

**The experiences of Foundation Phase teachers teaching Physical
Education to special needs learners**

By

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Supervisor: Dr Cherese Jones Couto

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Declaration

I declare that the dissertation/thesis, which I hereby submit for the degree Med General at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.”



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1 February 2022

Ethical Clearance Certificate



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The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of Ethics for Researchers and the Policy Guidelines for Responsible Research*.



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Amara Shafeeq Ghoor

1 February 2022

Dedication

I dedicate this research to:

- Myself, the small town girl who always worked hard and dedicated her time and effort to achieving her goals and,
- To my parents, who have always encouraged me to complete my Master's and to go after my dream.

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To have achieved this milestone in my life, I would like to express my sincere gratitude to the following:

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Abstract

Physical activities that include participating in sports or physical education (PE) have many benefits. Some of the benefits include improvement of social skills, motor development, and reducing stress. These benefits are also applicable to learners with any form of mental or physical barriers to learning, also known as special needs learners. Research conducted during my study contributes to the scholarly work of inclusive education in South Africa and assists in closing the gap in inclusive education in physical education. South Africa has a policy document (White Paper 6) and guidelines for schools on how to include learners with special needs in the education system. My study contributes to the education sector through sharing special needs teachers' experiences on ways to adapt physical education lessons and to ensure that special needs learners are also benefiting from quality physical education. The purpose and focus of my study was to explore the experiences of foundation phase teachers who teach physical education to special needs learners in special schools in Gauteng.

Due to my study's focus on gaining insight into the experiences of teachers teaching physical education to foundation phase special needs learners, the interpretivist paradigm was appropriate because I interpret the experiences of the physical education teachers to form an understanding of how they implement and adapt physical education for special needs learners. In addition, a qualitative research approach allowed me to discover in-depth research into physical education for foundation phase special needs learners by allowing me to interact with foundation phase special needs teachers to investigate their experiences and views on teaching physical education to special needs learners. The participants in my study were six foundation phase teachers who teach physical education to special needs learners in special schools. The research design chosen for my study was the phenomenological research design. I made use of multiple data collection methods: observations, questionnaires and semi-structured interviews. I used thematic analysis to analyse my data.

The findings of my study provided information on how foundation phase special needs teachers use their experiences to include all learners in their physical education lessons. Special needs teachers involved in my study provided insight on how physical education might be improved for special needs learners. Three main themes were identified in my findings: adapting physical education for special needs learners; physical education

contributions to special needs learners; and challenges faced by physical education teachers. Teachers' experiences proved to be of great value to physical education and beneficial to special needs learners. The Department of Education, together with the inclusive education and physical education specialists, can continue improving physical education for special needs learners.

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Declaration of Professional Edit

The experiences of Foundation Phase teachers teaching Physical Education to special needs learners

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I declare that I have edited this dissertation to the best of my abilities within the allocated timeframe. My editing was restricted to language and referencing. I did not influence the content of this document in any way.



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List of abbreviations

PE	Physical Education
SN	Special Needs
FP	Foundation Phase
DBE	Department of Education
SA	South Africa
QPE	Quality Physical Education
CP	Cerebral Paulsy

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Chapter 1

Introduction and orientation of my study

1.1. Introduction

Including special needs (SN) learners in school-based physical education (PE) takes practice (Bertills, Granlund & Augustine 2016). Teachers need to provide skills, knowledge, confidence and understanding to learners about living a healthy active life (Bertills, Granlund & Augustine 2016). A physically active and healthy living journey begins in a PE classroom (Stroebel, Hay & Bloemhoff 2016). For the purpose of this research study, the focus was on foundation phase (FP) teachers' experiences in teaching PE to SN learners. The National Curriculum Statement states that participation in PE nurtures positive attitudes and values that will assist learners in being physically fit, mentally alert, emotionally balanced and socially well-adjusted (Department of Basic Education (DBE) 2011). In South Africa (SA) there are challenges being faced in PE in schools. The challenges experienced in PE in schools include lack of qualified teachers, lack of resources and that teachers require assistance when teaching PE (Stroebel, Hay & Bloemhoff 2017). The problem statement for my study is that teachers are not adequately trained in PE (D'Elia 2019) in order to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there are limited research that informs us about PE teachers teaching SN learners. My research study looked into the experiences of Foundation Phase (FP) teachers teaching PE to SN learners in special schools.

According to the philosophy of PE, physical development and motor development are integral for the holistic development of all learners (DBE 2011). Holistic development is the approach to child development that seeks to simultaneously address the physical, emotional, relational, intellectual, and spiritual aspects of a child's life. Under the holistic development approach, children learn different skills at different stages, such as walking, talking and fine motor skills (Lindon & Brodie 2016). One of the best investments for influencing the development of South African

youth is the health efforts of schools, provided that these efforts are of a high quality, strategically planned, and effectively coordinated (Discovery Vitality 2014).

In South Africa (SA), SN education is offered to learners who are identified as having barriers to learning. The Guidelines for Inclusive Teaching and Learning (DBE 2010) state that barriers to learning “refer to difficulties that arise within the education system as a whole, the learning site and/or within the learner himself/herself which prevent access to learning and development for learners”. Some of the barriers to learning include disability, language and communication barriers, lack of parental recognition and socioeconomic barriers (DBE 2010). Educational programs are designed to accommodate the majority of learners, while a minority of students – such as those with special needs – are left behind (Haycock & Smith 2011). In SA, schools are classified as ‘mainstream schools’ and ‘special schools’. Mainstream schools aim to get special needs learners to fit into what everyone calls ‘normal’, while special schools are built on finding ways to recognise and respect learners with learning barriers (Department of Education 2001b). Furthermore, according to the Guidelines for Inclusive Teaching and Learning (DBE 2010), special schools are “schools that are equipped to deliver education to learners requiring high-intensive educational and other support either on a full-time or a part-time basis”. My research study focuses on special schools. The next section focuses on my study’s background and context.

1.2. Background and context

In 1994, SA became a democratic country with its constitution being created in 1996. Section 29 of the Constitution states that “everyone has the right to a basic education” (Republic of South Africa 1996). After the Constitution was created, the then-Minister of Education, Mr Kader Asmal, led the creation of the White Paper 6 in 2001. The White Paper 6 is a policy that was created to support and guide the education system on how to accommodate special needs learners. According to Mauro (2020), SN learners are those who experience difficulty – either physical, emotional or behavioural; they are learners who require additional support.

The White Paper 6 addresses concerns or challenges that the education sector might have with special needs learners. It also explains and places emphasis on how special needs learners can be part of mainstream schools or special schools. SA is working towards opening more special schools; the reason for this goal is that special schools will then have more resources than mainstream schools to support SN learners (DBE 2001b). However, even though special schools are available, there is also support available to mainstream schools when dealing with SN learners. Even though the DBE aims to increase the number of special schools, it has created a strategy for mainstream schools to follow regarding learners with special needs. The strategy is clearly stated in the Guidelines for Inclusive Teaching and Learning (DBE 2010), and is made up of four components: screening, identification, assessment and support (SIAS). SIAS is a strategy to be used when a special needs learner requires support in a mainstream school. Once the strategy has been applied by teachers who belong to mainstream schools, they have to adapt their teaching and learning for the special needs learner using the available guidelines as set out by various policies. In SA, the guidelines that are available include the White Paper 6 (2001b), the White Paper 5 on early childhood development (2001a), the Guidelines for Inclusive Teaching and Learning (DBE 2010), and the policy on screening, identification, assessment and support (SIAS) (2014). An important tenet of inclusive education is to always include SN learners (DBE, 2001b). Linking to this, my study argues for the importance of PE for SN learners.

The Curriculum and Assessment Policy Statement (CAPS) (DBE 2011) was developed in 2011 by the Department of Basic Education. PE is a topic within the subject called Life Skills in the FP (Grades 1-3). The CAPS document (DBE 2011:8) states that:

[T]he Life Skills subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated. In the Curriculum and Assessment Policy Statement (CAPS) the subject Life Skills in Foundation Phase (Grades R-3) has been organised into four study areas: Beginning Knowledge, Personal and Social Well-being, Creative Arts and Physical Education. Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development and of the subjects offered in Grades 4-12 are taught and

developed in Grades R-3. Beginning Knowledge and Personal and Social Well-being are integrated in the topics. Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (Home and First Additional) and Mathematics.

According to the FP Life Skills CAPS document, the importance of PE is that it “...contribute[s] to developing positive attitudes and values” (DBE 2011). Through my study I hope to understand and gather insight into the experiences of FP teachers teaching PE to special needs learners.

1.3. Rationale and motivation

Physical activities that include participating in sports or in PE have many benefits (Nhamo & Sibanda 2012). Some of the benefits include improvement of social skills, motor development, and reducing stress (Nhamo & Sibanda 2012). These benefits are also applicable to learners with any form of mental or physical barriers to learning, who are also known as special needs learners (Nhamo & Sibanda 2012).

My study plays a role in my profession. I am currently a qualified FP teacher that lectures part-time at a college. I am a professional in the teaching field and to build on any career, it is important to gain more knowledge and understanding in one’s selected field of study. During my study I hope to gain more knowledge on SN through research. On a personal note, I was always passionate about PE. Understanding and researching PE and SN will build on my existing knowledge of the topics. As a professional, my master’s degree will allow me to gain knowledge about FP teachers’ experiences, PE, and SN. I will be able to share the knowledge gained from my research study in my teaching career and will also learn from the experiences of the participants in my study.

I believe that the research conducted during my study will contribute to the scholarly work of SN education in SA and will assist in closing the gap in inclusive education in PE. SA has policy documents, like the White Paper 6 (DBE 2001b), for SN education and these policy documents can be used as guidelines for schools on

how to include learners with SN in the education system. I believe that my study will contribute to the education sector through strengthening the awareness of the role PE plays in educating and developing SN learners.

My personal motivation for my study comes from a personal experience I had during my time as a final-year student undergoing work-integrated learning. As a student teacher, I experienced teaching a FP SN learner in a mainstream school. Unfortunately, the teacher I was observing did not have enough experience to assist the special needs learner. The SN learner found learning to be a challenge, which included finding it difficult to read and write. However, during the PE lesson the learner had absolutely no challenge. PE was the SN learner's favourite lesson and all the activities done during PE were a success. The reality of teaching is that if a learner has SN in the classroom, he/she is immediately set aside from his/her peers, which results in feelings of exclusion. However, from my own experience, when a special needs learner is asked to participate in PE, that learner is included and no longer seen as a SN learner but rather just a learner like everyone else in the class. The reason could be that PE is fun and everyone plays together, contributing to the perception that everyone is treated equally, whereas in other topics like reading and writing, learners (especially SN learners) can fall behind. From my own experience, I believe that teachers' experiences combined with being adequately trained in PE can play a role in the educational experience regarding holistic development and inclusivity of the FP SN learner.

1.4. Research questions

Primary research question: How do FP teachers experience teaching PE to SN learners?

Secondary research question: How do FP teachers include SN learners in PE?

1.5. Purpose and aim

The focus of my study is on teaching PE to FP SN learners, with specific focus on special schools in Gauteng, while the purpose of my study is to understand and explore the experiences of teachers teaching PE to SN learners in special schools.

I aimed to study the following:

- The role of PE in the FP for SN learners.
- How PE can contribute to the holistic development of special needs learners.
- The experiences of FP PE teachers teaching special needs learners in special schools.
- How to explain, discuss and conceptualise PE pedagogy of FP teachers teaching PE to SN learners in special schools.

1.6. Clarification of concepts

1.6.1. Experiences

According to Nhlongo (2015:10), “teachers have specific personal experiences because experience is shaped from the historical activities, awareness, and outlooks that make up a person’s life or personality”. The author further explains that personal experiences provide teachers with opportunities for experience (Nhlongo 2015). Knowledge is created through experiences; while experiences play a role in learning, they are also a form of learning (Hansen 2000). In my study, the focus is on teachers’ experiences and how these influence the way that they teach to include all learners.

1.6.2. Physical Education

PE is an educational theme in SA that focuses on physical fitness, promotes physical activity, and assists in the holistic development of a learner (Ricketts 2015). Holistic development refers to the development of physical abilities and skills, including gross motor skills and fine motor skills (Kaulback 2021). Just as important

as it is for a learner to be able to read and write, it is important to build on abilities and movement skills like jumping, walking, running, and throwing (Kaulback 2021).

1.6.3. Special needs

Kryszewska (2017) defines special needs learners as those with learning and physical development barriers, which include behavioural, emotional and communication barriers that impact learning. Kagan (2020) states that special needs learners are learners who need extra support and additional attention that other learners do not need. Kagan (2020) also explains that special needs learners need additional support to assist in their physical growth and well-being. ‘Special needs’ is made up of many conditions. These conditions include “chronic and terminal illnesses, physical impairments and cognitive or psychiatric issues” (Kagan 2020). Special needs learners require different approaches to learning that will work with their different conditions (Kagan 2020). In summary, special needs learners refers to learners who have a barrier to learning.

1.6.4. Inclusive education

According to the Department of Education’s White Paper 6 on inclusive education (2005), barriers to learning could include poverty, lack of transport, and the inability to access schools. Cultural and social beliefs and conditions can also pose a barrier to learning and can classify learners as special needs learners. The next important key concept that links well to my study is SN education.

1.6.5. Special needs education

According to Britannica (2013), special needs education, also known as special education, is education for “children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices.” Another definition by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2012) explains that SN education is “education designed to facilitate the learning of individuals who, for a wide variety of reasons,

require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme.” UNESCO (2012) further explains that some of the reasons that learners will need support is because they may be at a disadvantage in terms of their behavioural, physical, intellectual, emotional and/or social abilities. In my study, I focus on SN education. The next concept that relates to my study is special schools.

1.6.6. Special schools

According to the Department of Education: Guidelines for Inclusive Teaching and Learning (2010), there are two types of special schools: special schools and special schools as resource centres. According to the Department of Education: Guidelines for Inclusive Teaching and Learning (2010), special schools are designed to assist learners “requiring high-intensive educational and other support either on a full-time or part-time basis”. Special schools as resource centres refers to “special schools transformed to accommodate learners who have high intensity support needs, as well as provide a range of support services for ordinary and full-service schools” (DBE, 2010). The White Paper 6 (2001b) states that special schools are designed to assist special needs learners and to work on different methods of teaching to accommodate each learner’s needs, rather than look at the learner’s needs as a problem. The White Paper 6 (2001b) aims to make special needs schools more accessible in South Africa.

1.6.7. PE pedagogy

According to the author, Peel (2020:1) defines pedagogy as “...the study of teaching methods, including the aims of education and the ways in which such goals may be achieved.” My study will specifically focus on PE pedagogy. Pedagogy refers to the art of teaching and learning in all subjects and themes, while PE pedagogy has a specific focus – that of the art of teaching and learning in PE. Tinning (2012) explains that PE pedagogy also focuses on improving the practice of teaching PE. The next section is an overview of the theoretical framework of my study.

1.7. Theoretical framework

My study focuses on the experiences of FP teachers teaching PE to SN learners. The theory of constructivism allowed me to understand how teachers teaching in special schools adapt their PE lessons to include special needs learners. The theory of constructivism was developed by the theorists, John Dewey, Piaget and Vygotsky (Pelech, 2010). According to the understanding of Butz (2018), constructivism is based on the idea that one learns best when one constructs knowledge from one's own experiences. John Dewey's (1991) discovery of the constructivism theory is based on what people know, past knowledge and past experiences. He believes that known knowledge assists in learning.

My study is focused on PE teaching experiences for SN learners. This focus can be gained through the past PE teaching experiences and PE knowledge from teachers, which links to the constructivist theory of John Dewey (1991). The purpose of my study was to gather information during PE teaching from the PE classrooms in special schools through social interactions with the PE teachers, which links to Piaget's (2001) social constructivist theory. The cognitive constructivism theory by Vygotsky (1962) relates to my study in that I gathered information from teachers teaching at special schools, particularly pertaining to PE pedagogy.

I believe that constructivism is a theory that relates well to teachers' experiences because the theory is based on learning and constructing new knowledge through experience. More detail on the theoretical framework of my study is explained in Chapter 2.

1.8. Research design and methodology

In this section, an overview of the research design and methodology is explained. A thorough discussion of the research design and methodology of my study is discussed in Chapter 3.

1.8.1. Phenomenological research design

My study focuses on FP teachers' experiences teaching PE to special needs learners. The participants in my study were FP teachers who teach PE to SN learners in special schools. The research design that was chosen for my study was the phenomenological research design. Maree (2016) explains phenomenology as a research design that focuses on real-life experiences that participants experience every day. Maree (2016) also states that phenomenology works best with participants who have experience and can share their experiences with the researcher. The reason that phenomenology relates to my study is because I wanted to explore the PE teaching experiences of teachers teaching FP special needs learners. More specifically, I wanted to explore and gather knowledge about the experiences of FP PE teachers, focusing on how the teachers implement PE for special needs learners and adapt their PE lessons to include SN learners. With phenomenology as my research design, I needed to consider the research paradigm best suited for my study.

1.8.2. Interpretivist paradigm

Maree (2016:60) states that the interpretivist paradigm "...emphasises the ability of the individual to construct meaning". The interpretivist paradigm is a subjective paradigm that is based on the interpretation of experiences (Ayiro 2012). Maree (2016) further explains that the interpretivist paradigm is linked to phenomenology, which is about how certain people view the world and – upon understanding the view – how they link it to the phenomena being researched. The phenomenon of my study was gaining insight into the experiences of teachers teaching PE to FP special needs learners. The interpretivist paradigm best suits my study because I interpreted the experiences of the PE teachers to form an understanding of how they implement and adapt PE to include special needs learners.

1.8.3. Qualitative research approach

Qualitative research relies on the words of a participant rather than numerical data (Maree, 2016). Another statement by Maree (2016) explains that the focus of

qualitative research is based on the interaction between the researcher and the participants. The interaction can be in a variety of forms, such as “interviewing, observation, or the collection of textual or visual data” (Maree 2016:51). Qualitative research is an approach that is used to discover more in-depth research on a phenomenon (Leavy 2014). By using the qualitative research approach in my study, I hoped to identify how FP teachers’ experiences can contribute to the understanding of PE for SN learners.

1.8.4. Data collection methods

In my study I made use of three data collection methods (Figure 1). Such an approach is known as triangulation. Maree (2016) confirms that triangulation is a form of gathering data in multiple ways. I made use of observations, questionnaires and semi-structured interviews as my data collection methods for this study.



Figure 1: Data Collection Methods

The first method of data collection in my research study was questionnaires. I made use of questionnaires to collect biographical data from the participating teachers that relates to their PE teaching background and knowledge on PE for SN learners. The participating teachers completed the questionnaires in their own time before the scheduled observations and interviews.

The second method of data collection for my research study was observations. Observations were conducted face-to-face. An arrangement was made with the teachers according to the day of the PE lesson. The teachers were observed according to (a) set up of the lesson, (b) equipment, (c) start of the lesson, (d) engagement of the teacher with the learners, (e) end of the lesson and, (f) focus of the lesson. Observation notes were taken in my research diary. In relation to the

observations, I took extra notes of any additional ideas that I believed, as the researcher, would be important.

The last method of collecting data for my study was semi-structured interviews. Semi-structured interviews were conducted with the teachers face-to-face. Due to the Covid-19 pandemic, all relevant protocols were in place to protect both the teacher and me during the interviews. I voice-recorded my interviews with the teachers on my mobile phone using voice memos. The different methods of data collection for my study are discussed in detail in Chapter 3.

1.8.5. Data analysis

After my interviews were completed, I transcribed them into datasets. I analysed the data using thematic analysis. Through thematic analysis I identified, analysed, organized, described and reported themes found in the datasets (Guest, MacQueen & Namey 2012). I used the qualitative data analysis and research software, Atlas.ti (version 9.1.2), to analyse the textual data. Atlas.ti is generally used to assist researchers on their data analysis. Specifically, the software was used to assist me in analysing my interviews and in identifying codes. The questionnaires and the observation notes were analysed manually, after which Atlas.ti assisted in identifying codes that best suited my data. The codes and the categories discovered using Atlas.ti were used as the themes of my data analysis, after which the data was summarised for further analysis (Guest, MacQueen & Namey 2012). This data analysis method allowed the exploration of new understandings about the teaching experiences of FP PE teachers. More detail on the process of data analysis is provided in Chapter 3.

1.8.6. Participants and research site

When using a qualitative approach, the most common form of sampling used is purposive sampling (Maree, 2016), which is what I used in my study. Purposive sampling is when the participants are chosen for a “purpose” (Maree, 2016). I chose participants that adhered to certain criteria. To make my participant identification

easier I decided that all participants must be linked to my study's purpose of finding, that is, to understand and explore the experiences of FP teachers teaching PE to SN learners. I used the following criteria to purposively choose participants: (a) participants must be teaching FP SN learners in special schools, (b) participants must be teaching PE to FP SN learners and lastly, (c) participants must have experience in teaching PE to FP special needs learners.

In my study, my sample was made up of six FP teachers who teach PE in a special school to SN learners. Selected special schools in the large metropole area of Gauteng constituted the research site for my study. The participating teachers were from two different special schools in Gauteng. Three teachers from each school formed part of my data gathering. In each school, I conducted my research with one teacher from each FP grade (Grade 1-3).

1.9. Ethical considerations

The first step in the ethics of my study began with ethical approval by the Education Faculty of the University of Pretoria (ethics reference number: EDU203/20). I conducted some site research to identify two special schools in Pretoria, Gauteng. After conducting site research and receiving ethical approval from the University of Pretoria, I requested permission from the Department of Basic Education to conduct research in the identified special schools.

1.9.1. Reliability

The two special schools were approached. Consent letters were used to inform the principals of the respective special schools of the nature of the study. The principals could then make an informed decision to grant permission for research to be conducted at the school with the FP teachers as participants for my study. Participants were chosen according to my inclusion criteria and the teachers also received consent letters. The teachers were my participants and they were only expected to participate if they did so voluntarily. The consent forms were signed by

the teachers, giving me permission to conduct my interviews, questionnaires, and observations.

1.9.2. Trustworthiness

The foundational ethical principles of beneficence, respect for human dignity and justice were considered (Dhai & McQuoid-Mason 2011), which include the right to privacy and anonymity. In line with this, I protected the anonymity of the participating teachers and the participating schools involved in my study. I ensured that the participants and the participating schools were represented by letters of the alphabet to protect their identities. I ensured that the participants were comfortable and happy to participate in my study during the interviews. Before conducting the interviews with the participants, I provided the teachers with enough information on the importance of their participation and how their participation would impact my study. During the duration of this research, the participants were respected at all times.

Because the interviews were conducted face-to-face, I followed all Covid-19 safety measures. These measures included mask-wearing during the interview and keeping a good social distance of 1.5 meters between me and the participant. I observed the PE lessons face to face by following all Covid-19 measures. All ethical considerations will be followed by me as the researcher.

1.9.3. Delimitations to my study

My study was based on a small dataset. Two schools and six teachers were participants in my research study. Even though my dataset was small, I am confident that the participants provided me with detailed understandings of their experiences as FP teachers teaching PE to SN learners. My study has the potential to contribute to the inclusive education system in SA as well as contribute to the PE topic in SA. There are limitations to and recommendations for my study, which are explained in detail in Chapter 5. The next section presents the outline of the chapters of my study.

1.10. Outline of chapters

My research study is composed of five chapters. Chapter 1 contains the background, rationale, purpose, aim and research questions to my research study. In Chapter 1, I also provide an idea of the research design and methodology of my research study.

Chapter 2 of my research study provides an overview of the most relevant literature related to the title of my research study, which is 'The experiences of Foundation Phase teachers teaching Physical Education to special needs learners'. Chapter 2 also provides the most relevant literature on the theoretical framework chosen for my study, which is the theory of constructivism.

Chapter 3 describes the research design and approach used for my research study. Furthermore, Chapter 3 provides the procedures involved in the data gathering and data analysis of my research study.

Chapter 4 presents and analyses the findings of the data that was collected for my research study. My research study ends off with Chapter 5, which includes a discussion surrounding the teachers' experiences and concludes the research study. The discussion and conclusions provided in Chapter 5 were derived from the data collected and the existing literature. Chapter 5 also includes the study's limitations and recommendations.

1.11. Summary

Chapter 1 provided an overview of what my research study entails. I used a qualitative approach that focused on the experiences of FP teachers teaching PE to SN learners. The purpose of my study was to gather insight and understanding into the teaching experiences of PE teachers. The data collection methods used in my study included questionnaires, observations, and semi-structured interviews. All ethical considerations of my study were undertaken. In Chapter 2, I review literature that is relevant to my study.

Chapter 2

Literature Review

2.1. Introduction

Chapter 1 focused on the introduction and the overview of my research study. To reiterate: the focus of my study is on the experiences of Foundation Phase (FP) teachers teaching PE to special needs (SN) learners. The problem statement for my study is that teachers are not adequately trained in PE (D'Elia 2019) in order to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there are limited research that informs us about PE teachers teaching SN learners. In this chapter, I focus on literature that links to my title and research questions.

I will begin my analysis of the literature by providing information on the theoretical framework for my study, followed by literature reviewed on SN. Thereafter, I will focus on PE. More specifically, I will provide information on the importance of PE in the FP. Then literature will be reviewed on teacher experiences. Lastly, I will review literature related to teachers' education, and finally, inclusive education. A summary of what is expected in Chapter 2 is provided in Figure 2.

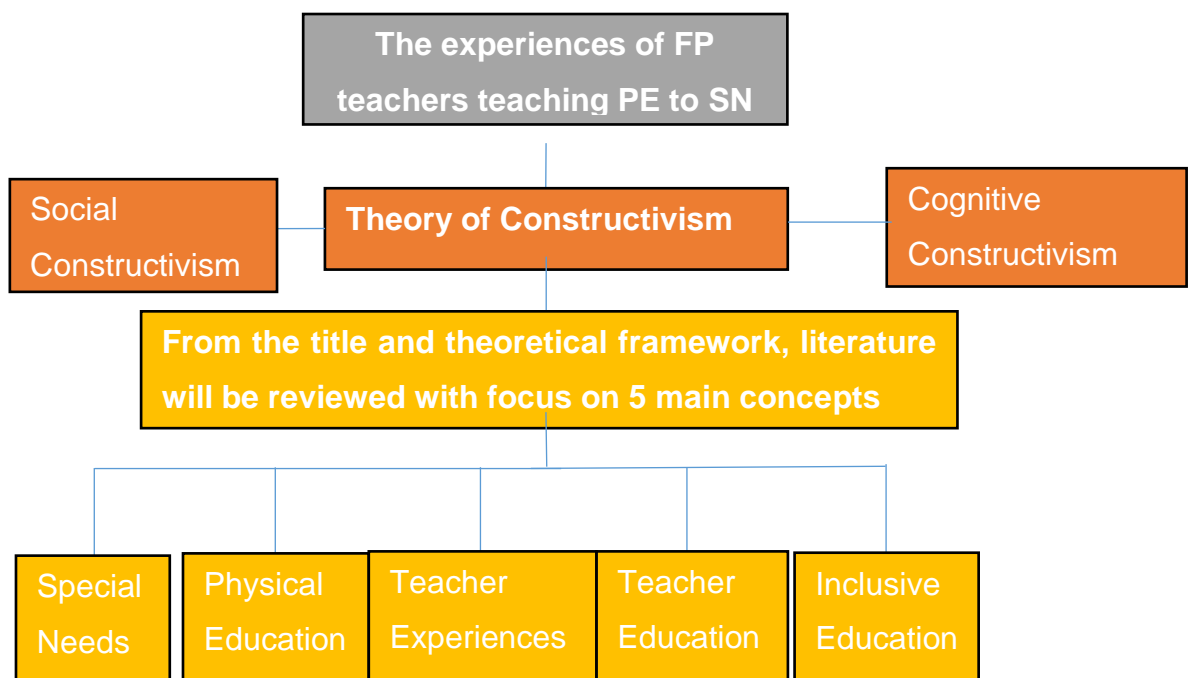


Figure 2: Overview of literature Review

Figure 2 provides an overview of the different concepts that are discussed in Chapter 2. The different topics were developed from the title of the study and the theoretical framework chosen for my study – that of constructivism.

