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Appendices

- Appendix A:
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APPENDIX A: INFORMATION SHEET AND PERMISSION LETTER TO CONDUCT

EXAMPLE: RESEARCH AT ABC PREPARATORY SCHOOL

The Principal

ABC principle

ABC Location



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear ABC Principle

Study title: *The value of facilitators for learners with special needs*

I, [researcher], am currently studying for my Master's degree in Educational Psychology at the University of Pretoria. I request your permission to conduct a research study at [ABC] Remedial Preparatory School. The research will focus on the value of facilitation, as an inclusive education practice, within the inclusive school and specifically on the lives of learners with special needs (LwS).

Research aims:

The researcher aims to achieve this by examining the perspectives of three selected individuals within the LwS programme. The study will include the selected parents who children have special needs, their special education educators, their facilitators. For schools to fully embrace the diversity of the unique South African context, and the various learning barriers presented in schools, facilitation has increasingly become an essential and vital practice to achieve inclusive educational practices for all students within schools, both locally and internationally. Facilitators can be regarded as crucial members of LwS's special education service teams who work effectively as links between educators, parents, learners, and community service providers. However, empirical literature has revealed many potential challenges and successes of facilitators have made internationally in the education of learners with special needs.

Nonetheless, facilitators are increasingly becoming an essential practice for potential academic achievement as well as the emotional and social well-being of learners with special needs. Problematically there has been limited research conducted on facilitation within South Africa. This is especially damaging as high-quality inclusion includes the ability for learners to belong, participate and socially interact but, more importantly, where their diversity is valued, and their learning promotes meaningful outcomes. Thus, this research aims to investigate the experiences facilitation has had within the South African context.

The research methods

This research study will include nine interviews in total, after ethical clearance has been obtained. These interviews will include three interviews with Intermediate Phase special needs educators, three facilitators and three parents who children have special needs. All participants will be asked to participate in a semi-structured interview at a time that is convenient to the individual participant. Each interview will be conducted off campus to ensure confidentiality, not to interfere with any duties, activities, or responsibilities of the participant. Both the facilitator and special educator interview will last for 60 – 90 minutes. Each interview will include the collection of explanations and descriptions of the experiences of each participant. I will be using, but not limited to, a general framework of predetermined questions based on current academia and research questions about facilitation. Furthermore, a participant may be asked to elaborate on their answers to clarify their experiences.

To ensure the quality of the interview process and data collection, within all the interviews, I will be using recording notes in a research journal as well as using an audio-recording device to capture the data. The purpose of this is to ensure the transcription of data is valid and authentic. All documentation and information provided and recorded will be kept strictly confidential, in a locked cupboard, on a password-protected device to ensure the confidentiality of potentially sensitive data. Only my supervisor and I will have access to the information, and all other ethical requirements will be ensured and maintained by myself and my supervisor. Furthermore, a thematic content analysis will be conducted to interpret the data.

For this study, the participants selected will be based on the following criteria:

- All participants must voluntarily provide informed consent and must speak English
- Special needs educators must teach the Intermediate Phase and have at least 2 years experience in teaching learners with special needs who have facilitators.

- Facilitators should be providing one-to-one facilitation currently with a LwS
- Parents/Guardians /Caregivers of the learners with special needs will be interviewed as well.

Before any interview is conducted, I shall meet with all the participants to explain the entire process, responsibilities, and roles the participant will have. During these meetings I shall answer any questions, concerns or problems potential participants may have. Additionally, all participants will receive an informed consent letter which will contain all relevant details of the study as well as all relevant information concerning the research. The information meeting and the informed consent letter will ensure that all participants fully understand the research being conducted before agreeing to participate, as well as to minimise any potential harm to the participants.

Confidentiality and ethics

Personal details of the participants will be kept strictly confidential, and anonymity will be ensured during the entire research process. This will be done by ensuring no personal information can be linked to participants within the mini dissertation by using pseudo names throughout the mini dissertation. The informed consent letter will also explain that the participants personal details will be kept confidential, and anonymity will be guaranteed as the data will not be linked to their personal details. These personal details will only be known to the researcher and his supervisor and will not be included in the mini dissertation. I shall inform them that at any time they are able to withdraw from the study without any prior explanation nor with any implications, and that all data pertaining to the participant will be removed from the study. Each participant can choose to not to answer questions that make them uncomfortable. Furthermore, all participants will not be receiving any form of compensation for their participation within the study.

Risks

The potential risks participants may experience in participating in this research study are the risks that apply to all research studies and were taken into consideration. The categories that were considered include the psychological, economical, physical and legal risks, together with the loss of confidentiality.

The physical risks to the participant may relate to the loss of confidentiality in terms of the participants' personal details; the psychological risks to the participants in terms of connecting

the data findings to their self-worth or self-image; the economic risk that participants may endure when considering research activities may result in potential financial losses; the possible pain, injury or disease as a result of revealing their experiences and the legal risk in that the participants may be in violation of the law.

In consideration of the potential risk categories, the researcher will ensure that the safety of all participants is ensured, and no harm is caused to any participant. The concept of “no more than minimal risk” to the participants will be applied. “No more than minimal risk” can be defined as the probability or size of risk associated with this research has been anticipated, and the risks are no more than those associated with and encountered in the participant’s daily activities. Furthermore, these risks will be closely monitored at every stage of the research process.

Benefits of participation

By agreeing to participate in the study, each participant will be making a valuable contribution to the current limited knowledge and understanding of the field of facilitation. By providing information on their unique successes and challenges, it is the aim of this research to reveal the value facilitation can have within our unique context, in comparison to internationally. The knowledge emerging from this research may be beneficial to other researchers in the same field of study in the improvement of policies and guidelines which may guide facilitation as an inclusive education practice. In doing so, learners with special needs will benefit as this will allow schools to provide deeper meaningful learning opportunities for their development and future success. Furthermore, all participants will receive a copy of the results once the final report is compiled. In addition, I shall provide an opportunity for any member that wishes to meet with me at their convenience to discuss the results of the report.

We request your permission to use the data gathered in this study, 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, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

COVID-19 procedures to be followed:

To prevent the spread of the COVID-19 pandemic the following protocols from the World Health Organisation (2021) will be used:

- 1) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 2) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.
 - A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr [Researcher] or on email address.

I would like to take this opportunity to thank you for your consideration of my research project being conducted in your school. I look forward to hearing from you and receiving your decision. Please feel free to contact me if you have any further questions or need clarification on any point. I can be contacted at any time on my cell phone number, _____ or via email:_____. You are also welcomed to contact Dr ____[supervisor]_____ on _____*email*____ or on _____*number*_____.

Yours faithfully,
Mr [Researcher]

Approved by the Dr _____ (Supervisor)

Signature

[Researcher]

Dr [Supervisor]

Date

Date

Please indicate by signing you understand the above information and that you give voluntary consent for the researcher to conduct this research with the above-mentioned participants.

PERMISSION FOR RESEARCH

I, _____, hereby give permission to [Researcher] to include conduct research at _____ Remedial Preparatory School, where he will conduct interviews with special education educators, facilitators and learners with special needs in his research on *The value of facilitators for learners with special needs*.

Signature: _____ Date: _____

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER - TO PARENTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

			:
Date	Month	Year	Time

Dear Parents, Care-givers and Legal Guardians

Dear Mr / Mrs **Date:**

1. INTRODUCTION

I, [Researcher] , a Master’s student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60 – 90 minutes. The initial interview will be a one-on-one meeting between the both or either parent, and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, “In your opinion, how do facilitators affect the academic success of learners?” Concerning learners with special needs, questions such as, “How do you expect your facilitator to help your child during their school day?” will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

<u>Researcher and participant initial:</u>
--

4. RISK AND DISCOMFORTS INVOLVED

This research does not aim to put any parent at risk which may including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, any participant can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

Any parent who participates in the study will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini-dissertation, participants' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report, or other research output.

Researcher and participant initial:

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed medical journal or presented at conferences in such a way that it will not possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would 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, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols form the World Health Organisation (2021) will be used:

- 3) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 4) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.

Researcher and participant initial:

- A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr _____ on _____ or on _____

12. Consent form for Parent, Caregiver and Legal Guardian

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given all necessary information about this research study titled *The value of facilitators for learners with special needs* and have discussed the research project with *Mr [Researcher]*. I agree to participate in *Mr [Researcher]*'s study, who is conducting this research as part of his study for a Master's degree in Educational Psychology, under the supervision of *Dr [Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had the opportunity to ask *Mr[Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary. I am free to refuse to participate, and free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member of the research project.

If I have any enquiries about the research, I can contact *Mr [Researcher]* on _____ or on _____. If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs _____ at the University of Pretoria on _____ or email _____

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	

Researcher and participant initial:

3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <u>an audio recorder</u> during the interview and this form of data collection have been explained and provided to me.	
8.	The use of data in research, publications, sharing and archiving has been explained to me.	
9.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
10.	I provide consent for the researcher to have access and use <u>medical records</u>, <u>educational psychology reports</u> and <u>other therapist reports</u> to aid in the <u>facilitators understanding of the learner and the facilitation process</u>.	
11.	I provide consent for the researcher to make photocopies of <u>classroom activities and homework</u> from my child's workbooks as a form of data collection. This has been explained and provided to me. I give permission for the researcher to use these photocopies of the work in publications. I have been informed that I will be given the opportunity to see the examples of the activities and consent to allowing the work to be published.	
12.	I consent that I am aware that the researcher will only be able to gain access to academic records of my child by presenting the teacher this signed consent form that I have signed, which allows him to use the activities.	

13.	I, along with the researcher, agree to sign and date this informed consent form.	
14.	I have received a signed copy of this informed consent agreement.	

Parent/ Guardian Signature _____ Date _____

Researcher

Name of Researcher **Signature** **Date**

Supervisor

Name of Supervisor **Signature** **Date**

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER – TO TEACHERS



**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

Date	Month	Year

:
Time

Dear Prospective Participant

Dear Mr / Mrs Date:

1. INTRODUCTION

I, _____, a Master's student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail, before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60-90 minutes. The initial interview will be a one-on-one meeting between you and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, "In your opinion, how do facilitators affect the academic success of learners?" Concerning learners with special needs, questions such as, "How does your facilitator help you during your school day?" will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

Researcher and participant initial:

4. RISK AND DISCOMFORTS INVOLVED

This research does not aim to put you at risk including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, you can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

If you participate in the study, you will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini-dissertation, your' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report or other research output.

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed

Researcher and participant initial:

medical journal or presented at conferences in such a way that it will not be possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information, or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would 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, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols from the World Health Organisation (2021) will be used:

- 5) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 6) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.

A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

Researcher and participant initial:

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ---, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr Researcher on cell phone or on email .

Researcher and participant initial:

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given all necessary information about this research study titled *The value of facilitators for learners with special needs* and have discussed the research project with *Mr [Researcher]*. I agree to participate in *Mr [Researcher]* study, who is conducting this research as part of his study for a Master's degree in Educational Psychology, under the supervision of *Dr [Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had the opportunity to ask *Mr [Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary. I am free to refuse to participate, and free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member of the research project.

If I have any enquiries about the research, I can contact *Mr [Researcher]* on cell phone or on email .If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs _____ at the University of Pretoria on _____ or email _____.

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	
3.	I voluntarily agree to participate in the project.	

4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g., use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <u>an audio recorder</u> during the interview and this form of data collection have been explained and provided to me.	
8.	I provide consent for the researcher to make photocopies of <u>classroom activities and homework</u> from the learner d's workbooks as a form of data collection. This has been explained and provided to me. I give permission for the researcher to use these photocopies of the work in publications. I have been informed that I will be given the opportunity to see the examples of the activities and consent to allowing the work to be published.	
9.	I consent that I am aware that the researcher will only be able to gain access to academic records by presenting me with the signed document by the parents that states that he is able to use activities.	
10.	The use of data in research, publications, sharing and archiving has been explained to me.	
11.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
12.	I, along with the researcher, agree to sign and date this informed consent form.	
13.	I have received a signed copy of this informed consent agreement.	

Name of Participant

Signature

Date

Researcher

Name of Researcher

Signature

Date

Supervisor

Name of Supervisor

Signature

Date

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER –FACILITATOR



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

			:
Date	Month	Year	Time

Dear Prospective Participant

Dear Mr / Mrs **Date:**

1. INTRODUCTION

I, [*Researcher*], a Master’s student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60-90 minutes. The initial interview will be a one-on-one meeting between you and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, “In your opinion, how do facilitators affect the academic success of learners?” Concerning learners with special needs, questions such as, “How does your facilitator help you during your school day?” will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

<u>Researcher and participant initial:</u>
--

This research does not aim to put you at risk including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, you can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

If you participate in the study, you will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini dissertation, your' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report, or other research output.

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed

Researcher and participant initial:

medical journal or presented at conferences in such a way that it will not possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information, or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would 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, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols form the World Health Organisation (2021) will be used:

- 7) Participants will are welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 8) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A ben bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.
 - A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

Researcher and participant initial:

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level -----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr *[Researcher]* on _____ cell _____ or on _____ email _____.

Researcher and participant initial:

12. Consent form for Facilitator

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given information about this research study titled *The value of facilitators for learners with special needs* and discussed the research project with Mr *[Researcher]*. I agree to participate in Mr *[Researcher]*'s study who is conducting this research as part of his Master's in Educational Psychology degree under the supervision of Dr *[Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had an opportunity to ask Mr. *[Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary, that I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member within the research project.

If I have any enquiries about the research, I can contact Mr *[Researcher]* on _____ or on _____ email _____. If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs Mari Ferreira at the University of Pretoria on _____ or email _____

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	

3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <i>an audio recorder</i> during the interview and this form of data collection have been explained and provided to me.	
8.	The use of data in research, publications, sharing and archiving has been explained to me.	
9.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
10.	I, along with the researcher, agree to sign and date this informed consent form.	
11.	I have received a signed copy of this informed consent agreement.	

Participant

Name of Participant **Signature** **Date**

Name of Researcher **Signature** **Date**

Name of Supervisor **Signature** **Date**

APPENDIX B: SEMI-STRUCTURED INTERVIEW FOR PARTICIPANTS

SEMI-STRUCTURED INTERVIEW FOR EDUCATORS

Special Educator Interview:

1. Good morning/afternoon. Before we begin, can you please describe yourself as an educator?
 - a. What inspired you to become an educator?
 - b. Where did you train/qualify?
 - c. How many years of experience do you have teaching?
 - d. What grade do you teach?
 - e. How would you define your role as an educator within your school?
 - i. And with LwSs?
2. How do you define inclusive education?
 - a. What is your opinion on Inclusive education?
 - b. What are your views on inclusive education based on?
3. What experience do you have with learners with special needs?
 - a. How many years have you worked with learners with special needs?
 - b. What are the different types of LwSs you work with as an educator?
 - c. Based on your knowledge and experience, how should the education of learners with special needs be structured?
 - i. How will this lead to the optimal development and academic growth of a learner?
 - ii. Based on this knowledge, how do you ensure inclusive education and its practices within your classroom?
 - iii. How do you adapt your teaching methodology to accommodate LwSs?
4. How would you describe the school environment and school culture?
 - a. How does this culture lead to you effectively performing your role as an educator? Are there any challenges?
 - b. How do you define inclusion within the school environment?
 - i. How does the school ensure their inclusion?
 - ii. Do you believe these qualities should be the same or different for facilitators?
 - c. What are the challenges within inclusive education that you experience? Within your current school?

5. Can you give me a description of the LwS you taught in this case?
 - a. What is his/her challenge or learning barrier, in your opinion?

6. Based on this, how would you define facilitation?
7. What is your opinion about facilitation? And as an inclusive education practice?
 - a. How many facilitators have you worked with in relation to this specific case?
8. In your opinion, what criteria do you have to quantify the need for facilitation for that learner with special needs?
 - a. Who were the key members who contributed to this decision?
 - b. What relationship do these individuals have with the LwS?
 - c. How was this intervention recommended to parents?
 - d. What information or justification were provided for facilitation?
 - i. Did you provide guidelines about facilitation and the types of qualities a facilitator should have?
 - ii. How did you develop and communicate the requirements you needed for the facilitator?
9. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - a. Parents
 - b. Teachers
 - c. School
 - d. Are you aware if there is a board governing them as a practice?
10. Do you feel that all parties have similar expectations and roles for facilitation? If not, why?
 - a. Do you believe the facilitator met these expectations and roles in your classroom?
 - b. How and if not ... why?
 - c. Do your expectations differ from the schools' expectations?
11. Have these expectations led to success or challenges within the practice of facilitation?
12. How would you define or describe the role a facilitator has within a typical day?
 - a. With the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?

- ii. Role in tests and accommodations?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator?
 - e. Outside the classroom?
 - f. Before and after school?
 - g. Do they fill any other roles?
13. How does facilitation allow children to be included?
- a. Within the school?
 - b. Within the classroom?
14. Do you think the roles facilitators do are vital for the education of LwS?
- a. Can you describe how and give examples?
15. Do you believe that the facilitator's approach to facilitation is consistent with your understanding of inclusive education?
- a. Can you give me examples?
16. What criteria did you look for when picking a facilitator?
17. Can you give me a description of how(facilitator).....worked with you?
- a. How would you describe(facilitator)..... approach to theirLwS....?
- *****
18. In your experience, what training do facilitators have?
- a. Are you aware of the training they receive?
 - b. Who provided the training?
 - c. In what form was the training provided?
 - i. E.g. workshops, informal training from teachers or experience?
 - d. What did their training include?
 - e. In your opinion, do you think this training is adequate to prepare them to work with LwS?
 - f. Has the training affected the way you work with the facilitator?
 - g. In your experience- have you trained the facilitator? Do you supervise them?
 - h. Are you able to during the school day?
 - i. What challenges did you experience in the training of facilitators?
 - i. If so, in what areas and how?
- *****
19. How does the relationship between the school, facilitator, and parent to LWS work?

20. How would you describe the relationship(facilitator)..... has with theirLwS....? (Attached, secure, emotionally distant, detached, authoritative)
21. In your opinion – how important is the relationship between the facilitator and LwS?
- In academics?
 - In the school environment?
 - With his/her educator?
 - In their academic work?
22. Can you describe what strategies you put in place to ensure the effectiveness of their approach to facilitation?
- Scaffolding? Prompting?
 - Were these communicated to the facilitator?
23. Did the facilitator relationship to the LwS allow the LwS to explore their environment? How?
24. How was he/she able to return to the facilitator during times of stress? And were they able to sensitively respond?
25. What aspects of the relationship contributed successfully to the development of the LwS?
- Do you believe they meet the needs of the LwS in their developmental age?
 - Did they understand their role in the LwS development? And in their role as a facilitator?
 - Did the facilitator role hinder these needs? or did they not realise the needs due to an extended period of work with the LwS? (Fixated?)
 - Were there specific traits you believe facilitators that have that lead to this?
26. What elements of the relationship hindered the development or academic/emotional/ social success of the LwS?
27. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
- How do you believe the intervention allows the LwS to feel like they belong in the school?
 - Do you think it aids in them recognising themselves as different?
- *****
28. How would you describe the relationship you had with the LwS?
- What aspects of your relationship was most successful?

