

An interpretivist account of the factors that facilitate and constrain the translation of inclusive education theory, legislation and policy into practice.

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ABSTRACT

Inclusive education started off as an international movement through the Salamanca Statement, the Dakar Framework, and the World Declaration on Education for all policies and frameworks. Following the end of apartheid in 1994, South Africa followed the rest of the world in an initiative towards a more inclusive and equitable society centred on human rights ideals. It was the White Paper 6 policy, the South African Constitution, and the South African Schools Act that followed the initiative towards a more inclusive society. These policies provided frameworks and guidelines for achieving inclusive education in South Africa. The implementation of inclusive schooling in South Africa has resulted in considerable demands that necessitate systemic modifications and adaptation to fully fill the requirement for an inclusive education framework. There were continuous changes in policies, legislation, frameworks, and curricula. However, in spite of all the legislation and policy developments that were drafted to achieve inclusive education in South Africa, there have been challenges in translating them into practice. Hence, the drafting and changes have subjected inclusive education educators to the challenges of fully implementing inclusive education practices. Ultimately, there are several theories on inclusive education, for example, constructivism theory, sociocultural theory, and inclusive pedagogy theory; nevertheless, it is unclear if the theories are translating into teaching practices. Thus, this study explores the translation of inclusive education theory, legislation, and policy into practice through the experiences of in-service educators who have received inclusive education training at the postgraduate level.

This dissertation used a qualitative approach. A snowball sampling method was used to select 11 in-service educators for this study. This study made use of part-time postgraduate inclusive education students who are currently enrolled and who have been enrolled at a higher educational institution. Multiple semi-structured interviews were employed to gather data from the research participants, and a thematic analysis method was employed to analyse the data. The data collection for this study was two-phased. In addition, this study used critical pedagogy and inclusive pedagogy combined to create a theoretical framework to understand how in-service educators make use of their theoretical knowledge in their pedagogical practices. Critical pedagogy and inclusive pedagogy assisted the research in framing how pedagogical practices should be and what constitutes them; therefore, critical

pedagogy and inclusive pedagogy assisted this research in understanding how educators' theoretical knowledge is translated into practice.

This study adds to our understanding of how in-service educators are translating their knowledge of inclusive education theory, legislation, and policy into practice. The results of this undertaking have confirmed that there are challenges in translating inclusive education theories, legislation, and policy into practice due to a lack of support, large class sizes, curriculum concerns, a lack of resources, financial constraints, and the theory not taking South African context into consideration. Many research participants cited that they are conscious and knowledgeable about inclusive education; however, macrostructures made it a challenge to implement. Therefore, there is a need for access to support systems from the school and macrostructures. Also, policies and theories need to be more realistic to implement within South African classrooms.

Keywords: Inclusive education; Pedagogy; In-service educators; Theory; Legislation; Policy.

DECLARATION

I, Fatima Moolla, student number 1876678, declare that this dissertation is my own work. It is being submitted for the degree of Masters of Education by research (M.Ed) at the University of the Witwatersrand. It has not been submitted for any other degree or examination at this or any other university. All the sources cited have been acknowledged accordingly.

Signature:



Date:

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LIST OF ACRONYMS.

CAPS: Curriculum and Assessment Policy Statement.

DA: Dynamic Assessment

DoE: Department of Education.

SASA: South Africans Schools Act.

UNESCO: United Nations Educational, Scientific and Cultural Organisations.

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Chapter One

1.1 Introduction.

Regardless of the various notions surrounding inclusive education, it is unclear whether theories, legislation, and policies translate into educators' practices (Nilholm, 2021). Therefore, this study aimed to understand how the above-mentioned elements are being translated into practice. This chapter provides an introduction to the study. I provide an overview of the study's context, problem statement, rationale, aims, research questions, and key terms. This chapter briefly provides a structure for the dissertation.

1.2 Background and context.

Studies have noted the challenges of marginalisation and exclusion, hence the call for inclusive education (Florian, 2015; Mowat, 2015; Messiou, 2012; Slee, 2018). Researchers, policymakers and educators have planned and designed different legislation, policies and educational theories to address marginalisation and exclusion in school systems (Constitution, 1996; Du Plessis, 2013; Lomofsky & Lazarus, 2001 & SASA, 1996). This legislation, policies, and theories have created a framework for inclusive teaching practice that are incorporated by educators. In the South African context, policymakers and educational theorists are vital in determining the foundation of inclusive education theories, legislation and policies. Theory is vital in determining the practices of educators, hence practice is backed by theory (Van de Ven & Johnson, 2006). Ideologies can manifest themselves and become everyday practices; hence, having certain ideologies often results in particular practices (Van Dijk, 2000). With educational legislation and policies, educators are the individuals who are meant to be the implementers of the intended laws and policies (Bell & Steven, 2006). Studies have noted that ideologies, theory, legislation, and policies all lead to practices, hence, these elements in an educational context lead to educators' pedagogical practices. (Van de Ven & Johnson, 2006; Van Dijk, 2000; Bell & Steven, 2006). However, there remains a gap between ideology, theory legislation, and policies translating into inclusive pedagogical practices, thus, these elements are not being implemented into practices.

1.2.1 The Exclusionary and marginalised past: History of South African schooling and education.

Before introducing inclusive education in South Africa, the country was under an era of racial segregation called apartheid, which began in 1948. This is where there was a legal separation

of racial groups; it upheld economic, political, social, racial, and education segregation (Christie & Collin, 1982). The country implemented an education system that upheld unequal, prejudiced education opportunities; this was done through racial segregation, which is quite specific for the context of this study, the segregation of learners with disabilities (Vally, 2023). In other words, the South African government, during the apartheid era, influenced and shaped the education system based on the ideologies of racial segregation. Thus, white learners received superior education than non-white learners. Education was not only segregated according to race, there was also a segregation of pupils with learning disabilities. Hence, learners who were deemed to have disabilities and learning differences attended two separate schools, and they were segregated according to mainstream and special needs schools (Naicker, 2005). The reasons behind apartheid may differ, but notably, white citizens held an idea that made them view themselves as superior and pure, besides maintaining superiority and purity, racial segregation was established (Christie & Collin, 1982). In addition, the reasons for segregating schools for learners with learning disabilities was due to misconceptions surrounding learners with disabilities (Victoria, 2023). Historically, learners with learning disabilities have been perceived as pupils who require a separate set of teaching and learning (Victoria, 2023).

In terms of racial segregation in schools, in 1949, the Nationalist Government Party declared that education would be segregated (Christie & Collins, 1982). This segregation separated education systems to help the ideologies of apartheid be successfully achieved and implemented. Bantu education held the ideology of planned segregation in terms of socioeconomic status, skills, and knowledge (Christie & Collins, 1982). With the Bantu education policy in place, non-white racial groups were educated according to the needs of white racial groups in relation to labour reproduction and economic control (Christie & Collins, 1982).

In terms of segregation according to learning differences, two separate education systems existed: mainstream and special needs schools. Mainstream schools were for learners who were considered 'normal' and did not require additional learning support, resources or extra physical facilities (Walton & Engelbrecht, 2022). Special needs schools were intended for learners who were considered to have special education needs, learning disabilities, or physical disabilities (Walton & Engelbrecht, 2022). Special needs schools often only accommodated white learners; these schools were also well-funded and well-resourced (Naicker, 2005). When a non-white learner was found to have learning difficulties, they often

dropped out of school or simply attended a mainstream school that failed to accommodate and support the learner's learning difficulties (Walton, 2011). The government did not make any provision for education for special needs learners belonging to non-white groups (Naicker, 2005). As a result, learners belonging to non-white race groups were often ignored in the education system because the government did not make any provision for their education (Walton, 2011). Indeed, during the apartheid era, education was organised in a segregation manner, which is also known as marginalisation and exclusionary practices. Hence, the manner in which South African education was organised during the apartheid era indeed fits the profile of marginalisation and exclusion. Therefore, the following sub-section explains and describes marginalisation and exclusionary practices.

1.2.2 Ideology of marginalisation and exclusion.

Within education, to understand the notion of inclusivity, the notions of marginalisation and exclusion must be conceptualised. Marginalisation is achieved by socially grouping individuals, which is labelled as social exclusion (Mowat, 2015). To extend this, Mowat (2015) shows that social exclusion and marginalisation affect individuals who have similarities, i.e. a group of people considered having the same or similar identities. For example, gender, class, race, language, culture, and abilities. To some extent, Mowat's (2015) definition of marginalisation is acceptable; however, marginalisation affects not only individuals who share similarities, as each learner may have unique characteristics that are not acknowledged or catered for, leaving the learner excluded and marginalised. Kearney (2011) describes marginalisation by stating that the group that is practising marginalisation and exclusion often does not gain power in a physical sense. Instead, they do this in a manner that shows that their way of thinking and doing things is morally correct (Kearney, 2011). In comparison, Mowat (2015) stated that marginalisation is not explicitly expressed; rather, it is acted out in subtle ways. For example, this can be done as policies and laws, teaching practices, and social values. This leads to the marginalised group lacking equal access and equal participation, and on the other hand, the more powerful group has more control and full access (Kearney, 2011). Kearney (2011) stated that marginalised groups often have no control over their extent of marginalisation.

Kearney (2011) describes marginalisation, in an illustrative sense, as a circle shape (*Figure one: Circle of Marginalisation*). A centre, and outer and inner margin describes the circle shape. The centre of the circle displays the heart of a society that is structured by the

dominant group; thus, the centre holds the dominant groups' ideologies of so-called normality. On the inner margin of the circle, the dominant group has more social power and resources. The outer margin is where the excluded and marginalised groups are located. This is the area where groups of individuals are perceived as less normal and lack equal access, participation, and resources. The more different you are, the further you are pushed into the outer circle (McIntosh, 2006). To add, the more you perceive so-called normality, the closer you are to your inner circle. According to McIntosh (2006), centre and inner circle remain unchallenged.

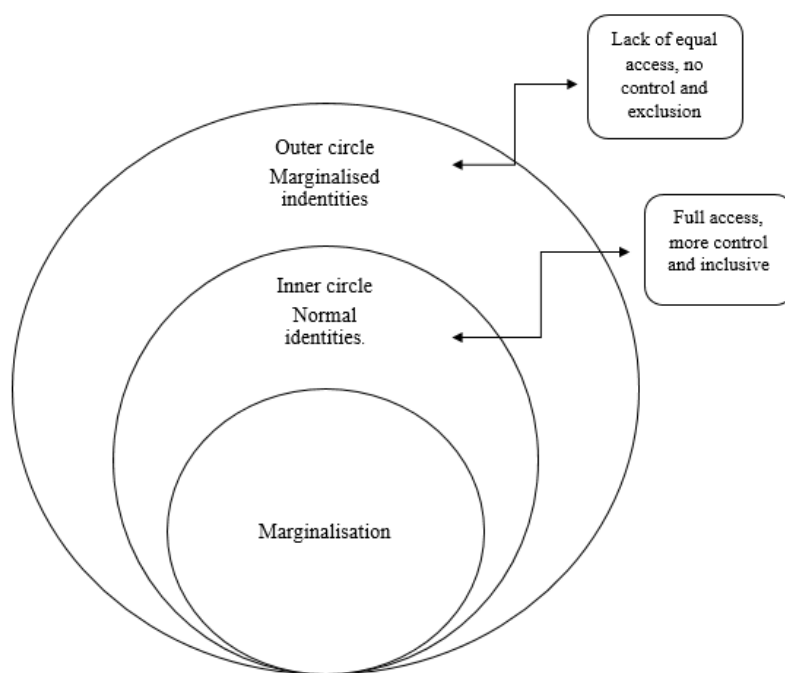


Figure 1: Circle of Marginalisation (Adapted from Kearney, 2011).

In inclusive education, marginalisation has been defined from a complex and context-dependent perspective. For instance, Messiou (2012) defines marginalisation in four forms;

1. when a child experiences some kind of marginalisation that is recognised by almost everyone, including himself/herself;
2. when a child feels that he/she is experiencing marginalisation, whereas most others do not recognise this;
3. when a child is found in what appears to be marginalised situations but does not feel it or does not view it as marginalisation; and
4. when a child experiences marginalisation but does not admit it (p. 14).

Messiou (2012) showed that marginalisation can occur in different forms, and contexts must consider whether such marginalisation is relevant and well-judged. Inclusive education, exclusion and marginalisation are placed in educational contexts (Booth, 1996). There has been a notion of addressing marginalisation and exclusion through the works of laws and policies; however, how accurately it has been implemented remains questionable; therefore, marginalisation and exclusion occur in hidden forms.

Essentially, inclusivity in education challenges the ideologies of exclusion and marginalisation through policies, laws, and practice. Slee (2018) stated that inclusive education aims to ensure that all learners are included in terms of equal access, resources, and full participation in any school setting with no discrimination. Therefore, the intention of inclusive education is to ensure that all learners are included and receive the same opportunities. In addition, learners' learning experiences will be based on recognition of diversity and removal of all barriers to ensure equal learning. Florian (2015) further showed that to successfully achieve inclusivity, education systems should improve pedagogies, laws, policies, and research. In agreement with the argument made by Florian (2015), this study provides details on policy and law making for inclusive education in a global and local context. As determined in the above sub-sections that education systems during the apartheid era maintained exclusionary and marginalised practices, there is a need for change and hence a commitment to inclusive education. The following subsections define the commitment to inclusive education for an education system to address and correct past exclusionary practices.

1.2.3. Commitment to the ideology of Inclusive education.

The concept of ideology refers to a system of ideas, views, and beliefs affecting a variety of human social interactions or alliances, which may be in terms of political, economic, scientific, educational, and cultural (Zajda, 2014). In the context of this study, inclusivity, marginalisation and exclusion are understood as ideologies. At times learners can be prone to marginalisation and exclusion due to their certain characteristic factors, this can be due to certain ideas and beliefs of those learners and their characteristics, thus making marginalisation and exclusion ideologies that society or individuals may hold (Naicker, 2005). Following the ideology of marginalisation and exclusion, there is a turn towards inclusive education; hence, inclusive education is there to challenge and correct the ideology of marginalisation and exclusion by maintaining that all learners should be included.

Therefore, the ideologies of marginalisation, exclusion and inclusive education are a system of ideas, views and beliefs. Since the introduction of inclusive education, schools have become open to different types of learners, including those from diverse races, cultures, language backgrounds, socioeconomic backgrounds, and learning differences (Nind et al., 2023). Inclusive education was set in motion to provide learning opportunities for learners who experience marginalisation and exclusion. This can be in terms of learners who have learning differences or learners who are excluded in terms of social factors, such as race, language, and socioeconomics (Naicker, 2005). In other words, inclusive education's primary objective is to create and provide tolerant educators, peers and communities to secure equal education opportunities for all learners on a non-discrimination basis (Walton, 2011). Inclusive education is a movement that challenges exclusionary policies and practices. Inclusive education also has its roots in human rights and social justice (Du Plessis, 2013).

In the commitment to the ideology of inclusive education for all learners, there is policy, research, theory and practice development to achieve inclusive education (Du Plessis, 2013). In other words, there have been *theoretical* and *practical* developments towards the process of inclusive education. Inclusive education needed a transformation in all aspects of the education system, including laws, policies, research, national and international movements, and theory and practice (Du Plessis, 2013). Progress towards inclusive education requires an ongoing process of developing and working with principles of practice, theory, policies and laws (McConkey, 2014).

1.3 Problem statement.

Inclusive education has received global attention for decades (Walton & Engelbrecht, 2022). In South Africa, inclusive education is still not evident and is failing to gain traction (Walton & Engelbrecht, 2022). More study is thus needed to better explain why, more than 23 years after the establishment of White Paper 6, it is still failing to gain traction (Khumalo & Hodgson, 2017). Research has focused on individuals charged with implementing it in our educational system (Walton & Engelbrecht, 2022). However, it is important to resolve this problem from the beginning, and hence, it is necessary to examine theories, legislation, and policies around the ideology of inclusive education. Walton and Engelbrecht (2022) suggested that it is vital to delve further into the barriers and examine where they all come from, hence the start of it. Therefore, this study aims to understand the rules governing the translation of theory, legislation and policy into practice.

With the movement towards the ideology of inclusive education, theories, legislation, and policies have been outlined to support and achieve inclusivity (Du Plessis, 2013). This theory, legislation and policies have further paved the way for research, curriculum development, and pedagogical strategies to achieve the ideology of inclusivity. Regardless of the various theories around inclusive education; however, it remains questionable whether these theories, ideologies, legislation, and policies are translating into practices (Nilholm, 2021). Although it has been stated that in order to attain the ideology of inclusive education, there must be changes, transparency, maintenance and general advocacy in laws, policies, research and theory, which must then flow down into classrooms practices and schools (De Plessis, 2013). Legislation, policies and theories are the external and macro structures of the ideology of achieving inclusivity; hence, this study focuses on the external and macro structures of the ideology of inclusive education. As a result, this leads to the study's problems statement is as follows. This study argues that translating external matters of the ideology of inclusivity, legislation and policies and theory into practice is challenging. In other words, in theory, the ideology of inclusive education is well developed and designed; however, in reality, there is a challenge in translating the external theories, legislation and policies into practice. Therefore, in turn, due to the lack of translation into practice, this impacts the ideology of inclusive education. Along this line, the study sought to explore theory, legislation, and policies, questioning why these elements are not being translated to everyday pedagogical practices. This is achieved through the perspectives of in-service educators who have received inclusive education training. To move forward there needs to be a consideration of involving in-service educators in the planning and designing of theories, legislation policies, as this can assist by gaining an inside perspective of what takes place in the South African classroom context. Also, equal inclusive education teacher training.

1.4 Rationale.

The fundamental reason for this study is the persistence of challenges in the implementation of inclusive education ideology, theory, legislation, and policies. This study shows how the challenges of translating theory, legislation and policies into practice have caused further challenges in implementing the ideology of inclusive education in South African schools. It is vital to identify and address these challenges because once they are noted, there will be room for change. Therefore, the purpose of this study was also to gain insight into in-service educators' narratives on inclusive education ideologies, theories, laws, and policies and the existing gaps in translating these elements into practice. In addition, this study was also

conducted to understand the factors that enable or constrain the translation of policy and theory into pedagogical practices. Hence, this study provides an overview of inclusive education theory, legislation and policies as they play a key role in achieving inclusive education ideology.

My interest and motivation for conducting this research partially draws from the concern raised by Nilholm (2021, p. 358): “There is nothing as practical as a good theory, and there seems to be a lack of theories that have empirically been shown to be successful tools in the development of more inclusive school systems, schools, and classrooms”. Hence, it is necessary to ask whether inclusive education theory, legislation and policy are being translated into practice in South African classrooms. With rising concerns about implementing inclusive education in classroom practices (Nilholm, 2021), the results of this study can be a great step addressing these concerns. Hence, I am particularly interested in understanding inclusive education from the perspective and experiences of in-service educators who have completed or are currently completing inclusive education theoretical courses, as these educators are able to provide insight to everyday practices with background knowledge on inclusive education. Findings from this study will have significant implications for those who plan and design theories and policies related to inclusive education and its practices. Understanding the challenges in translating theory, legislation and policies into practice can pave the way for discussions and facilitation of the development of theory, legislation and policy that supports the implementation and achievement of inclusive education ideology in South Africa. The value of this study was to add to the knowledge base of understanding how theory, legislation and policy are translated into practice and what enables or constrains implementation through the narratives, perspectives, or in-service educators who have received inclusive education knowledge. The value of mapping out such narratives and perspectives is vital for exploring because this determines what works in terms of everyday classroom practices for educators to inform and improve future decision-making.

1.5 Aims of the Research.

- To describe how the ideology of inclusive education, theories, legislation and policies can be translated into pedagogical practices.
- To understand in-service educators’ perceptions of inclusive education ideology, theories, legislation, and policies encountered by postgraduate students

- To describe what enables or constrains the implementation of inclusive education ideology, theories, legislation and policies into inclusive pedagogical practices
- To understand what governs in-service educators' motivation or demotivation to adopt inclusive education ideology, theories, legislation, and policies into practices to achieve inclusivity

1.6 Research Question.

- How can theories, ideologies, legislatures, and policies develop into inclusive pedagogical practices in South African classrooms?

1.6.1 Sub-research questions.

- What are the perceptions of in-service teachers' perceptions of inclusive education ideology, theories, legislation, and policies encountered by postgraduate students?
- What constrains or enables the implementation of inclusive educational ideologies, theories, legislation and policies in pedagogical practice?
- What governs motivation or demotivation for in-service educators to incorporate inclusive education ideologies, theories, legislation, and policies into their pedagogical practices in South African classrooms?

1.7 Key Terms.

Inclusive education: Inclusive education is defined as the process of transforming schools and teacher practices to accommodate all learners, including those with learning difficulties, thus reducing exclusion and marginalisation (Slee, 2018).

Exclusion: Exclusion is an act that occurs when an individual is not allowed to take part in a certain activity or not allowed to be involved; also, not allowed to enter a certain setting (Slee, 2018).

Marginalisation: Marginalisation occurs when an individual is pushed to the side and does not have full access to the context compared with other individuals (Messiou, 2012).

Curriculum: The concept of a curriculum includes the formal programme of learning and lessons to be taught by educators. It includes the content knowledge being taught in a school according to a certain grade and subject. It also includes the system of time, assessment, instruction, and resources and is a plan of action for the school as a whole (Coleman et al., 2003).

Pedagogy: The term pedagogy refers to the methods and practice that an educator employs in the classroom (Murphy, 2003).

Theory: The term theory refers to a body of explanations or statements on how a specific phenomenon works and how it should be understood, implemented, clarified, or analysed (Vogt, 2005).

Ideology: The concept of ideology refers to a system of views, values, and beliefs that affect a variety of human social alliances and interactions. Ideologies can be of a political, economic, or educational nature (Zajda, 2014).

Legislation: A legislation is a set of rules that intends to exercise power within a certain community or country with an intended aim; hence, it aims to achieve a set matter. Laws also have consequences when not abided (Mima et al., 2020).

Policies: A policy is a document that provides a guideline or procedure to achieve a set objective (Mima et al., 2020).

1.8 Structure of the dissertation.

Chapter one presents an introduction to the paper. It does so by providing the context of the study, the problem, the rationale, the aims of the study, research questions, the overall argument, and key terms. The first chapter introduces the study by laying out the research problem, which is unravelling the important aspects of inclusive education theory, legislation and policy translating into practice.

Chapter two of this dissertation reviews the literature in terms of its aims and questions. The reviewed literature provides concepts, discussions, and details on themes related to the study's aims and questions. In this chapter the literature review is presented by utilising the framework analysis. Here, policies, legislation and theory are defined in relation to this study and I provide a detailed account of policies, legislation and theory used in this study for understanding inclusive education from a global and local level.

Chapter three of this dissertation provides insights into the theoretical frameworks used in this study. This chapter discusses the use of a combination of critical and inclusive pedagogy in relation to how it frames and assists this study. The chapter explains the key ideas of inclusive pedagogy and critical pedagogy, which are two theories that have been combined to form the the theoretical framework of the study. The combination of these two theories arises

from the belief that the ideology of inclusive education is achieved in practice through educators' pedagogical practices. Therefore, critical pedagogy and inclusive pedagogy provide a useful conceptual language of describing how inclusive education out to materialise in the classroom context.

Chapter four provides an explanation and justification of the research methodology used in this dissertation. It does so by providing insight into the chosen research paradigm (Interpretivism). The research design, which guided by the interpretivist paradigm is presented in this chapter. In this chapter the research approach which was a qualitative research site, research population and sample are presented. The sociodemographic details of the research participants, the data collection methods that was semi-structured two-phased interviews, the data analysis method that was thematic analysis, the trustworthiness of the research, the ethical considerations and the limitations of the research are outlined and justified.

Chapter five of this dissertation discusses and analyse the results and findings from the semi-structured interviews that were conducted with 11 research participants. This chapter also provides a discussion of the results in terms of the literature review and theoretical frameworks. To add, this chapter provides the main key findings of this study in relation to its aims and questions. This chapter presents and discusses the main findings of this study through tables with codes and theme for each section in relation to legislation, policy and theory. The main findings are divided into three sections under theory, legislation and policies. These findings include large class sizes, diversity, collaboration, the South African context, financial constrain and rigid curriculum.

Chapter six of this dissertation provides a summary of all the chapters and a summary of the main findings and key points of the previous chapters. This chapter continues to discuss possible areas for further research and provides recommendations. This chapter ties the entire dissertation together by providing conclusions and key points made throughout the study. This chapter concludes the study. Overall, the study reveals a lack of empirical evidence for translating inclusive education theory, policies, and legislation into practice in South Africa. Despite legislation like White Paper 6 and the South African constitution, these aims have not been fully achieved. In-service educators struggle to translate these laws due to barriers like diversity, financial concerns, lack of resources and overcrowding. The study suggests that

drafting legislation and policies should involve in-service educators to gain their perspectives on classroom experiences.

Chapter Two:

Literature review

2.1 Introduction.

This chapter reviews the published literature in alignment with the study's aim. This literature review was conducted using the framework analysis method. To reiterate, this study aimed to understand how inclusive education theories, ideologies, legislation and policies can be translated into inclusive pedagogical practices. This literature review uses a framework analysis to review the literature. In addition, in this chapter, I highlight the laws and policies that govern inclusive education in a global context and in South Africa. Next, I discuss South Africa's curriculum policy and the challenges of bringing it into implementation. This chapter also provides insights into sociocultural theory, constructivism theory, and inclusive pedagogy theory, which attempts to build grounds for inclusive pedagogical practice implementation. The theories discussed in this chapter guides and create a foundation for the discussion on legislations, policy and pedagogical practices within the field in inclusive education. I conclude this chapter by summarising the main points from the reviewed literature and highlighting the identified gaps in literature that I use to demonstrate the significance of this study.

2.2 The ideology of inclusive education in South African.

Repeating the significance of context in understanding marginalisation and exclusion (see Engelbrecht, 2006; Messiou, 2012), this section relates to how the ideology of inclusive education has unfolded in the South African context. Inclusive education in the South African context is not simply another educational strategy; it is a way to contribute to a democratic society. The beginning of inclusive education in a South African context can be connected to the historical injustices that occurred during apartheid times (McKenzie, 2021). Moving onto the post- apartheid era, the government of South Africa now faced numerous challenges in education, for example, a high rate of adult illiteracy, neglect of teacher training, lack of early childhood development, and high rates of inequality (Mckenzie, 2021).

At the end of the apartheid era, South Africa became committed to building a democratic society that highlighted the ideologies of freedom, equality, and human dignity. Therefore, inclusive education in the South African context now holds great value in building a democratic society where all rights of previously marginalised citizens are acknowledged and

diversity is recognised (Engelbrecht, 2006). The new government has devoted itself to creating education that is inclusive through the creation of laws and policies that are also committed to being a basic human right. This was done to ensure all learners received non-discrimination education (Mckenzie, 2021). Therefore, inclusivity in the South African context is a basic human right because the concept represents democratic values, human rights and the recognition of diversity. To address past injustices and achieve inclusivity for all learners, laws were drafted with certain aims and goals. These include White Paper 6, the South African Constitution, and the South African Schools Act.

In addition to defining inclusive education in a South African context, the following bullet points speak to the definition of inclusive education proposed in White Paper 6 (DoE 2001):

1. Acknowledging that all children and youth can learn and that they need support.
2. Enabling education structures, systems and learning methodologies to meet the needs of all learners;
3. Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, or HIV status;
4. Acknowledgements that learning occurs in the home, community, and within formal and informal structures;
5. Changing attitudes, behaviours, teaching methods, curricula, and Environment to meet the needs of all learners;
6. Maximising the participation of all learners in the culture and curriculum of educational institutions and uncovering and minimising Barriers to learning (p, 16).

To further provide a history of this study, it is vital to acknowledge the challenges affecting the implementation of the ideology of inclusive education. In the South African context, inclusive education is viewed as a democratic human right. However, despite the numerous efforts to achieve inclusive education, challenges remain in implementing inclusivity in classrooms (Nilholm, 2021). Hence, the following sub-section provides an insight into the context of challenges in achieving inclusive education.

2.3 Challenges affecting the implementation of the ideology of inclusive education.

Various challenges can affect the implementation of inclusive education. Makuya and Sedibe (2021) identified these challenges as two distinctive factors that hinder the implementation of

inclusive education. One, there are internal factors that are found within schools, such as administrative factors, education districts, or educators; and two, there are external factors that are the outer part of the education systems, such as policies and government (Makuya & Sedibe, 2021). Therefore, the following section highlights the challenges in two forms: internal and external.

Regarding internal factors, Adebayo and Ngwenya (2015) stated; that there is a lack of physical facilities in schools to create an inclusive school environment. In a different study, Msango et al. (2000) discussed the overall ethos and attitudes of educators towards learners who may require extra support. Msango et al. (2000) stated that educators who come from specific African communities often regard learners with disabilities as a curse or misfit in society; therefore, this attitude is extended to classroom settings and affects teaching outcomes. When an educator has a negative attitude towards teaching and the overall manner in which a lesson is delivered, this often has a negative effect on learners. Thus, in a study conducted by Sugiharto (2008), it is believed that the implementation of inclusive education is hindered by a non-supportive learning environment, and this causes the learners to also develop a negative attitude towards learning, leading to a lack of quality education. Gwala (2006) reported that educators often understand inclusive education; however, educators admit to having a lack of skills to accommodate all learners' differences.

In a study conducted by Meier and Hartell (2009) on multicultural societies, the authors noted that diverse communities face challenges in implementing inclusive education because it is complex to accommodate and recognise the diversity of learners in the classroom. Makuya and Sedibe (2021) continued stating, multicultural societies often experience challenges in implementing inclusive education. Both the studies conducted by Meier and Hartell (2009) and Makuya and Sedibe (2021) are useful for study, as participants involved in this study teach in South African which is considered a multicultural society hence the classrooms would consist of diverse learners.

