, and in Mathematics we use counters, chart with hundred number symbols, there is a number symbol and a number name in it. There are some of the strategies

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that can help learners to learn during the teaching and learning process. Some charts are drawn counters, number symbol, like if it is drawn 1 the number the number symbol is also one. When they have forgotten the sound these charts help them to refer on them, yes they refer. Counters are very important for a grade one learner

11. INTERVIEWER: HOW ARE LEARNERS' NEEDS CATERED FOR DURING THE PLANNING OF THE LESSON?
INTERVIEWEE: MMM in Xitsonga, I have started teaching Xitsonga this year. I was not a Xitsonga person (teacher) But in Mathematics, it depends on number range which means those who are having difficulties with bigger numbers, they are given lessons and activities with small numbers because they fail to proceed with ease, so when I prepare assessment tasks, I consider some learners who have difficulties with bigger numbers, so I include small numbers to cater them. Because some learners as soon as the numbers are big they become confused. INTERVIEWER: SO YOU DIFFERENTIATE BASED ON LEARNERS ABILITIES? INTERVIEWEE: Yes.

Teacher employ different ntrated instruction based on learners abilities

12. INTERVIEWER: HOW ARE LEARNERS SUPPORTED IF THEY DO NOT UNDERSTAND THEIR WORK?
INTERVIEWEE: Firstly, I do learner to learner (peer tutoring), some learners can understand other learners and those ones who will still be struggling I give them my attention If it is a sentence or if it is numbers I give him/her one sum so that he works with it until he masters it, I don't give them more than one sum. I think that is the strategy they require. I give the second sum without number three, step by step until they understand because what I have realised some learners are just lazy to write, so I show them as a teacher that I am very serious and as such want them also to write, some understand the concept but lazy to write. When you keep them after school those learners who are lazy to write, you find that they are the ones who actively participate during remedial lessons, because they want to be released and go home. Those who remain, are the ones without an option. So that is the way I sift them. I give them extra lessons for 30 minutes because grade ones knock off 30 minutes before the other grades, so I keep them for 30 minutes, and after 30 minutes I release them so that they go and meet their brothers and sisters to go home.

Direct Instruction step-by-step explicit teaching.

Some direct teaching

13. INTERVIWER: DO YOU HAVE LEARNERS WHO ARE RETAINED IN YOUR CLASS? WHAT ARE YOUR VIEWS ON LEARNER RETENTION IN YOUR CLASS?
INTERVIEWEE: Yes, what do you think is the cause? It's a problem of slow learners, we repeat things more that one's and you find that the learner does not cope, some it's because they are not school matured. the reason being that in grade r, the learner was not ready to proceed to grade 1 but just because in grade r learners are not allowed to fail, so the policy demand that all learners proceed t grade 1. "You find that the learner deserved to fail in grade R" Because learners in grade R are not allowed to fail, they are pushed to grade 1 and this learner finds himself in grade 1 without being ready and the whole year this learner suffers. But in the case where the learner has been retained, let's take we have retained five, you will find that two or three understand the concept better to a point where you are amazed as a teacher and you ask yourself why was the learner struggling the previous year. Eeh some find themselves in grade 1 but they "*are not school ready*" You will find that the learner becomes school ready in the middle of the year or at the end of the year, whilst some understand the concept but "*they are lazy*" He/she is lazy to a point where working, writing and reading is a problem to the learner. "*I see them, I have them in my class*" Some you can see that he/she didn't understand the concept, but because he/she has been retained now they start to grasp the concepts because they are taught the same things that were taught in the previous year. So the learner can easily follow. You will find that in 5 two becomes the best, two will be in the average and maybe one or two will be promoted by the department's policy of "QUALIFIED TO PROGRESS" (QP) and these are the learners who finds themselves repeating grades in the entire schooling, even though they have been retained. These two, you will find that they are now competing with other learners who are on top ability level. Some it is because of how they are treated by their parents at home. INTERVIEWER: WHAT DO YOU MEAN BY THAT? INTERVIEWEE: Some learners are too spoiled, to a point where they cannot differentiate between schools and home. The way they behave at home, even at school they behave the same, so they end up not knowing the value of education because of being spoiled. They are overprotected and spoiled some of them, to a point where they don't care about a lot of things especially learning. Some parents are concerned about the performance of their children, for example, there was a learner in my class, but now the learner is in grade two, the mother was worried (concerned) as to why the learner failed Xitsonga in grade one, she came to school to understand(enquire) why her child failed. I had to explain that we don't hate the child, the problem was that the child was struggling with reading and writing Xitsonga, hence the child was retained. After being retained, the learner became the best learner in

