

THE EXTENT TO WHICH TEACHERS AT A FULL  
SERVICE SCHOOL IN SOWETO UNDERSTAND AND  
PRACTICE THE PRINCIPLES OF A FULL SERVICE  
SCHOOL

By

NTSOAKI TERESA MOKALA

882392

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SUPERVISOR: DR LOUIS BOTHA

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## ABSTRACT

In South Africa, Full Service Schools were introduced in order to provide quality education to all learners to meet a full range of learning needs. These schools strive to address the barriers to learning and increase participation of learners and teachers in the teaching and learning process. For that matter, they enhance the flexibility of teaching and learning methods. In order to explore the extent to which teachers in a Full Service School understand and practice the principles of a Full Service Schools, this study focused on the practices of three educators. Direct observations, interviews and document analysis were used to collect data. The study made use of Florian's framework of inclusive pedagogy and within this framework, teachers' pedagogic practices were compared. The results showed that teachers understood the concept of inclusion, made use of different teaching methods and they further indicated that there are quite a number of challenges teachers face on a daily basis.

Key words: inclusive education, inclusive pedagogy, inclusive practice, Full Service School

## DECLARATION

I, Ntsoaki Teresa Mokala, hereby declare that this work contained in this research report is entirely my own. It is submitted exclusively to the University of the Witwatersrand, Johannesburg, for the degree of Masters in Education (by Coursework and Research Report). It has not been submitted for any degree or examination at any other university.

Ntsoaki Teresa Mokala

Student Number: 882392

Protocol Number: 20146ECE035M

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## CHAPTER 1

### 1.1. BACKGROUND OF THE STUDY

Inclusive education is a global phenomenon which received much impetus through the world conference at the World Conference on Special Needs Education in 1994 (UNESCO, 1994). It has been around for quite some time now but the challenge lies with the confusion that people have in understanding what it really means to be inclusive. Ntombela and Raymond (2013) indicate that inclusive education seems to be a slippery concept that is difficult to pin down. The confusion arises from different policies in different countries; as a result, different perceptions come into play. Florian and Black-Hawkins (2011) propose a simple way for teachers to understand and employ different inclusive measures in their daily teaching practices by distinguishing between inclusive pedagogy, inclusive education as well as inclusive practice. Booth et al (2000) define inclusive education as a process of increasing participation and decreasing exclusion from the culture, community and curricula of mainstream school. Inclusive practice on the other hand, refers to the things that people do to give meaning to the concept of inclusion (Florian, 2009) while inclusive pedagogy is a method of teaching that incorporates different teaching and learning styles.

The Salamanca statement acknowledged the process of strengthening the capacity of education systems that would recognize and respond to diversity in an effective manner. The emphasis was on developing inclusive education systems that would accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions, including the gifted and the disabled. The main purpose that the Salamanca statement was pursuing was to inform and guide action by the governments, international organizations, national aid agencies non-governmental organizations (NGOs) and other bodies in implementing the Salamanca Statement on Principles in Special Education needs. Initially this was the focus, but its conclusion was that it could not advance in isolation; hence, it promoted a broader approach of inclusive education.

Florian and Black-Hawkins (2011, p815) propose that to be inclusive encompasses understanding 'how teachers enrich and extend what is ordinarily available in a classroom lesson or activity...' This new approach is against the traditional belief that certain learners can perform better than the others as this restricts the ability of those who are labelled as needing intervention. Florian (2013) articulates that in an education dominated by the bell-curve thinking, identification of special educational needs seems to lower teachers' expectations about what is possible for a student to achieve. This 'deterministic' view of education induces pessimism among teachers who believe that they do not have power to make a difference to the learning of children (Hart 1998 in Florian and Spratt 2013). Florian and Spratt (2013) indicate that the inclusive pedagogical approach is opposed to practices that address education for all by offering provision for most with additional or different experiences for some.



Florian proposes a new theoretical framework in inclusive education that has three aspects at the centre namely: a shift in focus from one that is concerned with only those individuals who have been identified as having additional needs to the learning of all children in the community, rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others, and seeing difficulties in learning as professional challenges for teachers rather than deficits in learners, that encourage the development of new ways of working.

## **1.2. PURPOSE OF THE STUDY**

Against this background, I intend to investigate the extent to which teachers at a Full Service School in Soweto in the Foundation Phase understand and implement the inclusive practices in relation to their roles of a full service school and how this relates to Florian's framework. The school was chosen because it has diverse learners and offers teachers an opportunity to implement inclusive practices. Therefore, this research is based on inclusive pedagogy in general and how it relates to Florian's framework of Inclusive pedagogy where she investigates teachers' craft knowledge of their practices of inclusion in terms of what they do, why and how (Florian 2011:813).

## **1.3. RESEARCH QUESTIONS**

The overall question for the research is:

To what extent do teachers at a Full Service School understand and practice the inclusive principles of a full service school? The following questions were asked:

- a. What notions of inclusion do teachers work with?
- b. What is the nature of inclusive pedagogy demonstrated by their teaching strategies?
- c. What teachers' ideas about learning and teaching are as expressed in their inclusive practice?
- d. To what extent do these ideas and practices about inclusive education align with Florian's framework?

## **1.4. RESEARCH AIMS AND OBJECTIVES**

The main aim of this research is to investigate the extent to which teachers' understanding and practice of inclusive education in a Full Service School in Soweto is based on the principles that guide Full Service Schools and how this relates to Florian's framework of inclusive pedagogy. The following objectives are to be achieved as well:

- a. To explore teachers' pedagogical knowledge and strategies for learners with diverse challenges and abilities.

- b. To investigate the nature of teachers' craft knowledge in terms of how their professional experiences, skills, values and creativity translate into their inclusive practices.
- c. To understand how teachers, perceive and practice inclusive education in relation to Florian's framework.

In pursuing these objectives, a primarily qualitative research approach will be employed, as outlined in chapter 3.

## **1.5. OVERVIEW OF THE STUDY**

### Chapter 1: Introduction and background

The main purpose of this chapter is to provide the introduction and background of the study, pointing the main problem within which the study is based on. The research questions are presented so that the aims of the study are discussed.

### Chapter 2: Literature review

This chapter presents the relevant literature pertaining to inclusive education in South Africa and internationally. The history of the development of inclusive education is outlined, as to how it emerged and how it is practiced in South Africa. The topic of inclusive pedagogy is discussed in terms of how Florian views it. This is the focus of the study, thus it leads to the discussion of a Full Service School and how relevant it is to inclusive education.

### Chapter 3: Research methodology

In this chapter, the methodology of research is discussed together with the design, data collecting methods and data analysis techniques. Ethical considerations are also provided and issues of validity and reliability are discussed as well.

### Chapter 4: Data Presentation and findings

The findings of the study are presented in such a way that data analysed from the interviews, observations and document analysis is presented through discussions because the study is qualitative.

### Chapter 5

The main objective of this chapter is to analyse the findings of the research report. It is the last chapter of the study and provides a summary of the main findings from the interpreted data, thus reviewing the strengths and limitations of the study. This chapter also outlines the significance of the study to the field of inclusive education with recommendations for teachers, schools and any further research that may be undertaken.

## **1.6. CONCLUSION**

First however, the next chapter will shed some light on the close alignment between the principles of the full service school and those of Florian's inclusive education framework, which informs this research and its investigation of how this congruency, and possible incompatibilities, can be identified through the understanding and practice of a group of foundation phase teachers.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The purpose of this chapter is to review literature on Florian's framework of inclusive pedagogy and on the establishment of full service schools in South Africa. The focus however, will be on the aspects that are similar to what Florian has proposed as a new framework of inclusive pedagogy in Soweto as the context of this study. The significance of reviewing Florian's framework of inclusive pedagogy is to find the extent to which similar factors can be identified in the way teachers implement inclusion in their teaching in foundation phase classrooms. It is essential to explore the literature on studies done elsewhere on Florian's framework of inclusive pedagogy in an attempt to establish the extent to which similar factors may impinge on the current study. Before I do so, I will outline the general understanding of inclusive education and how it is used in the South African context.

#### **2.2 INCLUSIVE EDUCATION**

The concept of inclusion is sometimes referred to as integration or mainstreaming in some literature. Meyer et al (1994) state that inclusion, integration and mainstreaming are often used interchangeably to refer to the practice of placing together learners with learning disabilities in the same setting as those without learning disabilities on a full time basis. However, some authors argue that distinctions must be made between these practices (Burden, 1995). Meyer et al (1994) affirm that inclusion is unconditional and programmes must fit the child rather than the child fitting the programmes, whereas integration is a technique that tries to accept the children with diverse learning needs in the mainstream but only on condition that they fit in. Inclusion therefore focuses on bringing support services to a child in the classroom instead of the child going to the support services. On one hand, integration or mainstreaming expects the individual child to fit into the system, whereas on the other hand, inclusion challenges the barriers within the society which encourage exclusion and segregation (Burden, 1995). Within this perspective, inclusion is an effort to structure a school environment in a way that accommodates and addresses learners' needs. It also strives for removal of all barriers that may prevent learners participating fully in learning, including barriers that arise from socioeconomic factors such as class, ethnicity, sexuality, poverty, language and inability to attain (Booth 2000). In order to attain these objectives, it is imperative to recognize the need for restructuring the education system in totality. Some see inclusive education as a process. One example is Booth and Ainscow (2011) who describe inclusive education as a never-ending process involving the progressive discovery and removal of limits to participation and learning. Others see inclusive education as robust activism. Corbett and Slee (2000) are examples to that inclusive perspective as they describe inclusive education as an unabashed announcement, a public and political declaration and celebration of difference. Whereas others describe it from a global social justice perspective as Swart and Oswald (2008) state that inclusive education is currently a major issue facing education systems throughout the world. Slee (2011) contends that

inclusive education commences with the recognition of the unequal social relations that produce exclusion. In all these definition, the common theme that seems to describe inclusive education is that it is embedded in social justice movements and is a global issue. It focuses on learners with special needs and their inclusion in the education systems. Inclusive education therefore means the education of all learners by addressing learners' needs without discriminating anyone regardless of their difference. Once more, it focuses on learners with special needs and their inclusion in the education systems.

This research takes the view that Florian's (2007, 2009, 2011, and 2012) framework provides a theoretical basis for a skill restructuring. Hence, the main objective of this research is to investigate the extent to which teachers at a Full Service school understand and practice the principles of a Full Service School in their teaching. For the purpose of this study, I will be distinguishing between inclusive education, inclusive practices and inclusive pedagogy to avoid any confusion as Florian (2011) asserts that the three must be distinguished. In order to gain an insight of inclusion, it is of utmost importance to go into details on what inclusion is in a South African context, then explain what a full service school is as well as what inclusive pedagogy entails according to Florian. I will first start by exploring inclusion in the South African context, then discuss full service school and later turn on to Florian's inclusive pedagogy.

### **2.2.1 INCLUSIVE EDUCATION IN SOUTH AFRICA**

In South Africa, a number officially segregating practices influenced the education system prior 1994 in different ways. The Bantu Education Act of 1954 created a separate and different education system for Black People. This was because the black people were not expected to be over-qualified or have ambitions to have positions not envisaged to them according to the apartheid regime (Christie and Collins 1982). The National Education Policy act of 1967 divided the education system into 18 education departments (Department of Education 1999) with a different department for each 'homeland' as well as for different race groups. The Bantu Education Act of 1953 for example created a Bantu education system for Black People. It was not until after 1994 that the recommendation of inclusive education came into play. In September 1994, the white Paper on education was published. The White Paper was founded on the grounds of the Reconstruction and Development Programme and some of its concerns include building an inclusive education and training system (Department of Education, 2001) as the focus on education for all based on human rights and social justice from grade R up to grade 9.

The introduction of inclusive education in South African Education system is a new and recent phenomenon that was initially introduced in the Constitution (1996) in Section 29 (1) which states that everyone has a right to basic education. As a result, the White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (DoE, 2001) is the first official document that introduced inclusive education as a discourse and policy in South Africa. The White Paper was introduced as a policy for inclusion but it was criticized for its lack of clarity, therefore, leading to difficulty in implementation. It is then that different projects and documents were initiated in response to this critique on order to offer support to the policy document of inclusion. To mention a few, there is The National Strategy

on Screening, Identification, Assessment and Support or ISAS (DoE, 2008) Guidelines for Full Service Schools (DoE, 2009) as well as Guidelines for inclusive teaching and learning (DoE, 2010). Regardless of these efforts, there is still a gap between what the policy states as well as the implementation of inclusion as Makoelle (2012) articulates that there exists a sizeable implementation gap between the government policy and the practices realized by schools and teachers, thus hindering the move towards inclusive education in South Africa. The gap stems from the fact that what the policy stipulates is not easy to implement due to socio-economic challenges that prevail within the South African setting, as well as lack of clarity in terms of time frames.

Inclusive education has been embraced as an ideal model for education in South Africa and globally. However, literature has revealed that inclusive education in South Africa is not well implemented due to lack of clarity in Education White Paper (Department of Education, 2001) regarding the means through which schools can meet the goals of inclusive education, Bornman (2014). Bornman (2014) further argues that it is not clear whether this ambiguity is intentional, but it has undoubtedly led to inaction by the stakeholders involved. New inclusive policies have demanded from teachers to challenge their existing schema about the best practices in the education of learners with disabilities. With this challenge in place, educators support inclusive education policies and they have a will to challenge their beliefs and practices which hinder the successful implementation of inclusion. Lomofsky & Lazarus (2001) assert that support is a necessary component of successful inclusive education practices as the needs of many learners' disabilities are beyond the basic services available in typical general education classes.

Policies play a vital role in schools in providing guidelines for actions and procedures. They are public statements that ensure accountability and provide the rationale and framework for change (Walton, 2006). Having a specific policy may be necessary to secure inclusion within the school's development plan (Hall, 2002) and ensure the implementation of inclusive practice. Such a policy could include the schools' aims, practice and provision for learners who experience barriers to learning. Lazarus, Daniels and Engelbrecht (2004) add that the inclusive policy should be a reflection of the values and principles of inclusion. Inclusive policy should therefore promote the development of a barrier-free teaching and learning environment that accommodates diverse needs of all learners.

