

Tutorial letter 101/3/2016

Inclusive Education A ETH302S

Semester 1&2

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module, Inclusive Education A and hope that you will find it both interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignment(s) properly.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it available when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need about the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important, and sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

Before starting with your studies and to be able to complete your assignments, it is important to know the purpose, the content and the outcomes of this module.

The purpose of this module incorporates:

- Equipping you with the necessary knowledge and insight regarding the inclusive education approach.
- Providing you with skills needed to help learners who experience barriers to learning.
- Acquiring the ability to foster the values/attitudes required to effectively identify, assess and support these learners.

2.2 Outcomes

This module focuses on learners who experience barriers to learning, for example, impairments, emotional problems, behavioral problems, learning difficulties and developmental problems.

Students should be able to:

- Demonstrate competencies in identifying barriers to learning.
- Be able to address these barriers in a classroom.
- Be able to adapt curriculum for diversity in a classroom.
- Ensure learner participation through appropriate methodologies.
- Be able to assess learners according to their abilities.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Your lecturer for this module is

Dr M Gumede

Office: 1-90, Sunnyside Campus, Building 10

gumedmj@unisa.ac.za

012 481 2754

3.2 Department

In case of an emergency please contact the Department.

Department of Inclusive Education

Sunnyside Campus, Building 10

Room 1-62

Tel: 012 481 2713 (office)

PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication my Studies @ Unisa, which you received with your study material. This brochure my Studies @ Unisa contains information on how to contact the University (eg to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the University.

- Fax number (RSA) 012 429 4150
- Fax number (international) +27 12 429 4150
- E-mail info@unisa.ac.za

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

The following book is the prescribed book and it can be purchased from Van Schaik Publishers. (This book cannot be ordered from the library). Both editions are acceptable: the first edition by Landsberg, Krüger & Nel, as well as the second edition by Landsberg, Krüger & Swart.

Landsberg, E., Krüger, D. & Nel, N. (Eds). 2005. *Addressing barriers to learning: A South African perspective*. Pretoria: Van Schaik.

Landsberg, E., Krüger, D & Swart, E. (Eds). 2011. *Addressing barriers to learning: A South African perspective*. 2nd ed. Pretoria: Van Schaik.

Please refer to the list of official booksellers and their addresses in the my Studies @ Unisa brochure.

Prescribed books can be obtained from the University's official booksellers. If you have difficulty in locating your book(s) at these booksellers, please contact the Prescribed Book Section at Tel: 012 429-4152 or e-mail vospresc@unisa.ac.za.

4.2 Recommended books

Engelbrecht, P & Green , L. 2007. *Responding to the challenges of Inclusive Education in Southern Africa*.Pretoria Van Schaik

4.3 Electronic Reserves (e-Reserves)

No e-reserves.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (eg student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

Contact with students

5.1.1 Study groups

Please consult the publication *my Studies @ Unisa*, which you received with your study material.

5.1.2 myUnisa

For more information on *myUnisa*, please consult the publication *my Studies @ Unisa*, which you received with your study material.

5.1.3 Tutorial support

For more information on tutorials consult the brochure *my Studies @ Unisa*.

5.1.4 Discussion classes

There are no contact sessions or discussion classes in this module.

5.15 Video-conferencing

Unisa is currently providing tutorials by means of videoconferencing at some of its learning centers. This mode of delivery will be used as and when necessary.

Video-conferencing is:

- “Live” tutorial support to learners who live in remote areas (where the facilities are available).
- A viable technology for providing quality tutorial support while reducing costs.

6 MODULE-SPECIFIC STUDY PLAN

This module covers the following:

- Competencies in identifying barriers to learning.
- Addressing barriers in a classroom.
- Adapting the curriculum for diversity in a classroom.
- Ensuring learner participation through appropriate methodologies.
- Assessing learners according to their abilities.

7 MODULE PRACTICAL WORK AND WORK INTEGRATED LEARNING

There are no practical's for this module.

8 ASSESSMENT

8.1 Assessment plan

Assignments are seen as part of the learning material for this module. As you do the assignment, study the texts you have to read, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. The assessment criteria given for each assignment will help you to understand what is required of you more clearly.

In some cases, additional assessment might be available on the *myUnisa* site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be directed to:

- Fax number (RSA) 012 429 4150
- Fax number (international) +27 12 429 4150
- E-mail info@unisa.ac.za

You may also find information on *myUnisa*.