Retention in grades

QP Qualified to Proceed

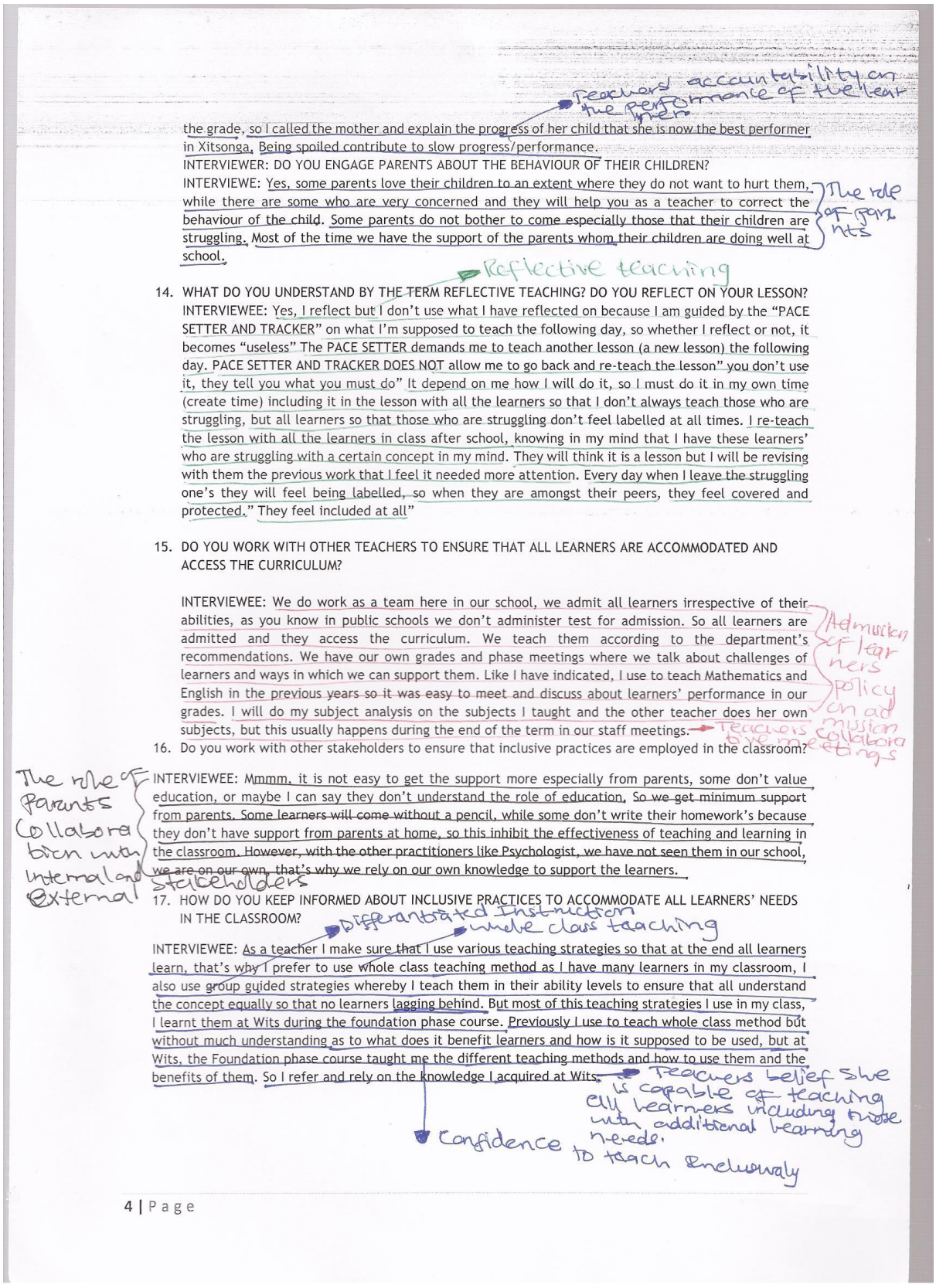
reading and writing challenges

Positive element of retention

Parental Involvement The role of Parents

Parental support to education

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Teachers accountability on the performance of the learners

the grade, so I called the mother and explain the progress of her child that she is now the best performer in Xitsonga. Being spoiled contribute to slow progress/performance.

INTERVIEWER: DO YOU ENGAGE PARENTS ABOUT THE BEHAVIOUR OF THEIR CHILDREN?

INTERVIEWE: Yes, some parents love their children to an extent where they do not want to hurt them, while there are some who are very concerned and they will help you as a teacher to correct the behaviour of the child. Some parents do not bother to come especially those that their children are struggling. Most of the time we have the support of the parents whom their children are doing well at school.

The role of parents

Reflective teaching

14. WHAT DO YOU UNDERSTAND BY THE TERM REFLECTIVE TEACHING? DO YOU REFLECT ON YOUR LESSON?

INTERVIEWEE: Yes, I reflect but I don't use what I have reflected on because I am guided by the "PACE SETTER AND TRACKER" on what I'm supposed to teach the following day, so whether I reflect or not, it becomes "useless" The PACE SETTER demands me to teach another lesson (a new lesson) the following day. PACE SETTER AND TRACKER DOES NOT allow me to go back and re-teach the lesson" you don't use it, they tell you what you must do" It depend on me how I will do it, so I must do it in my own time (create time) including it in the lesson with all the learners so that I don't always teach those who are struggling, but all learners so that those who are struggling don't feel labelled at all times. I re-teach the lesson with all the learners in class after school, knowing in my mind that I have these learners' who are struggling with a certain concept in my mind. They will think it is a lesson but I will be revising with them the previous work that I feel it needed more attention. Every day when I leave the struggling one's they will feel being labelled, so when they are amongst their peers, they feel covered and protected." They feel included at all"