The South African education system is underpinned by the need to address the inequalities of the past. Previously, the South African education system was dominated by inequality, fragmentation and classification according to race prior 1994. As a result, the post-apartheid government was faced with an inheritance of multi-layered inequalities, which have led to diverse needs of the learner population today. In its broadest sense, it is evident that the South African education system incorporates the goal of extending quality education with its consistence with the principles underlying its democracy (Engelbrecht, Oswald and Forlin, 2006). Similarly, Makoelle (2012) maintains that inclusive education also works to promote cohesive societies. It is therefore that Meltz, Herman and Pillay (2014) conclude that implementation of inclusive education in South Africa relies upon educational transformation in the country. In the next section Full Service schools will be defined as one of the kinds of

schools found in South Africa, which stands as a way to enhance the implementation of inclusive education.

### **2.3. FULL SERVICE SCHOOL**

The Department of Education (2005b) recognized that the concept of full service schools was new to the country, although many independent bodies had already taken steps towards developing institutions that were responsive to a range of learning needs. Full service schools are defined as those schools that are equipped and supported to provide for the full range of learning needs among all learners (Department of Education, 2005). The capacity of these schools is built on the premise of inclusive principles, which include flexibility in learning and teaching, as well as the provision of education support to learners and educators. It was proposed that at least one primary school per district be identified and converted into a full service-learning environment. The Department of Education (2005) stipulates that such schools would be provided with appropriate physical, material and human resources and professional staff development to enable them to accommodate and respond to diverse learning needs.

Full service schools are institutions designed to meet the needs of children and their families, a central point of delivery needed to support a child's success in school and the community, as well as to enhance the lives of families by including adult education, parenting classes and parent resource centres. These aims were originally published in the USA and the main objective was to promote inclusion by forming partnerships with various stakeholders who would contribute to the accomplishment of the learning needs of all the learner population (Dryfoos, 1993). In supporting learners who experience barriers to learning and promoting capacity building of educators, a full service school therefore attempted to integrate different community services. This transformation implies that both the school and the community would become partners in promoting inclusive education. Their existence was mainly based on a premise that all relevant stakeholders in the education system would help them to develop a shared vision, with common goals of collaborative decision making to promote inclusion of all learners (Dryfoos, 1993).

#### **2.3.1. TRANSFORMATION OF ORDINARY SCHOOLS INTO FULL SERVICE SCHOOLS.**

Transformation involves;

*...a shift from a pedagogy of exclusion to a pedagogy of possibilities that takes into consideration barriers to learning, different intelligences and learning styles as well as a shift from organizing services according to categories of disability towards determining level of support needed (South Africa, 2002:22)*

Swart, Engelbrecht, Eloff and Pettipher (2002) assert that to recognize and respond to the diverse needs of learners, an education system that provides separate education, that in which special needs learners are separated from ordinary school, must be transformed into a single integrated system. Transforming ordinary schools into Full-service schools is not a technical exercise to provide improved facilities but a fundamental change of principle cultures and

practices of the school (South Africa, 2005). It is a holistic developmental process which includes aspects of leadership and change management, education development, policies and cultures of the school, with technical support and assistance and other mechanical support change.

The DoE (South Africa, 2002) points out that an imperative point of departure for ordinary schools converted into Full-Service schools was mainly to engage in the process of inclusion. It was imperative therefore to identify mainstream educational institutions that will be able to provide education to all learners by supplying the full range of learning needs in an equitable manner, whilst striving to achieve access, equity, quality and special justice in education (South Africa, 2001). The DoE (South Africa, 2005b) made a publication that stated the objective of Full-service schools as allowing everyone to learn and participate fully. To achieve this, the development and work in the school would strive for collaboration by sharing expertise and constantly thinking about the development of both educators and learners. The full service school would therefore be prepared to explore and address the challenges of everyday school life through capacity building among educators and on-going institutional development aimed at transforming the whole school. The aim is to create a safe and supportive environment in which educators would be motivated and supported in their work, thus, learners would feel a sense of belonging and engage in the learning process. Caregivers also would be valued and involved in the life of the school community. The DoE (South Africa,2005b) envisaged a Full-service school as being a beacon of the transformation process in education by developing cultures, policies and practices that celebrate diversity, respect difference and value innovation and problem-solving. Having discussed how ordinary schools were converted into Full Service Schools, the following section will discuss the ethos of Full Service Schools.

### **2.3.2. ETHOS AND PRICIPLES OF FULL SERVICE SCHOOLS**

Full service schools have been established with the goal of ameliorating social, health and mental-related problems that affect the child's ability to succeed in schools and later in life, (Dryfoos, 1993). The ethos of the full service schools embraces a vision of a society for all, based on the United Nations Declaration of Human Rights, South Africa (2005). The realization of these goals requires that such schools adopt a holistic, flexible and accommodative approach in teaching. This philosophy is based on the beliefs that support inclusion (South Africa 2005b) as follows:

- a. Everyone in the site of learning is responsible for education of each learner, regardless of their learning needs.
- b. Everyone in the site of learning is focused on meeting the needs of all learners in a unified system of education.
- c. All educators have skills and knowledge that can and should be used to support the efforts of each educator to ensure the success of all learners.
- d. All learners benefit from participation in mainstream institutions and should be shown respect for their unique personal forms of growth and contribution.



This means that educators should be encouraged to develop themselves as skilled assistants, to gain the access of inner world of the learner, to earn their trust and to understand how learners experience life at school (Kotter, 1999). This study intends to investigate the extent to which teachers in a full service school understand and practice the principles of a full service school and how their practices relate to Florian's framework of inclusive pedagogy. One of the tenets of this framework is that teachers must see difficulties in learning as professional challenges for them, rather than deficits in learners (Florian and Black-Hawkins 2013). Developing access to effective learning practices requires the practical implementation of inclusive practices. According to (Ainscow, 1999), inclusive practices imply a habitual way of doing things, therefore, the ethos of a full service school should encourage educators to follow the inclusive practices in such a way that they become habitual (Dryfoos, 1993). Educators should have skills and knowledge to ensure the success of all learners, knowing how they learn, their needs and individual difference.

## **2.4. INCLUSIVE PEDAGOGIES AND PRACTICES**

In the literature that addresses inclusive education, there exists a gap in the studies in inclusive pedagogy. Most studies have previously focused on the attitudes that teachers have in the implementation of inclusive education. It is in this study that I wish to address that gap by discussing it more especially in line with what Florian's pedagogy of inclusive education entails. In the next section, I will start with defining pedagogy, inclusive pedagogy in general as well as narrowing it to what Florian's framework of inclusive pedagogy entails.

### **2.4.1 PEDAGOGY**

Pedagogy has been defined by many and among such definitions, Alexander (2004) defines it as the act of teaching and the body of knowledge, argument and evidence in which it is embedded and by which a particular classroom practices are justified. Just like inclusive education, inclusive pedagogy does not have a uniform definition. Milles (2009) is one of the prominent scholars who work within the inclusive pedagogic approach. In his argument, he articulates that the development of more inclusive pedagogies as well as the challenges that face the implementation of inclusive education is the exclusionary practices. One other argument in the debate on inclusive pedagogy is the one brought forward by Dei (2005) who is in favour of a transformative education by stipulating that pedagogy should be centred on education reform and change. Dei (2005) therefore suggests that teachers must acknowledge and respond to difference and diversity within the school population. Looking at different studies that have been conducted in this topic, some have advocated that it should be studied from a special school perspective. On the other hand, Nind (2005) is of the opinion that inclusive pedagogy must be implemented in ordinary schools by ordinary teachers. Inclusive pedagogy is all about teachers reflecting on their teaching practices and making a mind shift in the way they perceive learners. Different theorists (Florian, Liasidou and Greenstein) have explained what they understand by inclusive pedagogy as a way to understand how inclusive education can be enacted in classrooms. I wish to discuss three conceptualizations of inclusive pedagogy by three theorists mentioned. In the following section I will discuss the theories by starting with Florian and Black-Hawkins (2011) framework of inclusive pedagogy.

Florian and Black-Hawkins (2011:815) propose that to be inclusive encompasses understanding ‘how teachers enrich and extend what is ordinarily available in a classroom lesson or activity...’ This new approach is against the traditional believe that certain learners can perform better than others as this restricts the ability of those who have been labelled as needing intervention. Florian (2013) articulates that in an education dominated by the bell-curve thinking, identification of special educational needs has been shown to lower teachers’ expectations about what is possible for a student to achieve. This ‘deterministic’ view of education induces pessimism among teachers who believe that they do not have power to make a difference to the learning of children (Hart 1998 in Florian and Spratt 2013). Florian and Spratt (2013) indicate that the inclusive pedagogical approach is opposed to practices that address education for all by offering provision for most with additional or different experiences for some. As a result, Florian proposes a new theoretical framework in inclusive education which has three aspects at the centre namely:

- a shift in focus from one that is concerned with only those individuals who have been identified as having additional needs to the learning of all children in the community
- rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others
- seeing difficulties in learning as professional challenges for teachers rather than in learners, that encourage the development of new ways of working.

Some scholars conceptualize inclusive pedagogy from a political point of view. Liasidou (2012) indicates that the concept of inclusion presupposes schools that are socially just in terms of learning and participation. Therefore, socially just pedagogies entail diversifying and changing the curriculum and ways of teaching. The main factor for this new ideology is the achievement of socially just classrooms that address learners’ diverse needs without discriminating or marginalizing anyone. Liasidou (2012) adds that central to this new ideology is the notion of equality of opportunity and the creation of comprehensive inclusive education systems that presuppose the participation of all students in learning and cultural commitments of mainstream schools. Diversity is at the centre of Liasidou’s inclusive pedagogy as he further states that inclusive schools are concerned with embracing and responding to learner diversity in inclusive ways.

One other outstanding character of Liasidou’s pedagogy of inclusive education is proposition of schools to restructure their curriculum. Liasidou (2012) proposes that in order for schools to be more effective, there is a need for radical reform in schools whereby they should reconsider their curricula designs, structures, approaches, organizations strategies and collaborative concept of education. This calls for differentiated teaching strategies. Liasidou (2012) defines differentiation as a multidimensional approach to providing continuing and varied support for learning by means of graduated and carefully monitored educational differentiation. This means that in using differentiation in teaching a diverse population of learners, teachers are able to touch upon and develop students’ unique characteristics and capabilities in order to maximize leaning as Liasidou (2012) asserts. Liasidou further defines differentiation as a method that requires the modification of the curriculum, teaching

structures, cultures and practices of mainstream schools according to the needs, abilities, experiences, biographies and diverse developmental trajectories of students.

On the other hand, some (Greenstein,2016) propose radical inclusive education which supports that radical inclusive pedagogy needs to promote an understanding of learning as contextualized and rationalized, created through a constant process of dialogue between people in the world and looking at education from a political point of view. Greenstein (2016) supports that radical inclusive pedagogy necessitates a political approach to knowledge, even with regards to topics usually covered by traditional curriculum subjects. It is about understanding of education as a political tool that aims to support learners in a collectively social injustice, learners not being able to choose the topics to cover. Radical inclusive pedagogy, according to Greenstein (2016) should therefore promote knowledge and learning that are contextualized in studies, varied in experience and that take into account the social structures within which such experiences are embedded.

Like Liasidou, Greenstein (2016) views radical inclusive pedagogy as a political endeavour that does not only seek to allow students access within the boundaries of one classroom in one school, but also works to empower students, whether they are abled or disabled, to challenge the social structures and relations that produce inequality, oppression and marginalization. Within this perspective, this framework seeks empowerment, freedom, emancipation and autonomy in schools. This calls for a new way of viewing disability as Greenstein (2016) proposes that disability should be incorporated in the curriculum as a historical and political phenomenon.

Radical inclusive pedagogy is based on a social model of disability as it purports that repositioning of disability as a social rather than a physical or psychological issue is the insistence on the inclusion of diverse staff, and in particular of disabled teachers within schools, Greenstein (2016). This is expected to change binary oppositions of dependency and interdependency, power and weakness, and interdependency and support can be recognized as central to human existence. As a result, inclusive radical pedagogy puts the people with disabilities at the centre as it insists that inclusion cannot occur without disabled people being employed in schools (Greenstein, 2016).

One other tenet of inclusive radical pedagogy is the proposition to have a curriculum that covers multiple topics and subjects and such subjects being treated equally without priority given on one over the others. Greenstein (2016) asserts that there is a need for a diverse curriculum that incorporates a vast area of abilities and skills including academic subjects, vocational training, art and performance and relational abilities and these varieties must also be afforded equal value both in school and wider society. This is of great importance especially in a setting where the education system adheres to inclusive practices that strive to address all learners' diverse educational needs.

From a radical inclusive pedagogy's perspective, the reliance of schools on age-cohorts creates a limitation on learners' interaction and collaboration. Greenstein (2016) is of the opinion that schools are organized according to age-cohorts, with expectations that all children born in the same year will have similar needs, abilities and interests. Such heavy

reliance on age as the main organizing factor of school is based on a view of cognitive, social and emotional development as a standardized almost universal process that is organized in stages and progress in predictable and known ways (Greenstein, 2016). Proponents of this model further criticize that predefined attainment goal, organized by age, assume and enforce a uniform rate of study, thus anthologizing students who learn in a different pace, be it faster or slower.

One other critique of the current situation in teaching and learning by the radical inclusive pedagogy is the adherence to standardized methods of assessment. Greenstein (2016) posits that schools rely heavily on standardized testing and the creation of norms and percentiles by which standards are measured and ranked. Greenstein (2016) asserts that the problem of adhering to this method is not with assessment per se, rather, it is with the standardized and limited ways by which it is carried out and with the centrality of test scores in the play of the schooling experience. Another disadvantage of adhering to standardized methods of assessment is that there is inconsistency on performance, and its detached and decontextualized ways fail students who actually do not know all about subject matter but rely on other ways to demonstrate that knowledge (Greenstein, 2016). By shifting to radical inclusive pedagogy means that educational practices have to include scraping standardized testing. This should be in favour of developing more flexible and personal approaches to both assessment and learning which can support and value learning and development of a wide range of human capabilities through contextualizing learning in meaningful activities (Greenstein, 2016).

