Endnotes

1. The North refers to first-world countries namely those that are characterised by being highly developed countries in the northern hemisphere, but which also includes so-called first world countries such as Australia and New Zealand in the southern hemisphere.

2. "Disablist" is the term currently preferred by people who themselves have disabilities (Shapiro, 2000).

3. For me the 'risk' incorporates not only the emotional vulnerability which comes when one feels exposed, but also the perceived threat of physical danger that one senses in the face of the impermeable attitude in this country that it is 'un-African' to be gay. The intolerance is fierce and real as portrayed in a Sunday Times story I read (19 February 2006) in which a Black lesbian was killed by township youths because as her mother says, 'she liked girls since the age of 11'. According to Ronnie Ngalo, a local gay activist, 'Gays and lesbians are still being discriminated against in townships by people calling them perverts, Aids carriers, un-African, saying that they must be killed or raped.'

4. An important point is that by 'defenceless' I mean children who cannot rationalise, or even communicate their own thoughts, for cognitive reasons or because of brain impairments, and can therefore not fight for their rightful places in schools or society. I do not presume to speak for anyone else with a disability and or is intellectually 'normal'.

5. This may not be as farfetched as it sounds. Daniel Tammet, a young UK man with savant syndrome (a very rare form of Asperger's syndrome) associates every number up to 10 000 with its own shape, colour and texture. The neurological term for this ability is 'synaesthesia' according to Dr Treffert in his foreword to Tammet's book (Tammet, 2006).

6. Martin Luther King's quote retrieved from http://www.bartleby.com/63/24/5124.html.

7. The lowveld is a low-lying subtropical area in the north-east of South Africa.

8. All young men in South Africa had to serve time in the army during the apartheid years when they turned 18. It was the exception not to serve this time of up to two years. (Feinstein, Teeling-Smith, Moyle & Savage, 1986).

9. *The differentiated classroom: Responding to the needs of all learners* (1999) by Nicci Ann Tomlinson. Published by Association for Supervision & Curriculum, USA.

10. 'Ja' is the Afrikaans word for 'yes' and is widely used euphemistically by many South Africans.

11. I say surprisingly because it is unusual to hear a man being brave enough to say such a thing in this country.

12. This quote can be found at http://www.normemma.com/index.htm.

13. 'Jo' is a South African idiosyncrasy and means something like 'wow'.

14. Model C schools are the former more privileged White schools which were always well-resourced on the whole (Fiske & Ladd, 2004).

15. This is colloquial Afrikaans for 'very scared'.

16. Both of these words are Afrikaans: 'dof' is a derogatory term meaning 'dull' or 'not bright' and 'oke' is a neutral term and roughly means 'guy'.

17. 'Ag' is yet another South African colloquialism which has its roots in Afrikaans or possibly German. It means 'oh'.

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APPENDICES

APPENDIX A
Excerpts from the Salamanca and Dakar Statements

APPENDIX B
Maslow's 'hierarchy of needs':

APPENDIX C
Excerpt from White Paper 6

APPENDIX D
How the interview questions were formulated

APPENDIX E
Excerpt from research diary

APPENDIX F
Ethical clearance certificate

APPENDIX G
Round Square Schools

APPENDIX H
The Klingenstein Centre

APPENDIX I
Excerpts from websites

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Appendix A

Excerpts from the Salamanca and Dakar Statements:

The following is taken from a conceptual paper on inclusive education published by UNESCO in 2003. One of the main contributors to this paper is Prof Tony Booth. In the Salamanca Statement and Framework for Action on Special Needs, paragraph 3, inclusive education states that:

"schools should accommodate **all children** [*their emphasis]* regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This could include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups."

Furthermore, article 2 in the same statement says:

"Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all".