15. DO YOU WORK WITH OTHER TEACHERS TO ENSURE THAT ALL LEARNERS ARE ACCOMMODATED AND ACCESS THE CURRICULUM?

INTERVIEWEE: We do work as a team here in our school, we admit all learners irrespective of their abilities, as you know in public schools we don't administer test for admission. So all learners are admitted and they access the curriculum. We teach them according to the department's recommendations. We have our own grades and phase meetings where we talk about challenges of learners and ways in which we can support them. Like I have indicated, I use to teach Mathematics and English in the previous years so it was easy to meet and discuss about learners' performance in our grades. I will do my subject analysis on the subjects I taught and the other teacher does her own subjects, but this usually happens during the end of the term in our staff meetings.

Admission of learners policy and admission

Teachers collaboration meetings

16. Do you work with other stakeholders to ensure that inclusive practices are employed in the classroom?

The role of Parents Collaboration with Internal and External Stakeholders

INTERVIEWEE: Mmmm, it is not easy to get the support more especially from parents, some don't value education, or maybe I can say they don't understand the role of education. So we get minimum support from parents. Some learners will come without a pencil, while some don't write their homework's because they don't have support from parents at home, so this inhibit the effectiveness of teaching and learning in the classroom. However, with the other practitioners like Psychologist, we have not seen them in our school, we are on our own, that's why we rely on our own knowledge to support the learners.

17. HOW DO YOU KEEP INFORMED ABOUT INCLUSIVE PRACTICES TO ACCOMMODATE ALL LEARNERS' NEEDS IN THE CLASSROOM?

Differentiated Instruction

whole class teaching

INTERVIEWEE: As a teacher I make sure that I use various teaching strategies so that at the end all learners learn, that's why I prefer to use whole class teaching method as I have many learners in my classroom, I also use group guided strategies whereby I teach them in their ability levels to ensure that all understand the concept equally so that no learners lagging behind. But most of this teaching strategies I use in my class, I learnt them at Wits during the foundation phase course. Previously I use to teach whole class method but without much understanding as to what does it benefit learners and how is it supposed to be used, but at Wits, the Foundation phase course taught me the different teaching methods and how to use them and the benefits of them. So I refer and rely on the knowledge I acquired at Wits.

Teachers belief she is capable of teaching all learners including those with additional learning needs.

Confidence to teach Inclusively

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APPENDIX K: THE FOLLOWING PAGES ARE EXTRACTS FORM THE RAW RESEARCH DATA (TRANSCIPT OF ONE OF THE TEACHER OBSERVATION AND AN EXTRACT OF AN INTERVIEW IS ATTACHED)

18. HOW DO YOU KEEP INFORMED TO BROADEN YOUR KNOWLEDGE AS A PROFESSIONAL IN MATTERS OF INCLUSIVE EDUCATION?

INTERVIEWEE: Since I came back from Wits, there are no workshops about Inclusive Education, I have never heard or seen a circular inviting teachers on Inclusive Education matters. The only workshops that are conducted which comes once in a while are for Foundation Phase where you are being taught about the pace setter and tracker. Those workshops are not effective because you come back and you are expected to implement something that you have been taught in three hours.

Teachers knowledge PS minimum

19. TO WHAT EXTENT IS YOUR SCHOOL INCLUSIVE?

INTERVIEWEE: I think our school is inclusive because we don't discriminate in terms of admission, all learners are accepted in our school. The only challenge is that we don't have learning aids for learners with hearing, sight challenges. But as a school we are inclusive, the challenge will be when we have learners who will need braille's, hearing aids because presently we don't have them in our school and no teacher has been trained to teach those learners.

Under resourced classrooms

20. HOW HAS WHAT YOU LEARNT AT WITS INFORM YOUR INCLUSIVE PEDAGOGICAL PRACTICES?

INTERVIEWEE: If a learner is blind we must look for the aids to assist the learner. If the learner is using braille, I don't know how this device is used as a teacher. When I finish teaching, I must give the learner my time, for example a deaf/dumb learner, I don't have a sign language because I don't have a detailed training, and we can include them. INTERVIEWER: DO YOU THINK THE KNOWLEDGE IS BENEFITING THE LEARNERS? DO YOU SEE ANY IMPROVEMENT IN YOUR TEACHING? Yes, it does benefit the learners especially the gifted ones, I remember my colleague who use to teach grade there, and her Maths lesson included various content skills. Most of the strategies worked best for the highly gifted learners, Like NECT. But not all learners benefit at the same time and same level because learners are unique,

Teachers knowledge about Inclusive Pedagogy

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21 SEPTEMBER 2018

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

Investigating Inclusive Pedagogy in Foundation Phase rural ordinary classrooms in Malamulele (Vhembe District, Limpopo Province)

by R.B. Mabasa-Manganyi, student no. 420398.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

S. Govender (duly signed)

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