- i. Why and how?
- b. How much time are you able to dedicate to the LwS in comparison to the facilitator?
- c. How much time/teaching was given to the facilitator?
- d. How did you adapt your teaching methodology to accommodate facilitators?
- e. How did you include facilitators in your lesson plans?

29. In your opinion, how are facilitation valued within the school?
 - a. In your opinion, how does their position within the school culture allow facilitation to add value to the LwS?
 - i. If not, why?
30. Do they form part of the support team?
 - a. Are they involved in decision making? Meetings? If not, why?
 - b. How are facilitators involved in the implementation of the IEPs of the LwS?
 - c. Are they trained in teaching methodologies used within the classroom?
 - d. Do facilitators have a voice in how LwS education should occur?
 - e. If not, why?
31. Do you think the facilitator's own beliefs around LwS or disability affect their approach to facilitation?
32. Based on the above, in your opinion, how does the facilitator promote meaningful outcomes in the LwS?
 - a. Academically?
 - i. Did/ do they promote independent academic achievement?
 - ii. Are there questions around the legitimacy of work?
 - b. How socially?
 - i. Independence in interactions? Socially involved? Autonomy?
 - c. Improved quality of life and happiness?
 - i. Lead them to be included?
 - ii. Loss of personal control? Helplessness?
 - iii. Limit the ability to interact with peers?
 - iv. Limit them in their perceived belief around the LwS abilities?
 - v. Recognise themselves as different?
 - d. How do you believe the intervention allows the LwS to feel like they belong in the school?

33. What are the successes you have experienced with facilitation?
- a. Did the proximity of the facilitator contribute to the development and success of the LwS? How?
34. How has working with facilitators been advantageous or disadvantageous for you as an educator?
- b. Do they fill in the gaps?

35. What are the challenges or areas of growth you have experienced about the type of facilitation you have worked on?
36. What recommendations would you provide to other teachers, parents, and facilitators about facilitation?
37. In closing, if you could describe facilitation in a few words, what would it be?

SEMI-STRUCTURED INTERVIEW SCHEDULE OF FACILITATORS

Facilitator Interview:

1. Good morning/afternoon. Before we begin, can you please describe yourself as a facilitator?
 - a. What inspired you to become a facilitator?
2. What experience do you have with learners with special needs?
 - a. How many years of experience do you have facilitating and working with LwS?
 - b. What are the different types of LwS you work with as a facilitator?
 - c. What grades have you facilitated? What grade do you currently facilitate?
 - i. How has this impacted you as a facilitator?
3. In your opinion,
 - a. How would you define inclusive education?
 - b. What is your opinion on Inclusive education?
 - c. What do you believe inclusive education should include?
 - d. What are your views on inclusive education based on?
 - e. How do you define inclusion within the school environment? And at home?
 - f. How does your school ensure inclusion within the school?
4. How would you describe the school environment and school culture at your current LwS school?
 - a. How do you define inclusion within the classroom?
 - i. What qualities in a classroom should be present for inclusion for LwS?
 - ii. And your work as a facilitator?
 - b. Has this opinion shifted or been different in different schools you have worked in or facilitated in? If so, how and why?
 - c. What is your expectation of teachers to ensure this inclusion?
 - d. What are the challenges within inclusive education that you experience? Within your current school?
5. Can you give me a description of the LwS you facilitate?
 - a. What is his/her challenge or learning barrier, in your opinion?
 - b. How do you approach your work as a facilitator with your current/historic LwS?

6. Based on this, how would you define facilitation?
7. What is your opinion about facilitation? And as an inclusive education practice?
8. How would you define the role facilitators have in inclusive education?
 - a. And within your school?
 - b. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - i. Parents
 - ii. Teachers
 - iii. School
 - iv. Are you aware if there is a board governing them as a practice?
9. How would you define or describe your role as a facilitator within a typical day?
 - a. With the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?
 - ii. Role in tests and accommodations?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator
 - e. Outside the classroom?
 - f. At the parent's home?
 - g. Before and after school?
 - h. Do you fill any other roles?
10. Do you think the roles you do are vital for the education of LwS?
 - a. Can you describe how and give examples?
 - b. Are there any roles you are uncomfortable with? Why and how?
 - c. How have you overcome them? Whom have you approached?
11. In your opinion, how has your role as a facilitator changed over your career?
 - a. What has it come to include?
 - b. What has it come to exclude?
 - c. Do you feel that you are able to perform these roles?
12. Do you feel that all parties have similar expectations of facilitation? If not, why?
13. When parents approached you to be a facilitator, what were the parents and schools' expectations and roles you were informed about?
 - a. Do they match your current expectations?

14. Have these expectations led to success or challenges within the practice of facilitation?
- Do you feel you can meet these expectations?
 - If not, why?
15. How does facilitation allow children to be included?
- Within the school?
 - Within the classroom?
 - How should a learner with special needs be included outside the classroom?
 - At home?
16. Do you believe that your approach to facilitation is consistent with your understanding of inclusive education?
- And how? If not, why, and how?
 - Can you give me examples?
17. What is the process of acquiring a facilitator within the current school environment?
Does this process lead to any challenges?
18. How would you describe your approach to facilitation?
- *****
19. What training did you receive?
- Where did you receive this training?
 - Who provided the training?
 - In what form was the training provided?
 - E. g. workshops, informal training from teachers or experience?
 - What did your training include?
 - Specific characteristics, strategies taught to work with LwS, content, diagnosis, ways of supporting LwS, did it cover different types of LwS?
 - In your opinion, what was the training successful?
 - Was this training adequate to meet the current needs and demands of facilitation?
 - Did it lead to an increased understanding of how to work as a facilitator?
 - Did it include training on how to include the LwS meaningfully within their different spheres?
 - What challenges did you experience in your training?
 - If so, in what areas and how?
 - How has your training affected the way teachers use you as a facilitator?
 - Do you feel they take it into consideration? How so? Examples?

ii. Is it different between facilitators based on your experience?

20. Can you give me a description of how you work with your parents?
21. Can you give me a description of how you work with teachers?
22. How would you describe the relationship you have with the LwS you facilitate?
(Attached, secure, emotionally distant, detached, authoritative)
23. In your opinion – how important is the relationship between the facilitator and LwS?
 - a. In academics?
 - b. In the school environment?
 - c. With his/her educator?
 - d. In the home?
 - e. In their academic work?
24. Did your relationship to the LwS allow the LwS to explore their environment? How?
25. How was he/she able to return to you under times of stress? And were they able to sensitively respond?
26. What aspects of the relationship contributed successfully to the development of the LwS?
 - a. Do you believe you meet the needs of the LwS in their developmental age?
 - b. Were there specific traits you believe you have had that lead to this?
 - c. Have you used these traits with other children, and how has it been effective?
27. What elements of the relationship hindered the development or academic/emotional/social success of the LwS?
 - a. Can you give me examples?
28. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
 - a. How do you believe the intervention allows the LwS to feel like they belong in the school?
 - iii. Do you think it aids in them recognising themselves as different?
 - iv. How do you negotiate this?
 - b. Do you think your LwS values you? How and in what way?

29. How would you describe his approach to academic work?
 - a. When are you near him?
 - a. How do you promote independent academic achievement with the LwS?

- b. What strategies do you use when you approach his academic work? How do you adapt this to ensure his inclusion?
 - a. How do you negotiate your proximity when completing work?
 - b. How were these strategies communicated to you? By the teachers and parents?
 - c. How do you allow the autonomy/independence of the child to occur academically?
 - i. What strategies do you use?
 - d. How do you negotiate this around tests or accommodations?
 - i. Do you feel your relationship affects this?
 - e. Do you feel pressured to show results? From whom and why?
- 30. How do you approach his behaviour within the classroom?
 - a. With his peers?
 - b. How do you promote independent social development?
 - c. Is this particularly challenging? If so, why?
 - d. How are you seen by his peers when you are around him?
 - e. Does it result in limitation/ or his peers limiting their interactions with the LwS?
 - f. Loss of personal control? Helplessness?

- 38. How does the school culture lead to you effectively performing your role as a facilitator? Are there any challenges?
- 39. How would you describe your relationship with the educator?
 - a. Do you feel it affects facilitation?
 - b. Are you included? Do you feel valued? How?
- 40. How do teachers assist or support you in providing facilitation to the LwS?
 - a. Do you form part of the support team?
 - b. Are you included in meetings?
 - c. How often and how much time is given?
 - d. Lesson plans? IEPS?
 - e. How do teachers accommodate or include you in the classroom?
 - f. How does the teacher adapt their teaching methodology or support to accommodate your LwS?
 - g. How do you, and in what way do you have a voice in the education or support give to the LwS? With the parents?

31. How has working as a facilitator been advantageous or negative in your opinion for educators?
32. How would you describe the relationship you had with the LwS parents?
 - a. How does your relationship assist you in your position as a Facilitator?
 - b. Do you feel that you are appreciated by your parents? and the learners with special needs? – If no answer – do you think, in general, facilitation is valued?
 - c. What support do parents give you?
33. What support do schools give you?
34. In your opinion, what unique value does facilitation add to the LwS life? Within the school environment? Within the classroom? Within the home environment?

35. What recommendations would you provide to other teachers, parents, and facilitators about facilitation?
36. In closing, if you could describe facilitation in a few words, what would it be

SEMI-STRUCTURED INTERVIEW SCHEDULE OF PARENTS

Parent Interview Schedule:

1. Good morning/afternoon, before we begin can you please give me some background about your child?
2. Based on the medical records your provided, it indicated that you child has Disorder/learning barrier. Can you describe to me your understanding of how this disorder/learning barrier affects your child?
 - a. What do you think the needs of your child is?
 - i. How in your opinion does this affect his/her academics?
 - ii. How does he cope at school? (Without the facilitator)
 - iii. In your opinion what relationship does he have with his teacher? (Without the facilitator)
 - iv. How does he cope with his friends and peers? (Without the facilitator)
 - v. How does he/she cope and interact within the family? (Without the facilitator)
 1. How does he/she interact with you as parents?
 2. With his siblings?
3. In your opinion,
 - a. How would you define inclusive education?
 - b. What is your opinion on Inclusive education?
 - c. What are your views on inclusive education based on?
 - d. What do you believe inclusive education should include?
 - e. How do you define inclusion within the school environment? And at home?
 - f. How do you define inclusion within the classroom?
4. How would you describe the school environment and school culture your child is at?
 - a. What is your expectation of teachers to ensure this inclusion?
 - i. Academically, emotionally, and socially?
 - ii. And facilitators?
 - b. What are the challenges within inclusive education that you experience? Within your current school?

5. Based on this, how would you define facilitation?
6. What is your opinion about facilitation? And as an inclusive education practice?
 - i. And within the school?
7. What were the circumstances that led you as parents to investigate or require a facilitator?
 - a. Who were the key members who contributed to this decision?
 - b. What relationship does these individuals have with your child?
 - c. How were this intervention recommended to you as parents?
 - d. What information or justification were provided for facilitation?
 - e. Were you provided with guidelines about facilitation and the types of qualities a facilitator should have?
 - f. How did you develop and communicate the requirements you needed for the facilitator?
8. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - a. Parents
 - b. Teachers
 - c. School
 - d. Are you aware if there is a board governing them as a practice?
9. Do you feel that all parties have similar expectations and roles of facilitation?
 - a. If not, why?
10. How would you define or describe the role the facilitator has within a typical day?
 - a. What was your expectations of the facilitator with the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?
 - ii. Role in tests?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator?
 - e. Outside the classroom?
 - f. Before and after school?
 - g. At your home?
 - h. Do they fill any other roles?
11. Do you think the roles facilitators do are vital for the education of LwS?

- a. Can you describe how and give examples?
12. How does facilitation allow children to be included?
- a. Within the school?
 - b. Within the classroom?
 - c. How should a learner with special needs be included outside the classroom?
 - d. At home?
13. Do you believe that the facilitators approach to facilitation is consistent with your understanding of inclusive education?
- a. And how? If not, why, and how?
 - b. Can you give me examples?
14. Have these expectations led to success or challenges within the practice of facilitation?
15. What criteria did you look for when picking a facilitator?
16. Can you give me a description of how(facilitator).....worked with you?
- a. How would you describe(facilitator)..... approach to theirLwS....?
- *****
17. What training did you expect the facilitator to have?
18. Are you aware of the circumstances around the training of the facilitator?
- a. Where did they receive this training?
 - b. Who provided the training?
 - c. In what form was the training provided?
 - d. What did or should their training include?
 - e. In your opinion was the training successfully implemented with your child?
 - i. How did it affect the relationship with the child?
 - f. Was this training adequate to meet the current needs and demands of facilitation?
 - i. Did it lead to an increased understanding of how to work as a facilitator?
 - ii. Did it include training on how to include the LwS meaningfully within their different spheres?
 - g. What challenges did you experience in the training of the facilitator?
 - i. If so in what areas and how?
 - h. Were you aware of how their training affected the way teachers use the facilitator?

19. How does the relationship between the school, facilitator, and parent to LWS work?
20. How would you describe the relationship(facilitator)..... has with theirLwS....? (Attached, secure, emotionally distant, detached, authoritative)
21. In your opinion – how important is the relationship between the facilitator and LwS?
 - a. In academics?
 - b. In the school environment?
 - c. With his/her educator?
 - d. In the home?
 - e. In their academic work?
22. Did the facilitator relationship to the LwS allow the LwS to explore their environment?
How?
23. How was he/she able to return to the facilitator under times of stress? And were they able to sensitively respond?
24. What aspects of the relationship contributed successfully to the development of the LwS?
 - a. Do you believe they met the needs of the LwS in their developmental age?
 - b. Did they understand their role in the LwS development? and in their role as a facilitator?
 - c. Did the facilitator role hinder these needs? or did they not realise the needs due to extended period of work with the LwS? (Fixated)
 - d. Were there specific traits you believe they had that lead to this?
25. What elements of the relationship hindered the development or academic/emotional/ social success of the LwS?
 - a. Can you give me examples?
26. What relationship did you require the facilitator to have with your child?
 - a. Do you think your LwS values the facilitator? How and in what way?
27. What approach did you expect your facilitator to have with your child?
28. How was the proximity of the facilitator used within their relationship?
29. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
 - c. How you believe the intervention allows the LwS to feel like they belong in the school?
 - d. Do you think it aids in them recognising themselves as different?

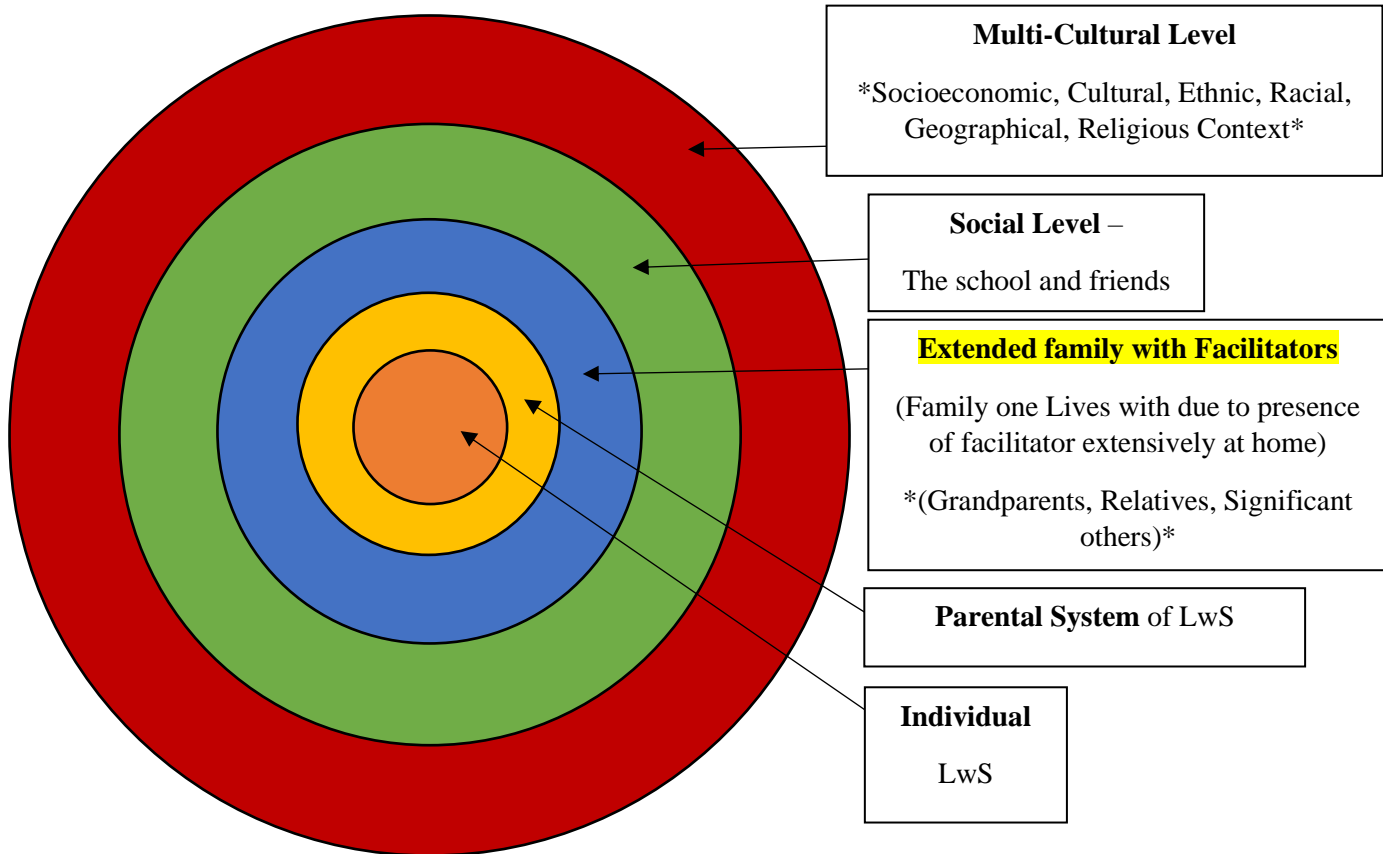
30. How do you expect the facilitator to approach the child's behaviour within the classroom?
- With his peers?
 - How do they promote independent social development?
 - Is this particularly challenging? If so, why?
 - How were facilitators seen by his peers when they are around him?
 - Does it result in limitation/ or his peers limiting their interactions with the LwS?
 - Loss of personal control? Helplessness?
31. How would you describe the facilitators relationship with the educator?
- Were facilitators included? Do you think they feel valued? How?
 - Does having a facilitator affect the relationship the child has with their educator? How?
32. How do teachers assist or support you in facilitation or with the facilitator?
33. In your opinion, what position do facilitators have within the school?
- Support team?
 - IEPs, lesson plans?
 - Is the teaching methodology adapted to accommodate the facilitator?
34. In your opinion, what unique value does facilitation add to you as parents? And within the LwS life?
- Within the school environment?
 - Within the classroom?
 - Within the home environment?
 - Practically – do you think this value was successfully implemented into the LwS life?

