

**The Experience of Educators in Implementing Inclusive Education in Rural
Schools**

by

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PRETORIA

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Dedications

This dissertation is dedicated to learners who are in mainstream schools, who experience barriers to learning and are still not fully aware of their intrinsic and extrinsic assets.

Declaration of Originality

I declare that this mini-dissertation titled “The experience of educators in implementing inclusive education in rural schools”, which I submit for the degree Masters in Educational Psychology at the University of Pretoria, is my work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Phumlani Ngubane

December 2018

Ethical Clearance Certificate



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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

Edit Declaration

I, WILNA SWART, hereby declare that in April to May 2019 I performed a professional language-edit and a technical review of the following Master's degree.

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Abstract

This study investigated educators' inclusive education implementation experiences in a rural school in the Amajuba district from policy to practice. In addition, this study was aimed at investigating the importance of parents, educators, and other stakeholders in the education of learners who experience barriers to learning. The aim was to gain an understanding of the inclusive education implementation experiences from the educators' point of view. The participants' perspective revealed that they believed the inadequate training of educators, unavailability of resources, overcrowded classes and poor support provided by the district officials were reasons why the implementation of inclusive education is not bearing fruits. Furthermore, the study investigated activities in which parents, teachers and other stakeholders were involved in the education of learners. The purpose was to identify both intrinsic and extrinsic barriers to learning and development which hindered learning in the classroom. The participants were purposefully sampled. To qualify for selection they should have been learning support educators in an inclusive primary school for at least five years.

The research design deemed suitable for this study was a case study. A case study aims to achieve an in-depth understanding of one person, situation or phenomenon. The selected case was an inclusive school in a rural area in the Amajuba District in KwaZulu-Natal. In addition, the study aimed to describe and explain the rich human experiences of the participants at the research site. The conceptual framework used in this study was the bioecological (systems theory), social constructivism and maturation theories. The chosen paradigm for this study was the interpretivist approach. The interpretivist approach guided the researcher in the research and also in the selection of participants and the method used for the study. The methodology suitable for this study was the qualitative research method, studying participants in their setting. Data collection techniques were open-ended interviews, participant

observation and documents analysis. The type of data analysis that was used was thematic content analysis.

I found that educators are experiencing many challenges that hindered their progress in the implementation of inclusive education. These challenges, which also hinder learning, are poor socioeconomic status, poor parenting, learners travelling long distances to school and undiagnosed learning deficits. Amongst others, this study has implications for teaching practices regarding learners with learning disabilities in the rural school setting. It furthermore offers practical guidelines about ways that teachers can support learners continuously in practice in their classrooms.

Key words: assessment, inclusive education, intervention, learning difficulties, policy implementation

Policies Related to Inclusive Education in South Africa

Basic Conditions of Employment Act No 75 of 1997

BATHO PELE White Paper of 1997

Collaboration Protocol between DoE and DAC

Collaboration Protocol between KZN DoE and KZN DSR

Constitution of SA Act 108 of 1996

Drugs and Drug Trafficking Act, 1992, Act 140 of 1992

Education Laws Amendment Act of 2005

HIV/AIDS and AIDS National Policy

KZN School Education and Training Act 98 of 1998

KZN School Education Act No 3 of 1991

Labour Relations Amendment Act 2002

National Policy Education Act No 27 of 1996

Revised National Curriculum Statements

S.A. Schools Act 84 of 1996

Skills Development Act No 9 of 1999

The Employment of Educators Act No 76 of 1998

White Paper 6 on Special Needs Education of 2001

List of Abbreviations and Acronyms

AAC	Alternative and augmentative communication
AET	Adult education and training
CPTD	Continuous professional training and development
CSTL	Care and support for teaching and learning
DBST	District-based support team
DPO	Disabled People's Organisation
DSD	Department of Social Development
ECD	Early childhood development
EMIS	Education Management Information Section
FET	Further Education and Training
FSS	Full service school
GET	General education and training
HEI	Higher education institution
ISP	Individual support programme
ITE	Initial teacher training
LURITS	Learner unit record information and training system
LSE	Learner support educator
LSC	Learner support counsellor
NCS	National Curriculum Statement
NSC	National Senior Certificate

- NGO Non-government organisation
- NPMO Non-profit-making organisation
- SASA South African Schools Act
- SBST School-based support team
- SGB School governing body
- SMT School management team
- SIAS Screening identification assessment and support
- SNA Support needs assessment
- SSRC Special school as a resource centre
- SPID Severe to profound intellectual disability
- WSD/E Whole school development/evaluation

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Chapter One 1

1. Introduction to the Study

At the beginning of the new political era in 1994, children of all races in South Africa began to enjoy equal education opportunities. Yet, Engelbrecht (2006, p. 254) points out that “Educational provision at the end of the Apartheid era in 1994 was fragmented; it was based on ethnic separation and discrimination.” However, since the advent of democracy, the state of South African (SA) education has undergone fundamental changes and the South African Government has endeavoured to provide equal opportunities for all South Africans.

Despite many good inclusive education policies, there are still significant inequalities and challenges in the provision of education in South Africa (Donohue & Bornmann, 2014; Todes & Turok, 2018). New policies that guided inclusion in SA were introduced, such as the South African Constitution of 1996, the Bill of Rights, the South African Schools Act, White Paper 6 of 2001 (Donohue & Bornmann, 2014; Todes & Turok, 2018).

Across the globe, inclusion is viewed differently by different nationalities. However, despite the many differences, there are a number of commonalities running throughout every variety of inclusion. Ainscow and Miles (2005) believe one of these common threads is the effort to eliminate social exclusion. Inclusive education is moreover also viewed as a basic human right to achieve social justice. Artiles and Kozleski (2007), for example, see inclusive education as a cornerstone of modern education. It promotes active participation, equality, equity, redress, accommodation, and the sharing of resources. It also promotes human dignity, human rights and social justice as enshrined in the South African Constitution (Naicker, 2007). White Paper 6 (DoE, 2001) describes inclusive education as being underpinned by the ideals of freedom and equality for all South Africans. Ainscow (2009), Artiles and Kozleski (2007) believe that inclusive education celebrates differences emanating from nationality,

gender, race, age, language, religion, socio-economic status, background, cultural origin, level of education and ability or disability (Barnes, 2011; Campas, 2012; Uchem & Ngwa, 2014)

1.1 Context of research.

The present study was conducted in the Amajuba District, which is situated in Northern KwaZulu-Natal, and is named after the mountain range which borders both KwaZulu-Natal and Mpumalanga provinces. Compared to other districts of KwaZulu-Natal, it is the smallest district municipality in the province. Due to the high unemployment rate, 47% (Stats SA, 2011), up to 76, 3% of households are highly dependent upon the government for conditional grants (Stats SA, 2011). The district comprises Newcastle, Emadlangeni and Dannhauser Local Municipalities and there are many rural and farm schools, which are staffed by unqualified or under qualified educators. Below is a map showing the Amajuba District Municipality comprised of the three local municipalities.



1.1 *The map showing Amajuba District Municipality comprised of Dannhauser, Newcastle and Emadlangeni local municipalities*

In general, there is a lack of educational resources and qualified professionals as well as a shortage of staff (Schabort, Sinnes, & Kyle, 2018). There is a high rate of absenteeism among educators and learners due to the high fatality rate caused by HIV/AIDS-related illnesses such as tuberculosis and sexually transmitted infections (Harrison, Li, Zhang, Chi, Zhao, & Zhao, 2017). The areas of concern determined during the first term of monitoring schools by the Amajuba District Education Department in 2017 were stressful administrative

issues, lack of support, ill-disciplined learners, inadequate educator training, lack of parental involvement, and poor collaborative partnerships (Shourbagi, 2017).

1.2 Statement of problem.

The problem that educators are often faced with is that they are expected to play a significant role in creating an educational environment that would be conducive to learners' doing well. A good educational environment may subsequently be deemed to enhance academic achievement (Caprara, Barbaranelli, Steca, & Malone, 2006).

According to Dalton, McKenzie and Kahonde (2012), based on the National Teacher Education Audit (2017), many educators are either under qualified or unqualified. In addition other factors have a negative impact on inclusive education implementation, such as a lack of resources in schools, the disruption of classes due to labour union activities, a lack of parental support or involvement, socioeconomic hardship, and overcrowded classrooms (Engelbrecht, Nel, Nel, & Tlale, 2015; Francis & Muthukrishna, 2004; Nel, Engelbrecht, Nel, & Tlale, 2014). Arnott and Chabane (1995) claim that educators in many instances cannot speak or understand the learners' home language, which makes it difficult as many learners in townships do not have English as a second additional language (Lessing & Mahabeer, 2007). It is at the foundation phase where it is important for educators to have a basic understanding of the learners' mother tongue. As a consequence of the lack of English the learners are unable to deliver the content that promotes understanding during the learning process.

Ntombela (2011) reported that the majority of educators did not receive adequate training about inclusive education in the revised national curriculum statement (RNCS) or the curriculum and assessment policy statement (CAPS) as only one-week orientation workshops were presented (Naicker, 2007; Ntombela, 2011). CAPS requires of an educator critically to analyse their learning area before imparting the content to learners (Khoza, 2015). Outcomes-

based education (OBE) reforms were a major development in the post-Apartheid era in South Africa, departing from the apartheid system of education.

This development resulted in several structural and policy tensions within the system arising from these significant structural reforms (Killen & Vandeyar, 2003). The new curriculum came after the revised national curriculum statement could not produce the expected outcomes, and the Department of Basic Education introduced CAPS in 2012. CAPS was intended to improve teaching and learning in the South African education system. But it needed the training of educators and the provision of new support material (resources). It also increased the workload and more demands were placed on educators and learners (Moodley, 2013). CAPS is a highly demanding structure, which has a high tempo and learners with learning barriers cannot cope with it. This called for adaptation and curriculum differentiation to help learners cope with this kind of curriculum.

1.3 Rationale of this study.

This study was motivated by the researcher's personal and professional experiences, both as an educator and an inclusive education support coordinator at district level. In this study, I sought to determine some of the challenges educators encountered in the implementation of inclusion, and reflected on how these problems might be overcome.

The majority of children in SA have been deprived of equal and appropriate educational opportunities due to inequalities as a result of the Apartheid system of governance (Francis & Muthukrishna, 2004). The most marginalised and discriminated against are rural African children, who lack human and physical resources. Francis and Muthukrishna (2004) argue that the schools in rural areas are mostly poorly resourced. This study attempts to link theory and practice and move the trend from static or adaptive to more active (Naicker, 2007).

1.4 Purpose of the study.

The purpose of the study was to explore and describe the educators' experiences of the implementation of inclusive education. This study was both exploratory and descriptive in nature (Babbie & Mouton, 2001).

The aims of this study were therefore to:

- Establish the experiences of educators with the implementation of inclusive education in remote schools in the Amajuba District;
- Identify the aspects that hinder the implementation of inclusive education in rural schools in the Amajuba District; and
- Examine the methods that may be employed to improve the quality of the implementation of inclusive education in rural schools.

Furthermore, the purpose of the study was to explore and gain an understanding of the roles and participation of internal and external structures, such as transdisciplinary teams, school-based support teams (SBSTs), the district-based support team (DBST) and other relevant support structures (Landsberg, Kruger, & Swart, 2016). I did not plan to interview representatives of the above-mentioned structures, although the interviews I conducted with the two educator participants gave me sufficient information about their understanding of these structures.

1.5 Research questions.

In the present study I attempted to answer the following research questions:

1.5.1 Primary research question.

How do educators experience inclusive education implementation in the rural schools in the Amajuba District?

1.5.2 Secondary research questions.

- How do educators perceive their role, and utilise resources to implement inclusive education in the Amajuba District?
- What support and training do educators require to implement inclusive education successfully?
- Who is expected to be involved in the implementation of inclusive education?
- Which internal and external factors influence the implementation of inclusive education?

1.6 Concept clarification.

The following concepts are considered to be important building blocks for the current study, namely (i) inclusive education, (ii) the constructivist learning environment, (iii) collaborative partnerships, (iv) rural schools, (v) White Paper 6, and (vi) the Curriculum Assessment Policy Statement. These concepts are described below.

1.6.1 Inclusive education.

Inclusive education is the system that accommodates all children regardless of their physical, intellectual, social, emotional linguistic and other conditions in the education sector (Landsberg, Kruger & Swart, 2016). UNESCO (1994) views inclusive education as the education system which must respond to diverse needs of learners, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resources used and partnership with their communities to include those learners in the ordinary classroom (Landsberg, Kruger, & Swart, 2011) . Du Plessis (2013) defines inclusive education as the modification of a learning environment in the mainstream setting to support learning to develop a complete

individual even those with diverse needs. Diverse learning needs refer not only to disability, but also to differences such as age, gender, ethnicity language, class, HIV or other infectious diseases (DoE, 2001)

1.6.2 Constructionist learning environment.

The constructionist theory acknowledges that the educator is not a mere transmitter of knowledge, but a facilitator and provider of experiences from which learners will learn (Kiraly, 2014; Bonner, Somers, Rivera, & Keiler, 2017). Similarly, learners are not merely absorbers of knowledge, but active participants in constructing their own meaning (Aldridge, Fraser, & Sebela, 2004). In SA the curriculum is consistent with a learner-centred philosophy that includes a focus on freedom, empowerment, emancipatory and liberation efforts. Because constructivism is seen as a theory that is learner-centered, it relates to the fundamental philosophy of inclusive education found in curriculum 2005, the RNCS and CAPS (Aldridge et al., 2004; Naicker, 2007).

1.6.3 Collaborative partnerships.

Transdisciplinary teams are established to support learners with difficulties and to develop individual support programmes (ISPs). The groups of professionals with specialised knowledge such as educational psychologists, educators, parents, and therapists conduct their duties cooperatively and make their knowledge and skills available while sharing ideas and supporting the members or groups involved. According to Engelbrecht (2016), collaborative partnerships strive to transcend professional boundaries and are committed to educate, learn, and work together. The collaborative partnerships rely more on the medical deficit model rather than on the social model. Hay (2003) is of the opinion that, for the greater part, transformation has not happened in SA because some are still following the practices of the out-dated medical deficit model. The medical deficit model is problem-centred, and also

assesses learners with the aim of placing them in special schools, instead of assessing them for the possibility of learning taking place (Landsberg et al., 2013).

1.6.4 Rural school.

The site where the study was conducted is a school located in a rural area where resources are in short supply. The rural schools are typically characterised by fewer resources, a shortage of clean water, inadequate infrastructure, and poor power supply. Community members generate an income by engaging in farming activities (Donda, 2011).

1.6.5 Learning support educators.

The learning support educators (LSEs) are trained educators who provide support to learners who need additional support (Landsberg et al., 2016). LSEs include educators who were previously known as remedial education educators (Landsberg et al., 2016). Educators who are responsible for learning support have the necessary expertise, and practical and theoretical knowledge to adapt and differentiate the curriculum. The LSEs have the competencies to provide support to learners with special needs who may require special devices and specialised instruction strategies. The LSEs have a significant role to play with a view to utilising the learner-centered approach to teaching and learning (DoE, 1997). These educators moreover play a significant role as members of the school-based support team (SBST) structures (Landsberg et al., 2016). The structures involved in making support available are the school management team (SMT); school governing body (SGB), parents, teachers and learners (Savolainen, Engelbrecht, Nel, & Malinen, 2012).

1.6.6 District-based support team.

The district-based support team (DBST) is the team of education specialists who are based at the district office of a learning support section. The DBST may also function as a trans

disciplinary team (Savolainen et al., 2012). The primary function of the DBST is to respond to requests for assistance from an SBST. They furthermore assess the eligibility of any request made by an SBST by gathering additional information; administering relevant assessments, and conducting interviews during site visits. They provide directions in respect to concessions, additional strategies, programmes and services which will enhance the school-based support plan. Finally, they identify learners for outplacement to special schools, access specialised support services attached to the mainstream schools or full-service schools or access high-level outreach support (DoE, 2014). The DBST and the SBST should work collaboratively with special schools (Nel et al., 2013). The special school as a resource centre (SSRC) has educators who have the knowledge and skills to accommodate learners with specific learning needs.

1.6.7 School-based support team.

The SBST should operate in all schools as its main function is to provide support to educators and learners by ensuring that there is proper utilisation of instructional methods to accommodate learners who require such services. The SBST adapts and differentiates the curriculum according to the specific needs of learners and their circumstances. The SBST employs various curriculum delivery and assessment methods. Practical guidelines for support are found in the screening, identification, assessment and support (SIAS) policy document (DoE, 2014).

The structure of the SBST comprises the principal, deputy principal, and head of department (HOD) for the foundation phase and HOD for the senior phase. The SBST structure is composed of educators who may have specialised competencies in learning support, life orientation, guidance and counselling (DoE, 2014).

1.7 Brief overview of research methodology and design.

The figure below provides an outline of the general overview of Chapters Two and Three. Chapter two specifically deals with the conceptual framework, literature review, and research process. The research design and methodology as well as strategy followed for this study is described in detail in Chapter Three.



Framework of research approach, paradigm and process (adapted from Carcary, 2014)

Literature Review As Background To The Study (Chapter Two)	
<p style="text-align: center;">Theoretical Framework</p> <ul style="list-style-type: none"> ➤ Developmental theories ➤ Social constructivism ➤ System theory 	<p style="text-align: center;">Research Topic</p> <p>The experience of educators in implementing inclusive education in rural schools:</p>
In order to	
Implement inclusive education in a rural school	
Research Questions	
<p style="text-align: center;">Main Research Question</p> <p>What are experiences of educators in implementing inclusive education in rural schools?</p>	<p style="text-align: center;">Secondary Research Questions</p> <ul style="list-style-type: none"> ➤ How do educators perceive their roles, and utilise resources to implement inclusive education in the Amajuba District? ➤ What support and training do educators require to implement inclusive education successfully? ➤ Who is expected to be involved in the implementation of inclusive education? ➤ Which internal and external factors influence implementation of inclusive education?

Research Methodologies and Strategies (Chapter Three)								
Paradigmatic assumption	Research design and sampling	Data collection strategies	Data documentation techniques	Data analysis and interpretation	Quality criteria	Strategies applied to ensure quality	Ethical considerations	The role of a researcher
<ul style="list-style-type: none"> ➤ Qualitative ➤ Interpretivism (Jansen, 2004; Merriam, 2009 ;) 	<ul style="list-style-type: none"> ➤ Case study (Yin, 1994) 	<ul style="list-style-type: none"> ➤ Semi-structured interviews ➤ Structured observation ➤ Analysis of archived documents 	<ul style="list-style-type: none"> ➤ Verbatim transcription ➤ Field notes ➤ Research journal ➤ Visual images 	<ul style="list-style-type: none"> ➤ Interpret data using content analysis (Babbie & Mouton, 2001). ➤ Identification of themes, subthemes, and categories 	<ul style="list-style-type: none"> ➤ Credibility ➤ Transferability ➤ Dependability ➤ Confirmability ➤ Authenticity 	<ul style="list-style-type: none"> ➤ Member-checking ➤ Triangulation ➤ Audit trail ➤ Rich descriptions (Leedy & Ormrod, 2005; Merriam, 2009 ;) 	<ul style="list-style-type: none"> ➤ Permission by ethical committees at UP. ➤ Obtain informed consent and assent forms ➤ Protection of confidentiality of data or information ➤ Beneficence & Maleficence ➤ Discussion of future potential problems with supervisors 	<ul style="list-style-type: none"> ➤ Professional and reflective researcher ➤ Non-participant observer ➤ Supportive colleague to research participants

Figure 1.1: Evidence of the audit trail of this study.

1.8 Outline of the study.

Chapter One introduced the research topic, gave the problem statement and the aim of the study. A presentation of the background, rationale and purpose of the study followed. The theoretical and the methodological contributions regarding the study and the research theme was discussed as well as the paradigm, the research design, and methodology selected for this study and, finally, the ethical considerations, which are presented in Chapter Three.

Chapter Two defines inclusive education and the theoretical framework that underpins the study. It includes the literature review of relevant literature examined for the study. In addition, the literature pertaining to inclusive education implementation experiences were discussed. The conceptual framework for this study was elaborated on.

Chapter Three presented the research design and methodology used in the study and described the research process. A discussion of the selected research design and the methodology used to collect data for this study were elucidated. In addition, the methods of data collection, data analysis and data interpretation were explained and concluded with a discussion of ethical considerations.

Chapter Four presented the research findings that emanated from the data analysis of the data that were collected, showed the findings and answered the research questions. The description which emerged during the inductive analysis of the content was included.

Chapter Five focused on a summary of the findings, a conclusion and recommendations for further studies. The contribution of the study regarding theory, practice and methodology was elaborated on. Finally, the limitations as well as the recommendations for further research, training, practice and methodology were discussed.

1.9 Concluding statement.

This chapter provided the background, rationale and purpose of the study and it generally orientated the reader to the educator-inclusive education implementation experiences of rural schools in the Amajuba District. The next chapter, Chapter Two, focuses on the relevant literature sourced for this study as well as the conceptual framework.

Chapter Two

2. Literature Review and Conceptual Framework

2.1 Introduction.

This chapter focused the attention on reviewing the literature relevant to this study. The study is about the experience of educators in implementing inclusive education in rural schools. The conceptual framework in this study is based on the bio ecological theory (Tudge, Payir, & Mercon-Vargas, 2016), and social constructivism (Losardo & Syverson, 2011; Nel et al., 2013; Snowman & McCown, 2012). Special attention is paid to structures at various levels, referral procedures and eventually to relevant documents which are used in inclusive education (DoE, 2014).