The Dakar Framework for Action expands on the response to addressing the needs of those who are vulnerable to marginalisation and exclusion by pointing out that:

"The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All … must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs…"

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Appendix B

Maslow's 'hierarchy of needs':

SELF
ACTUALISATION
Pursue inner talent,
creativity, fulfilment

SELF ESTEEM
Achievement, mastery,
recognition, respect

BELONGING – LOVE
Friends, family, spouse, lover

SAFETY
Security, stability, freedom from fear
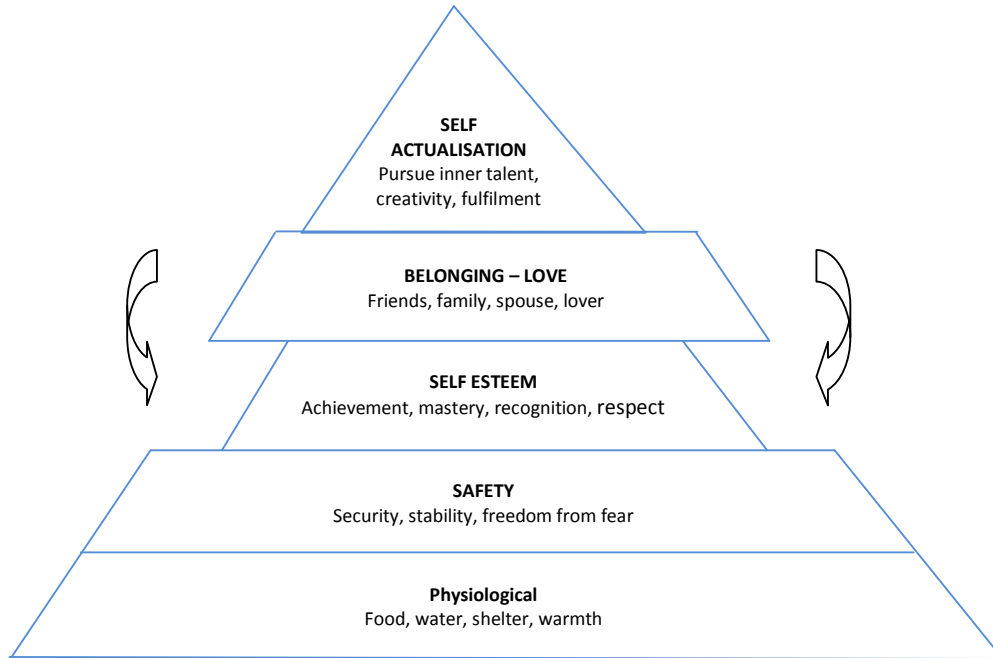
PHYSIOLOGICAL
Food, water, shelter, warmth

Maslow's Hierarchy of Needs (Kunc, 2009)

According to Kunc (2009) Maslow's hierarchy of needs have been partially inverted by education systems in their practices. In traditional schools children are grouped according to their levels of mastery which Maslow sees in terms of self esteem. The point that Kunc makes is that children are required to reach levels of self esteem before they have experienced a sense of belonging. He illustrates this concept as follows:

How Maslow's hierarchy of needs have been partially inverted by schools:

SELF ACTUALISATION
Pursue inner talent, creativity, fulfilment

BELONGING – LOVE
Friends, family, spouse, lover

SELF ESTEEM
Achievement, mastery, recognition, respect

SAFETY
Security, stability, freedom from fear

Physiological
Food, water, shelter, warmth

Partial Inversion of Maslow's Hierarchy of Needs

Kunc argues that self esteem comes about when we are with others, when we are valued by them and when we experience moments of belonging. According to the partial inversion model, belonging and love will only come about as a result of one's achievements and recognition. Ben told me that this inverted model is widely used in schools which erroneously tend to place too much importance on the achievements of children *before* they accept them for who they are.