There are different classroom strategies that purport to be inclusive in relation to inclusive pedagogy. I will be looking at three methods, namely, Universal Design of Learning, direct instruction as well as differentiation. In the next section, I will discuss these strategies in detail.

#### **2.4.2. UNIVERSAL DESIGN LEARNING**

Universal Design of Learning is concerned mainly with the introduction of teaching methods so as to enhance educational accessibility for all students without the need for specialist interventions and adaptations (Liasidou, 2012). This method calls for teachers to take full control of the teaching and learning process by seeing difficulties in learning as professional challenges for teachers rather than deficits in learners, that encourage the development of new ways of working Florian (2009). This method entails strategically designing courses and devising teaching methods intended to meet learners' diversity on the basis of ability, learning style, race, ethnicity and other characteristics without finding recourse in special educational practices Liasidou (2012). The main outstanding character of this method is the adherence to the use of multiple intelligence, as learners learn differently. Liasidou (2012) supports that effective teaching entails multiple options for participation in the learning process and making use of multiple ways of expression in documenting what the learners have learnt.

#### **2.4.3. DIRECT INSTRUCTION**

One other classroom strategy that has been proposed in an inclusive classroom is response to direct instruction. It is a method in which the teacher makes use of a step by step method of teaching. It is not a new method of teaching as many teachers can be seen to make use of it when teaching concepts in Mathematics and reading. King-Sears (1997) gives a list of six critical steps needed in the successful implementation of direct teaching method, namely; an explicit step by step model, development of mastery at each stage, processing of corrections for errors learners make, gradual fading from teacher-directed activities to learners' independence, making use of adequate, systematic practice with a number of examples as well as a cumulative review of newly learnt concepts.

The aim of this method is to reduce special educational referrals for students whose learning difficulties can be attributed to poor or inadequate instruction (Liasidou 2012). The main feature of this strategy according to Liasidou is a move away from categorization and special intervention, thus concentrating on providing an appropriate high quality and effective education for all students, including those with disabilities. This strategy has been divided into three tiers. The first tier is concerned with providing high quality education based on instruction for all students in the general class. Liasidou (2012) proposes that in implementing this strategy, intervention is done through screening assessment in order to single out the students at risk in terms of reading and behaviour. The second tier is concerned with targeting small group instructions and additional assistance provided by teachers in general classrooms, intended for the students who might have problems in specific skills. The last tier focuses on intensive instruction intended for students who do not make adequate progress in the second tier (Liasidou 2012). This strategy tries to support learners in a mainstream classroom without removing them to special schools or making use of any specialist help. This means that by adhering to an inclusive pedagogy, the strategies strive for support and inclusion of all learners without labelling, classifying or even marginalizing. Teachers make it their responsibility to accommodate all learners regardless of their ability or disability therefore creating inclusive environments that welcome and celebrate the unique character that each learner brings in the classroom.

Direct instruction is ranked high amongst other teaching methods as Hattie's (2008) analysis of achievement shows quite strong effects with learners in special education. As a result, this is in line with what Sears (1997) argues that learners with disability benefit even more from direct instruction. Hattie (2008) however warns that direct instruction should not be confused with didactic teaching which is more like 'talk and chalk' method used in the past.

#### **2.4.4. DIFFERENTIATION**

The last classroom strategy is differentiation. Raveaud (2005) defines differentiation as the process by which teachers adapt curriculum objectives, teaching methods, learning activities and other issues to match the educational needs of individual pupils. The teachers are encouraged to learn to develop classroom routines that attend to learner variance in readiness, interest and learning profile. Learning profile according to Raveaud (2005) is about students' preference mode of learning that can be affected by a number of factors including learning style, intelligence, preference, gender and culture. According to Raveaud (2005) the main reason for differentiation is that modifying instruction to draw on students' interest is a way

of enhancing motivation, productivity and achievement. Questions and tasks that are interesting to students are more likely to lead to enhanced students' engagement with the task. Differentiation must be concerned and practiced as a reflection and extension of educational best practices. Raveaud (2005) further articulates that differentiation should be proactive and not reactive. This means that the teacher plans one lesson for everyone, and tries to adjust on the spot when students signal that the lesson is not working for them. Thus, the teacher employs flexible use of small groups in the classroom. The reason for using groups is that students in small within-classroom learning groups achieve significantly more, than when students are learning in small groups. In addition, students in grouped classes have more positive attitudes about learning and stronger self-concept measures than those in ungrouped classes (Raveaud, 2005).

Differentiation makes use of activities that are pedagogically designed in delivering curriculum to a diverse population of learners. Walton (2006) defines differentiation as a key inclusive strategy that has a number of benefits within an inclusive classroom. These different classroom strategies may differ in the way they are structured but the main objective is to achieve full inclusion, value diversity and strive for full integration of all students without discriminating, segregating or excluding learners based on their disability. They may differ in what they propose on how instruction and teaching practices must be carried out but they strive for one thing: inclusive practices in a mainstream classroom. In the next section, I will discuss Florian's framework of inclusive pedagogy in detail.

## **2.5. FLORIAN'S FRAMEWORK OF INCLUSIVE PEDAGOGY**

Due to the confusion that prevails in terms of what constitutes inclusive education, Florian has come up with a framework of inclusive pedagogy to help the teachers make use of the framework to further understand the enactment of inclusive pedagogy which is explained (Florian and Pratt, 2013). Within this framework, teachers are encouraged to deal away with the deterministic belief that certain learners can perform better than others. One of the strategies that has been proposed for teachers is concerned with shifting the focus from one that is concerned with only those individuals who have been identified as having additional needs to the learning of all children in the community of the classroom (Florian and Black-Hawkins, 2011). The proposition is an approach whereby the teachers provide a range of options which are available to everyone. Therefore, from this perspective, human diversity is seen within the model of inclusive pedagogy as strength rather than a problem, children working together, sharing ideas and learning from interactions with one another (Spratt & Florian 2013). It fosters an open-ended view of each child's potential to learn. Furthermore, teachers are encouraged to change their attitude in terms of the deterministic belief they have about ability as being fixed and the associated idea that the presence of some will hold back the progress of others (Florian,2009).This will be achieved by a change in certain practices such as believing that all children will make progress, by making use of a variety of strategies to support everyone's learning rather than relying on ability grouping as well as using formative assessment to support learning (Florian and Black-Hawkins, 2011).

Inclusive pedagogy pursues a social justice perspective by placing expectations on teachers that they are responsible for the learning of all children; a stance that requires them to conceptualize difference in learning as dilemma for teachers rather than shortcomings in the pupils (Spratt and Florian 2013). It has been reported that often than not, teachers believe that they are not experienced enough to teach children with special educational needs as Florian (2012) supports that most teachers resist efforts to include students identified as having special or additional support needs in the classrooms on the grounds that their inclusion will interfere with the effective teaching of others. It is therefore recommended that teachers reject the notion of inclusive practice that are based on provision for most alongside something different for some, instead, it requires them to extend what is readily available for all learners therefore creating a rich learning community (Spratt and Florian, 2013).

## **2.6. CONCLUSION**

This chapter has provided a literature review for the study. Inclusive education, inclusive education within South African context are the main themes that were highlighted most as they are central to the study. One other aspect that was discussed is the Full Service School, how mainstream schools were transformed to Full Service schools as well as the guidelines for implementation of inclusive practices within such schools.

## CHAPTER 3

### RESEARCH APPROACH AND METHODOLOGY

#### 3.1. INTRODUCTION

The purpose of this study is to examine inclusive pedagogies that teachers in a full service school are observed applying in their teaching. As outlined in the first chapter, the research aims to investigate the notions of inclusion that teachers work with; the nature of inclusive pedagogy demonstrated by their teaching strategies; the teachers' ideas about learning and teaching as expressed in their practice; and the extent to which these ideas and practices about inclusive education align with Florian's framework.

It should be clear from the above aims that the views and opinions of the participants, in this case teachers, are the primary concern of the research. It is from their "notions of inclusion" and "ideas about learning and teaching" that the knowledge from the study will be constructed. What must also be considered is that the researcher's interpretations play a significant role, as the data from observations about their strategies, as well as the interview data, are subject to the researcher's understanding of them. Therefore, the design of the study will be shaped by this way of making knowledge. As Bean (2006, p353) points out: "Researchers design studies based on what they believe knowledge to be. The search for objective truth involves a different path from the one used in the search for individual meaning or a consensus about intersubjective meaning" (2006, p.353).

Since this study does not aim to establish objective knowledge but rather explores how knowledge and realities "reside in the minds of individuals ... [and] may be uncovered by unpacking individual experiences" (Savin-Baden & Major 2013, p.56), it is not aligned with positivist ideas about truth, but instead it is constructivist in its philosophical stance. Thus the research is based on the belief that "the only thing that [researchers] may come to know is people's constructions of their own realities and therefore research emphasizes data concerning how individuals construct knowledge" (Savin-Baden & Major 2013, p.63). This research therefore applies methods which will get teachers to reconstruct their ideas about inclusion and about their practices with the researcher trying to understand the meanings that they attach to these.

As such, this research aligns itself to a qualitative research paradigm, although it must be said that my approach tends toward what Denzin and Lincoln (2011) refer to as a "soft" approach to paradigms, as indicated by the pragmatic approach below. Since the current study investigates the extent to which teachers at a Full Service School understand and practise the inclusive principles of a full service school, it is based on collaborative human activities with the aim of gaining an understanding of the interaction between the teachers and students in an inclusive environment. In this regard, the qualitative research paradigm accepts that people's subjective experiences and activities are valid, multiple and socially constructed, and analysis of them falls within the constructive paradigm (Eloff & Ebersohn, 2004).



A number of distinctions can be made between qualitative and quantitative research approaches (Macmillan and Schumacher, 2010, Creswell et al, 2011, Bell 2005). The researcher always has a choice of which research approach to use based on the phenomena under inquiry. Qualitative research is mainly focused on exploring qualities of entities and on the processes and meanings rather than experimentally measured data valued in terms of amount, intensity, frequency and quantity (De Vaus, 2001). It stresses the relationship between the researcher and what is studied, looking into the socially constructed nature of reality. According to Macmillan and Schumer (2010) it is concerned with exploring and describing the phenomena of interest, and how people perceive and understand the world. The research is based on qualitative research approach because the intention is to describe, understand and interpret how different participants in a social setting construct inclusion and inclusive education in the school setting. One of the objectives of qualitative research approach is to promote a better understanding, increase insight into the human condition, with emphasis on improved understanding of human behaviour and experience. Creswell (2003) submits that qualitative research approach is not based on predetermined or preconceived ideas but on theories that emerge from data, therefore, the research is based on qualitative research as it employs an inductive strategy. This research approach is appropriate for the present study as it deals with people and gathers data on how teachers implement Florian's inclusive pedagogy in their daily teaching. As a result, it will be looking at how the teachers construct their knowledge of inclusive practices.

This approach gives the researcher the opportunity to understand the way individuals create, modify and interpret the world in which they find themselves (Cohen and Manion, 1994). The aim of this research is to investigate the extent to which teachers at a Full Service School understand and practice the principles of a Full Service School. The qualitative study is more applicable in this study as it helps to understand better the perceptions of the teachers in terms of what constitutes an inclusive pedagogy. Therefore, it promotes a better self-understanding and increases insight into the human condition, emphasizing improved understanding of human behaviour and experience. According to Creswell (2003), a qualitative study is positioned within a constructive paradigm, which implies that the researcher has a belief in the multiple realities which are a number of meanings of individual and collective experiences that are socially and historically constructed to develop a theory or a pattern. The expectation is to find the views and perspectives of the participants on what they do, say and understand of their practices.

According to Creswell (2003), qualitative researchers deal with socially constructed realities and qualities that are complex and indivisible into discrete variables. These researchers therefore, attempt to describe, understand and interpret the world around them. As a result, the current study employs an inductive strategy, which is not based on preconceived ideas, but on perspectives that emerge from the data itself. It is qualitative research's aim to develop perspectives and understanding, in this case of how teachers conceptualise inclusive education and their pedagogical knowledge and strategies for learners with a diversity of challenges and abilities. Creswell (2003) advises that in following a qualitative approach, the inquirer often makes knowledge claims based primarily on constructive perspectives,

which embraces multiple meanings of individual experiences, both socially and historically, with the aim of developing a theory or pattern.

The interpretive approach in qualitative research analyses social actions in their social setting, through direct and detailed observation, in order to understand and interpret how people create meaning in their social world (Neuman, 2011). Because of the choice of the research design and the nature of the problem under investigation, the study follows an interpretive approach, allowing for greater understanding of teachers' perceptions of inclusive education and how teaching and learning can be made to address the inclusion of all learners. The research therefore, is not only concerned with the teaching and learning methods the educators use, but also observes the interaction and relationship between the educators and learners, the classroom environment as well as how educators manage the inclusive classrooms.

In focusing on the actions and interactions of individuals, Macmillan and Schuman (2010) justify that making use of qualitative research can provide a detailed description and analysis of a particular practice, process or event. Conversely, as Barnes (2003) argues, the extent and complexity in an inclusive education research cannot be fully captured using quantitative research methods. Nevertheless, as alluded to earlier, the choice of methodology is not strongly framed in terms of paradigms, instead a pragmatic approach is employed.

### **3.2. A PRAGMATIC APPROACH**

Savin-Baden and Major (2013, p.171) define the pragmatic approach to qualitative research as “an approach that draws upon the most sensible and practical methods available in order to answer a given research question.”

This approach is based on what Denzin and Lincoln (2011, p2) describe as the “soft, apolitical pragmatic paradigm [that] emerged in the post1990 period.” Regarding paradigms, Guba (in Denzin and Lincoln, 2000) defines a research paradigm as a set of beliefs that guide action, while Merriam (2002) explains that the research paradigm is derived from the orientation that the researcher conducts in the study. For Babbie (2007), a research paradigm is a fundamental frame of reference used by researchers to organise their observations and reasons.