First, I conceptualised inclusive education in SA, after which I reviewed the literature while taking into cognisance the global trends that have a decisive influence on policy development and deal with transformation issues from a dual education system to a single education system. A general overview of three developing countries namely; Singapore, Ghana and Botswana was furnished. The discussion on the conceptual framework for this study was presented and finally a description of the implementation of inclusive education in South Africa and its challenges in various spheres of government followed.

2.2 Inclusive education.

2.2.1 Conceptualising inclusive education.

The concept “inclusive education” means different things to different people and is perceived differently by different nationalities. The concept of inclusive education also has diverse meanings for individuals, institutions and cultures (Artiles & Dyson, 2005;

Artiles & Kozleski, 2007; Fletcher & Artiles 2005; Walton, 2017). Black-Hawkins and Florian and Rouse (2007) create awareness of the selection of participants in various educational settings when they conduct studies. Although there are different interpretations, cognisance should, therefore, be taken of the different contexts although there are some common features running across all varieties of inclusion. These include philosophies such as building a democratic society, equitable, quality education and a belief that learners can participate in learning activities, including learners with learning barriers (Ainscow, 2009). Generally, inclusive education is mostly concerned with developing inclusive communities and education systems and putting inclusive education values into action (Booth, 2011a, 2011b).

The South African policies mentioned in point (vii) of the Screening Identification Assessment and Support policy (SIAS strategy) (DoE, 2014), had significant implications for education in general, particularly for inclusive education and special education. The majority of legislation governing this area came into existence after the first democratic election in 1994 (Clark & Worger, 2016). They aimed at introducing and promoting social justice and social cohesion (Donohue & Bornman, 2014). Furthermore, they concern the restoration of human dignity, equity, and to redress the imbalances of the past. The best way to do that was through the provision of education to all children to empower them to become independent (Lomofsky & Lazarus, 2001).

2.2.2 Historical trends and influences on South African inclusive education policies.

The United Education Scientific and Cultural Organisation (UNESCO) has been the driving force behind the implementation of the inclusive education policy. In 1994, the world conference on special education adopted the Salamanca report on support for

special education (Halpin, 2014; Hardy & Woodcock, 2015), which highlights the importance of access to mainstream school education, especially for learners with learning disabilities.

Discrimination was abolished in SA with the introduction of new legislation that came into existence after 1994, which promoted basic human rights as entrenched in the South African Constitution (Becker, De Wet, & Van Vollenhoven, 2015; Constitution of SA, 1996). Everyone should have a right to education in South Africa as it is enshrined in the Constitution. The state protects everyone's rights to education (Weishart, 2015). SA adopted and followed a similar approach in the implementation of inclusion, just like other African nations that had been previously colonised by Western countries (Engelbrecht, Oswald, & Forlin, 2006). The focus of inclusion is on respecting the rights of people with disability, the rights of children and educators (Nel et al., 2013).

The Salamanca conference held in Spain in 1994, had a decisive influence on how different countries viewed barriers to learning and development. Many countries, including South Africa, experienced a mind-shift from a dual education system to a unitary education system (Kauffman, Anastasiou, Bedar, Travers, & Wiley, 2016). This proved problematic, partly as a result of educators who were inadequately trained prior to 1994, when learners with disabilities were accommodated in special schools and therefore excluded from mainstream schooling system (Danforth & Naraian, 2015). What was fundamentally needed was structural change so that inclusive education could be implemented successfully (Phasha, Mahlo, & Dei, 2017), but stakeholders such as educators, and educator aids, generally felt unprepared to do so. The resultant changes in education in SA are characterised by a number of factors, some of which are related to policy, social, economic, political, cross-cultural, and contextual factors (Barton & Armstrong, 2007).

Prior to 1994, education history reflected the total neglect of black South African children (Engelbrecht et al., 2006). Special needs education was part of a fragmented education system, which was a result of policies under the separate education system (Muthukrishna & Schoeman, 2000). Separate educational facilities for children with special needs were founded on the medical deficit model (Naicker, 2005), which locates barriers to learning inside the learner and this approach had an impact on thought, teaching and practice (Naicker, 2005), and resulted in an educator-centred approach in the classrooms.

The South African Schools Act of the Republic of South Africa (RSA), (DoE, 1996), emphasises the importance of education as a basic human right. In addition the South African Constitution stresses that all learners have a right to equal access to educational opportunities (Engelbrecht et al., 2006). The report of the National Commission on Special Education and Training (NCSNET) and the National Committee on Support Services (NCESS) in 1997 (DoE, 1997) were driving forces in the implementation of inclusion education in the RSA and other countries. The report stresses the importance of a mind-shift from focusing on intrinsic barriers within the learner to a systems approach. The key activities in this system are identifying and supporting the needs of learners with barriers to learning, development and participation.

White Paper 6 (WP 6) was published in 2001 to build an inclusive education and training system (DoE, 2001). This policy provides the framework for systemic change with the objective of devising strategies oriented towards building the capacity of the system to respond to the full range of barriers to learning. In addition, Education White Paper 6 outlines the rationale for inclusive education, which includes education for learners with special needs; and the development of an inclusive education and training system. These policies were strategies aimed at attaining inclusive education goals. The

key concepts of inclusion are accommodation, access, equity, redress, and equality (Engelbrecht et al., 2006). White Paper 6 (DoE, 2001; Howell & Lazarus, 2008) states that schools should accept all children of school going age, irrespective of their psychological, physiological, linguistic, social background or any other challenges.

The main purpose of policies is to curb the unnecessary placement of learners in special schools by providing the guidelines for early identification and providing support in the mainstream schools (Phillips & Kelly, 2018). It is essential to determine the nature and level of support required by learners in order to identify the best learning sites for learning support to occur. The legal framework also provides guidelines to the central role of parents, stakeholders and educators in implementing the education department's policies.

Despite the enabling policy described above, the implementation of inclusive education in South Africa is slow and only partial (Wildeman & Nomdo, 2007). The reasons for this are numerous and relate to problems that affect the general education system as a whole. In addition, the role of special schools, support structures, poverty, and parents' illiteracy, amongst other issues, are challenges to inclusive education implementation (Engelbrecht, Oswald, & Forlin, 2006; Stofile & Green, 2006).

The guiding principles to ensure that learners with special needs are accommodated in the mainstream curriculum are presented in full in the curriculum and assessment policy statement (CAPS) document (DoE, 2011). These principles emphasise practical methods of teaching preparation to school management and educators that could enhance the teaching and learning process required for different kinds of learners in the classroom. In spite of these developments, some say that inclusive education implementation is dwindling and inequitable in SA (Wildman & Nondo, 2007) and some say that there is an improvement in this area.

2.3 The implementation of inclusive education in some sub-Saharan Africa and other developing countries.

Research conducted in developing countries showed success in the implementation of inclusive education with respect to several key issues. Those issues include the attitude of principals towards inclusive education implementation, and training and provision of resources by the governments of those countries. Sage and Burrello (1994) and Mushoriwa (2001) reported increased capacity-building in the implementation of inclusive education in developing countries in Asia and in Africa. For the purpose of this study, three developing countries that have made significant improvements in inclusive education implementation were discussed in the points that follow. Comparisons were made between these countries and South Africa. The developing countries studied and compared to South Africa were Singapore, Ghana and Botswana.

2.3.1 Implementation of inclusive education in Singapore.

In a study conducted in Singapore by Chong, Lee, Tan, Wong and Yeo (2013), it was revealed that the people of that country, including the educators, embraced inclusive education. Despite being a relative newcomer to inclusion, Singapore prioritises the training of teachers (Sharma, Forlin, & Loreman, 2008), and during their training, students have the opportunity to visit special needs schools and attend special needs classes (Sharma et al., 2008). However, even though inclusion was stipulated in the legislation of that country, this did not lead to being put into practice. According to Yeo et al. (2014) educators are central to the adequate implementation of inclusion, but they require proper training to do so (Sharma et al., 2008). Singapore's education system is similar to the education system in SA in terms of their multilingual and multicultural policies. Furthermore, there is a need for educator assistants and also the need for parental

involvement in school matters, these two countries are the same (Hornberger & Vaish, 2009; Nel et al., 2013).

2.3.2 The Implementation of inclusive education in Ghana.

According to Alhassan (2014), the Ghanaian education department adopted a policy of integration of all children with special needs in ordinary schools using the Education Strategic Plan 2010 to 2020. From 1992, learners with mild or moderate disabilities started to be admitted to mainstream schools in the country (Kuyin & Desai, 2008). When Alhassan (2014) compared the Ghanaian education system with the South African education system, he found that, with regards to educators' implementation experiences, that both countries shared similar characteristics in terms of a lack of educator training on inclusion (Agbenyega, 2007), deficiencies in educator attitude, and an inadequate state of readiness, all of which were areas that contributed to the non-implementation of inclusion. However, other studies have identified some key elements hampering the implementation of inclusion in Ghana, such as educators' attitude, their knowledge and skills as well as school organisation of inclusive programmes (Alhassan, 2014). In addition, the lack of regular in-service training sessions of educators (Ocloo & Subbey, 2008), a lack of support from principals, and rigid school programmes were amongst the hindrances which were pointed out.

2.3.3 Implementation of inclusive education in Botswana.

The Botswana government admits learners with learning barriers and specific learning difficulties to their public schools (Kuyini & Mangope, 2011). The Revised National Policy in Education (RNPE) of 1994, which emphasises access to education, sought to capacitate educators to be well equipped to roll out inclusion in the mainstream schools (Kuyini & Mangope, 2011). Mukhopadhyay, Molosiwa and Moswela (2009) strongly

believe that the success of inclusive education implementation rests on quality educator preparation that gears them towards achieving inclusive education. Two of the colleges of education offer diploma qualifications in secondary school education and four colleges offer diplomas in primary school education (Kuyini & Mangope, 2011). These training programmes specialised in specific domains such learning difficulties, mental retardation, visual impairment, and so on (Akyeampong & Stevens, 2002). The aforementioned training programmes follow the suggestions of UNESCO's agenda for capacity-building from the 1990s to increase the educators' knowledge and skills (Mangope, 2017) for the implementation of inclusive education.

2.4 Addressing Barriers to Learning through Inclusive Education in Rural Schools in South Africa.

2.4.1 Rural schools.

According to the Centre for Education Development Policy (CEDP), no two researchers describe rural schools the same way. There is no consensus in the way the researchers view and describe urban and rural areas (Gardiner, 2008) as they define "rural area or remoteness" differently (Saloojee, 2009). Many researchers define it in terms of the settlement, demographic patterns, economic activities, socio-cultural activities or historical factors (DoE, 2005). International literature defines remoteness in terms of population size, economic activities, socio-cultural factors and poor infrastructure (Kelly & Fogarty, 2015). Therefore, the school situated in a community such as the one that complies with the factors listed above by Kelly and Fogarty (2015) is seen as a rural school. In many instances, such schools are state-subsidised or regarded as no-fee schools. In this study, "rural school" refers to schools which are situated in an isolated or remote area, with low socioeconomic status, a high unemployment rate, low population

density and either unavailability or limited availability of resources (Ballantyne & Mylonas, 2001; Stokes, 2002). Some researchers suggest educator candidates who were born in a remote area are more likely to be successful in a rural school (Azano & Stewart, 2015).

The South African government pays the salaries of educators for rural schools. Large amounts of the financial allocations are for minor infrastructural adjustments to buildings, and also to paying for equipment as well as to pay for day-to-day running expenses of the school (Fawles, Butler, Cowen, Streams, & Toma, 2014). Parents contribute to financing the school's operating expenses (Mestry, 2014). According to the South African Schools Act (1996), the school governing bodies (SGBs) supplement the resources that are supplied by the government in order to improve the quality of education (Ndimande, 2016). Schools are broadly divided into "no-fee" and "fee-charging" schools (Mestry, 2014), but specifically into five categories or quintiles, with the poorest schools being quintile 1, and the more affluent classified in quintile 5 (Mestry & Ndhlovu, 2014).

2.4.2 Categories of schools in South Africa.

According to White Paper 6, which came into existence in 2001 (DoE, 2001; Human Rights Watch, 2015), schools in South Africa are classified into three main categories, namely: mainstream schools, full-service schools and special schools (Human Rights Watch, 2015). These schools are described below:

2.4.2.1 Mainstream/ordinary schools.

According to the DoE (1996), the mainstream schools or public schools accommodate learners with special educational needs. The local mainstream school is a centrally located school situated close to where the learners live (DoE, 2005). Mainstreaming is

equivalent to the principle of normalisation, which suggests that people living with disabilities are entitled to access equal education opportunities (Swart & Pettipher, 2005). The responsibility of mainstream schools is to address the diverse barriers to learning in an inclusive education setting.

2.4.2.2 Full-service schools.

The full-service schools may accommodate learners whose barriers to learning are not serious and will accommodate learners with diverse needs. These schools cater for both disabled and non-disabled learners and will model the expected behaviour to other mainstream institutions reflecting inclusive cultures, policies and practices (DoE, 2005). The full-service school must service a number of schools in the circuit by providing learning support to learners who have learning difficulties.

2.4.2.3 Special schools as resource centres.

White Paper 6 (DoE, 2001) stipulated that special schools should not serve their traditional role as schools for disabled learners. While they would still accommodate learners with high support needs, they should mainly be resource centres for other schools. They would therefore provide assistance and expertise to full-service schools. A good education is provided to learners with barriers to learning and special schools are equipped to support these learners. The White Paper 6 (DoE, 2001), states that resource centres, known as special schools, should be supported by all stakeholders.

District-based support teams will incorporate special schools to provide expert support in areas like assessment, curriculum and instruction to the neighbouring schools. This support would be directed to educators as well as learners of all schools in the district using the expertise and the collaborated effort of professionals, who are regarded as members of the transdisciplinary teams (Engelbrecht & Green, 2007). This

demonstrates that special schools will form a stronger support base or network to mitigate support-related challenges to learning and development. The support would be provided by various support structures, including the district-based support teams, full-service schools and special schools. The Department of Education pledged its support at various structural levels, namely the district, the province and the national Department of Education.

2.4.3 Barriers to learning.

Barriers to learning refer to complications that may arise in the education system or among learners which affect their learning process and growth (DoE, 2014). Barriers to learning are obstacles, circumstances that keep factors apart, preventing communication and the acquisition of knowledge (Nel et al., 2013). Barriers to learning and development are divided into two broad categories, namely extrinsic barriers and intrinsic barriers (Bornman & Rose, 2010).

Examples of extrinsic barriers are systemic and pedagogical barriers, which are obstacles located in the system, such as the language of teaching and learning, an inflexible curriculum, and the inadequate training of educators (Donald et al, 2010). Intrinsic barriers are physical, sensory, neurological barriers, language deficits and cognitive barriers (Nel et al., 2013).

2.4.4 The process of learning support.

Learning support is about the provision of support services to schools, educators, parents or caregivers and learners. It aims at addressing elements such as growth and targets the educational needs of learners at different stages of development (Donald et al., 2010; Nel et al., 2013). According to Landsberg et al., (2016), learning support is constructivist in nature. Naicker (2007) believes constructivism involves self-understanding and

understanding others, as well as every situation, while making meaning is all fundamental to constructivism (McMahon, Patton, & Watson, 2003).

In constructivism, the assessment focuses on finding links between clients' experiences and new knowledge. The past and present form an individual as a system, and its influences shape him or her for the future. The individual is a product of past influences but chooses whether they want to be influenced or not (Mason, Conrey, & Smith, 2007). These different components from the learners' individual pasts form the present whole, which in turn influences the future (Iya, 2001).

2.4.5 Levels of support required in the system.

This study focused on the utilisation of support structures in the system as according to Bronfenbrenner, which is mentioned in section 2.5.4. These structures are the national training team at the national level; the provincial training team at the provincial level, at district level, a district-based support team (DBST), and, at school level, the school-based support team.

It is the main function of the school-based support team (SBST) to support those learners at school level who are at risk. The South African education system recommends that the education and training system (DoE, 2001, p. 5):

... should work hard to promote education for all and to foster the development of inclusive and supportive centres for learning. This would enable all learners to participate actively in the education process so that they could develop, extend their potentials and participate as active members of the society.

The above statement highlights the clear vision and direct intention of the South African education system as far as the support of learners with barriers to learning are concerned. It is evident that the South African government is fully committed to supporting learners

who are experiencing barriers to learning and development with a view to reducing these barriers. Parents are an integral part of raising the child as they spend many hours together with the child at home. The role of the parent is described briefly below.

2.4.6 The role of parental involvement in inclusive education.

According to Engelbrecht et al. (2005), the family provides a safe haven for a child to explore the environment. If the child needs assessment, parents should send the child to a therapist, educational psychologist, clinic or hospital. The health professional will prepare the report, which must have recommendations for the parent, the educator and the learner (Mohangi & Archer, 2015). The educator needs to acquire the necessary knowledge and skills and record the processes as they will be implementing the recommendations. Implementing the therapist's suggestions in the teaching and learning situation (collaborative teamwork) will be of benefit to learners in different social contexts (Landsberg et al., 2011). The collaborative team gets information from parents or caregivers, including medical history, family structure, developmental delays and communication.

The summary below suggests how parents may be involved, what their children's needs and, finally, their responsibilities are in order to participate in the school activities of their children.

2.4.6.1 Parent contribution.

Parent contribution involved two categories, namely information provided by parents to the school and what the parents need from the school their children are attending. Information, collaboration, resources and policy are essential aspects of parents' contribution to the school to function well (Sedibe & Fourie, 2018; Selolo, 2018).

Engelbrecht, Oswald, Swart, Kitching and Eloff (2005) and Menstry and Globler (2007) offered the following information about parental involvement:

2.4.6.1.1 information.

Parents should provide the necessary information about their children. They may give information about strengths, difficulties, likes and dislikes and their historical development – parents should give all the necessary information.

2.4.6.1.2 collaboration.

This is the opportune time to generate physical and psychological space to attend to school activities in the house, such as supporting the completion of school assignments, and assisting with reading. Participating in the support programme with the educators is of importance.

2.4.6.1.3 resources.

These include the educator support material, the mechanisms in place for fundraising to purchase assistive devices. Parents will give support only if they know why and how they should assist with activities such as fundraising.

2.4.6.1.4 policy.

Parents would give valuable information during the decision-making process, informing policy, as the members of school governing bodies at the school that the learners attend. They may also form advocacy groups for inclusive education implementation at the school.

2.4.6.2 *parent needs.*

This refers to the needs of parents about their children's learning at school. The school must communicate; liaise with the parent component, provide psycho-education on parenting style, and lend parents the necessary support.

2.4.6.2.1 *communication.*

Keeping lines of communication between the school and home open could yield better results. This could be done by means of written, oral, or electronic communication messages, homework diaries and so on.

2.4.6.2.2 *liaison.*

Liaison could take place through both official and non-official communication with the educators and non-teaching staff as well as when doing home visits.

2.4.6.2.3 *education.*

The parents need guidance on good parenting skills and styles. To educate parents, workshops and various other forms of activity could be used. Adult education is the best way to empower parents through education. This will help with poverty alleviation strategies, enabling them to support their families and to pay school fees on time.

2.4.6.2.4 *support.*

Support groups could also be another way to involve parents. Parents may support their children if they have learning difficulties or suffer from any impairment. Parents may also be given access to counselling services they may require for supporting their children.

2.5 Processes and structures to evaluate the implementation of inclusive education.

According to the SIAS strategy (DoE, 2014) each school is supposed to have a structure that is in place to monitor and evaluate the support programmes in that school, including those learners who are HIV/AIDS-infected (Hoadley, 2007). This structure includes the principal, deputy principal and heads of department, SNES, transdisciplinary teams and multidisciplinary teams. The school-based support team (SBST) will have three portfolio committees; which are the learner support team (LST), teacher support team (TST), and whole-school development team (WSDT). The learner support team (LST) is a portfolio committee which looks after the interests of learners with barriers to learning (Hoadley, 2008). The TST looks at the emotional issues of educators and the integrated quality management system (IQMS). The integrated evaluation system has a purpose to monitor and evaluate the performance of educators for the purpose of skills development and job satisfaction evaluation (Dehaloo, 2011). The whole-school development team (WSDT) identifies issues affecting the entire school community, like planning, financing and allocation of duty loads, which depend on the institution's vision and mission (Hoadley, 2007)

2.6 Insufficient facilities, assistive devices, and infrastructure.

Assistive devices, or assistive technology as some people call it, represent potential aids for people with challenges which might lead to improvement in the person's quality of life (Velazquez, 2010). Assistive devices may in some instances be required in schools. Such assistive devices could be magnifying glasses, embossed LTSMs, voice recorders, or computer-aided instruction. Encouraging learners experiencing learning disabilities demands resources that could assist educators in the implementation of inclusive education (Pillay & Terlizzi, 2009). Assistive devices may also be related to

accommodating learners with learning barriers such as accessible buildings, appropriate instructional materials and the application for concessions with the Department of Education on time (Mutloatse, 1997). In some rural areas the lack of basic services hinders the progress of learning. Such basic services are water, electricity and toilet facilities (Unicef, 2000). Unsafe and dilapidated buildings are a concern which hampers the successful implementation of inclusive education. The high unemployment rate, poverty, single parenthood as well as children raised by grandparents are factors seen as aggravating the situation (Mudau, Mutshaeni, & Runhare, 2015).