2.2. Theoretical framework

According to Elliot, Atencio, Campbell and Jess (2000:256), “Constructivism is an approach to learning that holds that learners actively construct or make their own knowledge and that reality is determined by the experiences of the learner”. According to Kurt (2021:1), “[T]he constructivist theory is based around the idea that learners are active participants in their learning journey; knowledge is constructed based on experiences. As events occur, each person reflects on their experience and incorporates the new ideas with their prior knowledge. Learners develop *schemas* to organize acquired knowledge”.

The main idea of constructivism is that knowledge is constructed, and pedagogy takes place through constructing ideas (McLeod, 2019). The author McLeod (2019:2) explains the theory of constructivism as related to pedagogy: “[T]he passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving)”. The author (McLeod 2019:5) further explains the role of a teacher when using constructivism as a form of teaching:

[T]he primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. From this perspective, a teacher acts as a facilitator of learning rather than an instructor. The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them.

The theory of constructivism can be broken down into two elements: cognitive constructivism by Piaget (2001) and social constructivism by Vygotsky (1962) (Butz 2018). Vygotsky (1962) discovered social constructivism, which is based on the idea

that people learn best through social interactions. The theory of social constructivism links well to my study because PE is a subject that relies on social experiences and personal connections with the content. PE teachers also rely on their social experiences to teach PE. Social constructivism also relates to SN; learners learn from each other about the different SN through social interactions. According to Butz (2018), social constructivism is about the influence of culture on cognitive development. Social constructivism relates to taking learners' diversity and SN into account (Butz 2018). PE contributes to the holistic development of SN learners. Holistic development includes cognitive, physical, social, affective and psychomotor development (Roux 2020). Therefore, the social constructivist theory links to PE for SN learners because PE promotes holistic development, which also relates to social development.

Piaget (2001) discovered cognitive constructivism, which is based on the idea that learners create their own knowledge and skills and use these in real-life situations to solve problems (Butz 2018). In cognitive constructivism, "for Piaget, knowledge is produced in the learner's mind while he/she is organizing his/her experiences based on cognitive structures" (Kouicem, & Kelkoul 2016:64). When offered in schools, PE can aid learners in creating their own knowledge and skills by "assisting them in the development of their motor skills, knowledge and behaviours for healthy, active living, physical fitness, sportsmanship, self-efficiency and emotional intelligence" (Butz 2018:13).

Table 1: Differences between a traditional classroom and a constructivist classroom (McCleod, 2019).

Traditional Classroom	Constructivist Classroom
Strict adherence to a fixed curriculum is highly valued.	Pursuit of learner questions and interests is valued.
Learning is based on repetition.	Learning is interactive, building on what the learner already knows.

Teacher-centred.	Learner-centred.
Teachers disseminate information to learners; learners are recipients of knowledge (passive learning).	Teachers have a dialogue with learners, helping learners construct their own knowledge (active learning).
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Learners work primarily alone (competitive).	Learners work primarily in groups (cooperative).

Table 1 provides a summary by McLeod (2019) on the differences between a traditional classroom and a constructivist classroom. The constructivist classroom lends itself very well to SN education and PE because it gives learners the opportunity to be interactive and construct their own ways of moving, according to the SN learners' physical or mental ability. SN learners should be able to construct their own ideas of how to move their body and be allowed to construct their own movements according to their abilities.

The authors, Berthelsen and Walker (2008:5), state the following about inclusive education and the theory of social constructivism:

[A]ll children regardless of individual differences belong to and should be valued as members of the community. Interactions with companions, adults and children, in social settings such as early childhood programs can provide guidance, support, challenge, and the impetus to learn. Thus the social construction of knowledge (i.e., learning) requires understanding by teachers about guided participation and how children's skills and conceptual knowledge can be enhanced through their social interactions which might be child- or peer-initiated and through the planned activities provided by the adults.

Berthelsen and Walker (2008) further state that through social constructivism and cognitive constructivism, the teacher is provided the opportunity to observe the learners and observe each learner's unique abilities. From the observations the teacher conducts, the teacher will be able to plan and create lessons that best suit each learner's needs and abilities (Berthelsen & Walker 2008). From the literature, it can be concluded that through the theory of constructivism, PE teachers are provided the opportunity to plan PE lessons that suit each SN learner's needs and provide opportunity for SN learners to construct their own knowledge with the teacher as facilitator. The next important concept in my literature review is SN.

2.3. Special needs (SN)

In this section I focus on the concept of SN. According to the Merriam-Webster dictionary (2006), the term 'special needs' refers to "any of various difficulties (such as physical, emotional, behavioural, or learning disability or impairment) that causes an individual to require additional or specialized accommodations".

Halliwell (2003) conducted a study on special needs learners in London, England. Halliwell (2003) explains that every child needs support, whether they are a SN learner or not; SN learners just require additional support because they have a barrier to learning. The learning barriers can be physical, which can be referred to as a physical disability, or an emotional disability that can result in different behavioural patterns or delayed learning (Halliwell 2003).

Another study on special needs was done in China by Barker, Lee, Tracey and Yeung (2015). These authors discovered important factors relating to special needs education. The factors include teacher training, the type of special needs, the teacher's knowledge of special needs, the teacher's experience with special needs and the role that teachers have in special needs. The authors believe that if a teacher is trained to support a special needs learner, it has a positive effect on learning (Barker, Lee, Tracey & Yeung 2015). However, if the teacher is not trained in special needs, they find it rather difficult to support the special needs learner, which can result in the learner not reaching their full potential. The type of impairment of the special needs learner affects the way the teacher supports the

special needs learner. Barker, Lee, Tracey and Yeung (2015) found that, unfortunately, many teachers find it very difficult to support special needs learners – especially if the special needs include a physical disability. It was discovered that in China, the knowledge that teachers have on special needs learners is lacking (Barker, Lee, Tracey and Yeung 2015). Many teachers do not have the knowledge to support special needs learners, therefore supporting special needs learners is a challenge for these teachers (Barker, Lee, Tracey & Yeung 2015).

Another factor includes the experience that teachers have with special needs learners (Barker, Lee, Tracey & Yeung 2015). The more experience a teacher has with special needs learners, the more a teacher can improve, whereas the less experience the teacher has, the more of a challenge it can be to teachers of SN learners (Barker, Lee, Tracey & Yeung 2015). Experience is about “the knowledge and skill related to a job, which you have gained because you have done that job for a long period of time” (Collins English dictionary, 1994). According to Nhlongo (2015), teachers’ experiences can assist in the improvement of PE in SA. Nhlongo (2015) also explains that teachers can reflect on their teaching experiences, and in so doing can improve their teaching skills in PE. Nhlongo (2015) also recommends that having a reflective practice on teaching experiences in PE should be used to find solutions to teachers’ weaknesses.

Teachers’ experiences in PE have a big influence on the quality of teaching (Elliot et al. 2013). Most of the skills used in teaching PE are gained through experience (Elliot, et al. 2013). González-Calvo, Gerdin, Philpot, and Hortigüela-Alcalá (2020:931) state that “PE teachers have previous experiences that both shape their particular beliefs about the role and purpose” of PE. González-Calvo et al. (2020) further explain that previous experiences and beliefs of teachers play a role in the type of PE teacher that will develop. The authors suggest that the best teachers have experience in both sport and health, which play a big role in PE. The author Curry (2012) agrees by stating that PE teachers rely on their previous experiences and memories in PE. Curry (2012) also believes that specialist PE teachers have the most experience and passion for PE, which will play a huge role in their teaching of PE.

There is a gap in the literature regarding SN and PE in the FP in the context of South Africa. However, the literature reviewed relates to adaptive PE (discussed in 2.4.3.) and inclusive education during PE, which is further explained in this chapter. In the next section, literature is reviewed with reference to SN learners.

2.3.1. Special needs (SN) learners

The author Kryszewska (2017:525) explains that SN learners are learners who “fall behind with their education” because of their barriers to learning. According to the Cambridge Assessment International Education System (2017), there are 10 reasons that SN learners experience difficulties in learning. The reasons include learners who have (1) behavioral and social skill difficulties, which include self-regulation and getting along with others; (2) learners with communication or language disabilities like autism spectrum disability; (3) concentration difficulties like attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD); (4) executive function difficulties, including difficulties in understanding, planning and organizing; (5) hearing impairments, which include hearing loss and deafness; (6) literacy and language difficulties, which affect the learning process in one or more areas such as reading, spelling, and writing (e.g. dyslexia and dysgraphia); (7) numeracy difficulties which are applicable to learners who might struggle with tasks related to numeracy and mathematics competency (e.g. dyscalculia); (8) mental health issues like depression and anxiety; (9) physical or neurological impairments, which can be congenital or acquired (e.g. muscular dystrophy or traumatic brain injury) and can range in severity and may not be visible; and, lastly, (10) visual impairments, which are used to describe the consequence of an eye condition or disorder, with the degree of impairment ranging from mild to severe (Cambridge International 2017).

Following the reasons stated above, Kryszewska (2017) discovered that there are many contributing factors to why SN learners are who they are. The difficulties that learners experience can sometimes cause them to fall behind their peers. Therefore, they are classified as SN learners.

When referring to the SN learner, SA created a policy document that can be used as a guide to identify and examine the needs of a learner; the process that takes place is screening, identification, assessment, and support (SIAS) (DBE 2014). According to SIAS, a learner who is a SN learner has additional support needs (DBE 2014). The SIAS policy document (DBE 2014) elaborates on additional support, explaining that:

every learner needs support, but some may, for whatever reason, require additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who has learning difficulties, is being bullied; has behavioural difficulties; is a parent; has a sensory or mobility impairment; is at risk of school drop-out or is bereaved.

The aim of SIAS is to improve the quality of education for learners who have barriers to learning (DBE 2014). As such, the SIAS policy focuses on assisting SN learners and provides support to the teaching and learning of the SN learner (DBE 2014).

2.3.2. SN teacher education

The author, Yates (2020) states that there are 464 special schools in SA. In each special school, there are SN teachers who are educated on how to teach SN learners. SN teacher education is focused on the skills and knowledge that are needed to teach SN learners. As mentioned by Barker et al. (2015), the teacher plays a vital role for special needs learners. According to Career Planet (2015), to become a special needs teacher in SA you have two options. The first option is to study a Bachelor of Education degree in special needs education. The second option is to study a Bachelor of Education degree with a postgraduate diploma in the management of childhood disabilities. Studying either of these options can be done at many universities in SA, as well as at some public and private colleges (Career Planet 2015).

The University of South Africa (UNISA) (2020) states that to become a specialist in SN, an undergraduate module called Inclusive Education can be taken, or the prospective teacher could study towards a Bachelor of Education and complete an

Honours degree with specialization in inclusive education. UNISA (2020) further explains that the inclusive education module is for teachers who want to become specialist teachers for learners with SN. During the time of studying to become a qualified teacher of special needs learners, teachers are provided with efficient training and skills from their respective universities or colleges in order to be able to assist special needs learners during the time of learning in the classroom (UNISA 2020). Teaching SN learners requires that teachers follow the set curriculum but be trained to adapt the curriculum according to the special needs of the learners (Career Planet 2015). Once a teacher achieves the special needs education qualification, they are allowed to be assigned to special schools throughout SA. In SA, we have different types of special schools. In the next section, the different special schools are explained.

2.3.3. Special schools

The Guidelines for Inclusive Teaching and Learning document (DBE 2010:8) defines special schools as “schools equipped to deliver education to learners requiring highly intensive educational and other support either on a full time or part time basis.” Special schools employ SN-trained teachers and are better equipped with more teaching resources to support SN learners in SA (DBE 2010). Special schools have a goal of making sure that each SN learner is taught in their own way and according to their abilities (DBE 2010). According to the White Paper 6, designed by the DBE (2001b), SA has a lack of special schools and is hoping to open more to assist all special needs learners.

Continuum of support model

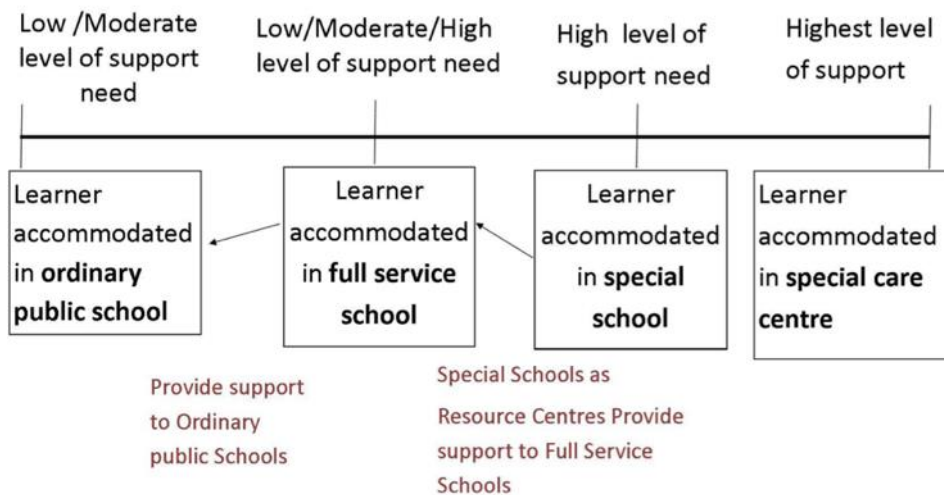


Figure 3: Continuum of support model illustrating the types of special schools in SA..

Figure 3 provides an overview of the types of special schools in SA. The schools that are available for learners are mainstream schools, full-service schools, special schools, special schools as resource centres, and special care centres. Mainstream schools are schools that all learners can attend; they are neighbourhood schools that should accommodate all learners, including SN learners, who should be provided with some attention such as extra lessons after school to assist with their needs (Khumalo & Hodgson 2017). Du Plessis (2013) explains that, according to the South African Schools Act (SASA) (1996), schools must accept all learners and accommodate their needs without any discrimination towards the SN learners. After mainstream schools in SA, the next level of school that is available to SN learners is full services schools.

According to Du Plessis (2013:80),

Full-service schools are defined as schools that will be equipped and supported for the full range of learning needs among all learners.” In building capacity for these schools, special emphasis must be placed on inclusive education, which includes flexibility in teaching and the provision of education (Du Plessis, 2013). In determining the placement of a learner with special education needs, the head of department and principal must take into account the rights and wishes of the parents of such learner, taking into account what will be in the best interest of the learner.

In full-service schools, resource centres have been developed. Figure 3 illustrates that special schools as resource centres are created to provide additional support to full-service schools – in other words, full-service schools can have resource centres for additional assistance. To reiterate: mainstream schools and full-service schools are schools that have a mix of learners with SN and learners without SN. The Guidelines for Inclusive Teaching and Learning (2010:7) define special schools as resource centres as “special schools transformed to accommodate learners who have high intensity support needs, as well as provide a range of support services to ordinary and full-service schools”. Resource centres provide support to learners according to their learning barriers, and resource centres assist in providing full-service schools with guidance on how to improve inclusive education throughout SA (DBE 2001b). The White Paper 6 (2001b) mentions that in order to improve inclusive education throughout SA, support teams need to be created to combat challenges in special schools as resource centres, mainstream schools, and full-service schools. The next category of schools available in SA are special schools that are specialised for SN learners.

Schools for learners with special educational needs (LSEN) provide education to SN learners who have learning difficulties (Sewraj 2014). The researchers Pillay and Di Terrlizi (2009) conducted a study about the transition from mainstream schools and full-service schools to a LSEN school. The authors state that “the term learners with special educational needs (LSEN) refers to learners who, for whatever reason, need additional help and support in their learning” (Pillay & Di Terrlizi 2009: 507). The study discovered that when a special needs learner was provided the correct attention according to their need, the improvement in learning was remarkable. The LSEN school in the study provided the necessary environment and resources that assisted with the learners’ challenges. Mainstream schools and full-service schools need to create additional assistance for SN learners. However, in a LSEN school, the teachers are SN teachers trained to teach SN learners.

The Cornerstone Learning Centre in SA (2019:1) is described as a SN learning center. A learning center is an “...English medium school, catering for the needs of pupils diagnosed with an autism spectrum disorder, or special needs with developmental delays, which prohibit learners from benefiting from full-service

school environments”. The features of a learning centre, according to the Cornerstone Learning Centre (2019), include small classes and professional teachers with teaching assistants. Another learning centre in SA, which is called the Bloom Centre (2021), explains that they are a learning center that teaches SN learners who cannot cope in mainstream schools. Therefore, learning centres are centres that cater for SN learners. The different learning centers provide individual attention to those learners who are not managing to learn to the best of their abilities in service schools. In the next section, teaching physical education is explained.

2.4. Physical Education (PE)

According to the CAPS (2011) curriculum, it is evident that PE is an area that is taught in South African schools (DBE 2011). In the FP, PE is an area that is part of the subject known as Life Skills, which focuses on the holistic development of a FP learner (DBE 2011). Furthermore, Life Skills “is concerned with the social, intellectual, emotional, and physical growth of learners, and the way in which these are integrated” (DBE 2011:8). The subject Life Skills is taught in the FP and includes different learning areas: (a) beginning knowledge, (b) personal and social well-being, (c) creative arts and (d) PE (DBE 2011). According to the CAPS (2011) curriculum, these areas should be taught in the FP as they play an important role in the holistic development of FP learners (DBE 2011). The CAPS curriculum (DBE 2011:9) elaborates on Physical Education as follows:

The development of the learner’s gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners’ social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised.

Literature was reviewed from Hong Kong (2018) due to the fact that it relates well to the South African context because it refers to PE as a global term (Education

Bureau 2018). The Government of the Hong Kong Special Administrative Region explains PE as “education through the physical” (Education Bureau 2018). They further explain that the aim of PE is “to develop students’ physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle” (Education Bureau 2018). PE also develops students’ confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, and aesthetic appreciation (Education Bureau 2018). Together with the nurturing of positive values and attitudes, PE provides a good foundation for students’ lifelong and life-wide learning (Education Bureau 2018).

In terms of the definition of PE (Study.com 2015), PE is explained as

a course taught in school that focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease. Kids also develop skills necessary to participate in a wide range of activities, such as soccer, basketball, or swimming. Regular physical education classes prepare kids to be physically and mentally active, fit, and healthy into adulthood. An effective physical education program should include engaging lessons, trained PE teachers, adequate instructional periods, and student evaluation.

In relation to the definition of PE in the South African CAPS document and the definition of PE stated above, it is important to understand PE as a broader term in order to teach quality PE in schools.

2.4.1. Quality PE (QPE)

In 2015, UNESCO created a document on Quality Physical Education (QPE) as a guideline for policy makers in terms of what to consider when it comes to the creation of QPE programs. According to the authors McLennan & Thompson (2015:9) QPE is defined as “the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport.” The authors McLennan and Thompson (2015) explain in the QPE guidelines for policy makers that “the learning experience offered to children and young people through PE lessons should be developmentally appropriate to help them acquire the

psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life”. Furthermore, the definition provided by McLennan and Thompson (2015) on QPE provides clarity on the importance of qualified teachers teaching QPE in the FP, as well as the importance of including all learners during PE learning experiences. McLennan and Thompson (2015) believe that the PE curriculum that is followed globally is inconsistent with policy. Therefore, in 2010, UNESCO called for tools to improve PE throughout the world (McLennan & Thompson 2015).

During my view of the existing literature, I discovered that there is limited literature focusing on QPE in SA. Relating to the UNESCO definition of PE as the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, it can be concluded that there is a gap in the literature on QPE for the FP in SA.

To bridge this gap, author Tian (2015), in his doctoral thesis, identified the absence of QPE. Tian (2015) referred to the history of PE in SA, where PE was halted for a long period of time before being reintroduced. Tian (2015) then conceptualised interventions that can take place to ensure QPE is being introduced into SA schools. Five quality-enhancing components were explored, namely (a) well-trained teachers, (b) homework activities, (c) a reward system, (d) improvised apparatus, and (e) monitoring of activity intensity (Tian, 2015). According to Tian (2015), including the five components will contribute to creating QPE programmes in SA. Another important component to QPE is teaching experiences.

Experience is about “the knowledge and skill related to a job, which you have gained because you have done that job for a long period of time” (Collins English dictionary, 1994:1). Teachers’ experience refers to the experiences of teachers; these experiences can influence the way they teach PE. According to Nhlongo (2015), teachers’ experiences can assist in the improvement of PE in SA. Nhlongo (2015) also explains that teachers can reflect on their teaching experiences, and in so doing, they can improve their teaching skills in PE. Nhlongo (2015) also recommends that teachers commit to having a reflective practice on teaching experiences in PE in order to find solutions to their weaknesses.

Teachers' experiences in PE have a big influence on the quality of teaching (Elliot et al. 2013). Most of the skills used in teaching PE are gained through experience (Elliot et al. 2013). González-Calvo et al. (2020:931) state that "PE teachers have previous experiences that both shape their particular beliefs about the role and purpose" of PE. They further explain that previous experiences and beliefs of teachers play a role in the type of PE teacher that will develop (González-Calvo et al. 2020). The authors suggest that the best teachers have experience in both sport and health, which play a big role in PE (González-Calvo et al. 2020). Curry (2012) agrees by stating that PE teachers rely on their previous experiences and memories in PE. Ultimately, Curry (2012) believes that specialist PE teachers have the most experience and passion for PE.

In order to improve PE and focus on QPE, the history of PE needs to be considered. Understanding the history of PE in SA will provide insight into past mistakes and how PE in SA can be improved.

2.4.2. History of PE in SA

Curriculum transformation occurred due to apartheid, with the curriculum being reformed in 1994 to provide education to those who were previously excluded from the education system due to their race (Gumede & Biyase 2016). In 1994, SA became a democratic country and "education was also made universal and compulsory in SA, to be followed by a new programme (called Outcome-Based Education, Curriculum 2005) from 1998" (Van Eeden 2010:110).

In 1994, PE was removed from the South African curriculum (Gumede & Biyase 2016). One of the primary reasons, according to Lion-Catchet (1997), was because PE did not have a very high status as compared to other academic subjects. Each change of the curriculum focused on improvement of and acknowledgment of challenges in education (Gumede & Biyase 2016). However, after 1994, when the Revised National Curriculum Statement 1994 was developed, PE was then added back into the curriculum (Du Toit, Van der Merwe & Rossouw 2007). Even though PE was reintroduced to the curriculum, it was not a stand-alone subject; it formed part of the subject Life Skills in the FP and intermediate phase, and Life Orientation

in the Senior Phase and in Further Education and Training (Du Toit et al. 2007). According to the CAPS document (2011), Life Skills is made up of four parts: beginning knowledge, creative arts, PE, and personal and social well-being. The CAPS document (2011) states that PE must be taught for one hour per week in the FP.

The history of PE contributes to its current status in SA. PE faces many challenges like “curricular constraints, the lack of content knowledge and poor didactical competencies” (Burnett 2020). According to Burnett (2020), the main recommendation for the Department of Education (DBE) as of 2020 is that PE should be a stand-alone subject because with quality teaching in PE, meaningful changes can occur. These changes can contribute to changes for PE presented to SN learners.

The term ‘adaptive PE’ refers to PE that is adapted to assist SN learners in the subject. According to Tuten (2020:1), adaptive PE is “physical education that is adapted to meet the needs of people with disabilities, both for safety and to address a student’s specific developmental needs”. There is a gap in the literature regarding the history of adaptive PE in SA, however extensive research has been done in America by the authors Winnick and Porretta. In the FP, PE and its history, as well as adaptive PE, play a vital role in the development of a young learner.

2.4.3. Adaptive PE

According to Winnick and Porretta (2016:4), “adaptive PE is an individualised PE program including aspects of physical and motor fitness, fundamental motors skills and patterns, skills in aquatics and dance, and individual and group games and sports designed to meet the unique needs of individuals”. In comparison, the CAPS document (2011) mentions that the focus of PE in the FP is on games and activities that relate to building skills that will encourage participation in sport (DBE 2011). Winnick and Porretta (2016) explain that the word ‘adapt’ means ‘to adjust’ or ‘to fit’. Adaptive PE is education that creates successful PE experiences for learners with different needs (Winnick & Porretta 2016). Furthermore, according to the author Dr. Luo (2000:3), adapted PE is “an individualised program of developmental activities,

exercises, games, rhythms, and sport designed to meet the unique PE needs of individuals”. Luo (2000) also explains that adapted PE was designed to meet the unique long-term needs of learners.

The author, Iyer (2018) explains that adaptive PE is a program designed for schools and is specifically targeted at ages 3 to 18 years. Furthermore, Iyer (2018:2) states five aims and objectives of an adaptive PE program: (a) “to let the child participate regularly in movements that is age-appropriate to help develop the motor-skills”, (b) “to develop a healthy level of balance, flexibility, muscular strength, body composition, and cardio-respiratory endurance”, (c) “to learn new games and their rules and to demonstrate it correctly in the game settings”, (d) “to learn and demonstrate appropriate social skills during physical activities”, and lastly (e) “to develop motor skills and to learn the benefits of regular physical activity”. In order to create successful adaptive PE programs, it is important to understand the importance of PE in the FP.

2.5. Importance of PE in the FP

The Department of Education in SA created the South African CAPS document (2011) for SA schools to follow. The curriculum is divided into four phases: (1) FP; (2) intermediate phase; (3) senior phase; and (4) and further education and training (FET) phase (Mcnulty, 2021). My study focuses on the FP, which comprises the first four years of schooling and includes grade R, 1, 2 and 3. The age group of the FP is five to nine years. Table 2 provides a summary of the phases in SA schools.