The pragmatic approach is therefore situated in a paradigm that aims for a description of an event as interpreted by the researcher and for that, “when using pragmatic qualitative research, the researcher faces essential choices about philosophical and personal position, framing the study, collecting data, working with data and writing about the results,” (Savin-Baden and Major: 2013, p 173). In designing my study, the timeframe for collecting data was very short as I had only two weeks, as a result, the pragmatic research paradigm was employed as it is suitable for situations that require a shorter duration in the field than other approaches, such as ethnography (Savin-Baden and Major, 2013).

### **3.3. SAMPLING AND DESCRIPTION OF THE POPULATION**

In qualitative research, “samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating,” (McMillan and Schumacher, 2010, p326). In this study, the teachers involved were selected because they represent certain types of characteristics as they teach at Foundation Phase in a Full Service School. They do fit the requirements as they are teachers in Grade One, Two and Three, thus the researcher has used purposive sampling of a Full Service school in Soweto. Thomas (2009, p1040) asserts: “a purposive sample involves the pursuit of the kind of person in whom the researcher is interested.” The school was chosen because it is equipped with appropriate staff to provide for full range of learning needs amongst all the learners. Thus, the school was chosen because of its convenience to the researcher as it was accessible to the researcher and there was no need to travel. Foundation Phase was chosen because it is regarded as the critical phase for learners’ development. The research respondents were three teachers from the Foundation Phase, one from each class. The focus of the study was on the three classes of foundation phase because Grade One lays the foundation for the phase, Grade Two becomes the core while in Grade Three exit examinations and evaluations are implemented.

### **3.4. DATA COLLECTION METHODS AND INSTRUMENTS**

Data collection took place for a period of two weeks in which the first week was observation while the second one was interviews. The focus of the study was on the extent to which teachers at a full service school understand and practice the inclusive principles of a full service school. As a result, observations, interviews and document analysis methods were the most relevant for this study. The main intention of the time I spent at the school was to observe three teachers in the foundation phase. The choice to do observations was to see whether the teachers in the phase had the same understanding of inclusion and made use of the same inclusive practices in their teaching. I recorded the observations myself, handwriting the notes and at times I supplemented them with audiotapes. The use of audio recorder serves to provide full details and also saved me time to record the event by writing them while observing as I could not record them all within that short period of time. It was then that after that, I transcribed the clips later for data analysis.

#### **3.4.1. OBSERVATION**

Observation is viewed as a method of viewing and recording the participants. Mulhall (2002) defines observation as a discrete activity whose purpose is to record physical and verbal behaviour. According to Engelbrecht et al (2003) observation is regarded as a first-hand account of the situation under investigation. Scott and Morris (2005)) indicate that all education researchers apply observations in some form, as it is their opportunity to listen, watch and record what informants say and do in the specific educational settings and periods. According to Palaiologou, Needham and Male (2016), observation is commonly employed as

a means to understand live situations in physical, interactional or programme settings by looking at and reflecting on them. Observation is necessary in this study as the research is investigating the application of Florian's model of inclusive pedagogy in the foundation phase at the school under study, making it necessary for me to gain insight into what the participants actually do. Through observation, I gained first-hand information on the inclusive practices that teachers implement in their teaching according to Florian's inclusive pedagogy. In observation, the emphasis is upon what the observer sees people doing and the researcher's application of meaning to the actions observed (Scott & Morrison, 2005). Therefore, observation was relevant as I obtained valid and reliable answers as I watched participants in a natural environment. Observational method relies on researchers to see and hear phenomena and record what is observed, rather than relying on a subject's self-report in responding to questions or statements (Macmillan and Schumer, 2006). Henning, Van Rensburg & Smit (2004) indicate that observation allows for a holistic interpretation of the phenomenon that is under investigation when it is used with interviews and document analysis. It is important to make use of the method as I first observed participants to identify their inclusive practices while they teach as this research will form the basis for further investigation through the interviews.

The researcher used unstructured observation as a non-participant observer. Bryman (2008) defines non-participant observation as a situation in which the observer watches but does not participate in what is going on in the social setting. Therefore, the researcher is not involved in the classroom activities but is silent and noting down the events of the class while the teachers interact with the learners. Cohen et al (2007) assert that unstructured observation technique is important as it allows the researcher to review the observation data before suggesting an explanation for phenomena. During the observations, I audio-taped the interactions and concurrently took extensive notes. Once the observations were done, I sat down to transcribe the audio-tape. McMillan and Schumacher (2003) suggest that when a researcher observes, there are some non-verbal cues such as facial expressions, gestures, tone of voice, body language and non-verbal social interactions, which suggest the subtle meaning of language that the researcher registers.

### **3.4.2 INTERVIEWS**

An interview is a data collection method in which questions are asked and answers are given. Macmillan and Schumacher (2006) define interviews as open response questions that elicit participants' meanings and how they make sense of important events in their lives. According to Kvale and Brinkmann (2009), the research interview is based on the conversations of daily life and is a professional conversation; it is an inter-view, where knowledge is constructed in the inter-action between the interviewer and the interviewee," The purpose of the research interview is to explore the views, experiences, beliefs as well as motivations of individuals on specific matters. Kvale and Brinkmann (2009) support that the qualitative research interview attempts to understand the world from the subjects' point of view, to unfold the meaning of their experiences, and to uncover their lived world prior to scientific explanations. Palaiologou, Needham and Male (2016) articulate that an interview is

an approach that seeks to generate knowledge in relation to a topic of interest and situates data in their social settings through the process of interchanging viewpoints among people of interest. Interviews are believed to provide an in-depth understanding of social phenomena and are most appropriate where little is known about the study, phenomenon, or where detailed insights are required from individual participants. Interviews give the interviewer and the interviewee an opportunity to gain insight to how people interpret certain situations from their point of view (Cohen, Manion and Morris, 2007). The researcher used interviews in this study in order to obtain insight into what the teaching practices the teachers use to address diversity in their foundation phase classes.

There are three different types of interviews, namely open-ended interviews, semi-structured interviews as well as structured interviews. The two types, open-ended and structured seem to be at extreme ends of each other. Semi-structured interviews consist of several key questions that are helpful in defining the areas that are to be explored and at the same time allow the researcher or participants to diverge in order to pursue an ideal response in more details. Semi-structured interviews allow the respondent to give responses (Bell 2005). I decided to use semi-structured interviews as they permit me as the interviewer to probe for clarification of responses in the case where the respondent did not give a clear response (Maree, 2011). This type of interview is chosen because it seems more appropriate as it gave me as the researcher an opportunity to follow up ideas and probe teachers' responses. Semi-structured interviews contain open-ended questions and aim to relate theoretical perspectives with real life circumstances by encouraging participants to reflect on and discuss their interpretations of interview theory (Palaiologou et al:2016). These interviews are flexible and they allow for discovery or elaboration of information that is important to participants and may not have been previously thought of as pertinent by the researcher (Silverman: 2000). The interviews were audiotaped to allow the researcher to have reference and avoid omission of the important details during the time of transcription and this was done with full permission and consent from the participants. Recording an interview is significant because it allows the researcher to check the wording of statements of interest, which the researcher may wish to quote during the analysis.

### **3.4.3 DOCUMENT ANALYSIS**

Bell (2005) indicates that document analysis may be a method used to supplement other sets of data already obtained. Sources are generally classified into primary and secondary where primary refers to original written material of the author's experiences and observation and secondary is derived from somewhere other than the original source (Bailey 1995). Other types of documents are private and public documents.

Like any other analytical method in qualitative research, document analysis requires examination and interpretation of data in order to elicit meaning, gain understanding and develop empirical knowledge. Kvale and Brinkmann (2009) define this critical examination of texts as hermeneutics. According to them, hermeneutics is the study of interpretation of texts. Denzin (1970) indicates that document analysis is often used in combination with other

research methods as a means of triangulation. In order to be credible, the researcher is expected to draw from multiple sources of evidence, to seek convergence and corroboration through the use of different data sources and methods. Thus from a hermeneutical point of view, the interpretation of meaning is the central theme (Kvale and Brinkmann, (2009). By triangulating data, the researcher attempts to provide a confluence of evidence that breeds credibility (Eisner 1991). Labuschagne (2003) asserts that document analysis yields data, excerpts, quotations, or entire passages that are organized into major themes, categories and case examples specifically through content analysis. The researcher used different government documents for analysis in this study. These include the Guidelines for Full Service schools and other documents that determine whether inclusive education is implemented correctly. The researcher also analysed the school's inclusion policy document in determining whether it was in line with the official government document on inclusion.

Different learners and teachers' records were collected and analysed. Such documents include, learners' portfolios, workbooks, teachers' lesson plans and work schedules in determining whether they were inclusive in nature. These different documents were examined and analysed and themes derived from them.

#### **3.4.4. FIELD NOTES**

The researcher made use of field notes to report and reflect on everything that was observed and informal conversations made with educators. Denzin and Lincoln (2000) contend that field notes should consist of everything the researcher sees and hears, whilst for Arkava and Lane (1998) they should contain a chronological description of what happens to the setting and the participants. The researcher wrote a report on each participant observed on a daily basis in the form of field notes. It is important for the researcher to record what the researcher sees and hears, and expand the notes beyond immediate observation (Silverman, 2004). The researcher took notes regularly and immediately, in order to obtain a comprehensive account of the participants, the events taking place, the actual discussions and communication, as well as the researcher's perceptions, feelings and discoveries. The researcher further went back to the participants in order to verify what has transpired.

#### **3.5. PROCEDURE**

The starting point for this study was a proposal based on a review of the literature on inclusive education, particularly the role of Full Service Schools. Once the research process was highly conceptualized, the next step was to apply for clearance. The researcher first had to contact the participants before conducting the study. The first step that I did as the researcher was to apply for ethical clearance from the university. After it was granted, the Gauteng Department of Education was contacted, which also gave permission to conduct the research at a Full Service School. I gave the principal and all the participants consent forms, which were signed and returned before data generation process. The consent letters indicate that no names would be used in the research hence confidentiality will be retained.

I explained the research aims and the whole process to the participants. The school was very eager for this study and the HOD contacted and informed the teachers in the foundation phase about it. Once the participants had agreed to take part in the study, I met with them to set up

schedule for the dates for observations. In that meeting, I explained the aims and rationale of the study and answered all concerns coming from them. The school allowed me to have three contacts per teacher and after that, the interviews followed to make follow-up on the events of the classroom observation. Once the research is complete, the participants will receive feedback on the findings and any recommendations made by the study. The main purpose of giving feedback is to ensure that the researcher acts at the best interest of the learners, educators and parents.

### **3.6. DATA ANALYSIS AND INTERPRETATION**

In completing data collection process, the researcher is faced with analysing data. According to Merriam (in Engelbrecht et al 2003:18), data analysis is the process of bringing order and structure to the mass of collected data noting that it is the process of making sense out of the information collected. Data analysis involves organizing, accounting and explaining the data. This means that the researcher makes sense of the data in terms of the participants' definitions of the situation, noting patterns, themes and regularities (Cohen, Manion and Morrison 2007:461). In qualitative research, data analysis is an ongoing, emerging and interactive or non-linear process.

During data collection, I audio-recorded the interviews and in analysing those, data was transcribed and typed as word-processing documents. The researcher read all data and repeatedly listened to the audiotapes in order to increase understanding of the participants' views. Data was then divided into smaller meaningful units, and then after, it was compared to build, refine and modify categories. Creswell (2003) has identified steps of data analysis model as beginning with the researcher reading all data, breaking down large parts of the text into smaller meaningful units in the form of sentences or individual words, then peruse through it several times to get a sense of its contents. Analysis therefore involves sorting out the words, sentences and paragraphs. The researcher made notes during lesson presentation and the classroom environment in general. Thereafter, the notes were written as word-processing documents. Once the transcriptions were done, the participants' responses were coded in order to identify the themes that emerged. Coding is defined as the process of defining what the data is about, it means naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data (Charmaz, 2006). These themes helped the researcher to show a relationship or any contrast across participants' responses. This method of analysis is known as systematic approach to data analysis. The researcher also analysed the documents and identified different themes that emerged. These themes were grouped into broader categories. This helped in organising the data and making connections and create meaning out of the data. The last step was to integrate and summarize the data.

### **3.7. ETHICAL CONSIDERATION**

By its nature, qualitative research involves the researcher in a sustained and extensive experience with participants. It is my responsibility as the researcher to take into consideration the ethical issues to protect the participants from any kind of harm. As a

researcher undertaking a qualitative study, it is imperative that the interests of the participants be protected. This was done by keeping the identity of the participants anonymous and protecting their privacy. According to Kvale and Brinkmann (2009), ethical issues involve four fields, namely: informed consent, confidentiality, consequences, and the role of the researcher. Informed consent entails informing the research participants about the overall purpose of the investigation and the main features of the design, as well as of any possible risks and benefits from participation in the research project (Kvale and Brinkmann, 2009). In order to adhere to this, I made sure that the identity of the respondents remains anonymous in all writings about the study by using pseudonyms instead of their real names. Gay and Airasian (2003) assert that confidentiality involves the researcher knowing the participants' names but promising not to divulge any information shared, while anonymity means no one will know the names of the participants. I am also obliged to ask for permission from the principal to embark on the research; therefore, I wrote a letter to the principal stating what my study was about as well as how I planned to keep anonymity of the participants.

While it may be difficult to conceal the respondents of the classes of the selected teachers, the researcher only knows information about the participants or non-participants of individual learners. Similarly, while learners are not the focus of the study, only the researcher will know any information relating to them. All data relating to the study is kept on password-protected computer or in a locked drawer and only the researcher will have access to it.

### **3.7.1. TRUSTWORTHINESS AND CREDIBILITY**

In a qualitative study, it is important that trustworthiness of data is judged on whether it is dependable, credible or transferable (Lincoln and Guba 1985). In order for data to be credible, the findings of the research must reflect that they happened the way the researcher says they did (Lincoln and Guba, 1985). Credibility is an alternative to internal validity, with its goal to demonstrate that the inquiry was conducted in a manner which ensures that the subject was accurately identified and described. Shenton (2003) indicates that credibility study is characterized by faithful descriptions of which readers with similar experiences can relate to. Credibility deals with the question, "how congruent are the findings with reality?" In this study, attention was paid to including many details about the research process as well as a detailed description of analysis. The main reason behind this is that each case in qualitative research is unique, as Basit (2010) posits that qualitative studies are unique to a particular setting and they ought to illustrate to their audience that the entire research procedure, including data collection and analysis, has been scrupulous, honest and precise. According to Merriam (2002) research findings are trustworthy to the extent to which they can be replicated in another study. This is a challenge in qualitative research as human behaviour is dynamic. To ensure trustworthiness of the study, the researcher conducted the study in an ethical manner and interviews were tape-recorded to allow for cross-checking with scripts.