In an empirical study conducted by Mokaleng and Mowes (2020), it was found that various issues such as improper policy development, teacher attitudes, and lack of teacher training, time constraints, inadequate support, lack of resources, and overall curriculum issues were barriers to implementing inclusive education practices. Most educators stated that there are many policies concerned with inclusive education; however, for policies to be effective and

implemented, there needs to be effective leadership. In addition, they admitted that there is a gap in the policies and their practice (Mokaleng & Mowes, 2020).

Through the questionnaires used by Mokaleng and Mowes (2020), the results further revealed that educators' attitudes can hinder the implementation of inclusivity. Educators showed that the lack of support from fellow educators and the education system affected their attitude negatively towards inclusive education. In addition, the negative attitudes also came from educators' lack of knowledge, skills, and training. Mokaleng and Mowes (2020) also found that when educators are in larger classes, having control and practising inclusivity.

For inclusiveness and success, educators need in-service training (Mokaleng & Mowes, 2020). The study revealed that educators mentioned that it is vital for educators to have knowledge and competence to achieve inclusive education. However, this is limited to what is meant by in-service training. In a sense, does this mean higher education training or training in a school capacity, and on what basis? Educators often lack the necessary knowledge to work with learners who have learning differences. Therefore, they are unaware of how to include these learners, and the educators also feel that they have not received training to equip them to deal with such situations (Mokaleng & Mowes, 2020). Thus, unwillingness resulted from the gap between putting theory into practice in a school classroom.

The research conducted by Mokaleng and Mowes (2020) also showed that inadequate support and a lack of resources hinder inclusion. The educators lacked support from parents, fellow educators, school systems, and the overall governance of schools. In addition, there was a lack of resources, such as expert personnel, for example, education psychologists, and resources, such as textbooks, learning materials for learners, and computers. Without support and resources, educators struggled to implement inclusive practices.

During the interviews conducted by Mokaleng and Mowes (2020), educators reported that having a flexible curriculum would enable them to be more inclusive. Educators also showed that curricula are rigid and content-laden, making it difficult to adjust and accommodate different learner needs (Mokaleng & Mowes, 2020). This causes learners who may need additional support through content to be excluded (Mokaleng & Mowes, 2020).

To identify external factors, according to Engelbrecht (2020), the effectiveness of education policies remains questionable. Engelbrecht (2020) argued that there is a clear gap between the design of laws and policies and their implementation. Engelbrecht (2020) stated that

educational policies addressing practical approaches and implementation are concerning. In addition, there is weak planning with regard to finances, as a policy maker often underestimates the socio- economic reality of the implementation of inclusive education in middle to lower-class economies (Engelbrecht, 2020).

The above literature covers various challenges in achieving inclusivity. Internal factors such as teacher attitudes and practices, language barriers, a lack of teacher skills, diversity, personal beliefs, inadequate support and a lack of resources all affect the achievement of inclusive education. Also, the above literature covers external challenges such as legislation and policy development. Many studies discuss these challenges as a whole and briefly touch on them. However, there is a gap in the understanding how external factors impact internal factors. With further interrogation, laws and policies have the ground to build and determine the South African school curricula layout, which determines what occurs in a classroom and, thus, teacher's practices. Overall, the gap lies within external factors and teacher practices in relation to the challenges of implementation and inclusivity achievement.

The review of the literature indicates that there is an ideology of inclusive education as a basic human right in the South African context, and to achieve this, many laws and policies have been designed and put in place since the end of the apartheid era. However, "exclusion is a stubborn foe" (Slee, 2018, p. 14), and further research into the literature indicated that there is a lack of implementation of these laws and policies. Thus, the barriers lie in the internal factors that the literature showed to be educators having a negative attitude towards inclusive education, lack of proper knowledge and training, lack of support structures, and an external factor where the barriers lie in inadequate and incoherent laws and policy designs.

From the above review, it is evident that many studies have focused on internal factors that hinder the implementation of the ideology of inclusive education. Thus, there are sufficient studies on internal factors that hinder the implementation of inclusivity. Therefore, this study moves away from internal factors and focuses on external factors, such as theory and policies that translate into the ideology of inclusive education practices and implementation. To add, the contribution of this study is to show how external matters, such as theory and policy are challenges of implementing inclusive education practices. Furthermore, this study determines how international factors play a role in external matters and hence are interlinked. In other words, the above highlights all the barriers to implementing inclusive education and hence the challenges to why inclusive education is not being achieved.

2.4 Utilising a framework analysis for a review of literature.

To structure the literature review of this study, I use the framework analysis method.

Framework analysis is used in qualitative research and assists researchers by offering a systemic structure to manage, analyse, and identify themes in the literature (Hackett & Strickland, 2018). Framework analysis enables researchers to identify, label, classify, and gather data or literature on main themes that relate to the topic of the research (Hackett & Strickland, 2018). The framework analysis approach is flexible and can be used in a variety of research topics and settings; however, in a qualitative manner, it is flexible because it can be used during data collection or after all data have been collected (Srivastava & Thomson, 2009). In relation to this study, framework analysis was used both ways as described by Srivastava and Thomson, (2009); during and after data collection, therefore, I made use of framework analysis in the process of data collection and after the whole process of data collection. During the analysis, the collected data is sifted, charted, and sorted according to the relevant topics, issues, and themes (Srivastava & Thomson, 2009). Ritchie and Spencer (2002) proposed the following five-step process using the framework analysis approach:

1. Familiarisation: This refers to the process through which the researcher becomes familiar with the data (Ritchie & Spencer, 2002).
2. Identifying a thematic framework: This step occurs after the researcher has familiarised himself/herself with the data, and the research begins to identify emerging themes and issues in the data and identify and note theses (Ritchie & Spencer, 2002).
3. Indexing: This step refers to the process of organising data, for example, numerically and systemically, to keep track and identify work easily (Ritchie & Spencer, 2002).
4. Charting: In this step, the pieces of data that were indexed are placed and arranged in themes charts (Ritchie & Spencer, 2002).
5. Mapping and interpretation: The last step involves analysing or reviewing the key themes and characteristics placed in the chart (Ritchie & Spencer, 2002).

The first step involved familiarising myself with the various laws and policies on inclusive education, ideologies around inclusive education and, finally, theories on inclusive education. In conducting the second step, I already had certain themes in mind such as; inclusivity, implementation, practices, which are related to implementing inclusive education legislation and policies, ideologies, and theories; hence, I searched the literature for themes related to each topic under investigation. With the third step, I identified sections and information about

legislation, policy documents, theories, and ideologies that correspond to a theme for example, inclusivity or implementation. Involving the fourth step, I arranged the themes into charts and placed them at the start of each sub-section. To end of with the last step, I analysed and reviewed the literature. Using the framework analysis approach helped me identify what was relevant and irrelevant in the literature review. It did so by allowing me to identify and stick to themes such as theories, legislation, policies in relation to inclusive education, as well as the challenges of putting inclusive education into practice; this is all in relation to the study's topic and objectives.

2.5 Conceptualising legislation and policy.

Legislation and policies are documents that intend to exercise power within a certain community; they also intend to achieve a certain aim and objective, which can ban certain activities and encouraging others (Savski, 2017). Legislation and policies are therefore associated with organisational structure and hierarchy in certain communities (Savski, 2017). Legislation and policies are not only about placing rules in a community; they can also be a way of transforming reality through exercising power (Savski, 2017). In other words, Savski (2017) stated that legislation and policies tend to have aims and objectives and to achieve them, they place rules down for the community to abide by.

Legislation is a set of rules that intend to guide and handle a society's actions towards a set of ethical principles (Mima et al., 2020). A policy is a type of guideline or procedure intended to achieve a set objective (Mima et al., 2020). In regards to legislation, it means setting rules and standards to govern society and its behaviour, while policies are procedures and guidelines to implement those laws (Mima et al., 2020). To add, legislation aims to bring justice and control, whereas a policy is a framework for achieving aims (Mima et al., 2020). Also, legislation is made for macrostructures and society as a whole; however, policy is aimed at smaller groups (Mima et al., 2020). When people violate the legislation, it results in punishment; however, violating any policy does not result in punishment (Mima et al., 2020).

Educational legislation and policies deal with all matters in education. Therefore, educational legislation and policies are rules and guidelines for schools and any education system with an intended objective and aim (Bell & Steven, 2006). Educators are the main implementers of intended policies (Bell & Steven, 2006). Bell and Steven (2006) maintain that educators and any other leaders in educational institutions are both policy implementers and policy generators. However, this is limited. To review Bell and Steven's (2006) statement, this study

finds a gap: legislation and policies are not being fully translated into practice; hence, legislation and policies are not being implemented by educators. Also, to further identify this gap, this study finds that educators do not have a say or impact on generating legislation and policies; hence, there is a challenge in implementing and putting them into practice.

Educators are individuals who have the power to implement educational legislation and policies (De Waal et al., 2001). Hence, any legislation or policy dedicated to educational concerns should be implemented by educators and any other leader in the education system (De Waal, 2002). In the context of this study, according to legislation and policies dedicated to achieving inclusive education, educators and overall school systems are meant to implement certain inclusive education practices, as stated in the legislation and policies. However, there is a gap between the two; hence, inclusive education legislation and policies are not translated into inclusive education pedagogical practices, and this hinders the implementation of inclusive education.

2.6 The way forward: Policy and legislative landscape.

The apartheid era ended in 1994, and the newly elected government of South Africa devoted itself to democracy, thus liberating itself from the chains of apartheid and creating efforts to overcome the damage caused by apartheid (Naicker, 2005). The newly elected government faced several problems: unskilled labour, poverty, inadequate education systems, poor health systems, and unemployment. The new government prioritised transforming education systems in the country to ensure that education included all learners and had access to basic learning (Walton, 2011). Therefore, they developed and drafted laws and policies to promote equal education. International policy developments, such as the Salamanca statement and the Dakar Framework, which further led to local policy developments to achieve inclusive education through policy and curriculum reforms, also influenced this. Laws and policies are documents that intend to exercise power within a country and achieve a set objective, such as banning certain activities and encouraging others (Savski, 2017).

The laws and policies that were drafted to assist and correct past laws and policies on education systems are the South African Constitution and the South African Schools Act (Constitution of the Republic of South Africa, 1996; SASA, 1996). These laws and policies have held the ideology of equal access to education without discrimination. These laws and policies further declare the right to education as a fundamental human right (Constitution of the Republic of South Africa, 1996; SASA, 1996).

In support of the movement towards inclusive education, policies and frameworks were drafted at an international level to guide and assist its implementation. Policies and frameworks, including the Salamanca Statement and Framework for Action on Special Needs, the Dakar framework, the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs (UNESCO, 1994; UNESCO, 2000), all have aims and objectives to achieve inclusive education for all learners.

With the impact of global movements and policies, inclusive education ideologies, as well as policies and frameworks, have also filtered down into the South African context. Since the new government was elected in 1994, South Africa has emphasised redesigning its education systems to be accessible to all learners, irrespective of learning differences (Walton, 2011). The aim of inclusive education in the South African context is to establish provision and support for learners who are excluded and marginalised, as well as for learners experiencing learning difficulties (Walton, 2011). The South African government has accomplished this by drafting and implementing White Paper 6: Special Needs Education: Building an Inclusive Education and Training System policy (DoE, 2001). White Paper 6 seeks to improve educational support services for learners experiencing learning difficulties (DoE, 2001). In other words, the primary aim of White Paper 6 was to implement inclusive education in South Africa. Another guideline and framework policy to move forward into inclusive education is the Curriculum and Assessment Policy Statement (CAPS), which is the latest version of the curriculum implemented in South Africa (Rens & Louw, 2023). CAPS was drafted and implemented to ensure that all learners in South African classrooms are included and catered for according to their learning differences (Rens & Louw, 2023).

2.7 Policy making for inclusive education.

The table below (*table one: policies*) is included in this chapter to provide an overview of the mapping and interpretations identified during the framework analysis. This table includes all the policies identified to be related to inclusive education. This includes global and local policies such as the Salamanca statement, Dakar framework, White Paper Six and CAPS curriculums. Each policy theme was identified and placed in this table.

Policies
Salamanca Statement.
Themes:

• Segregation • Policy • Inclusivity
Dakar Framework. Themes: • Economic development • Strategies for inclusivity • Goals for inclusivity
White Paper 6. Themes: • Achieving inclusivity • Marginalisation and Exclusion • Implementation
CAPS Curriculum. Themes: • Implementation • Inclusivity • Differentiation • Resources • Assessment

Table 1: Policy making for inclusive education..

The Salamanca Statement and Framework for Action on Special Needs are some policies being developed at an international level. A world conference was held in Spain in 1994. This event was attended by governments from all over the world and was held in relation to building an initiative-based approach to inclusive education worldwide (UNESCO, 1994). The objective was to create an action framework for inclusiveness worldwide. The Salamanca Statement and Framework for Action on Special Needs Education prevailed out of this objective. The Salamanca Statement acknowledged the right to basic education for all humans. Further, it advocated that all learners should be equally involved and have equal access to education, regardless of their differences (Ainscow et al., 2019).

In addition to this, the Salamanca Statement calls for the change from two separate schools to become one, namely, ordinary mainstream schools in addition to special needs schools, thus

meaning that there was a call for mainstream schools and special needs schools to become one where there is support and inclusion for all learners, no matter their differences and learning abilities (Ainscow et al., 2019). In other words, an overall reform of segregated schools was needed, and a framework was established, namely, the Salamanca framework for action on special needs. The presence of a framework for action will facilitate the implementation of the statement. The Salamanca Framework for Action on Special Needs was divided into two parts: one focused on new thinking in special needs education, and the other provided an outline of guidelines for change and action at the national level and principles for change and action at regional and international levels (UNESCO, 1994). Ultimately, the Salamanca Statement and Framework for Action on Special Needs have contributed to outlining statements on inclusive education and adding a framework and guidelines to support the implementation of inclusivity worldwide. The Salamanca Statement has established worldwide standards and frameworks for inclusive education. However, to review the Salamanca Statement, there is a gap in the implementation of this approach in a specific country according to its context and needs. It also lacks pedagogy strategies that can be used to set standards worldwide and further adjust according to context to achieve inclusivity. The Ainscow et al., (2019) study was helpful in regards to understanding what the Salamanca Statement is about and everything it consists of however, the study was limited in providing a review of the Salamanca Statement and if it has been translated into practice.

In 2000, a conference was held in Dakar, West Africa. The conference was attended by global governments who pledged to provide education for all (UNESCO, 2000). From this conference, the Dakar framework was developed. The primary focus was on the identities of the underprivileged, pupils with special needs and young underserved learners, who were mainly female. In addition, they set a time goal for 2015 to ensure that they would meet all the educational needs related to these identities (UNESCO, 2000). There was an emphasis on the need for improved economic development in the education systems to reach the goals set, in addition to an objective for free primary school education to be implemented with a good and improved quality of resources and learning overall (UNESCO, 2000). The Dakar Framework expresses that it is a vital concern to develop the basic right to education in order to achieve education for all and that it is urgent (UNESCO, 2000). Six goals were proposed at the conference:

1. expanding by improving early childhood care and education;

2. access to quality, free, compulsory primary education for all children in difficult circumstances;
3. improving the learning and access needs of young adults;
4. advanced adult literacy and access to continuing education, especially for women;
5. gender equality in access to primary and secondary education, namely for females; and
6. enhanced quality of education in every aspect (UNESCO, 2000, p. 8).

Furthermore, 11 strategies were developed to achieve the above-mentioned goals. In summary, the 11 strategies are:

1. Strong national and international political commitment
2. Provide good inclusive policies for poverty elimination;
3. Participation from the civil society;
4. Develop a good education leadership system
5. Meeting the needs of the education system;
6. Appointed strategies for gender equality;
7. Implementation of education programmes to combat HIV/AIDS
8. Create a safe, healthy, and inclusive environment
9. To improve the status of teaching
10. Keep track of new information and technologies to achieve goals; and
11. Monitor progress at national, regional, and international levels (UNESCO, 2000, p. 8).

With these goals and strategies in place, there is a pathway towards inclusive education for all within a set time frame. This step will advance policy development and improve education systems and social justice.

Having international guidelines and standards can be difficult to fully implement at the microscale because there may be additional distinctive issues and gaps to fill at the microscale, as well as different steps to take depending on the country's specific setting, context, and history. To address this need, laws and regulations at the micro level must repeat broad standards while also addressing the country's specific context and demands or issues. However, understanding the laws and regulations requires context to be considered. The South African Constitution, the South African Schools Act, and White Paper 6 are examples of local legislation and policies applicable to the South African context. Thus, the following provides insights into inclusive education policies in the South African context.

White Paper 6: Special Needs Education Building an Inclusive Education and Training System policy was implemented in 2001 (DoE, 2001). This policy was developed with the intention to overcome the challenges faced by special needs learners in South African education. The White Paper outlines what an inclusive education system is and how it should be implemented (DoE, 2001). Thus, all practices in a South African classroom should be that of inclusive practices (Mampane, 2022). White Paper 6 provided the government with ideas and plans on how to readdress exclusion and marginalisation and achieve equal access to quality education for learners with special needs (DoE, 2001). By doing so, White Paper 6 outlined nine ways in which policy addresses marginalisation and exclusion to achieve inclusivity:

1. Transforming all aspects of the education system
2. Developing an integrated education system
3. Infusing 'special needs and support services' throughout the system,
4. Pursuing holistic development of centres of learning to ensure a barrier-free physical environment and a supportive and inclusive psycho-social learning environment, developing a flexible curriculum to ensure access to all learners and
5. Promoting the rights and responsibilities of parents, educators, and learners
6. Providing effective development programmes for educators, support personnel, and other relevant human resources
7. Fostering holistic and integrated support provision through inter-sectoral collaboration
8. Developing a community-based support system that includes preventative and developmental support and
9. Developing funding strategies that ensure redress for historically disadvantaged communities and institutions, sustainability and, ultimately, access to education for all learners (DoE, 2001, p. 6).

The statements quoted above on how to overcome marginalisation and exclusion with the intention of achieving inclusivity provides sufficient insight into how inclusive can be achieved; however, it does not state how to overcome context barriers schools and educators may be facing. White Paper 6 further declared that all learners can learn if the correct implementation of inclusive education and the correct support systems (DoE, 2001). The policy shows that when there is an acknowledgement of learning differences, this will bring change towards teaching attitudes and methods, thus leading to quality learning based on of

non-discrimination (Mckenzie et al., 2023). Lastly, with the above mentioned, White Paper 6 aimed to build an inclusive education system within a 20-year time frame; thus, from the year of its implementation (2001) to the year 2021, it was meant to achieve all the aims and goals mentioned above (Khumalo & Hodgson, 2017). The policy remains operational; however, it is questionable on its implementation and whether the aims and goals have been achieved in the twenty years' time frame (Walton & Engelbrecht 2022). Overall, White Paper 6 has the aim and objectives to ensure that all learners, namely those with special needs, are included by having equal access and full participation. However, there is little evidence on how these aims have been achieved; therefore, a gap remains between legislation and policies translating into practice.

2.7.1 South Africa's Curriculum: A policy that governs practices.

A curriculum is a document that provides content knowledge that needs to be taught in the classroom according to the grade on subject-related matters (Rata, 2023). The curriculum also provides a set of times, plans of action, resources, assessments, and instruction (Rata, 2023). South Africa uses the CAPS curriculum. CAPS is a policy document that governs the implementation of inclusive education in a South African classroom. CAPS focuses on meeting all learners' needs and being inclusive. However, this is still questionable. The curriculum design is considered rigid in the sense that assessment requirements cannot be altered, or content knowledge cannot be. In order to be inclusive, there needs to be flexibility. With CAPS, there was a decisive shift towards a specialised performance-based curriculum. The curriculum provided high specifications for the subject content to be covered and clear stipulations regarding the sequencing and pace of coverage. Summative assessment and textbooks, which were both revoked in the prior reforms, were reasserted as critical aspects of the learning process in CAPS (Muller & Hoadley, 2019, p. 119).

One method in which CAPS is specified to accommodate the learning needs of all South African learners is curriculum differentiation. This is when the curriculum may be modified, changed, adapted, and revised to accommodate learners' unique learning needs (De Jager, 2023). Educators expand and modify instructional approaches, pedagogy methods, assessment strategies, and curricular materials to accomplish this (De Jager, 2023). Curriculum differentiation is thus a technique and a proposed strategy to overcome marginalisation and exclusion to achieve inclusivity.

Curriculum differentiation can be implemented in various ways. Some of these approaches start with content differentiation. Educators can adjust the content taught according to learners' needs and levels (DoE, 2011). Learning environment differentiation: this is further divided into two variants. The first is the physical environment; this is modifying infrastructure, classroom sizes, space, classroom resources, and other physical aspects (DoE, 2011). The second variant is the psychosocial learning environment, which involves amending school cultures, cooperation, and communication (DoE, 2011). Differentiation in teaching methods is achieved by adjusting learning materials, modes of presentation, lesson preparation and activities (DoE, 2011). Lastly, differentiation of assessment methods is achieved by revising and redesigning all sorts of assessments done within the classroom, such as oral, written and group assessments (DoE, 2011).

There are various challenges and barriers hindering the translation of inclusive education policy into practice. One of the most significant aspects is the curriculum. However, there are limited studies on whether the curriculum affects a teacher's pedagogical practices within a classroom. Therefore, there are limitations to how these two factors—curriculum and pedagogical practices may connect. As a result, this study contributes to the understanding and importance of curriculum planning in translating policy into practice.

2.8 Legislation making for inclusive education.

The table below (*table two: legislation*) is included in this chapter to provide an overview of the mapping and interpretations identified during the framework analysis. This table includes all the legislation that were identified to be related to inclusive education. This includes only local legislation such as; The South African Constitution and the SASA. In addition, under each legislation theme, themes were identified and placed in this chart/table.

Legislations
The South African Constitution. Themes: • Human rights. • Education • Inclusivity

The South African Schools Act.

Themes:

- Extra support
- Guidelines
- Inclusive education.

Table 2: Legislation making for inclusive education.

To operationalise democracy in South Africa across sectors, the Constitution was drafted from a human rights, inclusive perspective. At the end of the apartheid era, the South African Constitution was implemented to achieve democracy (Christie & Collins, 1982). The South African Constitution was drafted in 1996 and implemented in 1997 (Constitution of the Republic of South Africa, 1996). The Constitution states that each person in South Africa has a right to basic education, with the provision of inclusivity for all learners (Constitution of the Republic of South Africa, 1996). In addition, the Constitution states that no unfair discrimination will be allowed, such as discrimination against race, language, religion, sexuality, or disability (Constitution of the Republic of South Africa, 1996). Therefore, the South African Constitution makes a right that contributes to the aim of achieving inclusivity and society overall, as no citizen will be discriminated against to the point of exclusion and marginalisation (Du Plessis's, 2013).

Following the Constitution and its human rights perspective and stance on inclusion, the South African Schools Act (SASA) was drafted in 1996. The aim of the Act is to build a functioning school system for South Africa in terms of governance, organisations and funding for schools. In addition, the act is committed to correcting the past laws of education systems and amending existing laws to achieve inclusivity (SASA, 1996). It can also be said that the SASA helps by providing educational policies for all South African schools and their learners. Section five of the SASA proposes that all schools in South Africa should aim to be full-service schools (SASA, 1996). In other words, schools should be able to accommodate and provide the necessary learning support for all their learners on a non-discriminatory basis. However, this is insufficient. There should be guidelines that assist schools in establishing this aim, and SASA needs to consider the South African school context and, hence, the overcrowding and lack of funding, as a result, questioning whether it is possible to create full-service schools. Moving onto Section Twelve of the SASA, this section holds the

school councils, governance, and overall school systems responsible for providing extra support for learners who may need it, which can be in terms of textbooks, physical facilities, or teaching practices (SASA, 1996). It is insufficient to state that school systems are responsible for providing extra support for learners as there needs to be a sense of collaboration among all parties and to provide direct guidelines. The Constitution and the SASA are insufficient in providing direct guidelines, that is, direct guidelines on how policies should be achieved or implemented in schools and classrooms. Therefore, White Paper 6 was drafted to focus on inclusive education.

2.9 Conceptualising theory.

Education systems and settings have always been criticised in plenty of ways such as curriculum concerns, teachers' pedagogical practices, inconsistencies in teacher training, and concerns with newly graduated teachers (Lindgren, 1974). However, it is essential to determine the underlying reasons for these complex concerns (Lindgren, 1974). In fact, the underlying reasons all come from theory; everything that is decided upon and implemented in the education field is based on theory (Lindgren, 1974). Thus, for this study, external factors, such as theory, need to be investigated and understood to translate them into inclusive education pedagogical practices.

The definition of the theory is context-dependent (Mouza, 2018). This means there are various theories, and one definition may not be universal (Mouza, 2018). "Theory is conceptualised differently by different people and does not have a single meaning, however, it is commonly agreed that theory attempts to provide explanations for phenomena" (Mouza, 2018, p. 1). Hence, according to Mouza (2018), theory can contribute to the development or correctness of certain fields of knowledge. This study adopts the theoretical view of Mouza (2018). By implication, I conceptualise theory as a set of ideas that must be implemented through practice.

A theory is a model or framework developed to explain, understand, or indicate methods for a certain phenomenon (Higgs, 2013). Theory is used to explain educational phenomena; it provides clarity to certain phenomena under scrutiny (Higgs, 2013). Theory also provides education with a framework and guidelines on how to deal with educational problems (Higgs, 2013). Therefore, the theory provides a framework for understanding practices in education. Therefore, educators need to be aware and knowledgeable about theories because doing so will assist them in thinking critically about their pedagogical practices and allow them to

reflect accordingly (Higgs, 2013). The theory further provides a lens through which educators can critically understand the importance of practice and frameworks in education (Higgs, 2013). The definition of the theory described by Higgs (2013) was useful for this study because this study demonstrates laws and policies as well as practical pedagogical strategies as theories that provide a framework and guidelines to ensure inclusivity through practice.

Kivunja (2018) explained that the theory emerges from empirical data and research. Thus, by conducting empirical research and observations, the research will produce results, which are formulated into a theory. This theory will then provide grounds for understanding, analysing or creating new ways to solve or understand a certain phenomenon (Kivunja, 2018). Theory is what researchers have written to explain what they observed and found. This theory aids in increasing knowledge about certain phenomena and provides a ground for further theorisation and explanation (Glanz, 2017). Sarokin (2017) defined theory as scientific ideas supported by experimental and observational evidence, and these ideas explain and aid scientists in predicting or understanding certain phenomena. Kivunja (2018), Glanz (2017), and Sarokin (2017) explain theory as a matter that describes, predicts, and explains what was observed and understood by conducting empirical research. These definitions are linked to experimental, empirical, and scientific concerns. Therefore, this does not apply to this study. According to Sambrook et al. (2011), theory is a broad term; hence, it is vital to define what is meant by theory in the context of this study and what is not meant by theory in the context of this study. This will further assist in determining how and which theories are being translated into practice. In this study, the theory explains a certain phenomenon and provides guidelines and understanding to achieve a certain phenomenon. Therefore, for this study, theory seeks to provide clarity or guidelines to problems (Mouza, 2018).

A theory is a supposition or a system of ideas intended to explain something (Sambrook et al., 2011). To break this definition into sections, Sambrook et al. (2011) examined three specific points. Sambrook et al. (2011) established that the definition is clear when describing a theory as a framework that provides definitions and explains how and why things occur and how to achieve the intended phenomenon. The *intended* wording in the definition further indicates that the frameworks may not be useful, correct, or achieved. In addition, the word *something*; this means that theory can be based on any certain phenomenon or can be separate from the intended phenomenon. Sambrook et al. (2011) further define the phrase *a theory*. This phrase is used to describe and explain a set of ideas, guidelines, or hypothetical

phenomena (Sambrook et al., 2011). Theory is an explanation that is not fixed; theory is speculative about itself (Sambrook et al., 2011). These characteristics suggest that theory can have the capability of being corrected and can inherently be wrong (Sambrook et al., 2011). However, theory does not stand alone; theory leads into practices (Predie, 2014). In other words, theory informs practice. In the context of this study, theory must be translated into inclusive education pedagogical practices.

To use theory in practice Nixon (2004) maintains paying attention to three crucial aspects of the theory. Nixon (2004) argued that the theory has three outward faces at each point in three different directions. The three aspects of theory mentioned by Nixon (2004) are analytical/interpretive, speculative evaluation, and explanatory justification. The analytical/interpretive aspect of theory provides individuals with conceptual tools to find meaning and understanding in their own actions and those of others (Nixon, 2004). The speculative/evaluative aspect of theory provides individuals with substitute action or practice and guidelines (Nixon, 2004). The explanatory/justificatory aspect of theory prepares the individual to explain themselves accordingly; this is done by making sense of one's own actions or those of another individual (Nixon, 2004). Nixon's (2004) three aspects of theory are understandable and useful; however, not all theory is as straightforward to align with the three aspects provided by Nixon (2004). Theory is context-dependent and can be interpreted in various ways. However, Nixon's (2004) three aspects can serve as a guideline for utilising a theory and provide a framework for what a theory should be able to do.

2.9.1 Theory into practice.

Educators are often told to put 'theory into practice' and to find ways to develop the curriculum to implement teaching practices that fit learners' needs (Brinegar et al., 2022). Therefore, the responsibility of moving from theory to practice is usually assigned to educators. To define the phrase 'theory to practice' means to implement something that has been written (Brinegar et al., 2022). According to Brinegar et al. (2022), educators often turn their own theories into practice based on their personal experiences in a classroom setting and do not always rely on theories developed by researchers. This is understandable to a certain extent because educators are faced with various challenges in the classroom. To continue, Brinegar et al. (2022) stated that when putting theory into practice correctly, this does not refer to educators putting their own theories into practice; instead, it refers to how educators need to implement certain theories that were planned and discussed at higher levels. There

are countless ways an educator can teach and conduct a lesson in his or her own way; however, theory is an important aspect to consider when implementing teaching practices (Brinegar et al., 2022).

