

**The roles of the principal and the SBST in supporting teachers teaching
inclusive education**

by

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DECLARATION

I hereby declare that “The Role of the Principal and the SBST in Supporting Teachers Teaching Inclusive Education” is my original work and that all sources consulted and quoted have been acknowledged in the reference list.

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Date

DEDICATION

This dissertation is dedicated to my wife, Nomsa Masango, and my two children, Wandile and Sphumelele. Thank you for understanding that I was busy studying and, therefore, could not give you all the attention you deserve.

- ❖ To my late parents, William and Sannikie Masango, thank you for the inspiration and support you gave me over all the years.

- ❖ To my brothers and sisters thank you for being supportive during the entire process of the research, especially during difficult moments.

- ❖ To my study partner, Karel Gulston, thank you for motivating me throughout my study.

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ABSTRACT

This research focuses on the challenges encountered by teachers in terms of support in teaching inclusive education in primary schools. According to the White Paper 6 of 2001, the Department of Education gives guidelines and points out the strengths of school-based support teams (SBST) and district support teams in attempting to overcome inclusivity. The SBST works with a variety of internal support structures to meet the needs of teachers who are teaching inclusive education. Schools in South Africa - especially in townships - are, generally, of the opinion that managing the process of inclusive education is the sole responsibility of the Department of Education.

The research methodology employed in this study is qualitative which is explorative and descriptive by nature. The purpose of this study was to explore the role of the principals and the school-based teams in supporting teachers teaching inclusive education in primary schools. Data was collected by means of two focused interviews, which involved the principals and members of the school-based support team and by using one-on-one, semi-structured interviews.

The collected data was analysed and categorized according to a constant comparative method. The data revealed a number of frustrations and challenges for teachers who need support in teaching learners in inclusive education. It is evident that there is a lack of support both from the principals and the SBSTs in supporting teachers who are teaching inclusive education. There is an insufficient knowledge and a lack of skills in supporting teachers teaching inclusive education as there has been no proper training for these teachers. However, the Department of Education has ensured that the introduction of White Paper 6 is aligned to the schools' contextual systems.

KEY WORDS

curriculum

district support team

inclusive education

learning barriers

mainstream classes

school based support team

school management team

skills

support

training

white paper 6

ACRONYMS

SBST – School-Based Support Team

SMT – School Management Team

UNESCO – United National Educational Scientific and Cultural Organization

CRSA – Constitution of the Republic of South Africa

RSA – Republic of South Africa

DST - District Support Team

NCS - National Curriculum Statement

OBE – Outcomes Based Education

TTIE – Teachers Teaching Inclusive Education

NCSNET - National Commission on Special Needs in Education and Training

NCESS - National Committee on Education Support Services

LTSM – Learner Teaching Support Material

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CHAPTER 1

INTRODUCTION

1.1 Background

The Constitution of South Africa states that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term (CRSA, 1994). This is in line with the developmental processes that paved and shaped the move towards a more inclusive society - a process that was originally influenced by “the slow historical march to improvements in rights, fraternity and equality” (Roaf and Bines, 2004) for all citizens, such as the struggle for freedom from slavery (Baynton, 2001) and the civil rights movement in the early 1960s. More recently, several high-level transnational initiatives, along with advocates for inclusivity in society, have drawn the public’s attention to the plight of millions of people, especially children, who have - for centuries - experienced exclusion within their own communities (UNESCO, 2003). Teachers in South African public schools have been tasked with the responsibility of meeting basic learning rights by teaching classes that include learners with special needs, in a regular education. This move requires positive experiences and the support of inclusive schooling, otherwise teachers are unlikely to succeed in teaching inclusive classes (Ernst and Rogers, 2009; Guskey, 2002). The question is: How does one intervene in supporting and training teachers who do not have the skill for teaching such classes?

Despite considerable progress in introducing education policies to support inclusive classes in schools, a number of authors have recently concluded that progress in making schools more inclusive seems to have come to a halt (Ferguson, 2008; Vislie, 2003). Factors, such as a lack of knowledge and skills for teaching learners with special needs

as well as limited training in teaching inclusive classes, do not motivate teachers to have a positive attitude towards inclusive education. Most teachers who teach inclusive classes have completed basic teacher training which did not sufficiently cover the area of inclusive education. For them to change now and become experts in teaching learners of all abilities may take years for the effects to be noticeable. It is, therefore, imperative that teachers be qualified and motivated by support from management as well as the school's stakeholders. School leaders and managers need to implement a variety of external and internal support structures that meet the needs of teachers. Any support from the school may influence the internal decision-making process of schools. Glatter (1997) maintains that support for teachers of inclusive classes has been overlooked for too long, even though it influences the understanding of internal school management processes.

1.2 Statement of Purpose

This study pays specific attention to how the principal and the school-based support teams (SBST) support teachers teaching inclusive education in public schools. The White Paper 6 of 2001 addresses the special educational needs of learners in ordinary public schools. In terms of White Paper 6, all learners - irrespective of barriers to learning and development - have a right to be educated in an ordinary school by well-trained teachers and with other learners. The researcher examines the type of training and support given to teachers and the developmental support programme which teachers undergo.

The SBST in schools follows the district programme when dealing with inclusive classrooms. The study looks at how the systematic intervention programme of the SBSTs is planned and how it functions for the teacher in the classroom. According to Walton, Nel, Hugo and Muller (2009, 106), the White Paper outlines a national strategy

for systematically addressing and removing barriers to learning by establishing full-service schools. The process involves the establishment of a SBST, the identification of all learners with learning barriers and the development of strategies to support teachers to deal with such learners. The list of learners is given to district support specialists to deal with each learner's individual problem. The purpose of this study is, therefore, to establish the type of support given by the school support team to teachers teaching inclusive classrooms in the Tshwane South District in Gauteng Province.

1.3 Aims of the Research

- To establish how the school principal and SBST members support teachers in inclusive classrooms
- To examine the type of training and support given to teachers in preparation for teaching in an inclusive classroom
- To investigate what is expected of the teachers teaching in inclusive classes
- To explore SBST member's understanding of inclusive education as stated in White Paper 6

1.4 Rationale

The researcher's interest in this study emanates from several comments made by teachers teaching inclusive education about their problems in teaching inclusive education. Teachers teaching inclusive classes complain of inadequate training skills and knowledge when dealing with learners who need special education. Some challenges are linked to inadequate support from management and the lack of proper facilities for teaching inclusively in the classroom. Diverse learners are put in one classroom and their progress varies from rapid to slow because teachers use the same strategy for teaching all learners in order to complete the syllabus (White, 2004:117).

Furthermore, other challenges including a lack of parental involvement and cultural, social and economic factors add to the barriers in teaching inclusive education - especially when the learners' mother tongue is not used for teaching and learning (Walton, Nel, Hugo, & Muller, 2009).

White (2004:116) maintains that teachers teaching learners with learning barriers require special resources in the classroom in order to help the learners achieve their potential. Most public schools that practice inclusive education for learners with diverse educational needs lack proper facilities. In a study done by Lambert *et al.* (2005) to determine why general education teachers need to be supported when teaching inclusive classes, it was found that teachers were teaching a wide range of learners in one classroom and that they lacked the skills to teach learners with diverse educational needs. Teachers from schools practicing inclusive education were mostly concerned about their academic credentials if they accepted learners with intellectual disabilities. The teachers who displayed a negative attitude to inclusive classes feared these classes; lacked an understanding of learner disabilities; and lacked of knowledge of inclusive practices. Another study by the Roeher Institute (1996) revealed that one of the barriers to teaching inclusive classes was the attitude of the school itself to accepting learners with learning needs.

1.5 Research Question

How do principals and the school-based support teams (SBST) support teachers teaching inclusive education?

1.5.1 *Sub-questions*

- How do SBST members understand inclusive education as stated in the White Paper 6?
- How do the SBSTs support teachers teaching inclusive education?
- What type of support does the principal give teachers teaching inclusive education?
- What do other teachers expect from teachers teaching inclusive classes expect?
- What is the leadership role of the principal in creating an enabling environment for teachers of inclusive education?
- What resources are available for supporting teachers teaching inclusive education?

1.6 **Literature Review**

After 1994 the government instituted new legislation and policies in education, beginning with South Africa's Constitution and the development of the Human Rights Commission (Lomofsky & Lazarus, 2001:304). According to the new Constitution of South Africa (1996), all learners could now be taught at the same ordinary public schools despite their barriers to learning, their capabilities and their abilities. The Bill of Rights in South Africa's Constitution states that all learners have a right to basic education (RSA, 1996:29) -one reason why the South African government instituted the White Paper 6 (2001) to address inclusive education. Inclusive education means that

*“Schools should accommodate **all children** regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This could include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic,*

ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups” (Booth, 2003).

The United National Educational Scientific and Cultural Organization (UNESCO) also maintains that inclusive education is commonly and rightly associated with the mainstream participation of learners with impairments and who are categorized as having special educational needs (Dakar, 2000). Hence, the focus of the study is on mainstream learners as well as those with special educational needs.

Inclusive education stipulates that all learners should be taught together with normal learners in one classroom. This leaves teachers no choice but to teach learners with disabilities, such as learning, emotional, behavioural and social barriers; communication and interaction barriers; and sensory and physical challenges (European Commission, 2005:20). The White Paper 6 (2001) instructs schools to establish a school-based support team (SBST) that will work together with the district support team (DST) to give support to teachers teaching inclusive education. The aim of White Paper 6 (2001) is to provide guidelines on how inclusive education can take place in teaching and learning so that all learners ‘fit in’. The SBST is made up of one teacher from each phase (Foundation, Intermediate and Senior Phase) as well as the school management team (SMT) while the DST is made up of district officials.

In a study on inclusive classes and teacher support, Frank (1999) indicates that a paradigm shift is required to move to an approach that is proactive, effective and financially viable if teachers are to teach inclusive classes. He emphasizes the fact that teachers need support because inclusive education is a complex phenomenon. Eloff and Kgwete (2007) feel that although substantial research has been done on inclusive education, more has to be done on teacher support. Clough (1998:145) argues that there is a fundamental contradiction between supporting teaching as a strategy for change

and supporting teaching towards inclusive education. Supporting teaching towards inclusive education is a way of protecting classroom teachers from the pressures of change and, thus, the SBST needs to develop policies and working practices which enable learners to succeed by supporting teachers of inclusive education. Another study by Eloff, Swart and Engelbrecht (2002) indicates that teachers teaching inclusive classes require a great deal of support because teaching such classes causes stress in teachers. Teachers become frustrated by the amount of time involved in planning, developing curriculum modifications and strategizing over social interactions.

Since the White Paper 6 was introduced, the implementation of inclusion policies –as in the USA - has not been effective because of financial implications with regard to the employment of personnel, professional development and renovating school buildings (McLaughlin *et al.*, 1996; and Apallachia Educational Lab, 1996). Similarly, Smith and Rapport (1999) found the barriers mentioned above as concerns in the implementation of inclusion in schools. Based on their in-depth literature review, they found barriers which included a lack of both knowledge and training of teachers and administrators to serve a child with a disability. Other barriers identified by Smith and Rapport (1999) are: personnel preparation concerns; lack of communication/collaboration and the belief that some children would ‘lose out’. According to Evans *et al.* (1998), one attitude that is considered a barrier to teaching inclusive classes in schools is the process of waiting for children to ‘catch up’ before they can move forward in the system. This attitude promotes the keeping of disabled learners at home in the belief that they will be accepted if they are ready for inclusion. Evans *et al.* (1998) explain that this causes a great delay in progress because the children will be left out in terms of age.

TOP (1996) examined the level of implementation of inclusive practice by state specialists and found alarming results. The findings include a reluctance by officials for

the state to practice full inclusion. Furthermore, the study also found that state officials had differing views regarding policies on inclusion implementation.

1.6.1 Why teachers teaching inclusive classes should be supported

Teaching inclusive classes requires teachers to use a number of different approaches to teach content or skills. One of the most significant problems in teaching an inclusive classroom is the curriculum. The National Curriculum Statement (NCS) advocates cooperative learning which becomes a challenge in inclusive education. Inclusive education requires the teacher to adapt to a different style and pace of teaching and learning (Putnam, 1998: 49), including instructional methods that involve student practice in class, independent work activities or out of class activities and homework. When evaluating learners in inclusive classes, teachers need to use different strategies to identify learners who need support. After identifying the learners the teacher may use different strategies to assess those learners, such as a written, oral or narrative report (Friend & Bursuck, 1999:11). Inclusive classrooms should also be arranged in such a way that the teacher is able to see learners with attention disorders when instructing the whole group at one time (Friend & Bursuck, 1999:115). If classrooms cannot accommodate these arrangements, it is not easy to improve the performance of all learners in an inclusive class.

1.6.2 Support through co-teaching

Teaching learners in inclusive classrooms might also require co-teaching where the school has funds to hire an assistant teacher in a single classroom setting (Bauwens & Hourcade, 1995). In this approach one teacher leads the lesson and the co-teacher plays an assisting role. For example, while the co-teacher leads a lesson on a listening strategy or a test review, the classroom teacher may gather observational data on targeted learners. Alternatively, while the classroom teacher leads a lesson, the co-teacher helps to keep learners on task; checks written work as it is completed; and responds quietly to

learners' questions (Friend & Bursuck, 1999: 83). In inclusive schools, co-teachers are called inclusion support facilitators and they are responsible for providing some student instruction, problem-solving with teachers, and coordinating the services the learners receive. Often they focus on ensuring that the needs of learners with moderate, severe, or multiple disabilities are being met (Janney, Snell, Beers, & Raynes, 1995).

Support facilitators may consult with class teachers regarding a learner who is suspected of having a disability and work with teachers to determine whether a referral for assessment for possible special education is needed or not (Voltz & Elliott, 1990). Inclusive classes are viewed by many researchers as advantageous in the sense that they believe that special learners in this setting can improve on their social development, social interaction, enhanced skill acquisition, health and greater independence and success in meeting the objectives of normal functioning (Burnette, 1996). Mainstream classes operate within the framework of the White Paper which has a set of rules of conduct that prescribes what should be done and what should not be done (Naicker, 2000). It is further debated whether government prescription makes it easier or more difficult for a teacher to be effective in the mainstream. Teachers are required to cope with multiple and diverse learning needs and in the majority of cases there is no support (Lomofsky & Lazarus, 2001). Services are well provided for in the advantaged sectors but are grossly neglected in the disadvantaged sectors where they are needed most (Kriegler & Skuy, 1996).

Before the implementation of outcomes-based education (OBE) teachers were trained to manage a largely content-based education system, but now they face a system of education that should suit different approaches of instructional methods because of inclusive education. Engelbrecht *et al.* (1999:71) emphasize that to support teachers teaching learners with special educational needs requires a support structure that is sensitive not only to the particular needs of individual teacher, but also to the needs of

the learners. Teachers require a thorough training in how to identify and address special educational needs. A change from a content-based approach to an outcomes-based approach requires teachers to work collaboratively as a team in order to meet the diverse needs of the learners. This approach is new to many teachers and requires a system that will help them cope with an inclusive education approach (Calitz, 2000:2). Knowledge of educational theory, professional knowledge and expertise is required for addressing learning barriers as all teachers are responsible for all types and kinds of children (Janney, Snell, Beers, & Raynes, 1995).

1.6.3 Teachers teaching inclusive education

Teaching in an inclusive class requires broad factors, such as social and educational conditions and attitudes and actions specific to a particular context (Engelbrecht *et al*, 1999). Inclusion, therefore, caters for more than just mainstreaming because it is regarded as a moral issue related to human rights and values. Teachers teaching inclusive classes have to change their character in dealing with such classes because they challenge a perception and understanding of the way things are in life. Teachers do not only have to acquire new skills and tools but they also need to use them. In this case teachers need to make time and space to think about creativity in their own lives as well as in their teaching. Such teachers require a special type of training in special needs education to work collaboratively with other teachers in order to provide support to learners in their classroom (Forlin, 2001:124; Welding, 1996:116; Schnorr, Black & Davern, 2000:13). Wilson (2005:20) maintains that a useful way of looking at and trying to describe and explain the process of teaching inclusive classrooms is through creativity and interaction between the SBST and the teachers of inclusive classes.