2.7 Inadequate knowledge, skills and training of educators to implement inclusive education.

Studies conducted before revealed that there was a perceived inability to manage diversity, leading to feelings of fear and a lack of hope. Furthermore, there is a misconception and misunderstanding of the idea of inclusive education (Gal, Schreur, & Engel-Yegel, 2010). Confidence levels have been shown to increase with training and exposure to specific relevant situation knowledge in utilising explicit intervention (Jung, 2007), meaning the improvement of a specific educator programme that focuses on preparing and preserving educator candidates for working with and teaching with special learners. In view of this information, the need for further training and on-going in-service training is believed to require urgent attention (Ashman & Conway, 2017). The current in-service training does not address the needs of teachers, thus these programmes need to be reviewed or revised. Another area of concern is the management of large classes with high teacher-learner ratios, which must also receive the attention of the education authorities (Ashman & Conway, 2017).

2.8 The role of educators in inclusive education.

Research indicates that inclusive education and educators' positive attitude towards inclusion are related (Avramidis & Norwich, 2002). Educators with training in inclusive education showed a positive attitude to inclusive education implementation, irrespective of their professional roles (Lee, Yeung, & Tracey, 2015). Educator training equips educators with sufficient knowledge to include learners with barriers to learning in their classrooms. These educators would moreover be better able to execute teaching strategies in a well-coordinated fashion.

Educators teaching lower grades are likely better to be able to implement inclusive education than educators of learners in the higher grades (Sharma et al., 2008). Educators who have some form of disability tend to implement inclusive education more empathetically than educators who have no disability at all (Sharma et al., 2008). Educators who have been reported having had some form of direct contact with people living with disability tend to do better in terms of educating children who have learning impairments than their other counterparts (Sharma et al., 2008). This point, which links very closely with the training of educators, received insufficient educational support and educator support. Unlike in-service educators, pre-service educators are more likely to implement inclusive education and those who are better qualified have a positive attitude towards inclusion (Hastings & Oakford, 2003).

2.9 Perception of educators on inclusive education implementation.

According to recent studies on the perception of educators in respect of inclusive education implementation, they still consider that it is hampered by the lack of resources, attitude and action of educators in the classroom, and contextual challenges (Engelbrecht, Nel, Nel, & Tlale, 2015). Learners have a tendency of not accepting learners with

disabilities in their classes (Engelbrecht, Nel, Nel, & Tlale, 2015). Donohue & Bornman (2015), in a study they conducted, they found that educators were happier to include learners with Down syndrome in their mainstream classes when compared with the inclusion of learners with other kinds of disabilities. Educators with sufficient resources, and adequate training, which includes hands-on experience of children with disabilities, could positively influence their attitudes to the inclusion of learners with disabilities in their classrooms (Donohue & Bornman, 2015).

2.10 Conceptual Framework.

The conceptual framework incorporates social constructivism, and the person, process, context and time (PPCT) model (systems theory) of Bronfenbrenner (2005). I strongly believe that these two theories are specific theories that can help me to answer the research question. Inclusive education is essentially built on constructivist theory as well as Bronfenbrenner's bio ecological systems theory (Nel, Nel, & Hugo, 2014). These two theories helped me to show how various systems, in which a learner exists, can influence the learner's behaviour, academic performance and other areas of life in general.

The research questions which this study intended answering appear in section 1.6 in Chapter One. An evidence-based approach is followed in this study, documenting referral procedures. Du Plooy-Cilliers, Davis, Bezuidenhout (2016, p. 9), stated: "You need to be able to defend arguments or claims you make and back them up with evidence." These research questions will be answered in Chapter Four. The distal effects will be the final result, which will assist me with analysing and interpreting results, and in the final instance leading to reporting on the findings and recommendations in Chapter Five. The following table presents an overview of the conceptual framework for this study.

Type of School	Proximal effects	Change Effects	Distal Effects
Mainstream	Social constructivist theory, and PPCT (systems theory) model	Who, which, what, where, how and when?	Desired outcomes
Full service	Social constructivist theory and PPCT (system theory) model.	Who, which, what, where, how and when?	Desired outcomes

Table 2.10: The over-time proximal change effect table (adapted from Landsberg et al., 2013, p. 10-15)

There are two theories, in my view, that underpin this study. Those theories are social constructivism, and bio ecological systems theories. These theories are most suitable to illustrate how various systems, in the context in which the learner exists, can influence their behaviour and academic progress at school and life in general. The following three sections focus attention on the constructivist theory, social constructivism, and cognitive constructivism, with special emphasis on Piaget's theory. I demonstrated how these theories applied directly to inclusive education implementation in full-service mainstream schools.

2.10.1 Constructivist theory.

The term constructivist, constructivism, interpretivist and interpretivism are used interchangeably in literature, but their meaning depends on the purpose of the user. The exponents share the goals of understanding the complex world they live in (Denzil & Lincoln, 1994). The exponents subscribing to this truth believe that the mind is active in

the construction of knowledge and not passive. The proponents of constructivism subscribe to an idea that truth is constructed or created and not discovered. This is seen as the pluralistic and plastic character of reality. Reality can be expressed in numerous ways, including language systems and symbolic expressions, depending on the purpose and intention with which one wishes to use it for (Denzil & Lincoln, 2000).

In this study, I put forward the argument that there are multiple realities, which depend on a person's interpretation of the matter. These interpretations naturally also differ from person to person, depending on their context. In addition, according to this perspective, the reality is socially constructed, therefore meaning diverse interpretations.

The constructivist theory was used in this study as one of the theories which are highly suitable. According to the constructivist theory, knowledge and learning are not passively imparted from one person to another, but an individual is active and continuously constructs knowledge by using their experiences and reflections (Donald, Lazarus, & Lolwana, 2010). Snowman and McCown (2012) posit that the constructivist theory comprises cognitive, critical and social constructivism. Constructivism is a theory based on the scientific observation of the way that people learn. People construct their own understanding and knowledge of the reality in the world they live in. Knowledge is constructed through social experiences; therefore it is important that learners work collaboratively at the interpersonal level. This can be done through discussions, problem-solving projects and group discussions. Educators are to create an exploratory climate in which learners adopt self-discovery learning approach, which is learner-centred...

The inclusive education approach is founded on the constructivist perspective, and the constructivist theory is associated with the work of Piaget, Bruner and Vygotsky (Donald, Lazarus, & Lolwana, 2010), who declare that constructivism is important to education. As a disciple of the constructivist theory, I am opposed to the notion of the

learner who is perceived as an empty vessel that needs to be filled. Positivists see truth as obsolete and believe that there is an unchanging truth which is to be discovered and proved. I will now turn my attention to two sub-components of the constructivist theory, namely social constructivist theory (Vygotsky) and cognitive theory (Piaget), which I think are substantially applicable to inclusive education implementation.

2.10.1.1 Social constructivist theory.

With social constructivism, meaningful learning occurs when individuals construct their personal interpretation and meaning of the world (Losardo & Syverson, 2011; Nel et al., 2013; Snowman & McCown, 2012). This process may be affected by filtering new ideas and experiences through existing knowledge structures or schemes. The effective conception of knowledge is teaching (Donald et al., 2010). Knowledge structures are created from the interpretation of personal experiences and from interacting with others. The social constructivist theorists believe that knowledge is constructed through social contacts, sharing ethical codes of practice, attitudes, values and belief systems. (Amineh & Asl, 2015)

Vygotsky believed that learning is effected from within the zone of proximal development (ZPD) (Berk, 2013; Landsberg et al., 2016). What a child cannot do alone is possible with the help of able adults. By questioning, prompting and suggesting strategies within the ZPD at a level of difficulty that is suitable, the learner is able to master the learning content. Scaffolding is recommended and is moreover perceived to be the assistance that is provided when teaching takes place to suit the child's present performance level (Donald et al., 2013) by modelling the required assignment to learners with intellectual differences (Bornman & Rose, 2010; Kirk et al., 2006). Guided participation allows for variations across situations and cultures (Berk, 2013). The educational implications, according to Vygotsky (1996), are reciprocal teaching and

learning that are cooperative. Reciprocal teaching involves an educator and up to four learners who are collaborating, alternating in guiding the dialogue on the text being discussed (Berk, 2013; Donald et al., 2013). Group members apply four cognitive strategies, namely questioning, summarising, clarifying and predicting (Berk, 2013). Cooperative learning is where a group of learners work towards achieving shared objectives or goals (Donald et al., 2013; Ensor et al., 2009; Karpov, 2003). In a group they settle diverse views, sharing responsibilities and providing each other with sufficient clarifications to amend misapprehensions. In the section that follows, I focused my attention on cognitive theories

2.10.1.2 Cognitive constructivist theory.

Cognitive constructivism is a product or theory of Piaget who studied child development systematically, from birth to 12 years. Cognitive constructivism considers the internal or cognitive developmental phases and critical constructivism is aimed at. “reforming environments in order to improve the success of constructivism applied as a referent” (Tayler, 2001). It is imperative that learners collaborate at an interpersonal level. This can be done through cooperative learning, group work, and discussions (Davidson, Majo, & Michaelsen, 2014). The educators are compelled to create exploratory opportunities, group work, discussions and engage the learners in problem-solving activities (Donald et al., 2010).

According to Piaget’s theory there are four stages of a child’s development. The researcher planned to observe the classroom activities in Grades 2 and 3, foundation phase classes. Learning at this stage of development occurs at the concrete operational thinking level because it caters for the ages of 6 to 9. Children at this stage of development are capable of operation, but solve problems by generalising from concrete experiences. Social interaction with peers at this stage of development involves less

egocentrism and less development of new schemes. Instruction must be tailor-made to accommodate the way they learn, and as a result teaching in this way may hasten the development of new schemes that have begun to form. An educator who ignores this principle may become a barrier to learning by the learners entrusted to their care by creating confusion and contributing negatively to low or negative self-concept (Berk, 2013; Snowman & McCown, 2013).

2.10.2 Bronfenbrenner's bioecological systems theory.

The bioecological paradigm places the person as an active individual functioning within multiple social systems that are interconnected and interrelated (Mampane, 2010). I chose this theory to guide me because it emphasises the concepts of personal meaning, holism, subjectivity and the continuous reoccurrence of influences (Rose & Tudge, 2013; Tudge, Mokrova, Hatfield, 2009). The bioecological theory portrays the child as a dynamic being who continues to structure their environment by bringing meaning to their development while interacting with the environment (Lindbergh et al., 2016). The school context is one good example of the bioecological influence because the child interacts with this kind of environment, which ensures optimum development (Mampane, 2010).

In his bidirectional relationship that exists between the learner and the environment, I strongly believe that the bioecological theory, particularly the PPCT model, better helped me to explore the interactions between the developing learner and their contextual environment. The four interacting agents in Bronfenbrenner's PPCT model are needed to understand how the different levels of a system in the social context interact (Barfield & Driessnack, 2018). The person factors refer specifically to intrinsic factors related to behavioural tendencies. The person factors play a role in the theory as they are primary mechanisms for producing human development (Elliott & Tudge, 2007). These mechanisms guide the way that knowledge is gained by an individual and how they

understand their own experiences and interpret their own world (Tudge, 2008). As a result, it is imperative not to ignore the complex and dynamic interactions which occur between the participants and their immediate environment (Mampane, 2010).

2.10.2.1 Process factors.

When conducting this study it became important to explore participants' experiences of inclusive education implementation. It was important to note the parents and educators in their immediate environment of proximal processes in which the learners would learn. This pertains to a great degree to support provided by parents of learners, including the struggling learners, in respect of demanding academic work. Furthermore, one may ask: What is the attitude parent's display towards education and how do these factors impact on children as they learn (Slomp, Mombourquette, & Marynowski, 2018)? Moreover, what knowledge do parents and educators have which either motivate or demotivate learners as they interact with their environment? If parents are interested in education and the provision of resources that may reinforce acceptable behaviour, this may enhance a love of learning in their children.

Environment alone, however, does not guarantee that a learner interacting in that environment will experience a love of learning. This only means that learners may become active in learning if the environment promotes spontaneous learning among learners (Grabs, 2018). Effectiveness learning will vary according to the characteristics of the environment in which it is occurring, also depending on the person's living environment and the nature of their developmental goals (Grabs, 2018). This is indicative of a learner's agency with the capacity to transform some areas of their immediate environment, which may enhance learning to attain expected goals.

2.10.2.2 Person factors.

The biopsychological characteristics of a person produce a development outcome. The bioecology model acknowledges the personal attributes a person brings into a social situation, such as ability, personality, achievement and temperament (Elliott & Davis, 2018). The ecological factors and personal attributes can shape the course of future development through an individual's capacity to determine the direction and power of future development throughout their life's course (Tudge, Payir, Mercon, Vargas, Cao, Laiang, Li, & O'Brien, 2016). There may be intrinsic and extrinsic barriers to learning that may hinder the smooth development of a learner, preventing their achieving expected learning outcomes. Intrinsic barriers may be found inside the learner, such as ADHD, dyslexia, or epilepsy, to mention a few, whereas an extrinsic barriers may appear in the form of the language of teaching and learning not being the mother tongue, overcrowded classrooms, or a shortage of learning-teaching support materials (LTSMs).

In my view this bioecological model corresponds well with the social constructive model paradigm that I had chosen. It validates my belief that the participants in the study have the inclination to enhance the process of interaction between the particular features of persons, objects and symbols in their environment.

2.10.2.3 Contextual factors.

Proximal processes are influenced by the contexts in which they occur (Elliott & Tudge, 2007), the context having an impact on the individual person's environment (Mampane, 2010). There are forces that operate within the bioecological model that mutually influences the role-players, persons, and the context in which they operate (Bronfenbrenner & Morris, 1998). The PPCT model depicts the person at centre stage of all interaction in the context in which they occur.

2.10.2.3.1 Microsystem.

The microsystem is characterised by individuals and events that are close to a person in life. Examples of such influences include peer group, school, family and neighbourhood. There are recurring patterns of behaviour such as activities, interpersonal relationships, experiences as an individual develops in a particular environment (Bronfenbrenner & Morris, 1998). Parents, educators and peers, the so called “significant others”, play an influential role in the life of a developing child (Swart & Pettipher, 2005). In view of all these facts highlighted above, I am convinced that the culture, belief systems and patterns of behaviour of parents, educators, peer group, and friends either influence the developing child negatively or positively (Bronfenbrenner, 1995).

2.10.2.3.2 Mesosystem.

The mesosystem focuses the attention of interactions and connections that occur between the microsystems relevant to a growing child (Lawson, 2005). Parental neglect, poverty, or the inadequate training of educators relating to inclusive education could be cited as examples which relate directly to this study.

2.10.2.3.3 Exosystem.

The exosystems are elements where the learner is not directly involved, but they nevertheless have an influence on the people who have proximal relationships with that person in their microsystem. It comprises the connections to the processes that take place between settings, which does not involve the developing child directly (Lawson, 2005). Even if it does not directly involve the child, it somehow influences the child (Lawson, 2005). The decisions made by the policy-making bodies governing the school regarding the admission of learners to the mainstream school may adversely affect the child who

has barriers to learning but stays far from a special school by refusing that child admission to that particular mainstream school nearest to that learner's place of residence.

2.10.2.3.4 Macrosystem.

Macrosystem refers to beliefs, attitudes, ideologies, and values found in the systems of society, including culture, or influences by other systems. Values, attitudes, beliefs and culture may include elements such as social cohesion, democracy, social justice, equity, equality and Ubuntu (Kempthorne, 2018). These shared values, history, beliefs and symbols guide the behavioural patterns of society, with which, strictly speaking, the community demands nothing except compliance (Lawson, 2005). It is not impossible for the macrosystem to influence the microsystems as values or codes of ethical practice are put into practice in the proximal process by individuals.

Similarly those everyday occurrences may influence the microsystems, which mean that the individuals have an ability to influence the value systems, attitudes, and laws promulgated in parliament (Miller, 2018). Local disability forums may influence government to pass non-discriminatory laws which favour them, such as the Employment Equity Act. They may force the government to reward the companies that employ people living with disabilities.

2.10.2.3.5 Time factor.

Lastly the chronosystem examines continuous development occurring in time as integration occurs between the systems and other influences on development (Swart & Pettipher, 2011). The events occur in time and in space across history. All that happens is time-bound and when it happened can thus be accounted for. It also happened in a specific location. Both location and time have value during the interaction and connection

as they reciprocally influence each other again as they occur between the factors of the PPCT.

2.11 The interaction and the bi-directional influences of education system according to Bronfenbrenner's theory

When investigating the educator-inclusive education implementation experience, it is of importance to keep in mind the interaction and the bi-directional influences which occur as a result of mutual influences during inclusive education implementation in inclusive schools (Swart & Pettipher, 2011). These social systems such as family, school, peers and society in general interact with each other, involving all the participants. The politics and economy of South Africa have a decisive influence on communities' current economic and social conditions. Interconnected social systems interact reciprocally, thereby influencing the other systems from the bottom up (microsystem to macrosystem) to the top down (from macrosystem to microsystem) (Swart & Pettipher, 2005).

According to Landsberg et al., (2016), the bioecological model is based on the assumption that there are proximal processes that interact to determine a person-environment fit. This approach maintains that the individual is not isolated but developmentally affected by many systems, such as school, community, family, and society (Bronfenbrenner, 2005). Nel et al (2014), state that educators are able to understand complicated effects, relations and associations between different structures and learners because of this theory. In addition, this theory views the multidimensional model relating to human development as well as looks at the layers of interacting systems that result in growth and development. The development takes place in all dimensions (Nel et al., 2013), which are "physical, psychological, social and cultural aspects of human development" (p.11).

The diagram below illustrates Bronfenbrenner's bioecological systems theory with its varied systems.

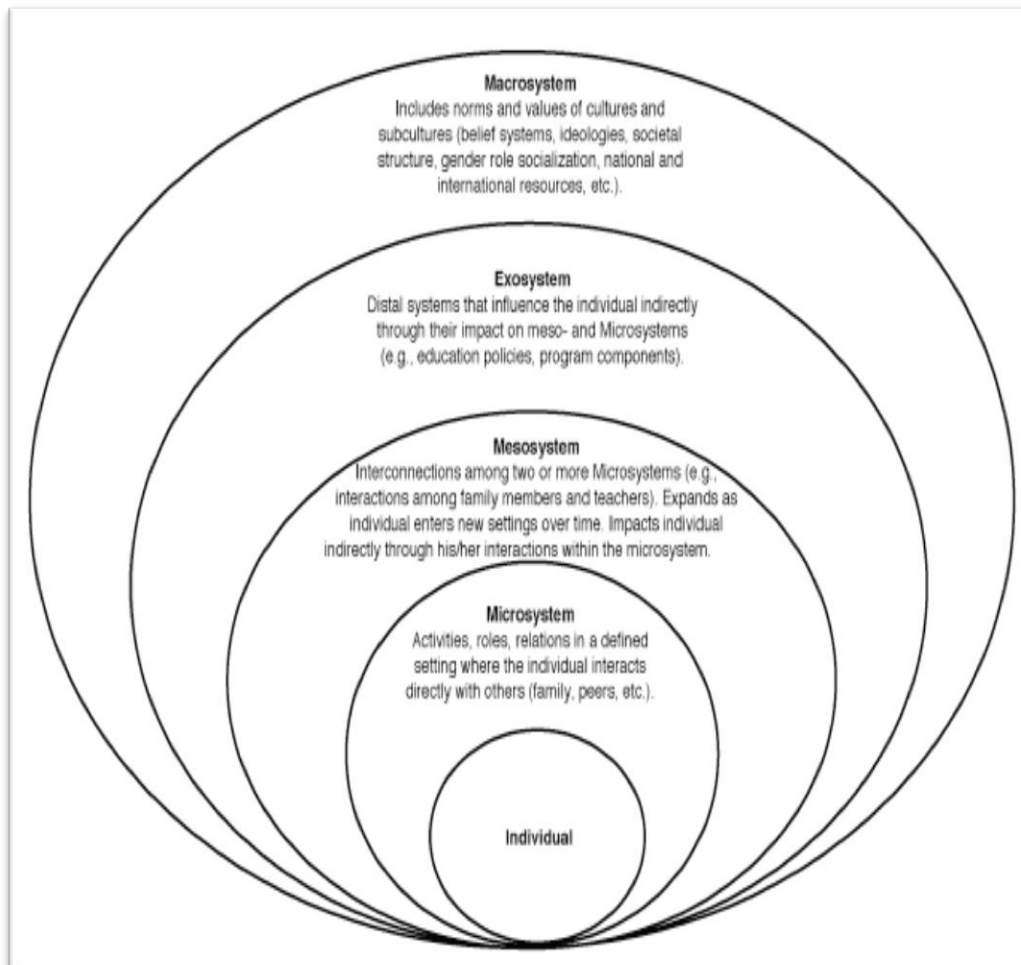


Figure 2.1: Bronfenbrenner's bioecological systems theory with its varied systems, adapted from Landsberg et al., 2016

The microsystem is characterised by events which occur closer to an individual in life. The microsystem, according to the bioecological system theory, demonstrates how the home is directly linked with other subsystems such as the mesosystem, which refers to the interactions between various microsystems. Society has its norms, values, cultures and unique traits that are specific to that society (Donald et al., 2013). The bioecological system theory determines the level of comfort and satisfaction of human beings. It may be useful for inclusive education educators to consider the influences of microsystem,

mesosystem, exosystem, macrosystem and chronosystem (Landsberg et al., 2013). The structural levels are seen as representing different levels of support, as shown in the diagram below:

Level of support	Structure or levels	Support function
National level Management Provision made by WP 6 for broad management	Macrosystem	Provision made by WP 6 for broad framework or learning support
Provincial level policies	Exosystem	Implementation of educational inclusion in consideration of context or provincial needs
District level	Mesosystem (DBST)	Provision of integrated support to educational institutions in order to develop effective teaching and learning
School level	Microsystem (SBST)	Identification and addressing barriers to learning in context as well as promoting effective teaching and learning

Table 2.2: Levels of support in the South African context (DoE, 2002, p. 10)

Bronfenbrenner talks of the interconnectedness of the system to make up the whole system (Landsberg et al., 2016). The levels, as shown and explained in the table above, give a clear indication of levels and structural supports that apply in the South African context.