For theory to be successfully implemented, there needs to be a sense of collaboration between those who write the theory and those who implement it (Van de Ven & Johnson, 2006). Van de Ven and Johnson (2006) demonstrated theory and practice as knowledge transfer problems. This means that there is a gap between those who develop theories and those who practice them (Van de Ven & Johnson, 2006). According to Van de Ven and Johnson (2006), there is a knowledge supply chain effect: theories are created by academic scholars, and these theories are put into practice by educators in classrooms. However, in this supply chain, there is a gap between academic scholars and their theories and educators' implementation (Van de Ven & Johnson, 2006). This is a knowledge transfer gap because the theories created are often partial to the academic scholar, and the practices are highly context-dependent (Van de Ven & Johnson, 2006). In agreement with Van de Ven and Johnson (2006), I argue that the significance of context is vital. The philosophical lens I have employed is the interpretivism paradigm, further discussed in Chapter four. Interpretivists argue that the context and background must be acknowledged to understand and interpret how theory is being put into practice and the challenges it faces.

The connection between theory and practice is joint and dependent on each other (Priede, 2014). This means that practice cannot occur independently; it must be supported by theoretical evidence. Priede (2014) stated that when one changes, there is an automatic requirement for changing or modifying the other. For example, if there is a change in a theory, there should be a change in practice, and vice versa (Priede, 2014). Priede (2014) argued that there are three concepts to consider when discussing theory and practice. The concepts encompass power, production, and ideology (Preide, 2014). Power refers to those who hold power over the theory (Preide, 2014). This power influences theory and outcomes (Preide, 2014). Power can also be expressed regarding race, class, and gender (Preide, 2014). The structure of a particular society also has power over theory (Priede, 2014). Production is closely linked to power because power can influence theory production. In other words, who benefits from the research, who conducts the research, and who finances the research to build the theory? Hence, power can determine how theory is produced. Overall, theories are often

influenced by those who hold power. Those who hold power have a set of ideologies that affect the production of theory.

According to Predie (2014), theory informs practice through the set requirements of a particular expected outcome. As a result, the primary function of this theory is to foresee a set outcome. Theory informs and guides practice by providing an understanding of contexts, settings, and behaviours (Brinegar et al., 2022). Human beings are the individuals who create and draft theories; therefore, theories can be filled with human error, bias, and specific perspectives, which in turn can affect practice (Predie, 2014). Predie (2014) also explained that the theory can only explain a part, not a whole. This turns out to be problematic because there may be parts that need to be addressed accordingly, affecting how theory is translated into practice. Theory is essential for ensuring that a specific phenomenon operates appropriately and smoothly (Brinegar et al., 2022). Therefore, the application of the theory into practice is often based on how the theory is drafted. Overall, for theory to be translated into practice, there needs to be an understanding of its nature and the overall scope of theory (Van de Ven & Johnson, 2006).

Theory and practice goes hand in hand (Predie, 2014). Therefore, to add, practices are not merely acts that educators undertake; they are supported by theory. Theory informs practices, it does so by providing guidelines, principles, and understanding (Predie, 2014). The concept of theory to practice explains that something is written down and is being put out in practice (Brinegar et al., 2022). Theory can assist practice by providing a set of predictions, rules, and ideas that can assist with certain matters or prevent negative effects (Predie, 2014). There are a variety of methods and practical pedagogical strategies that educators can use to conduct lessons and present knowledge to learners; however, it is vital to consider the theory behind those methods (Brinegar et al., 2022). There are plenty of theories around pedagogical practices however theories are not being translated into practice (Van de Ven & Johnson, 2006). This is because of the gap between theory and practice (Van de Ven & Johnson, 2006). Theories do not consider the context in which educators are placed. As a result, theories are partial to the academic field and practices are context-dependent; hence, there is a gap between the two (Van de Ven & Johnson, 2006). However, when the theory is applied correctly in practice, there is an improvement in the productivity of the individuals to whom the theory applies (Predie, 2014).

2.10 Constructivism theory for implementing inclusive practices.

The table below (*table three: constructivism*) is included in this chapter to provide an overview of the mapping and interpretations identified during the framework analysis of constructivism theory. This table includes constructivism theory and all themes identified from constructivism theory in relation to inclusive education.

Constructivism theory.
Themes: • Construction • Actively learning • Experience • Dialog • Knowledge • Passive learning

Table 3: Constructivism theory.

Constructivism is a theory of learning that describes that learners learn by actively constructing their own knowledge instead of passively taking in knowledge and information (Schcolnik et al., 2006). Thus, knowledge and any other concept cannot simply be translated from educators to learners; they must be constructed by the learners (Schcolnik, et al., 2006). In other words, gaining knowledge is not about passive acquisition; it is about active construction (Schcolnik, et al., 2006). Learners actively establish their own understanding and construction through their individual experiences and backgrounds (Main, 2021). As people experience the world and actively reflect upon their experiences, they build onto their learning by adding the necessary information to their pre-existing knowledge and learning, which is where constructivism starts (Main, 2021).

Learners create their own learning and knowledge through external activities such as interactions, explorations, and world experiences (Main, 2021). In other words, constructivism as learning does not occur in isolation of the learner but actively occurs in the environment with others (Main, 2021). The constructivist theory of learning implies that knowledge is constructed by the active experiences of a particular learner (Bodner, 1986). In other words, learners do not merely sit in a classroom absorbing information and concepts; instead, learners interact with information and concepts to make personal connections and

understandings (Bodner, 1986). Everything we experience in the world will provide us with better knowledge and understanding of other matters in the future (Bodner, 1986)

Constructivism in practice stresses on the on the importance of educators creating and building supportive classroom settings (Main, 2021). This means that educators must facilitate interactive dialogues among learners, peers, and themselves to enable learners to construct knowledge actively (Main, 2021). Educators who use constructivism learning through their practices encourage their learners to explore, question and create a dialogue, instead of lecturing concepts and information to them (Osterman, 1998). By employing constructivism through practice, there is a sense of active learning, understanding, and interpretation exists for the learner (Osterman, 1998). Constructivism assists learners to gain a deeper and more meaningful interpretation of society and question society, instead of passively taking in situations (Osterman, 1998).

Apart from learners constructing knowledge, there is a line of development within learning. In other words, in line with constructivism theory, Piaget further discussed development and learning. Hence, learning proceeds through stages and developments (Piaget, 1972). Cognitive development is when learners are capable of knowing, constructing, and understanding (Lefa, 2014). Piaget was concerned on how children develop, learn, and construct knowledge (Lefa, 2014). Hence, Piaget argued that children learn by constructing their knowledge based on their background and experiences (Lefa, 2014). Piaget (1972) goes further to describe the stages of learning these are; Sensorimotor stage (zero-two years old), when an infant develops motor skills and activity by touching and looking at things around them; Preoperational stage (two-seven years old), when children are able to develop speech, memory and imagination, Concrete operational stage (seven-11 years old), when children develop logical thinking and reasoning and Formal operational stage (11 years old and beyond) at this stages children are able to solve problems, predict outcomes and create plans. In addition, for effective learning and development Piaget mentions assimilation and accommodation (Lefa, 2014). Assimilation of new experiences or knowledge and connection to prior experiences or knowledge (Lefa, 2014). Accommodation is taking knowledge or concepts and adjusting them to fit new experiences (Lefa, 2014).

There is a need for educators to move towards constructivist learning pedagogical practices in a classroom setting, instead of practices where an educator merely instructs information (Rababah, 2021). In a constructivist classroom, educators must aim and be prepared to cater

to all learners' needs (Aldridge & Goldman, 2007). This means that educators must be knowledgeable on learners' backgrounds and contexts to cater for each individual learner's needs and learning differences (Aldridge & Goldman, 2007). Hence, constructivism through practice advocates for dialogue between individuals within the classroom (Rababah, 2021). In a constructivism classroom, educators must provide an opportunity for all learners to build new understanding and knowledge from their experiences and backgrounds in any form of pedagogical practices (Rababah, 2021).

2.11. Sociocultural theory for the implementation of inclusive education practices.

The table below (*table four: sociocultural theory*) is included in this chapter to provide an overview of the mapping and interpretations identified during the framework analysis of sociocultural theory. This table includes sociocultural theory and all themes identified from sociocultural theory in relation to inclusive education and practices.

Sociocultural theory of cognitive development work.
Themes: • Primary disability • Secondary disability • ZPD • DA • Differentiation • Practical pedagogy practices.

Table 4: Sociocultural theory.

Sociocultural theory suggests that social interaction produces changes in children's thoughts and actions and that this depends on the cultures to which the children are exposed (Mahn, 1999). In other words, Vygotsky's sociocultural theory maintains that children's learning and development depend on interaction with people and educators, as well as the culture to which they are exposed (Daniels, 2017).

However, Vygotsky does not only make reference to interpersonal interactions, for example, between learners and students, but also to broader and wider social factors and influences in learning environments and societies (John-Steiner & Mahn, 1996). Thus, Vygotsky's theory on cognitive development also includes the cultural background of the learner. This includes

the ideas or customs of a particular group of people and the culture of the society, hence the ideas of custom of the society that the learner is exposed to; it also includes the influences of language and, overall, the relationship and development within the social world and the learner (John-Steiner & Mahn, 1996). For Vygotsky, culture has an influence on human mental functions and behaviour, and humans do not only produce cultures; they are also products of culture (Vygotsky, 1978).

Gindis's (1999) study shows that Vygotsky's sociocultural activity theory can be used to understand special education. Vygotsky (1993) asserted that disability is a sociocultural phenomenon that can be described in two parts. Primary disability: this is a disability that an individual is born with or considers to be an organic impairment; and secondary disability: these are disabilities due to higher psychological factors and related to social factors (Vygotsky, 1993). According to Vygotsky (1993), primary disabilities can hinder and create challenges for individuals' social skills and overall learning abilities; hence, individuals may learn at a slower pace. However, the individual's social environment can further impact their development and cause delays. Vygotsky (1993) reported that people with primary disabilities often lack social skills or dependence because of poor access to social interaction. As a result, a primary disability can lead to a second disability because of a lack of social experience (Dixon & Verenikina, 2007). Changing social attitudes and values is vital for educators striving to achieve inclusivity (Gindis, 1999).

According to Gindis (1999), Vygotsky's view on children's development processes led to the development of ZPD and the practice of dynamic assessment (DA). These two approaches are vital in creating practice in the field of special education and the need for inclusivity (Gindis, 1999). Sociocultural theory further created the grounds for differentiated instruction for learners with disabilities and to achieve inclusivity (Bushie, 2015). For Vygotsky, learner and educator relationships and interactions are vital in creating new ideas, knowledge, learning, and perspectives (Vygotsky, 1986). In relation to the importance and influence of interactions, Vygotsky identified a zone of proximal development (Vygotsky, 1986). The ZPD suggests and describes what a learner can achieve and accomplish with the assistance and guidance of a teacher or someone more knowledgeable (Chaiklin, 2003). The notion of ZPD refers to the level and stages of development gained when learners engage in social interaction (Chaiklin, 2003). ZPD refers to the distance between the actual development of a learner and the potential or aimed level of development of the learner (Riddle & Dabbagh, 1999). In other words, ZPD is a link between what is known, what is unknown, and what

could be known to the learner (Riddle & Dabbagh, 1999). To achieve and develop ZPD, learners should actively engage in social interaction with educators and peers who are capable of doing so (Riddle & Dabbagh, 1999). Thus, a learner can move to the next stage of development, ZPD, and independent learning if they are first assisted and guided by an educator and fellow peers (Riddle & Dabbagh, 1999). For Vygotsky, skills and knowledge can only be extended and improved through meaningful interaction and guidance by educators (Chaiklin, 2003). Thus, an educator's role is to provide purposeful instruction that allows the learner to attain ZPD (Chaiklin, 2003).

The main aim of DA is to advance a learner's cognitive process based on what they already know and how they are learning, thus leading to potential advancements in learning with the assistance of assessment testing (Grigorenko, 2009). DA shows that pupils learn from interactions, and the way to check whether they have learned and developed is through assessment (Grigorenko, 2009). In other words, instead of looking at the learner's weaknesses or learning difficulties and what the learner may not achieve, the teacher now looks at and identifies the learner's hidden strengths and potential through assessment (Grigorenko, 2009). To provide a review on the Grigorenko (2009) literature, I found it challenging to understand and identify ways in which DA can be practically implementing within a classroom setting. The Grigorenko (2009), provided a useful overview of what DA is and the whole purpose of DA, however there was a lack of how to translate it into practice.

DA conceptualises and prioritises the objectives of classroom assessment. With DA, it has been shown that assessment and teaching instruction should not be considered two separate acts; they should be used together and interconnected (Poehner, 2011). It should be used together in a way that seeks to understand how a learner is developing, how much a learner has developed, and a learner's overall abilities (Poehner, 2011).

When using the DA concept in a more practical sense in a classroom requires the teacher to be more hands-on and active with learners. A sense of interaction and dialogue is used to understand the learners' positions in relation to cognitive development (Poehner, 2011). With DA, interventions are integrated with assessment; for example, assessments or tests are integrated with some sort of tutoring or scaffolding from a teacher (Gustafson et al., 2014). To use DA as an inclusive pedagogy, educators can consistently have conversations with learners to understand how well they are developing and their overall understanding of their content knowledge. Educators can also provide learners with additional support during tests

and assignments, provide feedback on tests and assessments, and provide interventions or extra classes for learners. However, it becomes difficult to accommodate every learner in a large class. It also becomes a challenge to identify when a learner has learning difficulties and to provide and find solutions for such learners. This can hinder the implementation and achievement of inclusive pedagogy. DA requires educators to know their learners' differences and abilities, therefore, this leads to the ideology of differentiation.

When making use of differentiation, teachers show that they acknowledge and understand a learner's differences, such as learning abilities, language, readiness, and interests (Robert & Inman, 2023). Differentiated instruction acknowledges differences, which thus unmask the notion that a one-size-fits-all curriculum is not effective in achieving inclusivity in a classroom space (Roberts & Inman, 2023). In a differentiated classroom, there will be a balance between what is available to common students and extending this to the specific needs of target learners (Subban, 2006). This affords students the opportunity to flourish in their individual capacities and differences (Subban, 2006).

For the differentiated model to function effectively, educators need to engage with their learners to get to know their backgrounds, strengths, and weaknesses. This will assist the teacher in understanding each learner's differences (Roberts & Inman, 2023). Pupils learn best when the educator accommodates their needs and differences, which can be linked to the concept of differentiation (Subban, 2006).

When using the differentiated model on a more practical basis, it was found that teachers must accommodate learners' differences. Therefore, it can be done in ways such as reading out loud to a learner with visual impairments, moving a learner with visual impairments to a seat closer to the board, using larger text fonts or colours in written texts for that particular learner, or providing extra test or exam time to a learner who works at a slower pace. By implementing these practical strategies in the classroom according to learners' differences, you, as an educator, will practice the model of differentiation. In theory, this seems to achieve inclusivity; however, it can be a challenge when an educator is faced with a large class.

2.12 Inclusive Pedagogy theory for implementing inclusive practices.

The table below (*table five: inclusive pedagogy theory*) is included in this chapter to provide an overview of the mapping and interpretations identified during the framework analysis of the inclusive pedagogy theory literature. This table includes inclusive pedagogy theory and

all themes identified from inclusive pedagogy theory in relation to inclusive education practices.

Inclusive Pedagogy theory.
Themes: • Inclusivity • Practices • Learner-Centred • Learners Context

Table 5: Inclusive pedagogy theory.

Inclusive pedagogy, as defined by Florian and Black-Hawkins (2011), is the act of educators taking the approach that works best for the majority of students in the classroom and expanding and improving it to make it accessible to learners who may be experiencing learning difficulties or differences. This will foster a learning atmosphere that is inclusive of all students. Although the notion of inclusive pedagogy is frequently associated with students with learning impairments or other characteristics, it is important to stress that it may be utilised in a variety of settings, including schools with limited resources and facilities (Sanger, 2020). As a result, inclusive pedagogy is based on equal access and equal opportunity to guarantee that all learners are included and receive quality education.

Inclusive pedagogy emphasises acknowledging differences as an approach to acknowledge individuality, rather than stigmatising them (Stentiford & Koutsouris, 2021). Too add inclusive pedagogy is an approach to teaching and learning that acknowledges individual diversity among learners while preventing marginalisation (Fornauf & Erickson, 2020). From this approach, every child should be treated similarly to eliminate stigma and ensure adequate support for diverse needs (Stentiford & Koutsouris, 2021).

Inclusive pedagogy is determined by how educators transfer theoretical knowledge and information into inclusive teaching strategies (Florian & Spratt, 2013). Inclusive pedagogy is an approach that calls for educators to process theoretical knowledge of inclusivity into decisions and actions that promote inclusive education in their classrooms (Florian & Spratt, 2013). When successfully achieved, inclusive pedagogy creates and builds an environment that allows all learners to be included and engaged in the classroom lesson regardless of their varied differences (Florian & Spratt, 2013).

A fundamental element of inclusive pedagogy theory is to reject and prevent classifying learners as having fixed abilities, which was previously endorsed by educational institutions (Florian & Spratt, 2013). It also means that inclusive pedagogy opposes the idea that students with learning disabilities or other challenges should be assigned to separate schools or labelled as incapable of learning (Florian & Spratt, 2013). It alternatively adopts the perspective proposed by Florian and Black-Hawkins (2011), that is, all learners can study in one classroom with appropriate inclusive pedagogy.

Inclusive pedagogy is a student-centred teaching method that promotes the premise that all learners have the capacity to learn. It requires educators to be aware of their learners' historical and contextual backgrounds to assist them effectively. As a result, it supports the premise that variations can be exploited to enhance learning. This process is accomplished by amplifying and broadening what is typically available to learners. Inclusive pedagogy provides insights into what can be accomplished when theory is put into practice. This section presents the practical side of the theory. Inclusive pedagogy theory is a vital aspect to achieving inclusive pedagogical practices in classrooms as it lays out a foundation of what practices should aim to be and achieve. However, through reviewing inclusive pedagogy literature it became evident that there is a gap in finding recent studies that provides accounts of inclusive pedagogy in a school setting, new studies focused on higher education institutions. Despite of this, the new studies also related back to the work of Florian and Spratt (2013) and Florian and Black-Hawkins (2011). Hence it become useful to use these studies.

2.13 Conclusion.

In summary, this chapter demonstrates how legislation and policies in a global context have paved the way for inclusive education in South Africa. In addition, this literature review provides insights into the curricula used throughout different stages of the South African post-apartheid era. It was shown to be problematic and limited in its successful implementation. Overall, external factors such as legislation, policies, and curricula affect internal factors such as the teacher's pedagogy, which hinder the implementation of inclusivity. In other words, macrostructures affect microstructures. This chapter also highlighted sociocultural theory, constructivism theory, and inclusive pedagogy theory, which have paved the way for practical ways to implement inclusive practices such as differentiation, dialogue, and dynamic assessment; however, these are shown to be

challenging to implement in classrooms. In addition, it provided insights into legislation and policies and how all these matters connect with practices.

Chapter Three

Theoretical framework

3.1 Introduction.

This chapter focuses on the theoretical framework used in alignment with the study's aims. The theoretical framework assists in building the foundation for any research study; it is where theories are supported and how they are relevant to the study (Grant & Osanloo, 2014). This study used a combination of critical and inclusive pedagogy as its theoretical framework. In the following sections, I provide detailed descriptions of pedagogical practices, inclusive pedagogy, critical pedagogy, a combination of critical and inclusive pedagogy to create a theoretical framework for this study, and their overall relevance to this current study. Finally, I conclude this chapter.

3.2 Conceptualising pedagogical practices.

This study argues the ideology of inclusive education, theories, legislation and policy should be translated into pedagogical practices, hence educators' classroom practices. Educators are the primary means of ensuring that learners receive intended knowledge, skills, and values, often done through pedagogical practices in a classroom (Peña-López, 2009). To achieve learning, educators should be well-informed, well-prepared, and well-equipped of their chosen pedagogical practices (Peña-López, 2009).

Pedagogical practices are the key factors in ensuring learning goals are met for the learners in the classroom (Obradovic, 2013). To ensure successful learning, educators must refer to research, reflection, and theories to determine and shape their practices accordingly (Kapur, 2020). It is vital to reflect on practices; this occurs when an educator takes a step back to reflect on their effectiveness and if there is anything to change or improve on (Kapur, 2020). It is also vital to develop new pedagogical practices; this ensures improvement in the practices to achieve learning goals (Kapur, 2020). Pedagogical practices are necessary because they contribute to the quality of teaching and learning (Obradovic, 2013).

Pedagogical practices help learners build a foundation for learning to further develop their knowledge, skills, and values (Kapur, 2020). Pedagogical practices are an act that educators do (Obradovic, 2013). How educators inform, educate, and pass on knowledge to learners (Obradovic, 2013). Pedagogical practices can be multiple acts, meaning there are many ways of utilising them (Obradovic, 2013). Educators are trained to use these pedagogical practices

in a classroom to educate learners (Kapur, 2020). Pedagogical practices are vital as they determine how well learners receive the intended knowledge. They also create an atmosphere in the classroom and create knowledge, skills, and values for learners (Kapur, 2020).

When educators apply good pedagogical practice, there is an increase in good grades (Obradovic, 2013). In other words, when educators apply pedagogical practices effectively and conscientiously, learners will achieve good grades. In addition to good grades, when pedagogical practices are applied effectively, learners develop the ability to learn more deeply (Kapur, 2020). Therefore, learners will be able to gain a deeper understanding of subjects and content knowledge, which can be further applied to their school learning and personal lives (Kapur, 2020). Learners also develop autonomy through effective pedagogical practices (Kapur, 2020). This means that learners will be able to gain independence in performing tasks and conducting assessments to research their learning goals (Kapur, 2020). When pedagogical practices are put into practice in an appropriate manner, learners will be able to enhance their teamwork and communication skills. Learners engage in teamwork in schools; therefore, teamwork is an important skill that can be learned through the educator applying effective practices (Kapur, 2020).

Effective pedagogical practices enable learners to develop skills that prepare them for their working fields; in other words, learners develop problem-solving, critical thinking, management, work ethics, and professional skills (Kapur, 2020). Pedagogical practices contribute to attaining authentic learning opportunities for learners; this means that learners will now be able to read, write, use technology, and so forth when pedagogical practices are used effectively (Peña-López, 2009). Developing thinking and problem-solving skills are achieved through pedagogical practices; therefore, when pedagogical practices are applied effectively, learners may develop vital thinking and problem-solving skills that can be further applied to various contexts (Peña-López, 2009). Educators using appropriate pedagogical practices will facilitate the formation of a classroom environment. Through these practices, educators can create positive and pleasant learning environments for learners to achieve their learning goals (Obradovic, 2013).

However, pedagogical practices do not stand insolation; practices often have roots within the theory (Predie, 2014). Theory informs practice by defining and providing set objectives for the intended practice (Van de Ven & Johnson, 2006). As an outcome, the major purpose of a theory is to predict a certain conclusion through practice. Theory informs and drives practice

by offering insights into contexts, situations, and behaviours (Predie, 2014). The theory is critical for ensuring certain phenomena's correct and smooth operation (Van de Ven & Johnson, 2006). As a result, how the theory is written determines how it is used in practice. For theory to be converted into practice, it must be understood in its entirety (Predie, 2014). Educators are frequently encouraged to put "theory into practice" this means educators are intended to use practices that are backed and influenced by a theory to meet learners' learning needs (Brinegar et al., 2022). As a result, educators are typically tasked with translating theory into practice. The term "theory to practice" refers to putting what is written into action (Brinegar et al., 2022). The relationship between theory and practice is complementary (Van de Ven & Johnson, 2006). This means that practice cannot occur independently; it must be supported by theoretical evidence. Overall, this study aimed to understand how theory is linked to pedagogical practices and question how it may be translated into practices, hence using a combination of critical and inclusive pedagogy theories to create a framework that can help bridge the gap between theory and practice. Pedagogy should not just be action intended to acquire knowledge; pedagogy should be informed and guided by theory and policies. Hence, theoretical underpinnings, legislation and policies should guide pedagogical practices to achieve and implement the ideology of inclusive education. Therefore, it is vital to provide an account of what pedagogical practice and theory are for this study, as the used theoretical framework draws from pedagogical practices.

3.3 Inclusive Pedagogy.

Inclusive pedagogy is the act where educators can take an approach that works for most learners in the classroom and further elaborate and improve on that approach to make it available to learners who may be experiencing learning difficulties and differences (Florian & Black-Hawkin, 2011). The inclusive pedagogy approach mentioned by Florian and Black-Hawkins (2011) is intended to create a learning environment inclusive of all learners in the classroom. Although inclusive pedagogy is often connected to learners with learning disabilities or differences, it is vital to note that it can also be applied to other contexts, such as schools with fewer resources and facilities (Sanger, 2020). Hence, inclusive pedagogy thrives on equal access and opportunities to ensure that all learners are included and receive quality education (Sanger, 2020).

Florian and Black-Hawkins (2011) defined three concepts to further define inclusive pedagogy. The first is creating a shift from only focusing on learners who have been

identified as having additional needs for all learners in the classroom; this is done by creating learning opportunities for everyone by extending what is available for all learners to some learners who have additional needs, and, lastly, by focusing on what should be taught and how instead of who is going to receive the knowledge (Florian & Black-Hawkins, 2011). The second key is rejecting the deterministic beliefs that some learners should be held back or stop the progress of others in the class; this is done by believing that all children can learn by focusing on what the learners can do rather than what they cannot do, using a variety of ways to support all learners and formative assessments (Florian & Black-Hawkins, 2011). The last key is seeing difficulties in the profession of teaching rather than seeking the development of new ways to overcome difficulties in the profession; this can be achieved by seeking assistance to support the learners, working alongside other adults, further respecting the dignity of learners and overall being committed to the profession of teaching and developing inclusive practices (Florian & Black-Hawkins, 2011). These three concepts that define inclusive pedagogy, proposed by Florian and Black-Hawkins (2011), provide a clear conceptualisation of inclusive pedagogy. For this study, providing a clear conceptualisation of inclusive pedagogy is vital as it helps create grounds for what inclusive pedagogy means and its intended aims for educators' practices. Inclusive pedagogy also has principles in place, which assist in guiding and informing its implementation.

An essential principle of inclusive pedagogy frameworks is to reject and avoid labelling learners as having fixed abilities that were previously supported by education systems (Florian & Spratt, 2013). This means that inclusive pedagogy rejects the notion that learners with learning differences or difficulties should be placed in different schools or labelled as not being able to learn accordingly (Florian & Spratt, 2013). Instead, it follows the approach suggested by Florian and Black-Hawkins (2011), which is that all learners can learn together in one classroom using appropriate inclusive pedagogy.

Three essential principles guide inclusive pedagogy. The first principle, co-agency, is where a learner is shown to be an active agent in their learning. In other words, there should be an interplay between the educator and the learner; this is done through dialogue and communication (Hart et al., 2004). The second principle is that there should be trust between educators and learners (Hart et al., 2004). This can be achieved by an educator who is proactive and able to identify where, why, and what learners find difficult and then provide a way forward through inclusive pedagogy (Hart et al., 2004). The third and last principle is that everybody has a responsibility to ensure that all learners are educated and included in the

classroom (Hart et al., 2004). However, the educator does not share this responsibility alone; there should be a sense of collaboration and assistance from parents, fellow educators, and school systems (Hart et al., 2004). These principles show that by choosing the correct pedagogical decisions, a teacher can now enhance a learner's capacity to learn (Florian & Linklater, 2010)

Inclusive pedagogy as a framework also maintains that education systems are responsible for creating an inclusive curriculum, providing resources to ensure inclusivity, and teaching according to inclusive practices (Florian, 2010). Learners bring different contexts and backgrounds to a classroom, and this should be valued because these backgrounds can develop their talents and strengths and ensure they become educated (Florian, 2010). An educator who knows and understands the learners' backgrounds will be able to incorporate inclusive pedagogy (Florian, 2010). There are many reasons to be aware of knowledgeable about who learners are. First, it will assist a teacher in understanding how to help a learner according to their capabilities. Sanger (2020, p. 37) states that "inclusive pedagogy research tells us that students do appreciate having their identities and lived experiences acknowledged by teachers." In addition, my chosen research paradigm, interpretivism (see Chapter 4), states that it is vital to gain insight into the context and background of individuals. Interpretivism stresses the understanding and interpretation of individual backgrounds and contexts to understand their actions and their overall being. This further assisted my study because I now understand that educators and their contexts must be interpreted to understand their practices in their classrooms. Hence, the understanding of interpretivism in this study is related to the ideas suggested by Florian (2010). By being more flexible, devoted, and responsive to every learner's needs by using inclusive pedagogy as a framework, learners will be included, educated, and liberated (Guðjónsdóttir & Óskarsdóttir 2016).

Above all, inclusive pedagogy is a learner-centred approach to teaching that promotes the idea that all learners can learn. Inclusive pedagogy requires educators to be aware of learners' context and background to assist them accordingly. Hence, it embraces the idea that individual differences can be used to enrich learning. This is achieved by amplifying and expanding what is normally available to learners.

3.4. Critical Pedagogy.

Critical pedagogy emerges from the ideas of critical theory (Abraham, 2014). Critical theory revolves around the concepts of empowering the oppressed; hence, critical theory maintains

that people should be empowered to liberate themselves and transform their life conditions or challenge and question society's structures (Agger, 1991). In addition, a critical theory seeks not only to explain or understand societal structures; it also seeks to change them to liberate the citizens of that society from negative circumstances (Abraham, 2014). Critical theory rejects the idea of confrontation and violent revolutions in social structures (Abraham, 2014). Instead, it aims to create social thinkers who are interested in cultural and educational issues (Horkheimer, 1982). For critical theory, education and knowledge can better society and its people (Horkheimer, 1982). Overall, critical theory is a social theory that questions and challenges social structures, and it seeks to investigate the underlying values of society to assist people in fully understanding society (Abraham, 2014). Therefore, this leads to critical pedagogy, and hence, it builds grounds for pedagogical practices. As critical pedagogy has its roots in critical theory, one of the main proponents of critical pedagogy is Brazilian philosopher and politician Paulo Freire (Corbett & Guilherme, 2021). Frankfurt School and critical theory greatly influenced the development of Freire's critical pedagogy as he merged the two ideas (Shih, 2018). Overall, critical theory is a social theory that challenges social structures, creating a ground for critical pedagogy because it moves away from theory and into pedagogy in education and the classroom (Abraham, 2014). Therefore, critical pedagogy incorporates critical theory in education and teaching practices.