### **3.7.2. TRANSFERABILITY**

Transferability is an alternative to external validity or generalizability, in which the burden of demonstrating the applicability of one set of findings to another context rests more on the



investigator. Transferability deals with the concern that the results of the research at hand can be applied to a wider population. The possibility of transferability depends on how adequately the methods applied are explained. I explained every method that was used in the study and this should enable the researchers to make their own judgments and use the findings of this study in other research studies. This study may not be easily transferred as it focuses on just a few participants therefore, its findings cannot be generalized for the larger population.

### **3.7.3. DEPENDABILITY**

Dependability is an alternative to reliability whereby the researcher attempts to account for changing conditions in the phenomenon, as well as changes in the design, by increasing refined understanding of the setting. For the study to be dependable, its process must make a provision for it to be audited, and from a different research with the same conditions and circumstances, the researcher would come up with more or less the same findings (Lincoln and Guba, 1985.)

This study intends to investigate pedagogical practices that occur in a full service school in Soweto and how such practices align with Florian's framework of inclusive pedagogy. In this study, data was collected through three methods; direct observation, interviews and document analysis. These methods have been selected because they helped the researcher to understand which pedagogies were identified to be used by teachers in a full service school, drawing from Florian and Black-Hawkins' (2011) definition of inclusive pedagogy which caters for 'all' not 'some'.

### **3.8. CONCLUSION**

This chapter presented a justification for my choice of research methods, data analysis, data analysis strategies and various ethical consideration employed in this study. I have outlined the methodology that I intend to adhere to and give reasons for my choice. I also elaborated on the ethical considerations for this study so that the research becomes as credible and trustworthy as possible.

## CHAPTER 4

### DATA PRESENTATION AND FINDINGS

#### 4.1. INTRODUCTION

The study focused on the teachers' understanding and practice of inclusive principles in a Full Service School. The present chapter reports on the findings of the study and presents data by tabulating the themes raised by participants during their interviews. Revisiting the research question, the aims and objectives of this study are my point of departure for this chapter. The present study aims to investigate the extent to which teachers understand and practice the principles of inclusive education in a Full Service School. In trying to do this, the chapter will first unpack teachers' understanding of inclusion and diversity. Secondly, I will look at the way teachers understand and practise inclusion. It is important to note that there exists tension between understanding and practice hence the presentation of practice will be organised into inclusive practices on the one hand and exclusionary practices on the other. Thirdly, the tension between understanding and practice will be discussed in terms of teachers' professional capacities or craft knowledge and the challenges that they face in implementing inclusive practices. All of this will be done with the principles of Florian's framework in mind.

#### 4.2. TEACHERS' UNDERSTANDING OF INCLUSION AND DIVERSITY

In this section, I will be presenting data generated from the interviews and observations. Teachers' responses in relation to the interview schedules will be analysed as well. In responding to the question relating to number of years in the teaching profession and the Full Service School, the respondents' experience range from five to twenty-three years of teaching as well as four to five years in a Full-service school. This seems to indicate that all teachers have an extensive teaching experience. When asked about their understanding of inclusive education, the respondents indicated that for them inclusive education is about accommodating all learners regardless of their difference. One respondent says

*For me inclusive education is about teaching and accommodating learners in a mainstream class without discriminating. It is about embracing diversity and helping learners who struggle.*” (Respondent A)

Another respondent indicated that inclusive education is a policy that guides teachers to work in a mainstream class.

*“Inclusive education is a policy that helps teachers to work in one class. It says that teachers or schools must accommodate all learners in one class regardless of their disability or problem. It says learners must be treated equally and all must receive support.”* (Respondent B)

From the responses, these findings indicate that teachers have a sophisticated understanding of inclusive education. This is indicated by the elements that prevail in the definitions. Among others they indicated that inclusion embraces diversity and the main focus is on the learners. The respondents of this study seem to agree with Kersten and Nilholm (2014) who define inclusion as meeting social or academic needs of pupils with disabilities and all learners in general.

One of the questions asked was concerned with the views on the school's policy on inclusion. All respondents were positive that the policy is good and very useful to both teachers and learners as it strives for inclusion of the learners. Some respondents indicated that it is good on paper but difficult to implement.

*“You see this policy says we must include all learners without discriminating, but in reality inclusion is difficult to implement in this school. How do we address all learners' needs when we have such large classes?”* (Respondent A)

One of the respondents indicated that,

*“The school has a very good policy that looks at all aspects of the teaching and learning environment. It looks at different things such as discipline, conduct and how things must run. There is also an important factor which is the vision of the school, so it is our duty as teachers to take the vision of the school forward.”* (Respondent B)

From the above statements, inclusive education is understood in different ways by many people as Kersten and Nilholm (2014) assert that most commentators agree that inclusion is a concept that is hard to define and given many interpretations. It is seen as an approach that provides opportunities for social interaction. It is also seen as an education system that accommodates learners in a public school. From this statement, inclusive education is understood as the system that eradicates segregation of learners experiencing barriers to learning. Davis (2003) says that support is at the heart of inclusive education. Classrooms need to be more inclusive by leading to increased access to curriculum, development of child's independence and equal opportunities for all learners.

#### **4.2.1. DIVERSITY**

One of the outstanding features of an inclusive classroom is acceptance and respect for diversity. This practice promotes recognition and acceptance as each learner must be recognized by being approved, praised and respected. Florian and Black-Hawkins (2011) indicate that maintaining the dignity of the learners in the classroom promotes recognition and acceptance. When learners are accepted, they feel welcome and included in the classroom. Accepting and embracing learners' difference is presented in different pedagogic practices which include classroom setup, groupings and provision of support to individual learners.

Inclusive classrooms by nature are made of diverse learners, considering that diversity is one of the key characteristics of inclusive education, as it aims at addressing the diverse needs of

learners, be it because of race, culture or disability. The respondents indicated that their understanding of diversity is not related to the physical and intellectual disability only. According to respondent A, the seating arrangement is of utmost importance as those who happen to have hearing problems tend to be seated in the front rows so that they could lip read the teacher. Additionally, teachers also employ different strategies to accommodate learners.

On the other hand, respondent B indicated that she addresses diversity by making use of differentiated lesson planning for those who experience barriers to learning. In this way, learners are given activities according to their level of abilities. This means that while a certain group was carrying out activities, the other does those related to the grade's assessment standards. The last respondent gave a detailed explanation of straddling assessment standards of different grades in order to give learners activities according to their level of ability. Respondents A and C mentioned that the activities that were given to learners with barriers to learning were reflected in the differentiated lesson planning. Respondent B further indicated that the reason for using differentiated lesson planning is to address learners' level of ability as a priority to teaching and learning, and to be able to assess the learners orally using pictures and objects or even body language.

It is not always that diversity is seen as a good thing. Some teachers take it as a challenge that prevents them from being fully inclusive in their teaching.

*“One other thing that poses a challenge to us is that we have to use different teaching methods to teach all learners accordingly since our classes are mixed with ‘normal’ learners and those with learning problems. Being able to master the inclusion of all requires a lot of practice and dedication. I do not want to find myself being unfair to some learners while trying to accommodate others. It is a challenge to work with diverse learners with diverse needs and social problems. The more learners we have, the more challenges we face.”* (Respondent C)

*“I sometimes run out of ideas on how to address the needs of all these learners. Yes, by nature this school accommodates all learners with different needs, but it is a challenge to us teachers to address them, especially because we have large classes and no assistants.”* (Respondent B)

From the comments, there is a clear ambivalence among the teachers about their struggle with accommodating all learners in their classrooms. The challenge stems from the fact that they do not know how to accommodate learners with special needs without excluding others, more especially in their overcrowded classrooms. Having discussed teachers' understanding of inclusion and diversity, the next section will show how the teachers practise inclusion and at times end up being exclusionary in an attempt to include learners with learning disabilities or even getting confused on what to do when faced with such learners in their classes.

### **4.3. HOW TEACHERS PRACTISE INCLUSION**

In this section, I will present the data on how teachers tried to put inclusive education into practice. In this regard I will firstly look at their effective inclusive strategies including collaboration, differentiation, guided teaching and co-teaching. Thereafter, I will present practices which seem to contradict their inclusive approaches such as labelling. One of the key barriers to learning and development is attributed to the curriculum delivery through teaching strategies. DoE (2009) asserts that the most important way of addressing barriers arising from the curriculum is to make sure that the process of teaching and learning is flexible enough to accommodate different learning needs and styles.

It is important that teachers make use of a variety of teaching methods. Voltz, Brazil and Ford (2001) suggest that teachers should use a variety of different methods and strategies of instruction. The main reason for this is that a single method would never suffice in a diverse classroom filled with learners with different needs. Using a variety of teaching methods and materials would therefore cater for many learners in the classroom thus the teacher does not have to do much extra planning to accommodate everyone. In the next section, inclusive practices mentioned earlier will be discussed in detail.

#### **4.3.1. COLLABORATION**

Collaboration has been advocated for as one of the important aspects in an inclusive setting. DoE (2009) outlines collaboration as one of the outstanding qualities of a Full Service school in which it stipulates that a Full Service school has a collaborative approach to service delivery. Collaborations means that two or more people work together and within an inclusive setting. It can either be teachers working hand in hand or teachers working with other specialists such as therapists, social workers and doctors or nurses. It is believed that the school support team should be used to facilitate organizational change towards inclusion. It is the team's responsibility to provide educator and parental support as well as psychological and medical support to the learners. The study under review shows that teachers have come to rely on the remedial teacher, occupational therapist as well as the specialist teacher. This came because teachers do not believe in their abilities to help learners who experience learning challenges in their classrooms. The participants showed their reliance to the support team.

The full service school under investigation has a remedial teacher and an Occupational Therapist who help to support those learners who need extra support in their learning. Thus, teachers collaborate with these specialists on a regular basis. Engelbrecht et al (2003) indicate that the school support team should be used to facilitate organizational change towards inclusion. In one classroom observation, some learners were taken out of the classroom and the teacher explained that they had a session with a remedial teacher. This can be seen as exclusion than an inclusive practice. Having to remove learners from class means that they miss part of the class activities that take place in their absence. This was observed when I was in one class and the teacher had to make a note in her books so that she could account why they did not have certain class activities.

*“The presence of the remedial teacher is very helpful as once she has planned the programme for those who need support, she sits with us teachers to discuss things that we should also incorporate in our teaching to accommodate and further help such learners. This means that whatever they do with the remedial teacher does not happen in isolation, rather it matches with the activities in the class.”* (Respondent B)

*“I don’t know what I would be without the help of the remedial teacher and the occupational therapist. This means whenever I encounter problems I know where to run to for help.”* (Respondent A)

*The other participant says,*

*“The presence of the remedial teacher has made it easier for me as a teacher to understand the complexities of the inclusive practices better. I know I am not on my own.”* (Respondent C)

It is evident from the statements that teachers have a belief that they cannot do it on their own without the help of the specialists. However, they were not ready to incorporate the specialists in their classroom as they saw them as people who have much more knowledge than them. This again stems from the educators’ perception that they are not skilled enough to handle learners with special needs in their classrooms. When teachers feel they do not have adequate skills and knowledge to teach, they create a barrier to the implementation of Inclusive Education. Stofile, Raymond and Moletsane (2013) posit that without possession of the necessary skills and knowledge, educators are likely to lose their confidence in their ability to effectively include learners with diverse needs. From the participants’ responses, there is a contradiction in terms of what teachers understand by collaboration. On the one hand, one believes that collaboration means working together and sees specialists as people they run to when help is needed. On the other hand, some participants understand collaboration as dependency. Dependency means that the teacher cannot perform their duties without consulting the specialists and feel inadequate to give support to learners.

There needs to be an effective team approach towards learning support and curriculum planning. Learning support has to be coordinated effectively throughout the school allowing time for joint planning in the school between teams of educators and welfare assistants (DoE: 2009). Within an inclusive setting in a full service school, teachers have indicated that they collaborate at different levels, from subjects to those who teach a phase. They meet on a weekly basis to discuss progress as well as challenges they face and a way forward. One of the respondents indicated,

*“What I like most about this school is that I am never alone. The support we get from other teachers is strong, the weekly meetings that we have help us discuss issues, and we talk about ways of accommodating learners. This helps us to share ideas.”* (Respondent A)

*“The main success in this school lies with us teachers working together as a team. You cannot survive in this environment if you are not a team player.”* (Respondent B)

*“What is fulfilling for me is the fact that we work collaboratively as a team. I don’t want to imagine what it would be like to work on your own. We always know that we are a team. At times, I call another teacher to share the lesson with me. We share ideas, work as a team and we are prepared to succeed in our teaching no matter what.”* (Respondent C)

Teachers work closely together as a team. When they collaborate among themselves as teachers, they seem to have that freedom to each other unlike in the case of specialists where the teachers seem to be dependent on them instead of sharing ideas. According to Education White Paper 6 (DoE, 2001) one of the key levers of Inclusive Education is the establishment of Institutional Level Support Teams and the District Based Support Teams. It is through teamwork that teachers share their experiences, challenges as well as ways to solve problems in their classrooms. Thus, both teachers and learners get the support they need when teamwork is utilized accordingly. Raymond (2008) argues that individuals cannot achieve Inclusive Education. The belief is that it is necessary to build a team of teachers, parents and professionals in meeting the needs of learners in an inclusive setting. The respondents indicated that they support one another in the school because of the training they received from the School Based Support Team. Park, Henkin, and Egley (2005) argue that teams can be places where teachers establish and strengthen dispositions required for positive change and innovative approaches to the solutions of complex problems. While the support that teachers get from each other and available structures goes a long way toward enabling inclusive practices as will be seen, it is often not sufficient to combat the structural challenges they face in the form of overcrowded classes, language barriers, poverty and lack of parental involvement.