Table 2: Summary of phases in SA schools

Phase	Grade	Age group
Foundation phase	Grade R – 3	5 – 9 years
Intermediate phase	Grade 4 – 6	9 – 12 years
Senior phase	Grade 7 – 9	12 – 15 years
Further education and training (FET) phase	Grade 10 – 12	15 – 18 years

The focus of my study is on teachers who teach PE in the FP. This section is a review of the literature pertaining to the importance of PE in the FP.

According to Dr. Desai (2013), PE is essential for the human body. Young children are frequently engrossed in video games and computer games, and this lack of physical activity affects their well-being (Desai 2013). PE is a solution to the deficit in physical activity, assisting in the development of a healthy body and a healthy lifestyle (Desai 2013). Before technology, people and young children played many games outside and lived healthier lives (Desai 2013). However, with the new era of technology, people do not put effort into ensuring that their bodies are healthy and well taken care of (Desai 2013). Dr. Desai (2013) states eight reasons why PE is important: (1) PE is helpful for the natural development of the human body; (2) it assists in taking care of the body; (3) PE makes the body strong and healthy; (4) PE boosts self-confidence; (5) it assists in the development of discipline, especially for young children; (6) it builds character in young people's lives; (7) it assists in the development of time management and understanding the concept of time; lastly, (8) PE is helpful for awareness in society with focus on working together with other people.

The authors Pangrazi and Beighle (2019) discovered that a major global problem is the high rate of obesity among children. This reinforces the importance of PE and how it can assist in teaching children how to live healthy lifestyles. Pangrazi and Beighle (2019) elaborate on the importance of PE. Firstly, the obesity rate is high, and PE in schools encourages physical activity and emphasizes the importance of living a healthy active lifestyle. Secondly, positive experiences in PE can affect children's adulthood. Once children have a positive experience of physical activity through PE in school, these children will become adults who understand the importance of physical activity and lifelong participation in it, which could lead to a healthier society overall (Pangrazi & Beighle 2019). Young learners will grow up understanding that as adults, being physically active is important (Pangrazi & Beighle 2019). Furthermore, active living is assisted through PE, thus reducing the risk of health problems (Pangrazi & Beighle 2019). PE assists in academic learning in children in that it enables learners to concentrate better; PE also assists in skills that are important in everyday living (Pangrazi & Beighle 2019). Lastly, PE

encourages physical activity which leads to long-term health benefits (Pangrazi & Beighle 2019).

On their school website, the British International School in Abu Dhabi (NordAngliaEducation.com 2021:1) explains that “PE develops students’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school”. The school further explains that PE helps young learners develop personal and social skills (NordAngliaEducation.com 2021). On the other hand, Azevedo (2019) discovered that PE and physical activity can improve teaching and learning of subjects other than PE – for example, when learners were taught Maths using physical activity in a PE lesson, the majority of learners responded much better than they did in their Maths classes. Teachers can combine PE and physical activity with other subjects to ensure better learning (Azevedo 2019). The author Healy (2021:1) summarizes the importance of PE by stating that it “is necessary for the overall well-being” of learners. One of the skills that is well developed during PE is holistic development.

2.5.1. Holistic development in PE

PE is important for the holistic development of the learner (DBE 2011). According to Sankar (2020:2), “holistic development essentially means the development of the different developmental domains called, intellectual, mental, physical, emotional, and social abilities in a child so that he or she is capable of facing the demands and challenges of everyday life.” Sankar (2020) further explains that these domains are important for success in professional work life. According to Sankar (2020), there are four key elements of holistic development; these are depicted in Figure 4 below.

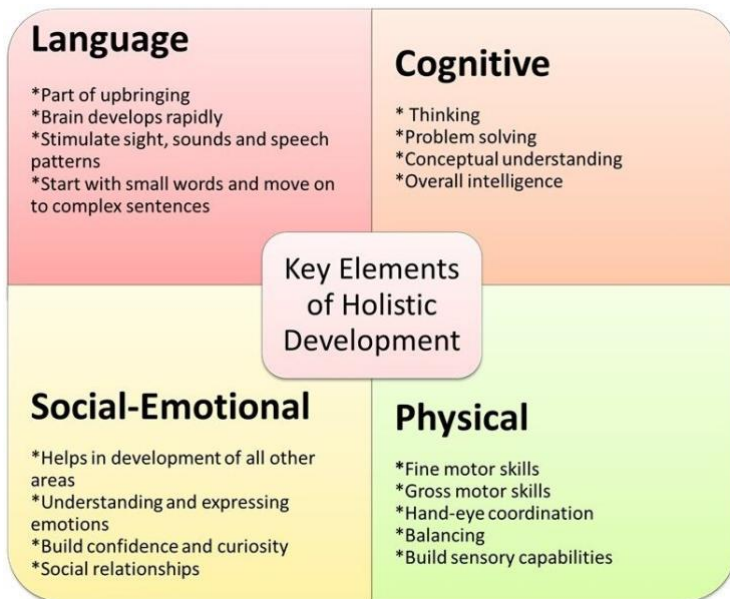


Figure 4: Key elements of holistic development (Sankar 2020:8).

As illustrated in Figure 4, cognitive development is the first important element in holistic development (Sankar 2020). Cognitive development relates to the development of the brain and the thinking process of a child (Sankar 2020). Through PE, children improve their cognitive development (Zhao, Quan, Su, Zhang, Zhang, Zhang, & Chen (2017).

Language development is the second important element in holistic development (Sankar 2020). It relates to the development of speech and sounds (Sankar 2020). The authors L. Columna and L. Lieberman (2011) further explain that PE creates opportunities for learners to interact with one another, and this relates to language development.

The third key element in holistic development is social-emotional development (Sankar 2020). Social-emotional development relates to the experiences that children go through to develop positive relationships (Sankar 2020). It also refers to the emotions that children might feel – like anger, sadness, sensitivity, excitement – which can be influenced by the people around them (Sankar 2020). In PE, learners are provided with the opportunity to express how they feel, and this relates well to social-emotional development (Columna & Lieberman 2011).

The last key element in holistic development is physical development (Sankar 2020). Through movement and exercise, the body has increased blood flow to the brain, which leads to physical development (Sankar 2020). The holistic development of a child is very important because every child is different and every child needs to find a place they can belong; as such, the curriculum needs to assist in the holistic development of a child so that they can find a sense of belonging (Sankar 2020). A.B. Liad (2020) conducted a study on the impact of PE on holistic development, discovering that PE has an impact on the physical, emotional, social, moral, and political development of learners. It is therefore clear that PE activities have an impact on learners' holistic development (Liad 2020). As part of holistic development relating to the physical domain within PE, motor skill development is the foundation of PE for FP children.

2.5.2. Motor skill development in FP children

From birth, children learn to move in different ways to try and figure out how the body works. This process is called motor skill development (Shenouda, Gabel & Timmons 2011). Formiga and Linhares (2015) describe motor skill development as important during the infancy phase (0-2 years of age) and early childhood (3-8 years of age). They further explain that motor skill development is the basis for other childhood skills such as walking, running, jumping and overall movement (Formiga & Linhares 2015). Estabillo and Matheis (2018:467) describe motor skills as a form of “movement and coordination of one’s muscles and body”. It is important to understand that motor learning contributes to motor skill development. Motor learning is defined as “learning a skilled task and then practising with a goal in mind until the skill is executed automatically” (Zveglic 2014:203). Motor learning also refers to a set of processes that are needed to learn and refine new physical skills (Filippi, Elisabetta, Piramide, & Agosta 2018). Motor skill development has taken place once these skills are refined and become automatic.

Motor skill development in children has different phases (Inclusive Education South Africa, 2015). There are four phases of motor skill development, which are depicted in Figure 5.

Phases of Motor Development

Motor development is simply learning to move with control and efficiency and is characterized by four predictable phases

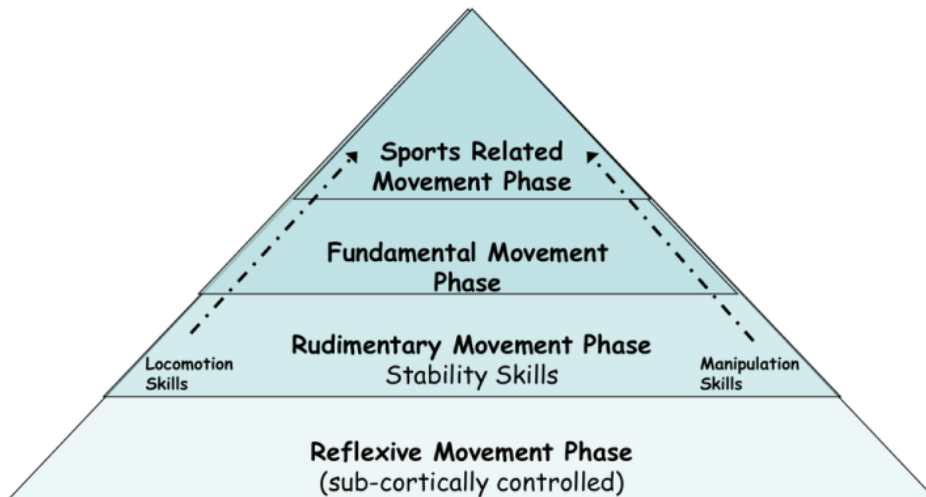


Figure 5: Phases of motor development (Inclusive Education South Africa 2015)

Figure 5 provides the four phases of motor skill development in children. The first phase is the reflexive movement phase. This phase refers to the movement that takes place when the child is still a fetus; the movements are reflexive and occur with no control so that the fetus can learn about the body and the environment (Goodway, Ozmun, & Gallahue 2019).

The next phase of motor development is the rudimentary movement phase. The rudimentary phase of movement is the first form of movement that takes place in a child and happens between birth and two years of age (Goodway et al. 2019). The movements that take place are natural movements that are needed to survive, such as crawling, walking, and running (Goodway et al. 2019).

The third phase of movement is the fundamental movement phase. Fundamental movement skills are needed in the everyday lives of adults and children (Goodway, Ozmun, & Gallahue, 2019). This phase develops in early childhood and comprises the movements that take place when exploring and experimenting with the body and the environment (Goodway et al. 2019). When the child reaches their schooling years, the fundamental movement phase plays an important role in PE. Likewise,

PE provides movement activities that are important in the fundamental movement phase in children (Goodway et al. 2019).

The last phase of motor skill development is the sports related movement phase. The sports related movement phase is based on developing movement skills that relate to a specific sport, with the movement skills being specialised for the sport that the child chooses (Goodway et al. 2019). These are the phases of motor skills development that apply to any human from the fetus stage all the way to the adult phase.

Motor skill development is divided into gross motor skills and fine motor skills. Gross motor skills use the large muscles of the body (Kuther 2018). Kuther (2018) explains that gross motor skills are important to young children in the FP because they assist in the skills that are needed in everyday life, like walking and jumping. J.A. Estabillo and M. Matheis (2018) agree with Kuther (2018), describing gross motor skills as skills that involve whole-body movement to perform movements like walking, running, and jumping.

The second category is fine motor skills. These are skills that use the small muscles of the body (Kuther 2018). Estabillo and Matheis (2018) specify that with fine motor skills, the focus is on moving the fingers, hands, and feet, all of which are needed for small movements like picking up small objects. According to Kuther (2018), fine motor skills teach and help young children to become independent. Table 3 provides some activity ideas on how fine and gross motor skills can be developed in children. These are activities that can be done daily with children either at home or at school during PE. The ideas are a summary of the work of V. Higuera (2018) and C. Holecko (2021).

Table 3: Examples of activities that can be used to develop fine and gross motor skills in children.

Fine motor skill activities	Gross motor skill activities
Puzzles	Dancing
Picking up objects from small spaces	Hopping
Playdough	Pulling and pushing objects

Finger painting	Obstacle courses
Playing boardgames using dice	Soccer

As represented in Table 3, the fine motor skill activities involve building puzzles, picking up objects from small spaces like from a container using tweezers, creating objects using playdough, finger painting, and playing boardgames (specifically those that involve dice) (Higuera 2018). The activity ideas for fine motor skills are all related to developing muscles like those found in the hands or fingers. On the other hand, the gross motor skill activity ideas involve activities like dancing, hopping, pulling, and pushing objects, obstacle courses and soccer (Holecko 2021). The gross motor skill activities relate to developing muscles that involve the whole body through using large muscle groups.

Motor skill development links to physical activity and is the foundation of PE for FP. The term physical activity is defined as “any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person’s work. Both moderate- and vigorous-intensity physical activity improve health” (Guthold, Louazani, Riley, Cowan, Bovet, Damasceno, Armstrong 2011:52). According to Shenouda, Gabel and Timmons (2011), physical activity is important for motor skill development in children. The more time that a child spends participating in physical activity, the more the child’s motor skills develop (Shenouda et al. 2011). Shenouda et al. (2011) also find that, over and above the PE teacher, having the parent or caregiver involved in the process of physical activity for children plays a big role. Parents and caregivers need to ensure that children have time to play to develop good motor skills.

Motor skill development also has a link to physical literacy. The term ‘physical literacy’ refers to “a multifaceted conceptualisation of the skills required to fully realise potentials through embodied experience” (Giblin, Collins, & Button 2014:1177). Another definition by Whitehead (2016:431) explains that physical literacy is “the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.” There are four elements to physical literacy: (1) motivation and confidence,

(2) physical competence, (3) knowledge and understanding, and (4) engagement in physical activities (Whitehead 2016). All the elements of physical literacy relate to the development of an individual's ability to move (Whitehead 2016). The ability to move the body means a child is physically literate and is able to develop motor skills.

“As children begin to develop and grow, there can be signs of possible motor skill difficulties. These can be corrected, though with early intervention by professionals including occupational therapists, physical therapists and doctors” (Kacerek 2017). Learners with SN go through the same motor development phases. However, depending on the severity of their physical or learning barrier, SN learners will then have motor skill development difficulties, which means that their motor skill development is not on the same level as a learner with no SN (Daryati & Aprilia 2019).

Motor skills are “building blocks for PE” (Kurmaniak 2019). Kurmaniak (2019) explains that in order to improve PE performance, the focus should be on improving the motor skills of young children. Doing so will improve a PE programme and the everyday physical performance of children (Kurmaniak 2019). According to research and the literature reviewed, it is evident that PE and motor skill development relate to one another; motor skill development is important for the FP learner and needs to be developed in children during PE lessons. The South African CAPS document (2011) is in agreement with this as it stipulates that teachers need to include during their PE lessons. The focus of a PE lesson in the FP for SN learners should be adapted in such a way that motor skill development occurs optimally.

2.6. Teacher education

According to the Department of Education (2021), “Teachers play a significant role in the upliftment and transformation of our society”. Teachers also play a very important role in the education system. Author Samsujjaman (2017) explains teacher education as the policies and procedures that teachers must go through to provide educational knowledge to the community and the world. Teacher education focuses on providing knowledge and skills to teachers to allow for positive experiences for both the teacher and the learner and for effective teaching in a

school and in the classroom (Samsujjaman 2017). In teacher education, teachers should also be taught to use past experiences to correct mistakes and to adapt and improve education (Samsujjaman 2017).

In SA the teacher education system includes Bachelor of Education Degrees, which involve learning and understanding knowledge and skills that will provide education to SA (DBE 2021). As such, “[t]he goal of teacher education should be to produce a reflective teacher who can reflect on values, beliefs, and attitudes that guide his or her pedagogical thinking and teaching practice, including teaching for inclusion” (Tirri & Laine 2017:18).

According to the DBE (2021), to become a teacher in SA, one has two options. After passing matric one could decide to do a four-year Bachelor of Education degree (BEd) or a three- or four-year degree with an additional year dedicated to a Postgraduate Certificate in Education (PGCE). There are teaching phases in which one can specialize. The phases are:

- Foundation Phase: Grade R-3 (generally children aged 6-9 years)
- Intermediate Phase: Grade 4-6 (generally aged 10-12 years)
- Senior Phase: Grade 7-9 (generally children aged 13-15 years)
- Further Education and Training Phase (FET): Grade 10-12 (generally children aged 16-18 years).

In the next section, literature is reviewed on PE teacher education.

2.6.1. PE teacher education

The author Roux (2020:2) did a study on the delivery of primary school PE in South African public schools and the perceptions of educators, discovering that

the reality in most public primary schools is that PE programmes are delivered by generalist teachers. PE delivery, especially in the primary schools, is therefore a matter of vital concern. Effective PE delivery entails PE educators working towards presenting a comprehensive PE learning opportunity that, together with appropriate instruction, promotes quality theoretical and practical movement knowledge and skills. In the South African context, educators are expected to competently plan and design PE learning programmes from relevant policies and a sequential and comprehensive

curriculum, with the aid of relevant resources and the application of developmentally appropriate teaching methodologies.

To be a teacher in SA, one must have a Bachelor of Education degree or a PGCE. Furthermore, a professionally qualified teacher is required to be registered with the South African Council of Educators (SACE) (DBE 2021). To be a specialist in PE entails having the knowledge and skills to teach PE. There is no specific literature that clearly explains becoming a specialist in teaching PE in SA. However, there is literature on movement studies, kinder kinetics and other PE related courses that teachers can take to become specialists in PE.

From the literature reviewed, it was discovered that in SA, there are various opportunities for teachers to build on their PE knowledge. For instance, there is an elective module that teachers specializing in the FP can choose to study to gain knowledge about PE. This module is called Physical Education and Sports Coaching, and it runs over a semester. Additionally, SA offers a higher certificate in sports science education. This certificate provides knowledge and skills that involve sport training and coaching. It can be a certificate that teachers in training can use as a steppingstone in becoming specialists in teaching PE because it will give them the necessary training and skills. There is also an elective module that can be studied during a teaching degree. The module is called Human Movement Studies and Sport Management; it is an undergraduate module and can be used to provide teachers the opportunity to gain knowledge and skills about movement.

Other movement study programs available in SA include biokinetics, sports sciences and coaching sciences. The movement programs can be used as another training tool in becoming a teacher specialist in PE. A teacher can also do a sport and movement study course and gain the necessary skills and knowledge to become a teacher specialist in PE.

According to Burnett (2020), the PE status in SA is affected by teacher qualifications. Burnett (2020) did a study and concluded that only 25.1% of teachers teaching PE are PE specialists, while 62.3% of teachers teaching PE are not specialists. Therefore, many teachers in SA that teach PE are not PE specialists

and are just specialized in their different education phases. It is important for teachers to be adequately trained in PE to understand PE pedagogy.

2.6.2. PE pedagogy

Pedagogy is the study of teaching and learning. In my study, the literature reviewed is based on the teaching and learning of PE for SN learners in the FP. Pedagogy entails teaching styles, teaching theory and feedback and assessment. There are many factors that influence PE pedagogy. Some of the factors include “...the context in which PE teachers work, what teachers think about when they are teaching and planning their teaching, and the knowledge they require to teach effectively” (Hardy & Mawer 2012:7). Teaching PE can be a challenge. According to Gumbo, Magonde and Nhamo (2017:61), “The teaching of PE requires one to have a repertoire of appropriate teaching strategies so as to enable the mastery of PE concepts and skills.”

Maher and Vickerman (2018) mention that teachers need to combine their experience as well as their own knowledge and skills in combination with research to create successful pedagogy. Currently, pedagogy is based on the learner – particularly on their feelings, the way they think and learn, and their abilities (Hardy & Mawer 2012). The goal of successful teaching and learning in PE for SN learners is to make sure that learners become physically active during their time in school and after school (Hardy & Mawer 2012). Learners need to be taught PE skills and need to understand that being active and participating in PE has many benefits, like keeping up a healthy lifestyle that will assist in their quality of living, especially for SN learners (Mitchell & Walton-Fisette 2016).

Teaching PE requires a combination of teaching styles and strategies to ensure that learners understand the knowledge and skills required in PE (Gumbo et al. 2017). These teaching styles and strategies can be used in PE when teaching SN learners. According to Gumbo et al. (2017), teaching in PE is about understanding and reviewing all learners’ needs. The authors also explain that a learner’s performance is based on the teaching styles and strategies used in PE (Gumbo et al. 2017).

Las Johansen, Diaz and Gabon (2015) explore teaching styles via Mosston's spectrum (Mosston & Ashworth, 1990). The Mosston spectrum of teaching styles is important for PE pedagogy because it provides an overview of the teaching styles that can be used in all subjects and themes (Las Johansen et al. 2015). Mosston's spectrum is made up of 10 different teaching styles (Las Johansen et al. 2015).

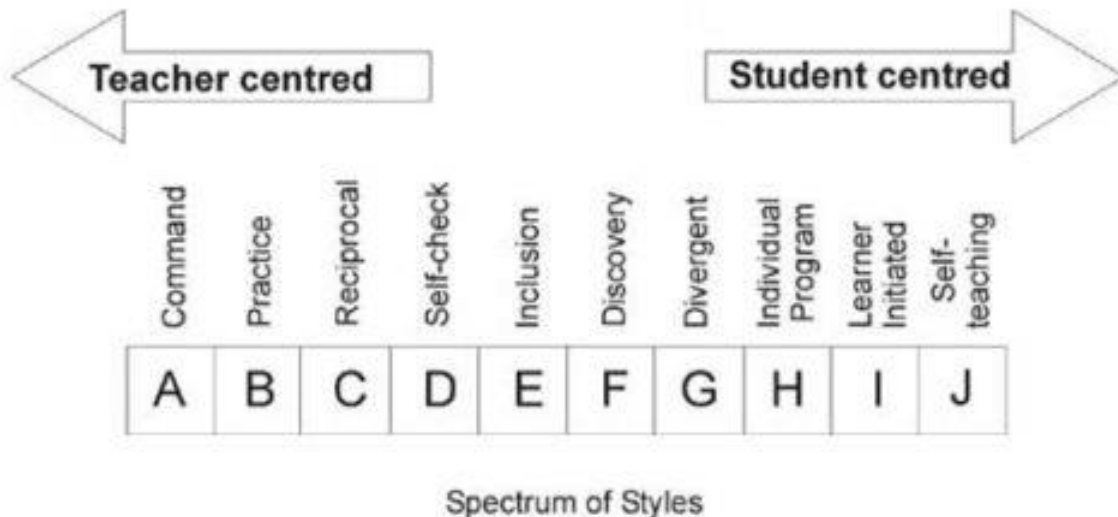


Figure 6: Diagram of Mosston's spectrum of teaching styles (Mosston & Ashworth 1990).

Figure 6 represents Mosston's spectrum of teaching styles. According to the figure, 'A' is the command teaching style, whereby the teacher makes all the decisions. 'B' is practice teaching style, where the student completes tasks given by the teacher. 'C' is reciprocal teaching style, where learners work in pairs to provide feedback to one another. 'D' is self-check teaching style, where learners assess themselves to identify their own performance. 'E' is the inclusion teaching style, whereby the teacher plans certain work while the learners monitor their own work. 'F' is the guided discovery teaching style where the teacher creates tasks and assists the learners when completing the task. 'G' is the divergent teaching style, where learners complete tasks without the teacher's assistance. 'H' is the individual teaching style where the teacher identifies the content and the learners create their own programs. 'I' is the learner-initiated teaching style, where the learners create their own programs and the teacher acts as a facilitator. Lastly, 'J' is the self-teaching style, where the learner takes full control of their learning process. These are teaching styles identified by Mosston's spectrum and are identified as working

for all subjects and topics, including PE. (Las Johansen et al. 2015). Chatzipanteli, Digelidis and Papaioannou (2015) conducted further research into Mosston's spectrum of teaching styles. Their research revealed that when teaching PE, going further than the command and practice style plays a role in improving teaching and learning in PE. Chatzipanteli, Digelidis and Papaioannou (2015) further explain that any style that involves experimenting makes PE skills easier to learn and gives learners more motivation to participate in PE.

Hein, Ries, Pires, Caune, Ekler, Emeljanovas and Valantiniene (2012) conducted further research on Mosston's spectrum of teaching styles and concluded that there is no one single teaching style that works, however, teachers have to identify the best teaching style that contributes to the best performance of the learners. Hein et al. (2012) also state that teaching styles should link to learning objectives and that, when used correctly for PE and SN education, teaching styles also have a positive influence on learner development.

PE pedagogy links to the theory of constructivism. The theory of constructivism is also a teaching theory that can be followed for effective pedagogy. According to the authors Fernando and Marikar (2017:110), constructivist teaching and learning theory can be understood in the following ways: (a) "learning is an active experience"; (b) "the ideas students hold about the subject and topic being taught will form a part of their learning experience"; and (c) "learning is socially and culturally rooted". When using the constructivist theory as a framework for PE pedagogy, the role of the teacher is to be a facilitator during the pedagogical process (Fernando & Marikar 2017). The author Gray (1997:1-25) further explains that the constructivist teaching theory should be characterised in four ways: (a) "the learners are actively involved; (b) "the environment is democratic"; (c) "the activities are interactive and student-centered"; (d) "the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous". It can be concluded that the constructivist teaching theory can be used for effective PE pedagogy. An important aspect to pedagogy is assessment and feedback.

Not only are assessment and feedback vital to pedagogy, but they also play an important role in the improvement of a learner (Adarkwah 2021). According to

Huchinson (2017), assessment is related to assessing the performance of a learner. Assessing the performance of a learner “is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behaviour of learners as they interact in and with the curriculum” (Huchinson 2017). Feedback provides information on what the learner is doing wrong or right, while also contributing to pedagogy and to the improvement of the learner (Kangalgil & Özgül 2018). According to the CAPS document (2011) for FP, PE is assessed through observation. The CAPS document (2011) further explains that assessment for Life Skills in the FP uses a table of codes and percentages to record and assess the learners (Figure 7).

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

Teachers will record actual marks against the task by using a record sheet and report percentages against the subject on the learners' report cards.

Figure 7: Table for codes and percentages for recording and reporting assessment for Life Skills (DBE 2011).

In this section, I focused on PE pedagogy, including teaching styles, theories and assessment that link to all subjects and topics, including PE and teaching SN learners. The next section of my research study focuses on the concept of inclusive education, which is important in its relationship to SN learners.

2.7. Inclusive education

According to UNESCO (2005), inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education”. Inclusive education is about “recognising and respecting the differences among all learners and building on the

similarities” (DBE 2001b:17). Inclusive education is also about “supporting all learners, educators and the education system as a whole so that the full range of learning needs can be met. The focus is on the adaptation of support systems available in the classroom” (DBE 2001b:17).