3.5 Paulo Freire's contribution to critical pedagogy.

Freire's main goals were to educate people, liberate them, meet human needs, and create more social justice through pedagogy (Giroux, 2010). Freire argued that when education achieves liberation through pedagogy, people's perceptions of reality can change, and they will now have more agency (Hooks, 1993). Critical pedagogy also argues that all people, regardless of race, gender, and class, should be educated (Aliakbari & Faraji, 2011). Critical pedagogy challenges conventional classroom practice (Jarvis, 2006). Conventional teaching encourages people to accept and believe in their subordinate position in society, and these people will be unable to notice or challenge oppression, marginalisation and exclusion (Jarvis, 2006). Thus, Freire (2000) advocated critical pedagogy to challenge conventional teaching. Freire (2000) further refers to these conventional classroom practices as banking education, leading to subsection 3.5.1 describing banking education.

3.5.1 Banking Education

Freire opposes the banking approach used in educational and classroom contexts (Shih, 2018). The banking approach implies that the teacher talks and lectures while the learner listens. This indicates that no dialogue or communication took place between the two parties. It is an act of receiving, filing, and storing the knowledge given by the educator (Shih, 2018). In doing so, the educator perpetuates the views and values of society onto the people. This means people internalise the views and values of society without questioning or challenging it (Jarvis, 2006). Freire further stated that this traditional method of education dehumanises people (Shih, 2018). According to Freire (2000), knowledge can only be produced when human beings are inquired about when they begin to question and think about the world and reality. Individuals cannot be liberated or develop critical thinking skills if dominated. Therefore, if educational practices show signs of dominance, do not encourage learners to liberate (Shih, 2018). By providing insight into what banking education means, this paper creates grounds for how pedagogical practices should not be and how educators should not act concerning any teaching practices in a classroom. Instead, to challenge banking education, Freire (2000) proposes a problem-posing model and dialogue, hence leading to the next sub-section, 3.5.2, to discuss the problem-posing model and dialogue.

3.5.2. Problem-posing model and dialogue.

Freire (2000) proposed that an equal interaction should exist between learners and teachers to address the above concerns regarding banking education. Problem-posing is achieved through dialogue between teachers and learners (Freire, 2000). Freire (2000) suggested that, as with this approach, both teachers and learners can learn and gain knowledge from each other. This means that both parties should co-exist in the classroom. This will help learners become more conscious and critical thinkers (Shih, 2018). Freire (2000) stated that for an appropriate dialogue, mutual respect, love, and humility are necessary. Freire (1997) stated that education is a practice that can create freedom through appropriate dialogue. However, to ensure education creates freedom, teachers must understand how to use methods correctly; instruction can be a form of teaching and learning when performed correctly (Freire, 2000). Freire (2000) states proper education requires dialogue between educators and learners. For Freire, an educator's role is to create and challenge people's awareness of their context (Jarvis, 2006). Teachers and learners should share a dual path of challenging their social situations; educators should problematise lessons to ensure critical thinking (Freire & Linklater, 2010). To share a dual path, it should be recognised that learners have knowledge

that must be acknowledged and included (Jarvis, 2006). Freire's interpretation of dialogue and communication between teachers and learners will assist this study by creating a framework for what inclusive practices should thrive on being.

3.5.3 Praxis

Dialogue is insufficient to gain knowledge of the world and society's structures to achieve liberation (Aliakbari & Faraji, 2011). Individuals must also act together on their environment, critically question and reflect on their reality and environment, and then further transform it through action and critical reflection (Freire, 1997). Therefore, there is a call for action and reflection. This is also known as praxis. Hence, Freire's praxis is reflection and change; once there is reflection, it can bring change and action (Freire, 1997). Praxis is a critical reflection of the oppressed or marginalised in their situations, which results in awareness and critical consciousness, followed by action for change (Jarvis, 2006). In addition, praxis also needs theory, and this theory must be relevant to the world, social structures, and classroom context (Aliakbari & Faraji, 2011). This is relevant to this study's findings, as during the interviews, inclusive education theory was found to be challenging to translate into practice due to society's structures and classroom context. Praxis can bridge the gap between theory and action (Aliakbari & Faraji, 2011). Praxis conceptualisation is relevant to this study. This study aims to understand the relationship between translating theories, legislation, and policy into practice. Hence, understanding the rules, social structures, and motivations that enable or constrain the translation of theory into practice will also help learners become more conscious and develop a problem-solving mind set (Shih, 2018). As a result, critical consciousness is developed through intellectual effort and praxis, or both thought and action (Aliakbari & Faraji, 2011). Praxis is the critical thinking and action required to adopt a variety of educational procedures to improve the learning environment and society (Aliakbari & Faraji, 2011). Importantly, praxis can only be accomplished through a dialogical process (Aliakbari & Faraji, 2011).

According to Freire, theory and practice should be fused (Jorgensen, 2005). Theory without practice is simply defined as guidelines and principles, and practice without theory is an act bare of any guidelines and principles (Jorgensen, 2005). Praxis is an action guided by principles of justice, inclusiveness, equality, and freedom; hence, individuals are conscious of their practices to bring about change (Jorgensen, 2005). Therefore, praxis rejects practising action not guided by principles (Jorgensen, 2005). This creates a theoretical framework for

this study by considering the need for inclusive education theory to be translated into practice. Hence, practice should be guided by theory, and understanding what constrains or enables the translation of theory into practice is essential for achieving inclusivity.

3.5.4. Curriculum planning.

Freire also had perspectives on curriculum planning. Freire's perspective is that when curriculum planning is completed, everyone who has a role in it should put their best effort into determining a good outcome (Chalaune, 2021). When planning a curriculum, the realities of society should be considered (Chalaune, 2021). Hence, curriculum planning should be a combination of learners' backgrounds, experiences, and learning differences (Chalaune, 2021). In addition, curriculum planning is an ongoing process, which means that a curriculum should be continuously constructed to give meaning to reality (Costa et al., 2020). Freire's perspective is that curriculum planning is often constructed to benefit the higher classes of society (Grollios, 2015). Thus, society has a gap between the higher and lower classes. Hence, curricula should pay attention to the context of society and should consider minorities (Grollios, 2015). Freire suggests that learners' experiences should also be included in the curriculum to ensure a sense of liberation and the creation of new knowledge that can bring about changes in society and its realities (Costa et al., 2020). Considering the translation of policy into practice in this study, curriculum is a rule that governs how policy can be translated into practice. In this study's findings, curriculum was shown to be a barrier that constrains the translation of policy into practice. Hence, Freire's curriculum planning provides a foundation for the curriculum barrier aspect of this study, as it sheds light on the importance of curriculum planning to achieve set outcomes.

Education can be related to the country's political situation, and politics influences education (Shor & Freire, 1987). Based on Freire (Shor & Freire, 1987), it is critical to investigate the what, why, how, for whom, and for what goals of education and curriculum development because this might have an impact on education and emancipation. Education may be employed to sustain current social conditions or foster freedom (Shor & Freire, 1987). These statements from Shor and Freire (1987) assist this study by providing a point of view on how education is linked to external matters and macrostructures, such as legislation and policies. In the background and history of this study, during the apartheid era, the education system held values of segregation and moulded learners into unskilled labour that may benefit the values of society at that given time. This shows that politics does have a hold on the

education system. Therefore, there is a need for critical pedagogy to question the influence of external and macrostructures.

3.5.5 Conscientisation.

When the problem-posing model, dialog, and praxis are put into place, the process of developing critical awareness begins; this is conscientisation. Conscientisation is a process in which people develop critical awareness of social structures and values that may be oppressive and cause marginalisation (Freire, 1972). Conscientisation is also a process in which learners become knowledgeable and pose questions in the classroom. Learners are now able to think critically and raise questions and concerns with educators (Freire, 1997). The development of conscientisation challenges social structures and creates an understanding of situations (Freire, 1972). Therefore, with knowledge, understanding, and challenge, there exists the power and ability to transform social structures. Hence, through the works of action, reflection, and action again (praxis), conscientisation develops and is achieved. It is the act of liberation and the ability to intervene and change social structures (Freire, 1972).

Overall, Freire's critical pedagogy maintains that education should be an attempt to help learners break away from unfavourable life and social conditions and, hence, move towards liberation (Giroux, 2010). Learner input should be considered in education and curriculum planning because their context needs to be considered (Shih, 2018). The role of a teacher is to practice dialogue-based pedagogy, which leads to critical consciousness (Shih, 2018). To sum up, Freire rejects traditional teaching methods and proposes critical pedagogical steps to liberate learners' minds and assist them in becoming critical thinkers and questioning the realities of society (Kesler, 2019). This will help to bring change to unfavourable circumstances. Overall, for Freire, education is humanisation and liberation (Kesler, 2019).

3.6 Criticisms of critical pedagogy.

Critical pedagogy is criticised as focusing only on the macro-levels of society and education systems (Abraham, 2014). Hence, it does not provide a focus on micro-levels within the classroom or educators' realities (Abraham, 2014). It is abstract and far-fetched from the everyday lives of educators in classrooms (Abraham, 2014). Abraham (2014) argued that macro-level criticism and analysis are essential for understanding social structures and education systems. However, the study provides insight into macrostructures such as theory, legislation, and policies and how they are being translated into practice in microstructures such as the educators' classrooms. Therefore, this study needed a framework that considered

macro- and micro-aspects such as practices; hence, this study considered critical pedagogy in connection with inclusive pedagogy.

Critical pedagogy offers insights into reaching liberation goals for marginalised, excluded, or oppressed (Corbett & Guilherme, 2021). However, critical pedagogy does not provide an adequate account for people with diverse abilities in theory; therefore, it becomes a challenge to adequately provide an account in a practical sense (Gabel, 2002). When critical pedagogy provides accounts of marginalised and excluded individuals, it avoids providing an account for those who have learning difficulties or differences and do not identify with medical disabilities (Gabel, 200). Critical pedagogy is not incorrect or false; however, it is insufficient in providing an account of disability in theories and the work in classroom and school settings (Gabel, 2002). Therefore, there is a call for recognising theoretical limitations while attempting to liberate education (Gabel, 2002). This study focuses on the translation of inclusive education theory into practice. Hence, critical pedagogy accounts for the importance of using theory to inform practice. However, it does not sufficiently account for the inclusive education aspect of this study. Therefore, it was considered important to also use a theory that caters to the practice of inclusive education. The next section explains this study's combination of critical and inclusive pedagogy.

3.7 A critically inclusive approach to pedagogy.

Critical pedagogy is used to frame this study as it is a vital tool for teaching and learning as it acknowledges and challenges practices and systems of social injustice and oppression at-large (Corbett & Guilherme, 2021). This study examines the relationship between theory, legislation and policies and how these have an impact of teaching practice. Hence, critical pedagogy provides this study with a point of view of what teaching and learning sought to be, further, how it should be examined accordingly. Hence, looking at theory, policies and legislation from a critical pedagogy point of view assisted this study by questioning and examining how theories, policies and legislation are being translated into practice. Furthermore, inclusive pedagogy embraces diversity and aims to include all learners meaningfully despite any differences and learning abilities (Sanger, 2020). Inclusive pedagogy is used to frame this study in a way that practices should all sought to be inclusive. Therefore, theories, legislation and policy should be translated into practice in an inclusive pedagogy manner. Hence, for this study, inclusive pedagogy provides a ground on what practices aim to be when theories, legislation and policy are being translated to practice.

Overall, this study weaves the two frameworks; inclusive pedagogy and critical pedagogy to be one as this will assist in understanding and questioning theories, legislation and policy in how it is being translated into practice and overall what theories, legislation and policy sought to be.

Critical and inclusive pedagogy are approaches to questioning and challenging exclusionary practices in education systems. A social justice discourse such as critical pedagogy within inclusive pedagogy can help challenge and question exclusionary practices (Liasidou, 2012). Critical and inclusive pedagogy both emphasises inclusive teaching methods and believe that educators have the capability to ensure change through their practice methods. Inclusive pedagogy, like critical pedagogy, may help educators' practices to be more inclusive, as well as teach how to use theory to support and inform their practices in order to be inclusive (Liasidou, 2012). Critical pedagogy via inclusive education implies that learners should not be assessed based on their impairments or medical characteristics; rather, learners may learn through inclusive pedagogy (Liasidou, 2012). Overall, this study shows an understanding of translating theory, legislation and policy into practice; hence, once the ideology of inclusive education is put into practice, there will be inclusivity. Therefore, the concepts used within critical pedagogy, such as praxis and curriculum planning, show a need for theory to guide and inform practice, as well as educators and learners to consider context when planning and designing curricula so that they fit their context. In addition, inclusive pedagogy shows the practical side of achieving the ideology of inclusivity. These two frameworks provide grounds for understanding how the ideology of inclusive education, theory, legislation and policy can be translated into inclusive practices.

Inclusive pedagogy should not just focus on a set of practical methods and strategies that will assist in integrating learners with differences and learning difficulties in an ordinary classroom; it goes beyond this (Liasidou, 2012). The focus on teaching methods can draw attention away from the concern of creating social consciousness and achieving justice for marginalised people (Liasidou, 2021). This only creates a disconnect from theory, and theory is considered a vital part of achieving critical awareness through pedagogy, according to Aliakbari and Farjii (2011). Hence, critical pedagogy also holds that theory should inform practice (Aliakbari & Faraji, 2011). Therefore, this study uses both ideas of critical pedagogy and inclusive pedagogy combined as framework to build a foundation and frame for this entire study, as each covers concerns of how theory informs practice and how they depend on each other to achieve the ideology of inclusive education. Overall, there is a

misrepresentation between theory, legislation, policy and practice; these two concepts, theory and practice, go hand in hand (Van de Ven & Johnson, 2006). Hence, critical pedagogy and inclusive pedagogy, which combining the two, help address the misrepresentation between theory and practice. The above concerns assist me in understanding why theory, legislation and policy should be translated into practice to achieve the ideology of inclusivity for all learners. This shows the importance of the two concepts and the need for both to be considered. Hence, one concept should not be more vital than another.

Critical pedagogy thrives on liberation, raising critical thinkers, and questioning societies' structures. It also pays attention to the need for a theory to inform actions. Inclusive pedagogy also thrives when achieving democracy and equal justice through inclusive practices. Hence, this study shows that an understanding of how theory, legislation, and policy are being translated into practice to achieve the ideology of inclusivity. Since inclusive education in the South African context is based on human rights and democracy, theories, legislation and policies are often surrounded by these aims; hence, educators' pedagogical practices should be inclusive.

3.8 Conclusion.

In conclusion, this chapter discusses the theoretical framework used to ground this study. This study used critical and inclusive pedagogy. Overall, critical pedagogy address concerns around social justice and democracy through education and pedagogy. Freire's work provides insight into the need to remove banking education by proposing problem-posing and dialog, as well as praxis and curriculum planning. Freire's perspective on praxis shows that theory informs practice and they go hand in hand. This further paves the way for inclusive pedagogy. Inclusive pedagogy focuses on creating learner-centred classrooms to address issues such as exclusion and marginalisation. Inclusive pedagogy provides insights into how to achieve the ideology of inclusive education through pedagogical practices. Overall, using a combination of both critical and inclusive pedagogy for this study shows that theory and practice goes hand in hand and cannot be considered in isolation from each other. Hence, the combination of both theories provides a ground on how pedagogical practices should be and how to achieve the intended aims.

Chapter Four:

Research Design

4.1. Introduction

This chapter highlights the research design and process used to align with the study objectives. This study sought to understand the translation of inclusive education theory, policy and legislation into practice. To add specifically, I provide a discussion of the study's research paradigm, research design, sampling and sample size, data collection and analysis, and trustworthiness. In this chapter, I also acknowledge the shortcomings encountered during this study, which resulted in conducting a second set of interviews. I conclude the chapter by describing the limitations of this research.

4.2. Research Paradigm: Interpretivism

The view of what constitutes truth and knowledge in each research is a significant aspect of the research process. These views often determine the researcher's thinking, assumptions, beliefs, knowledge, and overall view of society and its beings. I used a paradigm in my study to provide a clear path to understanding and examining the topic of translating theory to practice, ensuring inclusivity. A research paradigm's purpose is to assist in creating a system of beliefs and ideas that shape my research and how my results are interpreted. Choosing the right research paradigm is crucial for academic inquiries because it forms the basis of a researcher's understanding of reality, knowledge acquisition, and ethical positioning (Creswell & Creswell, 2017). For this study, I chose interpretivism.

Interpretivism emerged in the 1700s in Western Europe and is regarded as a shift from enchanted to disenchanted, meaning that humans have experienced a change in assumptions and beliefs (Scott, 2014). Humans have repositioned themselves from believing in supernatural beings to believing that humans have an internal context and can reason (Scott, 2014). Therefore, interpretivism is an open-minded and philosophical approach to human liberty that calls for a shift in belief systems (Ryan, 2018). This suggests that to understand the social realm, researchers must immerse themselves in the subject's context and experiences (Scott, 2014). A research paradigm is built on four critical philosophical assumptions that are; ontology, epistemology, axiology and methodology. These four assumptions are discussed in the next sub-sections.

4.2.1 Ontology.

Ontology refers to beliefs about the nature of reality (Chilisa & Kawulich, 2012). From an interpretive perspective, on the assumption of reality (ontology), realities are intangible (Chilisa & Kawulich, 2012). This means realities do not have any physical presence but depend on the individual's mind; therefore, realities more personal and dependent on the mind (Chilisa & Kawulich, 2012). The interpretivist paradigm views reality as individualistic and moulded by personal perceptions and experiences; hence, reality is socially constructed (Chilisa & Kawulich, 2012). Concerning this study, ontologically, I have acknowledged that the research participants have differing views, opinions and overall interpretations to the problem under investigation because their reality is personal and socially constructed. To add, I used the interpretivist lens to understand that to gain understanding there must be a consideration of participants' context.

4.2.2 Epistemology.

The second category of the four critical philosophical assumptions is epistemology, which refers to how we know what we know. This means that the nature of knowledge and its truth is questioned and determined based on the sources of such knowledge and its reliability (Chilisa & Kawulich, 2012). Based on how we know what we know (epistemology), interpretivism shows that the truth or knowledge lies within human experience; thus, knowledge depends on human culture, context, and history (Chilisa & Kawulich, 2012). Interpretivism posits that epistemology is rooted in comprehending human experiences by considering cultural and historical contexts. On the assumption of epistemology, this research is interested in interpreting educators' perspectives on how theory is translated to practice, ensuring inclusivity in their classrooms. Hence, I interpret educators' contexts and backgrounds, such as their teaching training and schools, to further understand how they translate theory, legislation, and policy into practice. This was achieved through interviewing educators and asking them questions related to the experiences and contexts of their schools and classrooms.

4.2.3 Axiology.

The third category is known as axiology, which questions what we believe to be true. This refers to the value and knowledge that people hold (Chilisa & Kawulich, 2012). In other words, axiology is related to ethical issues surrounding research. It considers the value of the research and overall ethical behaviour (Kivunja & Kuyini, 2017). Regarding values and

ethics (axiology), interpretivists seek to create balanced and neutral axiologies, meaning there should be no bias, prejudice, or unethical behaviour (Kivunja & Kuyini, 2017). In this study, I acknowledge my positionality and bias. Concerning positionality, I had an insider position because I had enrolled at a higher education institution and taken an inclusive education course. I also had a view that theory is not being adequately translated into practice due to my teaching experiences through the institution (positionality is discussed in detail below in sub-section 4.10). Bias occurs when a researcher deviates from the truth in data collection or analysis, leading to incorrect findings and conclusions (Simundic, 2013). In relation to bias, I was the primary tool of data collection; therefore, I remained neutral and open-minded to receive balanced findings. In addition, concerning this study, axiology is demonstrated through ethics training to gain ethical clearance to conduct empirical work. Axiology is further shown through the treatment and engagement with research participants; hence, during data collection, participants were treated with respect and engaged professionally (discussed in detail below in the sections under ethical considerations 4.9). In addition, I believe that all learners deserve to receive equal education. Therefore, the need for inclusivity, ensuring it is implemented correctly through legislative, policy, and theory, is emphasised. By adopting an interpretivist perspective, this research acknowledges the researcher's belief in every learner's fundamental right to education. This guiding principle guides our inquiry towards a morally committed stance towards inclusivity (Kivunja & Kuyini, 2017). To further add to the assumption of axiology, regarding knowledge, I have received inclusive education training through the University of Witwatersrand. Therefore, I hold knowledge on the topic and wish to gain more in-depth perspectives on the topic.

4.2.4 Methodology.

Methodology is the systematic process used to conduct research and gain information on the research problem; it also focuses on how to gain knowledge (Kivunja & Kuyini, 2017). This study employed a qualitative research approach. A research approach is a plan adopted to guide the entire research (Creswell & Creswell, 2017). Qualitative research seeks to study people in their context and experiences to understand how these factors influence their behaviour and output (Creswell & Creswell, 2017). This study incorporates qualitative methods such as semi-structured interviews to gain insightful knowledge on theory and practice. Therefore, this study focused on gaining the meaning of educators' actions and experiences in the context of school environments. In addition, this study was used to explore and gain a deeper understanding of the challenges in implementing theories on inclusive

education. Using a qualitative approach for this study was the best because it allowed me to understand educators' experiences and actions through their everyday realities instead of focusing on statistics. This qualitative approach was also the best for this study as it helped me generate data based on the participants' views and opinions instead of my own. In addition, this research uses an interpretive paradigm, a qualitative research approach, data collection through semi-structured interviews, and an overall thematic analysis of the data. This study involves 11 research participants and collects data through semi-structured interviews to gain knowledge and interpret inclusive education. To acquire further knowledge of reality, this research incorporates a series of reviewed studies to provide a set of knowledge and literature on the topic.

4.3 Interpretivism for this research.

Overall, interpretivism is a paradigm based on human consciousness, context, and experiences (Ryan, 2018). This links to my research method, which is using interviews to gain data. As with interviews, I will be able to gain insight into the teacher's context, thoughts, and experiences within a classroom, thus making interpretivism suitable. This can also be linked to one of the theories that formed part of my theoretical framework—critical theory—because one of the aspects of critical theory seeks to interpret human context and experiences to explain and understand how to teach and educate them accordingly. Critical theory maintains that to educate learners to be critical thinkers and to achieve inclusive education, there should be an interpretation of learners' backgrounds. This is similar to interpretivism because interpretivists are also based on human consciousness; therefore, the chosen theoretical framework and paradigm are closely linked. Both approaches seek to find understanding and interpretation through human experiences and consciousness.

Interpretivists argue that to gain an understanding of society, individuals need to be interpreted in an extensively broad manner while profoundly considering their context to understand their minds and actions (The Open University, 2016). Interpretivists acknowledge that humans have inner states and lives that are solely dependent on context and experiences, thus making each unique and contingent on their inner states. This further allows individuals to acquire distinctive knowledge and meaning distinctively (The Open University, 2016).

I have chosen to use an interpretivist research paradigm because this is a qualitative study; therefore, I seek to find understanding and interpretations, thus fitting interpretivism. In addition, I hold the value of understanding society, specifically, the school environment.

There should be an acknowledgement of the learner's and educator's context and experiences as this will help obtain an accurate interpretation of the research. This can be gained through interviews with educators to understand their perspectives on the assumption of ontology using interpretivism. This research seeks to understand intangible realities and thoughts. Interpretivism provides a firm foundation for grasping the nuances of inclusive education ideology from the perspective of its key players, in addition to how they can translate theory to practice. This approach allows researchers to capture the intricacies of teachers' experiences, instructional strategies and contextual elements influencing the implementation of inclusive education. By employing this paradigm, I can present a sophisticated interpretation of the realities confronted when fostering inclusiveness in educational settings.

4.4 Study Site.

I conducted this study at a higher education institution in Johannesburg. The research was conducted at a higher education institution because this research involved postgraduate education students who had taken the inclusive education course, and this research investigated their knowledge on how they used the theory learned through the course and its implementation in their everyday teaching. The reason why I chose this particular higher education institution is that postgraduate inclusive education programmes are tailored towards research; therefore, courses are mainly theory-laden; thus, no practical work is involved. In other words, no teaching experience is offered in this postgraduate course. The course outline of the inclusive education elective states that it aims to introduce the theoretical underpinnings of inclusive education and pedagogy and continues to ensure that students will gain the skills, theory and knowledge required to teach and advocate in an inclusive education delivery model.

4.5 Sampling and Sample Size

4.5.1 Study Population.

The study population comprised part-time postgraduate students enrolled at a higher education institution in Johannesburg and currently employed as teachers. The reason for choosing students who have taken an inclusive education course is that the focus of the study was to determine how theoretical knowledge of inclusive education has impacted their teaching practises within a classroom. Therefore, this study focused on students with theoretical knowledge of inclusive education and how these theories were translated into their everyday practises.

4.5.2 Sampling Criteria.

These participants should have studied or are currently studying a course on inclusive education at the selected postgraduate level of higher education institution. In addition, these educators could be from any teaching phase. There were no specifics for gender or amount of teaching experience. These educators were from any teaching subject/division, as my research does not intend to focus on subject-related matters, gender matters, or experience specifics; the research focuses on theory and pedagogy. However, for sociodemographic purposes, participants were asked to provide these details.

4.5.3 Sampling technique.

According to Taherdoost (2016), there are two sampling types: probability sampling and non-probability sampling. In most qualitative research, researchers use the non-probability sampling type, which is also associated with case study design for research (Taherdoost, 2016). Non-probability sampling is when the researcher selects participants based on subjective criteria; thus, the selection is based on purpose and pre-determined bias. Therefore, this study employed non-probability sampling because of its qualitative nature. In addition, non-probability sampling uses five techniques: snowball, self-selection, quota, convenience, and purposive sampling (Taherdoost, 2016).

A snowball sampling technique was employed when selecting participants for qualitative data. Snowball sampling is when one research participant provides the researcher with another research participant who, in turn, provides the name of a third research participant, and so forth (Dragan & Isiac-Maniu, 2013). Hence, snowball sampling allowed me to recruit potential participants through existing participants; in other words, it is a chain-referral sampling method (Dragan & Isiac-Maniu, 2013). Existing participants are asked to identify or recruit additional potential participants, thus facilitating the referral of the targeted characteristics (Dragan & Isiac-Maniu, 2013). This method takes advantage of social networks to identify potential research participants (Dragan & Isiac Maniu, 2013). I am a postgraduate student who completed a course on inclusive education at the postgraduate level. I approached other postgraduate students who I knew have also taken the inclusive education course, and those students were asked if they knew potential participants who fit the given criteria that further fit the sampling for the study. Using the snowball sampling technique helped me gain access to these hard-to-research students as I was to recruit participants through referrals. Snowballing sampling also creates a quicker and easier way to

find research participants; therefore, this technique assisted me in finding participants much more quickly. The disadvantage that I experienced when using this technique was that after an average of five to seven interviews and asking research participants if they knew of other potential research participants, they often repeated the names of participants whom I had already interviewed. Therefore, it became a repetitive technique due to the limited number of students enrolled in the course. It has also become challenging to recruit research participants from different levels of postgraduate programmes. In other words, postgraduate students studying for a Bachelor of Education (Honours) degree often mentioned other Bachelor of Education (honours) students; therefore, it became challenging to find students from different levels, such as a Bachelor of Education (Masters) or Doctoral programme.

Data were collected from 11 individuals. According to Boddy (2016), a sample size of 11 is appropriate for qualitative research. However, Boddy (2016) stated that the sample size depends only on the context of the study. I am a full-time registered student; therefore, I was provided with a year to complete this study. As a result, I had to carefully select my research methods to ensure they were completed in the given time frame.

4.5.4. Sociodemographic details of the participants.

The number of educators in this study was 11; this included two males and nine females. The postgraduate range was from Bachelor of Education (Honours) to Master of Education (Masters). In addition, these educators taught in the range of six months to eight years. All the educators who participated either took an inclusive education course or were in the process of completing an inclusive education course. All the educators involved in this study had an average of 30- 85 learners per class, with one particular educator having the least of 23 learners per class. The educators included in this study taught across all phases, such as Senior and FET phases, Intermediate and Foundation phases. Table six presents a summary of the sociodemographic characteristics of the educators who participated in this study.

Participants	Sex	Phase taught	Teaching experience	Learners per class.	Level of Postgraduate Study
Logan	Male	Senior Phase	Six Months	40	Honours
Yara	Female	Intermediate Phase	Six Years	61-65	Honours

Mary	Female	Foundation Phase	Two Years	40	Honours
Maya	Female	Senior Phase	Six Months	75-85	Masters
Maria	Female	Intermediate Phase	Eight Years	61	Honours
Layla	Female	Senior Phase	One Year	30	Honours
Paris	Female	Senior and FET Phases	Four Years	40-50	Honours
Molly	Female	Senior and FET Phases	Eight Years	46	Honours
Matthew	Male	Senior and FET Phases	Five Years	50	Honours
Kayla	Female	Senior and FET Phases	Four Years	40-50	Honours
Luna	Female	Foundation phase	Two Years	23	Honours

Table 6: Sociodemographic details of research participants.