#### **4.3.2. DIFFERENTIATION**

Differentiation is one of the teaching strategies that have received popularity in the inclusive education practices. According to Mentis, Quinn and Ryba (2005) and Westhood (2008) differentiation refers to doing things differently to target the observed differences among learner behaviour and learning patterns. Differentiated learning can be described as an approach to teaching in which the teacher “proactively modifies the curriculum, teaching methods, resources, learning activities and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom,” Tomlinson et al (2003, p48). There is a call for differentiated teaching because of the vast diversity in classrooms in relation to academic capabilities and performance. In making use of differentiated instruction method, the teacher is expected to individually assess and determining the learning needs of each learner individually. Raveaud (2005) indicates that the teacher will use the same teaching resources for each learner and assessment will vary to the individual needs of each learner. Differentiated instruction is the only way of giving heterogeneous groups of learners in inclusive classrooms opportunities for valuable learning experiences (Broderick, Mehta-Parekh & Reid, 2005). Thus, it involves the teacher setting different outcomes for learners even though the teacher is teaching one concept. Raveaud (2005) defines differentiation as the process by which teachers adapt

curriculum objectives, teaching methods, learning activities and other issues to match the educational needs of individual pupils. The teachers are encouraged to learn to develop classroom routines that attend to learner variance in readiness, interest and learning profile. Learning profile according to Raveaud (2005) is about students' preference mode of learning that can be affected by a number of factors including learning style, intelligence, preference, gender and culture. According to Raveaud (2005) the main reason for differentiation is that modifying instruction to draw on students' interest is a way of enhancing motivation, productivity and achievement. As such, questions and tasks that are interesting to students are more likely to lead to enhanced students' engagement with the task. Differentiation must be concerned and practiced as a reflection and extension of educational best practices. Raveaud (2005) further articulates that differentiation should be proactive and not reactive. This means that the teacher plans one lesson for everyone, and tries to adjust on the spot when students signal that the lesson is not working for them. Thus, the teacher employs flexible use of small groups in the classroom. The reason for using groups is that students in small within-classroom learning groups achieve significantly more than students learning individually. Also, students in grouped classes had more positive attitudes about learning and stronger self-concept measures than those in ungrouped classes (Raveaud, 2005).

*“Being in an inclusive context requires one to be flexible. Due to a diverse population of learners we serve, at times I have to change the lesson I have planned on the spot. When I see that learners are not responding accordingly and the lesson is not working, I do change the lesson right there and then. It needs one to be dedicated and always aware of such a need.”* (Respondent A)

*“At times I come to class prepared to teach something and end up changing it because I see learners cannot follow. This calls for me to always be alert and spontaneous.”* (Respondent C)

From the responses, it is evident that teachers understand inclusive teaching methods and are not rigid in the way they teach. Most participants seem to make use of differentiation method in their teaching and for them it works best. This ensures that teachers are not rigid, whenever there is a need, they change the lesson to suit learners' needs. It is evident that all respondents indicated that they make use of differentiated teaching method. Respondent C further mentioned that learners varied according to their styles and abilities and therefore she allows learners to use the method of their choice in order to learn effectively.

#### **4.3.3. RESPONSE TO INSTRUCTION**

Another classroom strategy that has been proposed in an inclusive classroom is response to instruction. The main aim of this method is to reduce special educational referrals for students whose learning difficulties are attributed to poor or inadequate instruction (Liasidou 2012). The main feature of this strategy according to Liasidou (2012) is a move away from categorization and special intervention, thus concentrating on providing an appropriate high quality and effective education for all students, including those with disabilities. This strategy is divided into three tiers. The first tier is concerned with providing high quality education



based on instruction for all students in the general class. Liasidou (2012) proposes that in implementing this strategy, intervention is done through screening assessment in order to single out the students at risk in terms of reading and behaviour. The second tier is concerned with targeting small group instructions and additional assistance provided by teachers in general classrooms, intended for the students who might have problems in specific skills. The last tier focuses on intensive instruction intended for students who do not make adequate progress in the second tier (Liasidou 2012). This strategy tries to support learners in mainstream classrooms without removing them to special schools or making use of any specialist help. This means that by adhering to an inclusive pedagogy, the strategies strive for support and inclusion of all learners without labelling, classifying or even marginalizing. Teachers make it their responsibility to accommodate all learners regardless of their ability or disability thus creating inclusive environments that welcome and celebrate the unique character that each learner brings in the classroom.

*“I indicated that we work hand in hand with the remedial teacher and the occupational therapist. As a result, it is our duty to screen learners and allocate them accordingly. We have different intervention methods to help us accommodate learners as much as we can. If we refer the learner to a special school, it means all our efforts did not succeed.”* (Respondent B)

Only one participant has indicated that she makes use of direct instruction. The teacher is the one who has more years in the teaching profession and this can be attributed to the fact that she was trained in the previous years when direct instruction was the main method of teaching.

#### **4.3.4. GUIDED TEACHING**

This method of teaching is a systematic teaching, which ensures that no learner is left behind in the teaching and learning process. This method is mostly used in different classroom settings and most teachers are likely to make use of it in their daily teaching and it is usually known as direct teaching. Thereafter, teachers who make use of it most of the time are said to be inclusive in their teaching. This approach helps learners to be full participants of the general classroom activities and ensures that all learners are paid full attention without the marginalization that often accompanies pre-determined separation of learners before the lesson begins (Florian & Black-Hawkins, 2011).

*“I do try quite a number of teaching methods, you know with the kind of learners we have one can never stick to one method of teaching, sometimes I have to guide them through, so with direct teaching I attend to all learners, though I still have to give a step by step guidance to others.”* (Respondent B)

Only one respondent seems to make use of guided teaching as a teaching strategy.

#### **4.3.5. LEARNER-CENTRED APPROACH**

Work choice as Florian and Black-Hawkins (2011) name it is about giving learners the choice to select their work from a number of options presented to them by the teachers as one of the pedagogic practices. The main reason behind this strategy is to reduce the way learners are stigmatized through teacher-determined differentiation (Florian and Black-Hawkins, 2011). Thus, the learners make their own choices of work without being directed by the teacher on what to do. This means teachers do not only get to show their learners that their decisions are valued and respected, but also that they own their learning and have a voice which they can exercise by making such a choice. Rose and Shevlin (2004) support that the promotion of listening to learners' voices in education is a growing phenomenon worldwide and is being recognized in domestic legislation and policies. Hugo (2013) supports learners' choice of work and adds that when allowing them to choose their own activities, there is a move towards an approach that is inclusive, democratic and learner-centred. Therefore, Hugo (2013) has a strong belief that because we live in an age of information where the current state changes rapidly, we need to teach learners how to select content themselves. Thus, such classes focus more on the needs of the learners identified by themselves within the cognitive frameworks established by them.

*"I use a range of teaching methods. At times I just tell the learner what the topic of the day is and let them decide on how they wish to learn it. Others choose to draw while others may choose to write or even cut and paste pictures from magazines. This allows them to exercise their freedom on the choice of work they wish to do. It has helped me as a teacher to understand that learners have a right to choose what they wish to do or even to make choices on the things they enjoy most. I find it very helpful as it makes me to be a democratic teacher, thus I find myself not biased but valuing every one. I also find it useful as it helps me identify learners' talents."* (Respondent B)

The teacher seems very positive about this method as it works for her and the learners in her classroom. Learners own their work as they are given an opportunity to choose what they want to do.

#### **4.3.6. CO-TEACHING**

This method is the one in which two teachers work together in one class teaching collaboratively. In my observations, this method was evident in two classes I attended, one in Grade 2 and the other in grade 3. When asked, the teachers indicated that those were the student teachers but they do not treat them as student teachers but their colleagues.

*"Like I said, we don't have assistant teachers and with the number of learners we have we need all the help we can get. This woman here is the student teacher, but I treat her as my colleague, so what I do is to share the work with her, we work collaboratively and this is working very well for me. In their absence we work hand in hand with the Specialist teacher though it becomes difficult as she is the only one and we all want her to help us."* (Respondent B)

*“I wouldn’t call this collaborative teaching. The student teacher is here to learn and I have to guide her through the teaching process, so I can’t say its co-teaching. I wish it were someone who has been in the field and then we would be able to share the workload. It is very difficult to cope in this situation without assistance.”* (Respondent C)

The above instance indicates that teachers are working collaboratively and using Co-teaching as an example of inclusive pedagogic practice. In terms of teaching methods used, the participants indicated that they use different kinds.

*“We use different methods. I for one use differentiated teaching as I wish to accommodate all learners.”* (Respondent B).

In applying teaching methods, the educators should bear in mind that there is no single classroom in which all learners will be the same or learn the same way or at the same pace, DoE (South Africa, 2005a). This means that educators should be creative in their use of a variety of teaching methods. When educators make use of these methods, they have to plan their lessons in such a way that they consider all learners’ needs. The respondents added that they accommodate all learners’ needs and their way of learning. I also observed that educators taught some of the learners on a one-on-one basis, thus using individualized teaching. They indicated that they also allowed learners to use the methods of their choice in order to learn effectively.

*“At times I allow learners to choose their own method so that they learn effectively. If some want to work as a group and others want to work individually, I give them that liberty to choose.”* (Respondent A)

Teaching in an inclusive setting requires that the pace of teaching is also affected in order to cater for every learner’s learning needs.

*“One of the challenges we face is that we cannot complete the requirements of the syllabus at the set time. We always fall behind when we cater for all. We do not rush into finishing the learning outcomes or any set assessment standards because the nature of our learners does not allow us to cover all at the time we have to. So this means that we change quite a number of things. This calls for teaching methods such as individualized learning and differentiation,”* (Respondent B).

In my observation, educators made differentiated planning for teaching, but it was not observed in the assessments, as there were no alternative methods. The respondents indicated that they assessed learners differently according to different assessment standards. Classrooms are diverse because all learners are unique and they can have positive benefits for all learners involved. All learners have different experiences, knowledge, skills and attitudes, which can all contribute and bring some ingredient to the learning experience (UNESCO, 2005). It is the educators’ responsibility to accommodate every learner, irrespective of their disability. Most of the respondents indicated that they vary activities. They indicated that they also varied the assessment of learners according to their level of ability and therefore they emphasized differentiated planning.

#### 4.4. TENSION BETWEEN INCLUSIVITY AND PRACTICE OF INCLUSIVE PRINCIPLES

As can be seen from the sections on teachers' understanding and practice of inclusive education respectively, there are some inconsistencies between these aspects. While teachers seem to have a good understanding of what inclusive education should entail, and often were able to put this into practice, there were also clear instances when this was not the case. As a result, in contrast to the above inclusive practices, teachers also were exclusionary in their treatment of learners with diverse educational needs. At times teachers in their struggle to accommodate and include learners may marginalize and exclude. During my classroom observations, I discovered some of the ways teachers were trying to include learners in their classrooms but ended up marginalizing them. In all the three classes that I observed, I identified learners who were struggling to complete their work. When asked about such a learner, Teacher A responded;

*“Do not worry about him, he is a slow learner and next year he will not be here. He has been referred to a special school and we are just waiting for the year to end. Other learners are aware of this and have been told not to bother him.”*

This particular learner was seated alone without interaction from either the teacher or other learners. Looking at the setting for the school that is supposed to be inclusive, such a learner is marginalized and even labelled as ‘useless’.

*“This one comes from the Eastern Cape, so she is not fluent in English; I have to always speak in Xhosa to accommodate her.”* (Respondent B)

In this instance, the teacher was trying to be inclusive but ended up marginalizing the learner as when she speaks in Xhosa, she looks directly at her and sometimes calls her name. If the teacher was just generalizing and explaining in Xhosa without picking at the learner then that would be inclusion, so the way she carries it out ends up labelling and marginalizing the learner as she has put her on the spot as the learner who does not know English. With this perception, teachers are aligning themselves with deficit approach to disability and end up clouding their judgement and the way they perceive learners who experience learning difficulties. This practice is against inclusive pedagogy which advocates for teaching and learning practices that support teachers to respond to individual differences between learners, but avoids marginalisation that can occur when some students are treated differently (Florian, 2014).

*“This one is slow, so I just let him do whatever he wants to do. He is also attending sessions with the remedial teacher and the occupational therapist, so there is nothing much I can do as a teacher to help him. If he still does not improve he will be sent to the skills class.”* (Respondent C)

From the above responses, one can conclude that sometimes teachers get confused as to how to implement inclusive practices in their teaching. As indicated earlier on, this stems from the fact that teachers are confused as to what entails inclusion because the concept itself is defined differently from one country to another. It is believed that formal training is an important factor in improving educators' views and actions towards the implementation of inclusive education. Walton and Lloyd (2012) assert that lack of appropriate pre and in-service training and preparation for inclusive classrooms constrain the implementation of inclusive education in South Africa. The next section will discuss how craft knowledge and use of available resources enhance the implementation of inclusive education successfully.

#### **4.5. IMPORTANCE OF CRAFT KNOWLEDGE AND RESOURCES IN INCLUSIVE EDUCATION**

In looking at the relationship between understanding and practising of inclusive education, the study identifies craft knowledge and the use of resources as factors that allow teachers to bring these two elements together more harmoniously. On the other hand, challenges such as overcrowding, lack of parental involvement, poverty and language barriers have been seen as creating challenges between teachers' understanding and practice of inclusive education. Craft knowledge and availability of resources will be discussed in details and thereafter the challenges that teachers face in successful implementation of inclusive practices will follow.

The ability to bring together practice and principles depends on what Black-Hawkins and Florian (2012) have called craft knowledge. Craft knowledge can be defined as the wisdom teachers gain over time in the field. This comes over years of service in the field. From my observations, teachers who have been long in the field understand things better as this is reflected in their teaching practices. Table 1 below presents the biographical information of the teachers.