2.11.1 Support at national level.

It is the responsibility of the national Government to formulate policies and to provide guidelines to provinces on how to implement those policies. According to Landsberg et al., (2016) Bronfenbrenner regarded the macrosystem as the policy-formulating level. It represents the most distal level of environmental influences. The systems have layers

which influence the constituents of the larger system. The change in one system results in change in other systems. These changes influence the areas of development and growth in a child, such as biological, psychological, social, cultural and behavioural aspects (Erikssoon, 2018). What occurs in one system may result in change in other systems (Landsberg et al., 2016).

These actions, behaviours and experiences may influence changes in systems, depending on the context in which they occur. The bioecological model therefore takes into account the environment in which human development and functioning occurs (Boulanger, 2018). It is therefore concluded that the national Government and the Department of Education oversee what happens in education, in families, in schools and eventually in the classrooms. The decisions taken at national level affect the education systems in all nine provinces in South Africa. It is assumed that decisions that are made by the national Department of Education affect each provincial government of the country. Examples such as beliefs and values, including democracy, social justice, and equality, equity, and Ubuntu, fall within the macrosystem level (Landsberg et al., 2016). The very principle of inclusion falls within the ideologies of the macrosystem.

2.11.2 Support at provincial level.

Each province has diverse needs and the implementation of national policies is adapted to the diverse needs of each of the nine provinces. The exosystem at the provincial level is seen as indirectly involved as an active participant. However, regardless of the decisions made at this level, events could occur in this milieu, thus placing the child at risk of experiencing extrinsic barriers to learning (Shelton, 2018). Examples of the aforementioned include the education system, health services, the media, and events at a parent's place of work or in rural villages, or in a chief's kraal (Crawford, 2018). The

nine provincial governments have a responsibility to implement the national Government's policies although the provinces have not been afforded equal human resources and financial resources, however (Naicker, 2007). Consequently, learning support is organised differently in each province, depending on the context of that province (DoE, 2001). As a result, districts and provinces provide support to learners depending on identified local support needs as well as available resources in that particular district or province.

The KwaZulu-Natal province is mostly rural and it uses the teacher assistant programme in order to help increase access to education for learners with barriers to learning. In some schools in KwaZulu-Natal the implementation of remedial programmes in classes is still allowed in order to deal with problems with mathematics, reading, writing and comprehension (Parmegiani, 2010). The remedial programme is strictly monitored by the district officials so that they are not used for the wrong reasons. However, despite these efforts, problems regarding the implementation of inclusion are still being experienced by SBSTs in the different provinces.

2.11.3 Support at district level.

Similar to the provinces, the districts implement inclusive education according to the diverse needs of the learners and their contexts. Districts are demarcated according to smaller geographic areas. According to Bronfenbrenner (2005), the system is an exosystem because it does not affect learners directly but indirectly. The exosystem is a setting that does not involve the person as an active participant (Landsberg et al., 2016). The absence of a parent due to commitments at work may therefore affect a child indirectly. The DBST is responsible for the management of support to achieve curriculum

delivery to learners. It is seen as the structure through which support is provided to schools by the district.

White Paper 6 (DoE, 2001) clearly states that education support services will be strengthened and driven by the DBST. These are core teams providing support from the district level to all schools, namely mainstream schools, full-service schools, and special schools as resource centres. Members of these teams are personnel currently employed by the Department of Education, including; psychologists, therapists, special needs educators, remedial specialists and other health professionals. Their core function is to support educators whose role is to support learners with special needs in order to access the curriculum. The intention is to access the curriculum for institutional and classroom development. The main function of the DBST is the provision of coordinated professional support services to schools, SBSTs, educators and learners. Schools rely on DBSTs from the districts for providing guidelines for the implementation of inclusive education and special education (Landsberg et al., 2013).

2.11.4 Support at school level.

The education policy stipulates that school and home should support the learners to maximise their potential. This is the micro level according to Bronfenbrenner's bioecological model. Support at school level relates to the immediate environment where the individual develops is regarded as the proximal process. The influence occurs daily and according to White Paper 6 (DoE, 2001) all schools should establish their own support structures, known as the school-based support team (SBST). This structure's main function is to establish a well-coordinated, on-going educator and learner support services. It develops the institution, educators, and identifies learners experiencing barriers to learning. It would further establish support groups for parents of learners with

learning difficulties who deny that their children are at risk due to their inability to cope with demanding mainstream schoolwork.

Problems are identified and once problems have been identified, intervention follows with the aim of helping learners to achieve their full potential. The individual support programmes (ISP) are developed and implemented by the class educators. If the problem continues, a referral will be made to the SBST and, if it is still not resolved, subsequently to the DBST for further intervention or placement into a full-service school or in a special school.

2.12 Conclusion.

This chapter presented the literature pertaining to the implementation of inclusive education. There was a focus on major findings from the pedagogical perspective of inclusive education implementation as perceived by educators. The study of literature brought to the surface the benefits and limitations about inclusive education implementation and the attitude of educators in recent studies. The systems theory and the constructivist theory (social and cognitive constructivist theories) were used as the dimensions underpinning this study. The next chapter presents the paradigmatic perspective and research design of the study as well as the research methodology employed.

Chapter Three

3. Methodology and Research Design

3.1 Introduction.

This chapter commences with a description of the paradigmatic assumptions forming part of the problem statement, followed by a discussion of the research design. The strengths and weaknesses of the methodology employed and explanation of the strategies utilised to address those challenges are also presented. The process of the research will be described, the choice of a research design as well as the paradigm, approach, design and sampling of participants explained. In addition, this chapter will provide a description of the data collection procedure. Furthermore, the issues of credibility and trustworthiness in the qualitative research paradigm were taken into consideration. Finally, ethical considerations and limitations of the study were also discussed in this chapter.

3.2 The Research Methodology.

This study is a qualitative and descriptive study (Merriam, 2002). According to McMillan and Schumacher (2001), the research methods should be suitable for the research question, its objectives, and the procedures for collecting and analysing data should be reliable and valid. The qualitative research methodology was suitable for this study, which focused on inclusive education implementation and the experiences of educators in rural schools in the Amajuba District. The study took place in a natural, holistic and inductive environment (Terre Blanche et al., 2006). Inductive reasoning is about the acquisition of new knowledge, which commences with the observation of the case in question and seeks to establish generalisation. Inductive reasoning involves utilising existing knowledge to predict future cases (Hayes & Heit, 2018). Most often qualitative research follows inductive process of reasoning (Hyde, 2000).

The researcher studied the real-life experiences of participants in their daily environment without manipulating variables, as one would in a laboratory. The aim was to build rich descriptions of complex circumstances that are found to be unexplored or lacking in relevant literature. I aimed at describing and documenting the phenomenon of my interest as it unfolded in a selected case that was inclusive school and two educator participants (Marshall & Rosman, 2014). Flick (2008) further adds that it is seeking to unpack how people construct the world around them, what they are doing or what is happening to them in terms of what is meaningful that offer rich insights. Creswell (2007) and De Vos et al. (2011) identified a number of characteristics of qualitative research. Patton (1990) identified open-ended interviews, direct observation, and the study of written documents as data collection techniques which are applicable to this study, while the findings of the research will provide a picture of educators' inclusive education implementation experiences. Furthermore, the qualitative research method can be used better to understand any situation about which little is yet known (Corbin, Strauss, & Strauss, 2011). A summative outline of the entire research methodology follows below:

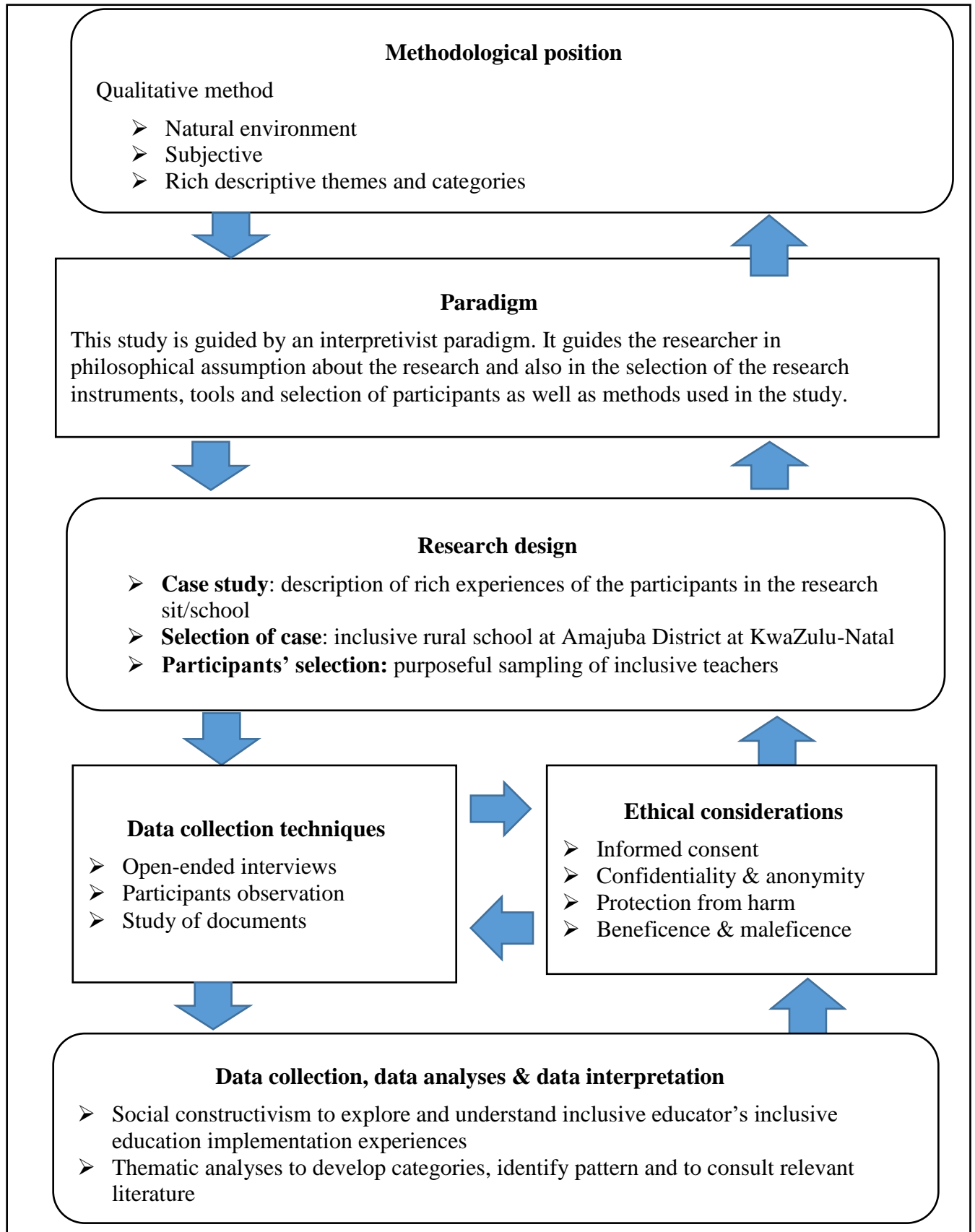


Figure 3.1: Illustration of the research process (Cresswell, 2007a; Maree & Petersen, 2007; Morrow, 2007; Merriam, 2002; Stake & Geo, 2000)

3.3 Paradigm.

A paradigm is a cluster of beliefs or is sometimes known as worldviews (Sefotho, 2015). Worldviews influence what should be studied, how research should be conducted and how results should be interpreted (Bryman, 2012). A research paradigm is a comprehensive belief system (Guba & Lincoln, 1994). Willis (2007) views the paradigm as a framework that guides the research and practice. These concepts are also worldviews that guide the thought processes of a researcher's practice.

The chosen paradigm for this study is the interpretivist paradigm, which guides the researcher's thought process and selection of the research instruments, tools and the selection of participants, as well as methods used in the study (Leitch & Cain, 2010). Because qualitative research is closely related to social constructivism, it was chosen for this study. The aim of qualitative research is to acquire a multifaceted and in-depth understanding of the phenomenon being studied (Creswell, Hanson, Clark, Plano, & Morales, 2007). In this paradigm, I believe that the reality that is being studied consists of people's subjective experiences of the external world (Terre Blanche, et al., 2006) and it is about how people learn.

A paradigm is comprised of three elements, beginning with ontology, which questions reality, the second element questions "how we know our world" (Denzin & Lincoln, 1994, p. 185), and "what is a relationship between the inquirer and the known" (Denzin & Lincoln, 1994, p. 185). The third element is methodology, or "how we gain knowledge" (Denzin & Lincoln, 1994, p. 185). People living on planet earth have subjective meanings, accumulated through experience, based on their experiences, the way they interpret objects and issues in their own way (Creswell, 2003).

The most important advantage of a qualitative study is to provide the researcher with a point of view. The researcher is given the opportunity to observe the phenomenon and to form a complete, subjective meaning (Babbie, 2005). Qualitative research is useful when studying attitude and behaviour that might otherwise have been difficult to study using other methods. One of its limitations is that a researcher should always guard against imposing their own definition or subjective interpretations of the situation.

3.4 Ontology.

Ontology gives specifications on the nature of the reality that must be studied and gives an indication of what is to be known (Terre Blanche et al., 2012). Sefotho (2015) views ontology as the perspective of philosophy with many challenges and offers suggestions how to deal with them. The researcher should take an ontological stance, which they need to declare in their perception, of how things are and how things really work (Scotland, 2012). There is a link between ontology and the problem statement in a research study.

3.5 Epistemology

Epistemology gives a specific indication of the nature of relationships that exist between the knower, who is the researcher, and what could be known (Terre Blanche et al., 2006). Sefotho (2015) states that the responsibility of a researcher is to state the epistemological stance, claim or assumption explicitly. Epistemology raises many questions, including how reality can be known, and the relationship between the knower and what could be known. There are characteristics that guide the process of knowing to yield findings. According to the interpretivists, facts are not objective but are neutral instead, more particularly in the social sciences (Du Plooy-Cilliers et al., 2016). Information received is still subject to interpretation by the recipient, depending on the context as well as people's belief systems, values, and attitudes. People assign meaning to life, events,

objects, people and situations in which the phenomenon occurs (Du Plooy-Cilliers et al., 2016).

The research methodologies used are both situation- and context-sensitive and cannot be generalised beyond the context in which the study is conducted. As the study investigated the inclusive education implementation experiences of rural schools in the Amajuba District in KwaZulu-Natal, the results would not necessarily be generalisable (Du Plooy-Cilliers et al., 2016) to all institutions with special needs learners in South Africa.

3.6 Axiology.

“The term axiology is derived from the Greek word *axios*, meaning ‘worthy’, and *logos* refers to a study of values and value judgments” (Du Plooy-Cilliers et al., 2016, p. 24). Axiology refers to our values. It considers whether the study is value-bound or value-free. As the interpretivist approach was applied in this study, it is therefore not value-free research. People have a tendency to interpret reality from their subjective points of view. Axiology focuses on what a researcher values in a study. The experiences of the educators are valued in this study as they implement inclusive education in their rural school. In the interpretivist paradigm the researcher is value-bound and plays a role in what is being researched and cannot be separated from it, consequently the researcher will be subjective (Saunders, et al, 2009). Pedagogy sees axiology as pertaining to the educator-learner, curriculum, teaching strategies and to socialisation policies in order to improve values (Powell, 2017).

3.7 Research Design.

I chose case study as a suitable research design for this study. The case study is a sole entity that is studied carefully in order to comprehend it in depth. The research design

forms the foundation of all the decisions that are made when embarking on a voyage of discovery with a study (De Vos, 2011). Mouton (2001, p. 16) refers to it as a “blueprint” of the intention regarding the method to be used for conducting the research.

The case study is one type of ethnographic (interpretive) research that comprises the intense study of a person or a group (Cohen, Manion, & Morrison, 2002). According to Keeves and Lakomski (1999), the outstanding differentiating feature of a case study is the belief that people are oriented schemes that have a tendency to form organised networks and do not form themselves into loose units. The case study is characterised as an approach that facilitates the exploration of a phenomenon within its context using a variety of data sources (Barter & Jack, 2008). The philosophical background is a qualitative, constructivist paradigm based on the belief that reality is socially constructed and can best be understood by exploring variables such as experience-based knowledge of individuals. The researchers’ intention in a case study is not to involve the entire population but just to provide a comprehensive representation of a specific field of the educational world (Drever, 1995). Branscomb (1998) provides the following characteristics of the case study: it focuses on a single aspect, occurs in a natural setting, it is possible to use a variety of resources and methods, it is an in-depth study, and it focuses on relationships and processes.

The case study is an instrument by means of which a qualitative researcher gains an understanding, through exploration, the life world and experiences of participants and gives voices to “ordinary” people (Mouton & Babbie, 2001; Stake in Gomm et al., 2000). In addition, it will focus on the subjective experiences of participants’ reality. A case study intends to discover the reality as experienced by participants in a given situation (Gomm et al., 2000). The research in this study proposed to use interviews, observation and a study of documentation relevant to inclusive education. The exploratory case study

was used as it aims at offering the description of the case in question within the broader context in an attempt to understand the nature of the case being studied (Du Plooy-Cilliers et al., 2016).

It is wise to follow Yin's (2006) suggestion of using a case study when wanting to illuminate a particular situation to gain first-hand information of it. I was curious to understand a phenomenon of interest within a specific context (Stake, 2002). As a researcher, the case study is ideally applied where the phenomenon of interest is a complex one and not readily distinguishable from its context (Nieuwenhuis, 2007; Yin, 2003).

3.8 The Research Setting or Site.

The research site was a rural school located in a remote area in the district of Amajuba in the Newcastle area in KwaZulu-Natal. The school is 35 kilometres from the town Newcastle. The researcher was aware of this because he is an office-based employee of the Department of Education in the Amajuba District. I regularly monitor and support these schools. Some learners live near the school, whereas some live far away from the school. Those who live far away from the school often come late and some do not attend school regularly. There are approximately 485 learners enrolled at this school and there are 16 educators. The school has problems with regard to furniture, laboratory equipment, infrastructure and library books and textbooks. Although there is electricity and running water, they are often left without power due to power cuts as a result of cable theft. The computer laboratory is not functioning at this stage owing to the problems with the irregular power supply caused by the theft of cables, but these also include trouble with computers and accessories. The school cannot afford the services of a security guard, which compromises the safety of educators and learners.

3.9 Population and Selection of the Participants.

Population refers to a community that possesses similar characteristics and is from where the participants are drawn. According to Keyton (2011, p. 121) “the population consists of all units, or the universe, people or things possessing the attributes or characteristics in which the researcher is interested”. The main focal point in sampling, according to Terre Blanche et al., (2006), is representativeness. Purposive sampling was used for this study. When drawing a sample various elements are considered, such as age, gender, geographical location, and educational qualifications. A sample of one school was used, a mainstream school that is also a full-service school. It admits learners with additional support needs who are registered as learners with learning difficulties.

The purposive sampling strategy was appropriate to use in this study and, according to De Vos (1998), the researcher decides on the criteria to use in the selection of the representative sample, and chooses participants who could supply rich information (Panday, 2007). The population and research question were considered factors that would determine what characteristics from the population were important for the research (Du Plooy-Cilliers, Davis, & Bezuidenhout, 2016). The participants who were selected were expected to behave in a certain manner during the research process (Terre Blanche et al., 2006). According to Kahn (2006), purposive sampling is a technique used to select certain individuals, events, or settings, provided that participants could furnish the requisite rich information. The sample may provide essential information that would help to answer the research questions of the study.

Careful consideration was given to the selection of the case and it was anticipated that it would address the purpose of the study. Suzuki et al. (2007) emphasised simplicity, accessibility, unobtrusiveness and permissibility in selecting participants. The photographs would be taken at different angles before the beginning of each school day

(see Appendix H). Data would be collected using interviews and observing human behaviour in their context of interaction (Terre Blanche et al., 2006).

The process of choosing the research participants from an entire population is referred to as sampling (Terre Blanche, Durrheim, & Painter, 2006). The educator participants who were selected were knowledgeable about the phenomenon of inclusive education, the topic of the research. According to De Vos and Strydom (1998), De Vos, Schurink and Strydom (1998), the researcher's judgement in selecting the participants is crucial as the researcher has to consider certain important attributes that the participants should possess that are representative of the population.

3.10 Data Collection Strategies.

The proposed techniques for data collection are interviews, observation and the study of documents (Maree, 2012). It is essential to acquire access to both the premises and archived information to obtain credible data that are valid (Terre Blanche et al., 2006). In addition, it is important that the researcher describes what was observed. Data collection is a conscious, deliberate and systematic effort of detailing data and the process that is followed must be conveyed to others so that they may understand how the study was conducted and to judge its adequacy, strengths and ethics (Rossman & Rallis, 2003).

When drawing a sample, the following attributes were considered: age, gender, geographical location, educational qualifications and so on. In an effort to understand the population from which it is drawn, a sample is reviewed (De Vos, 2002). A sample of participants from one school, a mainstream or ordinary school, was used. Documents relevant to learners with additional support needs and the register of learners with learning difficulties, the individual support plan (ISP), observation books, and SNA 1 and SNA 2 as well as learner profiles were perused (DoE, 2014). The teaching strategies that

the educator uses to deliver lessons in the classroom environment include scaffolding, curriculum differentiation and curriculum adaptations.