You may submit written assignments and assignments done on mark-reading sheets electronically via *myUnisa*. Assignments may **not** be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *my Studies @ Unisa*, which you received with your study material.

You will receive the correct answers automatically for multiple-choice questions. For written assignments, markers will comment constructively on your work.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the examination.

Pease note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

ASSIGNMENTS FOR FIRST SEMESTER STUDENTS ONLY

Students who are doing first semester should complete the following assignments:

8.2 General assignment numbers

- There are **two compulsory** assignments for this module.
- You will be requested to answer multiple choice questions for the first assignment, while another is a written assignment.
- Assignments 01 and 02 will contribute to your year mark. Assignments 01 and 02 will contribute 20% to the year mark.

8.2.1 Unique assignment numbers

Compulsory Assignment 01: **unique number: 775503**

Compulsory Assignment 02: **unique number: 778723**

8.2.2 Due dates for assignments

First assignment:

Compulsory Assignment 01: Due date: 01 March 2016

Remember the **unique assignment number: 775503**

Second assignment:

Compulsory Assignment 02: Due date: 08 April 2016

Remember the **unique assignment number: 778723**

8.3 Submission of assignments

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, to submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

8.4 Assignments

ASSIGNMENT 01 FOR FIRST SEMESTER STUDENTS ONLY

COMPULSORY ASSIGNMENT 01: Due date: 01 March 2016

UNIQUE ASSIGNMENT NUMBER: 775503

Indicate this unique assignment number on your assignment cover.

Answer all of the following multiple-choice questions.

- 1.1. Inclusive education is about:
 - 1.1.1 Accommodating all learners.
 - 1.1.2 Educating learners with disabilities.
 - 1.1.3 Educating learners in Early Childhood phase.
 - 1.1.4 All of the above.
 - 1.1.5 None of the above.

- 1.2 Education White Paper no: 6 is:
 - 1.2.1 A policy of the Department of Education.
 - 1.2.2 A policy of South African Council of Education.
 - 1.2.3 A policy of UNISA.
 - 1.2.4 None of the above.
 - 1.2.5 All of the above.

- 1.3 Inclusive education is as the result of:
 - 1.3.1 Protest against apartheid education.
 - 1.3.2 Commission on special needs education.
 - 1.3.3 Commission on student welfare.
 - 1.3.4 None of the above.
 - 1.3.5 All of the above.

- 1.4 Education White paper 6 establishes:
 - 1.4.1 Early childhood centers.
 - 1.4.2 Full-service schools.
 - 1.4.3 Special schools.
 - 1.4.4 None of the above.
 - 1.4.5 All of the above.

- 1.5 Inclusive education equips:
 - 1.5.1 Caregivers.
 - 1.5.2 Teachers.
 - 1.5.3 School management team.
 - 1.5.4 None of the above.
 - 1.5.5 All of the above.

- 2.1 A full-service school is:
 - 2.1.1 Converted special school.
 - 2.1.2 Converted mainstream school.
 - 2.1.3 Converted early childhood center.
 - 2.1.4 None of the above.
 - 2.1.5 All of the above.

- 2.2 A full-service school is also called:
 - 2.2.1 Barrier school.
 - 2.2.2 Inclusive school.

- 2.2.3 Modern school.
 2.2.4 None of the above.
 2.2.5 All of the above.
- 2.3 Full-service schools are dealing with:
 2.3.1 Limited range of learner needs.
 2.3.2 Wide range of learner needs.
 2.3.3 Learners without special needs.
 2.3.4 None of the above.
 2.3.5 All of the above.
- 2.4 A full-service school is as a result of:
 2.4.1 Constitution of South Africa.
 2.4.2 School's Act.
 2.4.3 Education White Paper 6.
 2.4.4 None of the above.
 2.4.5 All of the above.
- 2.5 A full-service school is supported by:
 2.5.1 Institutional learning support team.
 2.5.2 District support team.
 2.5.3 Provincial Department of Education.
 2.5.4 None of the above.
 2.5.5 All of the above.

10 x 2 = TOTAL: 20

ASSIGNMENT 02 FOR FIRST SEMESTER STUDENTS ONLY

COMPULSORY ASSIGNMENT 02: Due date: 08 April 2016

UNIQUE ASSIGNMENT NUMBER: 778723

Indicate this unique assignment number on your assignment cover.