RESPONDENTS	GENDER	NUMBER OF YEARS IN A FULL SERVICE SCHOOL	NUMBER OF YEARS TEACHING	AGE	HIGHEST QUALIFICATION
A	FEMALE	05	05	30	Currently studying for B. Ed Honours
B	FEMALE	04	23	50	National Professional Diploma in Education
C	FEMALE	05	15	45	B. Ed

Table 1: biographical information of participant teachers

As indicated previously, the participants of the study were three teachers from the Foundation Phase, who teach grade one, two and three respectively. They were labelled as teacher A, B and C in the order of their classes. Teacher A has five years in the field as well as five years in the Full Service School. Teacher B has been teaching for twenty-three years in totality in which four years are in a Full Service. Lastly, teacher C has been teaching for fifteen years and five of them are in a Full Service School. This can have effects on the way they perceive inclusive education. Teachers who have long years of service were trained during apartheid era and perceive disability from medical model perspective.

Teacher A is still new in the teaching field and this is the first school she has worked at. She is currently registered for a B. Ed Honours degree. Teacher B has been teaching for a long period of time now and her main passion is in Foundation Phase. The biographical information of respondents of this study indicates that all educators have almost the same number of years in the full service school although one has longer teaching experience. The other respondent has many years in the teaching field and a few in the full service school. Data collected indicates that regardless of the number of years in teaching, the teachers share the same conceptualization in terms of what constitutes inclusive education.

One of the ethos of an inclusive classroom is to equip such schools both with human and material resources. From the current study, all participants indicated that support is needed more especially assistant teacher because of the large classes they have. Majority of the participants responded that there is a need for support from the special unit as well as remedial teacher on site. Teacher B indicated that she has 23 years in the teaching profession and that has helped her to cope in a full service school. During the interviews and observations in all the classes, the respondents were positive about the issue of resources and how they were distributed, monitored and utilized. In all the classrooms, there were posters and pictures of different kinds of teaching aids on the walls.

*“All these pictures plugged on the walls help me in my teaching. I have written all of these as a way to help learners understand concepts such as mental Maths and sight words as they have to know them. I make use of pictures and real objects. Every time I teach I use them as my teaching aids. This is the true reflection of an inclusive classroom. The pictures are bright and attractive and therefore arouse learners’ interest. One respondent indicated that the use of such pictures help them to make them resourceful and relevant. We improvise in many ways to make resources that are learner-friendly so that every learner can use them.”* (Respondent B).

From these responses, teachers understand that the use of pictures as resources makes their teaching interesting and keep learners engaged at all times. This makes their classrooms inclusive and stimulating places for teaching and learning. There are different themes used on the pictures and they are labelled as the nature table, reading corner, birthday corner and weather charts.

*“Nature tables are meant for learners to display their own projects and different objects that are used by different cultures. The patriotic corner is for things such as national symbols, flag and song, our presidents and the premier of the province. The birthday chart displays all learners birthday and this helps to make them feel special and belonging to this class.”* (Respondent B)

All learning programmes have their own space on the wall where resources such as posters, pictures, letters of alphabet, word cards are displayed. The respondents also mentioned that they also make use of chalkboards as their common resource for writing notes.

The respondents were happy with the support they receive from the school and the support team, indicating that both the teachers and learners were receiving sufficient support. The respondents indicated that they have sufficient resources necessary for teaching and learning and the way the school acts as a resource centre for other neighbouring schools.

*“When we need resources, we make such requests beforehand when we do year plans, each educator writes their own needs and the phase teams also do that as well,”* Respondent B.

From the interviews conducted, most of the participants indicated that they are provided with workshops on a regular basis and the school sometimes hosts such workshops not only for them, but also for other educators in the area. From the observation and what the respondents indicated during the interviews, there was cooperation among all educators within the school and they assisted one other. All respondents indicated that having one of their own in the support team helps as they have one teacher in the foundation phase as part of the institutional level support team.

The educators were supposed to make interventions for learners who experience barriers to learning, and it was only when there was no progress that learners were referred to School Based Support Team, (SBST). The SBST would then follow up by involving the parents and interview them to understand the family background information. Evidence is then recorded in learners’ portfolios so that the correct support will be given. The SBST liaises with the DBST in severe cases which required referral to other schools, especially special schools. From the responses, it was indicated that the SBST has an individualized education plan for those learners who experience barriers to learning in order to provide support for them.

The respondents indicated that the SBST provides support to learners as well as educators. The DoE (South Africa, 2001) emphasizes that the key function of the SBST is to provide support to all learners and educators by identifying support needed and design support programmes in order to address the challenges experienced by both educators and learners. The respondents further indicated that not only the learners get support, but the teachers and well. They were positive about the level of support they get from the school as teachers, indicating that the school provides them with all resources needed in their classrooms. Respondent B explained that the school provided them with resources and the management organizes workshops for them according to phases, Grades or Learning Areas. Respondent C further explained:

*“Different service providers also support us and provide workshops. Not so long ago we attended a workshop on addressing learners with speech problems. It was very helpful as it was conducted by a speech therapist which we don’t even have in our school.”* (Respondent C)

#### **4.6. CHALLENGES**

However, regardless of the skills and innovations of the teachers, all the participants indicated that there are some challenges that they come across regardless of their dedication to their work. All of them complained that they were overloaded with work in their classes as they have large numbers of learners and they have no assistant teachers. This becomes a serious challenge especially when learners need more attention on specific activities. The teachers also need support in their classrooms and this is a challenge, as they do not have teacher assistants. The respondents believe that the Department should provide each class with a learner support teacher to assist in some activities and learning areas.

*“We are facing serious challenges when it comes to support. We need support in our classrooms, and for the fact that we are a Full Service School; one would expect to find structures fully functional. We need all the support that we can get to help all learners overcome their barriers. We need the assistant teachers to help us implement inclusive education successfully.”* (Respondent B)

It is evident from this statement that teachers believe that the presence of classroom assistants would make their workload more manageable. The implication is that with assistance, these teachers might be able to put their understanding of inclusive practices more effectively. In the following section, the challenges that they face in this regard are examined in more detail.

##### **4.6.1. OVERCROWDING**

One of the findings that show a remarkable similarity is the challenges that the teachers face when applying inclusive practices in their teaching. They indicated that the size of the classroom is a major challenge as in the three classes that I observed, the first one had 49 learners, the second 51 and the last one had 48 learners. Smith et al (2004) did the same study and found the same results in which they indicate that class load was an important consideration for educators in an inclusive class and educators thought that their classes were too big and not in favour of including learners with difficulties. All of the respondents indicated that the main challenge is overcrowding as respondents indicate:

*“Overcrowded class is the major challenge. The teacher-learner ratio does not allow full inclusion to take place.”* (Respondent A)

*“You see the classes are overcrowded, like now I am sitting in a classroom with 51 learners and it is hard to reach those who are struggling.”* (Respondent B)



*“To tell the truth we have a serious challenge with large classes. It is very challenging to cope with 48 learners who have diverse needs.”* (Respondent C).

This is the theme that was found to be present in all the participants’ responses in terms of the challenges they face in implementing inclusive practices in their teaching. Access to quality education is one of the ethos of inclusive education. From the interviews, all teachers complain about large classrooms which prevent them from attending to all learners needs. All the respondents have the same complaint as their classes range from 48-51 learners in one class. During the visit in the school, my observation is that all classes are overcrowded and the space is not enough for different activities. One of the challenges of overcrowded classes is when teachers have to give individual support to those who need it. The classes are too large to manage and it becomes even worse for new teachers in the field. Most participants clarified that their attempts to meet learners’ needs were unrealistic due to the limited time for individual attention and consultation. Hay and Malindi (2005) acknowledge that overcrowded classes may jeopardize the implementation of Inclusive Education. In the next section, other themes that were identified will be presented as per the interview schedule

#### **4.6.2 LACK OF PARENTAL INVOLVEMENT**

Parental involvement in education has been attributed to effective learning and development. Ofollabi, Mukhopadhyay and Nenty (2013) confirm that parents’ knowledge, concern and contribution to their child’s education will definitely shape them towards appreciating schooling, and at the same time prompt them to embrace positive behaviours. However, lack of recognition of parents, negative attitudes towards their involvement as well as lack of resources to facilitate their involvement can contribute to inadequate parental involvement in the education system. Ofollabi et al (2013) support that most research on the subject documented how lack of parental involvement contributes to the recent increase in factors such as achievement gap, inequality and discriminating experiences of children with disabilities in the day-to-day school life. From the interviews, all respondents indicated that parents were not fully involved and supportive of the teaching and learning process. It was indicated that most parents neglect their children and were uncooperative.

*“We are sitting on a serious problem here as many parents do not give their children support at home. When we give learners homework, most of them come back to school without doing it.”* (Respondent A).

They mentioned that most parents are illiterate and most learners were staying with grandparents or foster parents and they cannot help them with their school work. DoE (NCSNET) stipulates that the active involvement of parents and the broader community in the teaching and learning process is central to effective learning and development. Lack of parental involvement has been attributed to factors such as negative attitudes towards parental involvement, lack of resources to facilitate such involvement, lack of parent empowerment and support for parental organizations, particularly in poorer communities, (NCSNET). DoE (2009) clearly articulates that in a Full Service school the need for parental empowerment strategies is recognized and implemented as a key aspect of inclusive education. All

respondents indicate that the worst cases are when parents are called in at school and they do not show up. This is a challenge when they have to provide intervention programmes as parents need to sign concerned forms. Mwelil (2009) argues that lack of parental support and negligence in teaching and learning creates barriers to learning, which teaching practice is aimed at identifying and addressing learners' needs especially within an inclusive curriculum. Ntombela and Raymond (2013) strongly assert that parents or other primary caregivers are important resources in the teaching and learning process and the unavailability of parental support negatively affects children's learning.

### **4.6.3 POVERTY**

According to UNESCO (2005) poverty often determines whether a child can attend school or not. Due to their financial burden, parents are often pressed to provide even the necessities of life. Poor living conditions, undernourishment, lack of proper housing and unemployment have a negative impact on all learners. Poverty has adverse effects on children and can lead to either low performance or even drop out from school. Ntombela and Raymond (2013) add that poverty affects millions of school-going children, especially those living in rural areas, causing many to leave school early.

From the interviews, poverty was identified as one of the challenges that teachers face in an inclusive class, indicating that most learners were from extended families and depended on their parents' pension grants.

*“Most of the learners in our school come from poor family backgrounds. This means that most learners come to school hungry.” (Respondent B).*

This means that learners could not fully concentrate well in class because of fatigue and hunger. Most participants indicated that this leads to high rates of absenteeism and it affects intervention programmes as there is no consistency in the attendance of any support given. Learners do not do well when they are hungry, malnourished and tired. During my observation in most classes, learners who have been identified as coming from impoverished families were not actively involved in most of the classroom activities. One of the respondents indicated that this poses a challenge to them, but the feeding scheme in the school helps to address such a problem.

### **4.6.4 LANGUAGE**

The medium of instruction in the school is English and it poses a challenge to many students and their parents as well. DoE (South Africa, 2005a) states that learners enter a school in which the language of learning and training (LOLT) is not their home language, the educators of all learning programmes are expected to give support and supplementary learning in the LOLT until such a time that learners are able to learn effectively through that medium. NCSNET asserts that a further area of barriers arising from the curriculum are those which

result from the medium of teaching and learning. Teaching and learning for many learners take place through a language that is not their first language.

In the present study, one of the participants indicated that language is a problem to some learners and they have to end up code switching.

*“We have a challenge as we are a full service school and the neighbouring school is different from us. When we receive learners from other schools, their home languages are indigenous languages. When we admit them, it becomes a problem. Like I was speaking to another learner in Zulu because she is from the Eastern Cape and does not yet understand English. It’s better now as she can understand some of the words. So those are the challenges, language is a serious barrier.”* (Respondent B).

The teachers tend to code switch most of the time in order to accommodate all learners as they use quite a number of indigenous languages, though most of the time English is used most. Because South Africa has 11 official languages, it becomes a challenge as learners find themselves learning in the second or even the third language and this causes a barrier to learning. Ntombela and Raymond (2013) assert that for most children in South Africa, learning takes place through a second or even a third language. Even worse many learners are taught by teachers who speak a language different from their own, or by teachers who are also struggling with the language of learning and teaching. Ntombela and Raymond (2013) support the participants’ view that mismatch between learners’ home language and language of teaching and learning have serious implications for learning.

Florian does not address any of the above challenges that seem prevalent in this study and many other studies conducted in South Africa. This may stem from the fact that South Africa is a developing country and faces such socio-economic challenges especially in education, while Florian conducted most of her studies in a very developed country which is advanced and is not faced with challenges such as poverty or over-crowded classrooms.

#### **4.7. CONCLUSION**

In this chapter, I have discussed the findings of the qualitative inquiry. The respondents who participated in this study were three Foundation Phase educators from Grade 1-3. Having collected the data, I classified it into patterns, categories and themes.

The interviews and the observations revealed that educators make use of different teaching methods to accommodate all learners’ learning needs and levels of ability. The data that was analysed also revealed that educators use different lesson plans and activities to include all learners in the teaching and learning process. The next chapter will draw conclusions, list limitations of the study and make recommendations arising from the study.

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1. INTROUCTION**

In this study, the main purpose was to investigate the extent to which teachers at a Full Service School in Soweto understand and practice the principles of a Full Service School. The researcher explored and discussed the literature pertinent to the research topic in order to provide a reference point from which data could be collected and analysed in an attempt to answer the research questions and achieve the aim of the study. As discussed in chapter 3, the interviews and observations conducted were done through deductive and inductive approaches. In chapter 4, the findings and analysis of the results were discussed in details. These chapters intend to summarize the general conclusions and address the implications of the study. Following that, recommendations for teachers will be made as well as recommendations for further study.

#### **5.2. AN OVERVIEW OF THE STUDY**

The focus of the study was on the teachers' pedagogical practices in a full service school within Soweto context. The study aimed at providing examples of how some teachers maintained inclusivity in the foundation phase at a full service school. Direct observations and interviews were carried out on three teachers in Soweto. The observed practices of the teachers were recorded, analysed, and compared to what Florian sees as inclusive. To strengthen the obtained data, teachers were interviewed and data analysed to find evidence of reasoning behind their practices.