The documents mentioned above were carefully studied and the work of learners with reading, writing and mathematics problems were intended to be selected for this study. The participants were selected based on their experience as LSEs to form part of the study. Each and every one of them should have had at least five years teaching experience for results to be valid, something the researcher had to keep in mind.

3.11 Semi-structured Interviews

I was guided by the theory of social constructivism in this study, assuming that habits, beliefs and attitudes are not formed in a vacuum but that people have a tendency to explain or clarify their behaviour to others (Rossman & Rallis, 2003). The open-ended interviewing techniques were clear, neutral and sensitive in nature (Doody & Noonan, 2013). I took care to establish a rapport with the participants to facilitate the face-to-face interviews with them (De Vos, Strydom, Fouché, & Delpont, 2011). Interviews aim to acquire rich and descriptive information that would enable me as researcher to understand the social realities of the participants. Semi-structured interviews were selected because they are commonly viewed as flexible and, furthermore, as a more conversational style of interview (O'Leary, 2004).

Face-to-face interviews are furthermore the preferred data collection method because they are an effective means to obtain rich, thick data (Maree, 2012a). I developed an interview guide with open-ended questions (Hancock & Algozzine, 2011) and used it to guide the interaction between the participants and me as a researcher. I recorded the interviews, with the permission of the participants, to transcribe after the interview process had been concluded (Dao & McDonough, 2017).

Semi-structured interviews carry more weight than questionnaires in qualitative research. The latter is dead and silent, with fixed, predetermined answers. Robson (2002) outlines the advantages and disadvantages of interviews, which are an adaptable and flexible way of obtaining information. It can be used in a variety of research purposes. The human language is very useful in opening up what lies behind people's actions (Drever, 1995; Robson, 2002). Face-to-face interviews enable one to modify one's line of enquiry, follow up interesting responses and investigate the underlying motives (Loane, Bell, & McNaughton, 2006). A major advantage of the interview is its adaptability, in the sense that a skillful interviewer can follow up ideas, probe responses and investigate the feelings and motives of the participant. Non-verbal cues help to give messages that help the researcher to understand the verbal responses. Interviews provide highly illuminating material as well as high-quality data. If people have been properly approached for interviews, they can be expected to treat the interview seriously and as a result provide data that are rich.

The disadvantage of conducting interviews first is that they are time-consuming and, second, that it requires careful preparation. For example, making arrangements to visit, seeking permission, confirming arrangements, rescheduling appointments when necessary. During the interviewing process it is not easy to rule out bias and they require a high degree of professionalism on the part of the researcher or interviewer.

3.12 Observation.

Observation represents first-hand obtaining of information of the phenomenon of interest and is the best technique to apply when the activity or event can be observed in person (Merriam, 2002). Observation is a systematic process of collecting data (Maree et al., 2012). The art of observation relies heavily on the researcher's ability to collect data while involving the researcher's senses, therefore without questioning or communicating

with the participants. Observations are unstructured, which means that the researcher has no way of pre-determining what is to be observed. Observation is highly subjective and therefore it is strongly advised that a researcher should be extremely conscious of their bias.

It is recommended to use relevant tools during data collection, such as audio and video recorders. Observation, in this study, included participant observation during the interview process (Jorgenson, 2015). Cultural knowledge, including education, can be readily identified using the process of engagement between the participant and the researcher (Suzuki, 2007). Non-participation observation means that the researcher does not become part of a group or the community being observed, is uninvolved or observes from a distance.

My role as a researcher was to jot down quick notes during interviews and to do observation during the classroom participation activities, later adding notes to the transcriptions of the recordings. I then continued to add reflections in the research journal throughout interacting with the group. Ebersöhn, Lubbe and Eloff (2007) state that photographs demonstrates more clearly the dynamic involvement of participants in the study. Photographs can act as evidence of documenting and also demonstrate the process of research (Ebersöhn, Lubbe, & Eloff, 2007). As evidence of conducting interviews, observation of classroom participation, and the study of documents, the following photographs are presented below:



Photograph 3.1. Observation during classroom activity while learners are working in groups.



Photograph 3.2. Interviewing participant number 1



Photograph 3.3 Groups reporting back to the class on their findings.

There are several advantages of observing participants (Merriam, 2002). Participants could actually be seen in their classroom situation, displaying their knowledge. Observations have a great advantage in the sense that they are a direct technique, where the researcher is not required to ask questions but only listens to what participants say and watch what they do (Robson, 2002). Robson (2002), furthermore, contends that with observation, a researcher observes real life in the real world. A disadvantage of observation is that there is a great possibility that the observer may affect the situation being observed since there could be artificiality in the actions of those being observed. Another disadvantage is that observation is moreover time-consuming.

3.13 Document analysis.

I consulted archived records, which were rich sources of information. These documents included schedules or lists of marks, log book entries and school visit reports by district officials. Archived documents such as previous public school records relating to inclusive education implementation were also carefully studied (Creswell, 2007). These documents included completed SNA 1 and SNA 2 forms, completed individual support programme forms and reports of the district officials' forms and other relevant documents (DoE, 2014). These documents may have given an indication of the level of learning support the school provided to learners who need additional support.

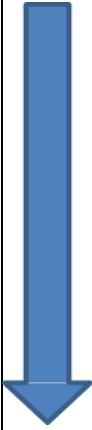
Robson (2002) outlined the following advantages and disadvantages of using documents in qualitative research, namely that it encourages the resourcefulness and creativity of the researcher, they are unobtrusive and non-reactive, the researcher does not have to be in direct contact with the person producing the information, and documents are used to provide useful information either to support or not to support this The

disadvantages of document analysis are that it may be difficult to specify the person responsible for drafting it or the population from which the document comes. Ethical dilemmas may result due to the ethical difficulties of undertaking research without people's consent.

3.14 Data Analysis and Interpretation Process.

Thematic content analysis was used to analyse data (Babbie & Mouton, 2001). The first step was to gather all the information that had been obtained, to read the verbatim transcribed information and view all the visual data in order to become familiar with the data. The second step was to identify and broadly categorise themes. Third, I grouped possible themes to categorise them into meaningful themes and subthemes. For the purpose of grouping or categorising themes, inclusion and exclusion criteria were formulated (Babbie & Mouton, 2001).

Each theme was supported with sufficient evidence using the different sources of information, namely the transcription of the interviews, the research journal and field notes, the educators' reflective journals, educator teaching aids, examples of learners' work and photographs. A member checklist was used to eliminate subjective bias by the researcher (Merriam, 2009). In addition, member-checking contributed to the quality criteria of the study, providing a true reflection of the teacher's experience of the implementation of inclusive education and, finally, drawing conclusions were based on facts provided and themes identified (Leedy & Ormrod, 2005). The following diagram is a visual representation of the steps which were followed in the process of data collection, data analysis and data interpretation.



1	Gathering data and transcribing it verbatim
2	Themes categorized into main themes and subthemes
3	Identification of themes and subthemes with evidence
4	Support themes with subthemes with sufficient evidence
5	Using member-checking to eliminate subjectivity of the researcher
6	Drawing an overall portrait of information

Figure 3.2: Six phases of data collection, analysis and interpretation.

Gathering, analysing and interpreting data is an on-going process following specific patterns where meaningful information is identified. During the data analysis and data interpretation phase the focus was on the participants' responses during the interview, observations and study of relevant documents. All the relevant data were reflected in the researcher's journal and the researcher continued to generate ideas and consult relevant literature to guide and achieve the goals of the research.

3.15 Population Sampling.

Sampling is the selection of research participants and involves decision-making about which people, settings, events, behaviours or social processes to observe (Terre Blanche et al., 2006). The sampling strategy which was used in this study is purposeful sampling. According to De Vos and Strydom (1998), purposive sampling is based entirely on the judgement of the researcher regarding the characteristics of the representative sample, and seeks cases which can be studied in depth (Panday, 2007). Units of analysis in this study were undertaken to gain an understanding of the experiences of inclusive education educators of such learners in the mainstream, full-service school. Various elements, when drawing the sample, were considered, such as age, gender, location, and educational

qualifications. A sample is studied in an effort to understand the population from which the sample was drawn (De Vos, & Strydom, 1998).

It is about looking at learners with additional support needs, who have learning difficulties. The individual support plan (ISP), observation books, SNA 1 and SNA 2 forms and learner profile were carefully studied during the research process (DoE, 2014). These called for scaffolding and curriculum adaptation on the part of the educator. These documents mentioned above were studied carefully. Children with reading, writing and mathematical challenges were to be part of the study as secondary participants. I observed the teaching process in the classroom while the educator presented her lesson.

As stated above, the completed forms or relevant documents relating to learners with additional support needs and the register of learners with learning difficulties, the individual support plan (ISP), observation books, and SNA 1 and SNA 2 forms as well as learner profiles would be perused (DoE, 2014). I made myself totally familiar with these documents. The work of learners with reading, writing and mathematics problems were selected as participants for this study. The educator participants were selected on the basis of their experience as LSEs to form part of the study. In addition, these participants had to have at least five years teaching experience for the results to be deemed valid.

3.16 Reflecting on Myself as a Researcher.

During this study a reflective journal was kept which helped me to reflect on with the observation, and interviewing of the participants as well as studying the documents. This latter refers predominantly to the historical records (Mouton & Babbie, 2007), and the research procedure. Throughout the data collection process it was important to reflect on the procedure and on exactly what was done. The journal is a record of all the processes carried out and the decisions that were made and the reasons why other decisions were

not carried out. It therefore enabled me to construct a historical record of the actions executed (Mouton & Babbie, 2007), as well as to justify those actions. The reflective journal did not serve as a primary generator of knowledge but served as a means to retrieve indispensable, essential data.

Whall, Sinclair and Parahoo (2006), assert that the process of reflection helps the researcher to reflect on their own values and behaviour as well as those of the participants in the study. These factors may affect the interpretation of responses while data is being collected and I realised that it was possible for me to influence findings (McGhee & Marland, 2009). Continuous reflection was a way of trying to understand how personal values, including my own views, could possibly influence the research results or findings. Those values to which I subscribe are Christian values, cultural values of collectivism, and the philosophy of Ubuntu.

I ensured the truthfulness of the reflection process in this research. In order to remain true to the process, it is in the best interests of the researcher to describe ideas, assumptions, their own thoughts and suppositions regarding the topic of the study (Speziale & Carpenter, 2007). I approached the topic honestly and openly, taking nothing for granted. Through a journal of reflections the researcher can easily distinguish between personal feelings, values, and belief systems and facts arising from the collected data. The process of reflection is considered to be a good way to distinguish between the researcher's own views and the actual material gleaned from participants at the research site (Speziale & Carpenter, 2007).

3.17 Ethical Considerations.

The purpose of research ethics is to protect the welfare of research participants (Wassenaar, 2006). Ethics in research is a collection of principles and guidelines for

fitting conduct shown to participants in the study (Strydom, 1998). The ethics, as prescribed by the University of Pretoria's Ethics Committee were adhered to. In this study I took heed of the ethical guidelines about how I treated participants, how I could preserve information about confidentiality and the nature of the researcher- participant relationship.

It was important that this study considered the required ethics, which included confidentiality, anonymity, informed consent, privacy, trustworthiness, nonmaleficence, beneficence and prevention from harm. The following section reflects discussions of the ethical considerations that were applicable to this study:

3.17.1 Informed consent and voluntary participation.

Informed consent was obtained prior to the commencement of the data collection (Morrow, 2007). This was done in order to give the participants the opportunity either to continue or withdraw from participating in the research project (Blanche et al., 2006). I informed the participants about the rationale for the study and the participants could agree to participate voluntarily in the study, without any coercion. Pertinent information was given to participants before the data collection began (Halai, 2006a) and they were given the opportunity to ask questions. The participants were reminded from time to time of their right to withdraw at any time if they so wished.

It was important to present each participant with an informed consent form containing the relevant information about the study. Permission was obtained from participants 'parents, who gave me the right to observe their children while they participated in classroom activities (Hill, 2005). It is important to highlight that I received assent to go ahead with observing learners participating in the classroom activities and

that the educator participants willingly gave me prior consent to use an audio-recorder before commencing with interview process.

3.17.2 Confidentiality, anonymity and privacy.

Confidentiality in the case of this research refers to privacy as the information collected from the participants was made available to no-one but to the researcher and the supervisor. In addition, anonymity was observed throughout as participants were assigned numbers and their names were not used. If anyone other than the researcher and his supervisor requested access to the data, the researcher sought permission from the participants and justified the reasons. The informed consent letters helped to ensure that all participants and stakeholders were protected (Kaiser, 2009).

Participants were assured in the letters of consent, as well as before commencing with the interviews, that their identities were not going to be divulged during the data analysis, interpretation or the reporting stages. I used pseudonyms or numbers to guarantee confidentiality by concealing the real identities and names of participants (Halai, 2006b). All original documents with the potential to compromise a participant's identity were safely stored during the research process or destroyed after use.

3.17.3 Protection from harm.

The rights of other participants and other community members were given due consideration in respect of preventing harm from being done. The onus was on me to safeguard participants from any harm, both physical and psychological, and to ensure that participants did not suffer any harm because of the data collection (Mouton & Babbie, 2001). The benefits and the risks involved in the implementation of inclusive education were discussed prior to my embarking on the data collection process. It was important

constantly to be aware that taking part in that study might have a significant impact on the participants at the time, or even at a later stage (Raby, 2010).

3.17.4 Permission to conduct research.

The district education director of the Amajuba District and the principal of the participating school were approached to obtain permission to conduct the study, and educators were asked whether they would participate in the study. The research commenced after permission was granted and upon receiving the ethical clearance certificate from University of Pretoria (UP) The ethics committee of the UP granted me the clearance certificate in fulfilment of all ethical requirements in dealing with human participants. Those ethical codes included confidentiality, informed consent, the undertaking of no harm to participants and voluntary participation.

3.17.5 Non maleficence.

I had to ensure that participants were not exposed to any harm as a result of direct or indirect consequences. This was done through full disclosure of the research procedure, and being open and honest with participants, without deliberately deceiving those participants (McMillan & Schumacher, 2010).

3.17.6 Beneficence.

Achieving beneficence is an attempt to maximise the benefit of the research by the researcher. Terre Blanche et al. (2006, p. 67) offer the following examples of beneficence, namely “better access to health facilities, better skills, better knowledge of the topic in question”. The study did not deliberately equip participants with the necessary skills and knowledge on inclusive education matters but their knowledge had indirectly improved as they engaged in the interview process. The choice of data

collection instruments and data analysis and interpretation for this study was influenced by Shenton (2004). Shenton (2004) emphasised that for the researcher to achieve confirmability, they must take steps to demonstrate that findings emerged from the data and not from their own predisposition. The researcher's epistemological belief suggests that the processes should be transparent if a study is concerned with experiences, therefore investigation of the question was employed (Rallis & Rossman, 2012), in so doing making the processes transparent. Moreover, checking was used to ensure that data analysis and interpretation were continuously tested for the reliability of data collection and interpretation processes (Anney, 2014). The data collection procedure and instruments must be correct for interpretation of the data to be correct and therefore reliable (Muenchberger, Sunderland, Kendall, & Quinn, 2011). This therefore implies that the researcher must inform participants about the procedure to be followed in the research process to get their full cooperation.

3.18 Quality Criteria.

Looking at the nature of social constructivism, which looks at constructed reality, the aim of this study was to gain an understanding of the educators' inclusive education implementation experiences. I hoped to gain an understanding of the participants 'comprehension of how to implement inclusive education'. The strategies used to ensure quality in this study are reflected below:

- *Strategies to ensure quality in research*

Strategies to ensure quality in this study are member-checking, triangulation, reflection and an audit trail, which are briefly described below.

- *Member-checking.*

The transcribed interviews were returned to the participants to verify that the transcriptions were a true and valid representation of their thoughts and interviews.

- *Triangulation.*

The different methods used to collect data, such as interviews, observations and document analysis, assured me that findings were credible. Triangulation enabled cross-validation of the findings. The design had an impact on the determination of the credibility and trustworthiness of the findings (Powers, 2015)

- *Data collection strategies.*

Data collection procedures were explained to participants prior the commencement of the research process. This helped me to gain their full cooperation because they knew what was expected of them.

- *Reflection.*

I continuously reflected using my journal in order to guard against preconceived ideas from influencing findings and drawing conclusions.

- *Audit trail.*

An audit trail for this study was kept and consists of the research journal, field notes, copies of the transcribed interviews of the research participants and photographs taken during research.

In keeping with the quality criteria, as described by Lincoln and Guba (1985) and Denzill (2005), various strategies to ensure credibility, transferability, dependability, confirmability and authenticity were employed.

3.18.1 Trustworthiness.

Trustworthiness is about management of procedures for the study to produce credible outcomes (Rossman & Rallis, 2012). Cook, Lloyd, Mellor and Nosek (2018) regard trustworthiness as transparency, openness and reproducibility to increase the trustworthiness of evidence. There are more than ethical guidelines involved in ethical practices (Creswell, 2009); therefore all researchers are responsible for ensuring that the rights of participants are a primary consideration when conducting a study (Stevens, 2013). Vicars, Steinberg, McKenna and Cacciattolo (2015) state that unethical behaviour displayed by the researcher can compromise the trustworthiness of data that are collected. Therefore, throughout this project I made sure that ethical practices were observed (Welsh, Kelner, Wellman, & Boon, 2004) to maximise participation and confirm trustworthiness. Having considered the feasibility of the proposed study, I sought the approval from Ethics Committee of the University of Pretoria to undertake the research and it was approved before my commencement with the study (Creswell & Creswell, 2017).

When conducting research using the qualitative research method, according to the social constructivist paradigm, this often clashes with criteria such as validity, objectivity, and reliability (Lincoln & Guba, 1985). Qualitative research is rich in subjective human experiences, which is not often the case with other paradigms. According to Merriam (2002), qualitative research consists of rich, thick accounts and the researcher's words confirm the trustworthiness of the findings. By using multiple methods for gathering data as well as documenting the process of gathering, analysing and interpreting data, it is possible to arrive at credible facts that would assist with answering the research question. Considering the interpretive nature of the study, the beliefs and the value of the researcher

could easily influence the study. The theory and the paradigm chosen to guide the process of investigation was expressed during the choice and framing of the problem.

3.18.2 Credibility.

Credibility can be described as the level of accuracy of the accounts that represent the participants' realities of their social phenomena in presenting their views (Creswell & Miller, 2000). Similarly, Mays and Pope (2000) describe credibility as an accurate presentation of context or event as described by the researcher based on the accounts of participants in a study (Mays & Pope, 2000). It is an assurance of the researcher's conclusion arising from the data that was generated. According to Maxwell (2008), a researcher is able to establish credibility when employing the techniques of triangulation using the literature review, interviews and observation.

I documented data collected through transcribing interviews with participants, and documenting all the relevant events that were prominent during the data collection phase. This was done by developing a trend chart on which prominent trends were plotted. In this way I hoped to keep track of the fieldwork, serving as a quality control measure (Mouton, 2008). I kept an accurate record of the events and decisions which were made during the process of collecting data, so that I could return to it to check if everything had gone according to plan (Mouton & Waast, 2008).

3.18.3 Transferability.

Transferability is recognised as a way in which a reader is able to take the findings of a study and transfer them to other, related contexts. Transferability aims to achieve quality testing and quality assurance. In the qualitative research paradigm research findings are generalisable to other contexts (Lewis & Ritchie, 2003). An accurate description of events and important responses from participants are presented so that transferability to

other identical contexts is possible. The onus is on the reader, in qualitative research, to establish the extent of parallel between the study site and other settings. Consequently, the researcher should offer sufficient detail to allow the reader to make this assessment by providing a comprehensive account of the time, context, place, and participants' culture (Mertens, 1998).

3.18.4 Dependability.

Dependability refers to the extent to which the reader could be persuaded that the research findings are accurate (Van der Riet, 2008). The researcher engaged with his supervisor in order to ensure that research findings were deemed trustworthy and dependable. The process engaged the supervisor and the chosen peer reviewers to cross-check whether findings were verified, therefore dependable. This exercise assisted with avoiding potential misinterpretations and to provide suggestions for further analysis (Creswell, 2006).

In the constructive or interpretive paradigm, change is expected, but change should be track- able and publicly inspectable. It is suggested that a dependability audit should be conducted to check the quality and appropriateness of the research process. Yin (1994, in Mertens, 1998) refers to this as maintaining a case study protocol.

3.18.5 Confirmability.

Confirmability refers to the researcher's ability to demonstrate that the data collected represents the participant's responses and not the researcher's bias (Cope, 2014). The degree to which findings are a result of a study is referred to as confirmability and not as a result of a researcher's personal, subjective judgement (Babbie & Mouton, 2001). The research procedures must be true and realistically free from any possible bias of the researcher. Shenton (2004) emphasised the value of an audit trail in order to establish

confirmability. The audit trail assesses the process of inquiry for reliability and to check that the inquiry has no bias.

In order to ensure the appropriateness of findings, the proposal was presented to the Research Committee of the UP, who offered suggestions and comments regarding this paper (Babbie & Mouton, 2001). Guba and Lincoln (1989) contend that it is better to conduct a confirmability audit to prove that data can be traced to its original sources and that the process of analysing data to reach conclusions can be confirmed. This is what Yin (1994, in Mertens, 1998, p. 184) calls “provision of evidence”.