Wilson (2005:25) further states that trying to identify creative processes helps us think about how we address challenges while creativity is taking place. We can see and discuss how creativity is expressed through behaviour, activities, experiences and

outcomes. These processes involve building relationships; asking challenging questions; making connections; and playing with ideas. Louden *et al.* (2000:12) recommend that schools should adopt a clear focus in inclusive education while teaching in regular classroom settings to ensure that the focus is maintained throughout. Louden’s study reveals a lack of provision and intervention of appropriate professional development and management support for the implementation of inclusive education. Norwich and Lewis (2001:316) suggest that instruction in inclusive classes is narrower and relates to the teaching of a particular target skill or set of knowledge. The narrow focus may illuminate particular learning barrier of pupils with regard to different instructional procedures from other learners.

1.7 Conceptual Framework: - support structures for teachers teaching inclusive education.

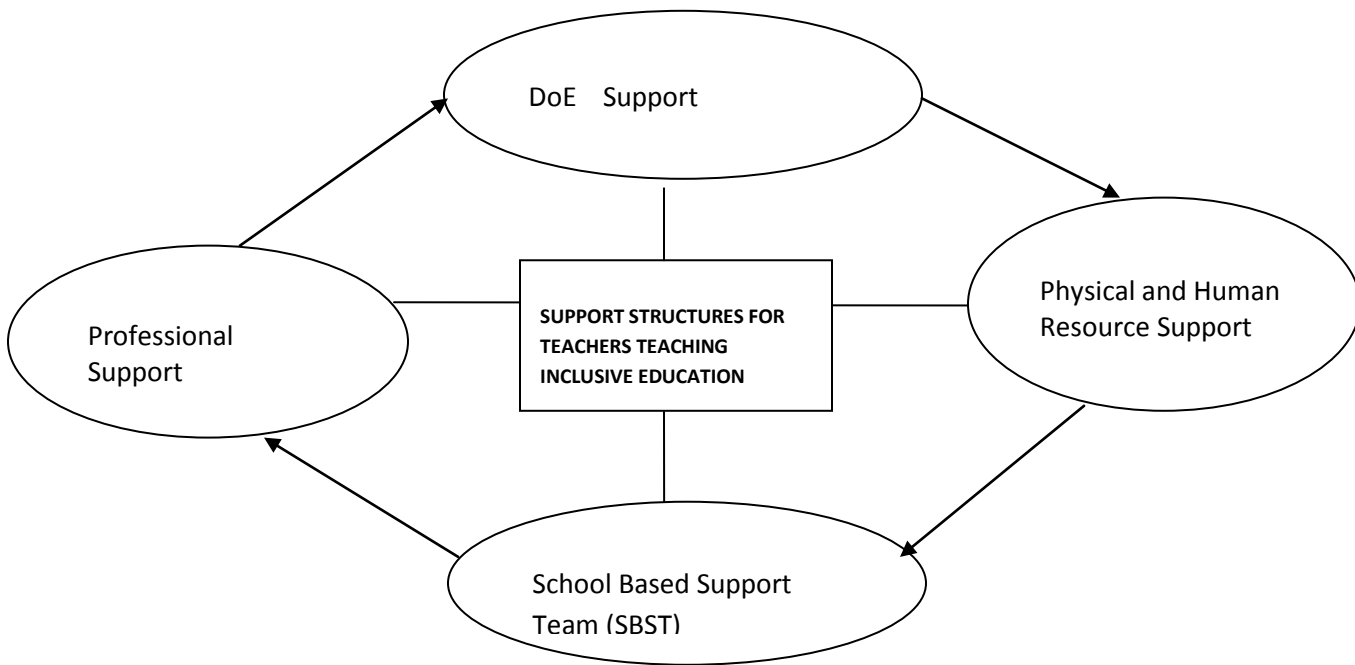


Figure 1.1: Conceptual framework

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1.7.1 Department of Education support

Worldwide, school support structures have proved that they can provide excellent support for teachers in the diverse challenges they experience in dealing with inclusive classrooms. The focus is on the learners who have a problem and who can be labeled in terms of a classification system for behavioural and learning problems in the school (Engelbrecht *et al.*, 1999). The context –in which the teacher is apart - is played down and an emphasis is placed on identifying and finding a remedy for the learner with a problem. The school-based support team (SBST) is a structure that supports teachers experiencing the challenges of teaching inclusive education. In the Tshwane South District of Gauteng Province various forms of teacher support have been developed with some initiatives, such as providing relevant teacher training and support for specific curriculum development projects (Engelbrecht, *et al.*, 1999:157). Learners with disabilities are referred to the school-base support team so that it may support the teacher in the particular phase and class to handle challenges in that class. The SBST is responsible for managing the process of addressing barriers at school level only. Kovaleski, Tucker and Stevens (1996:44) recommend that instructional support teams - in this instance SBSTs - should assist with intervention strategies and provide resources that would enable the teacher to support learners who are experiencing challenges. Such interventions are aimed at facilitating the transformation of institutions and curriculum development initiatives to address the diverse needs of the learner population in a mainstream class (Engelbrecht, Green, Naicker & Engelbrecht, 1999:52).

1.7.2 School-Based Support Team (SBST)

The role of the SBST is to identify and assess the learners' barriers and then to plan to address such barriers. In the context of teaching inclusive education, this means identifying learning barriers that act as barriers to achieving "inclusion". A developmental or pro-motive approach should be adopted in identifying those aspects of school life that enhance inclusion (Engelbrecht *et al*, 1999). Such aspects will include identifying factors that facilitate a welcoming and supportive environment for all members of the school community. The SBST can then plan strategies to address challenges in inclusion classrooms.

1.7.3 Professional Support

Professional support involves a planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings and other interventions designed to help teachers teach learners with learning barriers achieve a higher level of personal self-sufficiency and success in school. Professional support for teachers enables them to deal with children who are intellectually or physically challenged and it allows the learners to be with their peers and to learn in a normal school environment (Gous & Mfazwe, 1998). A professional support programme encourages learners involved in inclusive education to learn things differently in an inclusive classroom.

All teachers should have access to an excellent and equitable programme that provides solid support for their teaching and is responsive to their prior knowledge, intellectual strengths, and personal interests. Gous and Mfazwe (1998:6) declare that teachers who have taught normal children before are, therefore, faced with unfamiliar challenges in

their classrooms when they interact with - and teach - children who have specific learning disabilities. The new trend of inclusion offers children who are intellectually or physically challenged the opportunity of being with their peers and learning in a normal school environment. Gous and Mfazwe (1998:51) emphasize that the atmosphere in a classroom depends to a great extent on a teacher's attitude and teaching style. One needs to remember that a teacher's responsibility is to meet not only the educational needs of children, but also their social and emotional needs. Teachers, therefore, require support throughout their teaching and learning journey, such as counseling, career guidance, specific teaching and learning techniques, social interventions and other assisting devices. More support can be given to teachers as a strategy for teaching inclusive education in the classroom (Engelbrecht *et al*, 1999:77). Alternative approaches to teaching and learning skills suggest that this should be infused into teaching in a particular context.

1.7.4 Physical and Human Resource support

It is the responsibility of the Department of Education to provide the necessary training and resources to assist teachers and learners in developing skills to ensure they are adequately equipped to participate fully in the integration of technology. This is necessary to provide teachers with basic computer technology skills in order to store information and to facilitate their teaching (Warner, 2009, p.118). It is suggested that being a regular classroom teacher in an inclusive setting gives a new insight into the ability to meet the needs of all learners (Stone, 1999:141). In maintaining communication and relationships with teachers of inclusive education, Gross (1996:121) feels that an emotional supportive framework should be created for both teacher and learners which entails gaining autonomy in the classroom; building self-esteem; and having resources to attain goals. Discipline should be seen as something which is shared rather than imposed by the teacher.

1.8 Research Methodology

This study uses a qualitative research approach. A qualitative approach is appropriate because it enables the researcher to have one-on-one interviews with the participants to establish how teachers of inclusive education experience support for teaching diverse learners in inclusive classes. The epistemological and ontological assumptions underpinning this qualitative study are that knowledge is constructed through participants' social interaction with their reality. Since the ways in which participants interact with their social worlds differ, the realities they construct will reflect these differences (Merriam, 1994:6). This qualitative paradigm also enables the researcher to analyse data inductively and to use the results of the analysis as a basis for subsequent data collection by means of follow-up interviews.

1.8.1 Research methods

The following research methods were used in this study.

1.8.1.1 Interviews

Data was collected directly from individuals through the use of one-on-one semi-structured interviews. This allowed for further probing of questions, for clarity and for depth (Creswell, 2003).

1.8.1.2 Sampling

Seven teachers were sampled from each of the two schools. The sample consisted of two school management team (SMT) members, two school-based support team (SBST) members and three teachers from each phase in the school (one Foundation Phase, one Intermediate Phase and one Senior Phase teacher). These teachers are all involved in

inclusive education in their schools. The total sample was made up of fourteen teachers from two schools. This is a purposive sample because the participants were chosen with a specific purpose in mind regarding their special situations.

1.8.1.3 Document analysis

Official documents, like the White Paper 6 (2001) on the rights of learners with barriers to learning and development and the South African Schools Act (1996) were analysed as a means of acquiring information on how teachers of inclusive education should be supported in schools. Other documents from the school, such as the inclusion policy, government gazettes, circulars, memos and minutes of the SBST meetings and evaluation reports were analysed and then triangulated with the data from interviews.

1.8.1.4 Data analysis

In analyzing the data, the researcher began by listening to the tape-recorded interviews and transcribing the data. The transcribed data was read to establish its logic and to obtain a sense of the participants' varied understandings of the experiences of teachers in inclusive classes. The data was then coded using open coding that involves word-by-word, phrase-by-phrase and sentence-by-sentence analysis to get the initial codes (Strauss 1987:55-56). The codes were then be grouped into categories and the emerging categories were merged into broad themes (Glasser & Strauss 1999:76).

1.9 Credibility and Trustworthiness

The trustworthiness of the study is revealed through the quality of the investigation and the findings to make it noteworthy to its audiences (Schwandt, 2007:299).The researcher planned to focus on credibility, trustworthiness and comparability as indicators of the authenticity of the research procedures by using the research results he

obtained from triangulation of the multiple sources, documents and interviews used with teachers teaching inclusive education and members of the SBST.

Being sensitive to his personal bias and how it shaped the study, the researcher tried to be as objective as possible, although it was not easy to avoid filtering data through a personal lens shaped by his own specific socio-political and historical background (Creswell, 2003:182). In acknowledging the existence of bias, values and interests (or reflexivity) he affirmed that he had attempted to limit personal interpretation while acknowledging that it was intrinsic to qualitative data analysis.

Briggs (2007:115) suggests retaining the records of conversations and checking their veracity with participants (member checking). Member-checking is a key means for qualitative researchers to obtain evidence of the authenticity and credibility of their data and to meet the ethical requirement of constructing trustworthy research that may be of some benefit to society.

1.10 Limitation of the Study

The findings of this study cannot be generalized to all areas of education because they represent the perceptions of a small sample of teachers teaching in inclusive classrooms and are the results of what is seen through the eyes of available members only. Furthermore, the findings of this study cannot be reproduced because the conditions under which the phenomenon was investigated cannot be exactly the same for other groups as for those groups studied in this inquiry. The findings are applicable only to teachers in the schools in Tshwane South District of Gauteng Province - to which this study was confined -where the researcher concentrated on teachers who are teaching inclusive education in inclusive classrooms.

1.11 Ethical Considerations

Ethics is a set of moral principles suggested by the individual or a group that are widely accepted and that offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, researchers and learners (De Vos, 1998:240). Firstly, the researcher asked for permission to conduct research from the Tshwane South Provincial and National District offices and then obtain ethical clearance from the University of Pretoria before commencing with field work. Further permission was sought from principals and the SGB of the selected schools. The research and its purpose were explained to participants and the participants were advised of their position. Participants' consent to be interviewed was sought and pseudonyms were used to protect their identity. Voluntary participation and withdrawal should they feel that they did not want to continue with the interviews as well as anonymity (assuring the participants that identifying information would not be made available to any person that is not involved in the study) was stated upfront (Trochim, 2001:24). Participants were assured of the confidentiality of their information and none jeopardising of their position (Ary, 2006:484).

1.12 Significance of the Study

The significance of the research is that it may assist the Department of Education and policy-makers to develop tools and strategies to assist teachers teaching inclusive education. Various ways of improving teaching inclusive education may be developed to assist teachers struggling to achieve the learning outcomes of learners experiencing difficulties. Special programmes calling for stakeholder assistance, such as that of support facilitators, social workers and psychologists, may also be developed.

1.13 Chapter Outline

The study is divided into five chapters which are outlined as follows:

Chapter 1 gives an introduction to, and orientation of, the study by stating its purpose, the research problem, the main research question and sub-questions. The literature review, a conceptual framework and research methodology serve to clarify the research aim. Strategies of enhancing credibility of the study, ethical issues, limitations and significance of the study are also included. In the next chapter, Chapter 2, a comprehensive literature review is presented. Chapter 2 focuses on a literature review that provides an understanding of the role of the principal and the school-based support team (SBST) in supporting teachers teaching inclusive education in primary schools and considers the White Paper policy of the National Department of Education.

Chapter 3 presents the research design and methods used. It explores the appropriateness of a qualitative approach as well as an interpretative paradigm and data collection technique.

Chapter 4 presents the data obtained during the interviews, its analysis and interpretation.

Chapter 5 discusses the findings, recommendations and conclusion emanating from the data analysis of this research. These findings are elaborated upon and, finally, recommendations are made.

CHAPTER 2

THE ROLE OF THE PRINCIPAL AND THE SBST IN SUPPORTING TEACHERS TEACHING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS

2.1 Introduction

The South African government - in line with international governments - is committed to coordinating efforts in working towards the achievement of children's rights to an education that is appropriate to their learning needs and their preparation for the future. The South African Constitution (Act 108 of 1996) is founded on the values of human dignity, the achievement of equality and the advancement of human rights and freedoms (Section 1a) and provides a special challenge to educators by requiring that they give effect to the fundamental right to basic education for all South Africans. In Section 29 (1) there is a commitment to this fundamental right, viz. "that everyone has the right to a basic education, including adult basic education." This fundamental right to basic education is further developed in the Constitution in Section 9 (2) which entrusts the state with the achievement of equality, and Sections 9 (3), (4) and (5) which commits the state to non-discrimination. These clauses are particularly important for protecting all learners, whether disabled or not, and requires that support be given to teachers teaching inclusive education.

Internationally, Latin America and Mexico are in line with the Millennium Development Goals, especially Goal 2 on universal primary education which states that teachers need to be qualified, motivated and provided with support. The recent moves towards creating a more equitable education system were intended to improve the existing monolithic education system through universal access to primary education;

the eradication of adult illiteracy; and the overall improvement of the quality and efficiency of education (UNESCO, 2006). The realisation of these goals was set for the year 2000. In order to deliver good quality education, the principal and the school-based support team (SBST) need to support teachers teaching inclusive classes as the school community is accountable for the education of children (VSO, 2000: 4). The question posed is: Can South African teachers who are teaching in the mainstream general classroom and now have to teach inclusive classes be supported and prepared to teach inclusive classes?