4.6 Two-phased data collection.

Semi-structured interviews were this study's primary method of data collection. A semi-structured interview is a pre-determined set of questions that also prompts further discussion; thus, it is an open-ended question (Kallio et al., 2016). The reason for choosing a semi-structured interview was due to the qualitative nature of the research; therefore, I was searching for open-ended conversations, seeking the participant's perceptions and narratives based on their experiences and context. As a means of collecting conversation, it is a way of gaining information about the participants' beliefs, experiences, knowledge, and values. In addition, this study used two phases of data collection. This means that data were collected through semi-structured interviews in two different sets. Below I explain the two phases of data collection:

Phase one: In this phase, data collection was conducted through semi-structured interviews with each educator. I asked each individual the same set of questions; however, because of the semi-structured nature, the interviews would differ and lead to various other questions. I arranged the semi-structured interview questions into three sections consisting of brief

introductions, curriculum concepts, and theory to practise (see appendix C). I have done this to ensure an appropriate flow of conversation around certain topics and to ensure the interview and conversation did not ramble onto other topics. This allowed me to track of notes, ideas, and interesting responses on the given topic of the subsection.

This approach was useful because using a semi-structured interview method allowed me to be flexible with the questions I asked. It often depended on the response I received from the participant; then, I would ask further based on their response. Through this method, I was able to identify participants' views, opinions, values, beliefs, and overall experiences.

Participants found the questions interesting, and some found certain questions challenging to answer in these cases. Therefore, I rephrase the question and explain it further by providing an example. Many participants were also satisfied to express their views and opinions, as they found the topic vital to be addressed. The limitation that occurred in phase one was that I did not receive enough information regarding the individual concepts (theories, policies, legislation). Therefore, I returned to do more interviews with the same participants however additional questions.

Phase two: During the second phase of interviews, I interviewed seven in-service educators who had received inclusive education training at a higher institution (see appendix D). During the second set of interviews, I asked the seven participants new questions. This was also a semi-structured interview. The reason why I had to go back to do a second set of interviews was because during the data analysis steps, I encountered hurdles and discovered I did not have enough data concerning my research aims and questions. Therefore, through discussions with my supervisors, it is best to collect additional data with new set of interview questions. Hence, I went back to conduct additional interviews with additional questions (see appendix D). The new questions allowed me to receive direct input on the aims and objectives. Doing a second phase of questions allowed me to understand what information was missing and gain new additional data that could be added to the first phase's data collection.

4.7 Data analysis.

For the collected data, I used thematic content analysis. This was used in both phases of data collection. Thematic analysis is used in qualitative research to assist researchers in systematically organising and analysing their data (Dawadi, 2021). This method searches for themes in the collected data (Dawadi, 2021). The process involves carefully reading the transcribed data (Dawadi, 2021). This method assisted by allowing the data to be broken

down into sections by identifying and organising which led to the creation of patterns or codes based on the data collected. Using thematic content analysis, the reader can identify shared meanings and experiences in an organised sense (Terry et al., 2017). Breaking down the research in this manner allowed me to examine my data extensively and coherently.

Thematic analysis can be performed using both deductive and inductive approaches (Dawadi, 2021). This research employed both deductive and inductive approaches. In an inductive approach (bottom-up) approach, data are identified and coded without the researcher's preconceptions (Braun & Clarke, 2006). In other words, the themes and codes that emerged from the data were explicit, and there was no need to look for or identify them. A deductive approach (top-bottom) occurs when a researcher is aware and conscious of certain themes; therefore, the researcher seeks and identifies themes concerning the study topic (Braun & Clarke, 2006). In other words, the researcher began the analysis with themes identified within the literature review of the study; hence, the researcher looked for these themes (Dawadi, 2021). Initially, I used a deductive approach for this study, as I was explicitly looking for themes and codes from the data concerning the theoretical interest of this study. However, as I continued with the data analysis, themes and codes were identified from the data; thus, themes emerged through the data itself without looking for them. As a result, this research used both deductive and inductive approaches, as I was consciously looking for pre-existing themes concerning the study's interest; however, unexpected themes also emerged from the data itself. Thematic analysis is a constant reading and rereading process, and it is vital to maintain a systematic analysis process (Braun et al., 2012). Braun and Clarke (2006) suggested a six-phase approach to the use of thematic analysis. This six-phase approach was used in this research.

Phase One: This phase is critical because the researcher must actively read the texts to find meaning and themes (Braun et al., 2012). In this phase, the researcher immerses themselves in the data (Braun et al., 2012). This phase where the researcher familiarise himself or herself with the data collected. (Dawadi, 2021). Therefore, to ensure that I immersed myself in the data and actively read it for meaning, I started by generating transcripts of the data collected during the interviews. I then began reading the transcripts. And listening to the recordings made during the interviews. While reading, I made notes on the side to make use of important points and interesting responses from the participants. Subsequently, I started to make notes on relevant words and phrases that were used by the interviewee in connection with my research topic.

Phase Two: In this phase, the researcher generates initial codes (Braun et al., 2012). The first phase was where I familiarised myself with the data; therefore, I picked up codes and took note of the codes that were identified without consciously searching for them. These codes are the main aspects that will later lead to themes. I selected the most relevant and important codes and further categorised them into themes; this led to phase three.

Phase Three: The analysis finds meaning and takes shape as the codes shift to themes (Braun et al., 2012). The purpose of this phase is to identify patterns and relationships between codes (Dawadi, 2021). I conducted this process by preparing a separate piece of paper and then writing down all the codes identified in Phase two. Braun and Clarke (2006) suggested organising themes according to patterns and relationships. Therefore, subsequently, I organised them into themes that reflect on patterns and relationships between the codes identified and themes.

Phase Four: This phase involves reviewing the themes. Braun and Clarke (2006) suggested double-checking of themes to ensure coherence and consistency. I conducted this phase by reviewing my previous steps to ensure that nothing was missed and whether additional codes and themes had emerged. Any emerging themes were further grouped.

Phase Five: I began grouping my themes by name in this phase. Thus, each theme was given a title. This phase involves defining and naming themes (Dawadi, 2021). Braun and Clarke (2006) mention that this is the phase in which themes find meaning as they are identified and named according to their aspects. Here, the theme is identified according to the story it holds and how it fits into the broader story of the entire study (Dawadi, 2021). This is where I could see and describe the connexions in addition to labelling or naming each code or theme.

Phase Six: The final phase of the analysis is to write down and report the findings and results of the data collection (Dawadi, 2021). Finally, I could incorporate my results into my research by showing connexions and interpretations considering previous literature and relevant topics. This was done in Chapter Five of this study. Braun and Clarke (2006) also mentioned that the report should convince researchers of its merit and validity. Therefore, this research ensured that coherent and logical data were reported. This was also achieved by providing examples and extracts from the data. Thereafter, support the proposal with a review of the literature.

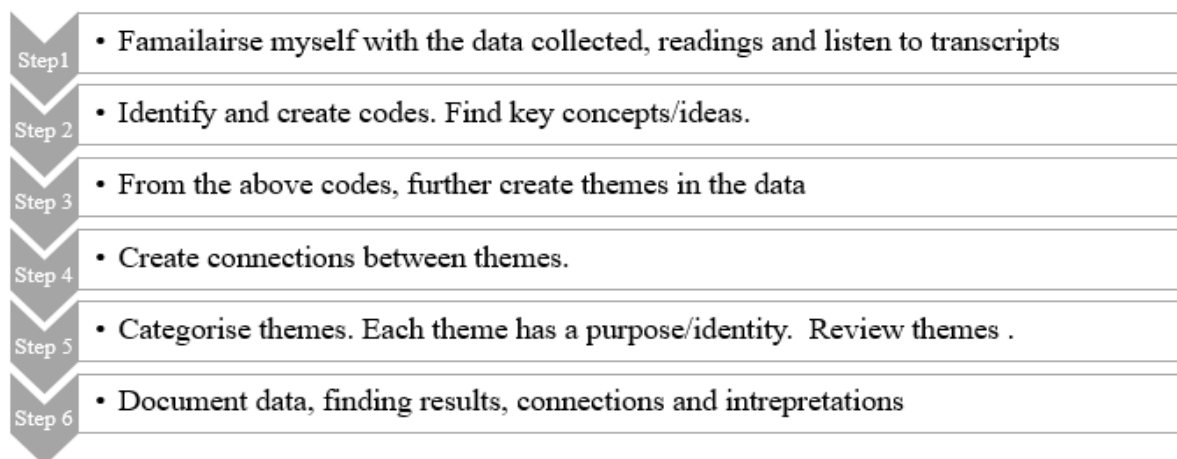


Figure 2: Data analysis steps (Adapted from Braun & Clarke, 2006)

4.8 Trustworthiness.

There must be a sense of trustworthiness in the research process and its findings.

Trustworthiness was used to assess the research quality (Cope, 2014). According to Check and Schutt (2012), when research uses the interpretivist paradigm, there should be four checkpoints of trustworthiness: credibility, transferability, dependability, and confirmability. The following subsections detail the use of these four checkpoints in this study.

4.8.1 Credibility.

Credibility occurs when the researcher can represent the actual data collected in the research in its original form (Cope, 2014). Credibility in research is established when participants agree that their original voices and views were interpreted in the study and that the research was accurately measured, as stated by Cope (2014). Therefore, credibility refers to when the data collected is accurately represented in the research and findings (Cope, 2014). For credibility, Lincoln and Guba (1986) suggested triangulation. Triangulation in a study means using multiple data, data methods, various theories or even using multiple investigators (Bans-Akutey et al., 2021). Hence, there are four main types of triangulation; Data triangulation this is when a researcher uses multiple data, investigator triangulation, when a researcher involves various researchers in collecting or analysing data, the third is theory triangulating this occurs when researchers use multiple theoretical perspectives and methodological triangulation, when a researcher uses numerous methodologies to research a particular phenomenon (Bans-Akutey et al., 2021). To ensure credibility in this study I use theory triangulation. I done this by applying various theoretical frameworks in my study instead of one (see Chapter Three for detailed discussion). Lincoln and Guba (1986) stated that for credibility, there should be prolonged engagement and persistent observation. This is

done by conducting a lengthy and intensive search or contact with the phenomena under study (Lincoln & Guba, 1986). To ensure this, I have been engaged intensively with this study's phenomena. I have used over a year to conduct this particular research study and used a previous year to study inclusive education phenomena. To add, I have spent three months interviewing research participants during the first phase and 1 month extra during the second phase. Denzin and Lincoln, (2011) suggested that to further ensure credibility in qualitative research, there should be a process known as peer debriefing. Peer debriefing is when the research findings from the data collection are discussed with fellow peers, who are suggested to be more experienced persons in the domain or more experienced colleagues (Denzin & Lincoln, 2011). To use the concept of peer debriefing suggested by Denzin and Lincoln (2011). I often met with my supervisors to receive advice and input on my study when needed. I would also send my supervisors draft copies of my chapters for advice. This also assisted in creating a different perspective and discover matters I may have missed. To further ensure credibility, I recorded the interview and created a transcription immediately after the interview was complete. This was done to ensure that the participant's original voices were recorded and transcribed to be presented accurately in the research findings and to further ensure nothing was lost or forgotten during the process. To add, during the analysis of the data, I also double-checked with participants if there was missing information or if there seemed to be a misunderstanding. Shenton (2004) also suggests that an examination of previous research findings should be examined in the study. To ensure this, I have provided a review of the literature (see Chapter Two literature review) and I have also connected the research findings with the literature to ensure its credibility.

4.8.2 Transferability.

Transferability in research establishes whether the findings of data collection apply to other situations or contexts; thus, similar situations and contexts (Cope, 2014). In other words, transferability in qualitative research refers to the extent to which the research findings can be transferred to other situations or contexts (Merriam & Tisdell, 2015). To ensure transferability in research, Shenton (2004) suggested that researchers provide detailed descriptions of the context and background of the participants. Therefore, to ensure transferability in this study, I provided detailed descriptions of the context and sample sets of the participants' schools so that readers are aware of the context and its findings. To further increase transferability, during the data collection and data analysis process, data saturation was experienced. Data saturation occurs when researchers repeatedly hear, note, and identify

similar themes and codes during research interview processes (Merriam & Tisdell, 2015). This provides evidence that the research findings may apply to similar situations as this was experienced during interviews with educators who have similar experiences and contexts.

4.8.3 Dependability.

Dependability is closely linked to credibility; it refers to the extent to which the findings of a research study can be repeated by a different researcher, resulting in similar findings (Cope, 2014). According to Shenton (2004), the research process and data collection should be reported in detail to address research dependability. Therefore, to ensure this, I have provided details of the process of this study throughout chapter four. Thus, I will provide descriptions of my data collection and data analysis. To further ensure dependability in this research study, I collected data from participants from the same setting. I ensured that they had all taken the same course at Bachelor of Education (Honours) or Bachelor of Education (Masters) level including the Inclusive Education course. Although they are all separate individuals, they may have different experiences in a classroom and teaching different subjects and phases, making it impossible to ensure the same outcome.

4.8.4 Confirmability.

Confirmability refers to the extent to which the research findings are the participants' interpretations, not the researcher's prejudices (Cope, 2014). Confirmability has to do with the level of confidence in the research findings and interpretations, thus, how the participant's narratives are shown without the researchers' biases (Denzin & Lincoln, 2011). To ensure confirmability in the research, I always acted ethically and professionally. I respected the participants' views and did not bring any of my views into the interview process, thus minimising bias. Shenton (2004) stated that to ensure confirmability, researchers should recognise the shortcomings and limitations of their research. Therefore, to ensure this, I have provided a sub-section in chapter four to discuss the limitations in this research (see 4.11 Limitations). Triangulation was used to further ensure confirmability. Triangulation refers to the use of multiple data collection methods or data resources to ensure a comprehensive view of the research topic (Denzin & Lincoln, 2011). To further use the triangulation method, during this study's data analysis steps, I encountered shortcomings and limitations within the study's findings and discussions. Therefore, to further ensure the confirmability of this study, I went back to collect more data from the participants through semi-structured interviews. The second set of interviews consisted of new questions.

4.9 Ethical Considerations.

Research ethics is vital as it assists in creating responsibilities for the researcher and ensures that guidelines and no misuse are made during the research (Bless et al., 2006). Therefore, in undertaking this research, ethical considerations were essential for conducting qualitative research and I employed the use of human participants. Herein, I provide details of the ethical considerations made throughout.

4.9.1 Institutional Clearance.

Ethical clearance was obtained from the Human Research Ethics Committee of the University of the Witwatersrand in undertaking this research (Reference: H23/07/40). A registrar's permission was obtained to conduct research involving students at the University of the Witwatersrand.

4.9.2 Informed consent.

Informed consent indicates that the researcher respects the participants and also considers their interests (Grinnell & Unrau, 2010). Informed consent was obtained from all participants who were involved in this study. This information was obtained through consent forms that were given to each participant (see appendix B). Participants were also informed about the purpose of the research and its aims; thus, the participants were aware of what the research was about. This was achieved by providing each participant with an information sheet (see appendix A). The participants were informed that the interviews would be conducted online and recorded. In addition, they were informed that the research would not directly benefit or harm them.

To maintain ethical concerns, research participants' involvement must be agreed upon; therefore, no pressure, force, or threat to participate in the research (Vanclay et al., 2013). In this study, no participant was obligated to participate in the semi-structured interview. This research was solely based on voluntary participation. Participants can withdraw from the interview process at any time. Participants were informed that the interview was voluntary, that they had the freedom to withdraw at any time, and that this research would not compromise their rights, thus avoiding any exploitation. I asked potential participants if they would be willing to participate in my research and informed them about how it would work. If the potential participants agreed and showed interest, I would then proceed to ask for an email address where I can send them consent forms and information sheets (see appendix A

& B). This is where participants also signed an agreement that informed their voluntary participation.

4.9.3 Confidentiality and anonymity.

Confidentiality occurs when the researcher is conscious of the participants and takes precautions to protect their identities (Evergreen, 2021). For this study, I ensured confidentiality by providing a protected environment for the participants. I ensured a protected environment by conducting the interview alone with the participant; therefore, it was only the participant and I present during the interview. In addition, I ensured that their full names were not disclosed in any of my research or questions. In addition, confidentiality was ensured, and the participants' locations of employment and personal information were excluded. I ensured that the recordings were not shared nor made public. The interview recordings were stored on my laptop, which was also secured with a password. This was achieved by providing participants with consent forms and information sheets (see appendix A & B). Participants were informed that they were not obligated to participate and that they may terminate the interview at any time if they felt the need. I also provided contact details of the Human Research Ethics committee (see appendix A) for participant references if needed.

Anonymity occurs when the researcher does not disclose the participant's names or any personal details to the reader (Evergreen, 2021). Thus, all participants in the study remain anonymous. I, the researcher, knew the names of the participants by communicating with them and acquiring email information to send documentation (see appendix A & B). However, I ensured that the participants' identities remained anonymous by not mentioning their names at all stages of this study. I used pseudonyms to identify and refer to the participants in this study.

4.10 Reflexivity and positionality.

In this subsection, I reflect on my positionality, insider-outsider position, and reflexivity during this study. Most of these reflections were experienced during the data collection and analysis.

The concept of positionality refers to one's viewpoint and stance on a research topic (Holmes, 2020). In other words, positionality demonstrates the stance the researcher has chosen to represent in the given study. This has an impact on how research is conducted and on the implications and results (Holmes, 2020). Positionality is influenced by a researcher's

race, religion, location, sexuality, socioeconomic background, or political beliefs (Holmes, 2020). Positionality is often recognised by positioning the researcher in three sectors: (1) the subject under examination, (2) the research participants and (3) the research context and process (Holmes, 2020). I, the researcher, am a student at a higher education institution. I also studied an inclusive education course at the postgraduate level. My positionality and stance were that every learner deserves equal education; therefore, the focus should be on achieving inclusive education through the translation of turning theory, legislation and policy into practice. After studying inclusive education, I realised that we only focused on theory-laden content; there was no practical experience or work involved in the course. This made me both curious and aware of the implementation of inclusive education in our everyday South African context. Through my own teaching experience, which I completed as an undergraduate student, I have become aware that there are implementation challenges in some school contexts. Therefore, I held the position that, indeed, there are plenty of theories, laws, and policies on inclusive education and how to achieve it; however, there were challenges and a lack of implementation in the South African classroom. Hence, the idea is to investigate and understand how theory is being translated into practice in South African schools by educators who have received inclusive education training.

The participants in this study were also postgraduate students enrolled at a higher education institution who had studied inclusive education courses. Thus, this gave me an insider position in this study because I have a similar educational background to the participants. Being an insider refers to "sharing the characteristic, role, or experience under study with the participants," while being "an outsider refers to not sharing a commonality with participants" (Dwyer & Buckle, 2009, p. 55). In other words, an insider is a researcher with similar personal backgrounds, gender, age, ethnicity, race, socioeconomic status, sexual orientation, and religion to the research participants and overall research, and an outsider is a researcher who has no similarities to the research participants. However, while completing the data collection and data analysis processes, I also felt that I was in an outsider's position. The participants were part-time students and full-time in-service educators. However, I am a full-time student and, therefore, not an in-service educator, and I have never been employed in this position. As the participants gave their views and opinions about their experiences, I realised that I did not have the same experience as an educator. This gave me an outside position.

Reflexivity is the practice of thoroughly and critically assessing one's presumptions, ideas, and opinions and thinking about how they impact the research procedure (Jamieson et al., 2023). The practice of reflexivity challenges examines who we are as researchers and how our study is influenced by this (Jamieson et al., 2023). Thus, reflexivity is a type of analytical thinking that leads us to explore the "whys" and "hows" of research while critically assessing the benefits, ethics, and worth of what, who, and how we investigate (Jamieson et al., 2023). At the start of data collection, I assumed that only educators faced with larger class sizes or poorly developed schools would encounter challenges and a lack of inclusive education implementation. However, during the data collection process, I found that educators who conducted average-sized classes or taught in well-developed schools still faced some challenges in implementing inclusive education. This reflexivity also made me aware of the limitations of the entire study; therefore, this is discussed in the following section (4.11 Limitations).

4.11 Limitations.

The study is limited because of the sample size as well as the chosen population, which is only including students from a particular higher education institution to interview, as this does not give an all-round view of other in-service teachers who may have received inclusive education training from other higher education institutions. However, this research is of a qualitative nature; therefore, it does not seek generalisations; hence, by using a particular sample and population, I was able to create a particular finding. In addition, the research may not apply to teachers who have not attended a particular higher education institution, those who have not taken a course on inclusive education or to schools and teachers based outside of Gauteng. However, due to my being an insider to this research, this helped me become knowledgeable about inclusive education courses offered at the postgraduate level at higher education institutions. This means that I was able to ask appropriate and relevant questions related to the study and context. Another limitation experienced during this study was the overall time frame required to complete the study. The data collection measures could have been extended in terms of sample size and methods; however, time was a constraint. Despite the time constraint and the use of one method to collect data, I feel that this allowed me to thoroughly work through the data collected and provide attentive attention to the method used.

This study has further experienced a limitation in relation to the data collected and analysis. During the data analysis and documentation steps, the researcher and me fellow supervisors noticed shortcomings and limitations in the data. Therefore, to correct this, I applied for an extension through the university and decided to collect additional data. I used semi-structured interviews with new questions. I contacted the same participants in the first set of interviews, with a few new participants added. I followed the same process for data analysis and documenting. Through collecting new data, I discovered new additional data that could be added to the existing. This experience provided me with new insights and new data. This limitation did not have a negative impact on the study's aims and questions; it was merely to add and remove information related to the study's aims and research questions. Therefore, the outcomes and findings are more valid in relation to the aims and questions.

4.12. Conclusion.

In conclusion, this chapter has provided details, explanations, and justifications for the research process. It provided details into the research paradigm, which is interpretivism, and explained why context is vital. Also, it presented details of the qualitative research approach, design, and snowball sampling of 11 in-service educators as research participants.

Furthermore, the data were collected through a two-phased semi-structured interviews and analysed according to the thematic analysis guidelines and steps. This chapter also addresses concerns about the trustworthiness of the research data. Finally, this chapter acknowledges and discloses the limitations of this research.

Chapter Five:

Discussion and main findings.

5.1 Introduction.

The purpose of this discussion chapter is to present the findings, which are based on the thematic analysis of the qualitative data collected from the semi-structured interviews. The study explored how inclusive education theories, legislation and policies are being translated into practice. This was explored through the experiences of in-service educators who have undergone inclusive education theory training at a higher education institution. This chapter is arranged according to three main concepts: policy, legislation, and theory—under each concept, I will discuss themes and subthemes as well as recommendations. Additionally, in this section, I provide take-away statements, this assists in providing an overview of the findings on the particular concept. The findings will be presented in line with the aims and objectives of this study. I will engage in educators' perceptions of inclusive education ideology, theories, legislation and policy; understanding the translation of inclusive education ideology, theories, legislation and policy; considerations that enable or constrain the ability to achieve inclusive ideology; what is needed to translate inclusive education ideology, theories, legislation and policy; and educators' motivation to adopt inclusive education ideology into practices. Lastly, I provide possible areas for future research.

5.2 Inclusive education policy and practice.

This sub-section will engage with the concept of policy. A policy document is a guideline or framework that aims to achieve a set outcome (Mima et al., 2020). In this study, policy documents aimed at achieving inclusive education are included. This includes global, for example, The Salamanca statement and The Dakar framework, and local, for example, White Paper 6 and the CAPS curriculum. These are also educational policies, which means that they provide guidelines and frameworks for schools and educational systems (Bell & Steven, 2006). To add to this, educators and management within educational institutions and educational systems are individuals who are meant to implement and translate these policies into practice (Bell & Steven, 2006). During the interview participants were asked their overall view on policies related to inclusive education. The participants were well informed on this concept they often did not refer to them as policies however had an overall understanding that it is a legal documentation with guidelines that needed to be put into

practice. To further provide insight into how participants in this study viewed the concept of policy, one participant, Paris, spoke directly to policy.

According to one participant involved in this study, Paris, to be inclusive, policies should consider the South African context; thus, South African schools will only be able to be inclusive once policies are able to account for the South African context. Paris continues to suggest that to achieve inclusive education, researchers and those who draft policies must also be inclusive by including teachers in the process. These findings indicate that there is a lack of research conducted with educators. This finding resonates with Van de Ven and Johnson (2006), who state that there is a divide between those who establish the theory and those who must put it into practice. Van de Ven and Johnson (2006) speak directly to theory; however, this is just as vital in relation to policies that need to be put into practice by educators. Educators are the individuals who are doing the work and are meant to implement policies; therefore, it becomes questionable why they are not included in the process of drafting laws and policies. Paris provides insight into this concern by stating the following:

Paris: That is why they say you need to include teachers, people who are teaching when you create policies... When you create a curriculum, teachers have to be there because they know everything about schooling.

During the semi-structured interviews, participants were asked their views and opinions on inclusive education policy. Paris shared the following in relation to the concept of policy:

Paris: sometimes I think whoever is writing the articles and all that, or policies, just caters to private schools.

Mary: The policies are not realistic for our schools.

Based on what Paris and Mary has shared, it shows that policies do not consider the context of classrooms in South Africa. Teachers are currently experiencing difficulties in inclusive education policy because it does not fit their teaching contexts. This research used in-service educators from public schools in South Africa. Hence, Paris now questioned the ability of inclusive education policy to consider the South African public schooling context. Therefore, this is the perception of a fellow in-service educator who has received inclusive education training.

As noted by Engelbrecht (2020), the efficacy of education policy remains debatable. According to Engelbrecht (2020), there is a noticeable gap between the drafting of laws and regulations and their actual implementation. According to Engelbrecht (2020), educators are confused and misinterpret policies regarding practical methods and execution. Furthermore, poor financial management, as a policy marker, commonly underestimates the socioeconomic realities of implementing inclusive education in medium- to lower-class economies (Engelbrecht, 2020). Below, I present a coding table that presents the themes, codes and sub- themes identified within the data.

Codes	Sub-Themes	Main theme
Context Money Resources Support Management Training Assistance Curriculum Rigid	Lack of consideration for The South African context Finances and resources Collaboration A rigid curriculum policy	Actualisation of policy

Table 7: Policy codes and themes.

The above table (table seven: policy codes and themes) is included in this chapter to provide the reader with a summary and overview of the sub-themes and themes that will be discussed further in this section of policy. This table further provides the codes that I have identified during the data analysis process, and from these codes, sub-themes and main themes were developed. In addition, this table provides details of the policy concept. Overall, this helps the reader to understand what is expected below.

5.2.1 Policy and context.

To describe the constraints that inclusive education policies have on being translated into practice is to describe the financial circumstances that South African schools and educators face. Participants mentioned the need for financial support, continuing to mention that in the South African context and public schools, the financial situation is not suitable for translating policies into inclusive practices in public South African schools. White Paper 6 mentions nine

ways to achieve inclusivity, and one way is to develop funding strategies that ensure redress for historically disadvantaged communities and institutions (DoE, 2001). However, despite this guideline to achieve inclusivity, participants continued to mention that there is no financial support to achieve inclusivity. Yara describes how inclusive education policies do not consider the financial state of the South African context. It is important to mention that Yara describes her school as a township school that is not financially well off. This may be a reason why she dives into the financial circumstances of a South African school. Due to socioeconomic constraints, it becomes challenging to translate policies into practice. Yara and Logan shared the following:

Yara: Yes, they have funding for all those things that we do not have on this side. So when they took them and, uh, tried to apply in South African schools. I do not think they put that into consideration, funding, resources, and the economic state of the country. Therefore, I think they are unrealistic.

Logan: I feel in order to put some policies in practice there needs to be somewhat of funds. But we working under very tight budgets.

In this study, an objective was to understand the factors that constrain or enable the translation of policy into practice. These findings show that financial circumstances can constrain the translation of policy into practice. The findings also suggest that the state of South Africa's economy impacts translating policy into practice. Although White Paper 6 mentions achieving inclusive education, there must be financial improvement (DoE, 2001). This is not evident. Due to the financial circumstances of learners and schools, this restriction restricts certain abilities that are inclusive.

Accessibility of resources is deemed a vital facilitator for achieving inclusiveness in schools (Mokaleng & Mowes, 2020). Hence, resources are physical matters that can help educators translate inclusive ideology, theory, legislation, and policy into practice. In this study, resources are related to theory, specifically inclusive pedagogy, because inclusive pedagogical methods, suggestions, and guidelines often require some kind of resource to be used. For example, the inclusive pedagogy theoretical framework suggests that educators can use different modes of representing work to learners. This often requires a TV or projector to present content visually. The resources necessary in schools differ based on the type of help required by students in certain types of schools. There are a variety of inclusive resources,

such as textbooks, technology devices, and school physical facilities, for example, ramps, lifts, tables, and chairs. However, this is also a policy matter, as The Dakar Framework policy maintains that to achieve inclusivity, a strategy of keeping up to date with relevant technology is vital (UNESCO, 2000). However, through interviews, participants maintained that there was a lack of resources, namely technology; therefore, this creates a barrier to inclusive practice. This study's findings can be linked to Mokaleng and Mowes (2020) study, which stated that when faced with a lack of resources, it can create a barrier to implementing inclusivity. In this theme, two resources are discussed: physical resources and facilities. In other words, these two resources should be understood as tangible environmental resources. Participants revealed a lack of resources in their schools, mainly in impoverished schools.

Mary spoke about resources for catering to learners who may have physical disabilities. To add Yara mentioned physical facilities. This is vital to mention as it also reveals that there are various ways to define resources and to what extent they are targeted. Mary and Yara shares the following:

Mary: I would not say they have adequate resources, even though the school does not have any facilities to accommodate those who are physically disabled.

Yara: There is a lack of physical resources and facilities to assist disabled learners.