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Appendix C
Excerpt from White Paper 6

In WP6 inclusive education and training is about:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human existence.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status.
- Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.
- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimizing barriers to learning.
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

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Appendix D

How the interview questions were formulated

The following questions were formulated for this thesis:

- What type of school do you run and what role does it play in the independent school sector?
- What are your biographical details and academic qualifications?
- For how many years have you been a principal?
- How many staff are there in the school. How many children do you service?
- How many children with disabilities have you actively included and what are your admission requirements?
- What support services are available to the school?
- What were the attitudes of teachers, children and parents to the inclusive process?
- How have outside colleagues responded to the inclusive process in your school?
- What are the strongest arguments for inclusion?
- What are the greatest disadvantages of inclusion?
- What are the essential factors that are needed to make inclusion work?
- How has the literature influenced and shaped your thinking about inclusive education?
- Has a belief system shaped your understanding of inclusion?
- How has the process of inclusive education in your school shaped your personal understanding of inclusive education?

Additional questions were asked as is characteristic of semi-structured interviews and the more pertinent ones were as follows:

- How was resistance to the process managed?
- Was bullying evident and how was this managed?
- What was the moment of significance that might have influenced your personal openness to inclusion?
- How are staff supported and what support structures are in place? (see Appendix D for details on how these questions were formulated.)

The above questions were partly inspired by Bailey (2004) and partly by my own curiosity as to how principals understand the concept of inclusive education. I ensured therefore that I would know how principals view their own schools in the independent sector what type of school they were running in order to find out of there were any potential differences between them as far as the practice of inclusive education was concerned.

I wanted to know biographical details and qualifications of principals because I was interested in these details for comparative purposes. As it turned out I came to the conclusion that more experienced principals were more likely to be open to inclusive education.

I was interested in knowing how many staff and support staff there were in schools in order to find out how individualised their services were and also to find out how staff were

supported in their roles as inclusive teachers. Also, for comparative purposes, I wanted to know what kinds of disabilities were accommodated in schools as this would give an indication of admission requirements. Since WP6 is not clear on what types of children need to be included in schools, I was interested in knowing to what extent principals went in admitting children with disabilities. I was also interested in knowing what types of children were not admitted.

I wanted to know about teasing, bullying and resistance to the process and so questions were formulated that would help illuminate how pervasive these problems were and how principals dealt with these issues. I wanted to know what other people in education thought about the inclusive process and I therefore included a question on how colleagues perceive the process. I was also very interested in personal opinions regarding the advantages and the disadvantages of inclusive education as well as what the essential elements were that are required to 'make' inclusion work.

I was initially interested to know what might have shaped the thinking of the principals regarding inclusive education so I asked them whether the media, literature or religious beliefs had influenced them to be open to the process. It was only later that I came across Kumashiro's (2002) book on anti-oppressive education that I read of 'moments of significance'. I liked this concept and so added this question later. I also wanted to know whether inclusive education-in-action had altered their understanding of inclusion, whether they had come across any major problems as a result of the process, or whether they became more convinced about this paradigm as an alternative to the norm.

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Appendix E

Excerpt from research diary

8 November

Flew to the Cape last night and have hired a car. Finally managed to find an email for Ben and confirmed an appointment for 11h30 today. Have directions and am ready to go.
I arrived early for the interview because I gave myself enough time to get lost which I did but not badly. While I sat waiting in the car for time to pass I was able to see ███████████ through the pine trees that are peculiar to ████████. The weather was pleasant with a slight breeze and the often present clouds being blown over the mountain by the south-easter. With ten minutes to go I left the car to find the office and I was amazed at how many steps I had to climb to get to reception. I was out of breath for a good few minutes! I had to wait for a few minutes for Ben but not for long. He came out to greet me and ushered me into his office. The atmosphere in the school was relaxed. Ben's office was sunny and it was dominated by a large round table at which we sat. He asked whether I would like anything to drink and I said I would like some water. Ben apologised for having to take an urgent phone call which had to do with a pupil whose second parent had just died and she was now an orphan. He was trying to make arrangements for where she would stay/live and I was struck by his deep concern for her as well as for other events that had taken place that week such as an expulsion and other discipline issues.