When the policy on inclusion was introduced in schools, many thought that educators would be capable of teaching it. Many people thought that teachers were qualified and would be able to do whatever was expected of them. Unfortunately, this was not always the case. It came as a shock when some teachers felt nervous because they did not understand what inclusive education was all about, and they were confused because they did not understand what they were supposed to do. Eloff and Kgwete (2007) suggest that the majority of teachers feel unprepared and unequipped for work dealing with inclusive education and that there is no available research on teacher support in inclusive education.

Given the changes brought about for inclusivity through diversity, it is imperative for school managers to consider different ways to support teachers to cope with the challenges of teaching inclusive education. Boyer and Gillespie (2000) mention that some countries have addressed the issue of support through the use of task forces, long-term studies, short-term professional development and even short-term pay incentives. Arbeiter and Hartley (2002) suggest that the support that teachers need includes appropriate training as well as community and parental involvement. According to Ritter (1995), regular classroom teachers lack the necessary skills to deal with the behaviour of learners experiencing education barriers. They are used to a particular

range of deviant behaviour in a mainstream class rather than in an inclusive class and, therefore, their understanding of abnormal behaviour is more restrictive. Furthermore, a teacher's judgment of misbehaviour reflects only the problematic behaviour in a normal classroom context.

2.2 Inclusion of Diverse Learners in Education

The inclusion process in education that addresses and responds to students' diversity by increasing their participation in learning and culture and that reduces exclusion within and from education (UNESCO, November 2008) was introduced in 2001. This policy tried to address the problem of learners with disabilities by reducing exclusionary pressures in schools and other sites of learning by promoting access to, and participation in, curricula and belonging in school communities (White Paper 6, 2001). It is concerned with achieving equity by identifying and addressing direct and indirect impediments to access, participation and belonging in school cultures, facilities and curricula (DoE, 2001). The South African Ministry of Education released the Education White Paper 6: Special Needs Education – building an inclusive education and training system - in July 2001.

The development of this policy started as long ago as October 1996 when the Ministry of Education appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) to examine and make recommendations on all aspects of special needs and support services in education and training in South Africa (Department of National Education, 1997). A joint report on the findings was presented to the Minister of Education in November 1997. This extensive report included the findings of the national investigation as well as a "vision", guiding principles and strategies for developing an inclusive system of education and training. Based on the report of the

Consultative Paper 1 on Special Education, 'Building an inclusive education and training system', findings and recommendations were released by the Ministry of Education in August 1999 (Department of National Education, 1999).

The aim of the White Paper was to reconstruct schools and schooling to meet the learning needs of a diverse learner population as well as to realise social justice and transformation. As the curriculum -in terms of content, language, classroom composition, teaching approaches, regulation of lessons, LTSM and assessment - is one of significant barriers to learning, guidelines were developed to facilitate and support curriculum differentiation in the classroom. In the context of the numerous changes presently taking place within the education system, concerns about the relation between outcomes-based education and inclusion and the need to adapt the curriculum to suit learners with special educational needs in large classes with high teacher/learner ratios were addressed. Walton, Nel, Huggo and Muller (2009) suggest that one of the many challenges facing education in post-apartheid South Africa is the realization of the constitutional values of equality, freedom from discrimination and the right to a basic education for all learners.

Prior to the South African democratic government of 1994, learners with disabilities experienced great difficulty in gaining access to education. There were very few special schools and those that existed admitted learners according to rigidly applied categories. Learners from poor families who had learning difficulties could not be accommodated in special schools and, therefore, could also not qualify for educational support. The categorisation system allowed only those learners with organic, medical disabilities to access support programmes (White Paper 6, 2001). It was imperative that the continuing inequities in the special schools sector should be eradicated and that the process of representivity in supporting learners with educational needs be accelerated in order to become representative of the South African population. The Ministry of Education

supports this direction and sees the establishment of an inclusive education and training system as a cornerstone of an integrated and caring society and an education and training system for the 21st century (DoE, 2001).

2.3 Teaching Inclusive Education

According to Ritter (1995), various sources suggest that barriers in teaching a general and special education classes are problematic in the sense that inclusive classes require more of a teacher's attention than would be required in a general class. For instance, the findings in a study by Schumm and Vaughn (1992) suggest that general education teachers are not prepared for the inclusion of special learners because they tend not to focus on behaviour problems in general mainstreamed classes as long as the learners do not exhibit emotional or behavioural problems. Schumm and Vaughn (1992) maintain that teachers are usually willing to make changes while the learner is taking tests or working on assignments, but they are less likely to spend time planning or making adaptations to the curriculum or test (preplanning) based on learner performance (post planning).

Another problem with general education teachers is that most teachers of inclusive classes are often unaware of a special needs learner and rarely use the psychological reports in their planning (Schumm and Vaughn, 1992). This, then, makes it imperative that inclusive class teachers be given assistance in planning for inclusive classes by the SBST and other support structures (Schumm and Vaughn, 1992). In a study conducted by Trump and Hange (1996), where focus group interviews on the concerns of teachers about inclusion were used, it was found that a discrepancy may emerge between the academic and social development of special education learners and regular education learners because they are taught and they progress through grade levels. Teachers

teaching inclusive education classes need to pay more attention to special education learners but they should not allow them to become overly dependent on their teachers.

The central argument of this study is that inclusive schools do not only require the implementation of new policies but that teachers need on-going support, in-service training and time for the successful realization of an inclusive system. Teachers need adequate knowledge, skills and training to address diversity and to teach learners with special educational needs in effective, inclusive education. Most teachers, especially in the former disadvantaged schools, do not have the ability to manage diversity and, consequently, they experience feelings of fear and hopelessness. Furthermore, misunderstandings and misperceptions of the concept of inclusion also appear to frustrate its implementation. Lack of support and training, as well as a lack of knowledge of official policy documents, has led to some teachers developing a resistance to, and disillusionment with, teaching inclusive education (Swart, Engelbrecht, Eloff & Pettipher, 2002). In the light of the above, the need for support and on-going training is a priority. From a study by Swart *et al.*, it appears that the current in-service training does not always meet teachers' needs. Their pre-service training has not adequately prepared them for educating learners with special educational needs and there appears to be a negative attitude towards in-service training which does not always bring about the desired changes (Swart *et al.*, 2002).

2.4 The Principal and SBST Support for Teachers Teaching Inclusive Education

School leaders play an important role in promoting and sustaining change in schools. Without their efforts schools cannot change or improve to become places where all learners are welcome and where all learners learn essential academic and non-academic lessons in preparation for life in the community (Salisbury & McGregor, 2005).

The principals and the school management team members serve as promoters of effective teaching and learning. They play a unique role in helping learners, staff, and parents to think and act more inclusively. Their role is to guide and support the course of change by drawing together the resources and people needed to be successful. They have to ensure that parents, educators, and community members understand inclusive education to improve support of the work of the school, in general, and the efforts of the principal, in particular.

Allen and Glickman (1998: 505) conclude that meaningful change does not take place when policies or procedures are changed, but rather when the “hearts and minds of the people in schools ultimately dictate what happens in classrooms.” Frank (1999) maintains that a paradigm shift is required to move to an approach that is proactive, effective and financially viable and which will support inclusive education. Because supporting inclusive education is a complex phenomenon, the Department of Education provides guidelines and points out the strength of school-based support teams and district support teams in trying to overcome inclusivity. Arbeiter and Hartley (2002) suggest that the support that teachers need regarding inclusive education includes appropriate training and parental involvement.

Crawford, Gordon and Porter (2004) are of the opinion that at school level the principal - together with other school-based team members - should establish a positive support and welcoming climate for all learners; they should welcome and engage in an effective partnership with parents; they should encourage, support and reward teachers’ professional development efforts; and they should cultivate the model of teachers as “lifelong learners”. Principals should establish mutual support among teachers by creating a climate and work-routine that favours teamwork and collaboration. They should ensure the effective use of resources to focus the attention of teachers on optimal

instructional strategies and ensure that classrooms are well organized for quality instruction (Crawford, Gordon & Porter, 2004).

Support for teachers teaching inclusive education requires a collective effort and commitment from the staff. Effective principals establish collaborative teams by bringing together key stakeholders who represent different perspectives and roles in the school community. In this instance, the SBST together with the principal should bring resources and administrative connections to the table to address needed changes in rules or policies. Principals and SBST members should identify and approve changes that support more inclusive practices. These changes may focus on organizational resources, such as schedules, the use and assignment of personnel, strategies used to assign students to classes, resources available for professional development and the focus and type of professional development activities (Power-deFur & Orelove, 1997).

Twohig (2000) suggests that it is vital for school leaders to have a solid understanding of inclusive education to effectively implement procedural requirements and to provide appropriate support for the teachers and the learners in their schools. Mechanisms for funding and providing educational resources that promote – rather than hinder – inclusion are guided by financial policies that are geared towards providing flexible, effective and efficient responses to learners’ needs; promoting collaboration amongst relevant staff members; and ensuring co-ordination between school and state funding structures (EADSNE), 2009).

The allocation of resources should enable the school to support effective inclusive practice and should be more cost-effective and responsive to the needs of the school population. It should offer adequate support for learners identified as having specific needs and provide flexibility in using financial resources according to identified organisational needs and requirements within the context of local or national policies.

Funding policies and structures should be established because they remain one of the most significant factors determining inclusion. Limited or lack of access to certain facilities and provision may hinder inclusion and equality of opportunity for learners with special educational needs.

While principals in inclusive schools act as mediators, coaches, cheerleaders and emotional supporters to those involved in the process of change, it is fundamentally a team effort. Parents, school staff and learners must have a voice in the process. Duffield, Brown and Riddell (1995) developed five key aspects of support for staff development in education. These 5 aspects are: 1. Consultation and collaboration with class and subject teacher; 2. Development of a differentiated curriculum; 3. Coordination of services for individual teaching; 4. Contributing to whole school policies on learning support; and 5. Staff development in relation to learning support. They maintain that teaching can be clearly directed through co-operative work in class while individual tuition is seen as the main task of the teacher giving support to learners with barriers to learning.

Support for teachers teaching inclusive education could be provided in a number of ways, including in an advisory capacity- the aim of this role is to improve the knowledge and skills of teachers to enable them to identify, assess and devise interventions in the form of individual educational plans (Clough, 1998:157). This type of support requires the service of all or part of the school staff to provide area-based training for special educational needs. Clough (1998:58) feels that there's a great need for this type of teacher support. He also cites consultancy work with schools to help schools develop their own expertise and planning in these areas, but argues that there is a fundamental contradiction between teaching support as a strategy for change, working towards inclusive education and teaching support as a way of protecting classroom teachers from the pressures of change (1998:145). He maintains that the key

element is to develop policies and working practices which enable teachers to meet the aims of inclusive education.

2.5 Support Structures for Inclusive Teaching

Support structures that impact on inclusive education are diverse and often involve a range of different staff members, approaches and working methods. Established support structures in schools, such as the school-based support team (SBST), can act as a support to, or as a barrier to, inclusion. The SBST structure should be able to respond flexibly to a range of organisational, individual staff and family needs (European Agency for Development in Special Needs Education [EADSNE], 2009). Team members should employ an inter-disciplinary approach that integrates the knowledge and perspectives of different areas of staff expertise in order to consider the learners' needs holistically (EADSNE, 2009).

Support for inclusive teaching serves as a philosophical compass in guiding schools along their journey to create a caring, supportive, and effective learning community. As Stainback and Stainback (1990) indicate: "an inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met." Monteith (1994), however, suggests that most principals do not have knowledge of the instructional and programme needs of inclusive education. He believes that they also lack sufficient funds for the support of educators teaching inclusive education. Wiener and Norton (1993) support Monteith's statement concerning principals' lack of knowledge and indicate that most principals agree with inclusion philosophically but are somewhat dubious about the amount of support services that could be provided. Principals are of the opinion that learners with special needs only benefit socially and

are at a disadvantage academically because of a lack of planning in terms of time for learners of different learning abilities (Wiener & Norton, 1993).

Educational leaders who promote an inclusive vision should pay attention to learners who were traditionally separated into “special” programmes in the regular classroom (Stainback and Stainback, 1990:3). They should work towards creating and maintaining a school climate in which all learner scan feel a sense of identity, belonging, and place (Sergiovanni, 1994). Decision-making related to support should not only involve, but should also increasingly be led by the mainstream class teachers and their team members in partnership with inter-disciplinary professionals from the Department of Education. This requires a major attitudinal shift on the part of the SBST as well as changes to their function.

2.6 Training Needs of Teachers Teaching Inclusive Education

On issues of training and professional development across the whole field of special education Garner (1996) found that almost half the teachers of learners with barriers have no specialist knowledge or training. According to Garner, it is against this background that support services are important and they require careful planning to ensure that teachers teaching inclusive education have the knowledge, skills and resources to ensure learners with barriers learn and develop knowledge and skills in their area of special need (Garner,1996). Lombardi (1994) maintains that the effective inclusion of special education into regular education classrooms is impossible to achieve without support from the school leaders. The principal, as a critical member of the school, is looked to for direction. Uncertain or contradictory messages from the leader of the school do not provide any incentive for involvement or change (Twohig, 2000:18). The activities, practices and even the atmosphere within a school are a reflection of the leadership in the school. Lack of support for teachers teaching inclusive

education increases stress level in teachers of learners with learning disabilities as compared to teachers teaching learners with physical disabilities (Eloff, Swart & Engelbrecht, 2002).

2.7 Conclusion

To implement inclusive education, the goals of the policy should be effectively communicated to all members of the education community. Educational leaders and staff members in schools and the Department of Education have an essential role to play in supporting teachers of inclusive education to translate and implement an inclusive education policy that promotes quality in teaching and learning. The school staff and other stakeholders need to address attitudes to learners with diverse needs as well as propose actions to meet their needs. The school staff should agree on support for teachers teaching inclusive education; the structures to be put in place; the responsibilities members in the developed structure; and the training that will be provided to all teachers in order to fulfil these responsibilities.

Policies for promoting inclusive education and for meeting individual learner's needs within all educational sectors should be integrated. Such policies should encourage co-operation to ensure that plans facilitate and support an interdisciplinary approach in all phases of lifelong learning. Educational needs should be given the same degree of focus in pre-primary as in primary sectors to facilitate the sharing of good practice and support. SBSTs of the different schools should develop new educational approaches, methods and tools to identify suitable indicators that can be used as tools for monitoring development in the teaching of inclusive education. Finally, there should be partnerships between schools, local policy-makers and parents to ensure greater accountability for the services provided.

Good in-service programmes and skills training in managing learners with special educational needs may lead to more positive attitudes. The provision of sufficiently high quality support services and resources, including special education personnel and back-up from school administration, is another important factor. All stakeholders should learn to cooperate and collaborate as equal partners who respect each other's knowledge. Teachers' inexperience in teaching learners with special educational needs as well as their knowledge and conceptions of learning difficulties should be considered. "One-shot workshops" and a "one-size-fits-all" model that are frequently but ineffectively employed in education (Ainscow, 1993:245; Brady *et al.*, 1997:245) are a challenge when training teachers for inclusive education. It is important to change the way in which in-service training is conducted because professional development is a lifelong process. Both the principal and the SBST team members responsible for preparing and supporting teachers for inclusive education need to take cognisance of the contextual, complex and time-consuming nature of inclusive education. Teachers also need to be emotionally trained for the necessary paradigm shift to occur. No matter how much we want to hurry, change is methodical and slower than we might wish. But it does occur (Lilly, 1989:155).

In the next chapter, Chapter 3, the research methodology applied in this study is described.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this study a qualitative research design is used to explore information about the role of the principal and the school-based support team (SBST) for teachers in inclusive education. A qualitative research design suited the purpose of this study which was to explore the role of principal and the SBST in teaching inclusive education by gathering information from inclusive teachers by means of interviews. By using qualitative methods, it was possible to obtain an in-depth understanding of the role of the principal and the SBST in supporting teachers in inclusive education. The researcher probed for clarity and depth during data collection with detail-orientated probes aimed at ensuring that he understood the 'who', 'where' and 'what' of the answers given by the participants. Qualitative data collection methods are usually interactive and humanistic (Rossman & Rallis, 2003) which allow the researcher to develop a rapport with the participants during interviews.