#### **5.3. SUMMARY OF THE FINDINGS**

From the findings, the conclusion is that the principles of inclusive education in the learning process are implemented in classrooms. The literature review in chapter 2 indicates that Full Service Schools provide quality education to all learners through flexibility, and meet the full range of learning needs equally, with increasing participation of the learners and educators. Therefore, the findings affirm the Education White Paper 6 (South Africa 2001) that calls for schools to be equipped and supported in order to provide for the full range of learning needs among all learners, in the sense that differentiated planning and alternative activities are provided for those who experience barriers to learning.

##### **5.3.1. CHALLENGES EXPERINCED BY TEACHERS**

As noted in the previous chapter, teachers experience quite a number of challenges which include overcrowded classrooms, lack of parental involvement, poverty and language. The

results revealed that teachers were overloaded due to large classrooms and this hampers effective teaching and learning. All these factors confirm that they were overloaded with work and could not give all learners individual attention when needed and they fail to give adequate support to those learners who experience barriers to learning.

The teachers also indicated that lack of parental involvement is one of the challenges they face daily. The findings of the study indicated that parents are not interested in their children's education especially those whose children experience barriers to learning. This poses as a challenge because active involvement of parents in the teaching and learning process is central to effective learning, while negative attitudes towards involvement contribute to inadequate parental involvement in education.

One other challenge that teachers face within this study is poverty which contributes towards barriers to learning, as most of the learners in the school come from extended families and depend on grants. The results further indicate that language is one other challenge that the participants of this study have highlighted. This is the result of different cultural backgrounds among the learner population of the school. DoE (South African, 2005) indicates that the common barriers associated with language and communication are related to forcing learners to communicate and learn in a language which they do not usually use at home and are not competent to learn effectively.

### **5.3.2. STRATEGIES AND STRUCTURES TO COUNTER THE CHALLENGES AND DEVELOP INCLUSIVE EDUCATION PRACTICES**

In addressing different challenges that they face, teachers employ different strategies and structures and one that prevail most is the craft knowledge. From the analysis, teaching experience of teachers both in the mainstream and full service School serves as a tool that helps to overcome many challenges that they face in their day to day teaching experience. The years of service help teachers to develop ways of accommodating and implementing inclusive practices effectively. Furthermore, collaboration is the other tool that teachers employ to address any barriers to learning. The findings of the study reveal that teachers work collaboratively amongst themselves as well as with different specialists that the school has.

### **5.3.3. INCLUSIVE TEACHING STRATEGIES**

Teachers use different teaching methods such as differentiation, response to instruction, guided teaching, learner-centred and co-teaching. The main reason for using a number of teaching strategies is to address all learners and to avoid making multiple planning. By nature, inclusive schools are diverse, hence a need to vary teaching methods and strategies. The findings confirm the DoE (South Africa, 2005) statement that there is no classroom in which learners are exactly the same, or learn in the same way or same pace. Educators are therefore required to be creative by making use of different teaching methods to reach all learners.

#### **5.3.4. SUPPORT STRUCTURES**

From the finds, it is apparent that all the structures in the school are meant to help learners who experience barriers to learning. SBST acts as the main support structure in the school. Its main function is to identify the support needed and design programmes to address such needs. From the findings, teachers are happy with the support they get from the SBST as they are given workshops on a regular basis and the school also acts as the resource centre as sometimes teachers from neighbouring schools also come. The support does not only end at the school level, but also extends to the district level as the SBST liaise with the DBST whenever there is a need, more especially in severe cases.

#### **5.3.5. ASPECTS THAT ARE EXCLUSIONARY**

In an attempt to include learners that experience learning barriers, teachers make a mistake of excluding rather than including. This was revealed by observations done in which teachers did not accommodate certain learners with the reason that they do not belong in the school or they are awaiting to go to other schools in the next term or year. This confirms the confusion that teachers have in terms of what constitutes inclusion.

#### **5.3.6. RESOURCES**

The findings affirm that classrooms are well-resourced with relevant material. Teachers also find ways to improvise in order to make their classrooms learner-friendly. Classes have posters, teaching aids and pictures which are used to capture learners' interest and keep them engaged all the time.

### **5.4. LIMITATIONS OF THE STUDY**

For the study to be objective, it is important to acknowledge that there are certain limitations to it. Therefore, the limitations in design, execution and findings which are mentioned below. There are a number of limitations to the current study. Firstly, the study involves only one Full Service school. This might be problematic in generalizing the findings; however, generalizing is not the purpose of the study. Secondly, the findings represent only the Foundation Phase and not in other phases, as such; these might not be a true reflection of the entire school.

Thirdly, there are limitations in execution which relate to the sample size and time-frame. The focus of the study was mainly on teachers than learners. As a result, only three teachers were observed and interviewed. Therefore, this could have impact on the findings should one wish to make a study with a bigger sample. This means that it cannot be concluded with certainty that the practices observed can be replicated successfully with a larger sample.

One other limitation is the time of the data collection period. The researcher was only allowed a few hours and weeks in the school. As a result, not all classes that the subjects that the teachers teach were observed but only the main subjects that are Mathematics, English and Life Skills.

## **5.5. STRENGTH OF THE STUDY**

Having outlined the limitations of the study, it is important to point out its strengths as well. One of the outstanding strengths of the study is that new insights are presented in detail, with a clear understanding. One other thing is that there have not been any studies on the understanding and practice of inclusive principles in a Full Service School in South Africa. The study has also benefit to the body of literature in the field of pedagogy, which is still very scarce in the South African research.

## **5.6. RECOMMENDATIONS**

### **5.6.1. RECOMMENDATIONS FOR FULL SERVICE SCHOOLS**

Not that I recommend a total change in the structure of the class, but because of the number of learners in all the classes, it would be better if the setting would be changed to accommodate a number of different teaching and learning methods. There is a need for large open space to assist in implementing those different pedagogic practices such as Learner-selected work, as well as consider the physical environment in general. One other recommendation is that the language of instruction must be reviewed and instead of using English, use the language that is predominantly used in the community. Furthermore, parents must be made aware of the importance of being engaged in their children's education. This can be done by encouraging them to take part in different extra mural activities as well as giving them training workshops on learning barriers that learners experience in order to understand them better.

### **5.6.2. RECOMMENDATIONS FOR TEACHERS**

Having explained different teaching methods that teachers use in being inclusive, teachers in Full Service and general schools could also benefit from the findings of this study by implementing them more especially in a South African context. What was outstanding in this study is the fact that all teachers understand what inclusive education is though they find it tricky to implement in class. It is important therefore that teachers who have to be inclusive in their classrooms should make use of teaching methods that are learner-centred. This can be achieved by allowing learners to make a choice of work and respect such a choice, show appreciation of learners' efforts by approving and acknowledging them in order to maintain their dignity.

### **5.6.3. RECOMMENDATIONS FOR FUTURE RESEARCH**

Since inclusive pedagogy has not been explored that much in South African context, the hope is that this study will intrigue further research interest on the topics that will give more details on the ways in which teachers use inclusive pedagogical practices not only in a full service context, but also in a variety of contexts. I also hope that comparative studies of inclusive practices found in Full Service Schools and ordinary schools will also be conducted in future. Furthermore, it is recommended that similar studies with a larger sample and different contexts in South Africa be conducted. This might affirm or reflect pedagogic practices found in other South African Full Service Schools.

## **5.7. CONCLUSIONS**

The aim of the study was to investigate the extent to which teachers in a Full Service School in Soweto understand and practice the principles of a Full Service School. This chapter has therefore brought the research to its conclusion. The research questions formulated in Chapter One have been investigated and the aims achieved, by summarizing the main findings and data collected, I was in a position to outline the teachers' understanding and practices of inclusive principles of a Full Service School.



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## APPENDIX A

LETTER TO THE PRINCIPAL, SGB Chair, etc.

DATE: 3 June 2016

Dear Sir

My name is Ntsoaki Mokala; I am a Masters student at the School of Education at the University of the Witwatersrand. I am doing research on the ways in which teachers at Full Service Schools apply inclusive pedagogical practices in their daily teaching.

I hereby wish to invite your school to be part of this study. My research involves school visits in which I will observe and record the teaching practices of foundation phase teachers in relation to particular inclusive education frameworks. I will then conduct interviews with Grade R-3 teachers, one teacher per grade, to get further insight into the teaching that I observed and why they have made the choices that they did regarding their inclusive practices. The observations will take 15-20 minutes per day and will be conducted for three days per week, and each teacher will be interviewed once a week. The teachers will be interviewed either in their own classes or any private space where we may not have any disturbance during the interview. The interviews will be conducted during school hours, preferably during the short break while the teachers are free. While conducting the interviews, teachers will be audio-taped.

I have chosen your school because it is a full service school and therefore accommodates a variety of learners and allows for inclusive practices. I believe that your school's participation in this research will give the participating teachers an opportunity to reflect on their teaching and articulate what informs their choices.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. I will also send parents' consent forms for the learners whose classes will be participating in the study, even though these learners will not be the focus of my study. For the learners, not participating does not mean that they will not be part of the class, just that any information or reference to the learner will be omitted from the data, and not included in any analyses or representation. There are no foreseeable risks in participating in this study. The participants will not be paid in any way for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be

maintained in all published and written data resulting from the study. Also, all research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

Ntsoaki Mokala

J236 JHI Property Jabulani Flats Soweto

tsoakanah@gmail.com

0739616174



## APPENDIX B

INFORMATION SHEET TEACHERS

3 June 2016

Dear Teacher

My name is Ntsoaki Mokala and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on the ways in which teachers at Lakeview Full Service School apply Florian's framework of Inclusive Pedagogy at foundation phase. I would like to invite you to be part of this research.

My research involves school visits in which I will observe and record the teaching practices of foundation phase teachers in relation to particular inclusive education frameworks. I therefore hope to observe you over a period of one month, approximately three times a week during your teaching. I would then like to conduct interviews with you to gain a deeper understanding of your practices during the lessons. I wish to interview you during school hours, preferably at short break while you do not have a class. I will interview you once a week for 15-20 minutes for a period of one month. The interview, which will be audio-recorded, will be conducted in your classroom or any private space within the school where we may not have any disturbances during the interview.

The reason why I have chosen your school is because it is a full service school and therefore relevant for my study as it covers a wide range of learners in an inclusive setting.

You will not be advantaged or disadvantaged in any way by taking part in this study. Your participation is voluntary, and you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE

NTSOAKI MOKALA

J236 JHI Property Jabulani Flats Soweto

ntsoakanah@gmail.com

0739616174

## Teachers Consent Form

Please fill in the reply slip below if you agree to participate in my study called:

My name is: \_\_\_\_\_

Permission to review/collect documents/artefacts      Circle one

I agree that (My lesson plans) can be used for this study only.      YES/NO

Permission to observe you in class

I agree to be observed in class.      YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson      YES/NO

I know that the audiotapes will be used for this project only      YES/NO

Permission to be interviewed

I would like to be interviewed for this study.      YES/NO

I know that I can stop the interview at any time and don't have to  
answer all the questions asked.      YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX C

INFORMATION SHEET LEARNERS

DATE: 3 June 2016

Dear Learner

My name is Ntsoaki Mokala and I am a student at the School of Education at the University of the Witwatersrand.

I am doing a project, and for this project, your teacher is sharing with me how she teaches your class. I will be sitting in your class to try to learn about how your teacher makes sure that everybody in your class is learning and taking part in the lesson.

Would you mind if I come to some of your classes and be part of the class in that time? I will not be watching you at all, so what I need from you is to just behave in a normal manner pretending that I am not there.

Remember, this is not a test, it is not for marks and it is voluntary, which means that you are not forced to do it. If you decide halfway through my project that you want to stop, this is completely your choice and nothing bad will happen because you decided not to be part of the project. Please note that you will not be paid or given any form of reward in taking part in this project.

I will not be using your own name but I will make one up so that no one will know who you are. All information about you will be kept confidential, which means that only I will be able to see it. All the information will be stored in a safe place and I will destroy it about five years after I have finished my project.

Your parents have also been given letters about this and asked for permission, but at the end of the day it is your decision to join us in the project.

I am looking forward to working with you.

Thank you

SIGNATURE

Ntsoaki Mokala

J236 JHI Property Jabulani Flats Soweto

ntsoakanah@gmail.com

0739616174

## Learners Consent Form

Please fill in the reply slip below if you agree to participate in my study called:

My name is: \_\_\_\_\_

Permission to observe you in class

I agree to be observed in class.

YES/NO

Informed Consent

I understand that:

- My name and information will be kept safe and that my name and the name of my school will not be told to anyone.
- I can ask not to be part of the study at any time.
- All the information collected during this study will be destroyed within 3-5 years after completion of the project.

Sign\_\_\_\_\_ Date\_\_\_\_\_

## APPENDIX D

INFORMATION SHEET PARENTS

3

June 2016

Dear Parent

My name is Ntsoaki Mokala and I am a Masters student at the School of Education at the University of the Witwatersrand.

I am doing research on inclusive practices that the teachers engage on at Lakeview Full Service School.

My research involves coming to the school and sit in class, observe and audio-record teachers while they are teaching. After that I will conduct interviews with the teachers.

The reason why I have chosen your child's class is because it is a foundation phase class and that is where the focus of my research is. Would you mind if I come to your child's class and sit down to observe the teacher teach, then after that I will have interview with concerned teacher?

Your child will not be advantaged or disadvantaged in any way. He/she will be reassured that he/she can withdraw his/her permission at any time during this project without any penalty. If your child is not participating, it does not mean that he/she will not be part of the class, just that any information or reference to your child will be omitted from the data, and not included in any analyses or representation. There are no foreseeable risks in your child participating in this study. Your child will not be paid in any way for this study

Your child's name and identity will be kept confidential at all times and in all academic writing about the study. His/her individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE

NTSOAKI MOKALA

ntsoakanah@gmail.com

0739616174



## Parent's Consent Form

Please fill in and return the reply slip below indicating your willingness to allow your child to participate in the research project called: Ways in which teachers at a Full Service School Apply Florian's framework of Inclusive Pedagogy in their teaching.

I, \_\_\_\_\_ the parent of \_\_\_\_\_

Circle one

Permission to observe my child in class

I agree that my child may be observed in class.

YES/NO

Informed Consent

I understand that:

- My child's name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- He/she does not have to answer every question and can withdraw from the study at any time.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign \_\_\_\_\_ Date \_\_\_\_\_