Ben was extremely soft-spoken although I felt that he was somewhat defensive for the first twenty minutes, perhaps because he wasn't really sure of my intentions for interviewing him. He settled down as I started asking him my questions and I believe he started realising that I wasn't knocking inclusive education. He had an obvious love for adolescents which I think is quite unusual in any educator. I was also struck by how outspoken he was about certain issues such as entrance exams being bizarre. Ben told many stories as we spoke and I enjoyed listening to him. He was very honest and open about what he said and I couldn't help feeling privileged to be listening to him.

It was a much longer interview than my first one and I was tired by the end of it. The interview, like Adam's was conversational more than anything else. On my way out I saw Ben interacting with some pupils and he was almost playful with them, obviously relaxed and at home with the adolescents. They related to him in a similar way but with obvious respect and due regard as their principal. I left feeling a little sombre at the depth of the interview and to the growing understanding of what a complicated process inclusion actually is.

Well off to play...

9 Nov

Des's birthday! Happy birthday aunt!

I could only manage to get an appointment with Cass in the late afternoon as her diary was full with farewell events. A cloudy and rainy day today.

This interview was an experience not just an interview, feel very privileged to have secured an interview with Cass. Wow! She is a wonderful person and I am not surprised the ███ ████ hand-picked her from an array of international principals to work for him at a top academic school which will send children to the Ivy League and Oxbridge universities. She is a secular priest to be sure.

Was very aware of her lush office with its richly coloured Persian carpet, the creaky leather couches and the empty fireplace (it is summer after all). The polished dark wooded desk that must have seen a lot in its lifetime and the walls that were covered in pictures and portraits. The entrance of the school reminded me of a church and is a strong reminder of the school's Anglican roots.

Her office was warm and inviting despite the downpour of rain which is so typical of the Peninsula. Even her Cape Dutch style school buildings are beautiful in the mountainous setting, a school that children will surely be proud of. Cass was friendly and professional and even wondered whether she was the right person to speak to. She said that a principal of the primary school was directly involved in the inclusion process and wondered whether I shouldn't be talking to her instead. When I explained that I am interviewing principals and that I was interested in the philosophy behind the inclusive process, she accepted my reason for talking to her and she visibly relaxed. From the outset she answered intelligently and with an insight that was deep and personal.

I remember not quite relaxing myself. Listening to Cass was reminiscent of watching a tense movie where one does not want to relax but to remain on the edge of one's seat in order not to miss a single word or picture frame.

She treated the tea lady with dignity and respect and showed concern that she was still at school at 16h00 on a Friday afternoon. She is obviously a leader par excellence and her driving force to provide children (and I kept thinking staff as well) with the best that any school can offer, was palpable. She knows her pupils, she cares for them, and her staff, deeply and she obviously provides them with every opportunity to develop fully as human beings.

I was mesmerised by her replies to my questions and once again felt honoured to be doing this study because it is bringing me into touch with people I would not otherwise be talking to at this depth. Cass gave me answers that were unexpected and were different from the norm. Her wide experience as a teacher and a person came through and this interview has added a richness that has enhanced the study tenfold. Her concern for ending the interview after an hour and a half was obvious and I got the distinct feeling that the farewell party she was going on to was going to be difficult for her. She must be loved as a principal and she will surely be sorely missed.

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Appendix F

Ethical clearance certificate
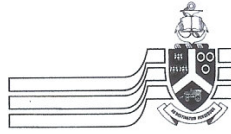
UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EM09/08/08
DEGREE AND PROJECT	PhD: Policy and management studies How inclusive education is understood by principals of independent schools
INVESTIGATOR(S)	Jennifer Gous
DEPARTMENT	Policy and management studies
DATE CONSIDERED	21 January 2010
DECISION OF THE COMMITTEE	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE   Prof L Ebersohn

DATE   21 January 2010

CC   Prof I Eloff

                    Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix G
Round Square Schools

Concerning Round Square schools of which there are 65 throughout the world:

"Round Square is based on the theories of experiential educational philosopher Kurt Hahn who believed that schools should have a greater purpose beyond preparing young people for college and university. Dr. Hahn believed that it was crucial for students to prepare for life by having them face it head on and experience it in ways that would demand courage, generosity, imagination, principle and resolution. As a result, he felt that young people would become empowered and develop the skills and abilities to be the leaders and guardians of tomorrow's world.