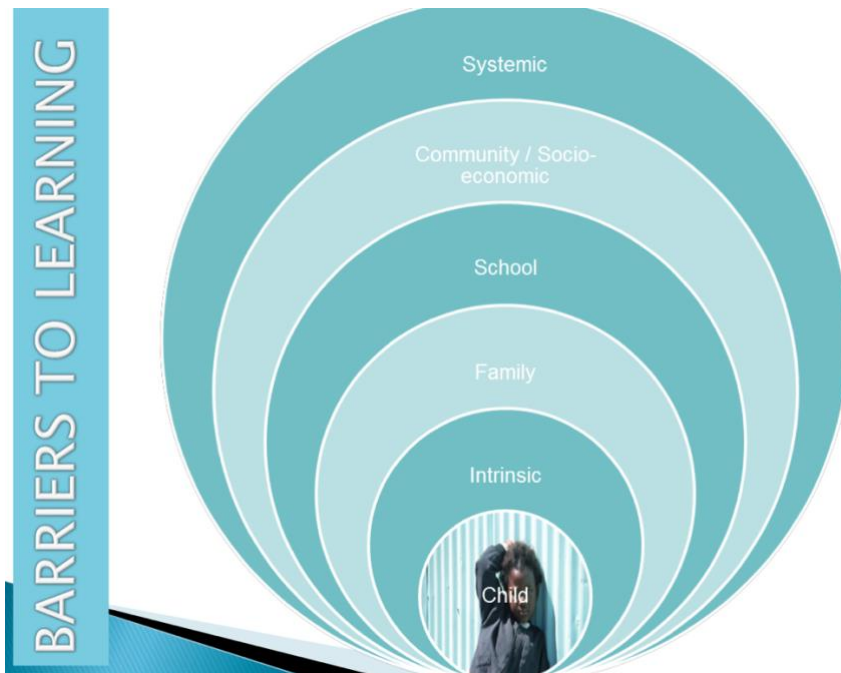


Figure 8: Barriers to learning (Inclusive Education South Africa 2015)

Other than the barriers to learning that SN learners experience (explained in detail in section 2.3), Figure 8 considers barriers to learning as they relate to inclusive education. Barriers to learning “refer to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent access to learning and development for learners” (DBE 2014:7). The authors Walton, Nel, Hugo, and Muller (2009) conducted a study that related to the inclusive education in SA. They explain that ‘barriers to learning’ is a term used in SA and relates to learners who experience difficulty in learning. Barriers to learning can be affected by many factors, represented in Figure 8. Intrinsic factors include “physical, sensory, and neurological and developmental impairments, chronic illness, psycho-social disturbances and differing intellectual ability” (Walton et al. 2009:107). Extrinsic factors also relate to barriers of learning and are described as being “those factors that arise outside the learner, but impact on his or her learning. They may arise from the family and its cultural, social and economic context and

include lack of parental involvement in education and family problems like divorce, death, and violence” (Walton et al. 2009:107). Other factors that may affect barriers to learning include schools that are not safe and when learners are taught in a language that is not their mother tongue, which could pose a language barrier that may affect the learner’s learning success. Another subset of barriers to learning is that of societal factors like “poverty and lack of safety in the community [which] may also result in learners not maximising their educational experience” (Walton et al. 2009:107). Walton et al. (2009:107) further explain that

barriers to learning may best be understood as resulting from a complex interplay of learners and their contexts, including the reality of impairments or disabilities, socio-economic restraints and wider societal factors including values, attitudes, policies and institutions. Therefore learners will experience barriers differently depending on the family of which they are a part, the extent to which their schools facilitate access and participation and the resources in the communities and societies in which they live.

All these factors explained by the authors relate to Figure 8, barriers to learning, and inclusive education in SA.

In 2001, the South African Department of Education developed a document called White Paper 6. The White Paper 6 (DBE 2001b) is a policy document that is used as a guide to explain the goal of inclusive education in SA. There is no evidence in the literature that the White Paper 6’s proposed changes have happened. According to this policy document, the South African education system believes in supporting the special needs learners of the country (DBE 2001b). Inclusive education is targeted at learners who experience barriers to learning (DBE 2001b). Barriers to learning include cognitive, educational, environmental, social, and emotional factors that could limit the learning ability of a young child (Reid & Came 2009). The White Paper 6 policy document provides the education sector of SA with all the necessary information to assist teachers, schools, and parents on how to accommodate all SN learners (DBE 2001b). After 20 years, it is evident that special needs education in SA is still an ongoing process and has a long way to go (Jabari School 2019).

South Africa is a developing country with the majority of its population living in poverty (Naicker 2018). In South Africa, all children have the right to education

(Khumalo & Hogdson 2017). Inclusive education is a system of education that “should develop the capacity to address barriers to learning if it wants to include all learning in the education system” (Naicker 2018:28). According to Naicker (2018:27), the transformation to an inclusive education system “requires change in terms of thinking and practices” (Naicker 2018). It is important that the inclusive education system in SA pays attention to implementing the White Paper 6 in schools to make a difference in the inclusive education system (Naicker 2018). One of the challenges that Naicker (2018) identifies in SA is that, as a country, it never took the inclusive education system seriously, which resulted in too many children in South Africa being unable to receive education because of their barriers to learning.

According to Bornman and Donohue (2014), SA is experiencing many inclusive education challenges. These include school-level and cultural-level challenges to inclusion. School-level inclusion is supported by the many guidelines available for teachers and schools to ensure that special needs learners are accommodated (Bornman and Donohue 2014). Despite the education sector’s sufficient resources for teachers, such as support from resource centres and teacher education, it was found by Bornman and Donohue (2014) that many teachers still do not provide special needs learners with support in mainstream or special schools. In addition, culture can pose a challenge because many families are not accommodating their children’s educational needs due to being ashamed of the perceptions of the cultural environment (Bornman & Donohue 2014). After understanding inclusive education, more literature was reviewed on the link between inclusive education and PE.

2.7.1 Inclusive education and PE

Participating in PE in schools is beneficial to a young learner’s health (Bertills, Granlund & Augustine 2019). Access to education does not always lead to being included in PE (Bertills et al. 2019). According to Bertills, Granlund and Augustine (2019:2), “high quality teaching, which incorporates cognitive, creative and emotional prerequisites for positive functioning is needed for SN learners to reach their potential”. PE and inclusive education have a shared goal of including all

learners regardless of their abilities and barriers (Bertills et al. 2019). For learners with physical and learning barriers to be part of an inclusive PE environment, teachers need to pay attention to these physical and learning barriers and create opportunities to promote inclusivity in PE (Bertills et al. 2019).

A study was undertaken in Zimbabwe on including learners with special needs in PE. It was found that parents did not want their special needs learners to be part of special schools, but rather mainstream schools, which should accommodate special needs learners (Ndamba & Mudekunye 2011). The study done by Ndamba and Mudekunye (2011) on the inclusion of special needs learners in PE concludes that all schools should be provided with enough equipment and facilities to accommodate inclusive education in PE. Ndamba and Mudekunye (2011) suggest that the education sector in Zimbabwe should create workshops and training for parents and teachers in order to ensure inclusion in PE. The reason that this Zimbabwean study is important is because of the country's proximity to SA and the lessons that can be transferred to the South African context, such as the implementation of continuous training for parents and teachers to ensure that the White Paper 6 (2001b) aims of inclusive education are being adopted by all schools and all subjects, including PE.

In New Zealand, Petrie, Devcich and Fitzgerald (2018) believe that internationally PE always aims to be inclusive of all learners regardless of their physical or mental barriers to learning. However, the aim is not always fulfilled. According to Petrie et al. (2018), if all learners do not participate in PE due to physical or learning barriers, it will negatively impact inclusive education in PE. Special needs learners will have a problem with movement skills (Petrie et al. 2018). There are a few solutions mentioned by Petrie, Devcich and Fitzgerald (2018) that can assist inclusion in PE; teachers need to:

- get to know their learners,
- work in an innovative manner,
- focus on the positive aspects of the learner rather than looking at the learner's limitations, and
- work around the curriculum structure and design to include all learners in PE.

These suggested solutions will not only assist the inclusion in PE but will also teach the other learners in class that all learners are equal regardless of their differences (Petrie, Devcich & Fitzgerald, 2018).

According to Barber (2018:520), “Fully inclusive PE encompasses four areas: knowledge, teacher attitudes, pre-service teacher education and a reframing of our understandings of multiple perspectives on physical literacy”. Full inclusion is encouraged in PE, however unless the individual or the teacher organisation works towards inclusion in PE, the barriers experienced by learners may prevent fully inclusive PE, which may result in special needs learners falling behind (Barber 2018).

According to the authors McLennan and Thompson (2015) there are six ways to approach PE inclusively. These are ways in which PE can be adapted to ensure that all SN learners are included.

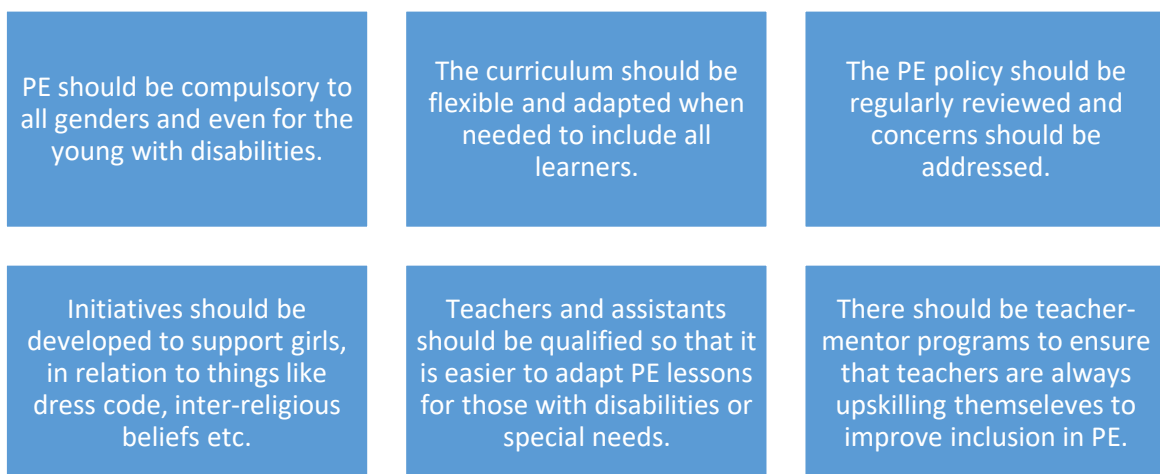


Figure 9: Six ways to adapt PE for SN learners (McLennan & Thompson 2015).

In conclusion to the literature reviewed for inclusive education, it is evident that a lot of emphasis is put on teachers and their experience to include all learners and how the teacher can make a difference in inclusive education for SN learners. The next section of this chapter provides a summary of Chapter 2.

2.8. Summary

There are different aspects that contribute to the importance of PE for SN learners. The literature proves that teacher education for SN and PE teachers is important. The education that teachers receive to teach PE for SN involves a process. There are not many programs available in SA to become a specialist teacher in PE, although there are a few PE programmes and courses offered. The same is applicable to SN teacher education; the teachers have to study courses or programmes within the education sector to build on knowledge and skills to teach SN learners. There is a lot of literature that supports the importance of PE but a lack of literature on PE for SN learners in a SA context. Not enough research has been done on how to improve access and participation of SN learners in PE. The lack of literature on teaching SN learners PE relates to the gap that my study attempts to fill; I conducted data gathering to identify how SN teachers teach PE to FP learners and if their experiences play a role in PE for SN learners.

Chapter 3

Design and methodology

3.1. Introduction

The focus of my research study is on the experiences of Foundation Phase (FP) teachers teaching physical education (PE) to special needs (SN) learners. Chapter 2 focused on literature pertaining to this focus. The problem statement for my study is that teachers are not adequately trained in PE in order to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there is limited research that informs us about PE teachers teaching SN learners. The purpose of my study is to understand and explore the experiences of teachers teaching PE to SN learners in special schools. In my study I aim to study the following:

- The role of PE in the FP for SN learners.
- How PE can contribute to the holistic development of special needs learners.
- The experiences of FP PE teachers teaching special needs learners in special schools.
- How to explain, discuss and conceptualise a PE pedagogy of FP teachers teaching PE to SN learners in special schools.

The theoretical framework chosen for my study is the theory of constructivism. The theory of constructivism is about constructing new knowledge through experience. In order to understand and explore the experiences of teachers teaching PE to SN learners, a research design and methodology was chosen, which is what Chapter 3 deals with. The research paradigm and research approach in relation to the research design and methodology are explained in this chapter. Thereafter, the participants, selection criteria, data collection methods, data analysis, trustworthiness, validity, and reliability are provided. Chapter 3 ends off with an explanation of the ethical considerations that were taken into account for my research study, which is then rounded off with a summary of the chapter.

3.2. Research design and methodology

The research design and methodology of my study refers to the guidelines by which my study occurred (Maree 2016). Maree (2016) explains that the methodology and design of a study is about creating a strategy in order to go about collecting data. To collect data that best suited my study, I identified which research design, research approach and research paradigm best link together.

3.2.1. Research design

The research design is created to provide an appropriate framework for the study (Sileyew 2019). My study focused on the experiences of FP teachers teaching PE to SN learners. The research design chosen for my study is the phenomenological research design; “[p]henomenology is a form of qualitative research that focuses on the study of an individual’s lived experiences within the world” (Neubauer, Witkop, & Varpio 2019:90).

The author Qutoshi (2018:215) explains phenomenology as “an intellectual engagement in interpretations and meaning making that is used to understand the lived world of human beings at a conscious level”. Phenomenology is also used to broaden how we see the world and is focused on understanding the deeper meaning of lived experiences (Qutoshi, 2018). The phenomenon of my study is understanding and gaining insight into FP teachers teaching PE to SN learners. Furthermore, phenomenology aims to understand the reality of experiences. Qutoshi (2018) also explains that in phenomenological research design, the data collection methods that best suit phenomenology are interviews, questionnaires and observations. Therefore, the phenomenological research design relates to the data collection methods of my study, which were questionnaires, observations, and semi-structured interviews.

Phenomenology

Sage Andersen, Mic Fenech, Ellie Goldberg,
and Karina Mendez Perez

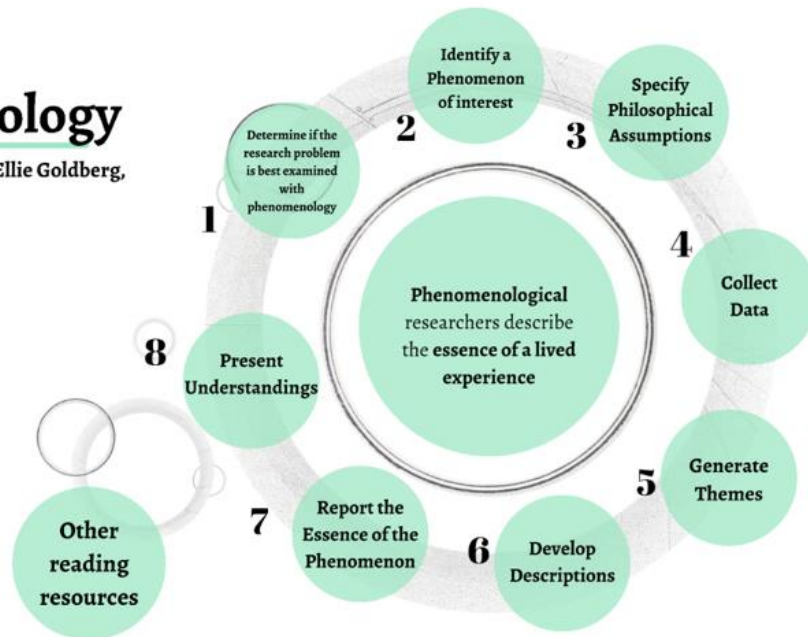


Figure 10: Characteristics of phenomenology (Anderson et al. 2020).

Figure 10 illustrates the characteristics of a phenomenological research design by authors Anderson, Fenech, Goldberg, and Perez (2020). The first characteristic of phenomenological research is to determine whether the research problem is best examined with phenomenology. In my research study the focus was on FP teachers experiences teaching PE to SN learners, while the problem statement for my study was whether teachers are adequately trained to use their teaching experiences to teach QPE to SN learners, and what teaching strategies teachers implement to include all learners. The focus of my research study and the problem statement both relate to lived experiences, which indicates that phenomenology was the best suited research design for my study.

The second characteristic of phenomenological research (Figure 10) is to identify the phenomena of interest (Anderson et al. 2020). As such, the phenomena of interest in my research study related to understanding and exploring the experiences of FP teachers teaching PE to SN learners. According to Figure 10, phenomenology includes collecting data, generating themes, developing descriptions, reporting the essence of the phenomenon and to present understandings (Anderson et al. 2020). During my research study I collected data using three data collection methods. My data analysis employs the method of thematic analysis, which relates to creating

themes; this is a characteristic of phenomenology. Finally, I used phenomenology to gather insight and understanding into the experiences of FP teachers teaching PE to SN learners. In addition to the research design and research methodology, the participants played a vital role in my research study. In relation to the research design chosen for my study, the research approach that best suited my study was the qualitative research approach.

3.2.2. Research approach

Creswell and Creswell (2017:3) state that “research approaches are plans and the procedures for research that span the steps from broad assumptions to details methods of data collection, analysis and interpretation”. My study is based on a qualitative research approach. Qualitative research relies on the words of a participant rather than numerical data (Maree 2016). Maree (2016) explains that the focus of qualitative research is based on the interaction between the researcher and the participants. By using qualitative research techniques, the focus is on “understanding a condition, experience, or event from a personal perspective” (Hammarberg, Kirkman & de Lacey 2016). My study focused on understanding and exploring FP teachers’ experiences.

Qualitative research is an approach that is used to discover more in-depth research on a phenomenon (Leavy 2014). The phenomenon I intended to study was the experiences of FP teachers teaching PE to SN learners. Qualitative research is an approach that cannot be represented or obtained using numerical data; it focuses on understanding and human experiences (Pathak, Jena, & Kalra 2013). A great advantage to qualitative research is that it allows participants to voice their opinions regarding their experiences of PE pedagogy. In my study, participants were able to voice their experiences of teaching PE to SN learners.

There are many advantages to using the qualitative research approach. These advantages account for why the qualitative research approach was chosen for my study. According to Rahman (2017:104), there are six advantages to using the qualitative research: (a) “the qualitative research approach produces a detailed

description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions"; (b) the qualitative research approach allows one to understand human experiences in specific settings; (c) by using the qualitative research approach, the research study is focused on individual cases or events and gives the researcher the opportunity to understand different voices, meanings and events; (d) the qualitative research approach allows researchers to discover personal experiences and to figure out how meaning can be shaped through these personal experiences; (e) the most common methods of using a qualitative research approach include observations and interviews, and when collecting data using the qualitative research approach the researcher interacts with the participants; (f) the qualitative approach allows the researcher to be flexible and use data that is appropriate for the research study. All these advantages relate to the aims of my research study which included: (a) to study the role of PE in the FP for SN learners, (b) how PE can contribute to the holistic development of special needs learners, (c) to explore and understand the experiences of FP PE teachers teaching special needs learners in special schools and lastly, (d) to explain, discuss and conceptualise a PE pedagogy of FP teachers teaching PE to SN learners in special schools. The advantages of the qualitative research approach also relate directly to the data collection methods for my research study.

The qualitative research approach allowed me to discover in-depth research into FP teachers' experiences teaching PE to SN learners. Furthermore, it allowed me to interact with FP teachers and gather knowledge on their experiences and views on teaching PE to SN learners. By using the qualitative research approach in my study, I hoped to gain insight into and an understanding of FP teachers' experiences teaching PE to SN learners.

3.2.3. Research paradigm

The research paradigm used in my study is that of interpretivism. Maree (2016:60) states that the interpretivist paradigm "...emphasises the ability of the individual to construct meaning". The interpretivist paradigm is subjective and is based on the interpretation of experiences (Ayiro 2012). Maree (2016) further explains that the

interpretivist paradigm is linked to phenomenology, which is about how certain people view the world and – upon understanding the view – how they link it to phenomena. The phenomenon of my study was gaining insight into the experiences of teachers teaching PE to FP SN learners. Interpretivism links to constructivism because constructivism is about constructing meaning. Interpretivism is also linked to the idea of constructing meaning through people’s experiences (Maree 2016). In my study I constructed meaning from teachers’ experiences.

Maree (2016:61) states that interpretivism is based on the following assumptions: “human life can only be understood from within”; “social life is distinctively a human product”; “the human mind is the purposive source or origin of meaning”; and finally “human behaviour is affected by knowledge of the social world”. My study relates well to the above-mentioned assumptions. The assumption that “human life can only be understood from within” and “human behaviour is affected by knowledge of the social world” are evident in the experiences of the teachers I interviewed. In particular, the social life assumption relates to my study because during PE, it is important for learners to communicate with one another, or to socialise with one another to gain knowledge.

Interpretivism is focused on understanding the social world (Kuada 2012). The social world in my study comprised the special schools. The focus of interpretivism is on people’s points of view and understanding the behaviour of people based on their actions (Kuada 2012). My study was based on understanding the teachers’ points of view and understanding of teaching PE to SN learners. Another explanation by Kuada (2012) states that interpretivism is about understanding people according to different situations and meaning that is gathered according to people’s explanations. My study focuses on understanding teachers’ experiences in special schools, focusing on understanding how FP PE teachers adapt their lessons to include SN learners in PE.

3.3. Selection criteria

When using a qualitative approach, the most common form of selection criteria used is purposive sampling (Maree 2016). Purposive sampling is when the participants are chosen for a 'purpose' (Maree 2016). The purpose of my study is to understand and explore the experiences of FP teachers teaching PE to SN learners. The authors Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (2015:533) state that "purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest". In my research study, the focus is on identifying information-rich experiences of FP teachers teaching PE to SN learners. Palinkas et al. (2015) further explain the principles of purposive sampling: it is also used for qualitative studies that require limited resources and includes gathering information from groups of individuals that will provide knowledge on experiences. The literature gathered from Palinkas et al. (2015) relates to my study because of its focus on teachers' experiences, while the selection criteria of my study include groups of individuals that will provide insight into the experiences of FP teachers teaching PE to SN learners.

In purposive sampling, it is important to choose the best suited research site for the study. When selecting special schools, I was focused on those based in the large metropole area of Gauteng. The research site of my study consisted of two special schools in Gauteng. The reason for the metropole area was because I live in Gauteng, and therefore the research site is convenient and budget-friendly for me as the researcher. The selected special schools in Gauteng allowed me to collect data from FP teachers teaching PE to special needs learners.

In my study, purposive sampling best suited my study because data collection took place to gain understanding and knowledge about the experiences of FP teachers teaching PE to special needs learners in special schools. The next section of this chapter relates to the research site chosen for my study and participant information.

3.4. Research site and participant information

This section provides an overview on the participants and the selected research sites. The schools' information was provided by the teachers in an informal setting and notes were taken about the school in my research diary. The two schools that were chosen for my study's research sites are special schools that have learners with physical and learning barriers.

3.4.1. Participants

According to Dworkin (2012:1319), "qualitative research methods are often concerned with gathering an in-depth understanding of a phenomenon or are focused on meaning (and heterogeneities in meaning), which are often centered on the how and why of a particular issue, process, situation, subculture, scene or set of social interactions". Therefore, in order to gain an in-depth understanding of the experiences of FP teachers teaching PE to SN learners, a small sample size was chosen. In my study, six FP teachers participated. The teachers teach PE in a special school to special needs learners. The participating teachers were from two different special schools in Pretoria, Gauteng. The participants were provided with information and consent letters (Annexure 1). The information and consent letters provided to the participants explained my study and the aim of their participation in my study. The teachers that participated in my study had to sign the information and consent letters to indicate that they permitted me to gather and use their data. The information and consent letters also relate to the ethical considerations of my study, which are to get consent and to protect the privacy of the teachers that participate. In each school, research was conducted with one teacher in each grade in the FP (as seen in Table 4 below). These participants also contributed to my study by providing me with insight into their experiences of teaching PE to SN learners. The participants involved in my study were selected based on specific criteria:

- Participants must be teaching FP SN learners in special schools.
- Participants must be teaching PE to FP SN learners.
- Participants must have more than 1 year of experience teaching PE to FP special needs learners.

Table 4: Summary of number of participants for each research site

	Special School A	Special School B
Grade 1	Teacher 1	Teacher 1
Grade 2	Teacher 2	Teacher 2
Grade 3	Teacher 3	Teacher 3

As indicated in Table 4, Teachers A1-A3 teach at School A and Teachers B1-3 teach at School B.

The participants for my study were six FP teachers teaching PE to SN learners. The teachers' background information, represented in Table 5, was gathered from the questionnaires.

Table 5: Teachers' biographical information

School	Participants	Age	Gender	Race	FP grade taught	Number of years of experience teaching SN	Highest qualification	Professional training as a PE special needs teacher? (Yes or no)
A	Teacher A1	28	Female	White	Grade 1	6 years	BEd Foundation Phase Degree	No
	Teacher A2	28	Female	White	Grade 2	5 years	BEd Honours	No
	Teacher A3	63	Female	White	Grade 3	24 years	BEd Foundation Phase Degree	No
B	Teacher B1	28	Female	Indian	Grade 1	3 years	Matric	Yes
	Teacher B2	47	Female	Indian	Grade 2	3 years	BEd Early Childhood Development	Yes
	Teacher B3	21	Female	Indian	Grade 3	3 years	Higher certificate in Education	Yes

The participants ranged from 21 to 63 years of age. They are all FP teachers that teach PE to SN learners in special schools. Participants A1-A3 are from School A, while participants B1-3 are from School B. All the participants in my study had three

or more years of experience in teaching SN learners. The race of the teachers involved in my study are three white and three Indian teachers. Most of the teachers completed a Bachelor of Education degree at a higher education institution, while some teachers did Honours, and another only completed a higher certificate. Teachers B1-3 had professional training in PE. Referring to Table 5, Teacher 4 does not have a specific qualification but because of the number of years of teaching experience in special education, the participant was able to teach a Grade 1 class in School B. The next section focuses on the research site chosen for my study.

3.4.2. Research sites

The research sites chosen for my study were two special schools in the large metropole area of Gauteng. School A was a school for learners with special educational needs (LSEN) and school B was a special educational needs center. Chapter 2 of my dissertation provides literature describing LSEN schools and special educational needs schools. Table 6 presents a summary of the school information.

Table 6: School Information

	Type of school	Location	Language offered by the school	Number of learners in the FP	Number of learners in a FP class	Teaching assistants	Technology available in the school	Social class	Type of special needs learners in the school
School A	LSEN school	Gauteng	English. Afrikaans	± 200	13-15 learners in a class	1-2 teaching assistants per class	Yes, computers available in class	Middle to upper class condition	Learners have physical and learning needs
School B	Special needs learner center	Gauteng	English	± 100	5-10 learners in a class	No teaching assistants	No computers in class, but a computer room available for teachers	Poor to average class condition	Learners have physical needs and learning needs

Table 6 states that School A is a learning with special educational needs (LSEN) school. It is also a bilingual school, with teachers speaking both English and Afrikaans

in the class. The school environment was very big in size, accommodating approximately 200 learners in the FP. The classes had 15-20 learners each. In School A, technology was readily available. Each teacher had their own computer system in their classroom. The overall social class of the school was of a middle to upper class condition. The learners had both physical and learning barriers, the severity of which included learners in wheelchairs and learners who are not physically disabled but who struggle to learn due to learning barriers like ADHD. The FP learners spoke English and Afrikaans. The teachers at the school had teaching assistants. The teaching assistant's role for each class is to assist with the autistic learners. This is because the autistic learners need a teacher to assist them in moving and communicating. The teaching assistants assist the teachers, especially if the teachers have physically disabled learners. The findings of school A are further discussed in Chapter 4. In comparison to School A, we look at the different points of School B.