35. What recommendations would you provide to other teacher, parents, and facilitators about facilitation?
36. In closing if you could describe facilitation in a few words what would it be

APPENDIX C: THEORY DIAGRAMS

Figure 1

Adapted Family systems theory

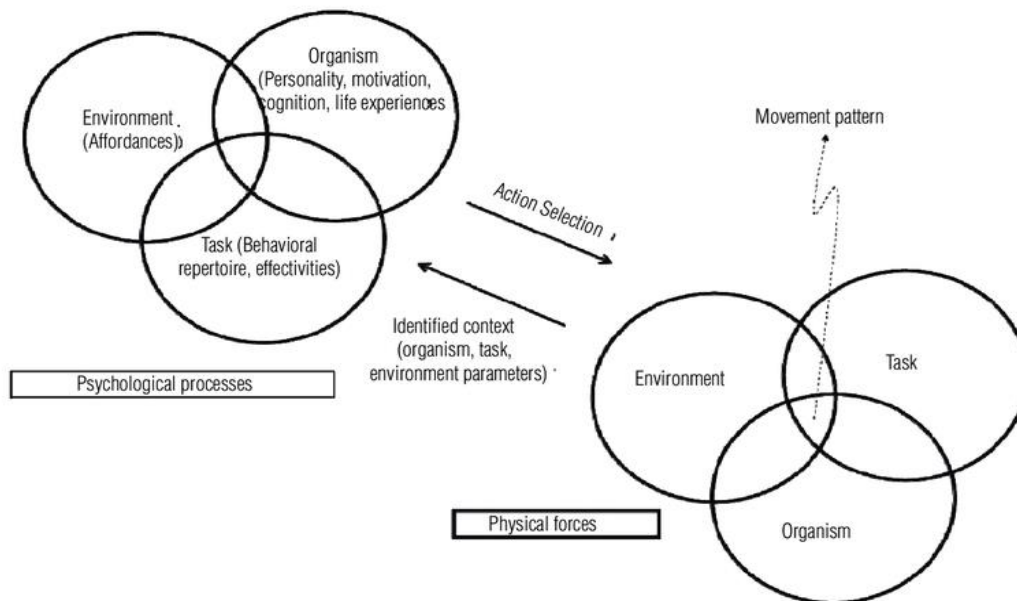


Adapted from - Balswick, J. O., & Balswick, J. K. (2014). *The Family a Christian Perspective on the Contemporary Home* (4th ed.). Baker Publishing Group.

Families are living Systems - Family Systems Theory [Online image]. (2015). The Pentecostal Family. <https://www.thepentecostalfamily.org/family-systems-theory.html>

Figure 2:

Dynamic systems theory physical and psychological Venn diagram

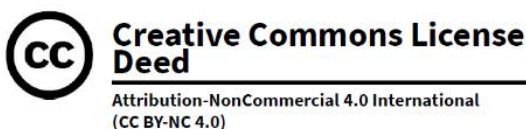


Holt, K. G., Wagenaar, R. O., & Saltzman, E. (2010). A Dynamic Systems/Constraints Approach to Rehabilitation [Online Image]. *Revista Brasileira de Fisioterapia*, 14(6), 446-463. <https://doi.org/10.1590/S1413-35552010000600002>

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APPENDIX D: EXAMPLE OF TRANSCRIPT AND CODING

Please refer to excel spread sheet for full description

Key for Coding:

School description

School description-Structure

School description- future collaboration

Parent external sourcing and contract

Facilitator Roles

Distance – Overall

Social Balance – Distance

Inclusive education - educator

Inclusive education - Fill the gaps/provide inclusion/create potential

Inclusive education - **implementation**

Inclusive education - **exclusion**

Inclusive education - *Limits around inclusion and capabilities*

Inclusive education - **Sa**

Inclusive education - *Teachers creating the space for inclusive environment*

Inclusive education - *Teachers creating the space for inclusive environment* - peers

Moments of connection - *Teacher and Facilitator*

Moments of connection - *Teacher and Facilitator* Supervision

Moment of connection - *Parent and teacher*

Moments of connection - *Be eyes and ears*

Finding the right fit - *finding the balance*

Finding right fit - *boundaries*

Finding the right fit - *Qualification educator and experience*

Finding the right Fit - Qualification and training

Finding the right Fit - teacher training

Finding the right Fit - *Characteristics*

Finding the right Fit - *Bond - Facilitator and child*

Finding the right fit - *Expectations*

Finding the right Fit - approach

Need to Preform

Heart for child - **Teacher**

Teacher perception - *Perceptual trap*

Teacher perception of facilitation

Dependency

Educator- **Supervision**

Formal assessment - Academic

Strategies

Just a job

fixation

Need to preform

Lack of support structures

Valued - position on school

Work within the classroom setting

Group Facilitation - SA challenge

Group Facilitation - One-to-one/ Dependency -

Sample of Process of coding:

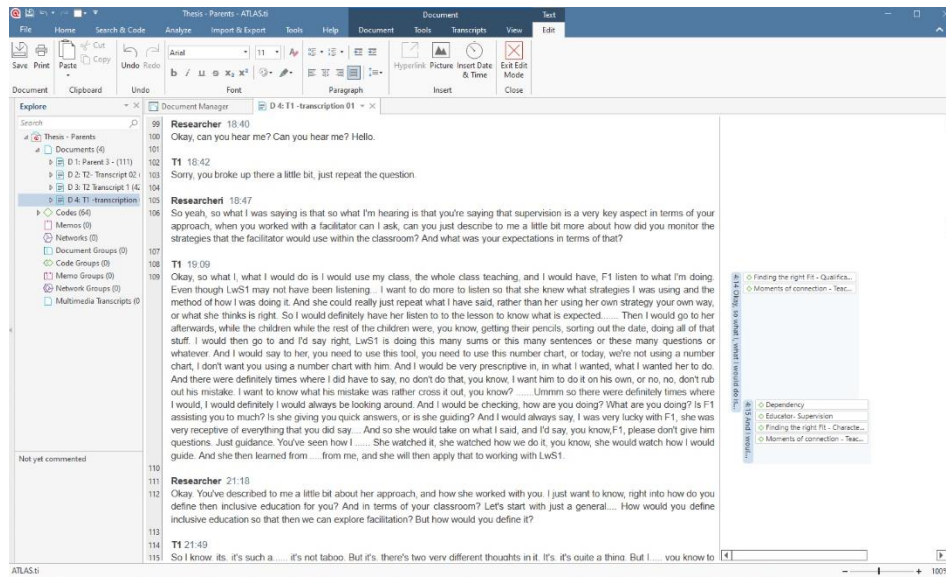


Image 1:

Within Atlas.ti, I went through the process of immersing myself within the data and ensuring I reviewed and listened to the interviews at least 3 times and starting my initial coding process. Once completed I reviewed the interviews and recoded for a second and third time.

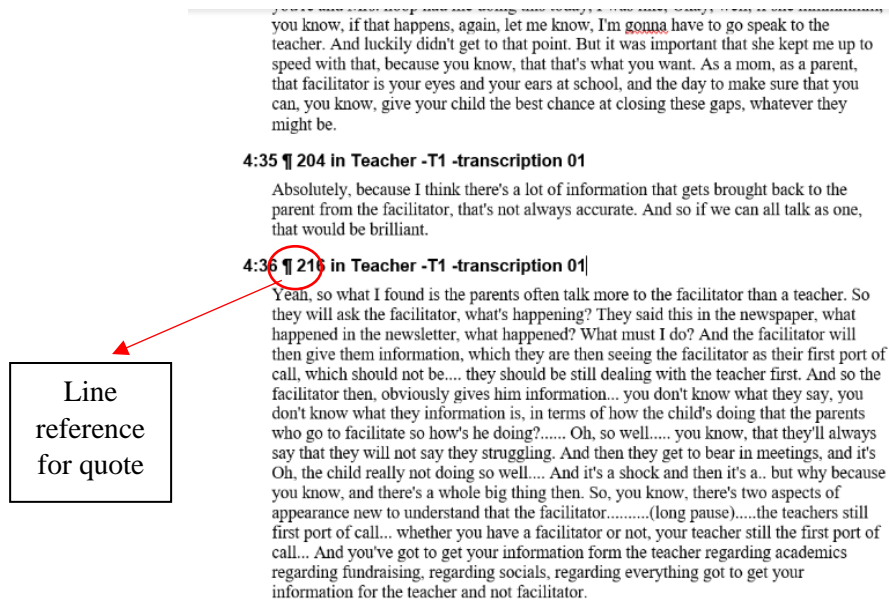


Image 1:

Once developed, a report of all themes was created where all quotes were used to generate and populate the themes.

Line	Transcript – Created using both hand coding and Atlas.ti 9 th version	Code
1 2 3 4	<p style="text-align: center;">T1 - Case One – EXAMPLE OF CODING</p> <p style="text-align: center;">NB - (T1, L5) = T1 Line 5</p>	
5	<p>SUMMARY KEYWORDS</p> <p>facilitator, child, teacher, terms, learners, classroom, facilitation, bit, facilitate, inclusive education, class, expectations, training, remedial, included, work, question, academic, trained, F3</p>	
6	<p>SPEAKERS</p> <p>T1, Researcher</p>	
7 8 9 10 11	<p>Researcher 00:00</p> <p>Okay, recording. Alright. Thank you so much, T1. Just to clarify, we have had a consent session and the information session, we're going to start the interview process. Just before we start with the first question, can you, please describe yourself as an educator to me?</p>	
12 13 14 15 16	<p>T1 00:22</p> <p><u>So I've been teaching for.... I've been an educator for nearly 10 years now, I have been in special education or remedial education for four years, five years.... Five. I have worked with a few special needs children as well within the remedial background. My biggest goal in education is to provide these children with skills to equip them to cope in the real world. So yeah, that's for me is one of my biggest goals in education is to just also make them feel loved and nurtured. And also, to just provide them the skills, whether it's ...and we know, they're all the skills are different. Some children will need different skills for work. So yeah, and to look at the individual child.</u></p>	<p>(– whole quote)</p> <p>Finding the right fit - Qualification educator and experience Inclusive education - provide inclusion/create potential</p> <p>Heart for child Teacher</p>
17 18	<p>Researcher 01:20</p> <p>Yes, and we definitely will get into that a little bit later on in the interview, I just want to ask in terms of qualifications, where did you train?</p>	
19 20 21	<p>T1 01:31</p> <p><u>I trained at Wits, I went to and got a BED at that Wits university, Wits education campus. I got my BED then I went on to UNISA. And I got an advanced certificate in education on barriers to learning.</u></p>	<p>Finding the right fit - Qualification educator and experience Inclusive education -</p>
22 23	<p>Researcher 01:50</p> <p>Okay. And did you find with the training, was there any challenges within the training working now in a remedial school? did it met the learners with special needs? Where there any gaps within the train, per se, with actually with teaching, or...?</p>	<p>Sa</p>
24 25	<p>T1 02:05</p> <p><u>Yeah, with this specific BED degree, I mean, they really didn't cater to any other learners other than mainstream, you know, it was very catered towards mainstream. I think when I did the UNISA, one, the advanced certificate, I think, that was very practical. I looked into both I looked into doing the WITS remedial and the UNISA remedial. The Wits one was very theoretical, and I found that I gained more through the practical and so I quite enjoyed the UNISA. One word was saying, here is a case</u></p>	<p>Inclusive education - Sa Finding the right fit - Qualification</p>

<p>26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44</p>	<p><u>study, you know, this is what you need to do rather than just the theory of it all. Because I think we did learn a lot of theory in BEd. Yeah.</u></p> <p>Researcher 03:00 And did you find that that's that practical experience actually gave you a lot of information of how to apply those strategies and teaching methodology? And for example, working with professionals within the classroom?</p> <p>T1 03:12 <u>Absolutely, absolutely. So, you know, it's always experience always trump's you're theory, you know, you've got to experience things. And so, I feel that more equipped getting that degree or that little, the certificate, rather than going through more theory and more theory, and then when you're actually in the class, and you don't know how to apply, whereas when you actually trained to apply, it works a lot better.</u></p> <p>Researcher 03:43 And, like you said, you're working in the remedial school for four to five years. That practical experience, do you find that that has been very key in terms of how you're adapting again, like what you said, your theory and methodology?</p> <p>T1 03:58 <u>Well, absolutely. I mean, when I did that course, it was, you know, create your own IEP, I could get your own case study, you know, do the things that you would do in a remedial school. Yes, there's a bit of theory behind it, but most part is.... doing it...you know, actually doing it creating what you need to create for these for these remedial children. So I definitely think that is very beneficial, and has been very beneficial.</u></p> <p>Researcher 04:29 And do you think in terms of your day to day expectations, as a teacher, when, like you said, You having that IEP, developing that IEP, and having the needs and the complexities that learners with special needs have? How do you find the day to day expectations and like you said, having that practical understanding of how to apply, how is that training assisted you there?</p> <p>T1 04:52 <u>So I think..... that's a tough one. I think you get you get to today-to-today and you sort of not forget, but you sort of, you don't always think of what you've tried, you know, especially five years on, you sort of, kind of just go with it. This whereas I think, you know, the first year you're like, Oh, yeah, I'm going to refer back to my, my manual, I'm going to refer back to what I did. Okay cool I am going to do this. When you're, you know, five years on, you're sort of, I think the training is always there in the back of your mind, and, and subconsciously there. But you don't always refer back to it every single day, you know. So I think it also then looks at that experience of, Okay, I know how to do this, and I'm looking at this child, I'm looking at the needs, I'm looking at what they need to do, okay, I need to make goals, or I need to make an IEP for this child. And because I've done it before, because I've practiced it, and it's been put in, you know, put into us and then I've done it practically, rather than just theoretically, it does become a lot easier to do and it becomes, I feel like the training becomes more subconscious in you and your day to day sort of does take over. But even though you're not thinking of your training, it is the way that makes sense.</u></p>	<p>educator and experience</p> <p>Finding the right fit - Qualification educator and experience</p> <p>Finding the right fit - Qualification educator and experience Inclusive education - provide inclusion/create potential</p> <p>Finding the right fit - Qualification educator and experience Inclusive education - educator</p> <p>Inclusive education - provide inclusion/create potential</p>
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45 46	<p>Researcher 06:17</p>	
	<p>Yes. So, if I might just summarize basically, what you're saying. So, in terms of inclusive education, which we'll go into a little bit now, what you saying that <u>there's a very strong theoretical aspect to it plus, but your practical experience is also very important that and works hand in hand together if I may say?</u></p>	<p>Inclusive education - <u>provide inclusion/create potential</u></p>
47 48	<p>T1 06:33</p>	
49 50	<p><u>Absolutely. Absolutely. Yes, that's exactly.</u></p>	
51 52	<p>Researcher 06:37</p>	
	<p>So, within the school that you work. Could you give me a little bit of a background, because we're now working on a specific case... What grades do you teach, and where has your streams divided within the school?</p>	
53 54	<p>T1 06:52</p>	
55 56	<p><u>So I, I started at the school as a grade three teacher.... taught for two years in grade three, or then in 2020, moved into a learning support position. So I've been in a learning support position now for two years. And I think, possibly maybe more speak towards being in the grade three classroom. Yeah, I think that in terms of streams, are you talking about ability levels?</u></p>	<p>Finding the right fit - <u>Qualification educator and experience</u></p>
57 58	<p>Researcher 07:26</p>	
	<p>I know, we know with the case and within [the school] school as well, you've got the mainstream with remedial kids and then we've also got ASDAN, so I just want to ask if you can just explain a little bit about what is the expectations of ASDAN and what are the expectations, for example of the mainstream? And how do they differ in your opinion?</p>	
59 60	<p>T1 07:47</p>	
61	<p><i>Okay, so yes, we've got our remedial stream where the children are in class, they get their math support, English support for half hour or an hour a week, and then they go back into class and they classroom is the main place..... their first port of call. They are working at grade level. If they are not working at grade level, they are then on an IEP, which will then bring them down a few grade levels. So that's where the remedial stream goes... then the ASDAN stream is more of a skills-based stream. So, the ASDAN stream doesn't really work on grade level, it uses the D caps. So, we use a lot of the D cap, don't use caps, because it's just not a sufficient for them.....It's too much for them. So we use D caps, we also use ASDAN program called New Horizons that we use and it's a lot of life skills, and we teach them skills. The maths, I do with them, it's very functional maths. So..... you know, we don't worry about 10s and units carrying over we rather do that with a calculate, you know, we don't worry about all those little things..... we're not really going to use in real life. So, they need the skills and they needed cated down. Now, the way they work is they will not receive a matric certificate, they will get a.... they will move into ASDAN so they will get an ASDAN accredited certificate. And it's more of a vocational..... degree or not degree..... certificate type thing, where they will still be able.... they will not be able to go to university, but they will be able to study further in Chef and game ranging and that sort of thing where you don't necessarily require a matric certificate. So those are two different streams.</i></p>	<p>School description – <i>(italics and highlight)</i></p> <p>Inclusive education – implementation (Colour)</p>

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Researcher 10:02

Okay. So, in terms of the school dynamic and in terms of the school culture as well as that of school environments, as you said, you've got these two streams now that are accommodating that of learners with specific special needs. I just wanted to ask that how, in your opinion, would you say these two streams are including or is inclusive? For the actual student? How are they including the child within the stream?,

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T1 10:38

Yes, so I will say..... *I'll speak first to the remedial side*remedial stream, they, they cater towards each child by putting them in *multi level ability groups*. So they will then *do baselines at the beginning of each year*....beginning of each term. And they will determine *which ability group that specific child is in*. So we get I mean, we get four, but the *blue group* is the top.... blue group if they shouldn't really be in a blue group, because then they should be mainstream. So we get *the green*, the *yellow and the red*. And the red group is specifically for our IEP learners. So learners who are not accessing the curriculum on grade level, they need to be a little bit.... go down a grade level or to even. The *green level* is the ones that are accessing the curriculum and can carry on it can go with the curriculum. The *yellow group* is the one way they've actually seen the curriculum, but they do need a lot of support to access the curriculum. And so majority of our learners in the remedial stream or on the *yellow level*, those learners we watch very carefully because they *may need to be on IEP* if theyif we find they are just *not coping*. So I think all the learners in an *inclusive environment they really are being catered for, in terms of special needs*. We do we have a lot of ASD learners, we have a lot of learners with a specific learning disorder rather than just typically remedial, you know. *And so I think we really do cater towards these children by providing them with facilitators, but also providing them with an IEP as well, to help them help them access some sort of curriculum, help them learn at their level, rather than the level that we think they should learn at*. So, we think the school is very inclusive of all learners.