Round Square schools are founded on a philosophy which embraces a series of six pillars or precepts which can be summed up in the word IDEALS. They are Internationalism, Democracy, Environment, Adventure, Leadership and Service. Students at Round Square schools make a commitment to addressing each of these pillars through exchanges, work projects, community service and adventure.

The overriding goal is to ensure the full and individual development of every student as a whole person through the simultaneous realization of academic, physical, cultural and spiritual aspirations."

(Source: http://www.roundsquare.org/index.php?option=com_content&task=view&id=17&Itemid=30)

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Appendix H
The Klingenstein Centre

"The Klingenstein Center [*sic*] is dedicated to improving the quality of independent school education by developing and strengthening leadership among teachers and administrators who work in and with independent schools in the United States and throughout the world. The Center [*sic*] attracts educators who have demonstrated outstanding accomplishment or potential for excellence and equips them with the knowledge, skills and values necessary for informed and effective practice. All programs focus on instructional leadership, collaboration and teamwork, a commitment to social justice & diversity, and reflective practice.

Drawing upon a record of success that spans thirty years and the full resources of Teachers College and the other graduate schools of Columbia University, the Klingenstein Center [*sic*] stands alone in its capacity to develop leaders for independent schools."

(Source: http://www.klingenstein.org/home/default.aspx)

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Appendix I

Excerpts from websites

(References and names of schools have been omitted for ethical reasons. Some sentences from websites have been altered to prevent them from being identifiers. The changes made were done so as not to detract from the original meaning.

Phrases and sentences were copied and pasted into Google and then searched. If Google did not recognise the phrases or sentences, the original was kept, if it was recognised, the phrases or sentences were altered. The phrases and sentences thus printed in this Appendix are generic enough not to lead readers to websites of the actual schools. Only when Google did not recognise the phrases or sentences, the first three pages were checked to see if school websites were accessible. After three pages, I felt that the probability of finding the actual school websites became highly unlikely.)

School A

From the hyperlink "Mission Statement"

A group of schools that constitute the ████, [School A] proudly upholds its status as one of the leading Jewish Schools both nationally and internationally. This has been attained by turning out graduates who excel in all areas of secular and Jewish life.

The crucial philosophy in the nurturing of a School A leaver: A person with self respect for all other human beings. An individual of:

- empathy
- humility
- imagination
- capable of critical thought
- concern for the needs of others
- with accountability
- the ability to communicate effectively
- to be an holistically well-rounded person,
- equiped *[sic]* with the wherewithal to take up the challenges in all areas of life:
- sprititually *[sic]*
- emotionally
- academically
- culturally
- on the sports field.

The nurturing of each student is the role of:

Each individual student   Other staff
Senior student leaders   The head
Tutors   Parents
Directors

School B

From the hyperlink Educational Support

1. **Grade Head and Class Supervisor**

Class supervisors meet with learners at least once a term to monitor progress and emotional well-being and to refer the learner when required.
Grade heads meet with each class supervisor regularly to monitor the above process and to discuss areas of concern.
Grade heads report to the principal regularly.

2. Counselling Department

The school counsellors meet with grade heads and class supervisors once every two weeks to discuss learners with problems and to advise them on the best ways to deal with these.
They meet weekly to discuss and to advise each other on dealing with issues which have arisen. They also report to the principal every two weeks.