Table 6 provides information on School B, which is a learning center for SN learners. It is an English medium school and is made up of approximately 100 learners. Each class has between 5-10 learners. In School B, technology is only available in the computer room, located on the school premises. The teachers did not have computers in their classrooms. The social class of school B was of an average to poor class. The next section of this chapter focuses on the data collection methods that were used in my study.

3.5. Data collection methods

In my study I made use of multiple data collection methods. Such an approach best describes my study because three data collection methods were used to answer my research questions, which were on how FP teachers experience teaching PE to SN learners, and how FP teachers include SN learners in PE.

Another reason that multiple data collection methods best suited my study was because multiple data collection methods provided a clearer picture of the phenomena of my study (Naeem 2019). The multiple data collection methods allowed me to get a clearer picture of the experiences of FP teachers teaching SN learners by providing

me with clearer understanding and a more detailed and descriptive picture of the FP teachers' experiences (Naeem 2019). Therefore, using three different methods of data collection allowed me to gather more insight into understanding the different teaching experiences of FP SN teachers. The qualitative data collection methods chosen for my study were questionnaires, observations, and semi-structured interviews. Figure 11 provides an overview of the way that the data collection process occurred.



Figure 11: Data collection process for my study

The data collection methods overviewed in Figure 11 consisted firstly of questionnaires, which are described by Lavrakas (2008) as "... a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics". I made use of questionnaires to collect biographical information and information on the teachers' PE teaching environment. The participating teachers completed the questionnaires in their own time before the observations and interviews were conducted. The second form of data collection that occurred in my study involved the observation of the PE lessons that the teachers taught, with field notes being taken during the observations. The third form of data collection that occurred in my study was the semi-structured interviews, which took place between the participant and me, the researcher. The reason that semi-structured interviews suited my study was because I wanted to explore and understand the different experiences of FP teachers who teach PE to special needs learners. In line with this, Maree (2016) explains that semi-structured interviews are a great source of information that provide insight into the world of the participants. The different methods of data collection for my study are discussed in greater detail below.

3.5.1. Questionnaires

The questionnaires (Annexure 5) were provided to the participants in advance to be completed before the observations took place and before the interviews were scheduled. “Questionnaires is a series of questions asked to individuals to obtain statistically useful information about a given topic” (Roopa & Rani 2012:273). According to McLeod (2018:2), questionnaires are an effective data collection method used when “measuring the behaviour, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods”. Questionnaires best suited my study because they provided me with useful information about the teachers.

The participants had to complete the questionnaire in advance because the focus was on understanding the participants’ background information. Through background information I was able to gather insight into their roles as SN teachers. I was also able to discover who they are as teachers and what experiences they have. The questionnaires allowed me as the researcher to gain insight into how each teacher perceives PE. The questionnaires created for my study included closed-ended questions because they allowed participants to provide quick responses to the questions with no critical comments (Hyman & Sierra 2016). The questions related to PE, specifically on teachers’ perceptions of PE and teaching PE to SN learners. Other questions in the questionnaires also requested the biographical information of the participants, which specifically focused on their environment, their experiences and their personal information like age and gender. Their biographical information helped provide insight into the teachers’ experiences, also allowing me as the researcher to understand what their everyday teaching experiences are made up of. The questionnaires were emailed to the participants, because that gave the teachers enough time to complete the questionnaires before the next form of data collection. For the convenience of the participants, the questionnaires were completed in their own time before the scheduled interview and observations. I was able to physically go into schools and collect data (the pandemic restrictions were low at the time), and all questionnaires were completed and submitted to me by hand. The submitted documents were scanned and saved into my password protected Google Drive.

The questions (Annexure 4) that were asked in the questionnaires included the following:

1. Male or Female?
2. Age:
3. What language do you teach in?
4. Where did you study to be a special needs teacher?
5. What is your highest qualification?
6. How many years of teaching experience do you have as a physical education (PE) special needs teacher?
7. Have you had professional training as a PE special needs teacher?
8. Do you use the CAPS curriculum when teaching PE to special needs learners? If no, what curriculum do you follow?
9. What grade do you teach PE to?
10. How many learners do you teach?
11. How many PE lessons do you teach every week?
12. How long are your PE lessons?
13. What are some of your strengths in teaching PE to special needs learners?
14. What are some of the challenges you face when teaching PE to special needs learners?
15. Do you believe PE is beneficial to special needs learners? Or do you believe that PE is unnecessary?

The closed-ended questions intended to gather biographical information about the teachers and also assisted me, as the researcher, in understanding the teachers' basic knowledge about themselves, their experiences and their opinions about PE and teaching SN learners. The next method of data collection that took place was observations.

3.5.2. Observations

According to the authors Ciesielska and Jemielniak (2018:33), observation is defined as being "the very foundation of everyday social interaction: as people participate in social life, they are diligent observers and commentators of others' behaviour. Observation is also one of the most important research methods and one of the most

complex. It may be the main method in the project or one of several complementary qualitative methods”. Observations were used in my research study as one of the data collection methods because they provide a clear picture of how teachers teach PE to SN learners.

For the observations, each school principal was provided with an information and consent letter (Annexure 2) and the participants were provided with an information and consent letter to provide me with permission and consent to conduct my observations. I observed how the teachers teach PE to SN learners, with specific focus on the teacher’s PE pedagogy and not the learners. I captured photos of how PE was implemented and how some of the PE equipment was adapted to accommodate special needs learners. The reason I chose to capture photos was to keep record of the observations and assist in providing rich data for my study. I observed the PE lessons of each teacher that participated in my study. My observations were done during school hours and during the time of the PE lessons of the teachers. The school informed me of the times at which each teacher would be presenting their PE lessons. I observed each teacher that participated in my study only once. My observations were based on specific criteria.

The observation criteria, relating to the teacher’s PE pedagogy, that were followed in my study consisted of the following:

- How was the PE lesson set up?
- Where did the PE lesson take place?
- What equipment was used for the PE lesson?
- How did the teacher engage with the learners?
- What was the focus of the PE lesson?

Using the above criteria for my data gathering assisted me when observing the teachers. The criteria were created in order to gather insight into the teachers’ PE pedagogy. The observations assisted me in gathering in-depth insight into the experiences of the FP teachers when teaching PE to SN learners. During my observations, I refrained from taking photos of the learners to protect the anonymity of the school and the learners; photos were used solely to better capture information and

to document the process of observation. The reason observations were used in my study is that they provided me with insight into the teaching experiences of teachers teaching PE to special needs learners. To record my observations, field notes were captured (Annexure 6). Once my observations were complete, the field notes were captured in a document, saved and stored in a password protected Google Drive. To protect the anonymity of the teachers and learners as part of the ethical considerations of my research study, the teachers provided consent for the observations to take place, and faces of the teachers and learners do not appear in the photos. Even though the teacher was the focus of the observation, the learners were of course also part of the PE lesson. To protect the privacy of the learners, information and consent letters were provided to parents and guardians to assure that the learners' identities would be protected and to ensure that the parents were aware of my collecting data during the PE lesson. The photos that were taken for my observations did not show the faces of the learners; the identity and anonymity of the learners were protected at all times. After the questionnaire and the observations, the next method of data collection was semi-structured interviews.

3.5.3. Semi-structured interviews

According to Figgou and Pavlopoulos (2015), interviews are the most popular data collection method used in qualitative studies. Specifically, semi-structured interviews are the most common method of data collection in qualitative studies (Figgou & Pavlopoulos 2015). Semi-structured interviews take place when the researcher sets a specific set of questions or topics to discuss in the interview, however there is room for participants to provide any additional information or opinions about the questions or topics (Figgou & Pavlopoulos 2015). The reason that semi-structured interviews suit my research study is because of its qualitative nature. During my data gathering, the aim was to gather insight and understanding of the teachers' experiences, which can be done with a set of questions and topics, with additional information being provided during the interviews.

The semi-structured interviews were done with the participants in a face-to-face manner and in the teachers' own teaching environments. Due to Covid-19 cases being

low at the time of my observations, the school principals at both schools permitted me to enter school grounds and conduct face-to-face interviews. Each principal completed an information and consent letter (Annexure 2) as part of ethical considerations for my research study. The questions during these interviews were formed as open-ended, semi-structured questions (Annexure 4), and were based on teachers' experiences, the type of learners they teach, how they deal with different SN learners in the PE class, and what teachers understand about PE. The interviews allowed me to gather information on the experiences of the FP PE teachers in special schools. The interviews and the questions were planned in advance, according to the participants' available time, and an interview schedule was created (Annexure 4). The interviews took between 10-20 minutes per teacher. Storing and recording the data that was collected was just as important as collecting the data. The interview questions (Annexure 4) consisted of the following:

1. Where did you complete your studies and how long did it take to become a specialist in teaching PE to special needs learners?
2. How does your qualification contribute to teaching PE to special needs learners?
3. How do your experiences contribute to the quality of teaching PE to special needs learners?
4. What do you understand by the term inclusive education?
5. What do you understand by the term special needs?
6. Can you provide a few examples of the types of special needs that your learners have?
7. Can you provide me with a summary of how you accommodate different special needs in your PE lessons?
8. Do you adapt PE equipment for special needs learners? If yes, how do you adapt the equipment. If no, why do you not adapt the equipment?
9. Explain how you plan your lessons to ensure that all special needs learners can participate.
10. Do you believe that PE is important for special needs learners? If yes, in what way? If no, why not?
11. Can you describe the role that PE plays in the life of a special needs learner?

The focus of the interview questions was created to gather insight into understanding the experiences of FP teachers teaching PE to SN learners. Each question focused on what the teachers experienced as FP teachers teaching PE to SN learners.

The interviews were audio recorded. Audio recordings were made on my mobile device during the interview, with consent from each of the participants (Maree 2016). The audio recordings were taken for my study to keep a record of what was said during each interview. My interviews were transcribed and saved onto my password protected Google Drive, after which my data was ready for analysis.

3.6. Data analysis

Alabri and Hilal (2013:181) explain qualitative data analysis as “the process of bringing order, structure and meaning to the mass of the collected data”. They warn that qualitative data analysis is a challenging and time-consuming process (Alabri & Hilal 2013). To overcome this challenge, I made sure to plan ahead and put aside enough time to analyse my data. Proper time management and commitment assisted me to overcome the challenge of qualitative data analysis.

During the data analysis process, the interviews were manually transcribed and transcripts were uploaded onto the software, Atlas.ti. The observation fieldnotes and the questionnaires were completed by hand and were analysed manually. Even though my questionnaires and observation fieldnotes were analysed manually, I was still able to put everything together and use the software for assistance to analyse my data using thematic analysis.

For my data analysis, the software that was used was Atlas.ti, version 9. Atlas.ti is a research software that was created for qualitative purposes. The software allows the researcher to upload data and make data analysis easy by having tools like coding, quotations and more all in one platform. The Atlas.ti software was used for my study because I used triangulation as my data collection method.

In my study, I made use of multiple data collection methods. “Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a

comprehensive understanding of phenomena” (Carter, Bryant-Lukosius, DiCenso, Blythe, Neville 2014:545). Maree (2016) explains that triangulation is a form of gathering data in multiple ways. Maree (2016) elaborates on triangulation, explaining that when a researcher uses multiple forms of data collection, researchers gather a better, clearer vision of reality. Triangulation also assists in the validity of my study because I gathered and made use of different information from different sources (Carter et al. 2014). Additionally, Noble and Heale (2019:67) explain triangulation in four ways: (a) “triangulation is also an effort to help explore and explain complex human behaviour using a variety of methods to offer a more balanced explanation to readers”; (b) triangulation “is a procedure that enables validation of data and can be used in both quantitative and qualitative studies”; (c) “triangulation can enrich research as it offers a variety of datasets to explain differing aspects of a phenomenon of interest”; and finally, (d) “it can assist the confirming of a hypothesis where one set of findings confirms another set”. In line with the four ways that triangulation is explained by the authors, I made use of it to explain different aspects of understanding the experiences of FP teachers teaching PE to SN learners.

Furthermore, Atlas.ti also assisted in creating codes. Maree (2016:116) explains coding as “marking the segments of data with symbols, descriptive words or a unique identifying name”. The reason that coding was useful to my study is because dividing the data into codes allowed me to explore the different experiences of participating teachers and to identify themes. The questionnaires, observations and semi-structured interviews were analysed and the accompanying codes were created. Three codes were created and are explained in detail in Chapter 4.

Once the codes were created on the Atlas.ti software, themes were identified and summarised, then further analysis took place. The data analysis method used for my study was thematic analysis. This is where one identifies, analyses, organizes, describes and reports themes found in the data set (Guest, MacQueen & Namey 2012). During my data analysis, I used Atlas.ti. to identify any patterns. Through the identification of patterns, I then organised my data into different codes, which then allowed me to create themes which I used in the report of my data analysis. The themes for my study were described using descriptive words. During the data analysis, three themes emerged. Therefore, thematic analysis as my data analysis method and

Atlas.ti as my tool to assist with data analysis allowed the exploration of new understandings of the experiences of FP PE teachers and how they implement and adapt their PE lessons to include SN learners. The data is presented and analysed in Chapter 4 of this dissertation. The next section of my study focuses on its trustworthiness and reliability.

3.7. Trustworthiness and reliability

According to Noble and Heale (2019:68), “Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated”. The trustworthiness and reliability of my research study pertain directly to the fact that triangulation was used as a form of collecting data.

3.7.2. Reliability

According to Middleton (2021:2), reliability refers to “the extent to which the findings can be reproduced when the research is repeated under the same conditions”. To assess the reliability of the findings, it is important to check their consistency after a period of time and with different observers (Middleton 2021). The reliability of a research study relates to future studies and whether the findings of my study will be considered reliable in contributing to these (Middleton 2021). During my research study, I tried to use research sites and participants with the hope that my research study would be reliable in future.

The two special schools that were chosen for me study were provided with information, and consent letters were used to inform the principals of the respective special schools of the nature of the study. The principals then made an informed decision to grant consent for research to be conducted at the school with the FP teachers as participants in my study. Participants were chosen according to my criteria listed earlier in the chapter, and the teachers also received information and consent letters. The six FP teachers were my participants, and they were expected to participate only if they did

so voluntarily. The information and consent forms for the teachers were signed by the teachers, thus giving me permission to conduct my questionnaires, observations, and semi-structured interviews. To enhance reliability in my data collection, I recorded the interviews on a device, captured photos during my observations and had the questionnaires filled out by the participants themselves. I also transcribed the recorded interviews and uploaded all my data onto a password protected drive. The next concept that is important in my research study is trustworthiness.

3.7.3. Trustworthiness

According to Connelly (2016:435), trustworthiness is understood as being “the degree of confidence in data, interpretation, and methods used to ensure the quality of a study”. The authors Nowell, Norris, White, and Moules (2017:2) explain that for research to be trustworthy, “qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematizing, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible.” In order to ensure that my research study is deemed trustworthy, thematic analysis was used to provide detailed information on the results that were captured and the relationship between the results and my research study. It was important for each participant to understand that their privacy and anonymity were protected. The participants trust the researcher just as the researcher trusts the participants.

3.8. Ethical considerations

The foundational ethical principles of beneficence, respect for human dignity and justice were considered (Dhai & McQuoid-Mason 2011), which include the right to privacy and anonymity. In line with this, I protected the anonymity of the participating teachers and the participating schools involved in my study. I ensured that the participants and the participating schools were represented by numbers and letters to protect their identities. I ensured that the participants were comfortable and happy to

participate in my study during the interviews. Before conducting the interviews with the participants, I provided the teachers with enough information on the importance of their participation and how their participation would impact my study. Participants were provided with consent and information letters; these letters were signed to provide consent for data collection. The participants were respected at all times.

Interviews were done face-to-face and the Covid-19 safety measures were followed. These measures included the wearing of masks during the interview and keeping a good social distance of two meters between me and the participant. During the observations, the PE lesson was done outside to provide proper ventilation. I observed from a two meter distance. Consent letters and questionnaires were submitted by hand but were sanitized to ensure safety. Finally, all ethical considerations were followed by me as the researcher.

3.9. Summary

My study is a qualitative research study. The focus of my study is on the experiences of FP teachers teaching PE to SN learners. The research methodology explained in Chapter 3 provided an overview of the research design and methodology that was used for my data gathering. Data was collected in three ways. The first method of data collection was questionnaires. The questionnaires were used to gather an understanding into the biographical information of the participants, which assisted in understanding the background information of the participants. The second method of data collection that took place was observations. The observations were done on the PE lessons of the participants and provided insight into how the participating teachers teach PE to SN learners. The third form of data collection that took place was semi-structured interviews. During the interviews, I was able to understand each participant's experience teaching PE to SN learners. Once the data was collected, the data was analysed. All ethical considerations were followed. The data presentation and analysis are explained in detail in Chapter 4 of this dissertation.

Chapter 4

Data Presentation and Analysis

4.1. Introduction

Chapter 4 provides the data presentation and analysis of my research findings. The data presentation and analysis need to relate to the problem statement, aims and purpose of my research study. The problem statement for my study is that teachers are not adequately trained in PE in order to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there is limited research that informs us about PE teachers teaching SN learners. Therefore, the purpose of my study is to understand and explore the experiences of teachers teaching PE to SN learners in special schools. In my study I aim to

- (a) Study the role of PE in the Foundation Phase (FP) for SN learners
- (b) Identify how PE can contribute to the holistic development of SN learners
- (c) Explore and understand the experiences of FP PE teachers teaching SN learners in special schools
- (d) Explain, discuss and conceptualise a PE pedagogy for FP teachers teaching PE to SN learners in special schools

The methods of data collection and analysis were explained in the previous chapter. Chapter 3 also provided an overview of the research methodology that was used in my study. To gather insight into the experiences of six FP teachers teaching PE to SN learners, three data collection methods were identified to suit my study: questionnaires, observations, and semi-structured interviews. My data collection process took over a month. I was able to do face-to-face interviews because the Covid-19 infection rate was low, and the schools provided me with permission to enter the school property for my data collection process. I was fortunate enough to be able to visit two special schools. The first school was a LSEN school (refer to Chapter 2.3.3, p.25) and the second school was a SN learning centre (chapter 2.3.3, p.25). The aim of the data collection process was to gather insight into the real life experiences of FP teachers and to answer my research questions (Chapter 1.4, p.5). The research

questions for my study were: How do FP teachers experience teaching PE to SN learners, and how do FP teachers include SN learners in PE?

Thematic analysis was used to analyse the data (Chapter 3.6, p.71). Through thematic analysis I identified, analysed, organised, described and reported the themes found in the dataset (Guest, MacQueen & Namey 2012). The first section of Chapter 4 is dedicated to the presentation and analysis of findings.

4.2. Presentation of findings

In my study, data was collected in three parts. The first form of data collection was questionnaires. The second form of data collection was observations, and the third form of data collection was semi-structure interviews. In this section, the data findings are presented.

4.2.1. Questionnaire

The questionnaire was provided to the teachers to complete before commencing with the observations and the interviews. The purpose of the questionnaire was to collect data concerning the teachers' biographical information and their respective PE teaching environments. This data was needed to provide me, as the researcher, an overview of the teachers' experiences in teaching PE to SN learners. The questionnaires (Annexure 5) were created to provide me with an overview of the biographical information of each teacher, presented in Table 5 in Chapter 3 (p. 62), as well as an overview of the information regarding the teachers' PE teaching environment, presented below in Table 7. Teachers A1-A3 are from School A (yellow) and Teachers B1-B3 are from School B (blue).

Table 7: Teachers' PE teaching environment

	Teacher A1	Teacher A2	Teacher A3	Teacher B1	Teacher B2	Teacher B3
Do you use CAPS?	Yes	Yes	Yes	Yes	Yes	Yes
How many learners do you teach at a time?	30	30	13	3	6	5
How many PE lessons do you teach every week?	1	1	3 or less	4	2	2
Duration of each PE lesson?	1 hour	1 hour	1 hour	15-20 minutes	30 minutes	30 minutes
Strengths in teaching PE to special needs learners	Dance experience, which assists in movement lessons.	Knowing the child's abilities and limitations and adapting.	Making the PE lesson fun, variety of activities and being aware of the learners' physical abilities.	Teacher loves learning and finds that learning assists in being a better teacher.	Taking note of learners' abilities and taking it to the field.	Setting up activities based on the learners' needs.
Do you believe PE is beneficial to special needs learners?	Beneficial for holistic development.	Very important.	It is beneficial and enhances learning.	PE is beneficial, improves confidence, improves muscle strength and coordination.	Learners need PE for fresh air and change of scenery.	It is beneficial.

Table 7 provides an overview of the important information gathered from the completed questionnaires about the teachers' PE teaching environments. All teachers use CAPS as a guideline to teach PE. All teachers teach PE at least once or twice a week to the respective grade they are responsible for. The teachers provided an overview of each of their individual strengths when teaching SN learners. Some of the

strengths include having experience in a sport such as dance (Teacher A1) and the ability to set up a variety of activities (Teacher A3). Each teacher expressed the strength that they teach SN learners according to each learner's needs. The overall view of each teacher regarding the teaching of PE was very positive. Each teacher has their own unique approach to teaching PE to SN learners. To conclude, each teacher believes that PE is important for SN learners.

The questionnaires were used to allow the teachers to provide their biographical information and to provide opinions on the topic of teaching PE to SN learners. The questionnaires were a great tool to gather information on the teachers, and provided me with an idea of who the teachers are through their biographical information and what each teacher's opinion on PE is. The questionnaires prepared me for my interviews and observations by providing me with an idea of the type of teachers that will be participating in my study. After the questionnaires, teachers were observed once at their respective school by me as the researcher.

4.2.2. Observations and photographs

In this section I provide some important notes on the observations that took place. The purpose of the observations was to see how the PE lesson is presented and to observe aspects of the teachers' PE pedagogy. I observed the teachers in their natural setting (their PE classrooms). Observations took place at the two SN schools that the participants are employed at. The observations took place before the semi-structured interviews. I observed each teacher once while they taught a FP PE lesson, observing the entire PE lesson. The duration of the PE lessons was between 30-45 minutes. I made field notes to record the observations. The field notes were then analysed manually to identify links to the themes (more on data analysis is evident in section 4.3 (p.97). I used a set of particular criteria for my observations to assist me in focusing on certain parts of the PE lesson and how the observations can contribute to my study. My observations were undertaken according to the following criteria:

1. Set-up of the lesson
2. Equipment
3. Starting the PE lesson

4. Teacher's engagement with the learners
5. End of the lesson
6. Focus of the PE lesson

In both School A and School B the PE lessons for the different grades were combined. In School A, Grades 1-3 had PE together. In School B, Grade 1 had PE on their own, and Grades 2 and 3 had PE together. At both schools the PE lessons took place outside.

Photographs of the PE lesson were captured during the observation as examples of what was done during the PE lessons. The images were captured to provide visual evidence for my observations. Anonymity of the participants and the learners they teach was assured as none of the teachers' or learners' faces were captured. None of the images will be published; they were only captured to provide context for the observations and assist with analysis.

The observation at School A took place during the morning. School A informed me when the PE lesson was going to take place, which was during the morning. The set-up of the lesson was that all the learners in Grades 1-3 did the PE activities together, which the teachers had planned and then presented. There were about 100 learners in the FP with two teachers in each class, one being the teacher and the other being the teaching assistant. The Grades 1-3 learners were combined for the activities, but divided into groups, with each group including between 10 and 15 learners and mixed age groups. Each group was assisted or managed by a teacher and teaching assistant. I observed Teachers A1-A3 (School A) as they were presenting each activity in School A. Each activity was 15 minutes long. Each teacher had one group. The role of each teacher was to present each activity. There were three stations. I observed Station 1 first, then Station 2, and for the last 15 minutes Station 3 was observed. Each activity was observed according to the observation criteria.

At the three stations all the groups did the activities at the same time. The learners rotated every 15 minutes to ensure that they got through all three stations. Each activity station was accompanied by two teachers per station. The one teacher presented the activity, and the second teacher was the teaching assistant. The

teachers played the role of instructors for each activity, providing the instructions and assisting where needed. The role of the teaching assistant was to assist the learners during the lesson if they required additional help. The teaching assistants were mainly appointed for the physically disabled learners. The learners had varying SN – there were learners with physical needs, emotional needs, and psychological needs. In some learners the special need was evident, but in some it was undetectable. Teacher A1 (School A) was observed at Station 1. Teacher A2 (School A) was observed in Station 2 and Teacher A3 (School A) was observed in Station 3. It started off with the soccer activity (Station 1). The set-up of the soccer station was in an open field about 5m² in size. The teacher and teaching assistant were in the center and the learners were in a circle around them. The set-up of the second station consisted of three sub-stations with different equipment. The sub stations were small, with the set-up of Station 2 being on the playground in front of the classrooms, compared to Station 1 (soccer station) which was about a five-minute walk from the classrooms. The set-up of the last station (Station 3) was on an open netball court – a two-minute walk from the classrooms and playground (Station 2). At each station, different equipment was used for the different activities. The equipment for all the stations was not adapted in any visible way. The equipment used for Station 1 was a soccer ball. Station 2 had Lego building blocks, dolls, bowling balls and bowling pins as equipment, as presented below in Image 1 and Image 2. The equipment used for the third station consisted of a netball ball and netball hoop, as presented below in Image 3.

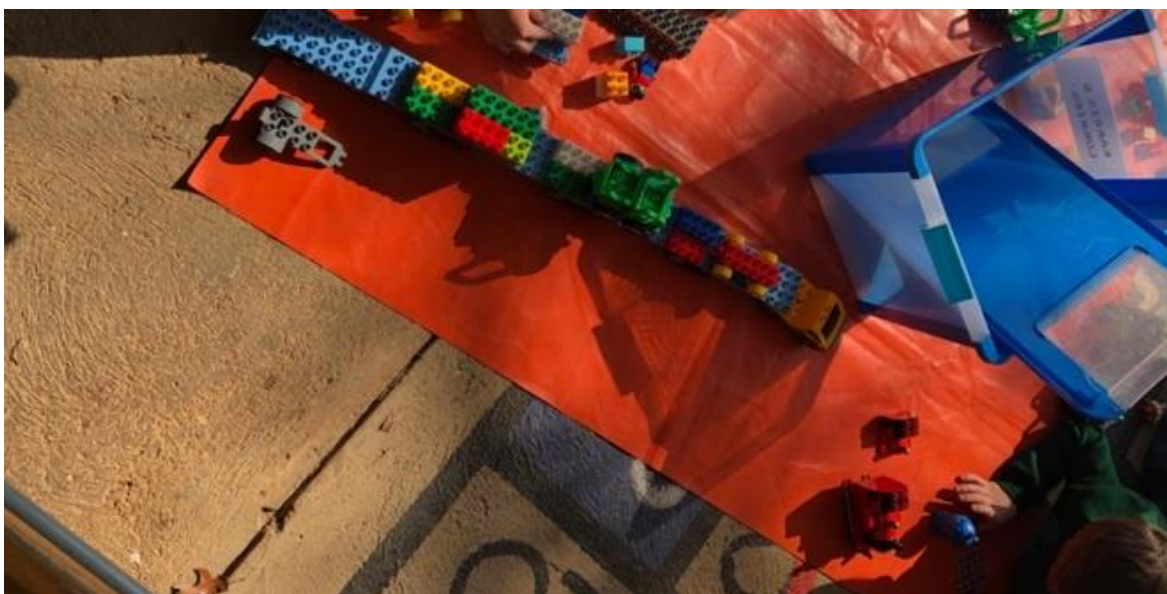


Image 1: Station 2: Lego equipment

Image 1 depicts Lego that was used as equipment in Station 2.