School description –
(italics and highlight)

Inclusive education –
implementation

Facilitator Roles

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Researcher 12:55

Can I ask how would you say you're including them? Because I know you mentioned a lot about in terms of academic, we've got the IEP, and we've got an example of how we're going to go and explore how facilitation is working with learners with specific needs. But what would you say is the specific methodology of how you cater for example, academics? What strategies would you say are you using as you as a teacher within your classroom, to provide that support for the learner with special needs, and then we'll move on to facilitator.... but specifically, it's looking at the learner with special needs, what strategies are using academically?

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T1 13:30

Okay, so academically, when I had the learner with special needs in my class, he would get a lot less volume of work. So for example, if we were doing 10 sentences, this child would get two or three because that was his level, I was focusing on quality over quantity. And I wanted to see what he could do independently. Now, if that's one sentence, if that's two. And if you could give me a good one, I would be happy, you know. So I really looked at him individually without comparing him to the rest of the class, I would give him a lot of aides, I will give him a lot of visuals,

Inclusive education –
implementation

Inclusive education –
Fill the gaps/provide
inclusion/create
potential

a lot of pictures. A lot of modeling, a lot, a lot of modeling, we will do a lot of examples first, and I would scaffold the task a lot for him where I wouldn't do for the others as much. So if we're writing a sentence, I would almost draw five lines for him and on each line, he has to put a word in that makes the sentence just to have a more structured for him.

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Researcher 14:50
For LwS1 as well?

T1 14:51
Yeah, that's LwS1. Can I use his name?

Researcher
Yes, yes. No, I will take it out, Yeah.

T1 14:58
Okay. So that would be what LwS1 would need. Where's the rest, they would be able to write 10 sentences and wouldn't need each word on a line ...where LwS1 would need me to say... this...this.. this and this, you know. I would give him pictures and I would say, okay, he has a picture, let's make a sentence. Or I would give him words that he needs to unjumble to make the sentence and then write the sentence. So LwS1 would receive a lot more support than the others because that is what he required..... I must....I don't know if this is the question, but I must say that it was a little bit easier when his facilitator was around because I would give the instruction, then the facilitator would work with him according to what I wanted. And then I could then work with the other children as well supporting them. So I would give LwS1... all the tools he would need, you know, and then we would go from there. In terms of whole class teaching, and listening, that was a big challenge for him. And that was a big challenge to me as well, in terms of how do I teach the whole class that also makes sure LwS1 is learning as well. So that was, that was hugely challenging. And what I ended up doing was teaching the whole class and watching him, but teaching the whole class getting them to sorted then going to say, almost doing an individual, little lesson with him.

Inclusive education -
Fill the gaps/provide
inclusion/create
potential
Inclusive education –
implementation

Inclusive education -
Sa

Inclusive education –
implementation

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Researcher 16:37
Okay. And then, uh, but we will go into that a little bit later, I just wanted to ask in terms, you said you, you would teach him a little bit less, that particular challenge with having to teach the whole class? Did you find that specifically? Did you have enough time in which to teach the whole class and then actually look at him individually? Or did you, for example, have to rely a lot on the facilitator to accommodate those gaps that you will not be able to do within your class dynamic?

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T1 17:06
So yeah, that's a very good question, I think they were..... no depends on the lesson, if I'm introducing a new topic, or a new concept, I would find that I would need to be with the rest of the learners a lot more to make sure that they get that established. And then I would say, to F1, okay, you need to now do this with LwS1, work with him with that, I need to make sure the rest of the children are understanding this, then I wouldn't always get time to get to LwS1, okay, whereas if we're doing a recap lesson, you know, then I would say, right, you guys, you're doing this, okay, I'm going to work with LwS1.

Teacher perception -
Perceptual trap

Teacher perception of
facilitation

Heart for child –
Teacher

	<p><i>So there were definitely times in the day where I would say, right, I'm now working with LwS1... I was very, very aware not to leave him and just let the facilitator do everything. I really, I also needed to work with him as well. And we needed to work together with the facilitator. So there were times where..... Yes, I would say to F1. Okay, this is what he needs to do. You need to work with him on this. And then I would have to work with the others.</i></p>	<p>Moments of connection - Teacher and Facilitator - Expectations Finding the right fit - Qualification educator and experience</p>
<p>92 93 94</p>	<p>Researcher 18:17 So you definitely would say a very key aspect in terms of facilitation is that supervision that would be required, in terms of how the facilitator then actually use their own strategies? And would you then monitor the strategies that they would have in terms within the academic work? And so how would you monitor that?</p>	
<p>95 96 97</p>	<p>T1 18:24 You breaking up...</p>	
<p>98 99 100</p>	<p>Researcher 18:40 Okay, can you hear me? Can you hear me? Hello.</p>	
<p>101 102 103</p>	<p>T1 18:42 Sorry, you broke up there a little bit, just repeat the question.</p>	
<p>104 105 106</p>	<p>Researcher 18:47 So yeah, so what I was saying is that so what I'm hearing is that you're saying that supervision is a very key aspect in terms of your approach, when you worked with a facilitator can I ask, can you just describe to me a little bit more about how did you monitor the strategies that the facilitator would use within the classroom? And what was your expectations in terms of that?</p>	
<p>107 108 109</p>	<p>T1 19:09 Okay, so what I, what I would do is I would use my class, the whole class teaching, and I would have, F1 listen to what I'm doing. Even though LwS1 may not have been listening... I want to do more to listen so that she knew what strategies I was using and the method of how I was doing it. And she could really just repeat what I have said, rather than her using her own strategy your own way, or what she thinks is right. So I would definitely have her listen to to the lesson to know what is expected..... Then I would go to her afterwards, while the children while the rest of the children were, you know, getting their pencils, sorting out the date, doing all of that stuff. I would then go to and I'd say right, LwS1 is doing this many sums or this many sentences or these many questions or whatever. And I would say to her, you need to use this tool, you need to use this number chart, or today, we're not using a number chart, I don't want you using a number chart with him. And I would be very prescriptive in, in what I wanted, what I wanted her to do. And there were times where I did have to say, no don't do that, you know, I want him to do it on his own, or no, no, don't rub out his mistake. I want to know what his mistake was rather cross it out, you know?Ummm so there were definitely times where I would, I would definitely I would always be looking around. And I would be checking, how are you doing? What are you doing? Is F1 assisting you to much? Is she giving you quick answers, or is she guiding? And I would always say, I was very lucky with F1, she was very receptive of everything that you did say.... And so she would take on what I said,</p>	<p>Finding the right Fit - Qualification and training Finding the right Fit - teacher training</p> <p>Moments of connection - Teacher and Facilitator</p> <p>Moments of connection - Teacher and Facilitator Supervision</p> <p>Need to Preform Inclusive education - Fill the gaps/provide inclusion/create potential</p> <p>Dependency</p>

and I'd say, you know, F1, please don't give him questions. Just guidance. You've seen how I She watched it, she watched how we do it, you know, she would watch how I would guide. And she then learned fromfrom me, and she will then apply that to working with LwS1.

- Finding the right Fit – characteristics

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Researcher 21:18

Okay. You've described to me a little bit about her approach, and how she worked with you. I just want to know, right into how do you define then inclusive education for you? And in terms of your classroom? Let's start with just a general.... How would you define inclusive education so that then we can explore facilitation? But how would you define it?

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T1 21:49

So I know, its, it's such a..... it's not taboo. But it's, there's two very different thoughts in it. It's, it's quite a thing. But I..... you know to be honest, I really believe that if we can teach or we are equipped to teach every child according to the level without.... you know, broadcasting it, then that is that's inclusive, you know, yeah..... and I know, it's difficult, because... you know, in class, you would say, Okay, you guys are doing this and LwS1 you're doing this,.... buuuut you have to do it in a in a specific way to make sure that it's not, because that....then its not inclusive, if you think about it, but not inclusive. If you're saying you're doing this, you're doing that. But I feel that children do need to be told at the level otherwise they not going to learn. And so we have to accommodate for that.....But us teachers are responsible for doing it in the correct way. And I think that's, that's the difficult part. It is.... you know, it really is because you do get some children who are very aware and will say, oh, but you're doing this, you're doing that. So why is that? You know..... and I think teachers have to play it down.

Inclusive education - Sa
Inclusive education - implementation
Inclusive education - Limits around inclusion and capabilities

Inclusive education - Teachers creating the space for inclusive environment

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Researcher 23:20

Okay, so that would be then for the academic part, but then may I ask...How would you define inclusion in terms of the social dynamic? So you said, are you doing this.. And you're doing that.. How would you say we would go about including children or learners with special needs, or specifically let's say LwS1s case? How do we go about including him within the school dynamic... socially?

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T1 23:46

I mean, yeah, absolutely. And that's tough. It's tough, because some children don't know how to take LwS1. You know, they didn't know how to deal with it. They were children who did... who could deal with LwS1, there were children who would say, I don't understand what it's saying. So I'm not gonna play with LwS1. And you would see that he he gets a he would get down, he will get sad. But I would always no matter what I did in the classroom, even on the playground, or even if we were having downtime in the classroom, LwS1 would be there..... Whether he knew what he was doing or what not, he would be part of us...you know..... And I think it really fostered a relationship or a connection in our classroom where not one of my children were mean to LwS1 or didn't want to interact with him. And I think that again, it's the teachers responsibility to make sure that they don't show a prejudice because then the children are going to show their prejudice... so if I say LwS1, so and so needs help... I don't know, sticking in or coloring. Please go show him how you did it, you know, just to make him feels that he's got something to offer, you know? And then the children would see that as

Inclusive education - Teachers creating the space for inclusive environment – peers

Inclusive education - Teachers creating the space for inclusive environment

well and think, oh, he really is part of us. Yes, he might do different things, but he's part of our class. And I think ja, when we do when we do, you know, we would have reading book time, we just play time. LwS1 would be that you'd be played? And if LwS1 got a bit out of hand, I would, I would treat him exactly as I would treat the others. I would say, Stop. That's not allowed, you know, he wouldn't get special treatment in that way and socially. And on the playground, I think it was a little bit more difficult, because he was a lot less supervised. And so there were days where you would get a bit out of hand and the children wouldn't like, and, and again, that's up to the teacher on break duty to manage that, you know. And so I think that Yeah, including them socially is a lot.... is a difficult. It takes work.

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Researcher 26:09

Okay. And that generally now where I want to ask the question is now what is your opinion about facilitation as an inclusive education practice? How would you define that?

T1 26:24

....(deep sigh).... Yeah, because essentially, having a facilitator is not including them, it's actually excluding them, essentially. But it's....(sigh).... it's inclusive in the fact that they can still.... it's helping them to learn. You know, hopefully, if you've got the right, if you've got the right facilitator. I think it helps them become included in the classroom.....(sigh).... Yeah, it's....(sigh)....it's difficult, but I think.... (sigh)....if I told from experience with F1, I had her and she was able to help LwS1 be more included in the classroom, when I'm doing a whole class teaching? She would manage and say, LwS1, listen or, say, LwS1 don't you want to answer or LwS1 it remember this? So, you know, she would help, she would give him prompt to keep him included. Whereas when she wasn't around, he would do its own thing and he would exclude himself when it was academic work. Socially, he would include himself everywhere. So.....ummm....(sigh) I think it is difficult because having someone next to you the whole time is quite like.... you know, there's a lot of attention. And with the rest of the children as well, they are very much like, Oh, F1 is for LwS1....F1 is for LwS1....Okay, you know, F1 LwS1 is doing this, F1 LwS1 is doing that.... And....(sigh)... so it's a huge issue of contention, is it inclusive? is a non inclusive? And I think, I think at the end of the day, is it helping the childlearn? And if it's not, it's either not being inclusive, or it's not the right facilitator.... But if it is..... then it's working, you know?

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Researcher 28:25

And specifically because within this specific case, we had two different facilitators with LwS1. So I wanted to know, did you find that there was a significant difference between, for example, when you're with ASDAN, and then in mainstream, what the two facilitators was the significant difference in terms of the work.... How did they work with LwS1 academically?

T1 28:50

Yes, so I think when he was in the classroom, just the remedial classroom with F1, I felt it worked a lot better, because the teacher who gave the work was able to supervise and make sure that the works been done properly, the facilitator was able to see the whole lesson and know the expectations. And because the teacher was always around, LwS1 felt, okay, now it's work time, I'm going to work with my facilitator, because that's what I need to do and my teachers watching. Whereas when

Inclusive education -
exclusion
Facilitator Roles

Teacher perception of
facilitation

Inclusive education -
Fill the gaps/provide
inclusion/create
potential

Finding the right fit -
finding the balance

whole quote

Inclusive education -
exclusion

<p>134 135 136</p>	<p>he went ASDAN it was very difficult, because he would then do the lesson with me, and F3 would be there. Then I would go back to his classroom, and he would have the work that I'd given, but I'm not there and I'm not in the classroom. So why must I do this work? You know, for him, it was quite a thing. And so he would fight a lot. He would fight against doing it and when he was in the classroom ... in ASDAN and when he was in the grade -----classroom, he wouldn't want to do any work. That was... He saw as play time because the teacher in that classroom was not the teacher who told him what to do. And whether the facilitator told them or not. It, it didn't matter. It was, what is the teacher saying?</p>	<p>Moments of connection - Teacher and Facilitator Moments of connection - Teacher and Facilitator <u>Supervision</u></p> <p>-----</p>
<p>137 138 139</p>	<p>Researcher 30:22 And then so you would say that the teacher aspect of like you said earlier, the supervision of the facilitator and how they actually working within the classroom, led to the completion of the task. But then I would ask.... my question, in terms of schedule, did the facilitator promote independent academic achievement of the child? would you would you say, within the class dynamic.... How would you say that? and then like, as you were saying, you were exploring that a little bit outside of the classroom and without the supervision of the teacher, but I just want to ask if you can explore that a little bit more?</p>	<p>-----</p>
<p>140 141 142</p>	<p>T1 30:53 So I think.....in the mind of a facilitator, you want to be show that you're doing your job, and so the child is completing work, he is doing it well, he's writing neatly..... And so with F1 as well, she was very harsh on him writing his words properly, or writing neatly, or rubbing out mistakes and making sure he completed everything. <u>And yes, often it would have been.... it would be...ahhhh just write this or.... No, look at here write that word, you know.. and they would get frustrated, because he's not doing what he's supposed to be doing in their eyes.</u> So, yes, independent work, wasn't done much. And that's why the teacher needs to supervise and say, in this task, you cannot do the work for him. And I was lucky with F1, because she was receptive. There are others who<i>who won't, and who will then you know, do the task for them. And that's also a big reason why we do not let facilitators sit with them during assessments.</i></p>	<p>whole quote ----- Need to Preform Dependency <i>Formal assessment – Academic Educator- Supervision</i> -----</p>
<p>143 144 145</p>	<p>Researcher 32:08 Okay, that's also what I want to go into a little bit later. And just also want to ask, um, in terms, I will come back to this exact question now. But I also wanted to ask, then, again, like you were saying that you didn't want to use very strict on, or she was very strict on how he used to do the work. So do you then question, would you did you have questions when you're working with a facilitator, but the legitimacy of of the work, for example, after school before school? And how did you negotiate that's in terms of nah? You obviously being a teacher know the expectations of the child? And how did you negotiate legitimacy of work?</p>	<p>-----</p>
<p>143 144 145</p>	<p>T1 32:50 So I would write in every one of his workbooks or tasks, I would say, supported by F1. Not independent work....then he did do independent work, I would I would note that independent works. I wish kept that book. But I would also, and yes, in the beginning, I would say F1 this needs to be independently please dont help him, you know, there is always like, sneaky bit of...(whispers)... come on do this.... you know,</p>	<p>Strategies</p>

<p>146 147 148 149 150 151</p>	<p>and so sometimes I would actually say to F1, I would say go get a cup of coffee, or tea or something, like, take a break. I need them to do this independent. And I would try and negotiate it that way. <u>There were times when she wasn't a bit happy, because I think for her this is her job.....Why am I trying to stop her doing her job? You know? So there's a humungous sort of disconnect.</u></p> <p>Researcher 33:52 But that's, that's what I'd like to explore. So in terms of, let's, let's say, let's say, first of all, what was your expectation of a facilitator within the class dynamic? Let's, let's start there.</p> <p>T1 34:04</p>	<p>Moments of connection - Teacher and Facilitator Supervision Need to Perform Dependency Just a job</p>
<p>152 153 154</p>	<p><i>So..... my expectation of a facilitator would be..... exactly that to facilitate the work, to not..... to not do the work, I would, I would expect the facilitator to take on what I have said, and to not come to me.....and tell me how it's done. She had to listen to what, what I want, because I'm the teacher. And so my expectation was her or for the facilitator to do what is needed to help the child learn.... and initially when I first got the facilitator, what I first got LwSI.... I needed behavior, because he was a bit getting used to adjusting whatnot, you know, so she needed to be there for behavior because she was very good with that very firm with that. And.... then when he started to settle, I found that.... if I gave him enough tools or enough scaffolding, he could work more independently. And he actually worked better sometimes. So I feelYeah, my expectation was for her to take on what I've said.... Because and I think some teachers may have the expectation of is a facilitator....a facilitator must do everything. I was still first port of call. I'm still responsible for the child, not the facilitator, you know. And so that was my expectation.</i></p> <p>Researcher 35:43 Okay. you mentioned that others.... So within the school dynamic that you're working in? Would you say that there is a difference in terms of expectation that some teachers had in your school, and then some other teachers had like yourself, where you are the port of call? So you definitely agree with even within the school dynamic, there's a school difference expectation?</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Teacher perception of facilitation Valued - position on school</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential</p>
<p>155 156 157 158 159 160</p>	<p>T1 36:08 <i>Yes, absolutely.</i></p> <p>Researcher 36:10 Would you could you give me examples of, for example, what you said, Did you see that academically, socially and emotional development of the child with a facilitator, the difference, I</p>	<p>Teacher perception of facilitation</p>
<p>161 162 163</p>	<p>T1 36:24 <i>Ummmm I think, I think we see them, you see it in all aspects. Ummm where you've got a child's got a facilitator, and you almost just put the task.... the teacher will put the task out in front of him and look away, and the facilitators lift his own devices as to what to do. So obviously, they're not going to give them.... give them answers or do it, you know, make sure they do it properly. And also, I think a lot of the teachers or some of the teachers don't give the correct guidance to the facilitators. And so then they end up with problems of saying, are the facilitators taking over, or she's telling me how to</i></p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Teacher perception of facilitation- Perceptual trap</p>