3. Academic Support Department

Academic support teachers make contact with learners who need their input in order to set up times for such interventions.
Academic support teachers meet once a week with other members of the learning team (counsellors and special needs teacher) to discuss learners who need help.
Academic support teachers report to the principal once every two weeks.

4. Tutorial System

This is divided into:

- Tutorials are scheduled each week.
- Tutorials can be requested by learners on a one-to-one basis.

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School C

An excerpt from the hyperlink 'About the School'

[School C] has a policy of inclusion, and it is a happy, cosmopolitan community that caters for learners from Pre-Primary (3years old) *[sic]* to Matriculation.

From the hyperlink to the 'Preparatory School'

The Prep School is a learning environment with a strong sense of purpose. It is a community of dedicated teachers, parents and staff who work together to create a happy, nurturing environment in which children learn. Teachers endeavour to find the best in each child and students are keen to learn.
Classes are kept small for the catering of the needs of individual students.

From the hyperlink to the 'Senior School'

Making the difference

The High School aims to allows individual girls to reach their personal best in a wide range of ways: by making the most of their academic achievement, in developing personal qualities and in providing opportunities for them to grow as responsible members of the community.

Senior School Curriculum

GRADES 8 – 9 GET

Learning Areas:

Language: English, Language: 2nd Language: Afrikaans / Xhosa, Mathematics, Natural Sciences, Social Sciences, Technology, Economics and Management Sciences, Life Orientation, Arts and Culture

In addition: French, German, Art, Drama, Music, Information Technology

GRADES 10 – 12 FET

English 1st Language, Afrikaans 1st Additional Language, Xhosa 1st Additional Language, French (Immigrant Students) 1st Additional Language, Mathematics, Mathematical Literacy, Life Orientation, Visual Art, Life Sciences, German 2nd Additional Language, Physical Sciences, French 2nd Additional Language, Geography, Design, Business Studies, Dramatic Art, History, Music, Information Technology, Consumer Studies, Xhosa 2nd Additional Language.

Extra-curricular activities

Outdoor/sporting activities:

Athletics, Chess, Swimming, Cross country, Dance (Ballet/Irish/Modern/Creative), Mountain Biking, Hockey (indoor & field), Swimming, Gymnastics, General games, Golf, Soccer, Tennis, Softball, Surfing, Karate, Netball, Squash, Yoga, Mountain biking, Pilates

*Golf, aerobics, ballet, karate, yoga and modern dancing.

From a hyperlink:

"I congratulate [School C] on their efforts to be as inclusive as possible in the way they offer places to daughters of families who cannot afford the standard of education the school offers." The Most Reverend Archbishop Desmond Tutu OMSG DD FKC Anglican Emeritus of Cape Town.

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School D

From the hyperlink 'School D'

A Dream becomes reality....

[School for children with disabilities], was established in October ████. From its beginning children attending [School for children with disabilities], had brothers and/or sisters attending [School E] and so the connection between the two schools was strong.

[School for children with disabilities], believed in inclusion and the dream to be included with the mainstream school which was one that never faded.

When [School E] began planning their move they invited [School for children with disabilities], to join them on their new premises. [School for children with disabilities], was given a piece of land and fundraising events were planned. A fund raising team was set up to co-ordinate a golf day a substantial amount was raised with which to start building. ████ ████████ and ███████████ set about overseeing the building process and secured many generous donations and sponsorships to cover building costs.

After almost two years of strategic planning and fundraising, our dream became a reality.

Words cannot describe the feelings and emotions we all felt while watching our children arrive. They were proudly dressed in their new uniforms. Tears of pure joy and happiness were shed by many.

The opening was held and the children were addressed by [name of speaker], an amazing young man who was included into a mainstream class at [School F] in a nearby city.

[Name of speaker]'s speech which told of his journey of acceptance and belonging was very moving. As he ended his talk he played the song "the World's Greatest". [Name of student with disabilities] immediately joined in by clapping his hands and singing along to the song. The emotions that we had been holding onto poured out of all of us.