Image 2: Station 2: Bowling

Image 2 relates to the engagement of the teachers in School A. As can be seen in the image, the teacher is participating in the activity (bowling) with the learners.



Image 3: Station 3: Teacher and learners playing netball

In Image 3, the teacher is playing netball with the learners. The teacher first provided the instructions to the learners on what to do during Station 3 and then engaged with the learners and played netball with them.

I observed each station for 15 minutes. The start of Station 1 included a warm-up. The warm-up consisted of static stretches, jogging on the spot and soccer drills like kicking and catching. For the learners who were physically disabled, the teaching assistants assisted them according to what their bodies could do. In some cases, learners could only use their arms or their fingers. In that way, the teachers ensured that they performed the activity according to the movement that each learner's body was capable of doing. In Station 2, the start of the lesson involved dividing the group further into the different play sections. Learners were divided between doll area, bowling area and Lego area. The teachers allowed the learners to choose the play sections that they wanted to belong to. The learners did not rotate between the play sections, remaining in the play section they chose for the full 15 minutes. In Station 3, the start

of the lesson was made up of a warmup, very similar to the warm-up in Station 1. The learners warmed up with static stretches, jogging on the spot and throwing the ball in the hoop. During the PE lesson, in each station, Teachers A1-A3 (School A) used verbal instructions and demonstrations to explain to learners what should be done for the warm-up. The observation criteria that followed was the engagement of the teacher with the learners.

It was evident, in the observations, that the teachers' engagement with the learners was very positive, and the teachers encouraged the learners to participate. The Teachers A1-A3 engaged by participating in the activities with the learners. Teacher A1 did the warmup and played soccer with the learners throughout the lesson. Teacher A2 engaged with the learners in the start of the lesson to assist them in choosing the area they want to participate in, and the teacher also played in the bowling area and actually competed with the learners. Teacher A3 in Station 3 mostly engaged with the learners as a netball instructor. The teacher would instruct the learners on what to do with a demonstration, and the learners would follow. Thus, Teacher A3 engaged with the learners through demonstration and observation. During the lesson, the learners were always very happy and motivated when Teachers A1-A3 participated or encouraged them through their expressions. Teachers A1-A3 would clap and smile as a form of encouragement and motivation to the learners during the PE lesson. Words like "well done", "good job" and "keep going" were expressions that were used by the teachers to keep the learners motivated in PE. The learners reacted in positive manners when the teachers engaged with them. It was observed that some learners applauded themselves when they would get the PE activities right. The learners always smiled during the PE lesson. The engagement of the teachers contributed to the PE pedagogy by giving the SN learners encouragement and motivation to participate in PE, regardless of their SN. Through my observations, I found Teachers A1-A3 to be uplifting to the other learners in encouraging them to participate and enjoy the activities. The teachers ensured that no learner was left behind by offering assistance from the teaching assistants. The activities in each station were planned according to the SN of the learners and ensured that they were doable for all the SN learners, including the physically disabled learners. None of the learners were inactive during the lesson, as the teachers encouraged the learners to fully participate. All learners were treated equally during the lesson. Teachers A1-A3 would always instruct

and demonstrate each movement activity before prompting the learner to complete it. The teachers conducted the whole lesson with all the learners, with the teaching assistants only assisting the physically disabled learners and learners who struggled with movement. In that way, the teacher could concentrate on conducting the lesson. The teachers also engaged in a very patient manner.

I observed that the teachers were well-prepared for each lesson and they ensured that each learner participated in the activities by conducting the lesson well and by engaging with the learners. The teachers constantly engaged with the learners to encourage participation and the teaching assistants assisted the disabled learners or learners who struggled to ensure that all learners participated in the PE lesson.

At the end of all the lessons across the three stations, the teachers gathered all the learners to form a circle. The learners did a cool-down together in the circle formation with the teacher in the middle of the circle. Teacher A1 was the main teacher to do a demonstration for the learners and Teachers A2 and A3 observed while Teacher A1 concluded the PE lesson. The cool-down consisted of static stretches again, just like the start of the lesson, and deep breathing to get the learners to calm down before they went back to class. Once the lesson was over, the school bell rang, and all the teachers and learners returned to class. The focus of each activity in School A with teachers A1- A3 focused on movements like throwing, kicking, and small movements like building blocks, doll play and bowling. During the activities the learners were building on motor skill development through the different movements of the body and the focus was on gross motor skills and fine motor skills. In the next section, the observation of School B is explained.

In School B, I observed the participants starting at midday, according to the times that the school provided me with. The Grade 1 class had their PE lesson first, and then the Grades 2 and 3 learners had their PE lesson together straight after the Grade 1 lesson. There were two Grade 1 teachers who taught the PE lesson for the Grade 1s, however, I only observed one teacher that was part of my study which was teacher B1. Teacher B1 was the main instructor during the PE lesson, while the other Grade 1 teacher observed and assisted where needed. The Grade 2 and 3 teachers (Teacher B2 and B3) taught the PE lesson together. School B had only one Grade 2 teacher and one

Grade 3 teacher. Teacher B2 was the Grade 2 teacher and Teacher B3 was the Grade 3 teacher; together and equally they taught the PE lesson. Therefore, for each PE lesson, the teachers were present. In School 2, there were no teaching assistants. In each PE lesson, there were between 10-15 learners in each class. The PE lesson took place in an open grass area in the front of the school. Due to space the Grade 1 class did their PE lesson first, while the Grade 2 and 3 learners remained in their classes. Once the PE lesson for the Grade 1s was completed, the Grade 2 and 3 learners then had their PE lesson. Each lesson was about 30 minutes. The SN learners that were present in School B were made up of learners with emotional and psychological disabilities. There was one physically disabled learner in the Grade 2 class.

My first observation at School B concerned the teacher of the Grade 1 class, Teacher B1. The class was scheduled to begin at 12h00. There was no specific set-up structure. The equipment was put aside while the learners got ready to start the lesson. The lesson started off with a warm-up lasting 15 minutes. The warm-up was done with all the learners in a circle and the teacher demonstrating in the middle of the circle. The warm-up exercises included static stretches and crab walks from one side of the PE area to another. In that way, the warm-up got the learners ready for their PE lesson. After the warm-up the teachers set up the equipment that was needed. The learners were instructed to stand in a line while the teacher set up the equipment. The other Grade 1 teacher assisted with controlling the learners while Teacher B1 set up the equipment. In the Grade 1 class, there were no physically disabled learners, meaning that no learners had physical disabilities in the Grade 1 PE lesson.

The equipment used for the lesson is presented in Image 4. The equipment was in a good condition. It consisted of six hula hoops, six bean bags and one cone. The equipment was used for all the learners. The learners stood in a line next to or behind each other and went one by one. As no learner had a physical disability, no equipment needed to be adapted as all learners were able to use the equipment on their own with no additional physical challenge. Image 4 below is the equipment that was used for the Grade 1 PE lesson.



Image 4: PE equipment that was used for all the PE lessons in school B.

Teacher B1 used the equipment (Image 4) to demonstrate some PE activities. The first activity included the hula hoops laid flat in a straight line. Teacher B1 instructed and demonstrated to the learners to do a small jump with both legs in and out of the hoop. Each learner did the jump in the hoop and out of the hoop and ran back to join the line from the back. Only one hula hoop was used, and the learners who were standing in the line while their peers had their chance would sit and observe. The learners were very well behaved. The second Grade 1 teacher then cleared the hula hoops after the first activity. Once the hula hoops were cleared, Teacher B1 got ready for the second activity. The second activity involved the learners standing in a line behind each other. The teacher then threw the bean bags to the learners, and they needed to catch them. Immediately after each learner had a turn to catch, they would rejoin the line by running to the back of it. In the second activity with the bean bags, each learner had only two turns, as many learners struggled with their catching. The second round went well, and the learners did much better. Once the second activity was complete, Teacher B1 got the learners in a circle again to do a cool-down, which consisted of deep breathing and static stretches to calm the body down. Teacher B1 was in the middle of the circle and instructed and demonstrated the static stretches and cool-down to the learners.

Through the observation of teacher B1, the engagement of Teacher B1 with the learners were very good. The teacher provided clear instructions throughout the lesson. Teacher B1 used encouraging words, such as “well done”, during the activity to keep the learners motivated. Teacher B1 engaged with the learners in a positive manner by keeping calm and patient during the PE lesson. The focus of the Grade 1 lesson was on motor skill development, like catching and moving the whole body. Once the bell rang, the Grade 1 lesson was complete and the Grades 2 and 3 teachers, Teachers B2 and B3, approached the front of the school to conduct their PE lesson. Teacher B2 accompanied the Grade 2 class to the front of the school while Teacher B3 accompanied the Grade 3 class to the front of the school.

The second observation at School B was at 12h30, during the scheduled time of the Grade 2 and 3 PE lesson in School B. The duration of the PE lesson was 30 minutes. The Grade 2 and 3 learners had their PE class together. There were two teachers present: Teacher B2 was the Grade 2 teacher and Teacher B3 was the Grade 3 teacher. There were no teaching assistants. I observed Teacher B2 during the first half of the lesson and Teacher B3 during the last half of the lesson. The teachers split the activities. Teacher B2 did the warm-up and the first activity. Teacher B3 did the second activity and the cool-down. There were between 10-15 learners present for the PE lesson. One learner was physically disabled and in a wheelchair. The learner could not move his legs but was able to use his hands and move his upper body. Due to the fact that the learner was able to use his upper body, the teachers did not leave the learner out of the PE lesson.

Just like in the observation with Teacher B1, the lesson was not set up beforehand. During the lesson, the teachers assisted one another and got the learners in order and set up the equipment. The set-up of the lesson was just like the Grade 1 lesson, with the PE lesson happening at the same location with the same equipment as the Grade 1 lesson. The equipment used in the Grade 2 lesson was the same as displayed above in Image 4; the equipment included six hula hoops, six bean bags and one cone. The learners were then mixed up and the PE lesson began with a warmup, which was conducted by Teacher B2.

Just as in the Grade 1 lesson with Teacher B1, Teacher B2 started off with a warm-up activity that involved learners forming a circle. Teacher B2 then demonstrated some warm-up exercises, which included jogging on the spot and some stretches. Teacher B3 joined the circle and warmed up with learners. The learner in the wheelchair was located next to Teacher B3 and the learner was able to stretch his upper body during the warm-up and do the jogging motion with his hands. The duration of the warm-up was 10 minutes. After the warm-up, the learners were instructed by Teacher B1 to form a line. Teacher B3 then assisted Teacher B2 with setting up the equipment and the learners for the first activity.

The hoops were laid out in a straight line for the first activity, with the learners lined up behind each other. Teacher B2 then verbally instructed the learners to throw the bean bag into a hula hoop without moving. Teacher B2 demonstrated to the learners. Teacher B3 assisted where needed, specifically the wheelchair learner. Teacher B3 pushed the wheelchair learner to the front of the line when it was his turn and he threw the bean bag into the hoop, as instructed. The activity was captured and is represented in Image 5 below. Each learner had a chance to throw the bean bag in any of the hoops that were lined up. Image 5 was captured during the activity. By then, seven learners had received a chance to throw their bean bag into a hula hoop. Teacher B3 assisted in collecting the bean bags when they were thrown to ensure that each learner received a turn timeously. Once the first activity was completed, the second activity began.

The second activity was conducted by Teacher B3, with Teacher B2 assisting. Teacher B3 created an activity for the learners with the cone. The activity included the learners running to the cone and back as fast as possible. The approximate distance that the learners had to run was about one meter. The learners were lined up behind each other and had to run to the cone and back as soon as the teacher shouted their name. Teacher B3 adapted the activity for the wheelchair learner and instructed the learner to throw the bean bag to the cone. Teacher B2 assisted with this, providing the wheelchair learner one bean bag and, when it was the learner's turn, he would throw the bean bag and Teacher B2 would retrieve it since the wheelchair learner could not run. In that way, the wheelchair learner could still participate. Once the second activity was completed, the lesson was concluded with a cool down. Teacher B3 did the cool-

down and Teacher B2 joined the cool-down with the learners and also observed them. The cool-down was made up of deep breathing and static stretches, which happened with the learners standing in a circle. Teacher B3 was situated in the middle of the circle and Teacher B2 was positioned with the learners in the circle. The wheelchair learner was able to do the cool-down easily using his upper body; all of the stretches included the upper body and deep breathing. Once the PE lesson was done, the bell rang, and the learners were separated by their teachers and their grade and escorted back to class.

In *the observations, it was gathered that the* engagement of both Teacher B2 and B3 in the observation was positive. Teachers B2 and B3 always encouraged the learners when the activity was happening. The teachers jumped and clapped in excitement, as well as used encouraging words like “yay” and “excellent” to ensure that the learners felt encouraged and motivated during their PE lesson. Each teacher adapted the activities where needed. Teachers B2 and B3 were well-prepared, which was evident because the lesson went smoothly, and the teachers knew exactly what to do and when to do it. Teachers B2 and B3 also engaged with the learners in a very calm and patient manner, giving instructions slowly and patiently enough for the learners to understand.



Image 5: Learners threw the bean bags into the hula hoops.

Image 5 shows the first PE activity that was done with the learners in which Teachers B2 and B3 made use of the hula hoops and bean bags.

The focus of all the PE lessons conducted by School B was on motor skill development. Teachers B1-B3 all focused on movement skills like throwing and jumping. The lesson worked on development of all the body's muscles through moving in different ways in the PE lesson. In School B, Teachers B1-B3 ensured that all the learners were included in the PE lesson. They took turns to assist and conduct the lesson. In that way, the PE pedagogy was good.

During the observations, I was given the opportunity to gather insight into how the teachers teach PE to SN learners. After the observations, I interviewed the teachers. In the next section the last data collection method is explained.

4.2.3. Interviews

The third method of data collection for my study was semi-structured interviews, and open-ended questions were used. The interview questions can be found in Annexure 4 (p.129). The interviews took place after I had observed the PE lesson. Each interview took place during break time. It took between 15-20 minutes per interview. Even with the Covid-19 pandemic, the schools allowed me to conduct face-to-face interviews at a distance and with a mask. The interviews were all one-on-one and were conducted in a quiet outside space. The teachers were very accommodating and provided me with enough information when answering the interview questions. My interviews were voice recorded using voice memos on my mobile phone. The teachers gave me permission to voice record the interviews as per the information and consent letter found in Annexure 1 (p.142). The voice recordings were manually transcribed.

The findings of the interviews are represented below as interview quotes. The interview quotes below link directly to the problem statement and research questions of my study. The problem statement for my study is that teachers are not adequately trained in PE to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there is limited research that informs us

about PE teachers teaching SN learners. The research questions of my study are: (1) How do FP teachers experience teaching PE to SN learners, and (2) how do FP teachers include SN learners in PE?

In the interviews, the teachers were asked about how their experiences contribute to the quality of teaching PE to SN learners. The interview responses and questions also link to the first research question, which is how FP teachers experience teaching PE to SN learners. The teachers also provided positive experiences and challenges faced in teaching PE to SN learners.

Teacher A1 stated:

“So I have 5 years teaching experience. So in the beginning you struggled a little bit more, how to adapt everything. But by now you have seen all the different type of special needs that we have. So you know you have this child, what to do and how to include them in the sport.”

Teacher A2 stated:

“It definitely helps. And the more you do it the better you also get, because all our kids are different so this year you might get more CP children the next year you might have more walking kids but they just a bit spastic so it also differs from year to year on the kind of kids you have. So it always pushes you to find something new to do with them or to take an exercise and see how many way you adapt it to get to a certain point.”

Teacher A3 stated:

“Well we did a lot of gross motor. We incorporated that with the teaching. I still use a lot of gross motor in class to enhance teaching. Beforehand, 3D movements, whatever you teaching to go to 2D. So absolutely. With the children who do not have physical disabilities, we let them kick a lot, they even kick rugby balls over the rugby posts on the rugby field. They are throwing, catching, throwing everything. Even when you working with hoops or skipping ropes. It all enhances learning. Reading, spelling, you have to bring it together.”
“When I started teaching in 1980, there was also a lot of PT, like swimming. We still have swimming here, but not organised swimming. Our Grade 3’s go on a Friday. So I was a swimmer myself, very sport oriented. Even when I was

studying. So I know how important it is. Not only for academic skills but also to improve everything. It makes you feel good, even if you just go walking.”

As a reminder, Teachers A1-A3 were from School A. All of them were qualified and had experience in teaching PE and SN learners. All the teachers explained how their teaching experiences contributed to teaching PE to SN learners. In addition to the feedback from Teachers A1-A3 in School A, the School B teachers stated the following about their experiences.

Teacher B1 stated:

“I didn’t actually go and study. So I’ve been learning from the teachers around here.”

Teacher B2 stated:

“First of all, you need a lot of patience. All this basically comes in just through play. And it just makes things easier to understand the way they operate when you teach them and you see the difference. You need to understand their movement, watch how they operate, how their brains comprehend and basically just working toward that.”

Teacher B3 stated:

“It has a big impact because I learned a lot. I didn’t know anything when I came here. In these 3 years I learned a lot and how to work with these kids. How each kid works. And their individual needs in what they have. Each learner has their own individual needs. So they all work differently. Working here for 3 years, it’s a big experience. I know how each learner works. You can’t make them all work on the same level. They all work differently.”

As is evident in the answers above, Teachers B1-B3 from School B were not all qualified but explained how their experiences contributed to teaching PE to SN learners.

The second research question for my study is: how do FP teachers include SN learners in PE? During the interviews, the teachers provided explanations on how they

include different SN learners. They also explained how they plan their lessons to ensure that all SN learners can participate. The explanations are important because they link directly to the research question on how FP teachers include SN learners.

Teacher A1 stated:

“With the child with hemiplegia, they just kick with the one side. You can help them balance. So, they need your support so that they can kick with the other side. A child in a wheelchair, some of them have walkers so you can assist them and kick the ball slowly. Learners with CP. But they still have some movement, you can just help them during the exercises. Help them kick the ball so that they feel included. With different terrains. Some parts are up hill so we won’t take a CP child. Try and keep them more flat. And then you also put them with someone who is maybe similar so that they can kick the ball to each other. You just explain to them the same rules. It is a contact sport, you going to get hurt. There are some kids we can’t include. I have a kid with brittle bone, and they won’t be able to do any contact sport. Just for safety. If a ball kicks them they can break bones. it’s very serious.”

Teacher A1 stated the following about planning the lesson to include SN learners:

“On our planning, we always have a differentiation column. Where we say, this is what we going to that’s different. So if the PE lesson says they have to kick or throw a ball. Then I will just add there that my CP learner will throw a bean bag. And then if they really, can’t do anything. Then they don’t get a mark for PE. And that is allowed. They can participate but they won’t get formally assessed for PE.”

Teacher A2 stated:

“For instance whenever we do something that we make a course outside where they have to hinder, go under or jump , most of them will be able to do it. Some of them might need you to hold their hand and then they will be able to do it. For the wheelchair kids it’s always hard because jumping and running is such a big part of physical education but we as teachers find a way to do it. You either pop the wheelchair on 1 wheel or do something else. Or you take them, and you hop with them. Obviously with Covid it’s a bit harder because we have

to keep our distance. But that is the type of things that we used to, especially if there is hopping involved. We have a trampoline we get from the store room that they can sit on and maybe stand on their hands and knees so it depends on their functionality as well.”

Teacher A2 stated the following about planning the lesson to include SN learners:

“So I plan the lesson like I normally would. I would take the aim of the lesson, say it is balance or mid line crossing. then I would have my plan and formulate the lessons I would like to do with them. Then I go by my class list and tick off if this one will be able to do it, what is this one’s problem. And if ever there is a problem, I change that activity to something else.”

Teacher A3 stated:

“So they have their own equipment which they also play with. But they can surprise you with the things you think they can’t do. Chloe tries to climb out the jungle gyms. You would normally think that children can do that but she doesn’t. So you adapt but they also sometimes prove you wrong.”

Teacher B1 provided an example of how she accommodated SN learners by referring to a learner in her class:

“With PE, he’s not so bad, as his language and math. He follows instructions. With her, we have to do it with her. Physically take her hand and put it down. She did the bending now but with the jumping and stuff you have to go with her and do the jumping or you have to show her. Stand on one leg and stand with her. Otherwise she won’t do it at all.”

Teacher B2 stated:

“It’s basically one concept you have to drill it. You have to do it over and over. And I don’t mind because at the end of the day it’s not just teaching to get through with the curriculum. or with the CAPS. It’s to get the child to understand the concept. They might not grasp everything like other children. But at least they can grasp the concept of sharing, of multiplication. Of adding. Things that can help them in the future. They might not, but I promise you if I do it tomorrow

and if they calm down they will understand it. It's basically just patience. And a lot of patience."

Teacher B2 stated the following about planning her lessons to include SN learners:

"I observe in class. Then I go through the study material, the resources, I google, I go onto YouTube, I go onto Pinterest and I put exercises together where obviously everyone can participate. And I don't push them because the minute you push them, it sets them back. It makes them feel like they can't do it. So also if it's just by playing, it's like they done something. Even though they didn't catch the ball properly. It's just like a motivation for them."

Teacher B3 stated:

"So I have a learner who is in a wheelchair in my class. So I cannot do the same PE with them the way I do with the other learners. Because obviously he can't run around or walk. So I have to set a different lesson for him for PE. Like things they can do on his wheelchair. Maybe like stretching his arms, stretching his legs. Maybe someone passing him the ball and his throwing the ball to different people on the wheelchair. With my other learners they can, I give activities like where they have to run around or give them an obstacle course or let's do exercise. So it builds their muscles. So you have to accommodate for all of them according to how they work because they all work differently."

Teacher B2 stated the following about planning her lessons to include SN learners:

"So it's in my prep book. So basically it will be written physical education, what kind of PE we doing on that day. The kind of exercise or activities will be written down in point form. So if we doing an obstacle course, I will write the obstacle course and what kind of obstacle course we going to do. Doing different exercising, like stretching your arms. Jogging or whatever. It will all be written down in point form. You can even have a rubric to mark them on how they do their PE."

Teachers A1-A3 and B1-B3 provided explanations of how they each use their own experiences to implement strategies to include SN learners in PE, as well as how they plan their lessons to include SN learners in PE. These findings were the most

important findings that linked directly to the research questions and problem statement of my study.

Once the data was collected, it was combined and analysed thematically. The data was broken down into codes, from which emerged three themes. The data analysis is explained in detail below.

4.3. Data analysis

The method of data analysis used in my study was thematic analysis. According to Braun and Clarke (2006), “Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It organizes and describes the data set in (rich) detail”. The interview transcripts, observations and questionnaires were thoroughly analysed manually. Table 8 provides a link between the codes, themes, aims and research questions. During the data analysis process, the codes were created to identify common patterns in the data. The research questions and aims were considered during the data analysis. Through the patterns that were identified and the consideration of the research questions and aims, themes were created. All three themes were evident in all three data collection methods. The themes also relate to the aims and research questions of my study. The themes that were emerged from my study are represented below and the analysis of my findings according to the themes are represented. Table 9 provides the themes that emerged from my study.

Table 8: Overview of the link between the codes, themes and aims

Codes	Themes	Link to the aims and research questions
1. Adapting	Adapting PE for special needs learners.	How to FP teachers include SN learners in PE? Do they adapt PE?
2. PE contributions	The Impression (of the teacher) of how PE contributes to the holistic development of all SN learners.	Understanding how PE contributes to SN learners plays a role in understanding how FP teachers use their knowledge to contribute to teach PE to SN learners.
3. Teacher challenges/experiences	Teacher experiences when teaching SN learners.	Teacher experiences focuses on experiences. Teachers provide insight into their experiences by stating their positive experiences and challenges.

Table 9: Themes chosen for my study

Themes
1 Adapting PE to include SN learners.
2 The impression (of the teacher) of how PE contributes to the holistic development of all SN learners.
3 Teacher experiences when teaching SN learners.

In the next few sections, the themes are represented, and expanded upon using evidence provided by the interviews, observations, and questionnaires.

4.3.1. Theme 1: Adapting PE for special needs learners

The theme of adapting PE to include SN learners refers to how the teachers implemented different teaching strategies to include SN learners during PE. The teachers adapted the PE lesson based on their previous teaching experiences. When it came to physically disabled learners who have physical SN, teachers allowed themselves to assist where needed. The teachers either physically assisted SN learners or emotionally motivated the learners to make sure that they kept trying their best in PE. Teacher A2 explained that

“For the wheelchair kids it is always hard because jumping and running is such a big part of physical education but we as teachers find a way to do it. You either pop the wheelchair on 1 wheel or do something else. Or you take them, and you hop with them. Obviously with Covid it’s a bit harder because we have to keep our distance. But that is the type of things that we used to, especially if there is hopping involved”. (code nr.1).

Teacher A1 added how she adapts and implements a strategy to the activity if a learner only has one side of the body working, saying,

“With the child with hemiplegia, they just kick with the one side. You can help them balance. So, they need your support so that they can kick with the other side. With a child in a wheelchair, some of them have walkers so you can assist them and kick the ball slowly. Learners with Cerebral Palsy - they still have some movement, one can just help them during the exercises. Help them kick the ball so that they feel included. With different terrains. Some parts are up hill, so we won’t take a CP child. Try and keep them more flat. And then you also put them with someone who is maybe similar so that they can kick the ball to each other. You just explain to them the same rules. It is a contact sport, you going to get hurt”. (code nr. 1).

In relation to the statements made by Teachers A1 and A2, it was observed that the teachers in School A had teaching assistants. The teaching assistants would assist the learners in their wheelchairs by observing the instructions and demonstrations with the teachers and would then assist the wheelchair learners according to their capabilities. In School B, Teachers B1-B3 also accommodated for the wheelchair learners. The teacher would assist the wheelchair learner by adapting the lessons according to what the learner could do. For example, the learner would throw instead of running or jumping.

In relation to adapting PE equipment for SN learners, most teachers said they use the usual PE equipment like bean bags, balls, hula hoops, and so on. However, some teachers stated that they sometimes adapt the equipment in different ways to accommodate special needs learners. Teacher A1 stated,

“We just use different materials to accommodate everyone. Like our disabled learners will throw a bean bag instead of a ball. And they will have a target to reach. But they will still have the same experience as everyone else and everyone can join.” (code nr. 1).