<p>164 165 166</p> <p>167 168 169</p> <p>170 171 172</p> <p>173 174 175</p> <p>176 177 178</p>	<p>do this, or this is happening, or this is happening, but it's because there is no boundaries set. And I think you've got to set boundaries, as soon as you get that facilitator... boundaries have to be put into place. Expectations have to be put into place. And I think, if you don't..... some facilitators being as they are, will then take liberties, you know, I mean, there are some children who do require facilitating also during break time, but if the teacher doesn't keep on telling them or keep monitoring that they will go have their own break, you know, they'll leave, and then there'll be problems and whatnot, you know, so, um, yeah, facilitators need to be managed. Correctly.</p> <p>Researcher 37:55 Then question following that is, do you think that the roles that the facilitators are having, and we'll go into the roles a little bit later cuz I know, you've mentioned, you talked about academic, we talked behaviorally that the facilitator was there.... Would you say that the roles then now, we you can begin go into LwS1s case that F1 or F3 took, but also generally, do you think that the roles that are taking are appropriate for their position? Or do you find like what you said that they are, like, taking liberties? And then my question is, is it appropriate? Is it inappropriate as you as a teacher? What is your opinion on that?</p> <p>T1 38:40(sigh)..... I think they can very easily overstep....and I think they can very easily take on more of a role than is intended for them. I think it's coming from, you know, when you're a facilitator, you essentially need to work yourself out of a job almost, you know....ummmm so I think they are incredibly scared of losing their job and so they they do too much, you know, they take on or they want to take on too much and then it riles up the teacher the wrong way where now there is this fight or power or this fight who control.... who's actually in control of this child, you know. And so there's definitely is... they do take liberties, and they do their roles are, you know, even though.... it comes down, <i>I think to the contract is not a contract. It's not a set contract. It's a contract between parents and facilitator. And I think that could be a bit of a..... that is!... a huge issue because we don't see the contract. We don't know what the contract is whether the parents even get this contract from... they also don't know the requirements, you know, so... If a school could draw up a contract, that would be a lot more helpful, because then we can, you know, refer back to that all the time, whereas now we're kind of going in blind. So yeah, I think they they don't have a very clear understanding of what their role... is.</i></p> <p>Researcher 40:18 That would be my next question. Is that in terms of, are you identified three parties? So you'd say that that's definitely the parent, as the employer of, am I correct that they employ a facilitator?</p> <p>T1 40:32 <i>The facilitator. Yes.</i></p> <p>Researcher 40:32 And you mentioned the challenges. That's that is not leading to specific expectations that neither the facilitator has within the class dynamic. And you, you mentioned that this might not be there's a challenge in communication.</p>	<p>Qualification and training</p> <p>Moments of connection - Teacher and Facilitator Supervision</p> <p>Facilitator Roles Qualification and training</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential Need to Preform</p> <p>Just a job</p> <p><i>Parent external sourcing and contract</i></p> <p>School description- Structure</p> <p><i>Parent external sourcing and contract</i></p>
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<p>179 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 201 202 203 204 205 206</p>	<p>T1 40:51 Absolutely.</p> <p>Researcher 40:51 And then the different parties, you said, then instead of the teacher itself, within that, and then the school. So as far as you know, do you know, in South Africa, if there is any actual guidelines? Were you given any guidelines as a teacher within the school dynamic of actually how to work with the facilitator?</p> <p>T1 41:18 <i>Not at all. Not at all, and they, and they, so there is a specific staff member that is responsible for the facilitates. And that staff member is responsible for meeting with them, I think, once a month, or whatever, and seeing what, what's happening dealing with any issues that they may have. So there's a there's a person responsible for them. But.....(sigh).....there's not a connection between the teacher and that person even with the facilitators. And I think what makes it the most difficult is that they are not a employed by the school. So we don't have much right or much control there.</i></p> <p>Researcher 42:01 And then would you say in terms of the guys who received any training from that person responsible, did they provide training to you as teachers to say to say, this is how we expect you as teachers and facilitators to work?</p> <p>T1 42:15 <i>No, look, there was training for facilitators in terms of how to act in the class, they did have a few trading sessions within the school was not an outside source, it was an insights source, and but there was never training for teachers.</i></p> <p>Researcher 42:31 And would you suggest that that would be a specific advantage? To have that collaborative communication of this is how I expect as a teacher within the classroom? Yes.</p> <p>T1 42:44 <i>Yes, I think I think it should be a training course together, teachers and, facilitate, not separate. So they're both hearing the same thing. That's how I feel.</i></p> <p>Researcher 42:53 That would you also include the parents in that as well, because you mentioned that there is a the parents are expecting quite a lot of how they will dynamic?</p> <p>T1 43:06 <i>Absolutely, because I think there's a lot of information that gets brought back to the parent from the facilitator, that's not always accurate. And so if we can all talk as one, that would be brilliant.</i></p> <p>Researcher 43:18 And I would just like to touch on that just you mentioned that it's not always accurate. So in terms of the communication or the role that facilitators are playing, you mentioned a connector, but and also now you've mentioned the negative aspects of that connector.</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>School description- Structure</p> <p>School description- Structure Qualification and training</p> <p>Lack of support structures</p> <p>Moments of connection - Teacher and Facilitator Lack of support structures</p> <p>Moments of connection - Teacher and Facilitator Lack of support structures</p>
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207 208 209	<p>Could you explore that a little bit more of how you see that connector role with facilitators, both positively and negatively?</p>	
211 212 213	<p>T1 43:42 And with the parents?</p>	
214 215 216	<p>Researcher 43:43 Yeah, with the parents and also with the teachers? What, in terms of connection with systemically...</p>	
217 218 219	<p>T1 43:50 <i>Yeah, so what I found is the parents often talk more to the facilitator than a teacher. So they will ask the facilitator, what's happening? They said this in the newspaper, what happened in the newsletter, what happened? What must I do? And the facilitator will then give them information, which they are then seeing the facilitator as their first port of call, which should not be.... they should be still dealing with the teacher first. And so the facilitator then, obviously gives him information... you don't know what they say, you don't know what they information is, in terms of how the child's doing that the parents who go to facilitate so how's he doing?..... Oh, so well..... you know, that they'll always say that they will not say they struggling. And then they get to bear in meetings, and it's Oh, the child really not doing so well.... And it's a shock and then it's a.. but why because you know, and there's a whole big thing then. So, you know, there's two aspects of new parents need to understand that the facilitator.....(long pause).....the teachers still first port of call... whether you have a facilitator or not, your teacher still the first port of call... And you've got to get your information form the teacher regarding academics regarding fundraising, regarding socials, regarding everything got to get your information for the teacher and not facilitator.</i></p>	<p>Moment of connection - Parent and teacher Moments of connection - Be eyes and ears Moment of connection - Parent and teacher</p>
220 221 222	<p>Researcher 45:12 And then I just wanted to touch on because we were talking about that... the training and then also, for example, then like the expectations, you said that other don't understand the role. Would you say? Are you aware of how to facilitate are actually trained? Or based on your experience working with facilitators? What's training do you know that those facilitators have had?</p>	
223 224 225	<p>T1 45:33 <u>So it's varies, some facilitators are trained by ASA autism South Africa... some facilitators have no training at all... some facilitators come from..... domestic work, you know, some facilitators come.....we actually have a case now we have facilitator, a child facilitator is a family member...(sigh)...a cousin or something. And so they, they vary, and that's a....(high voice).. big issue, because I feel if you're going to be a facilitator, you have to be training, you cannot just be someone who's going to sit there, and you're just going to babysit. And so, yeah, some facilitators have the training, some don't.</u></p>	<p>Finding the right Fit - Qualification and training Finding the right fit - Qualification educator Parent external sourcing and contract</p>
	<p>Researcher 46:27 And then would you say, like, you said that, then they would babysit? So then my next question would be, do you think that the facilitators training hinders the ability, for example, to meet the needs of the complex needs, as you said, of the learner with</p>	

<p>226 227 228</p>	<p>specific needs? Which you said, how would that? How does that dynamic played out, for example.</p> <p>T1 46:49 So they wouldn't understand they wouldn't understand the child, you know, because they have no training, they would not know what strategies to put in place, how to talk to the child.... how to interact. And oftentimes I've seen they exacerbate a situation more than calm it down, you know, because then don't know how to react. So the child going crazy, they match it by going crazy, you know, and that's like 101, you don't do that. And so the situation just gets woofff. But then you see a facilitator who been trained, and who knows what to do in situations like that, who then calms it down. And so once you get a child is now exacerbated, and the whole learning for most of the day then is gone. But if you can get him and calm down, you can get him back to where he needs to beback on top. And so it's, it's really important that they are getting trained and had know how to deal with these situations. And also how to deal with academic situations, a lot of them think they must just give the answers, you know, and and that's not that's not the way it's supposed to be. So then yeah, comes the teacher telling them differently, they think, but why I don't understand why, you know..</p>	<p>Finding the right Fit - Qualification and training</p> <p>Facilitator Roles</p>
<p>229 230 231</p> <p>232 233 234</p>	<p>Researcher 48:06 And then would you say that when, for example, as an impact on the relationship you as an educator has with the a facilitator? And you work with your facilitator within your class dynamic, as you said, your expectations, your boundaries.</p> <p>T1 48:22 (agrees) hmmm....Absolutely. like I said, I was very lucky with F1, because she was receptive to everything that and she was also trained by a lady and so she was she was properly trained. And so I was very.... I was lucky with her, she would take on everything and she would understand. Then you get some who like I said come from, you know, domestic work, or family member, and then they have no training and childcare or children development or nothing. And so when you now tried to tell them something, especially if they've been with the child year before, there's often this.... but I know him better, I know what works for him. Who are you to tell me what I must do? What what's happening, my expectations or my role? So there's definitely the sort of like, I'm better. I'm not going to listen to you.... Because I know that's child. I've been with him longer. So there definitely can be that.</p>	<p>Finding the right Fit - Qualification and training</p> <p>Just a job</p> <p>Moments of connection - Teacher and Facilitator</p>
<p>235 236 237</p> <p>238 239 240</p>	<p>Researcher 49:20 Did you find that you had to train the facilitators, even year after year when you get a new facilitator? So so if you can add the first part, my question there would be so I would say that it's your relationship with your facilitator, obviously, year by year then would change if you can explore that. And then be it within your training of that facilitator depending on... if I can say the teacher of the year, has shifted the way...can I ask the facilitator my work? Have you ever seen that or witness that as well?</p> <p>T1 49:52 I suppose because it's so inconsistent..... You know, ja, absolutely. I mean..... (sigh) and it sounds bad to say, but we almost have to treat them as if we treat the children in our past as well. And there's got to be consistency. You know, I've got to speak the same language that the next year's teachers going to speak. Because then it becomes a</p>	<p>Valued - position on school</p> <p>School description- Structure</p>

<p>241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274</p>	<p>lot more formalized and it flows a lot better. <i>Whereas I say, don't help him. But then the other teacher says, No, you must do everything for him. I get it, it does become a bit confusing for them. And we what is their role? What are they actually supposed to do? You know, and so? Yeah, absolutely.</i> I do find that there needs to be consistency. <u>I do..... ja, I think they do require a lot of updating training. So I think they could fall into a bit of a bubble or zone where it's... (sigh) just do it or just give the answer. But then as soon as you almost have a little bit of a meeting or a catch up or, you know, a little session with them.....You'll see the next few months, it flows smoothly again, but then you got to do it again. And you got to do it again. So your expectations, I think, once a year is not enough.</u></p> <p>Researcher 51:14 I just wanted to ask in terms of the school dynamic, you mentioned, obviously that within the school done they have a position.. I want to ask, you mentioned having those meetings, do they form part of the support team itself within the school?</p> <p>T1 51:29 The meetings that that facilitators ?</p> <p>Researcher 51:31 Yes. Do they do they participate in any meeting between the SBST well</p> <p>T1 51:37 Between either teacher facilitator?</p> <p>Researcher 51:37 Or do they? How are they....Let's say how are they having a voice in the way in which this the education of the learner would...</p> <p>T1 51:52 Oh you breaking up</p> <p>Researcher 51:37 Hello, can you hear me? Hello? Okay,</p> <p>T1 51:57 yeah, you're breaking up a bit.</p> <p>Researcher 51:59 Okay.</p> <p>Researcher 51:59 I'm asking do they form part of any meetings with you as a teacher to structure the IP, for example? Hello, can you hear me? Hello?</p> <p>T1 52:14 Yeah. Can you just keep breaking up? So I think what I'm getting is, are they other teach other facilitators included in any meeting?</p> <p>Researcher 52:21</p>	<p>Teacher perception - Perceptual trap</p> <p><i>Teacher perception of facilitation</i></p> <p>Finding the right fit - Qualification educator</p>
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that, and so... I do feel that they should be more included. But I think as the school, it's difficult to do that, because they're not employed by the school. Its a difficult situation

Researcher 55:49

If you had to compare F3, and F1, was there a significant difference? In terms of the value? I would say? No, it's quite a bit of a difficult one, let's let's break it a little bit more down value? How would you define the value? How would you define that?

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T1 56:08

Between F3 and F1?

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Researcher 56:08

Well, that the value that a facilitator would have, and then it's gonna go into how?

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T1 56:16

Yeah, and I think it goes back to the training as well. And the.... relationship that the facilitator has with the teacher as well. And I think that they.... can add, they really can add so much value, you know, and as a school, we don't.... we don't suggest facilities unless, it's like really, really, really necessary, you know, so... we don't have a bunch running around, you're not really needed. *We have ones who are really needed and so we need to.... make them feel that they are needed, and valued. Give them specific guidelines and specific roles that they need to fulfill because they come they arrive, and then it's just like..... Okay, do this with him, you know, you're expected to your role go, I don't know what you're supposed to do. I don't know what your contract says with the parents, just got, you know. And so, I think that.....(sigh) depending on this, and it's just, it's exactly like a teacher, I suppose, depending on the facilitator, they can add a lot of value. Some teachers don't even add value, you know, so I suppose it also depends on the type of person the facilitator is. And I think that is a huge thing. And when we do approach parents to say, I think your child would benefit from a facilitator.... WE...have to help them and guide them in finding one and finding a good one. Otherwise, they come up and they find the own. And suddenly, there is nothing we can do because they're paying them.*

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Researcher 57:50

So you mentioned specific characteristics. Could you maybe break down those characteristics a little bit more? What would you say was the essential characteristics, for example, F1 had that led to the successful implementation of facilitation or F3?

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T1 58:10

Yes, so I think with F1, she was so open to criticism, she was open to constructive criticism. So she would take anything that I said.... she had initiative. So she would if I was busy with another child, and I'd hadn't gone into there yet. or LwS1 yet she would know... Okay, oh LwS1, let's start while we waiting for for Mrs. -----, *Let's start you know, so she took it upon herself to realize what's going on. And to actually then do it, you know, she was part of the classroom.... she involved is of as part of the classroom, or the class not just sitting there waiting to be told, and if she's not told she does nothing. So you actually had that initiative sge involved herself in the class and that's I wanted that you know, you do you want that and so.... So, it's things like that where you're open to learning you're wanting to learn you. You're not just sitting back waiting to be told. Yeah.*

ALL 3- themes
Moments of connection - Teacher and Facilitator
Valued - position on school
Finding the right Fit - Qualification and training
Inclusive education - Fill the gaps/provide inclusion/create potential
Finding the right fit - finding the balance
Lack of support structures

Moments of connection - Teacher and Facilitator
Work within the classroom setting

<p>316 317 318 319 320 321</p>	<p>Researcher 59:19 And in terms of the relationship that F1 had with LwS1, how would you describe in terms of her availability to LwS1, her emotional expression to LwS1 how would you describe that towards LwS1?</p> <p>T1 59:39 It was a very tough love relationship. Um, she believed that you needed tough love and I think there were times when you did need tough love. There wasn't much nurture. But LwS1 responded to her. You know, there was definitely a connection and a love there. He would always tell F1 that he loved her. You know, he wouldwhen he was doing a task, he would refer a lot to F1, F1 help, F1, you know, Whats next? What's next?. So she was, <u>I don't want to say that she became a crutch.</u> But when he did call her, she was always there and available. And she would always then, you know, if she was ever on a phone, which I always told her not to be, but if she ever was, and she LwS1 would call her and put it down and look and say, what wrong what do you need?, you know, And so? And if it was something silly, she would even say, I'm not... I'm not helping you. Mrs. --- said, you got to do it on your own. So no, I'm not help, you know. And she would be her..... her boundaries was set and very clear. And I think that good. I think with F3, as lovely and nurturing as she was.... those clear boundaries were in set and he could then take advantage.</p>	<p>Finding the right Fit - Bond - Facilitator and child Finding right fit - boundaries Dependency</p>
<p>322 323 324 325 326 327</p>	<p>Researcher 1:01:09 Okay, and then you so then you would say that that hindered the relationship? Or how did those then boundaries hinder his academic development or social development?</p> <p>T1 1:01:19 Exactly. So then, with F1, where he knew he had to work, otherwise, there were problems, you know, he would then work. Whereas with F3, and I think, you know, it's difficult because it was also an ASDAN thing. But he would, he would avoid all tasks all the time, and you would want to play and he didn't want to, and then he would, you know, want to fight with her...<u>And she would never be firm enough for him. And she would never say, LwS1, sit down now you have to complete this work. You know, because yes, he has a diagnosis, but he also can be naughty, you know, and so you also got to understand that the two... And I don't know if she was always fully aware of the two and I think F1 took his academics more serious, if I could say that.</u></p>	<p>Finding right fit - boundaries Inclusive education - Fill the gaps/provide inclusion/create potential</p>
<p>328 329 330 331 332 333</p>	<p>Researcher 1:02:16 And then would you say that, then the proximity of the facilitator affect facilitation?... because you mentioned, for example, that even though there were there, we have a difference in academics? So in your opinion, was that attachment that the facilitator had to and how they worked with the child more important than the proximity? What is your opinion with that?</p> <p>T1 1:02:51 Um, yeah, I mean, LwS1 had a relationship with F1 since Grade 0 you know, so. And I think, when F3 came in, it was testing boundaries, it was how much can I get away with? How much can I not? And so I think that because he was very used to F1, and he was very.....he knew, he knew what was expected. That helped a lot more in terms of</p>	<p>Finding the right Fit - Bond - Facilitator and child</p>