A well-known Paralympic World Champion, informally addressed the children later in the day and then officially opened [School E] at a cocktail party that evening and it was gratifying to see a gathering of our families and friends and members of the community who have been so generous throughout the years. Each and every one of the children at [School E], are enjoying School D and all that it has to offer.

Watching the children interact with each other is gratifying. As adults in the process we are quite superfluous as the children quite naturally played, chatted, laughed and got up to mischief together!!! All the children have astonished us with the ease with which they have adapted to their new school and the spontaneous way in which they have embraced each other.

We believe that our children will benefit from their interactions and we look forward to living through the journey and watching the process develop with time.

What do we offer ?

The programme offers individualized education programmes for each of our children.

Our Outreach programme

Essentially, the dreams and goals of the family form the foundations and the strengths of the child, the cornerstone of all our intervention strategies.

Our Outreach programme

We believe in sharing our skills with those less fortunate than us. Sharing resources, knowledge and experiences forms the basis of reaching out into the community and reinforcing public awareness. The staff at School D are fortunate enough to have been given the opportunity to study further. Sharing our knowledge and skills is our way to positively affect the lives of children and families in disadvantaged areas.

We do this by:

- hosting workshops.
- offering our facility as a training centre.
- extending our facility to individuals in need of practical experience for their studies, such as nurses, therapists educational psychologists, and students in the field of disability.

Motivation for Life Skill & Training Centre – new phase opening in January 2008

School D caters for pupils with moderate to severe cognitive and/ physical disabilities who require extensive ongoing support in one or more major life activity in order to participate in integrated community settings and to enjoy a quality of life that is available to citizens with fewer or no disabilities. Support may be required for life activities such as mobility, communication, self-care and learning as necessary for independent living and employment.

Intervention for the pupils include having an Individualised Plan which provides a holistic, inclusive and supportive educational programme for the pupil.

At present sixteen pupils attend the Centre, their ages vary from 6years *[sic]* to 16years *[sic]*. We are currently developing an *[sic]* Life-skill and training programme for our older pupils. It is imperative that the service we offer is extended in order to provide a programme which supports young adults. Thus ensuring that they become contributing members of our community.

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School E

From the 'Home page

School E is a co-ed school with classes from Grade 00 to Grade 7, 'rolling out' to Grade 8 in 2008 with its first matriculation year expected to be 2012. While its ethos is Christian as stated in its mission, it is a multi-cultural school with an emphasis on inclusion and tolerance.

In June 2006 [School for children with disabilities] was incorporated into [School E] and became [School D]. [School D] caters for 16 children with a variety of disabilities. These pupils are included where appropriate, but as much as possible. In 2008 building a Life Skills centre began which will train adolescents with disabilities which will allow them to become independent, contributing people as adults.

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School F

Excerpts from the Policy on Diversity

Student diversity will be measured in terms of race, gender, ability, religion, wealth and disability.
- Detailed targets will be put in place for each type of diversity.
- There will be a growth in diversity on an annual basis.
- Plans will be in place to identify the market for more diverse students.
- Facilities for the disabled will be in place.
- The academic support programme will be fully staffed and effective.
- A greater number of families will be able to afford [School F].

Goal 2
To establish an environment:
- That is welcoming to all;
- A place where students, parents and staff learn to respect differences;
- That understands that we are united in diversity;

Indicators by 2010
- The school environment will be welcoming to all.
- Diversity will be held in high esteem and celebrated.
- Open discussions around issues of identity and diversity will be encouraged.

Goal 3
To continue to vary the learner population in terms of race and ability.

Excerpt from the Policy on Teaching and Learning
6. [School F] recognises the need for both educators and parents to provide educational resources and support. The availability of resources is a constraint on the College's ability to accept a diverse student population. Learners will be admitted only if the school is able to meet the specific needs of the learner.