According to what the teachers mentioned, some of the equipment is adapted and some not, depending on the special needs of the learners. Teacher B3 pointed out an important fact when it comes to adapting equipment and implementing strategies for SN learners to be included in PE:

“Depending on how they actually do the PE. Can they work with the equipment? Then yes, we do give it to them. But if they can’t then we will supply them with equipment that they are able to work with better”. (code nr. 1).

Teachers B1, B2 and B3 stated that they first observe and assess the learners’ abilities and then adapt the lessons as needed. Teacher B1 stated the following in relation to adapting PE to SN learners:

“Well with the learners we know who can do what and who can’t. So, we try and see. First see who can do it and we try and help them. If it doesn’t work, we do something else. Like last term we did an obstacle course where you go over the chair and under the table, they were all okay but a few of them we had to do it ourselves and they had to follow so that’s basically it”. (code nr. 1).

Teacher B2 stated the following,

“I observe in class. Then I go through the study material, the resources, I google, I go onto YouTube, I go onto Pinterest and I put exercises together where obviously everyone can participate. And I don’t push them because the minute you push them, it sets them back. It makes them feel like they can’t do it. So also, if it’s just by playing, it’s like they done something. Even though they didn’t catch the ball properly. It’s just like a motivation for them”. (code nr. 1).

Teacher B3 stated,

“Depending on how they actually do the PE, can they work with the equipment? Then yes, we do give it to them. But they can’t then we will supply them with equipment that they able to work with better”. (code nr. 1).

In the questionnaires, the teachers explained their approaches to adapting PE. Teacher A1 stated that she did adapt but did not provide examples on how she adapted:

“Knowing what the child’s abilities and limitations are and adapting”

Teacher A2 stated:

“Also incorporating activities that the other learners suggest and adapting it to suit everyone.”

Teacher B3 explained how she must adapt herself as a teacher to assist in adapting PE for SN learners:

“I learn everyday how to think out of the box and adapt my thinking so that I can be a better teacher.”

Based on the observations done in School A, there was a variety of equipment used in the PE lessons. Like Lego, dolls, and bowling equipment. The teachers implemented this strategy of bringing in different PE equipment for the learners to find different ways of moving. In School B, the teachers used the same equipment for each grade. Evidence of the equipment used for the PE lessons is in Image 1 and 4 above in section 4.2.2 (p.79). Therefore, teachers used different ways of adapting the PE lessons and implemented different strategies to ensure that all SN learners are included in PE.

According to the data gathered via the participants, it is evident that between the different participants and the schools, the teachers focus on using the usual PE equipment. In some cases, they do not use the equipment; the adaptation of equipment for the PE lesson is based on the needs of the learners in the class. These are some of the ways that teachers implement different methods and techniques to adapt their teaching strategies during a PE lesson. The participating teachers also adapted the equipment used during PE lessons to ensure that all SN learners are included in the PE lesson.

The next theme that was created was the impression (of the teacher) of how PE contributes to the holistic development of all SN learners.

4.3.2. Theme 2: The impression (of the teacher) of how PE contributes to the holistic development of all SN learners

Theme 2 relates to the impression, of the teacher, of how PE contributes to the holistic development of all SN learners. Furthermore, this theme relates to the contributions of PE to the holistic development of SN learners and focuses on how PE can assist

SN learners in their everyday lives and in their overall holistic development. According to the experiences of all the participants, PE contributes to the physical, emotional, and psychological development of SN learners, which relates to their holistic development. The teachers shared their experiences of the many ways in which PE contributes to the holistic development of SN learners.

Teacher A2 explained that some SN learners are not independent enough to use all their muscles and move in different ways. Teacher A2 also explained that SN learners have barriers to learning, which could affect their holistic development. PE enhances the holistic development of SN learners and assists in muscle strength, and through the development of muscle strength SN learners can move on their own. Teacher A2 stated the following on holistic development,

“Yes, I think it’s important for all learners, especially special needs learners. Because they do need something to help them. They do need the holistic development. There is so many times with special needs learners that some sort of building block is missing. that is why they are here. And for physical education it is just such an important part because I think even my wheelchair girl she has to get in and out of her wheelchair every day. And the bigger you become the more independent you want to be. It’s easy now but she has to develop her upper body muscles to be able to do it herself one day. So it is so important for them. For the ones that are not that strong, to keep trying to get their muscles strength that they at least have to be able to be independent.”
(code nr.2)

Teacher A3 also mentioned how PE contributes to the holistic development of a SN learner by stating:

“Yes, well most of the activities like the throwing, it’s good for the hand eye coordination and it helps with handwriting as well. It’s good to, well exercise for everybody is good especially them. It shows them that they need to start moving a little bit.” (code nr.2)

Teacher B1 explained how PE contributes to the holistic development of SN learners, stating,

“PE is beneficial because it improves confidence, builds friendships, improves muscle strength and co-ordination.” (code nr.2)

PE enhances the cognitive learning of SN learners, which relates to their holistic development. Teacher A3 further stated:

“You can’t just sit the whole day. They need to move, it’s very important. If they really enjoy it, it doesn’t even matter how physically disabled they are. Every child in the class, whether they have dyslexia or any learning disability. It really, they are just so happy when they move. Even if it’s just at break. Some of our children are so severely handicapped or physically disabled. That they just sit and watch the children. But I mean just seeing it and watching them. They also improve their mental ability.” (code nr.2)

Teacher A3 further explained,

“I feel like because it’s like playing. They become more confident. They get to communicate more. Like in a class they more quiet. So outside they want to play and laugh. I feel like it boosts them. It does help them overall.” (code nr.2)

Teacher B2 stated how PE contributes to SN learners in an emotional manner in that it relieves stress and relaxes the learners, stating,

“When they came out to PE, they just let it all out. It eases their brain. It calms them down. It seems like nature just calms them down. Now if I have to go back to class, they going to be tired and so forth, but they will be able to do the next subject. They will be more relaxed. It helps them a lot.” (code nr.2)

Teacher B3 also stated how PE contributes to the holistic development of a SN learner, saying,

“Yes, I believe it’s very important for special needs learners. Especially people who struggle with their writing and stuff. It’s very good for their muscles. And they need the exercise. Some of them they might come to class they a bit tired if you have PE. It actually boosts them up where now they can start working because they have the energy for it.” (code nr.2)

In the questionnaires, the teachers explained whether they believe PE is beneficial to SN learners and some of them stated the ways in which it is beneficial.

Teacher A2 stated:

“It is definitely beneficial, holistic development.”

Teacher B2 stated:

“I take note of their performances in class and bring it onto the field and work on fine and gross motor skills.”

Teacher B3 stated:

“PE is beneficial because it improves confidence, builds friendships, improves muscle strength and co-ordination.”

In the observations, all the teachers (A1-A3 and B1-B3) conducted activities that contributed to the holistic development of their learners. Some of the activities included playing with Lego, throwing, catching, kicking, running. The activities are explained in detail in section 4.2.2 (p.79). The activities always included building on the overall holistic development of SN learners. Images 2, 3 and 5 also depict some of the activities that the teachers did with the learners to enhance their holistic development.

Almost all the teachers that participated in my research study explained how PE contributes to the holistic development of SN learners. The participants referred to their experiences when doing PE. The next theme that was identified focuses on teacher experiences when teaching PE to SN learners. Teacher experience can encompass positive aspects and challenges. Every teacher experienced positive aspects and challenges when teaching PE to SN learners, and in the data collection I was able to analyse and identify some of these.

4.3.3. Theme 3: Teacher experiences when teaching PE to SN learners

Teacher experiences refers to the positive aspects and challenges that the participating FP teachers experienced when teaching PE to SN learners. Some of the positive aspects are the happiness and the positive reactions that come from the learners.

Teacher A1 stated:

“Every child deserves to be part of a team that got sport and we have so many athletes that are disabled and abled bodied. So, they all can feel included.”
(Code nr.3)

Teacher A2 stated the following about experiencing a positive aspect about how a learner feels doing PE:

“Most of them love it. It plays such an important role. Because I feel some of our kids are so frustrated cause their friends can run and they can’t run. Or their friends can jump but they can’t jump, or they can’t climb. I feel there is so much frustration within some of our kids. And this is a great way to get rid of that. Because the way we structure our lessons, everyone can participate. And the thing is that’s a way to relieve it, to get it out and to see that maybe this is what they great at. I have a child in my class who has a terrible speech problem, but he is so great outside. So that is the one thing he loves doing. It makes him positive. So, if he is really battling with something in class. I can say, let’s quickly turn around five times or jump on one leg. He’s instantly in a better mood. And then we can focus on academics again. So, it’s a great way for them to also feel included and to feel this is the thing that I can shine at.” (Code nr.3)

Teacher A3 explained a positive aspect of what the school is doing for PE:

“We spend a lot of money on extra equipment for our learners. We upgraded everything. We try and keep everything neat and tidy. It’s very important. We have a small playground but very well equipped. And not all schools are not of course, with their financial constraints able to do that. But I mean if they just kick a ball there are so many things you don’t need a lot of. A hoop, a ball and skipping ropes. Those three things, you can’t do without. All your perceptual skills are improved with that equipment. It doesn’t have to be that costly. Our children are not inclined to sit in front of all their devices. I am really one for phys ed.” (code nr.3)

The teachers provided the following positive aspects in their answers to the questionnaire.

Teacher A3 stated a positive aspect when teaching PE to SN learners:

“Making it ‘fun’ for the learners.”

Teacher B3 stated:

“I love learning as I teach, I learn everyday how to think out of the box and adapt my thinking so that I can be a better teacher.”

Positive aspects are accompanied by challenges. Challenges refer to the trials that teachers experience when teaching PE to SN learners. The teachers go through different experiences, and through these experiences they can identify what they find challenging in their work environment. Even though the teachers adapt their PE lessons, they experience many challenges with SN learners. Learners with learning barriers can be challenging but learners with physical barriers can be even more challenging. This section will start with the challenges that teachers experienced when teaching PE to SN learners.

Teacher A1 has learners who have cerebral palsy, and stated,

“We have physical disabilities. I have cerebral palsy. So, children in a wheelchair. They still have a bit of hand function. Our cerebral palsy children, they don’t really have hand function. I’ve got a kid that cannot speak, cannot move. So, he uses different equipment to communicate and participate. And then I have an ASD child (autism spectrum disorder). That’s also a challenging one. It’s such a broad spectrum. They take a lot from you; you really have to give them all your attention. They need a routine. Same thing with your sport. They going to expect things to be the same. They don’t really like change. And then I got slow learning development learners, learner with epilepsy. I’ve got a few hemiplegia kids, also under CP. Only use one side of their body. You can also adapt that and use the other side of the body to throw the ball or kick the ball.” (code nr.3)

Teacher A1 further explained,

“So, there is your challenges and you always going to have them. The same thing with soccer, at our level it’s easy to include them, we can minimize the risks and the impact it has on them. But when they get too old, and they start playing matches.” (code nr.3)

On the other hand, challenges can be turned into positives. Teacher B1 explained how she handles challenges when teaching:

“Personally, it helped me become more patient. So, a lot of these kids, they didn’t understand. So, for you to repeat, repeat, repeat they still don’t understand. Sometimes it gets frustrating. But you have to calm yourself down. Relax. Talk nicely. I have to give myself a pep talk.” (code nr.3)

Teacher B2 also stated a challenge that is experienced when teaching SN learners:

“The way they operate here is how they operate in class. They can’t sit still. You have to constantly be on them. Like how you see I’ve been motivating them here, I have to do it constantly in class. So, each one gets individual attention. I don’t stand in the front of the class. I literally I do that but then I go to each one of them and I give them special attention, I do the lesson individually according to how they comprehend and how they do things.” (code nr.3)

Another challenge identified was when a teacher believed they were helping the learners as best as they could but could not see the difference in the learners’ performance. Teacher B1 stated the following,

“Like when I started, I always thought, I’m helping but I don’t see a difference.” (code nr.3)

The positive side to this challenge and for this participant was that even though Teacher B1 did not see any differences, she explained that the parents saw the differences in the special needs learners, attributing it to the teacher’s experiences and love and time with the learner.

In addition to all the challenges the teachers explained in the interviews, they also mentioned challenges they experience in the questionnaire. Teachers B1-B3 stated that “concentration” from learners is a challenge when teaching PE to SN learners. Just as mentioned in the responses from interviews, Teacher A3 stated,

“The severely physically disabled learners pose more challenges.”

Another challenge that was identified in the questionnaires was ensuring that all learners are included and that all learners benefit from PE. Teacher A1 stated in the questionnaire,

“Making sure that all activities are inclusive and that all learners will benefit. Also incorporating activities that the learners suggest and adapting it to suit everyone.”

With all the challenges listed above from the teachers, Teacher B2 stated a solution to all these challenges:

“You need a lot of patience.” (code nr.3)

During the observations, Teachers A1-A3 and B1-B3’s engagement with the learners linked to their experiences when teaching PE to SN learners. The teachers always engaged in positive ways by participating with the learners in their activities, and the way each teacher taught was in a calm and patient manner. The teachers were patient enough to demonstrate to the learners what to do, also providing verbal instructions in a way that the learners understood. All these relate to the teachers’ experiences when teaching PE to SN learners.

To sum up Theme 3, teachers provided a lot of information that linked to my study, as well as some that had no links. The main challenges that were experienced related to teaching SN learners who had physical disabilities, as well as ensuring that each teacher stays strong and patient when it comes to adapting PE for SN learners. The positive aspects that were evident in the data was that the teachers loved what they do. Each teacher found their own unique way of teaching PE and through their different experiences they work on improving their PE pedagogy.

The data gathering went well, and teachers could answer the questions. I found some teachers could not directly answer the questions, and some teachers would drift to other points like their learners. Overall, the questionnaires, observations and semi-structured interviews contributed well to my study by providing me with information to aid in understanding the experiences of FP teachers teaching PE to SN learners.

4.4. Summary

The data collection methods for my study that were chosen were questionnaires, observations, and semi-structured interviews. All three of these methods of data collection contributed to my research study by providing me with information and evidence on the experiences of FP teachers teaching PE to SN learners. In the questionnaires, teachers provided their biographical information and their opinions on teaching PE to SN learners. The observations that were undertaken provided insight into how teachers teach PE to SN learners, as well as their different strategies and the ways they use them. The semi-structured interviews provided insight into the experiences of FP teachers teaching PE to SN learners. In the questionnaires, I was able to gather knowledge on some of the teachers' personal perceptions of PE. During the observations, I was able to observe each individual teacher and focus on how they conduct their lessons. During the semi-structured interviews, the teachers were able to share their knowledge using my interview questions as a guide on what to speak about. The data analysis for my study was based on thematic analysis, which allowed me to analyse my data, grouping it into three different themes that link directly to my research questions. During my data analysis the three themes that were identified were (a) adapting PE to include SN learners, (b) the impression (of the teacher) of how PE contributes to the holistic development of all SN learners, and (c) teacher experiences when teaching SN learners. In each theme, there was a link made between the questionnaires, observations, and semi-structured interviews. The aim of my data collection and analysis was to assist me in answering my research questions. The data collection process provided as much evidence as possible to provide insight into teachers' experiences teaching PE to FP SN learners. Each school had different learning environments and each participant had different experiences in teaching PE to SN learners and including all learners in PE participation. The data presentation and data analysis in this chapter provided some evidence of the experiences of FP teachers teaching PE to SN learners. The discussion of my findings and recommendations for my study are presented in Chapter 5.

Chapter 5

Discussion of Findings and Recommendations

5.1. Introduction

The purpose of my qualitative research study was to explore and understand the experiences of Foundation Phase (FP) teachers teaching Physical Education (PE) to special needs (SN) learners. The aims of my study included (a) studying the role of PE in the FP for SN learners; (b) identifying how PE can contribute to the holistic development of SN learners; (c) exploring and understanding the experiences of FP PE teachers teaching SN learners in special schools, and lastly, (d) explaining, discussing and conceptualising a PE pedagogy for FP teachers teaching PE to SN learners in special schools. The problem statement for my study is that teachers are not adequately trained in PE in order to include all learners and to contribute to the holistic development of all the learners they teach. The problem is that there is limited research that informs us about PE teachers teaching SN learners.

This chapter of my study includes a discussion of my findings. This relates to the literature reviewed about PE and SN, teachers' experiences teaching PE, and PE pedagogy. The discussion also includes a link to the theoretical framework of my study. The chapter then concludes with the limitations of my study, recommendations for future research, implications for teacher education and a final conclusion. The discussion of my findings includes answers to my research questions:

- How do FP teachers experience teaching PE to SN learners?
- How do FP teachers include SN learners in PE?

I used three data collection methods (see Chapter 3): questionnaires, observations, and semi-structured interviews. During my data analysis, I identified three key themes. The first theme was adapting PE for SN learners. The second theme was the impression (of the teacher) of how PE contributes to the holistic development of all SN learners. The third theme was teachers' experiences when teaching PE to SN learners. The relationship of the research questions to the findings that were

investigated are discussed in terms of PE and SN, teacher experiences, and PE pedagogy.

5.2. PE and SN

In my research study, PE is referred to as a theme taught in schools that focuses on the development of physical skills (Ricketts 2015). My findings revealed that PE is beneficial to SN learners in many ways, and through teaching experience, the participating teachers identified the benefits of teaching PE to SN learners; some of the ways that were evident in my findings (Chapter 4.2.1. p. 78) include PE (a) being beneficial for holistic development, (b) enhancing learning, and (c) improving confidence, muscle strength and coordination. According to existing literature, PE is important in many ways, such as in (a) the development of a healthy body, (b) assisting in developing a healthy lifestyle, (c) contributing to physical activity, which assists in improving the teaching of PE to learners, and in (d) the emotional development and social development skills of learners, which relates to the fact that PE plays a role in the holistic development and motor skills development of a FP learner (Azevedo 2019; DBE 2011; Desai 2013; Beighle & Pangrazi 2019).

The findings of my research study (Chapter 4, p.77, code nr. 2) revealed that teachers teaching PE to SN learners focus on the holistic development of learners, which includes motor skills development. Many of the teachers pointed out in the questionnaires and interviews that PE is beneficial to the holistic development and assists in the overall motor skill development of SN learners. The findings also revealed that, during the observations, the teachers incorporated many movement activities that involved throwing, catching, and jumping. According to existing literature, motor skills development is focused on developing the skill of moving the body in different ways and using the body's muscles to move. Motor skills development focuses on the skill development of movements like walking and jumping (Estabillo & Matheis 2018; Linhares 2015; Shenouda, Gabel & Timmons 2011). Motor skills development and holistic development are both important aspects for child development that take place when learners participate in PE. The findings of my study also revealed that teachers understand that PE plays a role in the holistic development

of SN learners and that the focus of FP PE is on improving motor skill development in SN learners.

According to the research that exists, SN learners are learners who have difficulty in learning due to various barriers, some of which include the social, emotional, behavioral, and physical (Halliwell 2003; Merriam-Webster 2006). Furthermore, it was discovered that SN learners are learners who require additional support in learning due to their difficulty in learning (SIAS 2014). Teachers who participated in my study also reflected on their opinions of the importance of PE for SN learners. All the participants in my study agreed that PE is important for SN learners because it assists in the holistic development, specifically the physical development, and even more important for the FP learner, motor skills development of a SN learner.

Both the CAPS (DBE 2011) document and the author Sankar (2020) conclude that holistic development focuses on the development of emotional, physical, mental, intellectual, and social skills that play a role in everyday life, and that these development skills focus on preparing the learner for future challenges and work-life. In support of the existing literature, the findings emerging from my interviews relate to the findings on the importance of PE for SN learners in holistic development. The findings state that through PE, learners (a) build on their self-confidence, (b) relieve stress, and (c) are provided with the opportunity to interact with one another during a lesson. All these points mentioned by the participants relate to the holistic development of PE for SN learners.

The theoretical framework that my research was based on was the theory of constructivism. In the literature, it was discovered that the theory of constructivism relates to the idea that learners learn best through experience and construct their own ideas about learning (Elliott et al. 2000:256). It was discovered through my observations that the teachers who participated provided opportunities to SN learners in PE to construct their own ideas of movements (Chapter 4.2.2.p.80). The teachers provided the learners with PE equipment, thereafter allowing them to create their own movements with the PE equipment. In my observations, SN learners were provided with equipment like Lego, dolls and bowling equipment. The learners used the equipment in their own way and created their own ideas. Learners thus developed

their motor skills using the equipment provided. Through the findings in my research and in existing literature on the constructivism theory, it can be concluded that when learners construct their ideas as a form of learning, they can develop holistically. Previous research explains that the theory of constructivism relates to PE in such a way that, when participating in PE and through PE experiences and social interactions during PE lessons, holistic development and motor skills development are occurring and SN learners are constructing their own ideas (Butz 2018). The findings in my research study from the participants' experiences concur that PE can assist in the holistic development of SN learners. In my research study, the focus was on teachers' experiences of teaching PE to SN learners. The next section of Chapter 5 includes a discussion of teachers experiences teaching PE to SN learners.

5.3 Teachers' experiences teaching PE to SN learners

The focus of my research was on FP teachers' experiences in teaching PE to SN learners, while the purpose of my research was to explore and understand the experiences of teachers teaching PE to SN learners. In the findings of my study, it was revealed that the teachers who participated in my study believed that their experiences play a role in teaching PE to SN learners. In collecting the teaching experiences of the participating teachers in teaching PE to SN learners, it was revealed that teachers rely on their teaching experiences to improve on their teaching when it comes to teaching SN learners. The teachers in my study used their experiences to improve on PE pedagogy by adapting PE lessons according to the needs they identified. The findings and the literature links that were found relating to the teachers' experiences in teaching PE to SN learners assist in answering the first research question of my study, which considers how FP teachers experience teaching PE to SN learners.

The existing literature explains that teachers' experiences are those that teachers gain from teaching (Nhlongo 2015). Teachers' experiences also focus on the teacher and provide ways to develop and improve teaching strategies and skills (Nhlongo 2015). Furthermore, in the existing literature, it was concluded that teachers' experiences play a vital role in PE, the reason being that teachers' PE teaching skills come from experience (Elliot, Atencio, Campbell, & Jess 2013). Previous experience certainly

plays a role in the development of a teacher (González-Calvo, Gerdin, Philpot, & Hortigüela-Alcalá 2020). The findings of my research support the literature and concur that teachers rely on previous teaching experiences to teach PE. The participants in my research are all FP teachers that teach PE to SN learners. The teachers all had previous experience in teaching PE to SN learners. From the observations and interviews that took place during my research, it can be concluded that through teachers' experiences, they were able to teach and adapt PE lessons for SN learners. As evident in the findings, the teachers adapted their lessons according to the learners' special needs. Some of the teachers had to adapt their lessons to accommodate the learners with physical disabilities to ensure that they could participate in PE regardless of their physical barriers. The teachers also planned their lessons accordingly. All the planning and identifying of ways to adapt their PE lessons came from their teaching experiences.

The findings of my study revealed that the teachers that participated in my study all had experience as FP teachers teaching SN learners. Most of the participants had teaching degrees, however, there was a participant in my research that did not have a teaching degree. The participant that did not have a teaching degree proves that experience plays a role in teaching, as the teacher relied on the knowledge learned from her previous teaching experience to teach PE to SN learners. The participant also gained knowledge about teaching from the experiences of other teachers like her mentor or colleagues. In that way, the participant was able to use her experience to teach PE to SN learners. The participant also agreed that through experience, she was able to develop patience and improve on her teaching strategies when teaching PE to SN learners. According to the literature, teacher education is supported by previous teaching experiences and can contribute to the teaching knowledge and skills that are being developed through teaching experience (Samsujjaman 2017). It can be surmised that even though teacher education is important, with support from existing literature and the findings in my study, teaching experiences play a vital role, together with teacher education, when it comes to teaching PE to SN learners.

According to the findings of my study, it was found that two of the participants could not provide an understanding of the term 'inclusive education'. Existing literature explains that inclusive education can be understood in many ways. For example,

inclusive education can be understood as (a) education that focuses on the diversity of learners, (b) being about recognizing and respecting learners with barriers to learning (learning that is limited due to an emotional, social, physical barrier), and as (c) focusing on adapting pedagogy to assist learners with SN (DBE 2001; Reid & Came 2009; UNESCO 2005). Throughout my study the participants were focused on including all the learners during their PE lessons, regardless of the vast diversity (physical barriers, emotional barriers, learners with different skill level). The teachers who participated in my study respected all the learners regardless of their learning barriers. Furthermore, all the participating teachers adapted their PE pedagogy to assist the learners in their class, and it can be concluded that even though some of the participating teachers could not theorize the term 'inclusive education', they practically applied (within their PE classrooms) some of the aspects associated with it. More research needs to be done on how teachers experience inclusive education for SN learners.

The theory of constructivism that was chosen as the theoretical framework of my study, and my findings reflected this: through the research I conducted, I discovered that teachers also construct knowledge through experience as the participating teachers provided evidence of how their experiences have taught them patience and provided them with the skills to always take into consideration all the learners' needs and level of development. They plan their lessons according to what their learners can do. It can be concluded from my findings and existing literature that teachers' experiences play a vital role in the way that teachers teach. In my research, teachers' experiences play a role in PE pedagogy.

5.4. PE pedagogy

The discussion in this section answers my second research question which is: How do FP teachers include SN learners in PE? One of the aims of my study was to explain, discuss and conceptualise the PE pedagogy of FP teachers teaching PE to SN learners. In my research study, PE pedagogy focused on teaching and learning in PE; identifying a suitable teaching strategy that assists in understanding PE and worthy experiences in PE; as well as identifying ways to plan a successful PE lesson that

ensures that all learning outcomes have been met (Gambo, Magonde & Nhamo 2017; Hardy & Mawer 2012). PE pedagogy relates to adaptive PE, and existing literature focuses on adaptive PE as a strategy that could be used for effective PE pedagogy because PE lessons are being adapted according to the needs of the learners (Gumbo, Magonde & Nhamo 2017; Winnick & Porretta 2016). In relation to adaptive PE, it was found in my study that teachers teaching SN learners PE *do* adapt their lessons according to the severity of the learners' SN. The teachers adapted their PE lessons to make sure that all learners were included. The findings reveal that the PE lessons were adapted for most of the learners who had physical disabilities.

The existing literature that was reviewed focused on adaptive PE. Adaptive PE is a term used in research that refers to adapting PE for SN learners; through adaptive PE, SN learners will be able to participate much more easily in lessons because adaptive PE focuses on individualized programs designed specifically for SN learners (Tuten 2020; Winnick & Porretta 2016). There is limited literature within the education sector on adaptive PE in SA relating to FP SN learners, however, during all my data gathering methods, it was found that PE lessons are being adapted by teachers teaching SN learners according to the needs of the learners. The teachers that participated in my study provided insight into how they adapt PE for SN learners – some of the ways included making notes and adaptations to the lesson plan, for example, some learners could not move their hands or legs. In that way, the teachers had to plan other ways of including the learner in PE by creating another activity for the learners. The participating teachers had to adapt the PE lessons to ensure that they accommodated *all* learners. They also focused on engaging and encouraging the SN learners during PE lessons to ensure that they are motivated to participate; through this approach, learners also learn to adapt to the PE lesson on their own. Allowing the learners to adapt the PE lesson on their own links to the theoretical framework of my study, which is the theory of constructivism (Chapter 2 p.17). The findings in my research study provided evidence of adaptive PE being practised in special schools, however there was limited research that supported adaptive PE in SA.