3.18.6 Authenticity.

The concept authenticity in qualitative research study corresponds with the concept of credibility or trustworthiness (Yilmaz, 2013). According Cope (2014) the concept authenticity remains an important issue for qualitative researchers as it refers to trustworthiness and reliability of the research findings. Authenticity is very closely linked to credibility, and it refers to perceived meanings and experiences of participants (Chase & Mandle, 2001).

I reflected on the data collection procedures, interpretations and analysis using my reflection journal as a reflection instrument (Merriam, 1998) to remain authentic and to guard against personal bias I might have had that might have affected the research findings (Bailey, 1996). The aim of this study was not to find the single truth, but rather multiple views of a context-specific reality (Sullivan & Sargeant, 2011). Concepts like credibility and transferability are fundamental concepts of assessing the quality of this qualitative study.

3.19 Conclusion.

This chapter concentrated on the research procedures and also on explaining the research processes. The paradigm is explained by Bryman (2012, p. 630) as “a cluster of beliefs and dictates which for a scientist in a particular discipline influences what should be studied, how research should be done, and how results should be interpreted”. The paradigmatic approach followed in this study is interpretivism, which challenges the idea of objective knowledge and objective truth. Interpretivists view facts as fluid and embedded within a meaning system, and instead they depend on the people’s context and people’s interpretation of information.

Data that could assist in reaching the goals of this study was generated and analysed. The strengths and limitations of the various methodological choices of the study were discussed. The researcher’s role was explored, paying specific attention to applicable ethical codes of practice. The next chapter is Chapter Four, in which the findings of the study are presented.

Chapter Four

4. Results and Discussion of Findings

4.1 Introduction.

Chapter Three presented the research methodology followed in this study and this chapter presents the results of the study, which emanated from the themes that emerged from the data analysis. The themes, sub-themes and categories are presented in the following table.

Themes	Sub-themes	Categories
Theme one	The significance of support structures	<ul style="list-style-type: none"> • School management team • School governing body • School-based support team • District-based support team
Theme two	Inclusive classroom practices	<ul style="list-style-type: none"> • Teaching methods • Pastoral care • Learner-teacher support • Materials/assistive technology • Assessment & concessions • Documents & protocols
Theme three	Teacher training	<ul style="list-style-type: none"> • Initial training • Further training • In-service training
Theme four	Collaborative partnerships	<ul style="list-style-type: none"> • Parental involvement • Professionals • Stakeholders

Table 4.1: Themes, subthemes and categories

4.2 Theme one: Significance of support structures.

The support structures are all those committees in the education sector that make education possible to prepare a child for participating fully in society as a person, and one in search of his/her future career. The support structures facilitate the child to acquire skills, knowledge and attitude as well as socialising abilities. The support structures help the learners in the acquisition of language, culture, the right attitude, and to promote the functional independence (Fourie, 2017; Palmer, Alexander, & Ntsetso, 2018). The child is being prepared to function fully in the society through active involvement in societal activities. Categories described in this theme are the school management team (SMT), school governing body (SGB), school-based support team (SBST) and district-based support teams (DBST).

Significance of support	Inclusion criteria	Exclusion criteria
SMT as a structure	This theme includes data that are related to the roles and functions of the SMT in supporting educators supporting learners with barriers to learning to improve their academic performance.	Any reference not related to participating educator's experiences and observation in terms of SMT as a structure.
SGB as a structure	This theme encompasses data related to the roles and functions of the SGB in instilling the spirit of citizenship in all school community members to work collaboratively to promote learning.	Any reference related to participating educator's experiences and observation in terms SGB as the structure or component which represents parents.
SBST as a structure	The theme includes data that relate to participating members of the SBST in a school.	Any reference made by participants but which does not relate to SBST facilitation.
DBST as a structure	This theme includes data collection, which forms the structure and functions of the DBST, based at the district offices of the Department of Education.	Any reference made which is not related to participating educator's experiences or observations as the structure is based in the district and its main function is to support teachers at schools.

Table 4.2: The themes and inclusion and exclusion criteria

4.2.1 The school management team as a support structure.

The first category that is described in the above-mentioned theme is the school management team (SMT). Participant 1, IPHUT-1 felt that there was a problem because SMT members did not attend workshops organised by the district. Therefore, she argued that knowledge of support is not sufficient in these structures. "The SMT members did not go for training to know what is supposed to be implemented" (S1, P3, L-81).

Furthermore, this participant felt that they needed more time to complete schoolwork in class because they have slow learners. If, as an educator, you raise a problem of short of supply of resources, the SMT members may not provide it on time, “if you want more resources you cannot get them by that time” (S1, P3, L83). She also alluded to some problems being health-related challenges, which have the negative impact on learning. Moreover, they are responsible for convening SBST meetings to resolve challenges encountered by educators regarding learners’ learning during the case conferences.

What the participant was complaining about related to the training of the SMTs regarding inclusive education, as viewed by Palmer, Gregory and Ntsetso (2018), as they experienced feeling uncertainty in terms of their responsibility and competence with regard to the supervision of staff members. The SMT members seemingly lacked capacity in organising an appropriate learning environment for learners with barriers. The SMT members also could not provide the appropriate space, or clear arrangements for teaching and learning, including the development of resources (Palmer, Gregory, & Ntsetso, 2018).

Secondly, a major barrier to accommodating learners with barriers to learning in mainstream schools is poor resource provision, which was discussed in section 2.4.3.

4.2.2 The school governing body as a support structure.

The SGB addresses parents to alert them about learners with learning difficulties. The educators give reports to senior officials of the school about each learner’s progress. One of the roles of the SGB is to make budget available to purchase resources and assistive technology. The participants mentioned assistive technology that is required to address the needs of learners. “*The SGB makes provision for resources like assistive technology*” (S1, P4, L111). The SGB may request work for learners from the educators. “*They are to*

demand work from teachers about support of learner[s] needing additional support at school". *"They may suggest better methods for teaching...some resources provision"* (S1, P4, L110–111).¹

The school governing bodies have an important function to perform in schools. The South African Schools Act (No 84 of 1996) mandated that all schools in SA must have democratically elected school governing bodies. The school governing bodies are comprised of the principal, educators, nonteaching staff, parents and learners. This structure is intended to foster tolerance, rational discussion, and collective decision-making that favour all parties in that school. They also promote the active participation of learners in the school (Mncube, 2009). In a study conducted by Maguvhe (2015), he found that participants comprising of educators and community members did not understand the transformational and human rights value of inclusive education. The participants in the Muguvhe (2015) study concurred that the philosophy of inclusive education was noble, but their views were different regarding the extent to which it had transformed or added value to the lives of learners and the community.

4.2.3 *The school-based support team as a support structure.*

The third category receiving attention in this theme is the school-based support team (SBST). The roles and responsibilities of this team are to identify institutional needs, in particular the needs of learners with barriers to learning (Palmer, Alexander, & Ntsetso, 2018). The support expected from support services is to provide resources. *"Maybe if we have been given some more resources it may do better"* (²S1, P17, L493). Participant 1,

¹ 1 IPHU-1 stands for Participant number 1. IPHU-2 denotes participant number

² S is for Source document; P is for Page number; L is for line number.

IPHUT-1, thinks support services are located too far away if they are at the district office, and suggested locating them at the circuit office, closer to their place of residence, and that, consequently, therapeutic services should be situated centrally. *“If psychologists, therapists and other health professionals are at the centre at circuit levels or inward levels so that if you have a problem at school, it should be attended [to] early”*(S1, P17, L502). The complaint levelled against the district personnel about the late delivery of some support materials was: *“Maybe if we have been given some more resources, maybe earlier, so that we start early to support our learners”* (S1, P17, L493). A suggestion was made that the district officials must conduct workshops for all staff members at each school and not for a few representatives of the SBST. *“Maybe it would be better if they can do workshops for every teacher in a school so that all educators are more exposed”* (S1, P18, L516).

A study conducted by Mampane (2017) revealed that the principals and the SBSTs lacked training and relied heavily on the district for support and intervention. The argument put forward was that the implementation of inclusive education in schools did not only require the implementation of new policies. It confirmed that on-going inclusive development support, in-service training and planning for differentiated learning methods were also important for the successful realisation of an inclusive education system (Mampane, 2017). Similarly to the findings of the current study, Mapepa and Magano (2018), in their study, found that there was limited curriculum support, inadequate teaching and learning material, overcrowded classrooms in schools and limited support of multidisciplinary professionals in most schools.

4.2.4 *The district-based support team as a support structure.*

The district-based support structure (DBST) is the fourth category described in this theme. The DBST is a structure that is based at the district office. This wing has many specialists, such as therapists, school nurses, psychologists and remedial teachers. They have a right to place learners with severe to profound intellectual, physical, sensory and communication barriers in special schools. *“The function of the DBST is to give schools support and to place learners with barriers to learning at the special schools and to do the individual support plans”* (S1, P30, L889–893). Special schools have specialised personnel, adapted buildings, and specialised devices. This structure intends to support the learners, rather than out-placement of learners to other support centres.

The SBST needs to consider each and every individual impairment or psychosocial condition of the learner. In addition there must be evidence that the school has taken all possible measures to support a learner in the mainstream school before an outplacement can be considered (Nel, Nel, & Hugo, 2014).

According to Landsberg et al (2016), the core functions of the DBSTs are:

- the provision of on-going support in schools and early childhood learning centres;
- identifying the support needs and to address those challenges in the strategic planning and management framework;
- linking learning institutions with formal and informal support systems to address learning barriers; and
- Supporting institutions in the development and functioning of the SBSTs.

They support and guide the SBSTs in schools together with special schools in respect of the different support needs of learners.

In a study conducted by Mfuthwana (2016) on teachers' perception, educators should be reoriented in relation to policy-informing documents in the South African context, as well as in the policy documents of inclusive schools. This current study found similar results as the study of Mfuthwana (2016), namely that the DBSTs and the SBSTs should engage in structured, on-going follow-up support, which should gradually be withdrawn to enable the staff to take full responsibility for inclusion in their respective schools.

4.3 Theme two: The significance of support structures' inclusive classroom practices to enhance learning.

The main focus of this theme is the inclusive classroom practices to enhance learning. This point is presented through the following categories: teaching methods, pastoral care, LTSMs and assistive devices, assessment and concessions. The aforementioned includes relevant documents and the referral process, the school as a model for other inclusive schools, and overcoming barriers in the classroom. Furthermore, LTSMs and devices, seating arrangements in classrooms, curriculum differentiation adaptation, lesson planning, and parental role and involvement were also listed. It appears that one should really list the process of the school serving as a model for other inclusive schools, overcoming barriers in the classroom, LTSMs and devices, seating arrangements in classrooms, curriculum differentiation adaptation, lesson planning, and parental role and involvement as positive practices.

Classroom practice	Inclusion criteria	Exclusion criteria
Teaching methods	Comments from: Participants who were included that addressed the teaching methods applicable to learners with barriers to learning and to learners at the foundation phase.	Any comments from: Participants that do not concern learners with barriers to learning or do not address the teaching method category at the foundation phase.
Pastoral care	Relevant comments from: Participants that relate to pastoral care will be included as part of this category	Comments from: Participants that do not address pastoral care will be excluded.
LTSMs and devices	Comments from: Participants that relate to LTSMs and devices will be included	Comments from: Participants that do not relate to LTSMs and devices in teaching foundation phase learners will be omitted.
Assessment & concessions	Comments from: Participants that relate to assessment and concessions will be included.	Comments from: Participants that do not relate to assessment and concessions.
Documents & procedures	Comments from: Participants that address the issue of documents and relevant protocols.	Comments from: Participants that do not relate to relevant documents and procedures.

Table 4.3: Classroom practice with inclusion and exclusion criteria

4.3.1 Teaching methods.

Both educator participants displayed a keen interest in the following teaching methods: question-and-answer, storytelling, and participatory involvement during group activities. Group activities and active involvement were mentioned by both participating educators. “To make some groups” (S1, P16, L469). Active involvement and dramatization: “Active involvement and dramatization are suitable for young boys and girls as teaching

methods”. I could not agree with them more as the learner’s span of attention at the early stage is still very limited.

4.3.2 *Pastoral care.*

An educator as a pastoral caregiver should be supportive when a learner shows the need for emotional or physical support. Learners in many instances display more trust in educators than their parents (Beckett & Taylor, 2019; Murray-Harvey, 2010) for spiritual and mental health support (Okeke & Drake, 2014, p. 1732). “*It is the duty of the educator concerned to submit all the difficulties that they found in the classroom to the school management team*” (S, P, L70). “*If a learner has a problem, the SMT calls the educator concerned to come and explain the problem*” (S, P, L83). “*Maybe there are some conflicts at home, violence; maybe at home there is poverty; maybe at home there is health that is not conducive for a learner to do well at school*” (S, P, L88). The previous statement indicates that there may be factors at home that could be regarded as barriers to learning. The educator has to deal with these issues at school head-on to fulfil their mandate of executing their duties as a pastoral caregiver (Landsberg et al., 2016).

4.3.3 *Learning and teaching materials and assistive devices.*

Assistive technology is a broad concept that includes anything that might be used to compensate for certain abilities, ranging from low-tech devices to high-tech devices (Dalton & Roush, 2010). Examples are a special pen with a specific grip, wheelchairs, hearing aids, and magnifying glasses.

Both Participant 1, IPHUT-1, and Participant 2, IPHUT-2 responded similarly, stating that: “*Magazines, newspapers, charts, real objects, counters, balls and ‘Abacus’* (which participants explained as an act of collecting waste material to be used during school projects) *used as LTSMs*” (S1, P9, L255, L267). Other assistive devices were

identified as “*television and cell phones*” (S2, P6, L176), which are used in the classroom to assist with lesson presentations. “*Assistive technology, like tablets, forms part of resources used in the classroom to make lessons interesting. Work from educators supporting learners is requested by the SMT*” (S, P, L110). The SMT makes financial resources available for the purchase of LTSMs and assistive devices by consulting the SGB, which authorises the purchase of teaching aids or LTSMs.

4.3.4 *Assessment and concessions.*

Assessment involves the evaluation of learners’ tasks and activities, and recording the learners’ answers in educational activities (Lombard, 2010). Evaluation is the measurement of scholastic achievement. Various assessment methods measure different modalities. There is baseline assessment, which intends to measure prior knowledge, as it assesses classroom conditions and students’ behaviour (Kestner, Pieterse, Eldridge, & Pieterse, 2018). It determines the attained level of competency of each learner on each new theme or at the beginning of the new academic year that would commence. There is also continuous assessment, which is integrated with lesson presentation (Holmes, 2018). It tests comprehension of a lesson as it is being presented in class to learners, but it may be in the form of classwork, homework, a project or an assignment. It follows immediately after the lesson presentation (Holmes, 2018). Last, summative assessment intends to test various themes that are related and it also summarises results with the aim of integrating knowledge of the entire grade in a given field (Dixson & Worrell, 2016; Harrison & Konings, 2017).

The educator teaches using methods appropriate for the grade. Later she will conduct an assessment to test the degree of the learners’ comprehension. Participant 1, IPHUT-1 thinks: “*Assessment is where you get what you teach is being effective or ineffective because once you assess them, and then you have got a correct picture of what*

you have done” (S1, P13, L364–367). She was of the opinion that formative and summative assessments are the best forms of assessments. *“The form of assessment is formative assessment, summative assessment that I use in my class”* (S1, P13, L377). She added: *“Formative assessment is when I give them work that maybe is like a test or like a task”* (S1, P13, L382). This educator’s understanding of summative assessment is expressed as: *“A summative one is where they have given me wrote [a written] examination where they have to collect all what they have done”* (S1, P13, L387). Assessment helps the educator to identify the needs of learners or gaps in knowledge to be filled. The educator changes the teaching methods if there is a need to do so. *“It assists you [educator] to identify the needs of learners”* (S1, P14, L393). It helps the educator to see if she has to change her teaching method. For example, one participant added:

I mean assessing ... maybe they need another method of assessing, not maybe the one that I use for the whole class. So, it helps me to identify my class – is all my class okay to assess in this fashion?” (S1, P14, L399).

According to IPHU-1, it helps the educator to identify the needs of learners: *“It assists you to identify the needs”* (S1, P14, L393).

The DoE was blamed for passing of learners who did not pass but who were promoted to the next grade. This is done on the basis of age. *“They may not repeat grades twice in the same phase”* (S2, P13, L360). According to her this is hindering progress and is unfair to learners who are working hard to achieve success. IPHUT- 2 thinks teaching starts from the known to the unknown. *“The best practices in teaching starts from known to unknown”* (S2, P13, L375). It measures the degree to which teaching goals of teaching were achieved. *“Even if the teachers ... because it is where you see ... how do I achieve in the certain learning area, where I have a weakness in certain areas”* (S2 P13, L387). Recording of assessment marks to ascertain the progress of learners is important after

assessment has been conducted. According to both participants, recording of learners' marks after assessment assists the educators to compare scores and to analyse results for remedial teaching to occur.

According to IPHUT-1, concessions benefit learners a great deal lot because it accommodates different abilities. *“It gives them an opportunity to be assessed exactly on his or her ability”* (S1, P16, L476). Furthermore, she understood concession as something that reduces the number of progressed learners. *“It also helps to reduce the number of progressed learners”* (S1, P17, L484). It is an act of modifying assessment to accommodate learners who are struggling with academic performance due to barriers to learning.

Alant and Casey (2005) argue that educators frequently modify teaching and assessment material with the intention of assisting learners with learning difficulties. Assessment validity cannot be compromised, implying that the nature of methodological equivalence, as reflected during teaching on the nature of strategies used during teaching and concession, should be the same. These researchers believe that learners with impairments require reasonable concessions such as an enlarged font size on the examination's question paper, more time, or a scribe.

4.3.5 *Relevant documents and referral process.*

Identification of a struggling learner is the first step towards the development of an individual support plan. The relevant documents for the support and referral of learners are: learner profile, observation book, SNA form 1 and SNA form 2. Identification of a struggling learner is the responsibility of a class or subject educator, who will then request assistance from the SBST if she fails to support the struggling learner, *“after*

maybe this ISP is not working, then he has to call the experts to assess” (S1, P31, L896).

In the case of the educator:

Firstly, the case is being reported to the SBST so that they work on it. After that, they have a problem to solve; they know that they have to take a form to request (for) DBST, so they take from there (S1, P30, L884).

Request form DBE 124 (requesting a visit from the district) and parent assent forms were also mentioned by both participants. All these documents are prepared and handed in by a class or subject educator to the SBST in case the educator has reached a point where she feels she or he cannot successfully support the learner any further.

If all has failed, the SBST refers the learner to the district-based support team (SBST) for their intervention, support or placement of that learner in a special school if the problem is unresolved. The DBST will look into all the above- mentioned documents, *“additionally [the] SNA 2 form”* (S1, P36 L1046). Furthermore, they will check if all the necessary processes and procedures had been followed by the school. *“SNA 3 form will be used for verification of procedures and documents as filed in by the SBST, and this is done by the DBST”* (S1, P36, L-1046) and placement of the learner in either a full-service school or a special school resource centre is finalised.

In view of the previously mentioned classroom activities, one of the challenges that were highlighted by the participants is the overcrowded classrooms. DeMartino and Specht (2018, p. 3) echoed the same sentiments with similar findings as the current study when they said: *“The goal of these assignments is to help avoid classroom overload and help keep the inclusive class as safe and as supporting environments at the secondary school level”*. It appears as if overcrowding is not only a problem in South Africa but that

even in the United States of America (USA) ordinary classrooms are overcrowded with special-needs learners.

4.4 Theme three: Educator training.

In order for the teachers to fulfil their educational mandate, it is obligatory to undergo training to achieve pedagogical professionalism (Seedat, 2018) without which achieving objectives in class is not possible. Cherniss (1997) strongly recommended adequate training to increase the feeling of competence and to foster the feeling of coping with the chronic stress and the burnout factor associated with a high workload in the classroom. Professionals who work with difficult clients and do not feel competent may be at risk of burnout (Skaalvik & Skaalvik, 2009). Training in this study is seen as three-fold, namely initial training, further training and in-service training.

Teacher training	Inclusion criteria	Exclusion criteria
Initial training	All comments from participants that relate to the initial training of educators.	Any comment from participants that does not relate to the initial training of educators.
Further training	Comments from participants that relate directly to the further training of educators	Any comment from participants that does not directly address the issue of further training of educators
In-service training	Comments from participants that relating to in-service training	Any comment from participants that does not address the issue of in-service training of educators

Table 44: Teacher training with inclusion and exclusion criteria

4.4.1 Initial training.

The educator training intends to equip student educators with skills and strategies to impart knowledge to use and the way to us them (Minaya-Rowe, 2002). Korthagen

(2001) reiterates this by stating that it is just preparing the educators for profession by merging practice and theory. Ozel, Ganesan and Daud (2018) reported educators having anxiety, and misconceptions about the successful implementation of inclusive practices in the school system. They suggested general classroom initial training will play an essential function in supporting this inclusive education move (Ozel, Ganesan, & Daud 2018). Studies have revealed that educators' readiness and willingness are hindered by the lack of training of educators.

Participants reaffirmed this statement by saying: *"First of all, I was not trained for inclusive education. The knowledge which I have is not sufficient but I try"* (S2, P21, L612). The educator also recommended initial training: *"Yes, so that I know how to handle the problems of those kids. I think training is very important"* (S2, P21, L475). Initial training is essential for teaching learners with barriers to learning:

When they train teachers ... the teachers should have basic knowledge about the learners who have barriers to learning, irrespective of the kind of barrier... That the teacher might have basic knowledge or some skills on how to deal with those kids is essential (S2, P21, L630).