3.2 Philosophical Assumptions

The methodology chosen for this study is underpinned by certain epistemological and ontological assumptions (Burrell & Morgan, 1979). The term, *epistemology*, comes from the Greek words *episteme* (knowledge) and *logos* (explanation). Epistemology provides a philosophical background for deciding what kind of knowledge is legitimate and adequate (Crotty, 1998) while ontology is the study of being, i.e. the nature of existence. It embodies an understanding of what is and epistemology attempts to understand

what it means to know. The epistemological assumptions underpinning this research were that knowledge is constructed through the social interaction of reality. Knowledge of the role of the SBST in supporting teachers teaching inclusive education can be obtained by exploring the ways in which the participants interact with their social worlds. In this study the participants constructed different and multiple realities (Merriam, 1994:6).

How the SBST constructed their realities is better understood within an interpretivist/constructivist paradigm. Nieuwenhuis in Maree (2007:58) argues that interpretivism has its roots in the hermeneutic, which is a study of the theory and practice of interpretation. In an interpretive/constructivist paradigm the reality constructed is subjective. Constructivism is concerned with how knowledge arises; what concepts are constructed; and what criteria can be involved in the evaluation of knowledge (Flick, Kardorff & Steinke, 2004). It is assumed that multiple realities are constructed based on the belief that reality is constructed through personal experience which varies from one participant to the next (Crotty, 1998). In this study the assumption of knowledge construction was based on how the participants in the study constructed knowledge about inclusive education. The multiple realities of the participants' experiences were captured and are presented as quotations from the interviews.

3.3 Research Approach

The following elements were integral parts of the research approach.

3.3.1 *Data collection site*

Data collection was done in schools with a special school programme which is run by Real Madrid in partnership with the University of Pretoria for learners who come from

a background of poverty and who have barriers to learning. This programme is only conducted at a few primary schools in the Mamelodi informal settlement. The Real Madrid programme identifies learners for extra afternoon classes who are helpless and achieve poorly in their academic work. The programme is divided into two sessions: an academic session that last for one hour and an extra-mural session which last for two hours in the afternoon. This programme is best suited to this study as the teachers who support learners in the afternoon are involved in the SBST programmes. The programme is relevant in the sense that learners are given holistic support that is intellectual, emotional and physical.

3.3.2 Selection of Participants

Purposive sampling was used to select participants who are involved in inclusive education. Five participants were selected from each of two schools. The sample comprised the principal, the coordinator of the school-based support team (SBST) and three teachers who are members of the SBST. The principals of the selected schools were chosen because they have the responsibility of leading and managing all the activities in the school which includes teaching. The SBST coordinators were selected to participate in this study due to role they play in supporting teachers and different programmes in the schools.. The three teachers are phase coordinators - one in each phase: foundation, intermediate and senior phase. These phase coordinators are teachers who have real experience in teaching inclusive education at their schools. The participants are teachers between the ages of twenty five and fifty and they are members of the school-based support team.

The sample population was intentionally small in order to acquire an in-depth knowledge and explanation related to teaching inclusive education. Qualitative research usually involves a smaller sampling for in-depth study and for thorough

analysis that continues until no new themes emerge from the data. Documents on inclusive education were also analyzed to explore a deeper understanding of the way in which teachers are supported in dealing with inclusive education. The White Paper 6 of 2001 was one of the documents analyzed together with district memos and circulars that deal with inclusive education to collect information about the expected role of the principals and the SBST members in supporting teachers teaching inclusive education.

3.3.3 *Interviews*

An interview is a powerful means of helping people to make explicit things that have hitherto been implicit and to articulate their tacit perceptions, feelings and understanding (Arksey and Knight, 1999:32). Interviews are used where it is likely that people may enjoy talking about their work rather than filling in questionnaires. Participants in this study were given an opportunity to reflect on events without committing themselves in writing. According to Cohen and Manion (2000), interviews can serve a number of distinct purposes: firstly, it can be used as a means of gathering information about a person's knowledge, values, preferences and attitudes; and secondly, it can be used to identify variables and their relationships. The interviewer is a neutral facilitator who elicits the forthcoming information from the interviewee and the interviewee gives his/her responses with the help of questions and prompts in an atmosphere of trust and accountability.

In this study, the researcher interviewed the principal, the SBST coordinator and three SBST educators who were phase coordinators. The interviews were conducted after school to avoid interfering with the learners' contact time. The interviews were scheduled for approximately thirty minutes *per* person. No incentive was provided for the interviewees taking part in this research apart from snacks that were provided in the afternoon during the interview. Data was gathered directly from individuals by

using one-on-one semi-structured interviews. This type of interview allowed for probing questions which resulted in clarity and depth (Creswell, 2003). Follow-up interviews were used to enrich information (Rossman & Rallis, 2003). In this study the researcher employed standardized interview questions where he was in control of the interview process to ensure that the participants did not deviate from the topic and that no leading questions were asked (Smit & Van Rensburg, 2004: 53). The participants' perspectives on the phenomenon of interest (the emic perspective), not the researcher's views (the etic perspective) unfolded (Patton, 2002). The interviews were recorded on audio tape. All the participants have been kept anonymous and the information that was recorded is confidential. The participants were assured of their freedom to withdraw from the interview at any time. The recorded information was transcribed to make it meaningful.

Marshall and Rossman (2003) are convinced that interviewing has limitations and this is true because in some cases the participants were unwilling or uncomfortable to share all that the interviewer had hoped to explore. At times they were unaware of recurring patterns of behaviour in their lives as teachers teaching inclusive education. In such cases, more participants were sampled. Sometimes the question asked by the interviewer evoked long narratives from participants because of a lack of fluency or skill in expressing themselves. In this study, the researcher used both English and Setswana which is spoken by most of the teachers. The interviewer exercised listening skills and personal interaction in framing questions clearly and gently -even when probing for elaboration.

3.3.4 Transcribing Interviews

All the interviews were recorded on audio tape to ensure that everything which the participants said was captured. Wengraf (2001:7) maintains that when data has been

transcribed, it is no longer raw data but rather “processed data”. Therefore, in this study the taped interviews were transcribed as accurately as possible (*verbatim*) to minimize bias and the manipulation of the data. The researcher also wrote and typed out everything said by the participants word-for-word and recorded what was said according to the way in which he had understood the participant. The steps that were followed to organize and prepare the data for analysis involved transcribing interviews; optically scanning that data; typing up field notes; and sorting and arranging the data. The researcher read through all the data to obtain a general sense of the information and to reflect on its overall meaning in order to identify the general ideas that were emerging from the data and by looking at the ideas and the tone of participants.

3.3.5 *Document analysis*

Nieuwenhuis in Maree (2007:82) suggests that it is important to distinguish clearly between the literature review of a study and the use of documents as part of the data gathering strategy. The two do overlap in the sense that they both deal with data sources in a written format, but the inclusion of document analysis as part of the data gathering strategy is distinct from the literature review that all researchers involve themselves in during their study (Nieuwenhuis in Maree, 2007). In this study, the researcher has examined official documents, like the White Paper 6 (2001) which talks about the rights of learners with barriers to learning and development and District memos and circulars that deal with inclusive education. When using documents as a data gathering technique, there was a focus on all types of written communication that could shed a light on the phenomenon under investigation (Nieuwenhuis in Maree, 2007). Primary sources (unpublished data) that include minutes of meetings, reports, correspondence were also consulted as well as other supporting documents on inclusive education, like school policies on inclusive teaching, government gazettes, circulars, memos supplied by the provincial department and minutes of the SBST

meetings discussions on inclusive education . In addition, the evaluation reports on inclusive education were analyzed to establish the kind of support given to the teachers to triangulate the information with the data from interviews.

3.3.6 Data analysis

A content analysis was done to transform raw data into new knowledge. The researcher preferred to use an inductive approach to data analysis to help participants identify the multiple realities that were potentially present in the data (Jansen in Maree, 2007). Interpretivism is based on the assumption that there is not one reality but many and, therefore, interviews were held in natural contexts to reach the best possible understanding of how teachers receive support in dealing with inclusive education. The process of data analysis involves making sense out of text and image data (Creswell, 2009) by preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data and identifying themes and establishing how the themes are related.

In the case of this study the data was analyzed to construct an understanding of teacher support received from the SBST in terms of inclusive education. The principles of constructive theory were applied to identify themes from emerging data, and how it would assist educators to deal with support in inclusive education. When doing data analysis, the researcher reflected continuously on the data by asking analytic questions and by writing memos throughout the coding process (Creswell, 2007:184).

Coding refers to a process of transforming raw data into a standardized format for data analysis. Nieuwenhuis in Maree (2007:105) defines coding as a process of reading carefully through the transcribed data, line-by-line, and dividing it into meaningful analytical units. It can be described as a process of marking the segments of data with

symbols, descriptive words or unique names and identifying recurrent words, concepts or themes. According to Gray (2009:408), coding schedules are structured schemes that use predetermined categories for recording observable events. These events range from quite simple approaches, such as a system based upon time, to quite complex event systems. The researcher developed coding schedules by using the Flanders system of interval coding, where a code is selected for every three seconds of interaction. A coding sheet was used which showed that three minutes of interaction had been logged with a code number noted for every three seconds. The use of open-coding helped in breaking down, examining, comparing, conceptualizing and categorizing data (Strauss & Corbin, 1990:61). The open-coding offered a method of generating ideas by close and detail inspection of the data. The data was coded line-by-line.

After coding the data, the codes were grouped in categories. In generating categories of information, for example, the researcher followed certain steps, such as selecting categories and positioning them within a theoretical model and then explicating a story from the interconnected categories. The final phase involved integrating the analysis even further around a core category. A core category was selected in order to achieve the right integration of categories. In tracing connections, the categories were written on note cards and spread across a table. The researcher kept in mind what was working across the data analysis and asked questions concerned with what seemed more important and what seemed less important. Links were based on commonalities in meaning between categories, (Nieuwenhuis in Maree, 2007). He was also mindful of possible contradictions, paradoxes, conflicting themes and evidence that seemed to be a challenge. The emerging categories were grouped into themes.

3.4 Ethical Considerations

Jansen in Maree (2007:41) suggests that essential ethical considerations include the issue of the confidentiality of the results and the findings of the study as well as the protection of the participants' identities. The researcher observed the procedures stated in the ethics agreement. Participants signed consent letters before the interviews and they were made aware that they could withdraw from the interview if they were dissatisfied with the research project. Additional consent was obtained to tape-record the interviews. The researcher's responsibility to the participants in the study included avoidance of harm, ensuring confidentiality, reciprocity and providing feedback of the findings. Adherence to confidentiality was ensured by making sure that names of participants as well as the sites were only known to the supervisors. Although attempts might be made to preserve the anonymity of individuals, it is by no means always impossible for people to be identified (Gray, 2009). Ethically acceptable research should always abide by the principle of respect for participants so that the study could achieve meaningful results (Moreno, 1999). A copy of the recorded tapes will be made available to the University after the interviews have been analyzed.

All necessary measures were taken to avoid any form of harm to the participants in the course of the interviews and in the way questions were directed. Harm can embrace a wide range of issues, ranging from physical to mental and emotional harm (Gray, 2009). Research is considered harmful, for example, if it causes a participant to be embarrassed, ridiculed, belittled or generally subjected to mental distress (Sudman, 1998); if it produces anxiety or stress to participants; or if it produces any negative emotional reactions.

3.5 Enhancing Credibility and Trustworthiness of the Study

Rossmann and Rallis (2003) indicate that the trustworthiness of a qualitative research project can be judged by adhering to standards for acceptable and competent practice and by complying with the standards for ethical practice. Information should be gathered over time and shared with the participants (Rossmann & Rallis, 2003). An overall standard of trustworthiness is when research is conducted in a manner that is sensitive to the complex interpersonal situations and politics that encompass being in the field (Rossmann & Rallis, 2003). Patton (2002) defines it as the extent to which the findings of the researcher can be trusted. Therefore, in this study trustworthiness was adhered to by keeping an audit trail.

Credibility is the process of establishing whether the results of a research are true from the perspective of the participants (Trochim, 2001). One of the strategies used to enhance credibility was member-checking. It was done by giving the participants transcripts and drafts of findings to obtain their agreement or disagreement of how the researcher had portrayed them (Patton, 2002). In this study, the participants were given the interview transcripts to verify accuracy and interpretation (Patton, 2002).

Multiple data collection methods were also used to reduce bias. Transferability is the degree to which the results of a research can be transferred to another setting (Trochim, 2001). In making sure that transferability could take place, the researcher gives an in-depth, informative description of the school where the interviews were conducted. The aim is to ensure that detailed information about the research project is provided to enable the reader to relate the study to his/her own situation concerning support. The findings of this research study provide information that has led to a better understanding of the role of principals and the SBST in supporting teachers teaching inclusive education.

In order to determine dependability, the researcher relied on an audit trail which documented data, methods, and decision made during the research process as well as *verbatim* accounts of the participants' perspectives (Trochim, 2001). A detailed record was also kept of the chosen participants, follow-up interviews, how the data was analyzed and verified, the findings and the conclusions.

3.6 Conclusion

In this chapter the methods used to establish how the principal and the SBST members support teachers teaching inclusive education were explored. It also described an interpretivist/constructivist epistemology which underpins certain assumption in this research study. The study highlights the way the principal and the SBST support teachers teaching inclusive education. Qualitative data collection and data analysis methods were used. In Chapter 4, the research findings are given and they emanate from the information provided during all the participants' interviews.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The purpose of the study was to explore the role of principals and SBSTs in supporting teachers teaching inclusive education in primary schools. The empirical study was undertaken in two informal settlement area schools categorized as “no fees paying schools” in the Tshwane South District of Gauteng. School A has a learner enrolment of 1086 learners, while School B has a learner enrolment of 940 learners. Information from the sampled schools is used to bring about an understanding of how the principal and the SBST members support teachers teaching inclusive education. Data from the interviews is analyzed and linked to the relevant literature on inclusive education.

4.2 Data Collection and Analysis Strategies

Data was collected by means of interviews with the SBST teacher coordinators, the foundation phase teacher (Grade 2), the intermediate phase teacher (Grade 5), the senior phase teacher (Grade 7) and the principal – all of whom are employees of the Tshwane South District in the Gauteng Province. Most of the participants responded in English while a few responded in Sepedi (in which the researcher is fluent) in clarifying some concepts.

The analysis of the interview data conducted with the selected participants was transcribed *verbatim*. The researcher started by coding the data and then categorizing

the codes to identify the following themes from the data that answered the research questions.

4.3 Themes

4.3.1 *The SBST understanding of inclusive education in White Paper 6*

In trying to establish how participants understand inclusive education, most participants acknowledged that they understood inclusive education and stated that they were practicing it in their schools by including all type of learners with different learning abilities in the mainstream. Participants believe that learners should not be discriminated against. In their response they indicated that

“Inclusive education stipulates including all learners in the mainstream education and supporting all their needs.”

“It means not discriminating learners in class; teaching all learners, disabled or not, with learning barriers or not, all races in one class.”

“Inclusive education I think is education where all children are catered for, that is learners with barriers and learners that are doing well in one school.”

The participants understand inclusive education as explained in the literature and the new Constitution of South Africa (1996) that all learners can now be taught at the same ordinary public schools despite their capabilities and abilities. The Bill of Rights in South Africa’s Constitution states that all learners have a right to basic education (RSA, 1996:29). Most participants understood inclusive education because the government requires schools to comply and implement this policy in all ordinary South African

public schools. Inclusive education requires all learners to be taught together in one classroom. Inclusion, therefore, caters for more than just mainstreaming because it is regarded as a moral issue of human rights and values. Although they had different explanations, basically they all agreed on their understanding of inclusive education and their explanation can be summed up as the non-discrimination of learners.