Individualised Education
9. [School F] adheres to the tenet that all learners have equal rights to an education that provides for all students of all abilities at all levels.

10. The individualised education system we offer:

- Reflects the values, ethos and culture of [School F];

- Allows all learners to perform well and to reach their full potential in their own time.

- Makes sure that successful learning experiences lead to further success.

- Is committed to excellence through the enhancement of educational opportunities for all learners.

- Increases the educational outcomes of all learners through identification and appropriate intervention to reduce barriers to learning, especially for those learners who are vulnerable to marginalization and exclusion.

- Makes certain that all learners and staff grasp and value diversity so that they have the knowledge and skills for positive involvement in an equitable, just and democratic society.

- Promotes a learning community that questions disadvantages and challenges of traditional models of education.

Practical indicators

11. We will know that the aims of individualised education have been met when:

- Principles of equity and social justice are entrenched in policy, practice and decision-making at all levels.

- Professional learning opportunities are provided to all educators to improve understanding of the recognition of difference and the factors that contribute to educational disadvantage.

- Pedagogy, assessment procedures and curriculum are designed to meet the needs of diverse groups of learners.

- The co-ordination of teams and individuals who support one another in formal and informal ways are undergirded by a support network.

- Collaboration is achieved when individuals with a variety of different abilities work together to plan and implement programmes for a diversity of learners.

- Learners with varying abilities and interests can realize their potential in classrooms where co-operative learning takes place.

- Children receive education in classes where the numbers of those with and without barriers to learning are reflective of the local population.

- Children with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with the necessary support and accommodation.

- Educational exposure is designed to establish an individualized balance between the academic and social aspects of education.

- All educators and support staff are held responsible for implementing and upholding the frameworks of individualized education.

12. The School recognises that learners require different levels of support. The levels are:

Level	Description
1	Full participation No requirement for additional learning and teaching support No additional adaptation required Includes high achievers & "gifted"
2	Modified full participation Requires some additional support to maximise learning outcomes Adaptation planned and managed at grade/phase level – teacher's discretion
3	Participation in all aspects with occasional assistance Requires additional support in a number of areas to maximise learning outcomes Adaptation planned & managed with intervention of LSS/SENCO
4	Participation in all activities Additional support in many areas including ongoing monitoring to facilitate participation and maximise learning outcomes IEPs in some areas
5	Participation extremely limited in certain areas Requires specialised learning programme, planning or high level support Adaptation and continuous monitoring needed in all areas IEP…full time facilitator
6	Academic exclusion: School cannot meet the needs of the learner

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School G

Excerpt from the 'Anti-Bullying policy':

Policy Statement

Each learner has a right to be happy at school. [School G] therefore adopts zero tolerance towards bullying. We wish to establish a learning environment in which everyone feels valued and safe and where individual differences are accepted, appreciated and understood.

Definition of Bullying

Bullying and harassment can take many forms, including –

Deliberately bumping, flicking, kicking, punching and hitting
Teasing, taunting, mocking, name calling
Spreading rumours
Picking on someone, tormenting
Repeatedly 'putting down' or humiliating
Deliberately ignoring, avoiding, excluding and isolating
Interfering with, taking or damaging another's property
Using threatening gestures
Writing offensive notes, sms's, emails or graffiti about or to someone
Making degrading comments about another's religion, culture, family members, sexual orientation or social background

Excerpt from the hyperlink for the Foundation Phase

Support Services
We provide an excellent system of support for any student who struggles academically such as Occupational Therapy, Speech Therapy and Remedial Therapy. Small groups allow individual attention to be given to the scholars with any sort of learning barrier.

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School H

Mission Statement

[School H] is an independent, primary school for boys. We offer an exceptionally well-balanced education to our students which teaches them to tolerate difference and to respect themselves.

Excerpt from the hyperlink 'Junior School'

We have learning support, and any boy who is having any difficulty can receive one-on-one lesson so that he can be better prepared academically.

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