In the South African context, the Department of Education (DoE, 2005) describes educator training as the process where different roles, including the competencies of educators, should be developed and assessed. These competencies should be integrated into the seven roles of the educator, which are as follows.

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader administrator and manager
- Scholar researcher and life-long learner

- Community citizenship and pastoral role
- Assessor
- Learning area/ subject specialist/ phrase specialist (DoE, 2000)

The educators who had received training to teach learners with learning disabilities are more likely to have a positive attitude to inclusive education (Sharma et al., 2008). In a study conducted by Sharma et al., (2008), there is a positive correlation between the extent of inclusive education training, initial training and educators' positive attitudes. The results of this study confirm the findings of previous researchers on initial educator training and inclusive education (Seedat, 2018). There is a need to be adequately prepared during the pre-service training to develop a positive attitude towards supporting learners with learning disabilities. One of the participants added: "*Initial training of teachers is suggested*" (S2, P21, L619).

The lack of skilled and qualified educators still remains a challenge. This negatively affects the provision of education for learners with learning difficulties, meaning that it is of a poor quality (Hind, Larkin, & Dunn, 2018). In full-service schools or resource centres, the educator's qualifications are not accounted for, nor are the attitudes and competence of the staff at these schools to address the needs of learners with disabilities in an inclusive education system (Alasim & Paul, 2018). The number of educators trained in policies and strategies is not equivalent to the needs of services required to implement inclusion in schools as there is a very low number of qualified educators with competence (Jez & Luneta, 2018). The training of educators at district level is still found to be inadequate. For example, SIAS training or curriculum differentiation training sessions are not longer than a week. Provinces sometimes do appoint service providers for these

workshops, which are usually poorly coordinated, and lack proper monitoring and quality assurance (Jez & Luneta, 2018).

4.4.2 Further training.

IPHUT-1 recommended further training by the DoE through workshops: *“More workshop[s] or training(s) is needed”* (S1, P18, L530). Participant IPHUT-2 recommends compulsory university training. *“If the Department of Education can make it compulsory at present”* (S2, P21, L609). IPHUT-1 recommended this because there are more learners with disabilities who are being identified, *“... because the number of these kids is growing”* (S2, P18, L520). The participant added that, *“problems start(s) as early as Grade R and primary schools because the problem starts there in Grade R”* (S2, P18, L518). She emphasised the training needs of educators: *“They are offering some short courses where the Department of Education subsidises. You pay fewer fees as the Department of Education subsidises”* (S1, P33, L969). The training that takes place at the university is emphasised:

Both initial training and further trainings is [are] strongly recommended, where certain inclusive education modules are made compulsory, due to [the] growing number of learners with barriers to learning in the ordinary schools (S1, P18, L513).

4.4.3 In-service training.

Sharma et al (2008) argue that educators who have received in-service training have less interest than those who received pre-service training. According to them, those educators who received pre-service training are more prepared to include learners with disabilities; there is a willingness to include them, unlike those who have had no exposure to inclusive education at all. Both participants recommended training for all teachers on policies such as the Screening Identification Assessment Support policy (White Paper 6, 2001) and

other relevant policies. *“It would be better if they can do workshops for every teacher in the school”* (S1, P18, L509).

The results of this study concur with the findings of Blândul’s (2010) study that training of educators in implementing inclusive education appears to be inadequate. Consequently, continuous training of educators is therefore recommended. Training that provides specialist training in the corresponding field is strongly recommended (Ditterline & Oakland, 2009; Driscoll & Carter, 2009). If professional development is to be effective the school setting should be taken into account (McLeskey & Waldron, 2002). McLeskey and Waldron (2002) add that professional development should be conducted at school level collaboratively with other stakeholders. Continuous training should be entrenched in the day-to-day existence of individuals at the site, providing continuous growth (McLeskey & Waldron, 2002).

4.5 Theme four: Collaborative partnerships.

Forming collaborative partnerships is an essential aspect of the effective implementation of inclusive education. According to the experts in collaborative teams, it involves regular positive, face-to-face interactions (Hunt, Soto, Maier, & Doering, 2003). During collaboration, the professionals involved may share resources and also provide additional support to the rising number of learners with special education needs (LSEN) in the mainstream classroom (Mulholland & O’Connor, 2016). The stakeholders who actively work collaboratively with the school are described in this theme. The categories that receive attention are parental involvement, stakeholders, and professionals.

Collaborative partnership	Inclusion criteria	Exclusion criteria
Parental involvement	Any comment from participants about the importance of parental involvement in school activities	Any comment from participants that do not address the issue of parental involvement
Stakeholders	Comments from participants relating to the involvement or participation of other stakeholders in an inclusive school	Any comment from participants that do not address the importance of involvement and participation of
Professionals	Comments from participants relating to professional involvement in the inclusive school	Any comment from participants that do not address the issues of professional involvement in the inclusive school

Table 4.5: Collaborative partnership with inclusion and exclusion criteria

4.5.1 Parental involvement.

In a study conducted by Mabatho, Sedibe and Fourie (2018), they found that parents were usually reluctant to participate in curricular planning, the provision of learning support and the development of individual support plans. The challenges identified in this study were related to families' emotional instability, socioeconomic constraints and the stigma of attending a special needs class or school (Mabatho, Sedibe, & Fourie, 2018). Parents felt alienated from the school by educators' knowledge of the family's circumstances. In the current study these issues were found to support the findings of Mabatho, Sedibe and Fourie's (2018) study.

The parents of learners with special needs are reported to experience the same problems as their children, as opposed to caregivers of children without learning difficulties (Florian & Findler, 2001). According to the participants' reports, these disorders run in families. Some of parents are in denial about their children having any

disorders. The high costs of medical care and therapy add to the financial pressure on these parents and exacerbate the general pressure on parents (Rude & Miller, 2018). Educators should consult parents about the developmental and medical history of learners in their care. “*We call parents to complete forms if the child has a problem in learning*”, while another participant added: “*We have an interview with the parent’s child about his/her problem,*” the first educator participant said. This was followed by the statement: “*We want to find out the background information to know more about the child’s medical history because the medical condition might be the barrier to learning*” (S1, P21, L613). In the area where the study was conducted, the physiological needs and safety needs were not fully met due to the high levels of poverty and the remoteness of the area (Wilson, 1994).

The community where the research was conducted embraces a collectivist culture (Darwish & Huber, 2003). A collectivist culture is described by Darwish and Huber (2003) as a community of people with common beliefs, attitudes and behaviour. That community of people moreover displays strong bonds between grandparents, parents, children and other family members in the same geographic location. Even in the nuclear families, grandparents may provide childcare support during weekdays and on weekends. Grandparents’ involvement in the daily lives of their grandchildren lives is a common practice in this community’s life. While this has many advantages, it sometimes hinders the process of obtaining the relevant background information and developmental history of learners by the school from grandparents because they are not biological parents of those learners. They are nevertheless always available when the school needs them.

Parents share knowledge with educators to develop the ISP for each learner who requires individual support. Participant IPHUT-2 thinks: “*He may come to see or to hear from the school what happened to their child. It is where he will get all the information*

from about the letter". IPHUT-2 suggests further training for parents through Adult Basic Education and Training (ABET) centres to further their studies to overcome communication barriers and those presented by illiteracy. IPHUT-2 says: *"I think there are some centres where parents are taught, like ABET centres, or if not so, there are children who are at high school; they should read for the parents"* and she furthermore argues that: *"Parents do not cooperate if they are illiterate"* (S2 P9, L241). Participants gave an indication that parents did not cooperate if they did not know the reasons why they were invited to the school. Hence, they recommended that parents should enrol at ABET learning centres improve their academic qualifications.

4.5.2 Stakeholders.

The Department of Health is mentioned as the first stakeholder to support learning as they know most about health-related issues. *"If the Health department may come to our schools to give more or maybe to ... as they know more (problems of) [about] health conditions"* (S1, P19, L553). They do vision and hearing screening and make an effort to curb writing and reading disabilities as early as possible. *"If a child cannot hear you, maybe he is having a problem with that, maybe a child cannot write clearly, maybe he is having a problem of that and that."* She continues: *"Nongovernmental organisations and the police (are) also come to our school as stakeholders. Yes, I think some NGOs, even police."* The police assist if there is a problem at home. The Department of Transport gets involved for safety and the Department of Education for subject advisory services to provide career guidance, which is essential.

Transnet is a stakeholder partnering with the Education department as they collaborate with the Health department to support learning. *"Transnet sponsors uniforms to needy rural children belonging to our school"* (S2, P, L708). This stakeholder is

applauded for providing support where help is mostly needed. It would be better if other businesses followed suit. *“Sbamb’impilo also helps to provide a meal or food parcels for each learner from our school”* (S2, P24, L707). Food parcels help to alleviate hunger as many families in the area where the study was conducted are not working due to a lack of employment. *“Phelophepa deals with health-related issues (to) [of] our learners”* (S2, P24, L724).

Health screening is an essential element of learning. Without sight, hearing and perception learning is impossible. There is a special train carriage that fills the gap owing to the unavailability of health professionals in the area. Learners go to the train for screening and treatment so that barriers to learning could be minimised or totally eliminated. *“The National African Teachers Union’s (NATU), retired wing gives 20 children school uniforms annually”* (S2, P25, L730). A school uniform makes learners feel proud of their school. The uniforms instil a sense of belonging, of being accepted by the school community.

4.5.3 Professionals.

There are regular school visits by nurses from the Department of Health. *“Health department I think is the most important that can help our learners as they know the health conditions”* (S, P, L548). *“I think a social worker needs to work with us”* (S, P, L553) *“I think some NGOs, even police, come to our school”* (S, P, L558). *“Learners do not keep quiet if they are having a problem at home”* (S, P, L560). *“Even those for road safety come to our school”* (S, P, L570). The Education department has a role to play in terms of offering advice and supporting education in schools. *“Subject advisors do come to school to monitor and support teachers on curricula-related issues”* (S3, P22, L610). This is a clear indication that despite in-service training, educators still need on-going

support. The state should continue to subsidise educators enrolled at tertiary institutions to improve their inclusive education qualifications.

Doctors and nurses do come for deworming, circumcision of boys and prevention of cancer in girls. “*The Department of Health comes to our school*” (S3, P8, L216). The police form part of the team that comes to the school to support learners, more particularly the abused children and those who are forced to sell drugs. “*I can talk about nurses and doctors.*” These health professionals do the screening of learners for illnesses which cause barriers to learning in schools. “*Policemen in South African Police Services (SAPS), they come and help children that are abused*” (S2, P11, L293). It is the duty of the police to provide safety and security to all the citizens of our country. They must start educating children while they are still young about their rights, and parents should not be left out when awareness sessions are conducted.

There is a team of specialists known as the multi-disciplinary team, which works together in solving the problems of the learners (Lusk & Conklin, 2003). The members serving in this team are therapist, parents, teachers, nurses, doctors and psychologists. However, learners in deep rural areas may not have access to the services of these professionals although they are involved in supporting the struggling learners. According to the SIAS policy for a learner who is still unresponsive to intervention placement in a special school is considered the best option (Jimerson, Burns, & Van der Heyden, 2007). However, the research site is located in a rural area, which is in a resource-constrained environment. The school relies on the local clinic for medical attention.

The findings of this study confirm those of Mulholland and O'Connor (2016), which suggested that whilst educators are increasingly aware of the value of collaboration, its implementation is interspersed with a series of challenges. Those challenges relate to planning and professional development, which negatively affect the

implementation of inclusive education. If these challenges are not addressed they will continue to haunt inclusive education implementation in the mainstream schools in the Amajuba District and countrywide.

4.6 Conclusion.

This chapter focused attention on presenting the findings of this study. Findings were presented according to themes, categories and subcategories. Themes, categories and were presented according to each data source. To summarise the main aspects of the findings, the participants indicated that, first, there is a lack of commitment by educators to implement inclusive education policies; second, there is not enough funding for those schools, and as a result they are poorly resourced in terms of learner-teacher support materials (LTSMs); and, third, there is poor management of schools and poor financial management. Parents maintain a distant stance and do not get involved in school affairs. There is a visible lack of district officials at this school to monitor and support the school to train educators in new inclusion policies.

The negative attitude of educators to embrace inclusive education policies is also a major setback to inclusive education implementation. There are delays in the delivery of stationery, books and other school necessities. In addition, there is the inadequate training of educators, which did not include modules on supporting learners with barriers to learning in their initial training at tertiary institutions. The participants reported that educators displayed a negative attitude towards inclusive education. A lack of funding, resources and lack of training of educators were identified as key barriers to inclusion, as cited by participants. Learners travelling long distances to and from school are another reason for their poor academic performance at school. The findings show that despite the in-service training provided by the DBSTs, the educators still need continuous contextual responsive training support. Lastly, this study found that an emerging economy, with

severe financial limitations, is another reason for the delay in the process of implementing inclusive education in rural schools in the Amajuba District.

Chapter Five

5. Recommendations and Conclusions

5.1 Introduction.

The previous chapter presented the results of this study, including the main themes which were identified, namely the significance of support structures, documents, referral procedures, assessments and concessions, highlights and challenges, collaborative partnerships and classroom practices. These themes were presented and discussed in terms of the relevance of the themes, subthemes and categories.

Chapter One presented the introduction and backgrounds to the study, and Chapter Two the literature. Chapter Three followed with a discussion of the methodology employed in the study. Findings and discussions were presented in Chapter Four. Finally, Chapter Five focuses on conclusions and recommendations for future study.

5.2 Recommendations.

These recommendations were based on the findings of this study, according to Bronfenbrenner's (2005) bioecological model, which includes both the macrosystem and exosystem levels of this study, where the following recommendations were derived and presented as follows:

5.2.1 Teacher training.

Arising from the results of this study, it is clear that educators did not receive training on special education or on inclusive education, which puts a strain on them when they implement inclusion in their classes.

Based on this finding, I recommend that inclusive education modules should be included in the initial training of teachers. This could also result in positive thinking

about the implementation of inclusive education. Learners may be encouraged to come to school regularly. This may promote their self-confidence, and inspire the self-efficacy to change their level of interest in school. This recommendation requires a paradigm shift to where educators in training embrace inclusive implementation strategies from the early stages of their training. The Department of Education must make inclusive education qualifications a compulsory component of all professional development programmes.

The Department of Higher Learning must make it a point that inclusive education should be made a core component of all the initial teacher education qualifications. The theoretical component must be accompanied by practical strategies in training to support learners who are experiencing barriers to learning and learners with disabilities. The Department of Basic Education must coordinate and monitor training for inclusive education effectively. Training of in-service education staff must focus on practical implementation skills to improve the quality of education of learners experiencing barriers to learning.

In-service educators in the education system may benefit from being introduced, through distance learning, to new modules of inclusive education. I strongly disagree with the notion of in-service training conducted by the district officials because they may lack knowledge. Educators may not be the only stakeholders to be part of this paradigm shift but also school principals, school governing bodies, and the school management team as together they embrace change, which may, in turn, inform the philosophy of inclusion in the school community. Holding regular meetings and case conferences about what learners need may add to the school's reputation as an inclusive education school.

5.2.2 Learner-teacher support materials and assistive devices.

In the current study the participants complained about the unavailability of resources due to the poverty of community in which the rural school is located, and the community being unable to pay school fees. School fee exemption is strongly recommended for learners whose parents are not working. Learner-teacher support material must be purchased and delivered to educators on time to start teaching on the first day at the beginning of the new academic year.

The role of the community in supporting inclusion is strongly emphasised (Yeager & Walton, 2011). This is applicable in the remote areas where resources are constrained. Schools in this remote area are characterised by the philosophy of Ubuntu. Although the area has very limited resources, the spirit of Ubuntu prevails. The philosophy of Ubuntu encompasses, “I am because we are”, or “I am fully human in relationship with others”. It emphasises cooperation and sharing resources (Brubaker, 2017). Neighbouring schools should also share their resources to improve pass rate percentages.

5.2.3 The role of the state, the Department of Education.

As the study unfolded, it became apparent that some learners travel long distances to and from school, and a state-paid bus transport facility may solve the problem of late coming and irregular attendance of school by learners. Apart from providing the physical infrastructure and facilitating the training of educators, the district officials need to issue clear directives that state what is expected of schools and how they should accomplish their goals. If the Department of Education wants to address barriers to learning such as poverty or lack of parental support, they should suggest steps that the schools could follow to improve the situation. In addition, the DoE should suggest timeframes and provide incentives for the successful implementation of inclusive education and a

continuous evaluation of programme implementation. Furthermore, they should impose penalties that will be applicable to those schools that do not make acceptable progress.

5.2.4 Establishing multidisciplinary teams.

One of the findings of the study is that health professionals are located far away from many rural schools and the transversal teams do not respond with urgency when their services are required. Let the school involve other professionals in dealing with the welfare of learners to remove barriers to learning and development. Use collaborative partnerships in supporting learners with learning difficulties by providing rural incentives for the health professionals, which the state should provide in such areas to achieve equality and social justice.

The multidisciplinary teams are teams of professionals who focus on special aspects of care and support. These multidisciplinary teams consist of educational psychologists, therapists, learning support specialists, doctors, nurses and parents. The educational psychologists focus on the emotional and psychological well-being of clients. They coordinate and conduct assessments, referral processes, placement of children at the appropriate education sites, and provide on-going support. The learning support educator supports the caregiver with development and the implementation of structured individual support plans. An individual support programme consists of different useful and practical activities that contribute to the development of appropriate skills such as communication.

The physiotherapists aim to help and treat people with physical problems caused by birth, illness or accident. They work to improve mobility, functional ability and quality of life of the learners and their families. This is done with specific exercises, manual therapy, psychoeducation of family and caregivers and other structures that focus on interventions.

The occupational therapist focuses on a holistic approach to functional play. A child's "work" is play. Children learn skills through play. If they cannot play, they cannot learn. The occupational therapist adapts the environment to help children with physical and cognitive disabilities to play, so that they can learn through play.

The speech and language therapist focuses on communication and feeding. Communication includes both the ability to understand and express oneself in order to interact with people in the environment. The speech and language therapist will assist with developing ways to help children to understand and express themselves better.

5.3 Guide to inclusive education implementation in the classroom.

These recommendations are based on theme two, which, according to Bronfenbrenner (2005), is a microsystem; these recommendations are based particularly on classroom activities:

5.3.1 Create individualised education programs.

Consulting the records of all new learners in a class is imperative for the educator. This enables the educator to create individualised education programmes, IEPs and learner profiles. This will determine behavioural and academic goals. It will facilitate establishing how these goals will interact with national standards and the other year-end goals of all learners in the classroom.

5.3.2 Embrace universal design for learning.

It is important to make the curriculum accessible to all learners in the classroom, regardless of their background, learning styles, and abilities. There are several ways in which this may be accomplished. Content could be relayed in diverse ways by using visual, verbal and written text material. The best way to present a lesson in an inclusive

class is to ask learners to share what they have learned in class by speaking, illustrating, demonstrating and writing. A universal design (Rose & Meyer, 2002; Spencer, 2011) refers to the creation of differentiated learning experiences to minimise the need to make modifications for individual learners considering three access points, namely content, process and product (Nel et al. ,2013). Multiple lesson materials may be utilised to engage learners using software, art videos, and object lessons. Lastly, to ensure that newly acquired information is reinforced, to move the information from the short-term to the long-term memory through practice.

5.3.3 Apply multiple intelligences theory.

Gardner's theory, discussed by Kincheloe (2004), of multiple intelligences should be applied here to outline the variety of learners' approaches to information processing. Abstract concepts may be adapted to concrete operational thinking leading to "hands-on" activities, such as showing videos, allowing the learners to make models, educational tours, making up songs, writing poems, doing drawings or paintings and acting out scenes of the lessons. Inclusion through multiple intelligences utilises techniques suited for multiple intelligences and afford children the opportunity to explore important concepts using a variety of domains, and to find information based on their own abilities.

5.3.4 Incorporate life skills training.

Integrate some basic daily strategies that can make a difference in learners' acquisition of knowledge. Work out how to engage struggling learners in classical activities, for instance; the library teaches reading as a valuable life skill while making all the learners feel part of the classroom community. The creation of a billboard for bulletins and other classroom displays teaches responsibility, while enhancing learners' spatial and visual intelligence. Charts, computer equipment and record-keeping teach learners

organisational skills. Incorporating life skills is not a once-off activity but should be ongoing. This should be modelled by educators to reinforce them on a regular basis.

5.3.5 Employ collaborative teaching techniques.

The classroom may accommodate more activities and more humans or other specialists, such as volunteers, teacher aides, and special education educators, which may give learners an opportunity to benefit from collaborative teaching. This would facilitate interactive teaching and learning, alternative teaching, and parallel teaching. Interactive teaching refers to two educators shifting roles throughout instruction, observing and monitoring learning. Alternative teaching is when one educator interacts with a small group who require reinforcement or re-teaching, while the other teacher works with the rest of the group. Parallel teaching is when two teachers lead small, mixed-ability groups of students in the same lessons.

5.3.6 Formulate a flexible behaviour management plan.

Adapt an authoritative model with punishment and rewards in your class for the inclusive classroom to be successful. It is very helpful in such a class to be assertive by clearly communicating expectations and goals. A rigid behavioural plan may not serve the purpose in all circumstances. A child with a short attention span will continue to have it despite punishment being administered. No punishment or reward could extend a learner's attention. The class will have to be tailored better to suit the diverse learners' needs. Create a checklist or "to-do" list, with short phrases and symbols about how to review words, then create a writing journal, mind maps and a word bank. For management to be effective, the following are strongly recommended: Display classroom rules, diversify instructions, encourage peer instructions, exchange leadership, signal to quiet down, give learners labels and folders to organise work, check learners while they

work, speak to them quietly about concerns and employ positive reinforcement if the learner meets the criteria.