In talking with the participants, it was discovered that although some of the participants had seen the official White Paper, they had never had an opportunity to read it (DoE, 1996). Participants complained about the large number of learners in class and their heavy workload. They also complained about the Department of Education giving them too many handouts to read and that there was no time to read them. Participants said:

“I have heard about the White Paper but I know very little about the contents of the White Paper. The policy talks about many things, especially the special needs of learners who have to be in the mainstream. Before a particular child can be admitted to a special school you need to follow particular requirements and procedures as indicated in the White Paper.”

“White Paper 6, I think, talks about everything about inclusive education, what is to be done to the learners, how schools must admit without discriminating and then what must be done with learners that got barriers in their schools.”

“Yes it’s a document that outlines what you should do, which steps you should follow in helping those learners and the way you should do it.”

4.3.2 *Types of support given by the SBST and parents to teachers teaching in inclusive classrooms*

The second research question explores the support given to teachers by SBST members. In the two schools selected for the study, the SBSTs are responsible for the support given to the teachers in inclusive classrooms. Teachers have been divided according to phase representatives and assigned roles in order to assist the other teachers teaching inclusive classrooms. Teacher who participated in the interviews related the following:

“As teachers we must support each other by giving each other strategies that we can use in our classes in order for us to help learners with learning difficulties.”

“So I do help them identify those learners and to support them and deal with their problems. I have attended special needs tertiary training through the ACE programme and sometimes do some workshop for the teachers so that they are able to cater for those learners.”

“It’s like teamwork at our school, we meet twice a week and mainly our aim is to develop the programs or the activities that we can use to help learners with problems or barriers.”

The above extracts seem to suggest different ways in which the SBST supports teachers teaching inclusive education. Teachers rely on support and information from other colleagues. Most of the participants spoke about ways of developing intervention strategies for learners with special educational needs. This suggests a gap in teacher preparation for teaching inclusive education and supports the finding of Ritter (1995) which suggests that regular classroom teachers lack the necessary skills to address the behaviour of learners experiencing education barriers.

The issue of supporting teachers in inclusive classrooms was also examined by Gillespie (2000) who argues that some countries have addressed the issue of support through task forces, long-term studies, short-term professional development and even short-term pay incentives. Arbeiter and Hartley (2002) further suggest that the support that teachers need includes appropriate training as well as community and parental involvement. According to the Roeher Institute (1996), one of the barriers for teaching inclusive education is the attitude of teachers in accepting learners with learning needs. Putnam (1998:49) is of the opinion that inclusive education requires the teacher to adapt to a different style and pace of teaching and learning.

The researcher also wanted to find out from the SBST teacher participants what ways they were supporting teachers in implementing inclusive education. This is what the SBST teacher participants said:

We meet twice a week and we deviate from our work schedules, because honestly speaking the department doesn't send two types of work schedules which say that one will help with learners' problems and the other one with developing intervention programs. We meet twice a week to develop such programs. I'm part of that; we help one another in how to deal with such cases."

"As I'm a member of the SBST I assist the educators by giving information about what is inclusive education in a class and I let educators identify learners with different problems, including health issues, so that when the school nurse comes we can give the school nurse names of the learners in need of support."

"We also intend to introduce what we call remedial education; our only barrier now is that we have not started because we don't have enough classrooms, but we intend to start

it as soon as mobile classes have come because we want to help the teachers. We don't want to discriminate against any child because there is something that every child knows. The only problem is that they need learning support and they need to learn and study at their own pace."

The SBST structure that supports teachers experiencing the challenges of teaching inclusive education in their classrooms seems to be knowledgeable about the development of intervention strategies to address learner needs in inclusive classes. Engelbrecht, *et al.* (1999:52) maintain that inclusive education interventions are aimed at facilitating transformation of the institutions and curriculum development initiatives to address the diverse needs of the learner population in a mainstream class.

4.3.3 Support given by the principal to teachers teaching inclusive education

The responses from principals about their support for teachers teaching inclusive education were as follows:

"Teachers are given support by allowing them to attend courses or workshops related to the teaching learners with barriers to learning. The principal sometimes communicates with the district office unit that deals with issues of learners experiencing barriers to learning to support teachers of inclusive education."

"Teachers teaching inclusive education are supported by giving them fewer classes so that they can give further support to such learners, but this is not always easy. As a principal I sometimes call the parents of these learners to make them aware of the difficulty the teacher faces. If the situation is one that demands the child to be referred to a special school for barriers to learning, we refer the child."

“As a principal, I also encourage teachers teaching inclusive education to enroll for short courses which are funded by the SGB. On completion of the course the principal will monitor progress through the reduction or increase of the learning barrier. If the barrier is reduced, this will be an indication that there is progress; if it persists this will indicate that there is a challenge in addressing the problem. Specialists are then brought on board to assist the teacher.”

4.3.4 What other teachers expect from teachers teaching in inclusive classrooms

In this theme, the researcher wanted to find out what other teachers expectations were of teachers teaching inclusive education. The responses suggest that there seems to be a general feeling that teachers need to be more prepared in terms of teaching and to be empathetic towards learners with special needs. The interview data indicated that some teachers go to class unprepared while others have a negative attitude to special needs learners. Teachers are expected to be more committed to helping learners from diverse backgrounds and with different abilities in an inclusive education. The teacher participants’ responses included the following:

“Teachers should understand that learners are not the same, they must treat each child as a unique individual. I think my expectations to those teachers are to go an extra-mile, by that I mean, they must have preparations for those learners. Teachers who are teaching inclusive education should understand learners that they are dealing with and they should have expertise to do that as well.”

“As teachers we expect them to work hard to love all these learners, to make them aware that they belong to the school like any other learner that we have, that is why we don’t allow that they should be taken to special schools. They should be included in the schools, play with the learners and we try very hard to give them love and support.”

Jordan, Schwartz and McGhie-Richmond (2009) suggests that the teachers' beliefs about the nature of the students' special needs and their role and responsibilities may affect the way in which they teach learners with learning barriers. A change in the teachers' beliefs and attitudes may lead to a more positive approach to supporting learners in inclusive classrooms.

Participants expect teachers teaching inclusive education to be caring and to cater for learners' special needs. Even though training has not been sufficiently provided for, such skills and character traits are not something that could easily be learnt. However, some teachers still expect these teachers to be cognitive and affectionate in the inclusive classrooms.

In terms of teacher preparation, the SBST members expect the teachers teaching inclusive education to have basic training in skills required in an inclusive classroom.

"I do not expect them to be experts because they did not specialize in that field, but I expect the educators to help learners in any way they can because I also assist them."

"The expectation is that if we are trained or the department of education is training more teachers then we will be able to better support children with learning barriers."

"My expectation to general staff is that they must be acceptable, accept these learners and start to know more about White Paper 6 because in the past teachers clearly mentioned that they can't teach children with disabilities and that they must be referred to special schools."

A study by Broderick, Mehta-Parekh and Reid (2005) recommends that teachers teaching inclusive education should plan responsive lessons that differentiate instruction for all students. This means that the teacher should have the skill to prepare one lesson that incorporates aspects that will accommodate differentiated learning (Broderick, Mehta-Parekh & Reid, 2005). Jordan, Schwartz and McGhie-Richmond (2009) emphasise the acquisition of the skills that engage all learners' ineffective inclusive practices.

4.3.5 Leadership role of the principal in inclusive education

The researcher wanted to discover what the feelings of other staff members were regarding principals' leadership in inclusive education. Some of the teachers suggested that the system should be changed so that principals could also attend training. It would help them implement a good management system regarding inclusive education. Principals would know the relevant type of resources to buy and could manage the school with a more directed programme. Teachers said:

"Maybe if the principal can apply for a mobile teaching class or have a centre for remedial education or some teaching aids facilities we may have educators who can be available in that class to give support to these learners, I think...."

"The principal must look at the schedule of the school to see how many learners need additional support and he must make a follow-up to each and every learner that has NAS (Need Additional Support) and he must go to all classes and see what intervention strategies are being given to those learners that are not achieving."

"I expect that the principal should do follow-ups and make sure that as teachers we do accommodate all learners according to their needs."

“If principals can be work-shopped, they could be able to see how serious this is, maybe it would be easier for us as educators as well, but because they don’t have information about inclusive education they are not so supportive.”

“My expectation is that the principal must be updated on a daily or monthly basis and then the principal must be able to know the parent of the children because if I can’t deal with the child or if I don’t get the support about the child I’m expecting the principal as the head of the institution to call the parent or to go to parents to seek support.”

It seems from the above quotations that the SBSTs expect principals to know what is happening in class by means of regular follow-up with SBST members. There is a general feeling that principals lack skills in their support of inclusive education teachers. There is a call for principals to support inclusion. They require a special type of training in special needs education and need to work collaboratively with teachers and parents in order to provide support to learners in their classrooms (Forlin, 2001:124; Welding, 1996:116; Schnorr, Black & Davern, 2000:13). As heads of their institutions principals should play an important role in promoting and sustaining change in schools. The successful implementation of inclusive education requires teamwork and commitment from all stakeholders.

A central role of the principal is to ensure that relevant resources are available at school level and that the policy is adhered to by both teachers and parents of learners. It appears as if principals find it difficult to implement changes because of a lack of skills. Principals in inclusive schools should act as mediators, coaches, cheerleaders, and emotional supporters to those involved in the process of change as it is, fundamentally, a team effort - as described by Stainback and Stainback (1990). It is difficult for principals to meet all these demands of inclusion.

4.3.6 Resources available and needed for teaching inclusive classrooms

The researcher has discovered that both schools are well-resourced but that the only problem is that most of participants did not have any idea about using these resources. Others were not sure whether these resources were available at school or not. This is how they responded:

“We’ve got lot of .resources such as books, but teachers at times don’t make use of them. They do have materials that can be read so that they can be in a position to implement inclusive education. We lack a special place, maybe like a remedial class, where these learners can be given special time to catch-up and then go back to the mainstream class.”

“Yes we have physical facilities at the sport grounds for those learners who use wheelchair and even the learners’ toilets that cater for learners with disabilities.”

“I think our resources are limited. We wish we could have some more resources to help these children because some of the desks we are using are not user friendly. You wished they can have desks that are comfortable enough. Those with a problem of eyesight you also wish that they can get something that can help their vision - spectacles or something like that. Even the toilets, we need toilets that can be accessible to learners who’ve got disabilities or using wheelchairs. So our resources are not up to standard.”

Section 21 schools are allocated a grant according to the learner-teacher ratio. Both schools have a Learning Teaching Support Materials (LTSM) committee that identifies all types of physical resources that the school needs. It convenes meetings and orders all the materials that the school needs for inclusive education. These resources are paid for by a grant from the government.

“Teachers are encouraged to attend workshops which sometimes require the school to purchase extra resources that will make it easier for the teacher to assist the learners. The SGB and the LTSM committee will provide money to buy the necessary resources.”

Support should include teaching equipment and materials, staff and parent support and professional development by experts to make sure that inclusion is successfully implemented. Engelbrecht *et al.* (1999:71) support the above statement by pointing out that teachers teaching learners with special educational needs require a support structure that is responsive not only to the particular requirements of an individual teacher, but also to the needs of the learners. Thus, the suggestion by Arbeiter and Hartley (2002) that inclusive education support requires appropriate training. Wilson (2005:20) maintains that a useful way to describe and explain the process of teaching inclusive education is through creativity and interaction between the SBST and the teachers of inclusive education.

4.4 Conclusion

All participants interviewed in this study understand inclusive education and acknowledge that they understand what the White Paper 6 means and that they were practicing it in their schools by including all type of learners with different learning abilities in the mainstream. Although inclusive education is a good policy that addresses human rights, most teachers find it difficult to differentiate instruction in their classes because of the number of learners in the classrooms. Several broad approaches to teaching can be used if there is support from all stakeholders to enable the successful inclusion of all students in the general-education classrooms. Inclusive education is a legislated joint-activity that requires the planning of lessons from the onset so that they are open to all learners even though the instruction is differentiated

according to learning capabilities. With appropriate support, all teachers of inclusive education classes will be able to attend to every student's individual needs by using welcoming class activities dependent on individual performance. The new focus in instruction supports the human right provision of access to education for all that is in line with the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act.

CHAPTER 5

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In chapter 4, the research findings from the interviews with the principals and the SBST members were presented. This chapter focuses on a summary of the findings, recommendations and conclusions. It discusses the analysis and interpretation of the data obtained during interviews with the principals and SBST of two schools that were involved in the study. The limitations, strengths and the contributions of the study are highlighted.

5.2. Findings from Empirical Research

5.2.1 The importance of inclusive education through the lens of the participants

When it comes to the support of teachers teaching inclusive education, the perception of participants is that it is full of challenges. Participants indicated that inclusive education is a government policy and, as a result, it is implemented as a directive regardless of the degree to which the educators are prepared for it. Some participants admitted that it has been a learning curve for some members of the SBST and grade representatives to be able to teach under the conditions they encountered in their schools. Other participants remained positive and pointed out that despite the hardships, such as a lack of resources; a lack of proper classrooms; a lack of facilities; as well as inadequate formal

training, they were still enthusiastic about teaching in an inclusive classroom in a public school especially because it follows a policy that addresses the imbalances of the past.

5.2.2. The role of the SBST in supporting teachers teaching inclusive education

Most of the participants serving on the school-based support team (SBST) seem to have an understanding of inclusive education. Some of the participants have attended special needs tertiary training provided by the ACE programme and others that have been developed by Department of Education facilitated workshops. Other opportunities for inclusive education training included seminars organized by NGOs. These training forums have given the educators a chance to develop an interest by reading handouts and other materials received at the workshops and seminars. The participants also indicated that they were able to assist and support all staff members in their schools to assist other educators through school-based mini-workshops and meetings.

The SBST members stated that their efforts are aimed at trying to make inclusive education work in public schools by making sure that the district is brought on board in terms of the challenges experienced in the affected schools. They also stated that NGOs are invited to their schools to collaborate and interact with them. The NGOs sponsor learners who are visually impaired with free spectacles and ensure that student psychologists from the University of Pretoria also support teachers.

The participants indicated that they have developed a supportive relationship between the school and the district office, so that when assistance is needed it is always given.

The district helps the schools to identify and classify learner problems by recording them on support forms which contain confidential information about learners who have serious learning problems. These learners are then encouraged to apply for E-numbers (electronic numbers) that make it possible for them to be placed in special schools. The follow-up on the progress of such learners is done by means of the E-number.

5.2. 3. The role of principal supporting teachers teaching inclusive education

The findings of this study indicate that the principals who were interviewed are aware of the role of the SBST in supporting teachers teaching inclusive education. They make sure that SBST members have relevant qualifications. Although the principals are unable to teach inclusive education, they are able to apply a number of strategies to provide material which support and improve the skills of teachers in teaching effectively in inclusive education. Educators are given opportunities and financial support to attend work-shops in order to develop skills. Other initiatives include inviting parents to support the educators and involving stakeholders, like the NGOs, to work in partnership with educators. However, support from parents is limited because of their literacy levels.

Principals indicated that White Paper 6 is implemented at school level, even though teachers do not follow the guidelines to the letter. Although most of the staff members have been provided with White Paper 6, very few have a content knowledge of it. Principals also indicated that they rely on the unit dealing with learners with barriers to provide support by having the affected learners placed in special schools. They do not have any intervention strategies in place, but offer guidance and recommendations to

the district that classes taught by these teachers should be reduced to allow for differentiated teaching –however, this is not easy. In agreement with the School Governing Body, principals are able to provide support and financial assistance for teachers to attend short courses related to inclusive education. The teachers who are provided with funding are monitored to determine whether the courses have brought about any improvements. If problems can be solved in this way, then more teachers may, similarly, be empowered.