<p>334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351</p>	<p>getting his work done. Absolutely. Yeah. So I think the relationship between facilitator and learner is hugely important.</p> <p>Researcher 1:03:29 What would you say would be the hinderance in that relationship? What, what hinders the child in the development in terms of the relationship they have with the facilitator?</p> <p>T1 1:03:45 I think when the facilitator puts too much pressure on them, you know, there's pressure, but then there's also that like, Whoa, intense pressure, where, I mean, if you think of us and we're sitting listening to someone, we can glance out the window for a second and then come back, well, we, you know, we can do something come back, whereas if LwS1 had to do that there's someone on him straightaway, like, "Stop can't do that!"....You know, and, and then he wants to fight back because he does need a bit of a break or he does need a bit of a break, you know, stop every now and then... you can't just stare at people the whole lesson. And so, I think there comes a bit of a fight sometimes where the facilitator pushes but then the child pushes back..... and sometimes the facilitator keeps pushing where, you've almost got to not let him get his way but you got to handle it in a different way and not fight back rather..... you know, do the other discipline strategy and so I think that..... that could really hinder where they see the facilitator and they see this like, red light almostof like, "Oh, gosh, she's here, oh my word. I have to do that". You know, and it's just like this scariness for them. This frustration for them where they just can't breath.</p> <p>Researcher 1:05:06 What would your opinion be in terms of like what you're saying now the proximity of the facilitators and the social dynamic - in terms of how his peers looking at now, the facilitator with LwS1, being there, did that limit... did to that hinder... did it improve?</p> <p>T1 1:05:26 I think in terms of LwS1 it helped, I don't think it hindered because he knew that she was around. And if he would misbehave or do something on the playground that was naughty, then she would be the right then. And then he would be like, "Oh, no" you know, and but he knew. It was funny, because the days where she was not there, he would run riot on the playground. You know, the days where she was there was more contained, just very interesting. But she wouldn't be like watching him the whole time. And she would almost be to the side or away from him and let him do his play. But be they be, you know, in the in the vicinity, but not on him all the time. And I think that....</p> <p>Researcher 1:06:16 Would you then say that that then be consistent with the increase of education principles? But as you said, it's what what, again, it's a bit of a juggle? Am I correct?</p> <p>T1 1:06:31 It's a humungous juggle, because, yeah, is it being inclusive, but then you also have to think of the other children in terms of, if we do just let LwS1 run, riot? Because you're gonna hurt somebody, you know, because he has the ability to maybe, you know, be a bit rough. So you've also got to look at the other children, are we being inclusive of them, and in taking their safety into account, you know? So it's so hard. It's a humungous juggle, you know, and I mean, the fact that LwS1 is where he is now, is</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Distance – Overall</p> <p>Finding the right Fit - Bond - Facilitator and child</p> <p>Distance – Overall</p> <p>Social Balance – Distance</p> <p>Finding the right Fit - Bond - Facilitator and child</p> <p>Social Balance – Distance</p>
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<p>352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372</p>	<p>now is a little bit like, oohhhhh (sound), for me, because it's not inclusive, it take, you know, we haven't been inclusive for him. And so that's.... Yeah, it's, it's difficult it really is.</p> <p>Researcher 1:07:17 You haven't been inclusive for him, can you just give me a little bit of background in terms of why?</p> <p>T1 1:07:23 I think ASDAN didn't work for LwS1. And I think that when he was in the classroom, we were able to be a lot more inclusive. Being in ASDAN for LwS1, LwS1 needed a full day unit of ASDAN. LwS1, it was really difficult for him to go to ASDAN for two hours a day, then go back into the classroom, and do what.... and I think it was also the fault of the teacher in that classroom, who kind of was like, He's not my responsibility, because he's in ASDAN. Because when he's in the classroom, he doesn't, he didn't need to do any of the classroom work, really. And he didn't need to do assessment. So the teachers view was well his not my responsibility. So he can just be left to his own devices. And that's not inclusive either. And so I think I feel like we let him down in ASDAN because we couldn't give him that full unit. And if we had a full day unit of ASDAN, LwS1 would still be with us.</p> <p>Researcher 1:08:28 And you just mentioned in terms of facilitation, I remember you said early in the interview that that's he would only have some times he would have a facilitator with this movement with ASDAN, did the facilitator with this academic shift assist with inclusion with LwS1 or?</p> <p>T1 1:08:52 We didn't have a facilitator when he was in ASDAN. So his facilitator will only arrive after the first break where he was then with the rest of the class for the rest of the day. So when he wasn't ASDAN, we would work with him at his level, we would practically, he didn't meet his facilitator. When he went back to class he had her, but it was it was very bad timing or really bad, because..... <u>he should have had to F1. Because it would have been a lot more familiar, he would know his boundaries. He would know what to work with..... now giving him a whole new facilitator who was quite soft, and yes, she nurtured but she wasn't hard enough on him to do his work.</u> And so he wouldn't always do the work that was that was meant for him. <u>You know, like I said earlier, he he couldn't understand why must he do ASDAN work but he's not in ASDAN. Where is my work from the teacher with work for my teacher, you know, and so I think the more we needed the facilitator more for his behavior in class after ASDAN.</u></p> <p>Researcher 1:10:06 In ASDAN?</p> <p>T1 1:10:08 <u>After ASDAN</u></p> <p>Researcher 1:10:010 Okay. And then that sort of links into the question that I had before, in terms of you are saying them understanding the needs, or for example, F3 understanding the needs of</p>	<p><i>Teacher perception of facilitation</i></p> <p>Finding the right Fit : approach</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential</p>
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<p>373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393</p>	<p>LwS1. Do you say that with Dummo and Hennah and facilitation? Do you think that as facilitators, they understand the needs of the learner with specific needs?</p> <p>T1 1:10:40 Not fully No, not fully, F1 was ASD trained, she's trained in autism, you know, and so it's very different. F3 had, she has a sibling with a specific learning disorder, but it's Down syndromme. You know, and so it's different again. So no, there isn't that full understanding. And it's not just my case. You know, there's a lot of other cases where there isn't that full understanding? No. And what's sad is I don't think they take initiative to look up information on it.</p> <p>Researcher 1:11:23 And would you say, in the day to day, roles of the facilitator? Would you? Do they get fixed in their understanding of the needs of the child because they seen the child every single day, and they don't move out of those, those expectations? Or that how you said, there's no meeting to say this is how the child's developing so I, have you noticed fixation?</p> <p>T1 1:11:50 <i>Yes. And then, absolutely. And especially when they've been with a child for years, you know, and they come into each new teacher each time and all of a sudden, they get a teacher is telling him to do different things. It puts the hackles up, because now I know what I'm doing. I've been with this child for years, this is how I do it. This is how you respond. This is how it works. You know? And yes, they are definitely fixed in their ways. I mean, I can just not just F1, there's that another facilitator that I'm sure you know, who was incredibly fixed in her ways. And it clearly doesn't work for the child, because there's so many outbursts, so many, you know, there's a lot of unhappiness, but..... its their way. And that's what they'll do. If they are not managed properly.</i></p> <p>Researcher 1:12:43 Okay. I just want to look at my questions to see if I've covered everything. I think we have done quite a lot. Just give me two seconds.</p> <p>T1 1:12:56 I can talk all day.</p> <p>Researcher 1:13:03 Okay, yes, um, do you get then based on what you're saying in terms of their fixation looking at the needs of the of the child? And do you think that their own beliefs on the learners disability affects the way in which they work with that child, and could you explore that?</p> <p>T1 1:13:28 <i>Absolutely, I think their, they have their limited view of.... this is what the child can do. This is how the child reacts and its limited. And so.... if I or somebody maybe tries to push the child, they already are like, No, no, they can't do that, you know? Or they'll be like, yeah, of course, they can do that. That's easy. But they've done half of it anyway. So then to understand that, giving them the answers, you know, like we're seeing the facilitators, we're not seeing the child's work. And I think that's where they are they, there's such a disconnect, because they hope I'm answering your question.</i></p>	<p>Finding the right Fit - Qualification and training</p> <p>Finding the right Fit - approach fixation</p> <p>Inclusive education - educator</p> <p>Qualification and training</p> <p>Qualification and training</p> <p>Dependency</p>
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<p>394 395 396 397 398 399 400 401 402 403 404 405 406 407 408</p>	<p><i>But they, they, they view of the child as this is where they're at, and they don't have that view like, well, as teachers, when we look at progression.... there has that..... it's there and that's where it is... you know,and because they're not trained, they don't view that progression.</i></p> <p>Researcher 1:14:45 Do they recognize this... Do you think that the learners themselves recognize themselves as different?</p> <p>T1 1:15:02 <i>Yeah, yeah. And it's horrible,it's, you know, I think they do. I also think that, again, it's also up to the teacher to make it not so, you know, huge..... And I think it's also about where you seat the child that sort of by the practicalities, are you going to see this child at the back of the class with only his facilitator? Or are you going to join him with others? And let the facilitator just sit next to him? At least he's then with others, you know, are you gonna isolate him? Who are you going to isolate the facilitator? You know, when we asked me, when I asked questions in the class.... or doing a whole class, ask patients sometimes ask, F1, you know, and we include, and so I let her talk to the other children? Don't necessarily help them, but let her have a relationship with the others, you know, so that it's not like, Whoa, this is this child sees this, this person is only for them, which essentially it is, but you've also got to, again, it's the owners of the teacher to make it like, not so..... blatant.</i></p> <p>Researcher 1:16:18 In terms of how you, you mentioned that there is individual and group, would you then say that as of as facilitation as an intervention, based on your experience with F1 and F3? Was it more effective one on one or would you say that group facilitation of including other students within their role as a facilitator, lead to better outcomes or meaningful outcomes in the development of the child?</p> <p>T1 1:16:47 <i>Yeah, so I think, I think you have to look at the needs of the specific child. You know, there's a specific there's a children who specifically need that facilitator for them and them only, because they are such high needs, and maybe it's behavioral as well. And a whole bunch of other things but..... first prize, if we if we are going to want or suggest a facilitator, first prizes, shared facilitation, you know, then that one person is not focused on this one child the whole entire time, where they can then divide their attention, which then helps the development of the other child to learn to work with it independently, have a bit more independence, you know, and then obviously develop more. And so for me, shared facilitation is the way to go. What we found that a little bit tricky is that we would have two children in mind of who we want to share. But you have to get both parents buy in and then you have to connect both of them to make the contract that they both have to you know, and so it's a whole big thing. And if one of the parents doesn't want it.... doesn't happen, you know, and so that's where the difficult part is in shared facilitation.</i></p> <p>Researcher 1:18:04 How would you then say shared facilitation acts out... if you could give me an example within the day of the classroom? How would then shared facilitation impact academic development of the learners with special needs then having now that splits attention?</p>	<p><u>fixation</u></p> <p><i>Work within the classroom setting</i></p> <p>Group Facilitation - SA challenge</p>
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<p>409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424</p>	<p>T1 1:18:24 Yeah. So do you most started sharing with LwS3 as well, she started to share with LwS1 and LwS3. And for me it was wonderful. Initially for LwS1, it was not wonderful and LwS1 would expect F1 to be with him all the time. And if F1 had to go and help LwS3, or work with him, he would get a bit upset. And you would say, you know, and he would act out. But it's just the managing and the adapting of it. And so LwS3 needed a lot less than then LwS1, he did need a lot more. But what was good was, we would then split our time sometimes and say, Okay, now LwS3 can do all of this on his own. He's in a good calm state. Let him do his work on his own, you don't actually need to be there with him. Let's focus on LwS1, oh LwS3 is acting up F1 go to LwS3 , let's LwS1 do his work on his own, you know, and so, it would give me a better picture of what LwS1 can do individually, and what LwS3 does individually. And so yeah, it's you've got to then obviously place them and seat them together and they've got to sit together and, and whatnot, and the facilitator has to have access to both. So class placement, you probably look at that. But for me, it's just so much better.</p> <p>Researcher 1:19:59 Yeah, Okay. In terms you mentioned about, I just want to go back to what the acquiring of the facilitator in terms of the parents, did the parents come to you guys and ask, what are your expectations of a facilitator when they discussed? Well, there was no discussion or ?</p> <p>T1 1:20:33 <i>So they are, show me some parents will say, "Can my child have a facilitator?" And we would say no, because we don't feel that there is that so there's that part. Then when there is a parent where we say you think there is a facilitator... Some parents do ask, they say, Okay, can you help us source one and we happily then give them some names. Problem is, we don't even have the biggest database. And that also doesn't help. We also then need to then go sourcing good ones. But we don't always do unfortunately. Sometimes we say we don't have any available. Can you try so source your own?</i></p> <p>Researcher 1:21:19 Yeah. Okay. I think I've got like, two or three questions, I just want to, because you've pretty much clarified as we went along. Okay, so I just wanted to clarify, and just with within terms of thing, how do you.... I know, you mentioned in terms of you want to include the child in terms of increase of education, or, and you said that there's a large social aspect, because of now, the facilitator coming in socially, what are the aspects of inclusive education, like, if you had to put a name to it was the characteristics that you would say, is important for inclusive education.</p> <p>T1 1:22:09 I think it's important to look at the individual child, but at the same time include them, I don't know, that's like such a broadoh gosh. If you look at like multi level teaching, you know, that's, that's including every child in the same task. Rather than giving them separate tasks, or, you know, doing completely separate work. We're doing the exact same task, but it's different, you know, volumes or number ages for each child. But that doesn't even need to be broadcast. You know, you can say, as you're, when you're handing it out, there it is, you know.</p>	<p>Group Facilitation - One-to-one/ Dependency - Group Facilitation - SA challenge</p> <p>School description- Structure Parent external sourcing and contract</p> <p>Inclusive education - exclusion</p>
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<p>425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444</p>	<p>T1 1:23:05 I feel like, with inclusive education, you've got to look at this one child, and part include him, but you also have to look at the rest of the group as well and make sure that they're also being included and not executed, because you've got one child who has humongous, high needs. You know, you've got to take every child into account. And it's super difficult, and I don't have an answer as to how to do it. By but, yeah, I think, for me, I just I tried to look at every single child, I tried to do what they need, without excluding any anyone and trying to be as low key as possible when we do different things. Yeah.</p> <p>Researcher 1:24:02 No, no, no, I get what you're saying. Then, we did touch on this. You said that if the proximity of the facilitator, then they then LwS1 would act out, so that would then be linked to his personal control? And with facilitation, do you think that can lead to the development of helplessness within the child?</p> <p>T1 1:24:30 <u>Absolutely. But absolutely, and that's another reason why it needs to be managed properly, because that's not something that facilitators even think of, you know, they think I'm here to help this child and to do everything for this child. And I think that's where F1 was really good is that she would make safe ties own shoelaces, she would make sense pack his own books away. She would make it you know, he would get his he would do his own stuff and.... Yes sometimes without her, it would be a bit difficult for him. But you had to give him that opportunity to adapt, you know, and I think that it can very easily be to learn helplessness very, very easily. And I think that's a huge thing that the facilitators do need to be aware of isNOT doing everything. But it definitely can lead to that. Absolutely.</u></p> <p>Researcher 1:25:25 And then you would say, definitely, would it be both academic socially and emotionally, as well?</p> <p>T1 1:25:34 <u>Absolutely. I mean, you can be you can make him do all this stuff on his own socially, but then you sit with him academically and do everything for him. That's a form of learned helplessness, you know, so it's got to be in all aspects. It's, you can't say, okay, no, you do your work on your own. But oh, yeah, let me tie your shoes for you. We'll let you know. It's got to be holistic.</u></p> <p>Researcher 1:25:56 And then just a know, we didn't say we said we were going to come back to just the last one. And to use he said about the tests and accommodations, with the facilitator, how would you say, F1's approach or F3's approach to facilitation, based on your experience, deals with accommodation on the test, or having to do an accommodation of the test with the child?</p> <p>T1 1:26:21 <u>Well we try not to get the facilitator to do it, that will be first prize, we try to get the learning support teachers to do the accommodate or do the test.... the assessment with the child with accommodations. We've often seen when we have let the facilitator to</u></p>	<p>Heart for child - Teacher Inclusive education - implementation</p> <p>Dependency Inclusive education - Fill the gaps/provide inclusion/create potential</p> <p>Dependency</p> <p>Dependency Formal assessment - Academic</p>
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do the assessment with the child, the marks are sky high. And then we do the assessment again, with a learning support who administers the accommodations correctly. You see a whole different mark. And so I think, again, you know, we can't just expect them to know how to administer them either, you know, and again, it goes back to, to training them and to saying, if this child has a reading accommodation, this is how you administer it. Because to them, it's Let's read everything. And it's got the answers. And it's, you know, let's do it like we do in class. And so yeah, guys, it goes back to back to their training. And I think that's why we've tried to take away the facilitators during the assessment, because they help too much, because they want their child to do well, you know, and then it goes back to that not I understand.... because they haven't been trained properly.

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Researcher 1:27:42

And would you say then, again, in terms of expectations of their roles? Would you say that that's been linked?

T1 1:27:51

Absolutely, you know, that needs to be something that, that we have a whole training course on, you know, an afternoon training was, these are the accommodations, they don't even they don't know what the accommodations are, you know, they don't know what the combinations their child has, necessarily, if the teacher has not gone up to them and told them, they don't know. And so they then get this test, and they been told, okay, read it for them. What does that mean to them? Okay, let's read it. Let's discuss answers, you know, they don't understand and so, absolutely advise that you need to treat you need to communicate with them.

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Researcher 1:28:32

And then would you say that the relationship with the learning by facilitating, would also then cause a problem in how that minister, for example, by accommodation?

T1 1:28:48

Absolutely, because the child is so used to this facilitator, helping them and, you know, discussing with them and guiding them so much. Now, all of a sudden, the facilitator is just sitting there next to them. How are they? They look at this, they don't understand, you know, and then they get crossed with a facilitator, why are you not helping me always help me? You know, why now you're not me. And then as it forms a bit of friction, you know, and so if, you know, it would be best to not have this specific facilitator of their child administer the assessment with them, but sometimes it's not always possible with manpower, but that would be we try not to because it does interferes with the facilitating relationship.