5.3.7 The power of inclusion.

Recognition of unique gifts in learners in class is very important for educators. Reward learners according to their abilities (Cheal, 2015). Celebrate individual successes without trying to compare them. Appreciation transforms the classroom, which becomes a meeting place where genuine community members share knowledge, skills and positive attitudes (Scheidecker & Freeman, 2015).

5.4 Limitations of the study.

Due to the nature of the study, the educator-participants were limited to only two in a remote inclusive school. Perhaps if there were more than two participants, the study would have yielded different results. The study, therefore, included only two mature female adult educator-participants with more than five years' teaching experience.

There were only two female participants and there were no male participants in the study. Perhaps if male participants were included as part of the study, different results may have been derived.

The language barrier experienced by educators was an issue of concern. This was evident during the interviews. In some instances, the interview questions had to be asked twice as the participants requested clarification of the questions many times. This prolonged the interview sessions. In some instances it was difficult to get a response because the participants did not understand the question even after the clarification or further description was provided.

5.5 Recommendations for future research.

Based on my research findings, the following recommendations are made for future research:

A single school case study was conducted on inclusive education implementation experiences of educators in a rural school. A follow-up study on various schools such as full-service schools, mainstream schools and special schools as resource centres could be a new research topic.

A follow-up study could be undertaken of learners who are experiencing barriers to learning and development in describing their own perceptions of the process of being included in the mainstream classroom.

A follow-up study could be made of the experiences of parents with children included in the mainstream schools instead of them being referred to special schools or full-service schools.

Inclusive education implementation is applied in respect of mathematics and English as a language of teaching and learning, but it is recommended to undertake a research study on how it can be applied to other subjects or learning areas.

A study could be done to assess the qualifications, experience and attitude of district officials who support inclusive schools with the implementation of inclusive education.

5.6 Concluding reflections.

By using meta-cognitive thinking, I conclude with my reflective thoughts.

The study had some developmental contribution for me personally and the participants. The educator participants became aware of documents, referral procedures

and structures involved in inclusive education implementation during the interviewing process.

In addition, guided by the main research topic, the research questions encouraged me to focus on what was required, and in so doing saved time, money and space.

I gained knowledge about assistive devices, the appropriate methods for inclusion and referral procedures. I also accumulated knowledge about the roles of different support structures, pastoral care, and identification of problems, screening, assessment and support.

This study contributed immensely to my personal growth and as a trainee educational psychologist, researcher and educator in the knowledge of me as an individual and my career.

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Appendix A – Interview Guide



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INTERVIEW GUIDE

I am employed at Amajuba District to coordinate Inclusive education programs. I currently enrolled for a Masters Degree programme in Educational Psychology at the University of Pretoria. My study is about "the educator Inclusive education Implementation experiences in rural schools at Amajuba: from policy to practice". The aim of the study is to inform policy and practice, to trigger more research and to investigate the usefulness of collaborative partnerships as teachers implement Inclusive education. The study is envisaged to benefit society through highlighting the challenges rural school educators encounter in implementing Inclusive education and to suggest possible changes to benefit learners at Amajuba. Please respond fully to all the questions in the interview and provide all information you think will strengthen the study.

Day 1

Interview questions

Part 1

1.1 What is your understanding of the concept inclusive education?

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1.2 Can you share your views on what you perceive as the roles of the School Management Team (SMT) members in learning support?

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1.3 In your years of teaching experience which challenges have you encountered in the implementation of inclusive education?

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.....



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1.4 Apart from Learner Teacher Support Materials (LTSMs), which other resources would a teachers implementing inclusive education need?

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.....

1.5 Which assistive devices have you used in the implementation of inclusive education in your daily teaching

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1.6 How do you find sitting arrangement in your classroom beneficial to teaching and learning?

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.....
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1.7 In your planning, how do you cater for diverse needs in your class?

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1.8 In your years of teaching experience of learners with barriers to learning, how does assessment promote teaching in the classroom?

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1.9 How have you used curriculum differentiation effectively to cater for struggling learners in your class?

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1.10 As one of the seven roles of a teacher, what does "pastoral care" mean to you?

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1.11 How does group work benefit your learners?

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1.12 How do concessions benefit learners in your school?

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Part 2

2.1 What kind of support do you need from Special Need Education Services (SNES) personnel from the district?

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2.2. How should teachers implementing inclusive education be supported through SIAS?

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2.3 How could other stakeholders support teachers in accommodating learners with diversity?

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2.4 How would you describe your school as an inclusive education school?

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.....

2.5 Whose responsibility is it, to implement inclusive education in this school, and why?

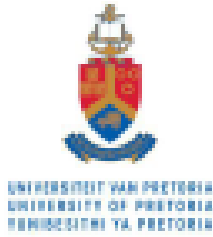
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2.6 How did you benefit from the attendance of the last inclusive education workshop organised by the district office for inclusive education?

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2.7 Please suggest the training needs of teachers to successfully accommodate learners with barriers to learning.

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2.8 Which department of education policies do you consider important when supporting your learners?

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2.9 What have you done in the past to address the inclusive education implementation challenges in your class?

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.....



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Day 2

Part 3

3.1 What is the role of the School Governing Body (SGB) in your school in promoting the inclusive education implementation in your class?

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.....

3.2 As a support structure what do you consider as the role of School Based Support Team (SBST) in your school?

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3.3 What are the functions of the District Based Support Team (DBST) based at Amajuba district department of education?

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3.4 How do you involve parents to actively participate in supporting their children experiencing learning difficulties?

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3.5 How have you benefited as a school in collaborative partnership with stakeholders in your community in relation to inclusive education implementation?

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3.6 How does the School Management Team (SMT) monitor the progress of learners experiencing barriers to learning and development in your school?

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3.7 Which professionals have come to support you in your school as either members of District Based Support Team or Non-Government Organisation in order to implement inclusive of education?

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3.8 When referring learners to the School Based Support Team as a class or subject teacher for intervention, which relevant documents do, you usually submit to that structure?

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.....
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.....

Part 4

4.1 When the department of education monitors come to visit this school, which relevant documents do you find beneficial to inclusive education implementation?

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.....

4.2 Which teaching methods have you successfully used in your class to teach learners experiencing barriers to learning?

.....
.....
.....

4.3 Which level of support are you providing to your learners as the inclusive school between the following?

Low	
Moderate	
high	



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Comment.....
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.....

4.4 When you have supported learners with barriers to learning as a class teacher and they don't seem to respond to your intervention plan, what do you do?

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.....

4.5 As one of the challenges of inclusive education implementation, how does Parent illiteracy negatively contribute to the problem of its implementation?

.....
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.....

4.6 at what point do you arrive at the decision to screen your learners considering the SIAS strategy policy document of the Department of Education (DoE, 2014)?

.....
.....
.....

4.7 When the District officials come to your school for support, if they do not meet your support needs what you would suggest should be done to address this problem.



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4.8 Share with me the good practices that promote inclusive education implementation in your school?

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.....

4.9 What else do you think should be done to strengthen the support structures to enhance inclusive education implementation in schools in general?

.....
.....

Appendix B – Observation Schedule



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Observation schedule

Activity: lesson observations	Comments
2.1. Goals	
2.2 Planning, monitoring and evaluation	
2.3. Individual Support Plans (ISPs), L.P., SNA 1 & 2, Parent consent form	
2.4. Active participation and other methods of teaching	
2.5. Assessment & feedback	
2.6 Specialised instructional strategies and intervention	
2.7 Non-verbal cues	
2.8 Classroom practice and arrangement	
2.9 High quality inclusion	
2.10 Use of LTSMs/Assistive devices	
2.11 Time management	
2.12 Curriculum differentiation & Curriculum adaptation	

Appendix C – Document Analysis



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Documents analysis

Activity: type of documents	Rich sources of information will be consulted, including archives and records. The school may not necessarily have all these documents but many will be available, such documents will include the following:	Comments
3.1 Schedules compared		
3.2 Log books entries comments		
3.3 School visit reports by the district officials.		
3.4 Previous public school records relating to inclusive education implementation		
3.5 Observation books of participants,		
3.6 Completed Special Needs Assessment forms SNA 1 and SNA 2 forms,		
3.7 Individual support plans forms.		
3.8 Referral documents from the class to School Based Support Team and to District Based Support Team,		
3.9 Minutes of SBST meetings,		
3.10 Register of learners needing additional support,		
3.11 Learner profiles,		
3.12 Reports of the Head of Department in the school.		
3.13 Report of the HOD-Indications of consideration of learners with barriers to learning		

Appendix D – Permission Letters



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THE DISTRICT MANAGER/CHIEF EDUCATION SPECIALIST
Department of Basic Education
Amajuba District
162 Panorama Drive
Newcastle
2940

To whom it may concern,

PERMISSION TO CONDUCT RESEARCH

I am studying towards a Masters degree (Educational Psychology) at the University of Pretoria under the supervision of Dr M.M Sefotho and Prof S. Human-Vogel. My research topic is: *The educator inclusive education implementation experiences in rural schools from policy to practice.*

As part of my research I would like to interview two teachers and observe a lesson presented by each teacher at Iphunguphunu Primary School in the Amajuba district. The interview will focus on their experiences on inclusive education implementation.

The observations will provide information on how the teachers implement inclusion practices in their classroom. The information obtained from the interviews and observations will be included in the analysis of my thesis and the names of the teachers, school and district will be kept anonymous. The interviews and observed lessons will be audio-recorded for accurate transcribing.

My aim is to have two interview sessions of an hour each with the teachers. Each teacher will be interviewed separately to ensure confidentiality and anonymity. The interviews will be semi-structured focusing on what the teachers understand about inclusive education, how they implement it in their classes, and their school. I am also interested in their opinions on what the characteristics are of an inclusive education teacher and of a school.

I will be observing the lesson as part of their normal school day. The interviews will be done at the school at a time that is convenient to the teachers, and when it will not interfere with their instructional time.

I request permission from the Department to do my research at Iphunguphunu Primary School as soon as it is convenient for everyone.

Should you require any further information please feel free to contact myself or any one of my supervisors listed below:

Dr M.M. Sefotho
Tel: 012 420 2772

E-mail: muximus.sefotho@up.ac.za

Prof S. Human-Vogel
Tel: 012 420 2770

E-mail: salome.humanvogel@up.ac.za

If permission is granted for me to do research please sign the letter below and email it back to me at ngubspr@gmail.com.

Yours faithfully

Mr P.R. Ngubane
Student number: 14260990

I, _____ (name & surname), hereby give permission to Mr P.R. Ngubane to interview and observe the lessons of two teachers at Iphunguphundu Primary School. Furthermore, he will be allowed to audio-record the observations and interviews.

Signature

Date



Faculty of Education

THE DISTRICT MANAGER/CHIEF EDUCATION SPECIALIST

Dannhauser Circuit
10 Main Street
Dannhauser
3080

To whom it may concern,

PERMISSION TO CONDUCT RESEARCH

I am studying towards a Masters degree (Educational Psychology) at the University of Pretoria under the supervision of Dr M.M Sefotho and Prof S. Human-Vogel. My research topic is: *The educator inclusive education implementation experiences in rural schools from policy to practice.*

As part of my research I would like to interview two teachers and observe a lesson presented by each teacher at Iphunguphunu Primary School, in the Dannhauser circuit. The interview will focus on their experiences on inclusive education implementation.

The observations will provide information on how the teachers implement inclusion practices in their classroom. The information obtained from the interviews and observations will be included in the analysis of my thesis and the names of the teachers, school and district will be kept anonymous. The interviews and observed lessons will be audio-recorded for accurate transcribing.

My aim is to have two interview sessions of an hour each with the teachers. Each teacher will be interviewed separately to ensure confidentiality and anonymity. The interviews will be semi-structured focusing on what the teachers understand about inclusive education, how they implement it in their classes, and their school. I am also interested in their opinions on what the characteristics are of an inclusive education teacher and of a school.

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Should you require any further information please feel free to contact myself or any one of my supervisors listed below:

Dr M.M. Sefotho

Tel: 012 420 2772

E-mail: mucimus.sefotho@up.ac.za

Prof S. Human-Vogel

Tel: 012 420 2770

E-mail: salome.humanvogel@up.ac.za

If permission is granted for me to do research please sign the letter below and email it back to me at ngubspr@gmail.com.

Yours faithfully

Mr P.R. Ngubane

Student number: 14260990

I, _____ (name & surname), hereby give permission to Mr P.R. Ngubane to interview and observe the lessons of two teachers at Iphunguphundu Primary School. Furthermore, he will be allowed to audio-record the observations and interviews.

Signature

Date



Faculty of Education

SCHOOL PRINCIPAL

Iphunguphunu Primary School
Private Bag X50
Dannhauser
3080

Dear Sir,

REQUEST PERMISSION TO CONDUCT RESEARCH

I am studying towards a Masters degree (Educational Psychology) at the University of Pretoria under the supervision of Dr M.M. Sefotho and Prof S. Human-Vogel. My research topic is: *"The educator inclusive education implementation experiences in rural schools from policy to practice"*.

To help me with my study I would like to interview two teachers, which you have selected, from your school and observe their lesson. The observations will provide information on how the teachers implement inclusion practices in their classroom. In the interview I will be asking the teachers questions about inclusive education implementation. The interviews will be done separately and anything they say will be kept confidential. The interviews and observed lessons will be audio-recorded for accurate transcribing.

One lesson from each teacher will be observed and the interviews will be done over two sessions, each for an hour. The teachers will be interviewed at a time that is convenient to them at the school. The interviews will not interfere with their instructional time.

The information obtained from the interviews and observations will be included in the analysis of my thesis and the names of the teachers, school and district will be kept anonymous, so no one will know who I interviewed and from which school they came.

Should you require any further information please feel free to contact myself or any one of my supervisors listed below:

Dr M.M. Sefotho

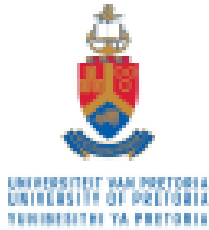
Tel: 012 420 2772

E-mail: muximus.sefotho@up.ac.za

Prof S. Human-Vogel

Tel: 012 420 2770

E-mail: salome.humanvogel@up.ac.za



Faculty of Education

If you agree to let me observe and interview two teachers in your school please sign the letter below and email it back to me at ngubspr@gmail.com.

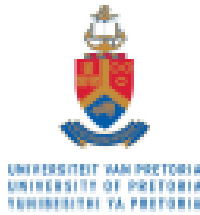
Yours faithfully

Mr P.R. Ngubane
Student number: 14260990

I, _____ (name & surname) of _____
(school), hereby give consent to Mr P.R Ngubane to interview and observe two
teachers at my school as part of his research. The observations and interviews may
be audio-recorded.

Signature Date

Appendix E – Consent Letter



Faculty of Education

CONSENT LETTER

EDUCATOR

Iphunguphunu Primary School
Private Bag X50
Dannhauser
3080

Dear Educator,

I am studying towards a Masters degree (Educational Psychology) at the University of Pretoria under the supervision of Dr M.M Sefotho and Prof S. Human-Vogel. My research topic is: *"The educator inclusive education implementation experiences in rural schools from policy to practice"*.

As part of my research I would like to observe your class and interview you on inclusive education implementation. There will be two interviews, each for a hour long and will be done at a time and place that is convenient to you. There is nothing that you will need to prepare for observation or the interview.

The interview will be audio-recorded to help me accurately transcribe what you say. The information from the interview with me will be kept strictly confidential. Your name and the name of the school will not be mentioned in my research.

Should you require any further information please feel free to contact myself or any one of my supervisors listed below:

Dr M.M. Sefotho	Prof S. Human-Vogel
Tel: 012 420 2772	Tel: 012 420 2770
E-mail: muximus.sefotho@up.ac.za	E-mail: salome.humanvogel@up.ac.za

If you agree to be interviewed, please sign the letter below and email it back to me at ngubspr@gmail.com.

If you would like more information, please feel free to contact myself or my supervisors listed below.



Faculty of Education

Yours faithfully

Mr P.R. Ngubane
Student number: 14260990

I, _____ (name & surname) of _____
(school), hereby give consent for Mr P.R Ngubane to observe my class and to
interviewed me. The observation and the interview can be audio-recorded as part
of his research.

Signature

Date

Appendix F – Assent Letter



Faculty of Education

ASSENT LETTER: Iphunguphunu Primary School

Dear Caregiver

Research Title: The educator inclusive education implementation experiences in rural schools from policy to practice

My name is Mr P.R. Ngubane and I will be conducting a research at the Iphunguphunu Primary School. Part of my study will be to observe the teacher in your child's class. The observation will be audio recorded. Information collected during observation will be treated with strict confidence.

The identity of children participating in the study will be concealed by using pseudo names. The parents whose children agree to participate will be requested to sign an informed consent. The assent form is included in this letter for each parent to either give permission or not to give permission for his or her own child to participate in this study. The content of this letter will be explained to the care givers in the language they can understand.

I have consent from the principal, teachers and the District Manager/Chief Education Specialist to do my research at your school. Information I collect will be confidential and only used for research at the University of Pretoria. No one will be harmed during the research as I will be observing the teaching process for the duration of 35 minutes.

As a parent/guardian please sign this assent form to agree to your child taking part in my research. You may decide not to give assent for your child to take part in the study by signing the slip.

Consent form

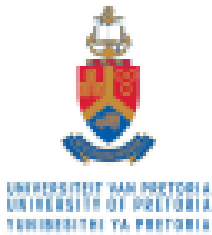
_____ must be included /must not be included (delete what is not applicable) in the research.
Name and Surname of the learner

Name of Parent/Caregiver

Signature

Date

Appendix G – Agreement Statement



Faculty of Education

STATEMENT AGREEING TO COMPLY WITH ETHICAL PRINCIPLES SET OUT IN UNIVERSITY OF PRETORIA POLICY ON RESEARCH ETHICS

I, Ngubane P.R, declare that I have read the Policy for Research Ethics of University of Pretoria and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I undertake to work in close collaboration with my supervisor (s) and shall notify them in writing immediately if any changes to the study are proposed. I further undertake to inform the Ethics Committee of the Department of Educational Psychology of any adverse events that occur arising from the injury or harm experienced by the participants in the study. I shall conduct the study according to the approved proposal and in strict compliance with the ethics policy of University of Pretoria. I shall also maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. The Research Ethics Policy places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account University of Pretoria Policy for Copyright Infringement and Plagiarism.

.....(Signature)

.....(Date)

Appendix H - Photographs



School details as research site







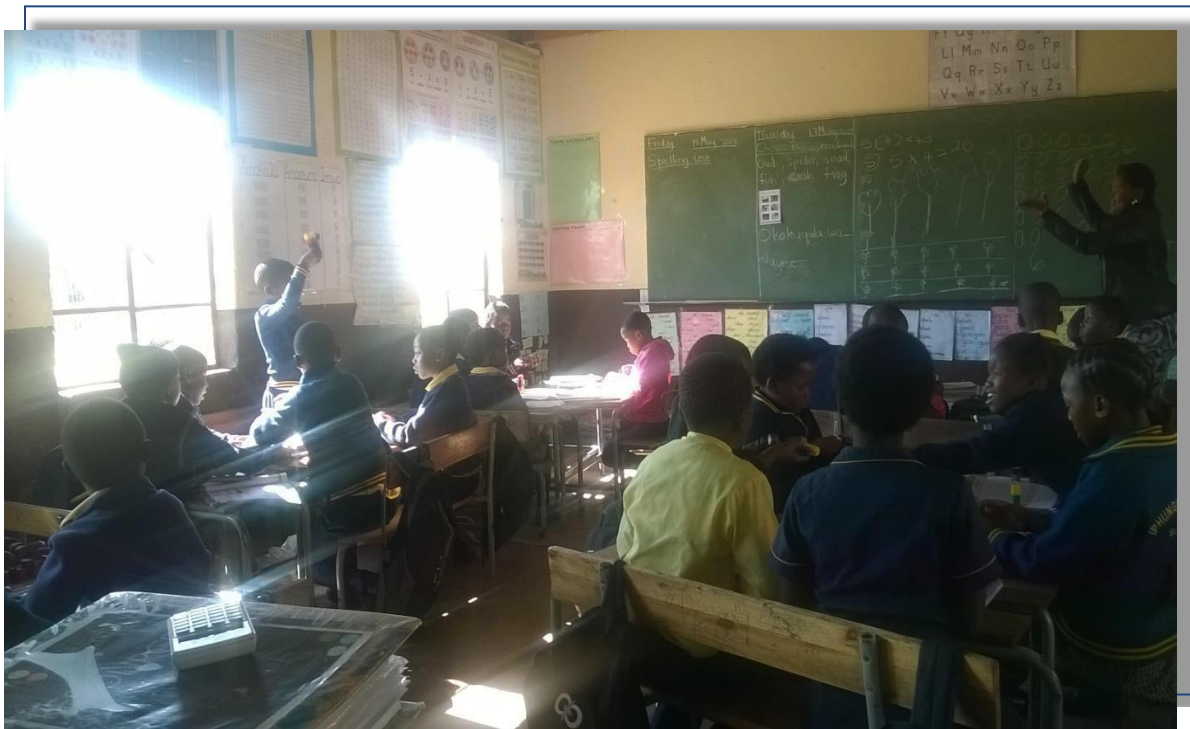
Learners sitting in groups doing group activities



The class during the presentation of the lesson



A learner answering the question during lesson presentation



Teacher reinforcing a good behavior in class while presenting the lesson



Learner responding to the questions during lesson presentation