5.2.4. Expectations of other teachers from teachers teaching inclusive education

The general feelings of colleagues of teachers teaching inclusive education are that teachers of learners of different disabilities should be thoroughly prepared and that they should vary their teaching methods. They need to show care, love and be empathetic towards learners with special needs. The interview data indicated that some of the teachers can seldom be more prepared because support is only received in a few workshops which are rarely held. Some teachers do not feel motivated to teach inclusive classes because of the demands placed on the teacher who has not been trained for such a class. Teachers can only be more committed to helping learners from diverse backgrounds and different abilities if support is forthcoming from all stakeholders, including the principal.

Collegial support appears to be a positive factor and boosts the morale of the educators of inclusive classes. The teachers teaching inclusive education, however, do not have a thorough knowledge of how to handle inclusive classes because the principals, too, lack the skills of teaching inclusive classes and rely on external support in the form of

referrals to special schools. This kind of support does not cater for inclusivity as it works against the demands of an inclusive education policy. Teachers felt that information on inclusive education should not only be communicated in staff meetings, but should also be made available to all stakeholders.

Participants expect teachers to develop themselves by attending workshops and meetings so that they may become experts in their field of work. They should know and understand the learners that they are dealing with. Most teachers teaching inclusive education have not completed any remedial courses in their teacher education and, therefore, find it difficult to teach or deal with learners in these classes.

As heads of institutions, principals are expected to have a strategic plan when it comes to inclusive education. They are expected to do follow-ups and make sure that teachers are given the necessary support in their attendance of workshops and that they are encouraged to further their studies in the field of inclusive education. Participants also mentioned that principals should be capacitated so that they are well-informed about inclusive education. This would assist them in procuring the correct learning support materials for teachers.

5.3 Significance of the Study

This study aims to assist the SBSTs to develop tools and strategies to support teachers teaching inclusive education by working in collaboration with other stakeholders to get

an in-depth knowledge of inclusive education. Various ways of improving the teaching of inclusive education may be developed to support teachers who cannot cope with inclusive education. The findings of this study may serve to inform policy-makers and assist programme designers to develop intervention strategies that support teachers teaching inclusive education and reinforce their teaching skills in assisting learners of different capabilities in the general mainstream. The different stakeholders, such as the educators, social workers, psychologists and parents, should work collaboratively in order to establish a strong relationship. The findings of this study may add to the existing literature on inclusive education and teaching in an inclusive classroom.

5.4 Recommendations

The findings of the study have revealed that specific challenges have been encountered by the participants in both schools. There is no clear solution as to the type of interventions to the schools should use because the principals, the SBST committees and the teachers do not have the skills to teach an inclusive class. As a result of the findings of this study, the following recommendations are made in the identified categories.

5.4.1 Recommendation for principals' practice

It is recommended that

- Principals should be trained to acquire relevant qualifications or knowledge concerning inclusive education.
- Principals should attend workshops and meetings organized by district officials and NGOs on the teaching of inclusive education.

- They should procure relevant learning support materials that cater for inclusive education.
- They should support both the SBSTs and grade representatives by making sure that there are sufficient funds for training.
- They should work collaboratively with all stakeholders to develop intervention strategies that support teachers involved in inclusive education.

5.4.2 Recommendation for SBSTs practice

It is recommended that

- SBSTs should intensify their role of liaising and planning for inclusive education with teachers on the ground.
- They should encourage teachers to attend formal and informal training courses to improve their teaching approaches in the classroom.
- They should motivate teachers through their collegial support to care and support learners experiencing barriers in education.
- They should organize more workshops and allocate time for in-service workshops on inclusive education.
- Regular meetings on teacher and learner challenges should be held with district officials to reach better solutions.

5.4.3 Recommendation for grade teacher representatives

It is recommended that

- Teachers should be encouraged to attend formal and informal training on inclusive education.

- Teachers should be encouraged to assist one another through in-service workshops and meetings organized at their schools.
- Teachers need more knowledge and support from all stakeholders, including their own colleagues.
- Regular meetings to discuss challenges and solutions to teaching inclusive education should be held.

5.4.4 Recommendation based on the theory

It is recommended that

- The majority of teachers should be prepared and equipped to deal with inclusive education.
- Internal arrangement of the school management process regarding inclusive should be strengthened.
- Teachers should be well-equipped with knowledge, skills and resources to grow and to be able to develop others in the area of inclusive education.

5.4.5 Recommendation based on the policy

It is recommended that

- Schools should follow the specific arrangements prescribed by the Department of Education regarding the way schools manage inclusive education.
- Schools should follow the exact guidelines recommended for implementing White Paper 6 on inclusive education through support structures.
- Differentiated teaching should be planned for from the beginning in order to cater for the needs of all learners in the system.

- Regular meetings should be conducted in explaining and discussing policy challenges and deciding on solutions to these.
- Teachers should be monitored to ensure that policy is addressing the needs of inclusive education.
- Experts from the district should constantly monitor the implementation of policy to come up with intervention strategies that lead to the success of inclusive education.
- The White Paper should be revised to outline support for teachers and learners in inclusive education.

5.4.6 Recommendations for further research

It is recommended that

- Further research should focus on exploring the nature of the support that exists between principals, SBST and teachers as well as other education stakeholders.
- Teachers should be motivated to apply for funding in furthering their studies in inclusive education.
- Teachers should be encouraged to form clusters and to hold seminars and conferences on inclusive education.

5.5 Limitations of the Study

This study focuses on the role of the principal and the SBST in supporting teachers teaching inclusive education. Therefore, it cannot be generalized to all areas of education because it represents the role of a limited sample of principals, SBST members and phase teachers in support of teachers teaching inclusive education in the primary schools in the informal settlement of Mamelodi East. The other limitation is

that this study cannot be reproduced because the conditions under which the phenomenon was conducted cannot be exactly the same in a study in another setting. In other words, other limitations are applicable to those teachers of schools in the Tshwane South District of Gauteng Province, an area to which the study was confined. The current study was limited by its qualitative research paradigm and also by its reliance on interviews and data collection tools. The researcher only concentrated on the support of teachers that are teaching learners experiencing challenges in inclusive education.

5.6 Conclusion

This study focused on the role of principals, school-based support team (SBST) members and phase representatives in supporting teachers teaching inclusive education in primary schools. The study has revealed the challenges encountered by principals, SBST members and phase teachers in the support of teachers teaching inclusive education.

Schools do not have systems in place for implementing inclusive education in terms of the policy set out in White Paper 6 guidelines. Aspects that address the support of teachers teaching inclusive education are not dealt with. The school-based support team members are given the powers of overseeing inclusive education but they, too, do not have the skills to teach inclusive education. They rely mostly on the guidelines which are provided by the Department of Education and their own discretion in implementing inclusive education. Some teachers teaching inclusive education do not understand the content of White Paper 6 and how to implement it at school level and they are left to struggle because their supervisors are not empowered in this area.

Data has revealed that teachers have not been trained to teach inclusive education. Most teachers do not know how to implement inclusive education despite some form of support from other stakeholders. Most teachers apply common sense when it comes to inclusive education. Principals cannot monitor the process of teachers support because of a lack and depth of knowledge regarding inclusive education.

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ANNEXURES A: DEPARTMENT PERMISSION TO DO RESEARCH IN SCHOOLS



Department of Education

Departement van Onderwys

Reference : Policy and Planning: Partnerships
Enquiries : Sello George Ngwenya
E-mail : Sello.Ngwenya@gauteng.gov.za
Fax-2-email: 0866 674 276

Tel : 012 401 6322
Fax: 012 401 6323
24 November 2010

Nomvula Ubisi [nomvula@gpg.gov.za]
Office of the Chief Director: Information and Knowledge Management
011 355 0488
086 400 908 (Fax)

Madam

APPLICATION TO CONDUCT RESEARCH: Mr. Johannes Mboneni Masango

Attached, kindly receive an application for permission from Mr. Johannes Mboneni Masango to conduct research for an M.Ed: Education Management and Policy.

The full title of the Research: "The role of the principal and SBST in supporting teachers teaching inclusive education in Primary Schools".

Documents included:

- Completed and signed Research Request Form.
- Proposal.
- Interview questions

The researcher is advised to communicate with the principal/s and/or SGB/s of the identified school/s regarding his research and time schedule.

NB: The researcher is expected to submit a report including his findings and recommendations to the District at least two weeks after conclusion of the research. He may be requested to participate in the District mini-research conference to discuss his findings and recommendations with District officials and other researchers.

The District wishes him well.

Yours sincerely


Mr. M.J. Mokhosi
Director: Tshwane South District

DISTRICT DIRECTOR: TSHWANE SOUTH DISTRICT OFFICE
(Mamelodi/Eersterust/Pretoria East/Pretoria South/Atteridgeville/Laudium)
President Towers, 265 Pretorius Street, Pretoria, 0001
Private Bag X27825, Sunnyside, Pretoria, 0132
Telephone: 012 401 6317 Fax: 012 401 6318/ 6386
Web: www.education.gpg.gov.za

ANNEXURE B



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

**PERMISSION LETTER TO THE SCHOOL (PRINCIPAL AND SGB) TO CONDUCT
RESEARCH IN SCHOOLS**

45 Kurkbos Street
Lindopark
0186

The Principal and the SGB
Tshwane South
Mamelodi
Pretoria
0122

Dear Sir/Madam

Re- Permission to conduct research in your school

I, Johannes Mboneni Masango, a Masters student at the University of Pretoria, hereby request permission to conduct a research project on: "The role of the principal and the school based support team (SBST) in supporting teachers teaching inclusive education". The aim of this study is to reveal how teachers teaching inclusive education are supported through the School Based Support Team of the school. The study requires the participation of the School Based Support Team (SBST) members, namely, the principal, the SBST coordinator, and the three phase educators. The participants are presently involved in teacher support for inclusive education. Interviews will be conducted after school and the duration will be for 30 minutes. The interviews will be tape-recorded with the participant consent. Excerpts from the interview transcript will be studied and quoted in a masters dissertation and may also be quoted in future papers and journal articles written by the researcher. In my effort to ensure trustworthiness, I will make use of member checks as a mechanism for ensuring credibility of my conclusions The

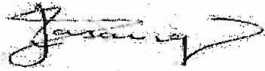
results of this study will be given to all participating schools and, anonymously, to the Gauteng Department of Education. Anonymity and confidentiality of participants will be preserved at all times. Participant names and or other identifying information will never be disclosed or referenced in any way. Pseudonyms will be used. Your co-operation in this regard will be highly appreciated.

Yours

Masango, J.M (082 878 3175)

truly

E-mail: j.masango@webmail.co.za



Signature of student: -----

Signature of supervisor: -----

ANNEXURE D: LETTER OF INFORMED CONSENT (PRINCIPAL)



**UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA**
Faculty of Education

Faculty of Education/Fakulteit
Opvoedkunde
School of Educational Studies/Skool van
Opvoekundige Studies
Department of Education Management and

LETTER OF INFORMED CONSENT (PRINCIPAL)

Dear Participant,

I, Johannes Mboneni Masango, a Masters student at the University of Pretoria, am doing research to establish **"The role of the principal and the school based support team (SBST) in supporting teachers teaching inclusive education"**. The aim of this study is to reveal how teachers teaching inclusive education are supported by the School Based Support Team of the school.

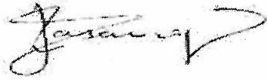
Your participation will involve individual interviews on your experience as an SBST member participating in teacher support for inclusive education. The interviews will be conducted after school and the duration will be for 30 minutes. The interviews will be tape-recorded with your consent. Excerpts from the interview transcript will be studied and quoted in a masters dissertation and may also be quoted in future papers and journal articles written by the researcher. In my effort to ensure trustworthiness, I will make use of member checks as a mechanism for ensuring credibility of my conclusions. The results of this study will be given to all participating schools and, anonymously, to the Gauteng Department of Education.

If you choose to participate, your anonymity and confidentiality will be preserved at all times. Your name and or other identifying information will never be disclosed or referenced in any way. Pseudonyms will be used. Participation is entirely voluntary and confidential. You will not be asked to reveal any information that will allow your identity or the identities of any students or colleagues to be established. Your participation is voluntary and you may withdraw at any point. If you are willing to participate in this study, please sign this letter as a declaration of your informed consent.

Yours truly
Masango, J.M

082 878 3175

E-mail: j.masango@webmail.co.za



Signature of student: -----



Signature of supervisor: -----

ANNEXURE E: LETTER OF INFORMED CONSENT FROM THE PRINCIPAL AND





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

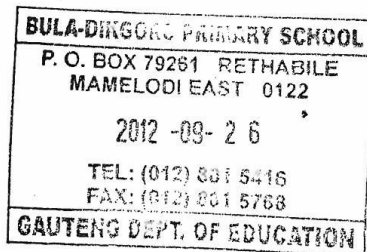
PERMISSION TO CONDUCT STUDY ON:

"The role of principal and the SBST in supporting teachers teaching inclusion education in primary schools"

We, the principal and SGB of hereby give permission to J.M Masango to conduct interviews at our school. The study, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher has been explained to us. Permission granted to J.M. Masango who is currently a student enrolled for the M.Ed. degree at the University of Pretoria, is based on the approval of his application by the Gauteng Department of Education.

 
Principal SGB Date

School Stamp



ANNEXURE F: LETTER OF INFORMED CONSENT (SBST MEMBERS)



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Faculty of Education/Fakulteit Opvoedkunde
School of Educational Studies/Skool van
Opvoedkundige Studies
Department of Education Management and Policy
Studies/Departement Onderwysbestuur en
Beleidstudies

LETTER OF INFORMED CONSENT (SBST MEMBERS)

Dear Participant,

I, Johannes Mboneni Masango, a Masters student at the University of Pretoria, am doing research to establish **“The role of the principal and the school based support team (SBST) in supporting teachers teaching inclusive education”**. The aim of this study is to reveal how teachers teaching inclusive education are supported by the School Based Support Team of the school.

Your participation will involve individual interviews on your experience as an SBST member participating in teacher support for inclusive education. The interviews will be conducted after school and the duration will be for 30 minutes. The interviews will be tape-recorded with your consent. Excerpts from the interview transcript will be studied and quoted in a masters dissertation and may also be quoted in future papers and journal articles written by the researcher. In my effort to ensure trustworthiness, I will make use of member checks as a mechanism for ensuring credibility of my conclusions. The results of this study will be given to all participating schools and, anonymously, to the Gauteng Department of Education.

If you choose to participate, your anonymity and confidentiality will be preserved at all times. Your name and or other identifying information will never be disclosed or referenced in any way. Pseudonyms will be used. Participation is entirely voluntary and confidential. You will not be asked to reveal any information that will allow your identity or the identities of any students or colleagues to be established. Your participation is voluntary and you may withdraw at any point. If you are willing to participate in this study, please sign this letter as a declaration of your informed consent.

Yours truly
Masango, J.M

082 878 3175

E-mail: j.masango@webmail.co.za



Signature of student:

.....

Signature of teacher participant

ACKNOWLEDGEMENT

I _____ acknowledge that I gave consent to participate in the above study.