According to the findings of my research, the teachers would use the strategy of giving instructions and engaging with the learners by demonstrating the PE activities. In my findings, all the PE lessons were administered by more than one teacher – either a

teaching assistant or another teacher present to assist where needed. During the PE lessons, the teachers would demonstrate and assist the learners who really struggled physically. The teachers always engaged with the learners in a positive and patient manner to ensure that they understood and enjoyed the PE lessons (Chapter 4.2.2. p.80). The literature explains that when teaching PE, a combination of teaching strategies should be used (Gumbo, Magonde & Nhamo 2017). The teaching strategies that were identified in the literature had two focuses: teacher-centred learning, and learner-centred learning (Mosston & Ashworth 1990). Teacher-centred learning is a traditional approach to pedagogy in which the teacher presents information to learners and the learners receive the knowledge from the teachers through the presentation of instructions (Lathan 2020). In comparison to learner-centred learning, the teacher plays the role of the facilitator encouraging the learners to learn by constructing knowledge in their own way (Lathan 2020). There is a relationship between learner-centered learning and the theoretical framework of my research. The findings relating to the observations of my research provided insight into how FP teachers include SN learners in PE. It was evident in the observations that both teacher-centred learning and learner-centred learning took place. During the observations, the participants taught PE lessons through presenting and demonstrating movements to the learners, and the learners would then follow. On the other hand, teachers also acted as facilitators of the lesson. For example, some of the teachers provided the equipment and the learners were able to construct their ideas of how to use the equipment – in this case, the teacher facilitated.

The theoretical framework underpinning my research study is that of constructivism. PE lessons were observed as one of the data collection methods for the findings of my research study. It was gathered during each activity in School A and B that learners were provided the opportunity to create their own ideas on how to move. In School A, there were activity stations in the PE lesson; in each one of the stations the learners were provided with specific types of equipment, namely bowling ball and pins, dolls, and Lego blocks. During this lesson in my findings, the teachers provided the equipment and learners played with each piece of equipment in their own way. Some learners created their own figures with the Lego blocks, some learners created their own stories with the dolls, and some learners played bowling and created their own game with the bowling equipment. During the observation of the PE lesson in school

A, it was evident that the teachers created an opportunity for the learners to construct their own ideas and play with the equipment in their own ways. This PE lesson that was observed also relates to the theory of constructivism being used as a teaching theory. Existing research proved that the aim of using the theory of constructivism is about constructing knowledge, which allows effective pedagogy to take place (McLeod 2019). When constructivism is taking place, the lesson is learner-centred and the teacher's role is as the facilitator of the lesson, giving learners the opportunity for active participation (McLeod 2019). The learners were able to participate in the lesson and create their own way of learning. Overall, during the observations and the interviews, it was gathered that the teachers that participated in my study always focused on making the learners independent enough to learn on their own, therefore the teachers were using the theory of constructivism for effective PE pedagogy.

Through the literature and findings, it can be concluded that learner-centred learning relates to effective pedagogy taking place when learners construct their knowledge. Learner-centred learning links directly to the theory of constructivism, which also focuses on the idea that effective pedagogy takes place when learners construct their ideas and their knowledge. Therefore, existing literature and the findings of my study prove that effective PE pedagogy takes place with a combination of teaching strategies that focus on teacher-centred and learner-centred learning, as well as that effective PE pedagogy comes from teaching experience. Teachers rely on their experiences to improve on their teaching, which directly links to effective PE pedagogy. My research study has limitations and recommendations for future research.

5.5. Recommendations and limitations

5.5.1. Limitations

The purpose of my study was to understand and explore the experiences of teachers teaching PE to SN learners. The focus of my research study was on the experiences of FP teachers teaching PE to SN learners.

My study was qualitative. The participants that were part of my study were limited to FP teachers. The reason that the FP was chosen for my study was because of my specialization in the FP and because of the importance of PE in the FP. Existing literature concluded that when PE is taught in the FP, learners can develop an understanding of the importance of movement and physical activity; it also contributes to learners' motor skills development and holistic development.

The data gathering in my research study was applicable only to teachers in special schools. Existing literature supported my study by proving that teachers are vital to education and play an important role in the upliftment of the community and society in SA (DBE 2021), which is why teachers and their experiences were my study's focus. However, using teachers only in special schools in my research study could be perceived as a limitation because teachers in mainstream schools can also contribute to the existing body of knowledge concerning PE for SN learners.

The research sites for my study focused only on special schools in Gauteng. There was a gap in the literature on PE and SN in SA and it is my hope that my research is a stepping-stone in filling that gap. Future research related to my study could be focused on studies throughout SA, rather than being limited to certain provinces or certain cities.

Another limitation that impacted my research study was the Covid-19 pandemic. The Covid-19 pandemic began during the first year of my research study and proved to be a major limitation to my study for a number of reasons. One of these reasons included the pedagogy of teachers having to change due to the pandemic. Furthermore, there was limited access to libraries and facilities at the university, my data gathering could only take place when the schools were allowed to grant entry to outsiders onto school grounds depending on the different levels of lockdown, and lastly, during my data gathering I needed to adhere to Covid-19 protocols like wearing a mask and keeping a 1.5m distance between me and the teachers. Due to these protocols, I found it difficult to speak through a mask and I was unable to take note of the facial expressions of my participants, which could have contributed to my research study and future research studies.

Further research is recommended, taking into consideration all the limitations of my study.

5.5.2. Recommendations

5.5.2.1. Recommendations for future research

My research was qualitative. It can be recommended for future research that a quantitative research approach should be used, as it will give more information regarding PE and SN. The quantitative research approach could provide more detailed evidence on PE for SN learners by exposing changes that need to happen to the current problems. The data gathering methods that could be used in a quantitative research approach include online surveys, with the data being analyzed and presented numerically. The research study could represent the statistics of a chosen topic.

In my research study, my focus was on SN learners – learners with additional needs, including physical and learning barriers. However, during my findings the teachers always spoke about physical barriers more than the overall barriers to learning. Research could also be done with a focus on mentally disabled learners and the impact that PE has on them. Even though many of the teachers touched on how they adapt their PE lessons for physically disabled learners, further research can be done with physical disability and PE being the focus.

There was a gap in the literature on adaptive PE for SN learners in SA. Further research can be done on this. In my research, participants provided evidence that PE lessons are being adapted for SN learners, however, future research could focus on providing literature about adaptive PE in SA. In relation to adaptive PE in SA, future research can be done regarding policy and practice for in-service/pre-service training, specifically in PE for SN learners.

Data gathering was done in a LSEN school and a SN learning center. Further research can be done in other special schools and ordinary public schools. Specifically, comparisons could be made between special schools and ordinary public schools on PE for SN learners.

Further research for other age groups/phases could be done in other LSEN schools and SN learning centers, as well as in other provinces as this research focuses on the FP of schools in Gauteng. Future research could be done on PE programs for SN learners, as well as PE resources and tools that could be created for ordinary public schools in SA to assist SN learners in an ordinary public school classroom.

5.5.2.2. Implications for teacher education

My findings can be used in continuous professional development workshops and teacher training to share in the community of practice. The findings could particularly contribute to the body of knowledge on teaching experiences of FP teachers teaching PE to SN learners in SA.

Workshops and teacher training for pre-service teachers can also be added into tertiary education for Education students. My research study and findings can be shared with students to provide them with insight into the experiences of teachers teaching PE to SN learners. Furthermore, students can use my research study in their training and development when studying topics like human movement studies. My research can provide students insight into PE for SN learners.

The next section of my research study provides a personal and professional reflection on my research study.

5.6. Personal and professional reflection on my research study

In my qualitative research study, reflection plays an important role. According to L.A. Primeau (2003), reflection is a qualitative research strategy that addresses the people and events that the research encounters in the field. The purpose of a reflection in a qualitative research study is to provide readers with knowledge about what was happening throughout the research process (Primeau 2003). Reflection also “addresses the subjective nature of the research account as a narrative constructed by us as researchers”, and lastly, it is included in a research study to tell the story of

the process of the research (Primeau, 2003:9). I will be reflecting on the personal and professional role that my research study has had on me as a researcher.

This research study was chosen by me in an effort to create new knowledge about PE for SN learners. As a FP teacher specialist, I have always been passionate about PE. My passion for PE started at a young age. During my time growing up, I always participated in sports and always enjoyed PE in school. My initial choice of studies was biokinetics because of the focus on movement and helping people through movement. However, as time passed, I started becoming passionate about children and wanting to make a difference in a child's life. I then realized that teaching in the FP as a career was my calling to make a difference. Fortunately, during my Honours, I was provided with an opportunity to join the PE side of teaching and study a module with a focus on inclusive education. I was not willing to turn away that opportunity. Even though I never had a PE background when studying for a teaching degree, I was up for the challenge. The research of my study will add to my knowledge about PE and SN learners. It has already provided me with insight into how teachers teach PE to SN learners and use their experiences to include SN learners in PE.

As a personal reflection on my study, I can state that the research has built on my knowledge of PE and SN, although I have found the research process very challenging. The Covid-19 pandemic started when I began my research study process, and it has taken a mental, emotional, and physical toll on me. Even with the challenges of the pandemic, PE is a passion. During my time of data gathering, happiness and excitement of the teachers and the learners motivated me to complete my research study. PE has always been an important part of me, and SN learners have always found a special place in me. With a combination of my two passions, I was able to find motivation in my research and my data gathering to complete my research study.

As a professional reflection on my research, I was provided with new knowledge and skills. Some of the new skills and knowledge assist me in my career as a part-time lecturer. I was fortunate enough to lecture Higher Education students on teaching PE in the FP. I could share discoveries about PE with my Higher Education students and I was also able to gain new knowledge about PE from the module I am teaching. I also developed new writing skills and communication skills. During my data gathering, I

was able to build on the skill of gathering data through conducting my observations, interviews, and questionnaires. With my previous knowledge of teaching, I was able to gather insight into how SN teachers teach. On a professional level, my research study provided me with the opportunity to conduct research. Conducting research is an important skill that can be used at a professional level when teaching and lecturing.

An overall reflection on my research is that the process has contributed to my development on both a personal and professional level.

5.7. Conclusion

The focus of my study was on teachers' experiences teaching PE to SN learners. According to the existing literature that was reviewed, as well as my research findings, teachers' experiences assist in teaching PE to SN learners. Through these experiences, the teachers can implement different teaching strategies to include all SN learners in PE to contribute to the holistic development of all learners.

The findings of my study provided three themes to support the existing literature. Concerning the themes that were discovered through the findings, it can be concluded that adaptive PE for SN learners is being used in special schools, however, there was a gap in the literature on adaptive PE in SA. Existing literature and the findings of my study provided evidence on how PE plays an important role in the holistic development of SN learners. The overall conclusion that was discovered in my research study was that PE assists in holistic development.

The research questions were answered through the findings of my study and they link to the literature of my study. It was an exciting experience to explore, understand and gain insight into the experiences of teachers teaching PE to SN learners during my observations and interviews with the participants in my study. It was also interesting to identify how each participant had different experiences and how their experiences contributed to the teaching strategies that they used when teaching PE to SN learners. The teachers provided evidence, in the data gathering, of how their experiences have taught them patience and provided them with the skills to always take into

consideration all their learners' needs and respective levels of development. They plan their lessons according to what their learners can do.

As a conclusion to my research, the existing literature and research findings provided an understanding to the phenomenon that teachers' experiences play a vital role in the way that teachers teach, including the teaching strategies that they use for effective pedagogy and inclusion of SN learners in PE. Hopefully, from my research study, more training can be provided to teachers on teaching PE to SN learners. I am hopeful that, through a combination of teacher experiences and additional PE teacher training and SN teacher training, teachers will be provided with enough knowledge to teach PE to SN learners and construct an effective pedagogy to ensure that they teach quality PE.

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Annexure 1

Information letter and consent letter to participant



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Information Letter and consent letter to participant

Dear Participant

I am a Masters education (Med General) student at the University of Pretoria, and I am conducting a study examining the role of physical education on foundation phase special needs learners in Gauteng special schools. In order for me to complete my research study I am required to invite participants to complete questionnaires, and participate in interviews. I will also observe a foundation phase physical education lesson in your classroom while you teach PE. The results of my study will hopefully improve physical education as a part of inclusive education in South Africa.

The participants of my study will follow a specific selection criteria. The participants of my study will include 1 teacher from each grade in the Foundation Phase. 1 teacher from Grade 1, 1 teacher from Grade 2 and 1 teacher from Grade 3. I will use two criteria to purposively choose participants. The first criterion will be that participants must be qualified teachers who teach in the foundation phase. The second criterion that will be followed is that participants must be qualified teachers who teach in a special needs schools in Gauteng. During my study special needs learners will not be participants but they will be present during my observations. There is no selection criteria for learners because learners are not participants in the study.

I am interested in your experience in teaching foundation phase special needs learners physical education. I would like to gather insight into your experience as a foundation phase special needs teacher teaching physical education. With your permission, I would like to kindly ask you to complete an electronic questionnaire, followed by an interview and ending off with a classroom observation. I would like to request your permission to observe you during a lesson teaching physical education to special needs learners. The learners will not be captured in the photos of the observations. I will be focusing on how you might adapt your

teaching styles/strategies for special needs learners during physical education. I will include photos of the classroom environment. The identity of you as the teacher and the learners in your class will remain confidential with only the myself and my supervisor viewing the photos during data collection and analysis. No photos of the learners will be captured.

I would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research, may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies. Your comments, expertise, and participation will add value to this study and will be much appreciated.

Your participation and consent in the research study is strictly voluntary and all efforts to protect your identity and keep the information confidential will be taken.

Please feel free contact me vial email at amaraghoor@hotmail.com, if you have any questions or concerns about the study. If you choose to participate please complete the consent form below.

Sincerely,
Amara Ghoor



I (full name), _____,
have read the information letter and understand the nature and conditions of the above study.

Please tick the relevant blocks:

I give my consent to participate in this study.

I agree that I may be audio recorded during interviews.

I volunteer that the researcher may visit the school I am teaching at, to observe me teaching PE.

I give consent to the researcher to capture photos of me teaching, however no learners will be allowed to be captured in the photos.

Date:

(Participant Signature)

Annexure 2

Information letter and consent letter to school principal



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Information Letter and consent form to school principal

Dear Principal

My name is Amara Ghoor, and I am an Education student at the University of Pretoria. The research I wish to conduct for my Master's Dissertation involves examining the role of Physical Education on foundation phase special needs learners in Gauteng special schools. In order for me to complete my research study I am required to invite participants to complete questionnaires, and participate in interviews. I will also observe a foundation phase teacher while teaching a Physical Education lesson. The aim of my study is to improve Physical Education as part of inclusive education in South Africa.

The participants of my study will follow a specific selection criteria. The participants of my study will include 1 teacher from each grade in the foundation phase. 1 teacher from Grade 1, 1 teacher from grade 2 and 1 teacher from grade 3. I will use two criteria to purposively choose participants. The first criterion will be that participants must be Physical Education qualified teachers who teach in the foundation phase. The second criterion that will be followed is that participants must be qualified teachers who teach in a special needs schools in Gauteng. There is no selection criteria for learners because learners are not participants in my study.

I am interested in inviting participants, specifically Physical Education foundation phase teachers, from your school to provide information on their experiences in teaching Physical Education to foundation phase special needs learners. I would like foundation phase Physical Education teachers to explain their experiences into how they adapt their lessons to accommodate special needs learners. With your permission, I would like to kindly ask you to allow me into your school to get consent from participants in your school to complete an electronic questionnaire, followed by an interview and ending off with a classroom observation. I would also like to request your permission to use the gathered data,

confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research, may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

The interviews will be conducted, recorded and transcribed for evaluation. The observations that will take place will include photos of the classroom environment. No learners will be captured in the photos. I will be observing how the teacher teaches and will focus on capturing photos of the teacher teaching and the classroom surroundings, for example the equipment, classroom set up, teaching method, teaching style etc. The identity of the participants, which are the teachers, will remain confidential with only myself and my supervisor viewing the photos during data collection and analysis. There will be no harm during my data collection and I will only assess the important components of the data collection for my study.

If you require further information or have any questions or concerns, kindly contact me on amaraghoor@hotmail.com. Kindly complete the consent form below.

Sincerely,

Amara Ghoor



I (full name), _____,
have read the information letter and understand the nature and conditions of the above study.

Please tick the relevant blocks:

I give my consent for my school to participate in this study.

I agree that audio recordings will be done during interviews in the school.

I volunteer that the researcher may visit the school and observe participants
teaching PE.

I give consent to the researcher to capture photos of the participants teaching,
with no learners being captured in the photos.

Date:

(Principal Signature)

Annexure 3

DBE Rsearch approval letter



GAUTENG PROVINCE
 Department: Education
 REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	08 December 2020
Validity of Research Approval:	08 February 2021– 30 September 2021 2019/707
Name of Researcher:	Ghoor AS
Address of Researcher:	216 Julius Jeppe Sreet
	Waterkloof
	Pretoria
Telephone Number:	072 035 4461
Email address:	amaraghoor@hotmail.com / u15057802@tuks.co.za
Research Topic:	The role of physical Education on Foundation phase special needs learners in Gauteng special schools as resource centres
Type of qualification	Master's in Education
Number and type of schools:	2 LSEN Schools
District/s/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

Annexure 4

Interview schedule and interview questions

Interview schedule/interview questions

Participants

Interviews will be done with the participants at their participating schools. The interviews will be scheduled for after school hours.

	School A	School B
Grade 1	1 teacher	1 teacher
Grade 2	1 teacher	1 teacher
Grade 3	1 teacher	1 teacher

Start by introducing myself and making the participant feel comfortable. Explain a few important points on my what my research is about. Some of the points that will be explained will be the aims of my study; the rationale and motivation of my study and the benefits of my study.

Allow the participant to introduce himself/herself.

Interview Questions:

1. Where did you complete your studies and how long did it take to become a specialist in teaching PE to special needs learners?
2. How does your qualification contribute to teaching PE to special needs learners?
3. How do your experiences contribute to the quality of teaching PE to special needs learners?
4. What do you understand by the term inclusive education?
5. What do you understand by the term special needs?
6. Can you provide a few examples of the types of special needs that your learners have?
7. Can you provide me with a summary of how you accommodate different special needs in your PE lessons?

8. Do you adapt PE equipment for special needs learners? If yes, how do you adapt the equipment. If no, why do you not adapt the equipment.
9. Explain how you plan your lessons to ensure that all special needs learners can participate.
10. Do you believe that PE is important for special needs learners? If yes, in what way. If no, why not.
11. Can you describe the role that PE plays in the life of special needs learner?

End off by thanking the participant for their participation and answering the questions to the best of their ability.

Once the interviews are complete, the recording will be transcribed and used for evaluation for the research study.

Annexure 5

Participant Questionnaire

Participant Questionnaire

Name & Surname:

.....

Contact Details:

Date:

School:

Signature:



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Thank you for choosing to be a participant in my study. Please take some time to complete the following questions to the best of your ability.

1. Male or Female?

M	F
---	---

2. Age:

3. What language do you teach in?

4. Where did you study to be a special needs teacher?

.....

5. What is your highest qualification?

.....

6. How many years of teaching experience do you have as a physical education (PE) special needs teacher?

.....

7. Have you had professional training as a PE special needs teacher?

.....

8. **Do you use the CAPS curriculum when teaching PE to special needs learners? If no, what curriculum do you follow?**

.....
.....

9. **What grade do you teach PE to?**

10. **How many learners do you teach?**

11. **How many PE lessons do you teach every week?**

12. **How long are your PE lessons?**

13. **What are some of your strengths in teaching PE to special needs learners?**

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

14. **What are some of the challenges you face when teaching PE to special needs learners?**

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

15. **Do you believe PE is beneficial to special needs learners? Or do you believe that PE is unnecessary?**

.....
.....

Thank you for completing my questionnaire.

Annexure 6

Observation Field Notes

Notes about school A:

- Lesson took place in the morning.
- The Grade 1, 2 & 3 learners were combined and split between three stations.
- Teaching assistants at every station
- Each activity was 15mins = 45minutes for the whole PE lesson.
- Station 1: Teacher A1, Station 2: Teacher A2, Station 3: Teacher A3.
- Each activity had 2 teachers, 1 teacher and 1 teaching assistant.
- Teaching assistants mostly with physically disabled learners.
- School A had learners with physical disabilities and other learners like autistic learners, slow learners.
- Very advanced school
- English and Afrikaans schools.
- Very big school.
- Classrooms had computers
- Teaching assistants in each classroom
- All female teachers in the foundation phase
- Personal note: Think clearly about the observation when writing chapter 4.

Observation Field notes

School: A – Teacher A1

Grade: Mix grades

Criteria	Observation Notes
1. Set up of the lesson	An open field area in the school.
2. Equipment	Soccer ball
3. Starting the PE lesson	Warm up as a starter. Static stretches, jogging on the spot and soccer drills. Teacher demonstrated the warmup and teaching assistants assisted the physically disabled learners to move their bodies according to each learner's capability.
4. Teacher's engagement with the learners	Very positive, encouraging and motivating. The teacher engaged with the learners through soccer. The teacher demonstrated and then the learners followed. The teacher played with the learners throughout the lesson and used positive words of encouragement when engaging.
5. End of the lesson	All the learners and teachers ended the lesson together. The teacher A1 did the cooldown with the learners as the end of the lesson. Bell rang and they all went to their classes.
6. Focus of the lesson	Motor skill development using soccer.

Observation Field notes

School: A – Teacher A2

Grade: Mix Grades

Criteria	Observation Notes
1. Set up of the lesson	There were three sub-stations in this set up. Set up was in the playground of the FP section in front of the FP classes.
2. Equipment	Dolls, legos, bowling equipment (bowling pins and bowling ball)
3. Starting the PE lesson	Started off by dividing the learners between the 3 stations. Learners were allowed to choose the sub-station they wanted to belong to. No warm-up.
4. Engaging with the learners	The teacher was more facilitator and watching over the learners in each substation. Teacher A2 even participated and played with the learners bowling to encourage the learners to move.
5. End of the lesson	Teacher A2 got the learners together with the other learners and supervised while teacher A1 did the cool down with the learners.
6. Focus of the lesson	The focus of the lesson was motor skill development. Specifically fine motor skill development and gross motor skill development through Lego's, dolls and bowling.

Observation field notes

School: A – Teacher A3

Grade: Mix Grades

Criteria	Observation Notes
1. Set up of the lesson	The third station was a netball station. The set up was in the open netball court of the school.
2. Equipment	Netball ball and netball hoop.
3. Starting the PE lesson	Warm up with stretches, jogging on the spot and throwing the ball in the hoop. Teacher demonstrates the warmup.
4. Engaging with the learners	Teacher A3 was very encouraging with the learners. She was loud and always clapped and praised the learners. Teacher A3 would demonstrate and then watch the learners perform the activity.
5. End of the lesson	The teacher A3 gathered all the learners to go and join the other learners for a cool down.
6. Focus	Motor skill development. Specifically gross motor skill development by throwing and catching.

Observation Field Notes

Notes on school B:

- Small school
- Small classes
- Grade 1 – grade 12
- Mixed classes with SN learners and learners who do not have special needs, but their parents wanted them to go to a school with small classes for individualized attention.
- No physically disabled learners in Grade 1 and 3, only 1 in grade 2. He could move his upper body; his lower body could not move.
- 2 grade 1 classes
- Not a very high-class school, teachers have small desks and chalkboards.
- No computers in the class, only 1 computer room for the teachers.
- PE lesson was scheduled for 12pm.
- Grade 1 learners go first for 30mins and then grade 2 and 3 learners combined for PE lesson for 30mins.
- PE lessons took place in a small area in front of the school, from what I saw there was not playground for the learners.
- No teaching assistants - could be why there was always 2 teachers for the PE lesson.
- Grade 1 had 2 teachers; Grade 2 and 3 classes were combined for their PE lesson.

Observation field Notes

School: A – Teacher B1

Grade: Grade 1

Activity 1: Jump in and out of the hoop.

Activity 2: Catch the bean bag and throw back to the teacher – 2 rounds

Criteria	Observation Notes
1. Set up of the lesson	There was no specific set up of the lesson. The equipment was put to the side so that the teacher could start the lesson. There were 2 grade 1 teachers. Teacher B1 conducted the lesson while the other teachers assisted and supervised. During the lesson the teachers would set up the lesson.
2. Equipment	6 Hula hoops, 6 bean bags and 1 cone.
3. Starting the PE lesson	Started off with a warmup. Teacher B1 would demonstrate the warmup. Learners were in circle and the teacher B1 was in the middle to demonstrate and for the learners to follow along. Warm up included static stretches and crab walks from one end of the area to the other.
4. Engaging with the learners	Very positive and patient. The teacher B1 always had patience with the learners, especially those that might struggle with the movements. Very clear instructions.
5. End of the lesson	Ended off with a cool down, learners were in a circle and the teacher was in the middle. Deep breathing and static stretches.
6. Focus	The focus of the lesson was on motor skill development. Gross motor skill development through jumping, throwing, and catching

Observation notes

School: B – Teacher B2 & B3

Grade: Grade 2 & 3

Activity 1: Throw the bean bag into the hoop

Activity 2: Running to the cone and back

Criteria	Observation Notes
1. Set up of the lesson	Just like the grade 1 lesson, the teacher did not have any specific set up. The teachers assisted one another during the lesson to set up the equipment for activity 1 and 2.
2. Equipment	6 hula hoops, 6 bean bags, 1 cone
3. Starting the PE lesson	The start of the lesson began with a warmup by teacher B2. Teacher B2 was placed in the middle of the circle to do the warmup. Teacher B3 was part of the circle and followed along and assisted the learners. Warm up included jogging on the spot and static stretches.
4. Engaging with the learners	Both teacher B2 and B3 engaged with the learners very patiently and used encouraging words and motivation throughout the lesson. The teachers always assisted where needed and ensure that the physically disabled learners was not left behind or left out of the PE lesson.
5. End of the lesson	Teacher B3 did the cool down as the end of the lesson. It consisted of static stretches and deep breathing. Teacher B2 joined the circle and followed along.
6. Focus	The focus of the lesson was on motor skill development. Gross motor skills like throwing and running.

Annexure 7

Code List

ATLAS.ti Report

Thesis 2021

Codes

Report created by Amara Ghoor on 02 Feb 2022

- 1. Adapting
- 2. PE contributions
- 3. Teacher experiences