Molly, who teaches in a public school, which is disadvantaged, states that even the most basic resources are not adequately provided for in their school. This is a challenge, as even basic resources are not adequately available to learners, which creates further constraints on translating the policy into practice. This creates a barrier for learners to learn appropriately in a classroom. To link resources to policy, the CAPS policy, The Dakar Framework policy, and White Paper 6 all address the need for resources to translate policy into practice. The CAPS policy speaks directly to modifying the physical environment for learners to achieve curriculum differentiation that has the intention of being inclusive and further states that classroom resources are necessary to achieve curriculum differentiation (DoE, 2011). The Dakar Framework policy (2000) aims to achieve inclusive education and stated that it improves the quality of education in all aspects. Global policy is often difficult to use in certain contexts. Hence, in South Africa, White Paper 6 states that it provides funding strategies for schools (DoE, 2001). To interrogate these three policies, it is evident that they aim to improve the quality of education in all aspects, and this can be improved with

resources, and in South Africa, there are funding strategies. However, from the experiences of the participants, the aims of the policies are not evident in schools. Overall, inclusive education policies aim to improve education, and one of the aspects to improve education is with resources; however, resources are not available to learners, creating a challenge for educators to translate policy into practice. For example, to achieve curriculum differentiation, CAPS (DoE, 2011) maintains the need to modify resources to be inclusive to all learners; however, there is a lack of resources in classrooms. Resources can include different modes of presentation, for example; a TV, visual posters, audio recordings or projectors. Participants provide insight by sharing the following:

Molly: physical facility—does not practice inclusivity, lacks basic furniture and infrastructure, such as desks and chairs...lack of infrastructure

Matthew: Inclusive teaching methods present challenges due to a lack of resources.

Paris: There is no modern technology so it is a challenge to use different methods.

Mary and Paris have shown that they would like to incorporate the use of extra resources to make their classrooms more inclusive of learners. This shows that educators who have received inclusive education training are aware and well informed on how to create an inclusive environment for learners; however, macro structures restrict their ability to fully implement inclusive practices. Mary and Paris mentioned the following:

Mary: I am really trying to incorporate some of the principles of inclusive education, like I tried to use different materials when I teach... The thing is, the resources are not there, so you must always get creative, and that is a struggle for me.

Paris: It is just that we use all the old, you know, traditional teaching methods like chalkboards, chalkboards, and so on. So, if it were for me, I would start using a projector.

Some participants who worked in financially assisted and better resourced schools revealed that there is access and availability of resources; however, resources are also limited in different ways. Therefore, there is an attempt to provide resources; however, there are still downfalls. Logan and Layla, who mentioned that they work at more advantaged or fee-paying schools, revealed the following:

Logan: I am taking computer classes. This class has a ramp, so it will be able to accommodate people who are using a wheelchair. I would say, in that regard, they are

inclusive now we move on to the other resources. They use computers, and they are all available to the learners. Each learner has their own computer. They include a certain length of physical facility. However, this is just my class; the other classrooms do not have these facilities, and often the equipment is not maintained and does not work in all classrooms.

Layla: in terms of physical facilities but not necessarily inclusive. So if someone is on crutches or a wheelchair, for example, they will struggle physically, but with all the learning difficulties, we do provide an alternative... Not suffering an issue here, but like sometimes resources they weren't maintained for us, then it will break. So just maintaining all the resources that we have is what they can do.

At the start of this study, I, the researcher, had the idea that advantaged schools would most likely have many resources and facilities to translate the ideology of inclusivity, theories, legislation, and policy into practice, thus making more inclusive resources available to educators. However, findings from the data revealed that although educators in advantaged schools have some resources, they are also limited as these resources are not well maintained or are not available and accessible to a certain extent.

In the data, I have identified that many educators would like to have access to resources. Throughout the interview process, educators always cited the lack of resources and the need to have them in schools and classrooms. Therefore, this was a persistent concern. Participants mentioned the following:

Yara: Resources, those things that play videos, projectors yes... Um, laptops, we do not even have laptops. These things will make teaching easier.

Maya: Including more technology in my classes makes it possible for me to use videos, make it possible for me to use audio, and make it possible for me to demonstrate pictures in my classroom.

Maria: extra resources will be helpful not only for teaching but also for learners.

Luna: There is a lack of resources in most South African schools. Therefore, it becomes a challenge to teach inclusive methods. An example is trying to be inclusive of learners' different learning styles. If the class is not properly equipped with technology, visual learners may suffer. Another example is the practical resources a teacher could use during a lesson, e.g., textile resources for sensory-seeking learners.

The findings of this study indicate that schools are faced with a shortage of resources. This research involved participants from a variety of different schools, in terms of disadvantaged or no fee-paying schools, to those that are more advantaged schools that pay fees. Despite the financial circumstances of the different schools, the participants still maintained that they would like more resources in order to include inclusive practices to their classrooms. Such matters as lack of resources made it challenging to translate policy into pedagogical strategies. Resources can help educators conduct classroom lessons more effectively by allowing educators to mix and match content knowledge delivery. Hence, these resources can help educators create more inclusive lessons; however, due to the lack of resources, translating policy into practices is a challenge. This study reviews global and local policies, in which policies explicitly reference the importance of resources. The CAPS policy indicates that to be inclusive, there is a need to modify resources within schools and classrooms (DoE, 2011). In spite of this, it becomes questionable as to ‘how’ an educator can do this if resources are not available. The Dakar framework policy (2000) maintains to improve the quality of education in all aspects, and locally, White paper 6 (DoE, 2001) highlights the need for a funding strategy for schools. In addition, in section twelve of the SASA (1996), this section proposed that all schools in South Africa should be able to accommodate and provide all necessary learning support for learners. However, this is not evident because educators have maintained a lack of resources to accommodate learners inclusively. In other words, globally and locally, there is an importance for funding that, in turn, assists with resources. This can demonstrate the importance of resources throughout schools.

5.2.2 Translating policy into practice.

In order for policy to be translated into practice educators shared that they would need support from higher structures within the school setting. During the interview, participants shared that there was an absence of support from management and school districts. Some structures are meant to support them, and one of them is management. It is vital to mention that these two policies speak to matters of support or are described as collaboration. The Dakar Framework (UNESCO, 2000) states that to achieve the ideology of inclusive education, there should be a good system of education leadership. White Paper 6 (DoE, 2001) also maintains that infusing support services throughout the system. This is management within a school as it provides leadership for the schools’ educators. However, the findings revealed a lack of management support.

Maya: Management is not inclusive, and they do not consider children who might need extra help. They will ignore us when we raise concerns.

Maria: There is little management support; they do not support us, and it is very frustrating.

Molly: management support: more than 80% of the management are not well informed about inclusionary practices, those who have an idea of inclusion; their understanding extends as far as race or religion but excludes sexuality, gender or sexual orientation, background etc. The attitude towards knowing and learning about inclusion is negative.

During the interviews, educators were asked what would it take to effectively translate policies into practice. Many educators mentioned that they would like more management support. This shows that educators are aware of the lack of support and would like to have this form of support to assist their teaching and be more inclusive. The participants stated the following:

Maria: management support would be great and would make work much easier for learners.

Matthew: More involvement and support from the Gauteng education department and school governing bodies will assist me in effectively implementing inclusive practices.

Regarding the attempt to translate inclusive education policy into practice, a participant shared a sentiment, mentioning that educators themselves also need support services. This research sought to understand how inclusive education theories, legislation, and policies can translate into practice. Educators are the main drivers of inclusive practices; therefore, they require support that will help them translate policy into practice. Layla provided a different perspective on collaboration and maintained that educators also deserve support services as much as learners do. The participants clarified that educators feel stressed and work under unfavourable conditions, which creates personal challenges for them, which in turn affects their teaching practices in the classroom. Participants shared the following sentiment:

Layla: But other than that, besides that, we could have like a whole, umm, like a whole programme at the school where it supports the teachers because all mainly supports the learners... We do not have anything that supports the teachers besides the textbook or the textbooks or whatever. So, what we would have to implement has something more for teachers instead of just learners, as we go through a lot.

Logan: I often feel stressed and overworked. There needs to be some sort of support for us teachers.

The above shows that educators would like extra support, for example, management support. To continue, Layla mentions including another programme that supports educators. To interrogate this finding, it shows that educators teaching in South African schools are faced with various challenges and feel that they are in isolation, hence their request for and need for extra support from management and other means. The Dakar Framework (UNESCO, 2000) states that to implement inclusivity, there should be a safe and healthy environment. However, this is questionable, as educators state that they are going through a lot of worries and would like support in their environments. This can also be connected to other constraints mentioned in this study, such as overcrowding. Inclusive pedagogy as part of the theoretical framework of this study also maintains that education systems such as management plays a vital role in creating an inclusive environment (Florian, 2010).

Teacher training is vital for understanding and acquiring knowledge of how to accommodate all learners. Teacher training will help educators become more conscious of their teaching practices. If educators are able to receive adequate inclusive education training, they will be able to teach in an inclusive manner, which will also have a positive effect on their attitude towards teaching learners with learning differences. Participants stated the following:

Maya: However, people are like this because they did not study inclusive education because inclusion for them is an abstract idea.

Maria: they do not offer us any special training like, you know, we get training for subjects like when there is something new in the subject, they will call you guys for training and stuff like that and they call these workshops in they think these workshops help, but at least something like that is there for the subject. But for inclusive education, we have nothing like that.

Matthew: more training for educators is needed to effectively implement inclusive education practices.

Regarding Maria's statement, this is vital, as the participant mentioned that there is training available, but the training is only subject-related. South Africa is a diverse country; therefore, schools in South Africa are filled with learners from different backgrounds, cultures, and

racers. This should be taken into consideration, as educators should now be trained to assist learners according to their differences. Once training is obtained in this manner, educators can develop a more positive attitude towards including all learners.

This research focused on educators who have received inclusive education training at higher education institutions. However, it is necessary to examine those who did not receive training. As educators do not work in isolation, they have fellow colleagues who work alongside them; therefore, it is important to understand these aspects to understand the conditions under which inclusive policy is being translated into practice. The findings also indicate that this may be due to a lack of inclusive education training. As it is maintained that educators do not work in isolation and need collaboration to translate inclusive education ideology into practice, there is a need to consider the training of fellow colleagues. In other words, it is a group effort to ensure that the ideology of inclusion is translated into practice. Therefore, for inclusive ideology, theories, legislation, and policies to be translated into practices, there is a need for inclusive education training among educators within schools. Hence, this is the support structure that educators should translate theories, legislation, and policy into practice.

The data illustrate the need for more inclusive education training and overall support services for learners and educators. The Dakar framework (UNESCO, 2000) states that to achieve inclusivity, there is a need to improve the teaching profession. In South Africa, White Paper 6 policy states that in order to be inclusive, there needs to be effective development programmes for educators, support personnel, and any other human resources (DoE, 2001). Therefore, this shows that local and global policies mention the idea of improving educators' profession. Hence, this is accomplished through teacher training. To continue, through interviews, participants maintained that they see a need for more inclusive education in their teaching environment to further translate theories, legislation, and policies into practices as a whole. This is considered support that will enable educators to translate theories, legislation and policy into practice. In addition, critical theory maintains that to achieve appropriate teaching practices, educators should not be left in isolation and therefore need assistance. Overall, policies state the idea of teaching development programmes and improving the teaching profession; however, through the experiences of educators, this is not occurring, or it is often subject-related training but not inclusive education training.

To gain further insight into the translation of policy into practice, during the interviews, participants were asked about the CAPS policy directly, as this is a policy that all the participants used daily. In this study, the CAPS curriculum is presented as a policy. In South Africa, public schools use the CAPS curriculum to educate learners. CAPS intends to focus on meeting learners' needs by being inclusive and proposing curriculum differentiation. Curriculum differentiation aims to allow educators to modify, adapt, and revise curricula to accommodate learners' differences (De Jager, 2023). CAPS focuses on a high specification of subject content that must be covered within a certain time frame (Muller & Hoadley, 2019). In addition, CAPS provided clear stipulations on the summative assessment outcomes (Muller & Hoadley, 2019). In addition to inclusiveness of all learners in South Africa, CAPS specified a method called curriculum differentiation. Overall, educators make use of the CAPS curriculum policy when teaching, CAPS provides educators with guidelines, content, time frames and assessment. Participants in the study were asked their thoughts on CAPS. The findings of the data collection revealed that the curriculum design was too rigid to be implemented in the classroom. The participants found numerous barriers to the curriculum design, which made it a challenge to achieve inclusivity.

Molly: CAPS is rigid and not flexible. Leaves no room for creativity in the classroom because it requires one to teach it and is time-framed.

Matthew: Although it is learner-centred it needs some modification because it uses the notion that one size fits all. It does not accommodate the different learning abilities of learners

This study revealed that the time allocated to each topic was too short. Educators found that the pace of certain topics was too fast; therefore, learners were often left behind or the topic was left behind as they had to move on to keep up with the required pace. Participants shared their insights about using CAPS and concerns about the time given;

Yara: Yes, it is not. It is not practical, especially when it is in use. That is, when the time set is followed. It's not practical for my class size... I would try to give less content and more time. For example, maybe one topic given for 3 days.

Mary: Okay, it's a lot of work to do in a short period. There are topics where you feel like I'm not sure about this one or is it necessary, and then you tend to skip it to make time.

Paris: The time given to certain topics will never be enough to provide all the support to your learners.

Curriculum differentiation can be achieved in numerous ways. Some of these methods include content differentiation. This occurs when the content taught in the classroom can be modified to meet learners' needs and learning differences (DoE, 2011). However, according to the participants' specific contexts, the findings found that the content provided by CAPS was not inclusive or relevant to adapting to the learners' contexts. Participants described their context as overcrowded and lacking in resources. During the interviews, Layla and Molly stated that the content given in the curriculum was concerning. The participants indicated that the content was not inclusive and that many learners could not relate to the content being taught and often found it uninteresting. Although the curriculum highlights content differentiation, it is questionable to what extent content can be modified, such as subject-related content that cannot be changed. Participants disclose that:

Layla: I do not find it very inclusive because, first of all, with history, we learn a lot about a lot of history that does not relate to us here... a lot of different histories that do not really relate to Africa; it is too westernised

Molly: I would also make the curriculum content relevant to the learner's context and everyday life.

Differentiation of assessment is a method drafted by CAPS; this allows educators to revise and redesign assessments undertaken for the year (DoE, 2011). Although CAPS points to assessment differentiation, the participants found the assessment requirements of CAPS to be too rigid and concerning for the learners. The findings revealed that the assessment requirements of CAPS exclude all learners and their learning differences. Thus, CAPS mentions assessment differentiation; however, this is not being implemented in schools. Participants shared the following concerns:

Maya: Why is the assessment mainly based on learners sitting in an exam? Because I've learned in my classroom that learners can talk and engage very well in discussions...But when they have to sit down and write an exam, it is like the wording and everything else just becomes smaller and they struggle...So I think I would make it more open to saying, would you rather present this orally using pictures, using diagrams, or would you rather write a one-page essay explaining?

Maria: When it comes time to write, they cannot express themselves on paper. They struggle when they have to write the answers, and because I am an English teacher, even if they write incorrectly, I can still read and I can still understand what they are trying to say. Therefore,

the learners end up failing not because they do not know how to express themselves in paper. So when you want to try and sort of give oral assessments, they do not want that because they keep saying the essay must be written, then the essay must be written. Now, they do not have the capacity to respond to the question.

For CAPS to be inclusive, participants maintained that they needed to take action.

Participants revealed that the curriculum design required them to put in more work to make it more inclusive for learners in their classrooms. In relation critical pedagogy, Freire addresses concerns around curriculum planning. Freire (1984) argued that curricula should reflect learners' needs and that curriculum planning should take context and background into consideration. This is vital in curriculum planning as it will be able to assist educators to teach according to the learner's needs, and when a curriculum is planned according to contexts and backgrounds, there will be minimising marginalisation and exclusion. Overall, when a curriculum is planned according to Freire's (1984) suggestions, that are to consider learners' needs, context, and backgrounds, educators will be able to maintain inclusive practices. Freire (1984) suggested that educators and learners should also be included in curriculum planning phases. This will allow the curriculum to be more considerate of the contexts of educators and learners context as it will gain direct insight from them. However, through the semi-structured interviews, educators expressed something different. Participants shared the following:

Mary: As a teacher, you can find a way to make it more inclusive when we are speaking about the curriculum on its own...I do not think it was designed to fit everyone, but you can find your way as a teacher in the classroom. It demands that you make it inclusive. This can be challenging.

Maya: In my context, it can be quite excluded in the sense that the curriculum, for example, as I said when I started, requires us to do some practical work, but my school does not have the resources for such work. Hence, I had to plan to create my own resources to be inclusive.

The findings suggest that curricula create barriers for educators to translate inclusive policy of education into practice. Although the CAPS curriculum highlight curriculum differentiation, it is not implemented in classrooms. Participants showed that the time, pace, content, and assessment of the curriculum were concerns and barriers to achieving inclusivity. To add to this, the participants' highlights were that the curriculum demanded that they create their own ways of teaching to be inclusive. Although CAPS aims to be an

inclusive curriculum, educators must take the initiative to achieve inclusivity in their classrooms. Overall, the data indicate that CAPS is rigid and that curriculum differentiation has not been implemented. In addition, CAPS is a policy document that needs to be translated into practice and through the experiences of educators, this is not evident.

5.2.3 Policy: Take-away statements and recommendations.

In order policies to translate into practices it was found that there needed to be assistance from higher structures, such as management within schools and education districts. Hence, there needs to be a higher structure that will be able to assist educators in translating policies into practice, thus, the translation does not solely lie with educators; however, it is now a collaborative process. It was found that educators expressed concerns regarding a lack of collaboration, which included management from schools. Hence, in turn, educators maintained that for them to translate policies into practice they would require a support structure. This can further be linked to the finding of fellow educators who have not received inclusive education training and often have a negative view of the ideology of inclusivity. In other words, educators maintained that peers within their schools often did not value the ideology of inclusivity due to a lack of training and understanding of the ideology. In this study, there is a link between these two concerns; in order to improve collaboration constraints, there needs to be equal training and values among all educators. White Paper 6 outlined nine ways in which the policy achieves inclusivity (DoE, 2011). One of the nine ways states that there should be effective development programmes for educators (DoE, 2011). However, this is limited because participants stated that there should be training; therefore, there are no training development programmes occurring in relation to the ideology of inclusive education. To continue, when all educators have values towards the ideology of inclusive education, there will be unity in translating inclusive education policy into practice.

Overall, it was found that educators do have motivation; however, due to the lack of collaboration from higher structures such as management, this can hinder their motivation and the practical achievement of inclusivity. This indicates that there is motivation and the possibility to translate policy into practice however there must be a sense of collaboration within schools and educators. Educators had the perception that policies were unrealistic to translate into practice as it did not consider South Africa's classroom context. Despite this perception, educators remained positive, maintaining that it was possible to translate policies into practice with a few changes and improvements.

A lack of resources has been shown to create a barrier to integrating inclusive education into practice. For this study, a lack of resources is considered a constraint to translating policy into practice. Local and global policies discuss the importance of funds and resources. However, this is evident, as educators' state that there is a lack of resources available to them to accommodate learners and teach inclusively. Thus, due to the lack of resources, educators are unable to translate policies into practice. In addition, when there is a lack of support and collaboration, this further hinders the implementation of translation policies. Inclusive pedagogy in theory states that educators work in isolation and that there should be a sense of collaboration to enable inclusiveness (Florian, 2010). However, the findings show that educators do work in isolation. This further creates a constrain for policies to be translated into practice. Hence, limited resources and lack of collaboration create a challenge to translating inclusive education policies into practice.

In order to move forward in relation to the lack of teacher training, the following recommendation is made: there needs to be practical training and development for teacher training in inclusive education at higher education institutions at the postgraduate level. This means that all educators should receive practical training to become inclusive practitioners, not only through theory-laden training but also through actual practical training. At the postgraduate level, educators do not receive practical training, and courses are theory-laden. This can create a barrier, as educators find translating that theory into their teaching practices. Therefore, all educators should be able to receive inclusive education training at schools and higher institutions. This will help educators prepare to deal with diverse learners in a more practical way. Educators will understand inclusive education theory and therefore will be able to implement the intended inclusive education theory that they are taught. This will further allow teachers to have a positive ethos and attitude towards teaching learners with learning differences. According to Freire (2000), an educator needs assistance and is not the sole provider of knowledge to the learners who ensures that teaching runs smoothly and accordingly. Sugiharto (2008) also stated that a non-supportive learning environment can hinder the implementation of inclusive education.

To move forward, an improvement is needed in terms of the sense of collaboration among educators, parents, management, and the overall support teams. There is a need to strengthen the relationships among these aspects: education, parents, management, and support teams. Educators stated that there was a lack of support services available. Therefore, to improve learners' ability to reach their full potential, there is a fundamental need to improve

collaboration among the above-mentioned personnel. This can be accomplished through admission and orientation with parents, communication with management, continuous training for school management, and creating more availability of support teams for educators and learners. As noted in critical pedagogy, educators do not work in isolation; to achieve any set objectives, there should be a sense of collaboration and assistance among educators. This is further argued in inclusive pedagogy theory, as inclusive sets forward three principles to achieve inclusive practices, one of which is that everybody has a responsibility to ensure that all learners are included in the classroom (Hart et al., 2004). Hence, this is vital in transitioning of policy into practice possible as it eases the identified barrier of lack of collaboration.

In relation to the CAPS policy, it is inclusive; this is achieved through curriculum differentiation. However, findings have revealed that educators who use the CAPS curriculum have found that CAPS is rigid and difficult to use; thus, it is deemed a barrier to implementing inclusive education. The participants were asked their thoughts on the curriculum. Each participant expressed different concerns regarding the curriculum. Participants each had negative experiences when using the curriculum. The findings are that the curriculum is too rigid, the time given to each topic is limited, it does not include all learners, the assessment requirements are a challenge, and the content knowledge can also be a concern as educators maintain at times that it may too be westernised or the level of the content may be too challenging. No participant mentioned positive feedback or thoughts about the CAPS curriculum. This is a concern. The findings indicate that it is not inclusive and contains many barriers. It is also shown to have a negative effect on educators as it creates a high demand on teachers to use their discretion to improvise and be inclusive in their classrooms.

In order to move forward, inclusive pedagogy as a theoretical framework must also maintain that education systems are the ones who hold the responsibility for creating an inclusive curriculum (Florian, 2012). Hence, Freire (1984) further addressed concerns around curriculum planning. Freire (1984) suggested that when curriculum planning is conducted, there should be a consideration of the realities within the given society. Educators' and learners' experiences should be considered when planning a curriculum (Freire, 1984).

5.3 Legislation governing inclusive education practice.

In the context of this study, legislation refers to documents that intend to practice power within a set environment and context (Mima et al., 2020)). Legislation is not only about putting rules in order but also about transforming the environment and context to a set aim and outcome (Savski, 2017). Hence, legislation is necessary to guide and assist society in achieving the set goals (Mima et al., 2020). Legislation has been made for macrostructures of society (Mima et al., 2020). In this study, I will include educational legislation. Therefore, the legislation included and discussed in this study are educational in nature and inclusive. Educational legislation places rules and guidelines on schools or any education system to achieve a set aim (Bell & Steven, 2006). Hence, educators and education systems, or schools, are those who need to implement educational legislation (De Waal et al., 2001). However, this study also examines theories that must be carried out in the educational contexts.

During the first set of interviews, I did not ask the participants directly about legislation. However, this was included in my study; hence, there was a need to get input on this concept. Therefore, I went back to obtain additional information on participant's views on translating legislation that guides inclusive education implementation. In the second set of interview, participants were directly asked what theories, legislations, and policies they remembered or which ones stood out the most for them. I asked this to get a sense if the participants remember these matters from doing the inclusive education course and therefore remember and understand these matters going forward in the interview. After asking this question, I found that participants remembered and many spoke directly about legislation related to inclusive education. A few did remember the theories. However, for the rest, I often had to provide a nudge to remember. Participants mainly mentioned the SASA and the constitution.

Codes	Sub-theme	Main theme
SASA Constitution Government Good on paper. Implementation Unclear	Good on paper.	Idealistic legislation.

Table 8: Legislation codes and themes.

The above table (table eight: legislation codes and themes) is included in this section to provide the reader with a summary and overview of the sub-themes and themes that will be discussed further in this section. This table further provides the codes that I have identified during the data analysis process, and from these codes, sub-themes and main themes were developed. In addition, this table provides details of the legislation concept. Overall, this helps the reader to understand what is expected below.

5.3.1 Legislation and context.

If the school is a public school, the government holds the responsibility of providing all necessary resources to the learners to accommodate them. In turn, school governing bodies also have another responsibility to ensure that resources are available for learners. All schools in South Africa should accommodate and provide all necessary resources for their learners (SASA, 1996). From the findings of the data collection, it is evident that no resources are available to educators in classroom settings. Thus, through the interview, participants mentioned the lack of resources necessary to be inclusive and using inclusive practices. The legislation of the SASA (1996) states that it aims to provide necessary resources for all learners to accommodate for their differences, however this is not evident based on what educators have experienced.

Mary and Luna find the legislations realistic in writing; however, it will take a lot of work to implement them, and this work is not being done by educators. Therefore, it is challenging to implement. Mary and Luna provided a slightly more positive view:

Mary: I think they are good in paper as we always say. However, having to implement it in class, it does not work in all situations and contexts.

Luna: Partial inclusion is easier because schools can adopt a few inclusive practices that suit their needs and implement them to claim to be inclusive. However, full inclusion would require much more work and consideration. They would need a lot of financial aid. If learners with different impairments, a learner with no impairments, and a learner with learning difficulties are placed in the same classroom, good equipment would need to be in that class; enough staff would need to be hired; the curriculum would need to be altered and lots more. It is possible, but it cannot be easily achieved, especially without sufficient funds.

5.3.2 Inclusive education legislation and the practice of inclusive education.

At the end of the apartheid era, South Africa became committed to building a democratic society that highlighted the ideologies of freedom, equality, and human dignity. Therefore, inclusive education in the South African context now holds great value for building a democratic society that acknowledges all the rights of previously marginalised citizens and recognises diversity (Engelbrecht, 2006). The new government has dedicated itself to providing inclusive education through the creation of laws and policies that are also committed to being a basic human right. This was done to ensure that all students received equal education (Mckenzie, 2021). As a result, inclusion is a core human right in the South African context because it promotes democratic values, human rights, and diversity acknowledgement. To achieve inclusive education in South Africa, the government has implemented legislation dedicated to inclusivity. The legislation discussed in this study is the South African Schools Act and the South African Constitution. These legislations are well written and ideally can achieve inclusivity. On paper, these legislations provide guidelines for inclusive education; however, in practice, they are not being translated into practice.

In this study, it was found that the participants were aware of legislation around inclusive education, such as the SASA and the constitution. However, participants always spoke more about inclusive education policies. This shows that participants paid more attention to the policy aspects of inclusive education and that policies were emphasised more often. This means that legislation is often misunderstood and overlooked. Without direct reference to legislation, this can create a barrier to its practical application. However, these two concepts of legislation and policy were always discussed together, as if it is the same. This indicates that the participants were aware of the laws and policies concerning inclusive education; however, the reason that they hold two different purposes is unclear. This can also create a barrier to translating both into practice if they are unclear. To continue, it is vital to note that legislation paves the way for policies to be developed and provides further guidelines and frameworks to achieve the set outcomes. In this study's case, the aim is inclusive education.

5.3.3 Legislation: Take-away statements and recommendations

This study aimed to understand the translation of legislation into practice. This means that although there is plenty of inclusive education legislation to achieve inclusive education, there is hardly any evidence to prove that it has been empirically translated into practice. South Africa's legislation, such as the South African Constitution and the SASA, all aim to

achieve inclusive education in the country; however, these aims have not been achieved. In addition, the findings have shown that in-service educators who have received inclusive education theory training also find that inclusive education legislative is a challenge to translate into practice as it is unclear. These educators are aware of and knowledgeable about the legislation; they are also shown to have a positive ethos and attitude towards achieving inclusivity; however, there are too many barriers that prevent them from fully achieving inclusivity in their classrooms. This study finds that legislation does not consider the context of South Africa, such as diversity and financial concerns. This has made the legislation a challenge to achieve because it is unrealistic to translate into practice. In addition, educators maintained that those who draft the legislation should consider including in-service educators in the process because doing so will assist them in gaining a perspective on what occurs in classrooms.

A vital suggestion to move forward to the point where legislation can accommodate South African educators' context is by including in-service educators when drafting legislation. Hence, there will be an insight into what occurs in South African schools on a day-to-day basis and the circumstances educators face. This is achievable and realistic, as it can be achieved by interviewing in-service educators and visiting schools to observe educators and school environments. Freire (1948) suggested that educators should have constant dialogue and understand their context. As a result, legislation will become more realistic to implement as those who draft it will be aware of the situations teachers face in South African classrooms. Freire (1948) went further to maintain that learners' experiences should also be included and acknowledged to ensure there is a correct form of planning with the desired objectives.

5.4 Inclusive education theory and practice.

Theory is a model used to explain, suggest methods, and understand a set phenomenon (Higgs, 2013). Theory in an educational phenomenon can be used to provide clarity, guidelines, and frameworks on how to address educational concerns, as well as frameworks for practices (Higgs, 2013). To successfully implement the theory, there must be an attitude of collaboration between those who create the theory and those who carry it out (Van de Ven & Johnson, 2006). Theory and practice are shown as the transfer of knowledge difficulties by Van de Ven and Johnson (2006). There is a division between those who develop theories and those who put them into practice (Van de Ven & Johnson, 2006). However, those who wrote

the theory have the most obligation for how that theory is applied (Van de Ven & Johnson, 2006).

To obtain participants' views on the theories that they have studied during inclusive education, I asked participants directly if they remember them and their overall perceptions of theories. The findings indicate that the theory are regarded as unrealistic because it does not consider the context of South African schools. The data indicate that South African schools are faced with large class sizes, short timeframes, financial constraints, and diversity. These factors should be considered when drafting theories to understand South African schools' context. The participants shared the following insights:

Mary: Inclusive education theories they are not realistic...I think inclusive education is a bit too much when especially when it comes to accepting every different learner in the same class... how can one person be able to teach all the children with different learning needs like it is too much?

Layla: Umm, I just think with some of these theories within with being inclusive, we need to take the environment that we are teaching into the environment we need to look at it and see how it is now, and then we base those inclusive theories on the teaching environment.