Participant Signature: _____

Date: _____

ANNEXURE G: INTERVIEW SCHEDULE - SBST COORDINATOR

SBST COORDINATOR PARTICIPANT

No	Question	Response	Category/ code	Theme
1.	In your view what is inclusive education?	<p>Let me start by defining the word inclusive education - it simply means to be included in everything you do.</p> <p>Inclusive education is when a learner is included in a mainstream education regardless of his/her disability. As it was agreed by the department that every learner must be included in the mainstream education regardless of his/her disability.</p> <p>As a teacher you must see to it that you cater for all these learners even if they don't cope. You must use same facilities to see to it that they cope in the mainstream education.</p>	<p>all learners included in the mainstream</p> <p>catering for all learners</p> <p>use of same facilities</p> <p>catering for all learners</p> <p>not discriminating against learners</p>	inclusion of different learners in the mainstream
		Inclusive education I think is education where all children are catered for, that is learners with barriers and learners that are doing well in one school. It can include physically or intellectually old learners, they are not being discriminated and they are in one school.		

2.	How many teachers teach inclusive education in your school?	Everybody is involved, though some educators were not trained, others are trained for this inclusion like myself I have a diploma in remedial education, it is part of inclusive education so I know how to deal with these learners	<p>everybody - trained and not trained</p> <p>teachers trained in remedial education</p> <p>all teachers</p>	<p>all teachers teach inclusive education</p>
3.	What is your role in supporting teachers teaching inclusive education?	<p>As a coordinator I know each and every problem in the school regarding inclusive education. So I do help them identify those learners and to support them and deal with their problems.</p> <p>I do some workshop for some teachers so that they are able to cater for those learners.</p>	<p>identifying learner inclusive education problems</p> <p>support through workshops</p>	<p>support by empowering inclusive education teachers</p>
4.	What do you understand by White paper 6 of 2001?	<p>White Paper No 6 I can say it is a document which explains about this inclusion. Yes, I don't know how I can put it. But it is a document which was formed from head office by the ministers of education during 19... I don't know. Yes but to make us aware that every learner in the mainstream is important regardless of his/her disability.</p> <p>White Paper 6 I think it talks about everything about inclusive education, what is to be done to the learners, how do schools must</p>	<p>documents explaining inclusion</p> <p>documents from head office</p> <p>WP6 about inclusive education</p> <p>helping learners with learning barriers</p>	<p>WP6 is everything about the understanding of inclusive education</p>

		<p>admit without discriminating and what must be done with learners that have barriers in their schools. If there are severe cases, what procedures to be followed to the latter if we have problems in the school. You need to identify them, come up with strategies and if you have exhausted all avenues you invite the support educators in the school. They fill in some forms; you interview the parents and then you include the district. You submit the forms to the district until to the level where they bring in their E-numbers and everything for the learner to be placed in another school - after they have done all tests.</p>	<p>procedure for referring learners with barriers</p>	
5.	<p>What guidelines from White Paper No 6 do you use to support teachers teaching inclusive education?</p>	<p>All the guidelines Yes, all guidelines.</p>	<p>all guidelines</p> <p>guideline number 6</p> <p>hand-outs from the department</p> <p>an inclusion book from UNISA</p>	<p>guidelines for inclusive education teaching</p>
		<p>Guideline No 6 and some eh... handouts from the department and then even a book from UNISA which talks about inclusion.</p>		
6.	<p>What is the role of the stakeholders' in supporting teachers teaching</p>	<p>Sometimes we do have some NGO's but we feel that if we can get a therapist, maybe if the department can send some therapist because we don't have that skill to test the speech the</p>	<p>speech and hard of hearing specialists</p> <p>facilities'</p>	<p>giving support to teachers teaching inclusive education</p>

	<p>inclusive education?</p>	<p>hard of hearing people.</p> <p>You know we don't have the facilities, if maybe they can bring the specialist to test those learners with severe disabilities.</p>	<p>assistance</p>	
		<p>At times you go to school and find a teacher saying he doesn't even have the materials or maybe at times teachers will tell you that they are so busy, they can't go back to the material to read. So we invite the support educators. The support educators when they come to your school, they look at your District 450 support forms to see what you have done so far, because you can't say you've got a problem when you have not done anything. You only invite those support educators, after you have exhausted all avenues, even the SBS as a committee. Even the SBST as a committee and they come and fill in the parents forms and invite the parents, interview the parents and they are the ones that take those forms, the confidential forms to the District office to the psychologist so then after the forms have been analyzed and then the district sees that this child doesn't supposed to be here. They can place that child in a different school and then they send in E number to the school.</p>	<p>support in explaining inclusive education</p> <p>support in filling in District 450 support forms</p> <p>SBST assists District with placement of learners</p>	

7.	What resources are available at the school for teaching inclusive education?	At first I have tried to look for accommodation maybe to make an extra class, so even if you can have charts or teaching aids, where are you going to put them? So we don't have facilities at all.	<p>classes, charts or teaching aids</p> <p>materials on policy implementation</p> <p>an aid class for learners to team-up</p>	resources for teaching inclusive classrooms
8.	What support do you expect from the principal?	We've got lot of resources, but teachers at times do not make use of these materials that can be read so that they can be in a position to implement the policy, but we also have contextual factors - we don't have a special place like an aid class where these learners can be given special time to team-up and then go back to the mainstream classes.	<p>May be if she can apply for a mobile teaching class or have a centre for remedial education. Yes even maybe teaching aids/facilities or maybe educators who can be stationed in that class for the whole day to help these learners, I think....</p>	<p>a mobile teaching class;</p> <p>a remedial education centre;</p> <p>teaching aids/facilities;</p> <p>assistant educators</p> <p>principal's provision of resources for inclusive education</p>

		<p>My expectations are that the principal must make a follow-up. The principal must look at the schedules of the school to see how many look at the schedule of the school to see how many learners need additional support and he must make a follow-up to each and every learner that has got NAS (need additional support) and he must make a follow-up, go to all classes and see what intervention strategies are being given to those learners that are not achieving and there must be results. He must follow it up quarterly after the results have been given to him and make a follow-up. What's been done, so far, not just to look at the schedule and keep quiet? He must follow it up so that at the end the child must be referred to the relevant stakeholders that are included, and the child must be referred to where he is supposed to be.</p>	<p>supervision;</p> <p>follow-ups;</p> <p>identification of learners with special education needs;</p> <p>evaluation of intervention strategies for learner referrals</p>	
9.	<p>What are your expectations of teachers teaching inclusive education?</p>	<p>I expect eh... I don't know how I can put it, if maybe they can understand that learners are not the same, they must treat them as they are and try to apply the principle of diversity.</p>	<p>learner differences;</p> <p>differentiated treatment;</p> <p>diversity</p> <p>going beyond expectations</p>	<p>to practice differentiated teaching and learning</p>
		<p>I think my expectations to those must go extra-mile, by that I</p>		

		<p>mean they must have preparations for those learners. Yes these learners must be taught in the same way but we've got nine types of adaptations. Those adaptations must be adhered to when a learner is not achieving in inclusive classes. Those learners must be given special work starting small and thereafter when a learner is improving, he can be assessed the same way with other learners. When a child is not achieving, they must give us true reflection. For-example two learners on the same level of not achieving to be treated the same way. I expect educators to make special concession for those learners. By that I mean the learners can be assessed orally, you then need to read out the questions and he gives you answers</p>	<p>thorough preparation</p> <p>adaptations in teaching</p> <p>differentiation of work</p> <p>making adaptations and special concessions in assessments</p>	
--	--	--	--	--

ANNEXURE H: FOUNDATION PHASE TEACHER PARTICIPANT

No.	Question	Response	Category/ Code	Theme
1.	In your view what is inclusive education	<p>Inclusive education is including all learners in the mainstream education and supporting all their needs.</p> <p>I can say is non-discrimination in class, teaching all the learners, whether disabled or learners with barriers, all kinds of learners in one class. You don't have to discriminate learners by saying this one don't know this and then they should be put in one class, and those who are advanced in another class. It's putting learners in one class.</p>	<p>inclusion of all learners in the mainstream</p> <p>non-discrimination in class,</p> <p>having different learners in one class</p>	inclusion of different learners in the mainstream
2.	How many teachers teach inclusive education in your school?	All teachers at my school teach inclusive education.	all teachers	all teachers teach inclusive education
3.	What is your role in teaching inclusive education?	As teachers we must support each other by giving each other strategies that we can use in our classes in order for us to help learners with learning difficulties.	supporting each other	support by empowering inclusive education teachers

		<p>It is kind of difficult because should I say when the government introduced this thing of inclusion, firstly it didn't take teachers to training. I was trained to teach in a mainstream not with inclusion, so honestly I've got some difficulties because I don't have the potential, not necessary the potential but it is difficult for me to can get through to those learners because I wasn't taught how to deal with such learners.</p>	<p>developing strategies</p> <p>training in teaching inclusive education</p>	
4.	<p>What do you understand by White Paper No 6?</p>	<p>I don't know what to say about it. Yes it's a document that outlines what you should do, which steps you should follow in helping those learners and the way you should do it.</p>	<p>guiding document</p> <p>procedural document</p>	<p>understanding of inclusive education</p>
5.	<p>What guidelines from WP6 do you use to teach inclusive education?</p>	<p>Yes this document outlines what you should do, which steps you should follow in helping those learners and the way you should do it.</p> <p>It's a form of a policy that all schools in the mainstream should implement inclusion and it also provides the guidelines to educators. I thought maybe you have come across that document.</p>	<p>procedure for teaching inclusive classes</p> <p>policy on implementation of inclusive education</p> <p>policy guidelines for teachers teaching inclusive education</p>	<p>guidelines for inclusive education teaching</p>
6.	<p>What role do you play in</p>	<p>It's like teamwork at our school, we meet twice a week and mainly</p>	<p>forming teams</p>	<p>giving support to teachers</p>

	supporting other teachers teaching inclusive education?	our aim is to develop the programs or the activities that we can use to help learners with problems or barriers. We meet twice a week. We deviate from the schedules that we've got because the department doesn't send two types of work schedules which says that one will help you dealing with learners' problems and the other one with whatever learners do. I'm part of the team; we help one another on how to deal with such cases.	<p>developing activities and programmes</p> <p>developing intervention strategies</p>	teaching inclusive education
7.	What role do you expect parents to play in supporting teachers teaching inclusive education?	<p>To be fully involved with the learners school work, to be honest our parents do not support us at all even if you give the learners homework, the homework is not done. Perhaps this is caused by the fact that some parents didn't go to school themselves. They don't understand how to go about helping learners with barriers, and sometimes it is caused by the Culture Of Learning and Teaching (COLT) of the school.</p> <p>You find that most parents do not know the language of learning and teaching in the school (LOLT), and so it is difficult for parents to help learners learn because parents did not go to school.</p>	involvement in learners' school work	involvement in learner education

8.	<p>What resources are available for teaching inclusive education?</p>	<p>In our school we usually have things that learners can touch, for them to understand what you are talking about. We use radios so learners may understand the sounds that you are talking about and other things like pictures and so on.</p> <p>Not enough. I don't know if, we have different kind of inclusion like learners with disability, learners with barriers or learners with what or does inclusion include everything?</p>	<p>concrete objects; radio; pictures etc.</p> <p>not enough for learners in inclusive education</p>	<p>concrete teaching aids</p>
9.	<p>What are your expectations about the support of the principal?</p>	<p>I expect that the principal should do follow-ups and make sure that as teachers we do accommodate all learners according to their needs.</p> <p>I think it should be best for the government or department first to take the principals to the workshops of inclusion so that when you go to them to ask for something they should know what exactly you want. I should think the principals are not well informed about inclusion, because when you ask for resources you have to struggle to get such resources or equipments because they don't take inclusive education very seriously. Because they don't have information on inclusive education, they are not</p>	<p>supervision of teachers</p> <p>identification of learner needs</p> <p>knowledge of inclusive education</p> <p>workshop attendance on inclusive education</p>	<p>principal's provision of resources, supervision and knowledge</p>

		so supportive.		
10.	What are your expectations about other teachers teaching inclusive education?	Teachers who are teaching inclusive education should understand learners that they are dealing with and they should have expertise to do that as well. As I have said in the beginning we've not been trained for inclusive and it is difficult to implement it fully. I still maintain that if we could be taken to the workshop first perhaps it will be simpler. The department says that each school has an SBST committee but if you look at most of the SBST members, they do not have remedial courses or training. It is difficult because you are not even sure of what you are doing or what is correct for such learners.	<p>be experts in inclusive education</p> <p>understand learners in inclusive classes</p> <p>have training in remedial</p>	<p>to practice differentiated teaching and learning</p>

ANNEXURE I: INTERMEDIATE PHASE TEACHER PARTICIPANT

No.	Question	Response	Category	Theme
1.	In your view what do you understand by inclusive education?	<p>You can include all learners with all their disabilities in one school.</p> <p>It's about including all learners in the same learning environment - not discriminating; being able to take any learner, to accept all learners with different abilities and aptitude in one class. It can be physically or mentally but not that of high degree mental disability.</p>	<p>inclusion of all learners with different disabilities in one class</p> <p>non discrimination</p>	<p>inclusion of different learners in the mainstream</p>
2.	How many teachers in your school teach inclusive education?	<p>Eh... probably there are some, I cannot say the number but I think there are some teachers who have inclusive classes.</p> <p>No we are not all implementing inclusive education. But as I already mentioned is all about the Eh... mental abilities, different mental abilities not like physical.</p>	<p>some - number unknown</p> <p>none</p>	<p>some teachers; not all teachers</p>

3.	What is your role as a teacher to teachers teaching inclusive education?	<p>We try very hard to help them with problems they encounter. We watch those learners when they go to other classes, and we try to find out their problems. We give information or challenges we encounter with learners. When those challenges arise, the teacher already knows, and they will address them from the knowledge they have from the previous teacher. Making sure that all learners are able to learn even if they have different paces.</p>	<p>identification of learner problems</p> <p>provision of information to other teachers</p> <p>pace setting</p> <p>differentiated teaching and learning</p>	<p>support by empowering inclusive education teachers</p>
4.	What do you understand about White Paper No 6	<p>I think is all about including those learners who have barriers, it deals with special educational needs. Yes, I think is like including all learners in the mainstream - not to segregating them like taking them to special schools or something.</p>	<p>inclusion of all learners in the mainstream</p> <p>non- segregation</p>	<p>understanding of inclusive education</p>
5.	What guidelines from WP6 do you use to teach inclusive education?	<p>Yes, some of the guidelines but this needs continuous assistance from the Department of Education. Expecting us to do those things they must also provide us with enough materials or something like workshops or something, not only just providing us with papers just for us to go through.</p> <p>In most cases they just invite us for workshops whereby one or</p>	<p>some guidelines</p> <p>second hand information</p>	<p>guidelines for inclusive education teaching</p>

		two reps will go there and as you know that the information that is given on the second hand is not like exactly like initial information that was received by our reps.		
6.	What role do you play in supporting other teachers teaching inclusive education?	<p>We try very hard to help each other especially with those learners in need. We try very hard to help with those problems they encounter. We watch those learners when they go to other classes, and we try to eliminate some problems. We give teachers information about challenges we encountered with learners. When those challenges arise, they already know how to deal with them from the knowledge they have from the previous teacher.</p> <p>Making sure that all learners are able to learn even if they have different paces, at different levels - to accommodate every learner in class.</p> <p>As a phase rep we usually have a meeting like assessing the progress of the learners. In that case we sometimes give guidance on how to assist learners or how to accommodate those learners in the classes. If we discover that this is not what we can cope with, there are some support facilities that we use.</p>	<p>identification of learner barriers</p> <p>provision of learner problems</p> <p>watch over learners</p> <p>pace setting</p> <p>guidance on how to assist learners</p> <p>use support facilities like</p> <p>University of Pretoria and</p> <p>psychologists</p>	