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Researcher 1:29:35

Okay. And then the one of the last ones that I wanted to ask, is that in terms of now the whole discussion, if you have to, what position do you think facilitation has in inclusive education? How would you define their position?

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T1 1:30:00

I think it depends on a lot of factors. And I think if managed correctly, it can be a good value. But the way that it's going now, I mean, I can't speak to other schools... I can speak to our school is that?..... They it's not important, what's not.... So it's not

Finding the right Fit - Qualification and training

Dependency
Formal assessment - Academic

Finding the right Fit - Bond - Facilitator and child

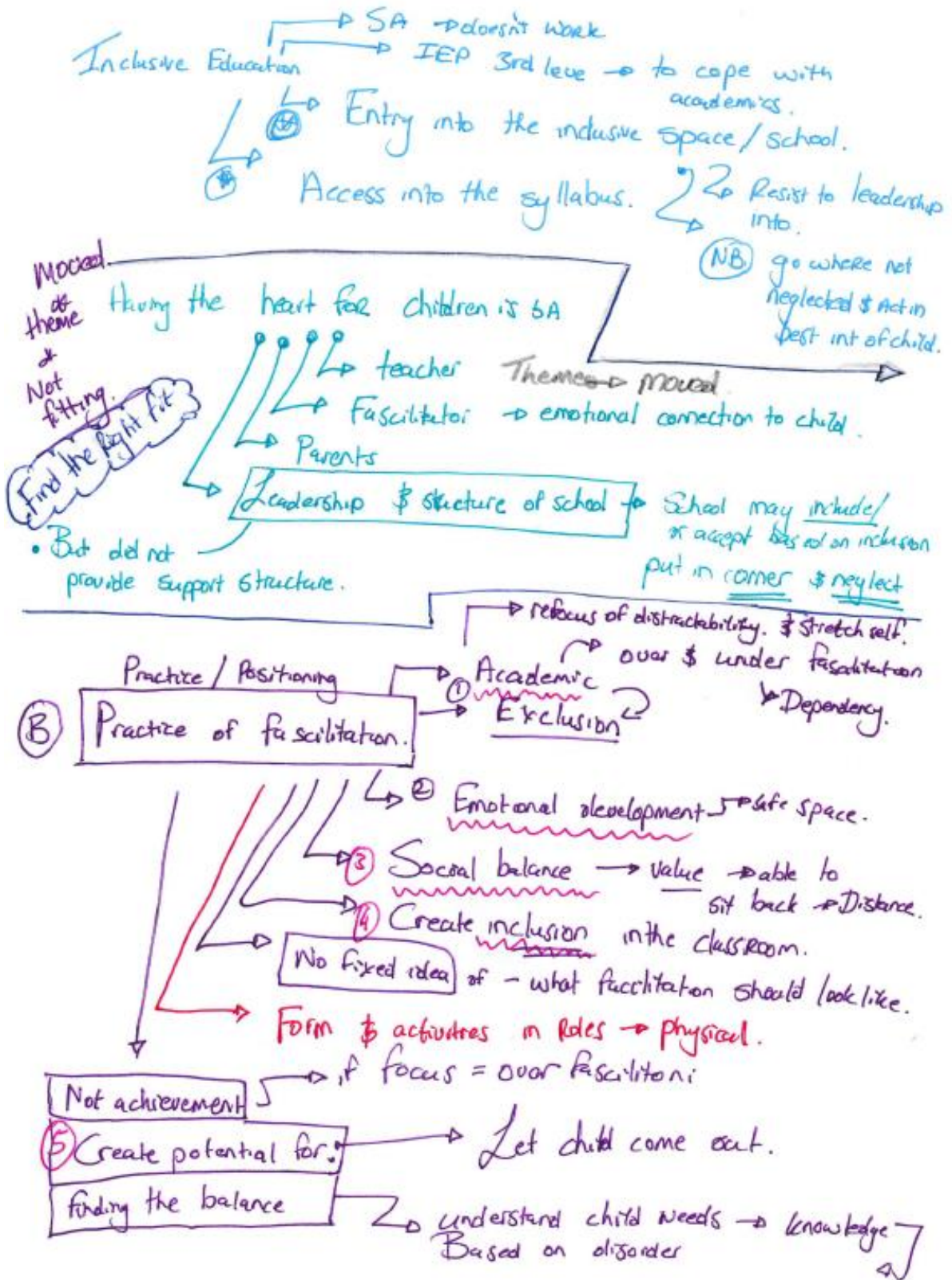
Finding the right fit - finding the balance

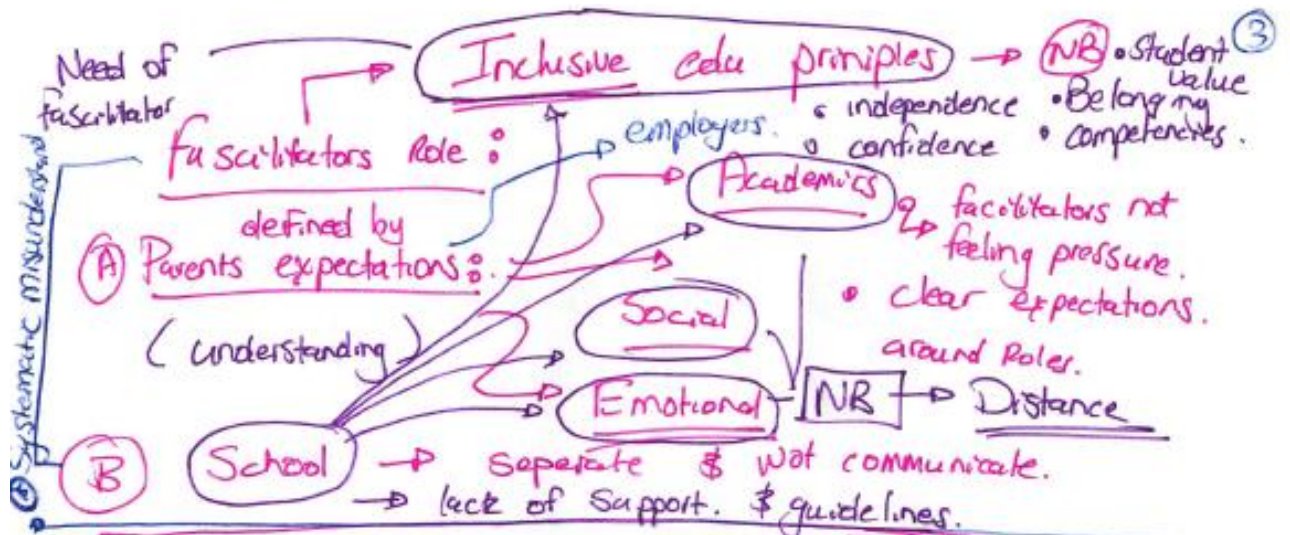
<p>463 464 465</p>	<p>working? To be honest. I think if you had to do a survey, and you would ask teachers, if they want a facilitator or would they feel facilitator is valued? They would all say no, you get 100% saying no..... Because it's not. It's not working. If we can put into place, things that will help them and will help the teachers, then yes, they could definitely be value... I know it's not necessarily inclusive. But is it? Maybe it is, because we need to, we need to help these children as best we can. If a child can walk, yes, wheelchair, yes, you know, couldn't be the same thing. And so we just need to manage it properly.</p>	<p>Valued - position on school</p> <p>Teacher perception of facilitation</p>
<p>466 467 468</p>	<p>Researcher 1:31:26 And if you had to give advice in terms of facilities, as soon as you really sort of gave advice, but you were in sort of closing, what would be your recommendation or your advice? If you had to speak to parents or teachers or even the learner themselves? When coming into facilitation, what would your sort of advice</p>	
<p>469 470 471 472 473 474</p>	<p>T1 1:31:53 To parents, I would say, let me help source... Let me help let me be part of the interviews of the facilitator. And then I would draw up a list of expectations for the parents. So when they are looking for facilitator, they know what to look for. With the child, I think they need, they will need to have a lot of pre-teaching, pre-getting them used to the idea because a lot of the time this poor child comes to school one morning and there's this person sitting next to him and now what, you know, so the child needs to be eased into it as well. And depending on the abilities and the mental the cognitive abilities of child, you can perhaps explain a bit or maybe model you know, so you've got to do that. With teachers, I would say you got to from the beginning, say down your roles and expectations, but you've got to keep at it and you almost daily, you got to supervise.</p>	<p>School description- future collaboration</p> <p>Recommendations</p> <p>Educator- Supervision</p>
<p>469 470 471</p>	<p>Researcher 1:33:03 Okay, yeah, that's definitely something that I think is very important. But I want to say thank you so much for your time. It has been really insightful and this interview. I really appreciate it. And thank you so much.</p>	
<p>472 473 474</p>	<p>T1 1:33:20 Okay, well, I'm glad.</p>	

APPENDIX E: INITIAL CODING OF DATA – WORKING PROGRESS DOCUMENT

Initial ideas of themes (NB)

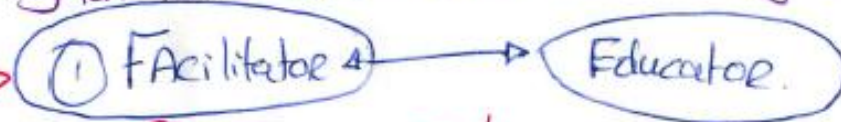
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NB → Finding the right fit **NB**

(C) Short term intervention → Not long -ve impact.



↳ Qualification & training.

(1) Qualified facilitators → BED trained individuals.

Unqualified facilitators:

Parent not informed

• training workshop → Basic cover needs

- ↳ create platform
- ↳ Not trained
- ↳ Not enough.

Benefit → teacher to train

- ↳ Across board
- ↳ conduct self as facilitator
- ↳ emotional & needs
- ↳ Behave
- ↳ to do

• Training in parents → tips & tools → therapist provide.

• Training from teachers → guidance & expectations.
→ Not provided & provided.

• Through experience → done despite training.
→ own experience with kids.

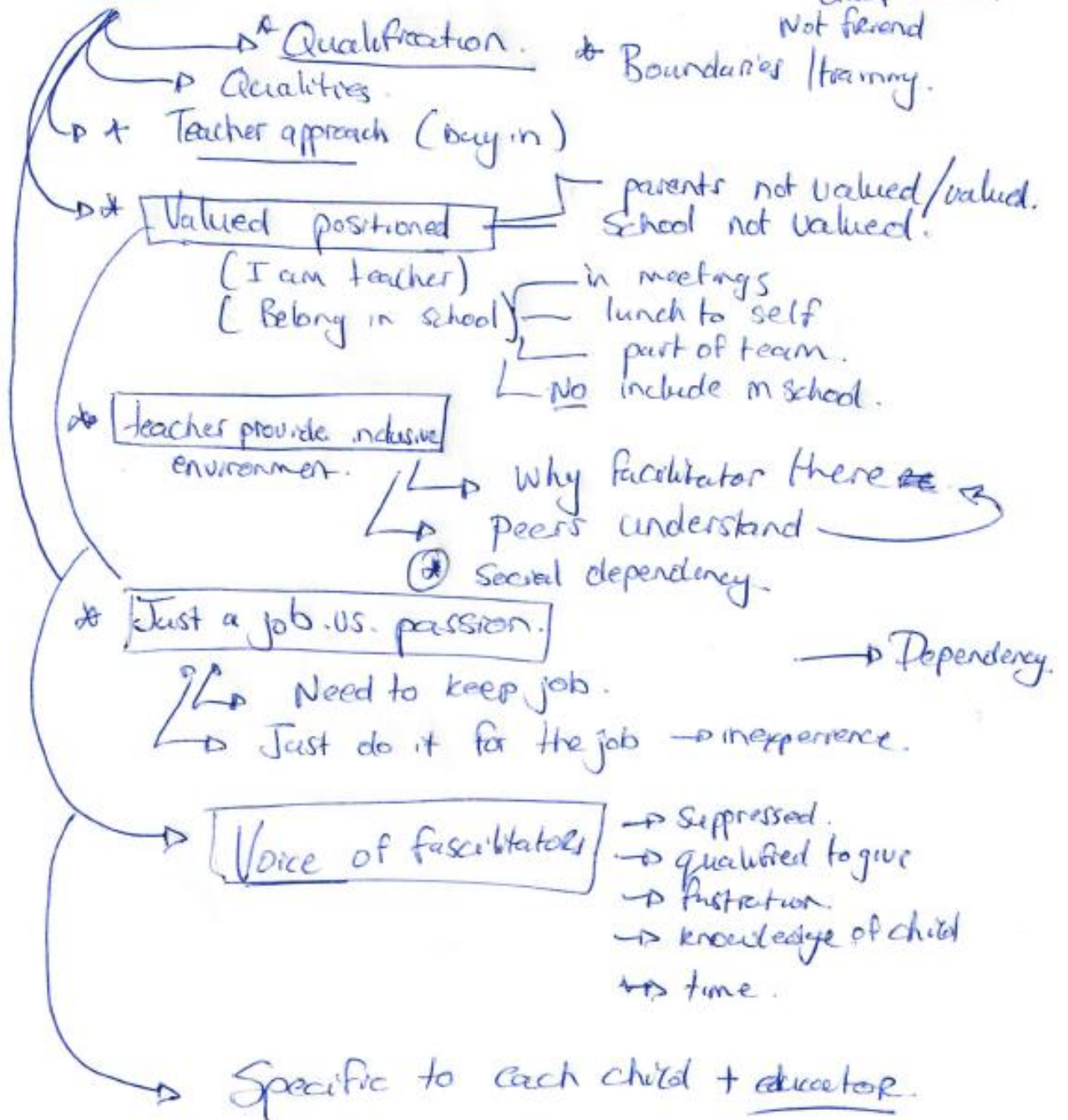
External source of train **NB**

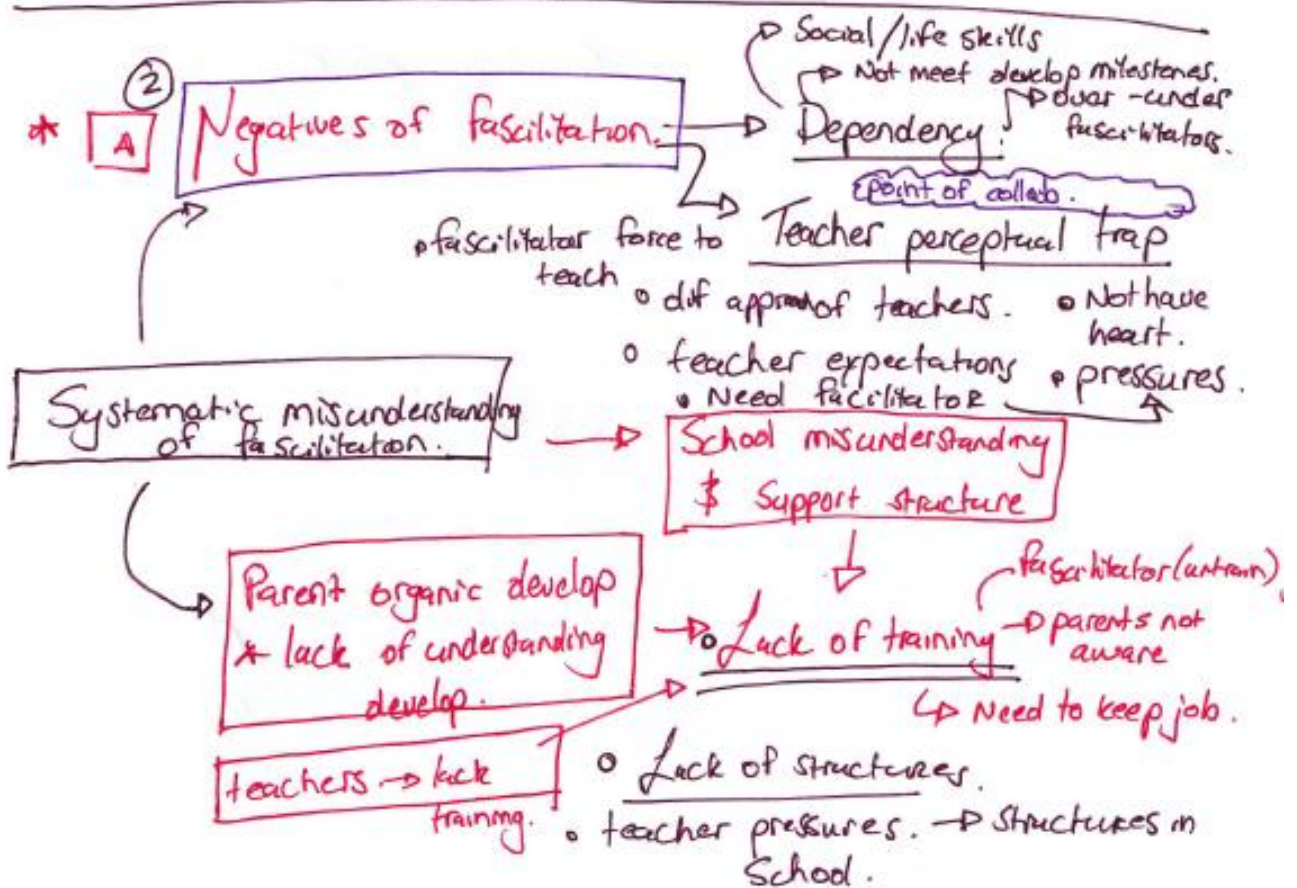
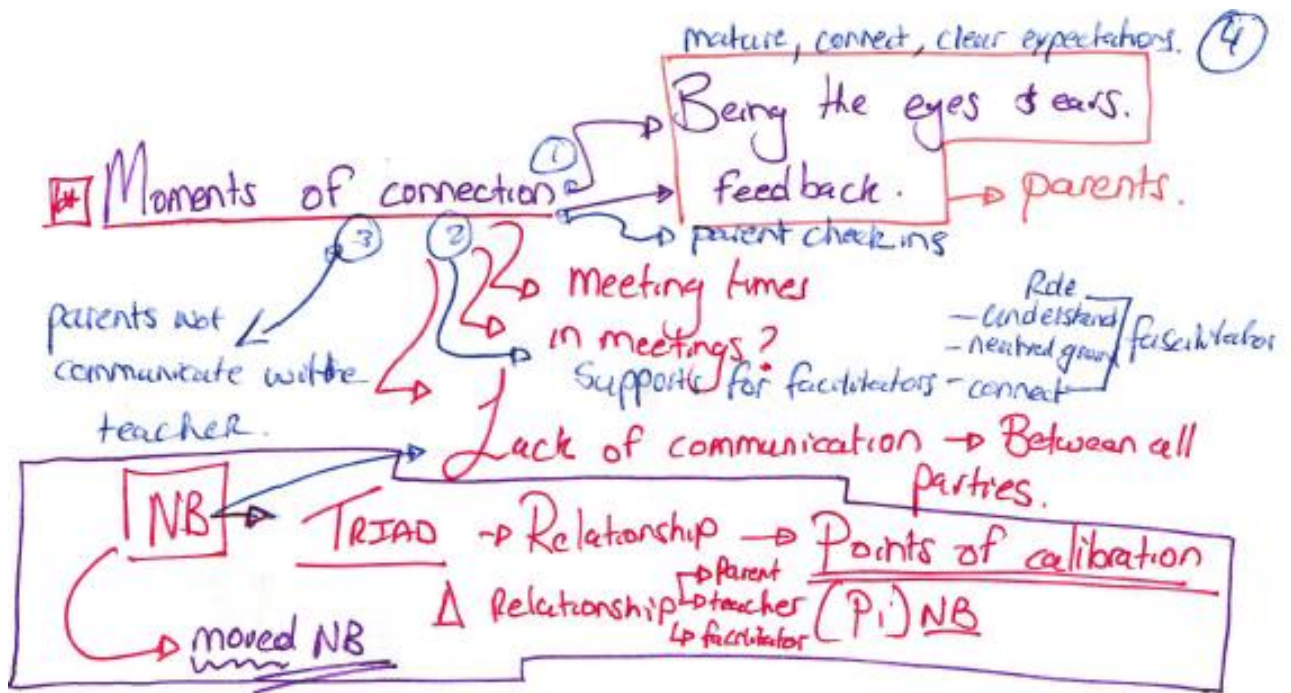
* Having the heart for children. ②

vs teacher -ve approach.