Kayla: No. I believe that inclusive theories are circumstantial. Depending on the type of learners you have, the work environment, the background of learners and the community in which the school is situated.

The above quotes show that educators regarded and understood theories as unrealistic because they did not consider the South African context and what occurs within classroom settings.

Codes.	Sub-Theme	Main Theme
Unrealistic Unclear Impossible Money Diversity Support Learners	The South African context Financial constrain Large classes Diversity Collaboration Knowing learners	Idealistic theory.

Table 9: Theory codes and themes.

The table above (table nine: theory codes and themes) is included in this section of theory to provide the reader with a summary and overview of the sub-themes and themes that will be discussed further in this section. This table further provides the codes that I have identified during the data analysis process, and from these codes, sub-themes and main themes were developed. In addition, this table provides details of the theory concept. Overall, this enables the reader to understand what is expected below and how they emerge.

5.4.1 Theory and context.

The findings suggest that due to South African schools' financial constraints, there is now a barrier to fully implementing the theories, as these often require economic support to be implemented. Yara, who described her school as situated within a township, includes Maya, who also mentions that her school is in a township. Hence, both participants located their schools within townships and in public schools. Thus, this view of financial constraints can be connected to schools and their locations. Engelbrecht (2020) stated that socioeconomic circumstances are often overlooked when creating frameworks and guidelines, especially in lower-class economies. This is further supported by educators in South African classrooms, as they expressed their concerns about financial constraints that legislation and policies do not take such into consideration. Yara and Maya shared the following:

Yara: I think that theories should consider the realistic context of schools, especially public schools, and that almost all public schools, especially those in townships and squatter camps, are over. They have no resources. And you know, things like that. I think the theories should be based on those sorts of things.

Maya: We like the idea, but we do not have the money for it.

The findings revealed that most participants expressed concern for theories, not considering the South African context. Participants highlighted that theories are more westernised. Maintaining that theory do not consider South African schooling, specifically public schooling. Participants used the word westernised to describe theories; this indicates that theories are perceived as being influenced and adopted towards the cultural, economic, or political aspects of western countries such as Europe and America. Thus, it does not fit South Africa's context. Theories were difficult to translate into a classroom setting; in other words, educators expressed concerns that they were not aware of how to empirically implement the

theories in their classroom settings. In chapter one of this study, I provide a background and context of South Africa's educational history and how the ideology of inclusive education came into play in the country. Engelbrecht (2020) stated that theories are often unrealistic to implement and do not consider educators' contexts in which the theories need to be translated. This study's findings fall in line with the statements made by Engelbrecht (2020). Hence, the findings demonstrate that educators often find theories unrealistic because of certain barriers. These barriers, for example, time constraints, class sizes, diversity, and the South African economy. These barriers were the main causes of the unrealistic theories being implemented in South African classrooms. Educators maintained that theorists should consider their classroom contexts and that researchers or policymakers should interview them to gain insight into what occurs within a school setting.

In order to move forward the following recommendation is made: through the findings of this study, it was declared that theories are unrealistic to fit in the everyday classroom and hence the South African context. To address this, a recommendation is made that educators should be included and involved in drafting theories and policies surrounding inclusive education. They should be included in a way that they can express their concerns and describe what their daily context is about, hence understanding what is occurring on the grounds of teaching and considering the context. This will allow theories to become more realistic of what is occurring in South African classrooms, thus making theory more fitting and understandable. This can be done by interviewing educators or by observing what happens in South African classrooms.

This study's aim was to understand and explore what enables or constrains the translation of theory, legislation and policy into pedagogical practice. This section focuses on the theoretical aspects. After conducting the interviews, numerous participants focused on the many constraints. These include large class sizes, diversity, time constraints, economic factors, resources, lack of collaboration, and an overall ethos and attitude. The matters are all considered factors that constrain the translation of theory pedagogical practices.

After conducting the interviews, numerous participants mentioned that the teacher-to-learner ratio was too high, which made it difficult to include every learner and manage the classroom accordingly. All research participants teach in a public school, and they encountered an average of 30–85 learners per classroom. Sociocultural activity theory suggests the use of differentiation; this is where an educator acknowledges and understands each and every

learner's learning differences and is further able to accommodate their learning needs (Subban, 2006). To achieve differentiation, educators must engage with learners and understand their strengths and weaknesses (Roberts & Inman, 2023). However, translating the above-mentioned theory into practice becomes a challenge when dealing with a large class. Therefore, this creates a translation constraint. Having a larger class makes it difficult to control and practice inclusive pedagogy (Mokaleng & Mowes, 2020). Logan explained that in his classroom, it was a challenge to manage the classroom. Logan said that on average, he had 40 learners in his classroom; this can be a lot for one teacher to handle. This further demonstrates that educators now need to create new methods to manage the classroom and teach. Brinegar et al. (2022) stated that educators are putting their own theories into practice based on their classroom settings and experiences. Logan provided insight into his experiences by sharing the following:

Logan: because of the number of learners in the class, it is not always easy to have all of them at the same time listening to you teaching the lesson... your purpose in the classroom is to try and make sure that everybody follows, for example, some students are quick to understand the other ones who can easily be left behind. This makes including all students challenging.

Molly mentioned the issue of the number of learners per class. This indicates that the number of learners per class is a massive barrier, as it has also come to be a challenge about theories. Molly shares the following:

Molly: It also does not consider the number of learners per class or how many of those learners in the classroom needs to be accommodated.

Class sizes have affected educators' ability to practice inclusive pedagogy practices (Makaleng & Mowes, 2020). Large class sizes impact inclusive education as educators struggle to maintain classroom management (Makaleng & Mowes, 2020). Logan was not the only participant to raise this concern. Yara, who had an average of 61-65 learners in a classroom, expressed the same concern, as well as Yara, who had the same number of learners as Logan (40). Thus, the findings suggest that large classes make it difficult to effectively accommodate learners' learning differences. This creates an impact of exclusion and marginalisation, thereby hindering the achievement of inclusivity. Yara and Mary highlighted the following:

Yara: Inclusivity.... It is not practical for my class size.

Mary: Given the context in most of our schools, it is not easy to implement... for example, the number of learners in the class.

Apart from teacher-to-learner ratio concerns, another concern arises from having a large class size, which involves accommodating learners' diversity. South Africa has various rich and diverse cultures (Christie & Collins, 1998). This can be done in terms of culture, language, race, and background. In other words, the data indicate that having large classes is a challenge due to managing the classroom and ensuring that all learners follow the content lesson. This can also lead to a wide range of diversity in the class, in terms of language or multiculturalism. Constructivism is a theory of learning in which learners construct knowledge and understanding through their individual experiences and backgrounds (Main, 2021). Therefore, when a teacher is faced with a diverse classroom, it becomes a challenge to educate all learners according to the context and how they may construct knowledge. Thus, diversity creates a constraint for theories to translate into practice. In addition, Meier and Hartell (2009) stated that multicultural societies face challenges in accommodating and recognising the diversity of all learners. Logan and Matthew suggest the following:

Logan: You have to know your learners and understand their diversity to be inclusive in the classroom, but sometimes if you want to give them certain work, you have to remember that or think about their diversity, and you tend to realise that all may not be included.

Matthew: To be inclusive and teach learners in their mother tongue, but I understand that this can be a challenge due to diversity in a classroom.

To further describe the constraints, the participants also mentioned the constraints of the time frames. On average, during a normal teaching day, one period or lesson lasts for an average of 45 minutes to an hour. Time was mentioned to be a challenge because there was too little time in one period to complete the lesson. Having too little time in one period hinders the application of inclusive education theories that educators intend to use.

Layla: We only have an hour for each lesson and are using all of those inclusive methods genuinely; we do not have enough time... with the juniors, we have so little time that we have to finish the lesson, where we do not have a lot of time to be inclusive unfortunately. I see

each of them only three times in a span of two weeks. It's still not too much time, and we're still struggling.

The theoretical framework of inclusive pedagogy states that all learners are provided according to their learning needs and differences (Florian & Black-Hawkins, 2011). However, educators found it challenging to ensure that all learners were accommodated and that the lesson was conducted adequately instead of being rushed or left incomplete. This was based on the matter of time constraints. Participants also mentioned that the time available for a particular class during the week was limited. Hence, they found it difficult to ensure that all learners were catered for, as proposed by inclusive pedagogy. Maya and Maria had similar experiences with time frames and shared the following sentiments:

Maya: Same issue of time. Like I'm given 45 minutes and yet I will try by all means, to speak to each learner's individual needs. And yet at the same time, I am given learners who understand and who do not understand. So because of this, I feel that the time that I am given is very short.

Maria: I want to compensate for being inclusive, but time usually does not allow it. So when you know, you know, there are learners at a certain pace, and at the end of the two weeks we must be done with this... So you cannot exactly go back, or you cannot move at a slower pace than everybody else. Therefore, I think time is an aspect that makes it very difficult to be inclusive.

Both of these participants spoke about catering to learners' individual needs and differences. This indicates that the participants understood the meaning of the theory. This shows that educators are aware of inclusive practices and that there is a need to cater to their differences. This can be related to the participants' inclusive education training. However, the time limit makes it a challenge. Considerations such as the time given per period, week, or term were also revealed to be a concern for educators to be able to translate theories, legislatives, and policies into practice. Educators indicated that their time was limited; hence, they had to rush through content to keep up with the time provided. As a result, many learners are left behind because the pace is too fast to accommodate their learning difficulties. The theory of inclusive pedagogy maintains that to be inclusive, teaching practices should cater towards learners, learning differences (Florian, 2012). The sociocultural theory for implementing inclusive education practices that later suggests the practice of differentiation, where an

educator needs to engage with a learner individually to understand and get to know the learners' context, resulting in the educator better accommodating for the learners needs. (Robert & Inman, 2023). Therefore, inclusive pedagogy theory and sociocultural theory suggest catering to individual learning needs. However, this becomes a challenge to translate into practice, as educators when need more time to accomplish this, as indicated time constraints can be a challenge. In addition, through an empirical study conducted by Mokaleng and Mowes (2020), it was also found that time constraints can create a barrier to including inclusive practices to a classroom.

5.4.2 Translating theory into practice.

Two participants found it challenging and impossible to translate theory into practice. Paris mentioned that it is impossible specifically to be South Africans, which can be connected to the context of South Africa and the challenges that South Africans face. This is discussed in this chapter. Challenges include shortage of resources and funding and overcrowding. One participant, Paris, argued that it is impossible for theory to be into practice. Paris shared the following:

Paris: Based on what we have right now they are impossible to implement in South Africa.

In addition, Maria found that the theories were not practical and unclear; she found the theories needed to be more direct regarding how educators could use them within the classroom. Maria stated:

Maria: The theory should be more practical. Yeah. Let us know what to do because I do not know how to put those things into practice.

Paris declares that theory is impossible to put into practice, in addition to Maria, who states that theories are unclear. These two insights can be connected to help understand the difficulty of translating theory into practice. Paris does not explicitly provide a reason why it is impossible; however, Maria does, in maintaining that argument, is unclear and does not provide direct instructions. Therefore, theory is impossible to translate into practice due its unclearness and lack of direct practical application. However, despite the views expressed by these two participants, the findings dive further into how theory can be translated into practice. Therefore, I asked participants what they would require to successfully translate theory into practice.

To teach and educate learners correctly, it is vital to know and understand them (Freire, 2000). In relation to this research, to teach learners inclusively, it is important to understand them and their context. Because of knowing your learners, you as an educator will be able to cater to your learners' needs. If a learner experiences difficulty, you will understand where it comes from and will be able to provide a solution for it. This is also supported by critical pedagogy. Freire (2000) argued that it is vital for an educator to know a learner's context to further cater to their learning needs. This can be connected the concepts proposed by Freire (2000) that is known as problem-posing model and dialogue, this achieved through conversation between learner and teachers. Logan shares the following:

Logan: I think to be more inclusive, it would be best to get to know my learners better. This can help me understand them better and understand their origins.

Research participants also maintained that to translate theory-informed inclusive teaching practices, they would need to get to know their learners better, as this would assist them in understanding how to accommodate their learning needs and differences. This is also supported by the theoretical framework, critical theory, which suggests inclusive teaching to understand and understand learners in the classroom. This can only be achieved by getting to know and understanding the learners. Maria shares the following:

Maria: At the school where I am teaching right now, the thing that has worked for me the most for me has made a few of my learners improve in the classroom is taking time to get to know them and where they come from. Because sometimes it's not an issue if they are struggling academically.

Hence, to help learners think for themselves and educate them accordingly, Freire (2000) suggests getting to know them first. Once you as an educator, are aware of the learner's difficulties, you will be able to plan and accommodate accordingly. Therefore, getting to know the learners' context can encourage educators to adopt inclusive practices.

Collaboration is a vital aspect of achieving inclusivity in schools. Inclusive pedagogy as a theoretical framework maintains that schools and educators should foster co-agency and collaboration to receive the ideology of inclusive education. However, despite their significance, the data indicated that the participants experienced challenges in collaboration. Collaboration involves parental involvement, management support, and access to support services. However, these aspects of collaboration are all considered factors that constrain the translation of theories, legislation, and policy into practice.

In relation to barriers to collaboration, the participants highlighted a lack of parental participation as an obstacle to collaboration between educators and parents. In addition, the participants showed that collaboration with parents could have also assisted them in understanding their learners better, and in that case, they would be able to assist the learners to their best ability. The following participants confirm this:

Logan: It is important to get to know your learners and their backgrounds because this will help you accommodate them better and understand them. This was only possible through parental collaboration, and this information was not available. Many parents do not show interest until there is a big issue...many parents also like to blame the teacher instead of trying to solve the problem together.

Maya: So, I need more engagement with my parents. As they could tell, the parents talked to me about. How does a child behave, for example, when they fail to do a certain task at home? Is that the same thing that I see in my classroom and with my parents? How can we assist their child in doing better?

These reports indicate that educators would like more parental involvement or collaboration to better assist learners. However, concerns remain regarding the interest and communication between educators and parents. Participants mentioned that engagement would be beneficial to understanding the learners, but there was a lack of engagement, and parents did not show any interest. Hence, to translate theory, legislation, and policy into practice, educators maintained that they would need to know their learners better to cater to their individual needs. This is adequate, as critical pedagogy indicates that it is vital to understand your learners' context to provide for their learning differences (Freire, 2000). To achieve this, educators would also need collaboration with parents to get to know the learner better and the learner's context; however, this is an absence.

To further dive into the translation of theory into practice, this study sought to understand what motivates or demotivates educators wanting to translate theory into practice. This research engaged with participants from a higher education institution who had taken an inclusive education course at postgraduate level. Therefore, the participants in this research were those who had received inclusive education theory training. I made use of the following participants to gain insight into how receiving inclusive education training has assisted them in their teaching practices. The interview findings revealed that all participants were much more informed about their actions. They were now more conscious and could reflect on their

teaching practices with the intention of improving and being more inclusive. However, the findings indicated that although the participants were conscious, there were too many other macro factors that made their inclusive teaching practices a challenge to implement. This finding can be connected to Freire's (1997) concept known as praxis. Praxis occurs when individuals are able to reflect, question and bring change to their setting and situations (Freire, 1997). Through this finding it was evident that educators often experienced and made use of praxis.

Logan: Yes, I would say definitely that everything that I do from planning my lesson to everything is deliberate with the intention of being inclusive ...no actually what it does sometimes you realise in the manner that you are performing your teaching practice you see yourself in one of the theorists that you have learned.

This study aimed to determine what motivates or demotivates participants to incorporate inclusive education practices in their classrooms. Participants maintained that they are motivated. This was due to them receiving inclusive education training at a higher education institution. A few participants shared the following:

Logan: So when you are a teacher who went through the course of inclusive education, it is something that is in you, you value it, and I would say it is what I breathe.

Maria: Yes, I am motivated. Inclusive education goes beyond academic challenges. Making learning less challenging for learners has always been my goal.

To further understand what motivates or demotivates educators to incorporate inclusive practices in their classrooms. I asked whether their inclusive education training was valued in their school context. The responses revealed that many educators' inclusive education training was not valued. Participants shared the following:

Logan: Inclusive education is not valued at my school. The school has other priorities.

Maria: No, I think there are too many issues in my school for people to care about inclusive education, even though they should.

Maya: No, my school believes in separate schools for learners experiencing difficulties, or they merely send learners to me for training.

During the semi-structured interview, participants were asked if they would consider their working environment as a whole to be inclusive and practice inclusive ideologies, with

particular reference to management support. Out of the 11 interviews that were conducted, eight participants said no, they do not receive management support, and three said they do receive management support or partly; thus, there is an attempt, however, to improve. These numbers indicate a lack of management support in schools. Management support is a vital aspect of inclusiveness because educators do not work alone. This is considered a factor that demotivates educators to incorporate inclusive teaching practices as they do not receive support from management and higher structures. Thus, although the participants interviewed for this study received inclusive education training and were well-informed on inclusive education practices, the environment in which they were taught did not support or value their training. This, in turn, affected their motivation to attempt to be inclusive in their classroom settings. To further connect this finding with the theoretical framework, critical pedagogy, it becomes evident that educators experience conscientisation. Conscientisation is a process where individuals become aware and knowledgeable on marginalisation and unfair practices in systems, thus questioning and calling-out these practices (Freire, 1972)

During the interviews, educators were also asked about their school environment, for example, the type of school, the location of the school, and the values of the school. Participants were asked whether their working environment valued the ideology of inclusive education and whether their inclusive education training was valued. The main findings revealed that educators did not receive much support from management to practice inclusive education, and to add to that, many other educators who did not receive inclusive education training often had a negative ethos and attitude towards achieving inclusive education. This, in turn, affected translating theory, legislation and policy into practice in an effort to achieve inclusive education in the school setting and environment. As of this writing, some educators are left in isolation to achieve inclusivity. Through the reviewed literature and the theoretical framework used in this study, it was found that to achieve inclusive education, a sense of collaboration. However, since some educators do not hold inclusive education values, skills, or knowledge, there is a lack of support structures for those who are motivated to use inclusive education theories, legislation, and policies learned at universities. Therefore, there is a lack of consensus about what inclusive education means to in-service educators who have not received inclusive education training, which affects the idea of collaboration, in which all educations must be inclusive.

Additionally, during the interviews, the participants were asked what they would do differently to ensure inclusive education theories were translated into their daily practices. It

was found that educators wished to have more support and extra resources to train more educators; there should be context considerations and to reduce the learner-to-teacher ratio. These insights come from educators; hence, they describe the conditions under which they work and the situations they encounter. Therefore, if educators can receive and achieve the conditions that they wish to achieve, inclusive education theories, legislatives, and policies can be translated into theory. Hence, these are the conditions that educators seek to ensure that theories translate into practice. In this study, reducing learner-to-teacher ratios were seen as matters that needed to be addressed and resolved at a higher structure. This is a matter that cannot be controlled and managed by educators.

Pedagogical practices are a vital aspect of teaching. Pedagogical practices are what educators use to share intended knowledge and achieve learning in the classroom (Obradovic, 2013). To reach learning objectives, educators must be knowledgeable about their chosen pedagogical practices (Peña-López, 2009). With the objective being inclusivity for all learners, pedagogical practices should be inclusive. Thus, teaching practices should be conducted inclusive. In line with inclusive education, research has revealed ways to achieve inclusivity through teaching practices. The research findings indicate that teachers are conscious of their teaching practices, however, it has been challenging to fully implement inclusive education through teaching practices. During the semi-structured interviews, educators were asked, if their teaching was guided by the ideology of inclusivity, how they would change their teaching practices to be more inclusive, and whether they were motivated to incorporate inclusive practices.

Layla: I am conscious. That's one thing that I have brought into my first year of teaching is that I do try to be conscious of a lot of the kids that have different types of needs... we 100% trying to do our best, but just you know with the demand part from the government, it's just it makes our life very difficult where we want to.

Molly: I am becoming more conscious of how I approach my learners and how to deal with inclusion cases. I am an inclusionary practice advocate in my school, and I read more and attend training through district support; however, with the workload of teaching and other duties, implementation becomes difficult.

All participants maintained that their teaching practices are guided and informed by the theories, legislation, and policies that they had learned through an inclusive education course.

A few participants further stated that this is not always the case or that their practices are not entirely guided and informed by what they learn in the inclusive education course.

Participants mentioned the following:

Layla: Yes, my practices are guided, to a certain extent.

Maya: A lot of my practice is influenced by how I understand and how I view differences. The reason I am saying that is because I have noticed that it is very important for a teacher to have their own values. In addition to what the policy is saying, because if you believe in something, it becomes easier for you to practice it and then you can also hold yourself accountable for their behaviour.

Maria: I believe that my teaching is informed, generally by the knowledge I have gained through my studies.

Paris: Yes, some of the lessons we do, I do use what I have learned, but some of the lessons I do not. Because remember, we are given a specific time to complete a certain topic, right? And then sometimes it's impossible to use what I have learned in school in class because of the time that I have, I have limited it, and if you look at it in another way, we also have overcrowded classes.

The above findings indicate that educators are aware of guided by the theories. Maya continues to state that besides what the policy has said, she holds a value and believes in inclusiveness. This can be linked to the inclusive education that the participants received. Hence, engaging and engaging in inclusive education training will assist educators in becoming inclusive educators by heart and value. However, certain constraints hold them back.

5.4.3 Theory: Take-away statements and recommendations.

During the interviews, it was found that many research participants were faced with large class sizes and limited time. These conditions are all under which educators intend to translate theory into practice. However, this was shown to be a challenge, as according to the participants, it was difficult to translate the inclusive education theories that they had studied into practice due to these constraints within the classroom and school setting. These constraints can all be connected because too many learners in one classroom can hinder the translation of theory into practice. Since there are too many learners in one classroom, there

is a limited amount of room to accommodate all learners' differences and learning difficulties. For example; Sociocultural theory informs the practice of differentiation, which requires an educator to be hands-on with a learner to understand and teach according to specific learners' needs and differences (Subban, 2006). However, it becomes a challenge to put differentiation into practice as there is overcrowding in the classroom and an educator cannot accommodate each learner's needs and differences.

To bridge the gap between theory and practice Freire suggests a form of praxis. Theory and practice needs to be fused together (Jorgensen, 2005). Praxis is where theory and practice is blended, these two concepts inform each other (Jorgensen, 2005). Theory without any practice is simple guidelines or principles with no usage and practice without any theory is practices that is bare of any guidelines or principles (Jorgensen, 2005). Theory and practice should always go together and be infused, as suggested by Freire (1972). Thus, they should not be considered as separate concepts. Hence, when there is a barrier to translating theory into practice, Freire described the fusion of theory and practice, there are effects and objectives. However, beyond simply blending the two, there is also a need for reflection to consider what occurs in the action (Jorgensen, 2005). Praxis just speaks to theory to practice, in relation to putting legislation and policy to practice, De Waal et al., (2001) stated that the ones who have the power to put education legislation policies are those who are educators' However, this statement is concerning as this study found that this responsibility does not solely lie with the educator. For this study, there must be a reflection on the underlying assumptions of inclusive education theories, legislation and policy; there must be a reflection on how theories, legislation and policy can fit and accommodate classroom and school contexts in South Africa. This study found that educators perceived theories, legislation, and policies as unrealistic to fit in a South African context. Moving forward, to bridge the gap between theory, legislation and policy into practice, there should be an adequate capture of how to use theory, legislation and policy in practice. In other words, theories, legislation, and policies should framework and format matters in a meaningful way so that educators can apply it to their given context. This will afford educators a meaningful understanding of how to translate theory, legislation and policy into practice.

5.5 Possible areas for future research.

The present study was conducted with a specific sample of in-service educators who received inclusive education theory-laden training at a higher education institution. Future research

could add to the current study by exploring other higher education institutions that offer inclusive education courses. This will provide insight into how other higher education institutions offer inclusive postgraduate education courses. This will allow the study to obtain an all-round view. Also, to further examine how these in-service educators perceive translating the ideology of inclusive education, legislation, policy, and theory into practice based on the type of training they have received. Furthermore, this study was collected from educators who teach in public schools; for further research, it may be possible to conduct research within private schools and among educators. This will assist in gaining insight into what occurs in private schools and their context, such as whether it is different from that of a public school. This will also allow the research to examine a specific subject matter, such as determining how social circumstances, such as socioeconomic factors, can contribute to the overall idea of translating theory into practice. In addition, future research could also look into educators who have not received inclusive education training and have been in their teaching careers for a long period, hence receiving training through other means, such as teacher training colleges. Therefore, this study investigates the differing perceptions of educators who have received different teaching trainings. This can provide an overview of how teaching training affects an educator's ability to translate theory, legislation, and policy into pedagogical practices.

5.6 Conclusion.

In conclusion, this chapter provides a discussion of the findings obtained from the data collection. The discussion was arranged according to three concepts: theory, legislation, and policy. Under these concepts, sub-themes were discussed. However, in some cases, the three concepts overlapped; for example, theory and policies were similar in relation to translating a policy or a theory into practice. This indicates that there is a need to look into all three concepts in relation to translating into practice as all three concepts influence how inclusive education is shaped and achieved via practices. These themes were discussed and connected to the reviewed literature and theoretical frameworks. Following the discussion, the take-away statements were addressed and connected to the study's aims and questions. Take-away statements that were determined: Legislatives, theories, and policies are unrealistic to implement in a South African context. Many concerns create barriers to translating inclusive education theories, legislatives, and policies into practice, such as time frames, lack of resources, large class sizes, and lack of collaboration. Educators who understand the ideology of inclusive education are aware of its importance and often have a positive attitude towards

it; however, due to constraints, it is a challenge to implement, and those without an understanding of inclusive education often have a negative attitude towards inclusivity. To translate theory, legislation, and policy into practice, educators sought collaboration

Chapter Six:

Conclusion.

This chapter highlights and summarises the main points made in each chapter within the study. Here, I provide a detailed description of chapter one introduction, chapter two literature review, chapter three theoretical framework, chapter four research methods, and chapter five discussion and main findings of this study. I also include recommendations and areas for future research in this chapter.

Chapter one provides a context for the entire study, as it starts by providing an insight into where the ideology of inclusive education originated. South Africa's education system, which began in 1948, was marked by racial segregation, including economic, political, social, and educational segregation (Christie & Collin, 1982). This era, known as apartheid, was characterised by unequal opportunities for white learners, who were systematically segregated based on race and disability (Christie & Collin, 1982). This system was influenced by the South African government, which believed in maintaining superiority and purity (Christie & Collin, 1982). This led to learners' segregation, particularly those with disabilities, from non-white learners (Vally, 2023). The reasons behind apartheid may vary, but the belief in white superiority and purity was a key factor in the establishment of racial segregation (Christie & Collin, 1982). This era has had a lasting impact on the country's education system, highlighting the need for a more inclusive approach to education (Christie & Collin, 1982).

In 1949, the Nationalist Government Party declared Bantu Education a segregation of education intended to achieve apartheid ideologies (Christie & Collin, 1982). The aim was to separate education systems based on socioeconomic status, skills, and knowledge (Christie & Collin, 1982). This led to two separate systems: mainstream and special needs schools. Mainstream schools accommodated normal learners without additional support, whereas special needs schools accommodated non-white learners with special educational needs or disabilities (Vally, 2023). These schools were often well-funded and resourced, but non-white learners often dropped out or attended mainstream schools that could not accommodate their learning difficulties (Vally, 2023). This resulted in non-white learners being left behind in the education system (Vally, 2023).

The apartheid era ended in 1994 when South Africa's newly elected government aimed to overcome its damage (Naicker, 2005). Addressing issues such as unskilled labour, poverty,

poor education, health and unemployment, the government prioritises transforming education systems to ensure equal access to essential learning for all learners (Naicker, 2005). The South African Constitution and the South African Schools Act ensure equal access to education without discrimination (Naicker, 2005). Inclusive education, a global movement, provides equal opportunities for learners from diverse backgrounds and fosters tolerance among educators and communities (Naicker, 2005).

Exclusion refers to socially grouping individuals, affecting those with similar identities, for example, gender, class, race, language, culture, and abilities (Mowat, 2015). Marginalisation is often not expressed explicitly but is acted out in subtle ways, such as through policies, laws, teaching practices, and societal values (Mowat, 2015). This results in the marginalised group lacking equal access and participation, whereas the more powerful group has more control and full access. The marginalised group often has no control over the extent of its marginalisation (Mowat, 2015). Exclusion and marginalisation are often overlooked in educational contexts. These issues can manifest in physical forms, such as limited access to classrooms or schools, or as hidden factors that prevent equal knowledge acquisition (Mowat, 2015). These issues can be deeply ingrained in society and the school system, often unnoticed. Inclusive education theories have been proposed to address these issues, but their implementation remains questionable (Booth, 1996). Despite efforts to address these issues through laws and policies, their effectiveness remains questionable. Therefore, marginalisation and exclusion often occur in hidden forms, highlighting the need for more comprehensive and effective strategies to address these issues in education (Booth, 1996).

From the above context and background of the ideology of inclusive education, the problem of exclusion and marginalisation is noted. Inclusive education is a crucial tool to address the challenges of marginalisation and exclusion in schools. Numerous research, policies, and educational theories have been developed to address these issues, creating a framework for inclusive teaching practices. In South Africa, policymakers and educational theorists play a vital role in determining the foundation of inclusive education theories. However, implementing inclusive education and knowledge presently lies with individual subjects or teachers. There is a lack of empirically proven theories that have successfully developed inclusive school systems. This research explores the understanding of theories, legislation and policy being translated into practice, thus questioning whether inclusive education theories, legislation and policy have been filtered down to everyday classroom practises. This study investigates the teaching practises of in-service teachers who have undergone

theoretical inclusive education training at higher education institutions. To add, this research aims to address the challenges of translating inclusive education theories, legislation and policies into South African schools. This study seeks to understand in-service educators' motivations for translating inclusive education theories, legislation, and policy into practice.