		<p>Fortunately we are near the University of Pretoria where we contact the head of the psychology department for the cases we cannot really address. We send them there for psychometric tests assist us.</p>		
7.	<p>What role do you expect parents to play in supporting teachers teaching inclusive education?</p>	<p>Yes as you know that parental involvement should be there in schools. Even if parents are called, don't come. They do not have enough time but we feel that the little time they get just to come to see whatever things we try to help their learners with, will help a lot. Ah... just to be cooperative, just to assist us as a school and also that will also contribute to the learners' performance?</p>	<p>involvement in learners' teaching and learning</p> <p>to be cooperative</p> <p>to assist</p> <p>to contribute to learner performance</p>	<p>involvement in the teaching of inclusive education</p>
8.	<p>What resources are available for the teaching of inclusive education?</p>	<p>Yes I can say the materials we do have and in our school when we go to sport grounds those learners who use wheelchair can walk on the pavement even the learners' toilets can include those learners with disabilities. No, I don't think so, I don't know. Maybe the resources for sharing information.</p>	<p>the ramp for wheelchairs</p> <p>toilets for disabled learners</p>	<p>concrete teaching aids</p>

9.	What are your expectations about the support of the principal?	<p>We need their support. They are our learners, they are our children, we include them in our children we include them in our school.</p> <p>Ah... I cannot say I expect so much from the principal Ah... in fact I think Ah... I'm expecting too much from the Department of Education.</p>	<p>not much from principal</p> <p>much from the department</p>	<p>principal's provision of support to the teaching of inclusive classrooms</p>
10.	What are your expectations about other teachers teaching inclusive education?	<p>As teachers we expect them to work hard to love all these learners, to make them aware that they are normal like any other learners that we have, that is why we don't allow that they should be taken to special schools, they should be included in their schools, play with the learners and we try very hard to give them love and support.</p> <p>Just to have positive approach and be willing to deal with the situation in their classes. Just like willingness.</p>	<p>hard work</p> <p>love and care</p> <p>non segregation</p> <p>inclusion of all learners</p> <p>positive attitude and approach</p> <p>willingness</p>	<p>love and care for learners in inclusive classes</p>

ANNEXURE J: SENIOR PHASE TEACHER PARTICIPANT

No.	Question	Response	Category	Theme
1.	In your view what do you understand by inclusive education?	My understanding about inclusive education is that in a school no child should be discriminated upon. The school must accommodate all learners with disability, all races and they should be no any favours when it comes to slow learners because they must also be included in the education stream, so no discrimination should be exercise on inclusion education. Inclusive education includes learners with different learning barriers.	<p>non discrimination</p> <p>accommodation of learners with differences</p> <p>inclusion of learners with different learning barriers</p>	<p>including different learners in the mainstream</p>
2.	How many teachers in your school teach inclusive education?	<p>Yes, we do, is just unfortunately t this year we don't have so many learners. We accommodate everybody and we also encourage our learners to learn other children's languages because this is going to help them when they grow up. If a child knows three languages it might help him to get job as an interpreter in court.</p> <p>I think we do but we are not sure if it is inclusion because people define inclusion with learners who are physically disabled or learners who cannot see or who cannot hear, but do have learners with different problems. Some learners cannot write or even</p>	<p>all teachers</p>	<p>all teachers teach inclusive education</p>

		read maybe due to lack of education at home.		
3.	What is your role in the teaching of inclusive education?	<p>My role is to make it a point that all children are accommodated. Where necessary or where I find that I can't explain a certain word I make use of other learners who are talking the same language to explain to that child.</p> <p>Another role that I can play is to make it a point that all the children are accommodated and are not discriminated upon. As I'm a member of the SBST I assist the educators by giving information about what is inclusive education in a class and I let educators identify learners with different problems so that when the school nurse comes we can give the school nurse the learners.</p>	<p>having all learners accommodated</p> <p>encouraging learning from one another</p> <p>non discrimination</p> <p>identification and provision of learner information</p>	<p>support in the teaching of inclusive classes</p>
4.	What do you understand about White Paper 6?	<p>I know about the White Paper. I have seen it; they are talking about many things, especially the special needs of learners who can't cope in our mainstream, so before you can refer that particular child all the necessary measures must be taken because it would be unfair to say that the child needs to go to special school without following the correct procedures and reading what is</p>	<p>the identification of learners' special educational needs</p> <p>procedure for learner referral</p>	<p>understanding of inclusive education</p>

		included in the White Paper.		
5.	What guidelines from WP6 do you use to teach inclusive education?	It's a guideline showing the policy of inclusion in class.	guidelines on inclusive education	guidelines for inclusive education teaching
6.	What role do you play in supporting teachers teaching inclusive education?	Yes, we make it a point that those teachers get support especially from the management, and then we also engage other teachers in who have done inclusive education. We make it a point that they guide us, they give us the necessary document, that is actually what we are doing and then that particular teacher we make a point that we don't give more learning areas so that he must have time to deal with children who need attention. We also intend to introduce what we call remedial education; our only barrier now is that we have not started because we don't have enough classrooms. We intend to start it as soon as the mobile classes are there because we want to help them. We don't want to discriminate any child because those children know something though they are in need of special attention; they must learn and study at their own pace.	supplying inclusive education knowledge reducing workload of inclusive education teacher introducing remedial education enough classrooms, setting the pace of learning provision of inclusive education solutions identifying inclusive education challenges or	giving support in inclusive education teaching

		As I'm a member of the SBST I assist the educators by giving information about what is inclusive education in a class and I let educators identify learners with different problems so that when the school nurse comes we can give the school nurse the learners.	problems	
7.	What role do you expect parents to play in supporting teachers teaching inclusive education?	<p>Parents must be open in telling educators about their learners' problems because sometimes you find a learner having such a problem but parents do not open up, then at the end you as an educator have problems in class.</p> <p>Yes, the role that parents can play is to give the school necessary support because what we have realized is that when you've called a parent, you want to talk to parent is that most parents don't come to school. Most parents don't support us but we try by all means to engage them in the evenings and then we also write letters to the parents to help the children. Most of the parents depend on the school to do the job.</p>	<p>opening up about children's problems</p> <p>be involved and give support to the school</p> <p>to communicate with the school.</p>	Involvement in the teaching of inclusive education

8.	What resources are available for the teaching of inclusive education?	Unfortunately we don't have enough. The school tries to buy charts and other teaching material but they are not many. In some instances the Learning and Teaching Support material (LTSM) committee can buy charts but you find that particular teacher cannot use charts and they don't want to go to another teacher for help. To tell the honest truth we don't have enough resources but we use the NGO's and the social workers.	<p>charts but they are not enough</p> <p>we are assisted by the NGO's and the social workers.</p>	concrete teaching aids
9.	What do you expect of the principal?	My expectation is that the principal must be updated on a daily or monthly basis about progress. Be able to know the parent of the children to can seek support from parents. I expect the principal to inform parents about how inclusive education is run. The principal should supply resources and let us budget for inclusive education. He must make sure that the department of education supports schools.	<p>be updated with progress</p> <p>know learners' parents</p> <p>supply resources</p> <p>provide budget</p> <p>get DoE support</p>	principal's provision of support to teachers of inclusive classrooms
10.	What are your expectations about teachers teaching inclusive education?	I'm expecting those teachers to share the teaching of inclusive education. To give us in-service training so that they must not be burdened with the job. To also engage other teachers in order to have enough support from them because if they are not engaged,	<p>to help in sharing the job</p> <p>to do in-service training about inclusive education</p>	love and care for learners in inclusive classes

		<p>they may take it for granted that the job is meant for certain teachers. In most cases teachers refer the learners to the SBST without getting any intervention from the inclusive education teacher.</p> <p>I do not expect them to be experts because they did not specialise in that field, but I'm expecting educators to help learners in any way they can because I also assist them.</p>	<p>to give us in-service training</p> <p>to help learners learn</p>	
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ANNEXURE K: PRINCIPAL PARTICIPANTS

No.	Question	Response	Category	Theme
1.	In your view what is inclusive education?	<p>Inclusive education is a system where every child every types of children are taught in the same way. We used to have the mainstream and special schools where they called them LSEN schools, but now in terms of this White Paper No 6 is said that all children should be taught in the same institution meaning we are not going to look at the child who is perhaps Eh... physically disable or a child who is having barriers but the teachers are included in the mainstream.</p> <p>My understanding about inclusive education is something that came to place; I think the researchers discovered that learners having disabilities have been excluded from mainstreams so they agreed that they need to try this on where learners can be included on the mainstream, just like they are included in their homes. They need not be separated and given separated school where they feel out of place</p>	<p>a system where every child every types of children are taught in the same way</p> <p>children taught in the same institution</p> <p>learners with disabilities need to be with learners in the mainstream</p>	<p>inclusion of all learners in the mainstream</p>

2.	How many teachers teach inclusive education in your school?	<p>Unfortunately we are having old teachers like me who are not trained in terms of this special need. Where there's a child who needs some special attention in terms a problem, if the teacher is not trained to follow that system, you may find that the teacher don't understand exactly how to approach the lesson in terms of the child who is in need of the special attention or special need. But having said that doesn't mean that we don't have teachers teaching inclusion.</p> <p>For example we've got School Based Support Team and remedial teachers. Most of the members or the committee is composed of people who have specialized. Most of them did remedial work or did remedial courses at their colleges or universities. Children who really need special attention or special teaching, we refer them to SBST. All teachers who are teaching in this school are doing inclusive education.</p>	<p>old teachers who are not trained</p> <p>School Based Support Team members</p> <p>remedial education teachers</p> <p>all teachers</p>	<p>all teachers teach inclusive education</p>
3.	What committee gives support to teachers teaching inclusive	<p>We've got School Based Support Team where we've got remedial teachers most of the members or the committee is comprised of people who have specialized. Most of them did remedial work or did remedial courses at their</p>	<p>the SBST committee</p> <p>remedial education teachers</p>	<p>support by SBST committee</p>

	education?	<p>colleges or universities, so in that regard where we find that we've got children who really need special attention or special teaching we refer them to SBST.</p> <p>Yes we have a committee labeled School Based Support Team. This is a team that supports educators. Wherever they need if they come across a problem where they cannot deal with this child they refer to them and they give guidance. This committee briefly we call it SBST committee.</p>		
4.	What do you understand about White Paper 6?	<p>The White Paper No 6 is talking about the inclusion is the special need for education and this special needs education, in terms of inclusive education as I indicated earlier on to say we need to train teachers so that they understand exactly the system that they should follow when we apply this inclusion education or the special needs education.</p> <p>The White Paper 6 according to my understanding it was an agreement; it was policy that was decided in parliament where it covered this inclusive. It's where they agreed that learners must be included in the mainstream. It's the policy that was formulated in parliament about inclusion.</p>	<p>inclusion and special need education</p> <p>policy on inclusion of all learners in the mainstream</p>	<p>inclusion of all learners in the mainstream</p>

5.	How does the committee use the guidelines provided in WP6?	<p>It is their main reference, that's their core reference because the parliament has supplied us with the White Paper 6 of 2001.</p> <p>It's documents so that we must keep on referring to it when they are doing their work.</p>	<p>as their main reference.</p> <p>as core reference.</p>	<p>guidelines serve as reference</p>
6.	How do you support teachers teaching inclusive education?	<p>Yes, it starts with the phase for example as we've got three phases the foundation phase, intermediate and the senior phase which is included in the primary, is Grade 7. We come together with the SBST as I said; they have identified those learners with learning barriers. Our service provider is selling apparatus that is really good. When we teach phonics, we are able to help the child to learn in a playful way. I think the support I'm giving them is to buy all the resources they think will be necessary to help them to can help these children.</p>	<p>per phase</p> <p>identifying learners with learning barriers</p> <p>teaching aids/resources</p> <p>work-shops to develop them further</p>	<p>support given through resources in each phase</p>
7.	What is the role of stakeholders in supporting teachers teaching inclusive education?	<p>The stakeholders that I should mention here which is very important are the parents of children and I'm just happy that our MEC has introduced this program of parental involvement which is Eh...started with the rolling up where schools are clustered, where there's a lead school, where the parents are</p>	<p>parental involvement</p>	<p>parental involvement in inclusive education</p>

		<p>coming together and where the parents are going to be trained in this program how to help the children because we might try with other methods at school but if we don't get the support especially the parental involvement it becomes a problem but I think this program which is been started for example our school, the parent will be meeting on the 30th of July. We are four schools as I said the schools are clustered and we train these parents on how to take part, how to be involved in terms of their children's learning.</p> <p>I think we do because we usually liaise with the social workers, the clinics even hospitals. We sometimes have learners who are impaired in their eyes their vision is limited, we usually get donation from hospitals that supply them with spectacles.</p>	<p>the parents are going to be trained in this program how to help the children</p> <p>to liaise with social workers</p> <p>to get donation from hospitals</p>	
8.	What resources are available for teaching inclusive education?	<p>The apparatus at the moment are not so many. We met with the SBST together with the supporters from the district office for-example. We were talking about children with hearing problems - we need to have hearing aids and for children who are having short sight. Together with the department of education we identified an optician who is busy with the children. He started</p>	<p>we don't have so many</p> <p>specialists provide resources</p> <p>help by the clinic and the doctors</p>	<p>resources available are not user friendly</p>

		<p>two years ago - he is testing the children and he then gives the children the spectacles.</p> <p>I think we have resources but they are little bit limited, we would wish we can have some more resources that can help these children because some of them you find that the desk they are using are not user friendly so you wish there can be a desk that is comfortable enough.</p> <p>Even the toilets, we need toilets that can be accessed by learners who've got disabilities with wheelchair so that they can be wheelchair friendly. So our resources are not up to standard.</p>	<p>we have resources but they are limited</p> <p>desks are not user friendly</p> <p>toilets are not accessible to wheelchair users</p>	
9.	<p>What are the committee's expectations about teachers teaching inclusive education?</p>	<p>My expectation is that the number of children that we identified at the beginning of the year is going to decrease as this team is working together. With help and support from the district, and the committee with knowledge, if the teacher becomes frustrated in his teaching they must be able to guide.</p> <p>All teachers have to be patient enough to support educators, maybe to deal with these learners themselves as a committee. If the teacher in class is not able to deal with the child they can refer them</p>	<p>support in handling inclusive classes</p> <p>team work</p> <p>district support</p> <p>patience and support to other educators</p> <p>referral of learners to the committee</p>	<p>support in handling inclusive classes</p>

		because they've got afternoon session where we can sit with these children - those who can't read or write. We must support these children.		
10.	What are your expectations regarding teachers teaching inclusive education?	My expectations are that they can do more to achieve the outcomes of the school. As I have mentioned earlier on, the majority were not trained – the expectation is that if they are trained or the department of education is training more teachers then we will eradicate this problem. We will have few children with learning barriers. We don't need to isolate them because they are also part of the learners. My expectation of the staff is that they must accept these learners and start to know more about White Paper 6. In the past we found teachers could not teach children with disabilities, they had to be referred to special schools. So I want them to know more and have more knowledge about White Paper 6. These children are our children, they must teach them even if they are disabled.	<p>go an extra mile</p> <p>to be trained in inclusive education</p> <p>to be accepted</p>	<p>to be caring and loving to all learners</p>

ANNEXURE L: ETHICS CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM 11/04/01

MEd

The roles of the principal and the SBST in supporting teachers teaching inclusive education

Johannes Mboneni Masango

Education Management and Policy Studies

25 October 2012

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

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

ACTING CHAIRPERSON OF ETHICS COMMITTEE Dr. Suzanne Bester

DATE

25 October 2012

CC

Jeannie Beukes
Sharon Mampane

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

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

Please quote the clearance number in all enquiries.

ANNEXURE M: DECLARATION OF ORIGINALITY
UNIVERSITY OF PRETORIA

DECLARATION OF ORIGINALITY

This document must be signed and submitted with every
essay, report, project, assignment, dissertation and/or thesis.

Full names of student: JHANNES MBONENI MASANGO
Student number: 27549918

Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this DISSERTATION (eg essay, report, project, assignment, dissertation, thesis, etc) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE OF STUDENT: 

SIGNATURE OF SUPERVISOR: 