Finding the Right balance

* Bond → friend/parent/ disciplinarian.
Not friend
Boundaries/Training.





APPENDIX F: REFLECTIVE JOURNAL AND FIELD NOTES

31st October 2020

Ethics clearance from the Department of Education was received, ethics application to the Health Science Ethics board was sent.

01st March 2021:

Inclusive education - Fill the gaps/provide inclusion/create potential

After receiving clearance from both the Health Science Ethics Board and from the interdepartmental Educational Psychology Ethics Board, I approached, via email, a carefully selected Inclusive Preparatory School on the 1st of March 2020 to participate in my study. A full description of the study was provided to the school, its requirements, and the topic within this email. The school was chosen because of the extensive usage of facilitation within the school with various learners with different needs. This was to ensure that I had the best chance of having rich cases in my study. **Facilitation within this inclusive school formed a vital role in the support intervention programs within the school as experienced as a specialist teacher and described by the principal.** I believed that due to the extensive experience many teachers have in the school, the site would provide teachers with extensive knowledge of the insights of facilitation.

03rd – 15th March 2021:

Inclusive education – Sa. Inclusive education - implementation

The principal of the chosen site communicated with me via email that he was extremely interested in me conducting the study at the school. I felt that this was based on my experience and knowledge about facilitation. I then organised a meeting with the principal to ensure that he understood the entirety of the project and the research procedures. **The principal was aware and keen for the study to assist him in developing guidelines for the school as he was aware of some of the challenges that facilitation has faced within his school. Specifically, he indicated that there are very little guidelines for facilitation within the school and that they have difficulty in finding facilitators who are trained.** After the session, I received consent from the School Management Board to conduct the research at the school, and the principal and I signed the consent forms in a different face to face meeting. After which, a list was developed of potential participants interested in the study and physical copies of the information sheet were handed to participants. Special educators and facilitators from the school expressed a keen interest in providing their insights into facilitation. In total, there were four potential teachers and four facilitators who showed keen interest verbally to participate in the study. As a result of this keen interest, parents were approached to gain their consent before all other participants' consent was granted.

15th March 2021:

Case One, Two and Three parents were contacted telephonically to introduce the study and provide a brief overview. All parents demonstrated a keen interest in the study and indicated that they would be willing to participate. All participants in the three cases allowed me to approach the remaining

participants in the cases. Verbal consent was given. Parents were sent an email about the full details of the study as well as the consent forms. I approached all other participants telephonically and sent them the information sheet.

14-15th March 2021:

Inclusive education - implementation

Case One's Facilitator (F1) signed the informed consent as well as the information sheet. F1 was very interested in sharing her experiences in facilitation as she indicated there is a lot of research and policies that still need to be developed within facilitation as an intervention that provides inclusion to LwS. She indicated that in her experience facilitation has taken many forms throughout her career. Based on this I felt that she would make an ideal participant due to the potential experiences she can draw from within the interview.

15-16th March 2021:

Parent pressures – form of facilitation = Parent expectations - facilitator

Case One parents phoned me and indicated that they had not had a chance to scan the consent form for me but signed the forms. The very prompt response of the participants indicated that they are willing to advance the current knowledge of the intervention of facilitation. But more importantly, I felt it provided them with an opportunity to celebrate the successes of facilitation as their child with special needs had a facilitator for many years. I believed that this keen interest was also due to the mother is an occupational therapist who works with a variety of high needs children in her practice.

17th March 2021:

Case Three parents were contacted again to set an appointment without much luck, and an additional email was sent to the parents.

**Parental awareness
of challenges in
inclusive education
Value**

18th March 2021:

The teachers for Case One contacted me and stated that the signed form was at the reception of the school. Her prompt response indicated to me that she was very interested in participating and did so voluntarily. Case One educator indicated that she would prefer to have the meeting at the end of term due to her responsibilities and workload at the school. The educator was contacted closer to the end of the term to schedule a convenient time during the holidays to have the interview.

25th March 2021:

Teacher pressures

Case Three parents were contacted again to set an appointment without much luck and an additional email was sent to the parents.

29th March 2021:

Case Three parents were contacted via email to organise a meeting.

30th March 2021:

Due to the potential challenge in scheduling participants' meetings, cases were still being investigated, specifically case Three. I emailed the principal for possibilities for other cases. Two other potential cases, Case Four and Five, were approached to participate in the study. Both parents of Case Four and Five were contacted. Although they were keenly interested in the study, the participants in Case Five willingness to dedicate time in their schedules posed a significant challenge for their information session.

31st March 2021:

Due to Covid 19 and the parents request in Case Four, the parents and researcher had an information session where the parents were provided with a complete description of the study. In the information session, parents were provided with the opportunity to ask questions about the study and sign consent forms. Within Case Four, the child's mom was excited and willing to participate in the study. The parent was informed that only after all participants consented to the process individually will the case be taken on to ensure total voluntary participation and safeguarding of the research process. After the meeting with the parent, both the educator and facilitator were approached to participate in the study. Within Case Four, the educator was interested in participating in the study; however, the facilitator was hesitant to participate unless the parents consented. The facilitator was assured that consent was achieved before contacting him. I reflected on the reasons why he may be hesitant. I think his hesitance was because of the sensitive nature of the study significantly looking at his work as a facilitator despite all ethical steps taken to protect him as a participant. However, he showed a willingness to participate in the information session. Case Three and Five parents were contacted again without much luck.

13th April 2021:

Case Five, after contacting the educator to send information to the parents, **the educator warned me that the parents are not interested in their facilitator and are not present in the school and is very hard to get a hold of. She additionally indicated that the parents and the facilitator don't have a good relationship.**

15th April 2021:

Moment of connection - Parent and facilitator

On the 15th of April, we conducted the information session in Case Four, and the facilitator had no questions and seemed to be interested in the study via Zoom. However, scheduling an ideal time was a bit difficult with his schedule. Case Four's facilitator subsequently cancelled the session two days later due to his motor accident and appointments with LwS. However, although the facilitator seemed interested in the study in the consent session, I decided to allow the facilitator to come back to me and can schedule the session as I felt he might not be entirely willing to participate.

April 20th, 2021:

Case Two-parents was contacted, and I was given consent to contact all other participants. All other participants were very willing to participate.

April 23rd, 2021:

Case Five parents were contacted again via email. The parents responded via email on the 24th of April to indicate that they have not had a chance to schedule a meeting but were interested in the study due to their busy schedule. The lack of willingness to schedule an appointment indicated to me that they might not be interested in the study, and due to them moving away from the school, they may have historical dilemmas that may affect their willingness to participate.

29th April 2021:

In case One, the second facilitator was approached telephonically and electronically, and she was willing to participate.

30th April 2021:

Due to the difficulties in cases Three, Four and Five. My supervisor and I decided to go with two cases due to the willingness to participate and time constraints. Covid 19 restrictions was considered as well as a factor as well.

30th April 2021: T1 Interview

On the 30th of April, we conducted the information session and interview in Case One during the school holidays of the educator. Within this interview, the educator was smiling and very willing to share information, and I had to stop the interview as a wealth of information was provided. Within the interview, the educator was comfortable in sharing her opinions. I feel this may be because of my working experience with her as an educator, which allowed for a reflection on the challenges experienced within the intervention to be discussed and reflected critically. **Significantly, although there were many ‘sighs’ in the interview, these ‘sighs’ demonstrated the significant challenges teachers face with facilitation. In her interview, it was significant that it was the educator’s responsibility to personally train, work, and be willing to assist facilitators as they are often untrained. But due to this lack of training, educators need to be responsible for the education of LwS and not to allow the facilitator to work with LwS without supervision. It was evident that she felt very passionate about these views and the need to provide LwS with the necessary skills to be independent.** In my opinion, her interview was insightful and significant as she seemed very passionate about the topic and willing to share her views well beyond the allocated time frame.

Teacher perception - Perceptual trap/frustration **Heart for child** – Teacher, **Finding the right Fit** - Qualification and training

10th May 2021:

An information session was held with P3 for Case Two. All information was provided to P3, as well as the nature of the study telephonically. The information sheet was sent to her, and the interview was agreed to be held on the 21st of May.

Teacher perception - Perceptual trap/frustration **Heart for child** - Facilitator
Finding the right Fit - Qualification and training, **Value, Valued** - position in school

10th May 2021: F2 Interview

On the 30th of April, we conducted the information session and interview in Case Two. This interview was significant as this participant was both an educator as well as a previous facilitator. She indicated that within facilitation, her previous experience in education significantly contributed to her ability to facilitate her LwS. But she revealed that as a teacher, her difficulty was that many facilitators she works with are untrained, significantly hindering their potential as facilitators. Significantly, she revealed a major hinderance in facilitation was parents who found individuals who did not have the passion for facilitation as this significantly impacted her work as an educator. During the interview, I felt that her insights were significantly valuable as they felt truthful based on her personal experience as a facilitator and an educator. She was able to provide insights from both perspectives together with her own educated experience and qualification. Her insights not only provided both the explicit and underlying experiences within her case but generally as well. This significant interview was insightful as it seemed to reflect many power dynamics within the South African context and structures that have led to the meaning of facilitation in her context. However, these structures and powers additionally contributed to the potential value as well as limitation of facilitation. Thus, the meaning and perceptions of facilitation were not only influenced by the socially constructed experiences of everyone, but her interview reflected significantly on the cultural meaning facilitation has taken within the school context.

15th May 2021: F1 interview

Confirming methodology and epistemology approach in interviews

On the 15th of May, F1 and the researcher conducted the information session and interview within the classroom of F1. F1's interview revealed for me that many facilitators feel that within their position as facilitators they are undervalued. This was also communicated non-verbally during the interview as she at times had closed arms and her voice become deep at times. She also at one point did not want to answer a question which indicated her frustrations within her position as a facilitator. Despite this, she was very open in expressing her opinion and I do feel that her interview reflected many challenges facilitators face within the field as well as the successes.

Value – parents

Valued - position in school

20th May 2021: F3 Interview

Meeting with F3 occurred, both the interview and consent session was conducted. Within the interview, I got the impression that the facilitator has gone into facilitation out of her passion for her bother having special needs. For her facilitation with her family seemed to be a good experience with common expectations and roles clearly communicated within the school and the family. But she revealed that her studies to be an educator has assisted her in her role as a facilitator, but she relies on her personal experiences within facilitation as well as the educators. But based on her experience she felt valued for not being supervised but at times did require the assistance of educators as they did not explicitly tell her their expectations. She also indicated that there seemed to be a miscommunication between parents

and educators as she was unsure how to facilitate her LwS. Secondly, she had very little experience within the a ‘mainstream’ school setting.

Heart for child – Facilitator, **Moment of connection** - Parent and teacher, **Moment of connection** - Parent and facilitator, **Finding the right Fit** - Qualification and training, **Valued** - position in school

21st May 2021: Interview with P3

It was clear that within this interview, the participant had a wealth of insight within both the successes and challenges within facilitation as an inclusive education practice. During the interview, the participant freely expressed her experiences between three different types of facilitators and where each strength and weaknesses were. I felt that her reflection was significant as she expressed many of how she systemically experienced challenges within her own and other parents’ experiences of facilitation. I additionally to allow the wealth of information to occur it was essential to allow her to provide her valuable personal experiences about facilitation. **A significant theme that I noticed was that she consistently identified throughout the interview was the importance of the relationship between the facilitator and LwS as one of the most essential aspect of facilitation. For her the bond a facilitator and learner created was significant as this affected in her understanding the entire facilitation process, from the creation of dependency to the exclusion of her LwS.** In addition, she revealed the importance of facilitators being trained as one of the most important aspects of facilitation due to her experience of two untrained facilitators she had after F2. **Dependency, Finding the right Fit - Bond - Facilitator and child**

23rd May 2021: P1 and P2 interviews

P1 and P2 interviews were conducted after each other. Upon arrival the parents were delighted and interested to share their unique experience with facilitation to allow for the difficulties to be examined and researched. **Within P1’s interview, a significant theme kept occurring throughout his interview was that he believed that for facilitation to be successful there has a balance between all the individuals who are in facilitation. But this theme was clearly reflected in the struggles he experienced over many years with facilitation as he would use his hands to express his views. But significantly for him, a key factor that contributed to facilitation was the educator and the amount of investment they had in their LwS.** Teachers for him was essential in preventing **dependency and teachers needing facilitators.** Within P2’s interview, she reflected on the challenges as a parent and therapist facilitation has. For her, like P1 she additionally reflected on the challenges **facilitation has in its conceptualisation and implementation.** But within facilitation, she significantly reflected as a therapist and parent within her wealth of experience in private practice – **facilitation is systemically misunderstood as an intervention. This resulted in her training her own facilitators but reflecting on how within South Africa many parents are unable to get an ideal facilitator.** I significantly felt that within this interview, P2’s viewpoints reflected the challenges facilitation faces based on her personal and professional experiences. Although she indicated at times these views may differ, I felt these views often were similar revealing that both personally and professionally facilitation faces significant challenges for parents and professionals despite educators.

These insights are important as facilitators are seen to be **essential connectors** and their impact thus may have far reaching impacts further than just the inclusive school.

Dependency, **Teacher perception - Perceptual trap/frustration**, **Inclusive education – Sa**, **Heart for child – Teacher**, **Finding the right fit - finding the balance**, **training from parents and therapists**, **Moment of connection**

31st May 2021: T2 Interview

On the 25th of May, T2 and the researcher conducted the information session and interview within the classroom of T2. T2 was willing to participate unsure about her memory as the LwS had been out of her class for just over a year. Within the interview, I felt I had to continually refer to the case to get specific examples as T2 would tend to talk more generally about facilitation within the school and based on her years of experience with facilitation. These insights were significant but may have hindered the data gathered as well. **Within her experience, a main theme that immersed is that many teachers feel very frustrated with the presence of facilitation within the classroom due to their lack of training as well as the significant contribution F2 added to her classroom due to her training and qualification in education.** Additionally, T2 revealed the significant challenges teachers have with facilitation in **facilitators not working together with teachers and being loyal to the expectations of their employers, parents.** But because of these expectations and facilitators not being valued within the school, it created tensions within her classroom. Overall, I felt that for her facilitation is an intervention that isn't working optimally within the school context due to her sighs and many examples she referred to in her interview.

Teacher perception - Perceptual trap, **Finding the right Fit - Qualification and training**, **Moment of connection - Parent and teacher**, **Moment of connection - Parent and facilitator**, value – within the school,

01 – 31 July 2021:

The data analysis process was very tedious, and I ensured to re-read and re-listen to the interviews to immerse myself in the data fully. I then started to do my initial coding as I listened and re-read the transcripts. This was a lengthy process as I had to recode and resort to the quotes to populate the codes and re-check the data as well as the names of each participant.

14th July 2021:

I re-worked the themes to ensure the subtle underlying themes, meanings and power relations was revealed within each theme to suit my approach and methodology. After re-examining the themes, I reworked the themes to ensure cohesiveness and thoroughness be maintained within the data. Thus, an additional coding and sorting phase was conducted on the data to ensure saturation was achieved and the meaning each participant intended was correct.

20^h July 2021:

I briefly engaged with my supervisor to confirm whether she believed and agreed with my analysis of the data and how it was presented and organised. After consultation, it was agreed that the participant's views and opinions reflected extensively on facilitation's challenges, values, and successes. The information provided was extensive and detailed within both cases, and the challenges and power dynamics facilitation has taken within the school dynamic and not just to each case. This is significant as it allowed for a broader and specific understanding of facilitation within their experiences in the South African context. All member checking forms with transcripts was additionally sent to all participants, and all participants started confirming their transcripts. All participants were allowed to correct any concerns they had with the transcripts.

11th August 2021:

Chapter 5 was compiled after a longer draft of Chapter 4 was completed to ensure the comprehensive and thoroughness of both chapters. After developing Chapter 5 and Chapter 4, my supervisor believes the themes meaningfully represented the data. Chapter 4 was challenging to write due to the extensive information provided within each case and to write the chapter within the given space to cover the complexity of the topic. I ensured not to impose my own judgements, impressions, and interpretations on each participant's viewpoints but instead focused on their underlying meaning through their social experiences within the school. A phase of cutting down on the irrelevant aspects occurred.

20th August 2021:

Chapter 4 is confirmed and concluded. The chapter's findings are then reworked into the Chapter 5 draft to ensure that the chapter complements both chapter 4 and chapter 2. A deep reflection on the findings of Chapter 4 guided the development of Chapter 5 to ensure that these studies found was compared to international literature to see similarities and was the unique difference. This was an extensive process that required me to re-examine the original articles of my literature review to position my own study in the context of a broader literature on facilitation. As the study was near completion, I started to compile all the necessary documents together.

25th August 2021:

Chapter 5 is concluded. I believe that the analysis could answer the research questions due to the extensive information gathered in the interviews. It was pleasing to see the results come together and was inspiring to see that there is still a lot of work to be done in the field. It is my wish to be able to conduct more research into the topic as there is a great need to improve the intervention for LwS to have the best chance at an education.