Answer either option 1 or option 2.

OPTION 1

- 1.1 Discuss five reasons for the movement towards an inclusive education. (5)
- 1.2 List five implications of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialization. (10)
- 1.3 Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education. (5)
- 1.4 Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronfenbrenner's bio-ecological model in Landsberg et al (2011). (20)
- 1.5 Explain, with the aid of examples, how barriers to learning located outside the learner may manifest in your phase of specialization. (10)

[TOTAL: 50]

OPTION 2

2.1 Discuss the origin of education white paper 6 and its implication for the implementation in your phase with learners who experience barriers to learning.

(25)

2.2 Discuss the need for curriculum adaptation giving examples relevant to your phase with learners who experience barriers to learning.

(25)

[TOTAL: 50]

ASSIGNMENTS FOR SECOND SEMESTER STUDENTS ONLY

Students who are doing second semester should complete the following assignments:

8.5 General assignment numbers

- There are **two compulsory** assignments for this module.
- You will be requested to answer multiple choice questions for the first assignment, while another is a written assignment.
- Assignments 01 and 02 will contribute 20% to your semester mark.

8.5.1 Unique assignment numbers

Compulsory Assignment 01: **unique number: 806473**

Compulsory Assignment 02: **unique number: 780655**

8.5.2 Due dates for assignments

First assignment:

Compulsory Assignment 01: Due date: 19 August 2016

Remember the **unique assignment number: 806473**

Second assignment:

Compulsory Assignment 02: Due date: 16 September 2016

Remember the **unique assignment number: 780655**

8.6 Submission of assignments

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, to submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

8.7 Assignments

ASSIGNMENT 01 FOR SECOND SEMESTER STUDENTS ONLY

COMPULSORY ASSIGNMENT 01: Due date: 19 August 2016

UNIQUE ASSIGNMENT NUMBER: 806473

Indicate this unique assignment number on your assignment cover.

Answer all of the following multiple-choice questions.

- 1.1 What are the implications of the **inclusive education approach** to you as a teacher in your phase of specialisation?
1. Parent/Caregiver and community involvement and empowerment.
 2. Provision of human resources and physical resources.
 3. Adaptations to the classroom environment and organisation.
 4. Training of all teachers to gain insight into inclusive education.
 5. All of the above.
- 1.2 The responsibilities of the **district-based teams** are the following:
1. Provision of assessment instruments.
 2. Functioning on a consultative basis.
 3. Coordinating professional support services to teachers.
 4. Training of teachers about the assessment of learners who experience barriers To learning.
 5. All the above are correct.
- 1.3 Indicate the **correct** statement:
In the **planning** of the **learning support programme** ... take(s) place to support Learners who experience barriers to learning.
1. curriculum differentiation
 2. curriculum adaptations towards a special curriculum
 3. outcomes adaptation
 4. adaptations to the duration of the support programme
 5. assessment adaptations
- 1.4 **Fundamental principles of inclusive education** are ...
- a provision of education to all learners and catering for their diverse needs.
 - b open access to various inclusive learning contexts.
 - c acceptance of a learner as "he or she is" in comparison with the average learner.
 - d changing the learner to fit the system or context.
 - e acceptance that all learners can learn, but not at the same pace.
- 1 a b c
 - 2 a b e
 - 3 a d e
 - 4 b c e
 - 5 c d e
- 1.5 **Special schools**, according to the inclusive education approach, ...
- a must serve as resource centres.
 - b should be converted into full-service schools .
 - c should have special curricula.

d must be part of the educational support services.

e should provide diversity in teaching.

1 a b c

2 a d e

3 b c e

4 b c d

5 c d e

1.6 Centre of learning-based **or** school-based/institutional level **support teams** ...

a are necessary for learner and teacher support.

b refer to a model of service delivery at a centre of learning level or school/institutional level.

c form a core component of an overall education support structure.

d should contain the minimum competencies required by the centre of learning or school.

e ensure that all learners' and system needs are met.

1 a b c d

2 a b d e

3 a c d e

4 b c d e

5 All of the above.

1.7 **Community-based support** according to the **inclusive approach** should ...

a provide support to teachers and learners in inclusive education settings.

b provide appropriate support to meet learner and system needs.

c utilise skills and facilitate expertise available in the community. d include the identification of and access to community resources.

e create opportunities for the social integration of all learners who are impaired.