Chapter two comprises a review of the literature related to this study. For this chapter, I use a framework analysis to review the literature on theories, legislation and policies related to inclusive education. Framework analysis is a systematic structure used in qualitative research to manage, analyse, and identify themes in literature (Hackett & Strickland, 2018). It enables researchers to identify, label, classify, and gather data into main themes related to the research topic (Hackett & Strickland, 2018). This approach is flexible and can be used during or after data collection. (Hackett & Strickland, 2018). This study used framework analysis during and after data collection, sifting, charting, and sorting the collected data according to the relevant topics, issues, and themes. This approach applies to various research topics and settings, making it a flexible tool for qualitative research (Hackett & Strickland, 2018).

Chapter two continues to conceptualise the term inclusive education. Inclusive education is a comprehensive approach to addressing the marginalisation and exclusion of learners with diverse needs in school settings (Slee, 2018). It is based on fairness, justice, and equity principles and addresses and responds to differences (Margina et al., 2014). Inclusive education categorises learners into medical and social model learners, focusing on the right to equal education for all (Margina et al., 2014). In addition, achieving inclusive education involves changes in content, laws, policies, structures, and practical strategies to accommodate learners (Margina et al., 2014).

Due to South Africa's past, inclusive education in a South African context is determined to be an educational strategy contributing to a democratic society (McKenzie, 2021). Therefore, inclusive education is now deemed a basic human right, as this context seeks to promote democratic values and recognition of diversity (McKenzie, 2021). Once the conceptualisation of inclusive education is determined, the literature follows to provide insight into legislation and policies that aim to achieve inclusive education in the South African context.

The literature highlights internal and external factors that hinder the implementation of inclusive education. Internal factors such as lack of physical facilities, the ethos and attitude of educators and non-supportive environments are all factors that create challenges in implementing inclusive education (Mokaleng & Mowes, 2020). A study conducted by Meier

and Hartel (2009) showed that having a diverse country can lead to marginalisation and exclusion in schools; therefore, a diverse classroom can be a barrier to achieving inclusive education. This can be done regarding language, religion, culture, and learners' backgrounds.

In a study conducted by Mokaleng and Mowes (2020), inappropriate policy development, teacher training, resources, and curriculum concerns were found to be barriers to implementing inclusive education. Policies were found to be a significant challenge, as they were considered inappropriate and challenging to implement in classrooms (Mokaleng & Mowes, 2020). Mokaleng and Mowes (2020) also found that educators' ethos and attitudes were often based on a lack of knowledge and training. Due to the lack of support, teacher training, and large class sizes, educators felt overwhelmed (Mokaleng & Mowes, 2020). Mokaleng and Mowes (2020) highlighted the challenges educators face in implementing inclusive practices due to inadequate support and a lack of expert personnel, such as education psychologists.

External factors mentioned were that of curriculum. Mokaleng and Mowes (2020) interviewed educators who suggested a flexible curriculum for inclusivity, citing rigid and content-heavy curricula as challenges in accommodating diverse learner needs. In addition, regarding policy development, there is an incoherent and misunderstanding between policymakers and educators. Weak financial planning is also considered a barrier to inclusiveness (Makaleng & Mowes, 2020). The literature discusses challenges in achieving inclusive education, including internal factors such as teacher attitudes, language barriers and lack of skills and external factors such as laws and policy development. However, there is a gap in the understanding of how these factors impact internal factors, particularly in South African school curricula, the drafting of laws and policies and teacher practises.

Chapter two clarifies legislation and policy as key drivers of inclusive education. Legislation and policies aim to exercise power within a community and achieve specific objectives, such as banning certain activities or encouraging others (Mima et al., 2020). They are associated with organisational structure and hierarchy of a community and can transform reality by exercising power (Mima et al., 2020). Legislation and policies are about establishing rules and transforming reality through exercising power (Mima et al., 2020). They establish rules the community can follow (Mima et al., 2020).

To continue chapter two provides details on inclusive education policies. The Salamanca statement, the Dakar framework, White Paper 6, and the CAPS curriculum are included. Due

to marginalisation and exclusion, laws and policies were drafted to achieve inclusive education and hence overcome the acts of marginalisation and exclusion. It began in a global context, with the Salamanca Statement and Framework for Action on Special Needs being some international policies. The 1994 world conference in Spain established an initiative-based approach to inclusive education worldwide (UNESCO, 1994). The Salamanca Statement acknowledged the right to basic education for all people and advocated equal participation and equal access to education, regardless of differences (UNESCO, 1994). This framework promotes inclusivity and a more inclusive educational environment (UNESCO, 1994).

A meeting in Dakar, Senegal, in 2000, attempted to achieve education for all, resulting in the creation of the Dakar framework (UNESCO, 2000). The framework was designed to focus on the identities of impoverished, special needs, and young, underrepresented learners, mostly females (UNESCO, 2000). The framework stressed the importance of better economic growth in education systems and free primary school education with enhanced resources and learning quality (UNESCO, 2000). This underscores the significance of establishing the fundamental right to education to achieve education for all.

White Paper 6: Special Needs Education Building an Inclusive Education and Training System policy was implemented in 2001 to address the challenges faced by special needs learners in South African education (DoE, 2001). It outlines inclusive practises in classrooms and provides the government with ideas to readdress exclusion and marginalisation and ensure equal access to quality education for learners with special needs (DoE, 2001).

Legislation and policies lay the foundation for developing a curriculum for specific countries. In South Africa, CAPS is the current curriculum. CAPS aims to be inclusive and meet all learners' needs, but its rigid curriculum design requires flexibility (DoE, 2011). It shifts towards a specialised performance-based curriculum that provides a high specification of subject content, clear sequencing, and pace (DoE, 2011). Summative assessment and textbooks have been reasserted as critical aspects of the learning process in CAPS (DoE, 2011). Curriculum differentiation is a method specified in the CAPS to address South African learners' unique learning needs. This involves modifying instructional approaches, pedagogy methods and assessment strategies to adapt and revise the curriculum to overcome marginalisation and exclusion and achieve inclusivity (De Jager, 2023). Implementing curriculum differentiation in South African schools faces challenges, including the

curriculum itself, which is not seen as a barrier to inclusivity. The literature indicates that limited research exists on how the curriculum affects teachers pedagogically and practices, highlighting the need for further research.

Once the chapter has provided insight into the policies around inclusive education, it dives into the legislation in South Africa concerning inclusive education, that is, the South African constitution and SASA. The South African Constitution, drafted in 1996 and implemented in 1997, aims to achieve democracy by ensuring that every person has a right to basic education and inclusiveness, with no unfair discrimination against race, language, religion, sexuality, or disability (Constitution of the Republic of South Africa, 1996). This constitution contributes to achieving inclusivity and society overall, preventing citizens from being excluded and marginalised, thereby contributing to the overall goal of a just and inclusive society. The South African Schools Act (SASA) was drafted in 1996 to establish a functioning school system in South Africa, focusing on governance, organisations, and funding. It aims to correct past education laws and amend existing ones to achieve inclusivity while also providing educational policies for all South African schools and their learners (SASA, 1996).

After defining legislation and policy, chapter two defines the theory. A theory is a model or framework used to explain, understand, or suggest methods for specific phenomena (Higgs, 2013). It is crucial for educators to be aware of theories to analyse their pedagogical practices critically and reflect on their approaches (Higgs, 2013). Theory provides a framework and guidelines for dealing with educational problems, enabling educators to understand the importance of practice and frameworks in education (Higgs, 2013). Therefore, understanding and being knowledgeable about theories is essential for educators to address educational issues effectively (Higgs, 2013). The relationship between theory and practice is interconnected and dependent, meaning that practice cannot occur independently but is influenced by a theoretical foundation (Preide, 2014). Changes in theory necessitate changes in practice, and vice versa (Preida, 2014). Power, production, and ideology are three key concepts to consider when discussing theory and practice (Preide, 2014). Power refers to those who have power over the theory, which can be expressed in terms of race, class, gender, or the structure of society (Preida, 2014). Production is closely linked to power, as it influences theory production, including who benefits from, does, and finances the research (Preida, 2014). Ideology, a psychological effect influencing human behaviour, is another factor influencing theories. Theories cannot be objective; thus, those who hold power often

influence the relationship between theory and practice (Preida, 2014). Ideologies, which are psychological effects, can influence the production and outcomes of research (Preida, 2014).

The term 'theory to practice' refers to implementing written or discussed theories in a classroom setting. Brinegar et al. (2022) argued that educators implement their own theories based on personal experiences rather than those of researchers. This approach is necessary to address the challenges educators face in the classroom. Although there are various teaching methods, theory is crucial for effective teaching. Theory implementation requires collaboration between the author and implementer because a knowledge transfer gap exists between them (Brinegar et al., 2022). Educators often fail to apply the theory. The knowledge supply chain effect involves academic scholars creating theories and educators teaching them to learners (Brinegar et al., 2022). However, there is a transfer knowledge gap because theories are often limited to academic scholars and are context-dependent (Brinegar et al., 2022). This gap is attributed to the lack of a written theory that can be applied to different contexts (Brinegar et al., 2022).

Chapter two dives into three theories related to inclusive education and practices: sociocultural theory, inclusive pedagogy theory, and constructivism theory. The sociocultural theory posits that children's learning and development are influenced by their social interaction with people and educators, as well as the cultures to which they are exposed to (Daniels, 2017). Vygotsky's cognitive development theory encompasses interpersonal interactions between learners and students and broader social factors and influences in the learning environment and society (John-Steiner & Mahn, 1996). This includes the culture of the learner and the society to which they are exposed, as well as the influences of language and the relationship between the learner and the social world (John-Steiner & Mahn, 1996). Vygotsky argued that culture influences human mental functions and behaviour, and humans are not only the products of culture (Vygotsky, 1978).

From the sociocultural theory, a few practices emerged. Dynamic Assessment (DA) emphasises the interconnected nature of assessment and everyday teaching instruction in a classroom (Poehner, 2011). It understands learners' development and abilities by focusing on their knowledge and learning processes. The DA emphasised that learning occurs through interactions, and assessment testing was the key to assessing progress. Instead of focusing on weaknesses or learning difficulties, teachers should identify hidden strengths and potential in learners to foster learning potential (Poehner, 2011). This approach emphasises the

importance of integrating assessment into everyday teaching methods. As inclusive pedagogy, DA requires regular conversations with learners, additional support during tests and assignments, feedback, and intervention (Poehner, 2011). However, accommodating large classes and identifying learning difficulties can be challenging, potentially hindering the implementation and achievement of inclusive pedagogy.

Differentiation in education acknowledges and understands the unique needs of each student, promoting inclusivity in the classroom (Subban, 2006). Teachers acknowledge and understand students' learning abilities, language, readiness, and interests (Subban, 2006). This approach balances what is available to common students with the specific needs of target learners, allowing students to flourish in their individual capacities and differences (Subban, 2006). It challenges the notion that a one-size-fits-all curriculum is ineffective (Roberts & Inman, 2023).

Inclusive pedagogy is a teaching approach that focuses on making learning environments accessible to all students, regardless of their learning difficulties or differences (Florian & Black-Hawkins, 2011). This approach is often associated with students with learning impairments, but it can also be applied to various settings, including schools with limited resources (Florian & Spratt, 2013). Inclusive pedagogy is based on equitable access and equal opportunity, ensuring all learners receive quality education, even in schools with limited resources (Florian & Spratt, 2013). This approach fosters a learning atmosphere that includes all students (Florian & Spratt, 2013).

Constructivism is a learning theory emphasising that learners actively construct their knowledge and understanding rather than passively absorbing it from educators (Schcolnik et al., 2006). This approach emphasises that knowledge cannot be translated from educators to learners but is rather constructed by them (Schcolnik et al., 2006). Learners establish their understanding and construction through individual experiences and backgrounds (Main, 2021). As they experience the world and reflect on their experiences, they build upon their pre-existing knowledge by adding necessary information (Main, 2021).

Constructivism begins with learners creating their own learning and knowledge through external activities such as interactions, explorations, and world experiences (Main, 2021). Learning does not occur in isolation but takes place actively in the environment with others (Main, 2021). Knowledge is constructed through the active experiences of the learner rather than passively absorbing information (Main, 2021). This approach suggests that everything

we experience in the world will provide us with better knowledge and understanding of other matters in the future (Main, 2021).

This chapter explores the role of global and local legislation and policies in the promotion of inclusive education in South Africa. This study examines the curricula used during the post-apartheid era and reveals their limitations and challenges. The chapter also discusses the impact of external factors like laws and policies on internal factors like teacher pedagogy, which hinder the successful implementation of inclusivity. This chapter also discusses sociocultural, constructivism, and inclusive pedagogy theories, which have facilitated the implementation of inclusive practices like differentiation, dialog, and dynamic assessment.

Chapter three provides insights into the theoretical frameworks used to frame the study. The theoretical frameworks used are critical and inclusive pedagogy. Critical pedagogy, grounded in critical theory, empowers the oppressed and challenges societal structures (Abraham, 2014). It differs from ordinary theories focusing on understanding and changing societal structures (Abraham, 2014). The critical theory aligns with the Frankfurt School's analysis of Western capitalist societies, rejecting confrontation and violent revolutions (Abraham, 2014). Instead, it focuses on creating social thinkers interested in cultural and educational issues. Critical pedagogy was founded by influential Brazilian philosopher and politician Paulo Freire (Abraham, 2014)

This study aligns with Freire's goals of education to liberate people, meet human needs, and create social justice (Giroux, 2010). Inclusive education in South Africa meets human needs and to change perceptions of reality. Critical pedagogy ensures equal education for all people, regardless of race, gender, or class, and this study complies with this goal, ensuring equal education without discrimination (Giroux, 2010). Freire emphasised the importance of educators in fostering critical thinking in learners by challenging societal values and traits (Shih, 2018). This involves providing critical dialogue and discussion in classrooms, but dialogue alone is not enough to achieve liberation (Aliakbari & Faraji, 2011). Individuals must act together, critically question their reality, and transform it through action and critical reflection (Aliakbari & Faraji, 2011). This is known as praxis, which involves reflection and change, interpretation, and change (Aliakbari & Faraji, 2011). Praxis requires relevant theories and is relevant to the world, society, and classroom contexts (Aliakbari & Faraji, 2011). This study aims to understand the relationship between translating theory into practice and understanding the rules, social structures, and motivations that enable or constrain the

translation of theory. Critical consciousness is achieved through praxis, which involves both reflection and action, to create a better learning setting and society (Aliakbari & Faraji, 2011). To achieve praxis, a dialogical process is necessary (Aliakbari & Faraji, 2011).

Freire's theory emphasises the importance of combining theory and practice in education. Praxis, a conscious act guided by principles of justice, inclusiveness, equality, and freedom, is essential for bringing about change (Jorgensen, 2005). This theoretical framework supports the need for inclusive education theory to be translated into practice. Understanding the constraints or enabling factors that constrain or enable the translation of theory into practice is crucial for achieving inclusivity.

Critical pedagogy liberates marginalised, excluded and oppressed individuals, including those with disabilities and disabilities in schools (Gabel, 2002). However, it lacks practical insights, particularly for individuals with diverse abilities (Gabel, 2002). This is particularly concerning for inclusive education practises, as critical pedagogy fails to provide a comprehensive account of individuals with medical disabilities and learning difficulties (Gabel, 2002). Although critical pedagogy is not incorrect, it is insufficient in addressing disability in theories and classroom settings (Gabel, 2002). This study focuses on translating inclusive education theory into practice, highlighting the importance of using theory to inform practice. However, critical pedagogy does not adequately account for the inclusive education aspect of this study, necessitating the inclusion of a theoretical framework of inclusive pedagogy.

Inclusive pedagogy is an approach to education that ensures all learners are welcome and have access to education, regardless of race, gender, religion, or socioeconomic diversity (Florian & Black-Hawkins, 2011). It is also applicable to learners with special needs and other learning differences (Florian & Black-Hawkins, 2011). Inclusive pedagogy involves educators enhancing the approach that works for most learners and improving it to accommodate those with learning difficulties and differences (Sanger, 2020). This creates a learning environment that is inclusive of all learners. Inclusive pedagogy can be applied to schools with fewer resources and facilities, thus ensuring equal access and opportunities for all learners (Sanger, 2020). This framework provides a guide for inclusive practices and can assist in understanding what inclusive practices should be.

Critical and inclusive pedagogy are teaching practises that transform oppressive structures in society (Liasidou, 2012). Both approaches challenge the dominant assumptions in educational

systems, focusing on social justice discourse (Liasidou, 2012). Inclusive pedagogy suggests that learners should not be judged based on disabilities or medical traits but rather learn through inclusive education (Liasidou, 2012). While critical pedagogy does not explicitly explore disabilities, it acknowledges how differences can create exclusion and marginalisation (Liasidou, 2012). This study demonstrates the importance of translating theory into practice, and inclusive education theory can be implemented through critical pedagogy concepts like praxis. These frameworks provide grounds for understanding and translating inclusive education theory into inclusive practises, ultimately promoting inclusiveness in education.

Chapter four provides a detailed description of the research design and method used in the study, including its approach, research paradigm, sampling and sample size, data collection and analysis, and credibility. The limitations of this research and research design are also discussed. This chapter also provides insight into the research paradigm used in this study, interpretivism. Interpretivism is a paradigm based on human consciousness, context, and experiences (The Open University, 2016). This aligns with my research method of conducting interviews to understand the teachers' context, thoughts, and experiences. Interpretivists argue that understanding society requires a broad interpretation of individuals, considering their context and experiences (The Open University, 2016). Each individual is unique and is contingent on its inner states. This qualitative study uses an interpretivist research paradigm to understand inclusive education in schools. It acknowledges learners' and educators' context and experiences and uses interviews to gain insights. Interpretivism provides a strong foundation for understanding teachers' experiences, instructional strategies, and contextual elements that influence inclusive education implementation, presenting a sophisticated interpretation of the realities faced in educational settings. The research paradigm of interpretivism bridges research goals with reality understanding, requiring context, background, and experience to interpret and find meaning.

In addition, chapter four discusses the research approach used to guide the entire research. This study used a qualitative research approach to shed light on educators' actions and experiences in school environments. The interpretivist paradigm used for this study focused on the participants' views and opinions rather than numbers and statistics. Data were collected through two- phased semi-structured interviews and were analysed thematically. This qualitative approach enabled a deeper understanding of educators' experiences and

actions, thus providing a more nuanced understanding of the challenges faced in implementing inclusive education theories.

This study focused on postgraduate students enrolled in inclusive education courses at a higher education institution. The purpose of this study was to investigate students' knowledge of using the theories learned in everyday teaching. This study focuses on part-time postgraduate students currently employed as teachers and those who have completed inclusive education courses. The study included 11 participants. This study used non-probability sampling. Snowball sampling, a chain-referral method, was used to recruit potential participants through existing ones, such as postgraduate students taking inclusive education courses. Data were collected through two-phased semi-structured interviews with educators.

Thematic content analysis was used to analyse the collected data, divide it into sections, and create patterns. This method helps readers identify shared meanings and experiences in an organised manner (Terry et al., 2017). The data were made more manageable and included in the study by breaking down the research. The process began by generating transcripts and reading them from the interview recordings. Notes were made on the side for personal use. Relevant words and phrases were noted, and the most relevant codes were chosen and categorised into themes. In the last step, themes were reviewed and grouped into more relevant themes, with each theme named. The themes were then categorised into a hierarchy. The results were then incorporated into showing connexions and interpretations considering previous literature and relevant topics. This method ensures that nothing is excluded or missed from the analysis.

The chapter also provides details on how the research's trustworthiness was handled through credibility, transferability, dependability, confirmability, and research ethical considerations such as voluntary participation, informed consent, confidentiality and anonymity, reflexivity, and positionality.

Chapter five presents the results and discussion, providing insight into the data collection results. This study understood in-service educators' perceptions of inclusive education theories encountered by postgraduate students. The study collected qualitative data from semi-structured interviews and analysed them using a thematic analysis method. The findings were arranged according to legislation, theory, and policy.

Under the concept of policy concerning this research and inclusive education, the policies, including White Paper Six, the CAPS curriculum, The Salamanca statement, and the Dakar framework, were used. While these policies achieve inclusivity on paper, they face challenges in implementing them in practice. The study involved 11 participants who all deemed inclusive education theories unrealistic for schools in South Africa. The semi-structured interviews revealed that the participants found these policies unrealistic.

Inclusivity in schools is crucial for student success, and the availability and accessibility of resources are essential. These resources include textbooks, technology devices, and physical facilities such as ramps, lifts, tables, and chairs. However, a lack of resources can significantly challenge translating policies into practice. Facilities, which are considered environmental resources, are often lacking in economically exploited schools. Participants reported a lack of these resources in their schools. The study reveals that schools are grappling with a shortage of resources, which significantly impacts educators' effectiveness in translating policy into practice, making it challenging for them to create inclusive learning environments. Participants also highlighted the need for financial support in South Africa, stating that the current financial situation is not conducive to translating inclusive education policies into public schools.

The study found that lack of parental participation was a significant barrier to collaboration between educators and parents. Some parents only show interest in their children's education when there are bigger concerns. Collaboration could help parents understand their learners better and assist them to achieve their best ability. The semi-structured interviews revealed that of the 11 interviews, eight did not receive management support, and three did receive some sort of support. This suggests a lack of management support in schools, which is crucial for achieving inclusivity. Educators work in teams and management structures are meant to support them; however, the findings indicate a lack of management support.

Policy perceptions demonstrate that the curriculum is considered rigid. The study reveals that the time allocation for each topic was inadequate, leading learners to be left behind or the topic to be left behind as learners had to move on. The CAPS curriculum content excluded learners' contexts. Participants expressed concern about the content, finding it uninteresting and difficult to relate to. Despite the curriculum's emphasis on content differentiation, how subject-related content can be modified. The CAPS emphasises assessment differentiation, but participants found its rigid requirements concerning. The findings revealed that CAPS

does not consider all learners and their learning differences, indicating that this approach is not being implemented in schools. The CAPS curriculum faces numerous barriers to inclusive education, including time, pace, content, and assessment. Participants noted that the curriculum demands educators to create their own ways of teaching to achieve inclusivity. Despite its aims, the CAPS curriculum is rigid, and the concept of curriculum differentiation has not been effectively implemented in classrooms.

The study found that the participants were aware of legislation related to inclusive education, such as the SASSA and the South Africa Constitution, but they primarily focused on policies related to inclusive education. However, the unclear purpose of these laws and policies can hinder their implementation. It is crucial to note that legislation facilitates the development of policies and provides guidelines for achieving set outcomes, particularly in the context of inclusive education. Therefore, understanding the purpose of these laws and policies is essential for effective translation.

Educators often find theories challenging to implement in classrooms because of context challenges like time, class size, diversity, and the South African economy. They suggested that theories should consider the classroom context and that researchers and policymakers should interview teachers to gain insights into the school setting. The high teacher-to-learner ratio in these classes makes it challenging to accommodate each learner's learning differences. The study found that participants faced an average of 30-85 learners per classroom, highlighting the challenges in implementing inclusive pedagogy. Large class sizes in South Africa pose challenges in accommodating learners' diverse culture, language, race, and background. In addition to teacher-to-learner ratio concerns, large class sizes present challenges in accommodating and recognising the diverse needs of students. Participants noted the constraints of time frames because there was too little time to complete a lesson in one period. Lessons lasted from 45 minutes to an hour, however this was insufficient.

Research participants suggested that getting to know learners better is crucial for creating inclusive teaching practices, as it helps accommodate their learning needs and differences. However, concerns about the teacher-to-learner ratio emerged as a barrier to implementation. Also, participants suggested that to translate theory into practice, there needs to be an improvement in the support they receive, which means management and collaboration support. The participants reported increased awareness and reflection on their teaching practices, to improve inclusivity. However, the study found that translating theories,

legislation, and policies into inclusive teaching practices was challenging because of numerous macro-factors. This further demonstrates that educators who have received inclusive training are aware of inclusive practices; however, macro-structures work against them. The findings indicated that educators are trying to practice inclusivity.

This study revealed a lack of empirical evidence for translating inclusive education theory, policies and legislation into practice in South Africa. Despite legislation and policies such as White Paper 6, the South African constitution and the SASSA aiming to achieve inclusive education, these aims have not been fully achieved. This study demonstrates that theory remains a theory until fully implemented and that legislation and policies are good on paper but unrealistic in reality. In-service educators who have received inclusive education theory training find translating theory, legislation, and policy into practice. Despite their knowledge and positive attitude towards inclusivity, barriers such as diversity and financial concerns make these laws unrealistic. However, some participants maintained that translation is possible if other concerns are addressed accordingly. The study suggests that drafting legislation and policies should include in-service educators in the process to gain more in-service educators' perspectives on classroom experiences.

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Appendices.

Appendix A: Information Sheet.



Dear Sir / Madam,

My name is Fatima Moolla. I am a Bachelor of Education (Masters) student at the University of the Witwatersrand, Johannesburg. My supervisor is Dr Tebello Letseka. I am conducting a research study about inclusive education in the link between translating inclusive education theory, policies and legislation into practice. The study title is: An interpretivist account of the factors that facilitate and constrain the translation of inclusive education theory, legislation and policy into practice.

I am inviting you to take part in a semi- structured interview. If you decide to take part, your participation in this research study will last about an hour. The interview will take place online over a Teams meeting which I will set up, time can be discussed in due course.

With your permission, I would like to audio record the interview. This data will be stored in my laptop with a secured password and only I or my supervisor will have access to the recording. The recording will be deleted after four years. Only the researcher will have access to the data.

The interview will be confidential and anonymous. Therefore, when I share the results of the research study, I will not include your name or anything else that could identify you. In addition, during the interview, I will not ask personal information about you.

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

The risks for this research study are no more than what happens in everyday life. Or some of the questions asked may make you feel sad or upset. If this happens, I will stop the interview and continue another time.

This research study will be written up as a dissertation.

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

Yours sincerely,

Fatima Moolla

Researcher:

Name: Fatima Moolla Wits email: 1876678@students.wits.ac.za

Cell number: 072 79 111 75

Supervisor:

Name: Tebello Letseka, Wits email : tebello.letseka@wits.ac.za

Appendix B: Consent Form

Title of project: An interpretivist account of the factors that facilitate and constrain the translation of inclusive education theory, legislation and policy into practice.

Name of researcher: Fatima Moolla

I,agree to participate in this research project by participating in a semi-structured interview.

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.

YES NO

I understand that I can volunteer to take part in the study

YES NO

I agree that the semi-structured interview activity may be audio recorded

YES NO

I agree that direct quotations from my semi-structured interview may be used by the researcher in their research dissertation.

YES NO

I agree that my participation will remain anonymous (my name will not be used by the researcher in their research dissertation)

YES NO

I agree that other researchers may use the information I provide in my interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on

YES NO

..... (signature)

..... (name of participant)

..... (date)

..... (signature)

.....Fatima Moolla..... (name of researcher/person seeking consent)

..... (date)

Appendix C: Interview Schedule.

Semi-structured interview questions.

- To get a brief introduction to the educator's teaching environment.
 1. How many learners do you have in one class?
 2. How long have you been teaching for?
 3. What phases are you teaching?

- To get in-depth thoughts on the curriculum.
 1. How do you feel about using the CAPS curriculum in your classroom?
 2. Is the CAPS curriculum designed to include and fit each learners needs in your classroom?
 3. If you could, what would change about the curriculum to make it more inclusive?

- To get thoughts on teaching practices.
 1. Is using inclusive teaching methods a challenge if so why?
 2. Would you say your working environment as a whole practices inclusive ideologies? In a terms of; physical facilities, management support., ethos and attitudes etc.
 3. Has receiving inclusive education knowledge and theory through university assisted you in being conscious about your everyday teaching practices?
 4. How would you change your teaching practices in order to be more inclusive?
 5. Do you think inclusive education theories are realistic to fit into an everyday classroom, explain?
 6. To effectively implement inclusive education practices, which extra support do you require?

Appendix D: Phase two Interview schedule.

- 1) Which inclusive education course did you study and in what year?
- 2) Do you remember any of the theories, laws and policies you studied in the course on inclusive education?
- 3) What is your perception on the inclusive education theories, laws and policies you studied during the inclusive education course?
- 4) Is your teaching guided or informed by any theory or theories, also laws and policies you encountered at university? (If yes why so? If no explain why not and what would make you incorporate the theories that you have studied)
- 5) Can inclusive education theory, laws and policies be translated into pedagogical practices? Explain.
- 6) Is the inclusive education training that you received valued in your school? (If yes how so? If no, why not?)
- 7) Are you motivated to incorporate inclusive education practices in your classroom? (if yes what motivates you, if no why does it not motivate you).

Appendix E: Ethics Clearance certificate



Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

R14/49 Moolla

CLEARANCE CERTIFICATE PROTOCOL NUMBER: H23/07/40

PROJECT TITLE

An interpretivist account of the factors that facilitate and constrain the translation of inclusive education theory, legislation and policy into practice.

INVESTIGATOR(S)

Miss F Moolla

SCHOOL/DEPARTMENT

Wits School of Education/

DATE CONSIDERED

21 July 2023

DECISION OF THE COMMITTEE

Approved
Risk Level: Minimal

EXPIRY DATE

06 September 2026

DATE

07 September 2023

CHAIRPERSON

(Professor J Watermeyer)

cc: Supervisor : Dr T Letseka

DECLARATION OF INVESTIGATOR(S)

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

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

Signature

Date

Appendix F: Registrar permission letter.



OFFICE OF THE DEPUTY REGISTRAR

11 September 2023

Fatima Moolla
Student Number
(1876678) Master of
Education by
ResearchWits
School of Education

TO WHOM IT MAY CONCERN

An interpretivist account of the factors that facilitate and constrain the translation of inclusive education theory, legislation and policy into practice.

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

Ethical clearance has been obtained. (Protocol
number: H23/07/40) Research Expiration: (06
September 2026)

A handwritten signature in black ink, appearing to read 'N Potgieter'.

Nicoleen Potgieter
University Deputy Registrar