1 a b c d

2 a b d e

3 a c d e

4 b c d e

5 All of the above.

1.8 **District-based support teams** ...

a are essential for learner and teacher support.

b should only provide professional support to teachers in "ordinary" schools.

c are adequate to provide parent and community support.

d are also responsible for teacher training in barriers to learning.

e should work together with the early childhood development centre or schoolbased/ institutional level support teams.

1 a b c

2 a b d

3 a d e

4 b c d

5 c d e

1.9 **Full service schools** ...

a are "ordinary" primary schools converted into full-service schools.

b only welcome learners experiencing severe impairments.

c should provide a full range of support services.

d will be the first step to provide support closer to home.

e provide support to learners who require a medium-intensity level of support.

1 a b c d

- 2 a b d e
- 3 a c d e
- 4 b c d e
- 5 All the above.

- 1.10 In **inclusive early childhood development centres of learning or schools** ...
- a all teachers should be empowered to know how to establish inclusive practices.
 - b the centre-based or school-based/institutional level support teams must support teachers.
 - c the ethos should always reflect respect and acceptance of diversity and equity.
 - d all teachers should create a positive learning environment.
 - e the policy should always make provision for inclusion.
- 1 a b c d
 - 2 a b d e
 - 3 a c d e
 - 4 b c d e
 - 5 All of the above.

10 x 2 = TOTAL: 20

ASSIGNMENT 02 FOR SECOND SEMESTER STUDENTS ONLY

COMPULSORY ASSIGNMENT 01: Due date: 16 September 2016

UNIQUE ASSIGNMENT NUMBER: 780655

Indicate this unique assignment number on your assignment cover.

Answer either option 1 or option 2.

OPTION 1

- 1.1 Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronferbrenner's bio-ecological model in Landsberg (2011). (20)
- 1.2 Briefly discuss the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST). (10)
- 1.3 You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning. How are you going to change their perception and attitudes towards those learners? (10)
- 1.4 List three reasons why parental/caregiver empowerment is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialization. (5)
- 1.5 Discuss the central findings of the NCSNET and NCESS report. (5)

[TOTAL: 50]

OPTION 2

- 2.1 List and discuss the principles of inclusive education and their relevant for your school. (25)
- 2.2 Discuss the process that led to the development of education white paper 6. (25)

[TOTAL: 50]

9 EXAMINATION

The examination paper is a two-hour paper, which counts 100 marks.

• The examination and your final mark

The examination will be marked out of 100 and then a calculation will be made so that it represents 80% of your final mark. The result is therefore weighted in favor of the examination, which is critical to your success in this module.

After the examination has been marked and the results finalised, your examination result and your semester mark will be combined.

Note that a sub-minimum of 40% must be obtained for the examination in order to pass this module. If you achieve less than 40% in the examination, you will not be able to pass, irrespective of your semester mark. For example: If you have 100% for your semester mark but obtain 37% in the examination, your final mark will be 37%. Should you obtain 40% or more in the examination, the semester mark will contribute 20% and the examination mark 80% to your final mark.

Semester mark – 20% (Assignment 01 counts 10% and Assignment 02 counts 10%)

Exam mark – 80%

Previous examination papers are not available in print to students but can be obtainable through myUnisa. You may, however, accept that examination questions will be similar to the questions asked in the activities in your study guide and in the assignments.

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper, give you examples of questions that you may expect and set out clearly what material you have to study for examination purposes.

10 FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* brochure contains an A-Z guide of the most relevant study information.

11 SOURCES CONSULTED

Landsberg, E., Krüger, D. & Nel, N. (Eds). 2005. *Addressing barriers to learning: A South African perspective*. Pretoria: Van Schaik.

Landsberg, E., Krüger, D & Swart, E. (Eds). 2011. *Addressing barriers to learning: A South African perspective*. 2nd ed. Pretoria: Van Schaik.

Department of Education. 2001. Education White Paper 6: Building an inclusive education and training system. Pretoria: Government printers.

12 CONCLUSION

We take this opportunity to wish you success in your studies. Please remember to put aside enough time for your assignments.

Enjoy your studies!