Tutorial Letter 201/2/2018

Inclusive Education A
ETH302S

Semester 1

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

Define tomorrow.

UNISA | university of south africa

Dear Students

This tutorial letter contains the following information:

Section A: Focus of the module: Inclusive Education A

Section B: Feedback on Assignments 01 and 02

Section C: General guidelines for the 2018 October/November examination

Section A: Focus of the module: Inclusive Education A

All the students should study the following:

- Tutorial Letter 501
- The "Education White Paper 6: Building an Inclusive Education and Training System" - Department of Education (2001)
- "Policy on Screening, Identification, Assessment and Support" (2014) - Department of Basic Education

SECTION B: Feedback on assignments

Well done to all of you. We could gather from your assignments that you have gained a lot of knowledge on this topic, which was completely new to some of you. However, this is such a rewarding field of practice in which all of us can play a definite role and we, therefore, hope to see more of you venture into this field as postgraduate students. For Assignment 01, you were given 20 multiple-choice questions and Assignment 02 consisted of long and short questions. Feedback on both assignments follows below.

Feedback on Assignment 01

1- 1	11- 4
2- 2	12- 5
3- 1	13- 5
4- 2	14- 5
5- 1	15- 4
6- 5	16- 4
7- 2	17- 4
8- 4	18- 4
9- 4	19- 1
10- 1	20- 4

Total: 20 marks

Feedback on Assignment 02

QUESTION 1

Definition of the terms

1.1 Inclusive education (2)

The term, inclusive education, is attached to various meanings such as the following:

- provision of learning opportunities for all learners
- provision of support to all learners
- building a more quality and equitable education system for all learners

1.2 Integration (2)

Integration is the process whereby learners, with and without disabilities, attend the same schools in the neighbourhood, without being provided with the support that they require.

1.3 Mainstreaming (2)

Mainstreaming is an education system that ensures that learners with disabilities are educated alongside their peers without disabilities.

1.4 Individual support plan (ISP) (2)

IEP is a plan/document that guide the teacher on the support needs for a child experiencing some learning barriers.

1.5 Medical model of disability (2)

The medical model of disability is overly concerned with diagnosis and treatment and, in education, those who are different are targets for "remediation" (they must be fixed), as their differentness is regarded as the problem. It is a model that is overly dependent on specialists.

1.6 Normalisation (2)

Normalisation is an idea that all people, regardless of their characteristics and abilities, have the right and freedom to a normal school, home circumstances, normal jobs, and so forth.

1.7 Curriculum differentiation (2)

Curriculum differentiation is defined as an IE practice that recognises the uniqueness of each learner's learning style and learning needs, irrespective of the child's abilities.

OR

Curriculum differentiation is the process of modifying or adapting the curriculum, based on the different ability levels of the learners in one class, to ensure that none of the learners are excluded from learning and participation during class activities.

QUESTION 2

2.1 Discuss four (4) principles of inclusive education as reflected in the Education White Paper 6. (16)

ANY FOUR: The marks will be allocated based on how you discuss each principle.

- Acknowledging that all children and youth can learn and that all children and youth need support
- Accepting and respecting that all learners are different in some way and have different learning needs, which are equally valued and an ordinary part of our human experience
- Creating enabling education structures, systems and learning methodologies to meet the needs of all learners
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class and disability or HIV status
- Inclusive education is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures
- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners
- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning

2.2 Name two (2) differences between the medical AND the social view of disability.

(8)

ANY TWO

Medical model	Social model

- used in the medical sector
- aims to find out what is wrong with the child and cure or change it
- the focus is on diagnosis such as ADHD, intellectual disability, cerebral palsy, Down syndrome, etc
- intervention is done by specialist personnel
- determine school placements such as special schools
	- accepts that learning barriers are not only a result of something being wrong with the child
	- the focus is on integration and inclusion
	- suggests that social, economic and political practices contribute to the child experiencing barriers to learning
	The focus is on the following:
	    Changing the system
	    Developing different systems to support the child
	    Changing attitudes of others
	    Collaboration between all role players

2.3 Discuss how a negative attitude towards differences can cause a barrier to learning.

(5)

ANY FIVE: Please note that marks will be allocated to other relevant factors not mentioned below

- Lack of support by the teacher
- Exclusion from learning
- Exclusion from participation
- Labelling
- Stigmatising
- Bullying and teasing by peers
- Failure
- School dropouts

2.4 Differentiate between inclusion and mainstreaming. (6)

Mainstreaming	Inclusion
Mainstreaming is about getting learners to "fit into" a particular kind of system or integrating them into this existing system.	Inclusion is about recognising and respecting the differences among all learners and building on the similarities.
Mainstreaming is about giving some learners extra support so that they can "fit in" or be integrated into the "normal" classroom routine.	Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met.
Learners are assessed by specialists, who diagnose and prescribe technical interventions such as the placement of learners in programmes.	The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstreaming and integration focus on changes that need to take place in learners so that they can "fit in". Here the focus is on the learner.	Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classroom.

2.5 Briefly discuss how you can support learners who struggle to complete assignments. (8)

- List and/or post all steps necessary to complete each assignment.
- Reduce the assignment into manageable sections with specific due dates.
- Read out all steps necessary to complete each section of the assignment.
- Make frequent checks for work/assignment completion.
- Arrange for the student to have a "study buddy", with a phone number in each subject area.

2.6 The SIAS process provides educators with clear guidelines of how to facilitate learning support. Define how the following are conceptualised in this document.

The role of the ILST/SBST **(6)**
- Assess support needed and develop a programme for educator and parents.
- Provide training/support to be implemented in the classroom, if necessary.
- Evaluate/monitor, after the proposed programme has been implemented, for a period agreed upon by the ILST, educator and parents. The kind of support to be provided will determine the length of a formal report, which should be compiled by the ILST.
- Identify further institutional-based support assets and mobilise support.
- Encourage collegial support/peer support.
- Determine the level of support needed.

The purpose of support **(6)**
- Assist in coordinating all learner, educator, curriculum and institution development support in the institution. This includes linking the ILST to other school-based management structures and processes, or even integrating them, so as to facilitate the coordination of activities and avoid duplication.
- Encourages collective identification of institutional needs and, in particular, barriers to learning experienced by learners and educators, and barriers inherent in the curriculum and at institutional level.
- Encourages collective development of strategies to address these needs and barriers to learning. This should include a major focus on educator development and parent consultation and support.
- Assist in drawing in the resources needed, from within and outside of the institution, to address these challenges.
- Supports monitoring and evaluation of the work of the team within an "action-reflection" framework.

The value of assessment **(6)**
- It assists in identifying barriers affecting the learner's participation in the learning process.
- It informs the decision regarding the level of support needed, and the "support package" required to address these barriers.
- It tracks the progress and impact of implementation of the support package.

2.7   Discuss the differentiation of the learning process, content, product and learning environment for inclusive classrooms.   (25)

Differentiation of the content   (6)

The content of the curriculum consists of what is being taught and the manner in which learners access learning materials. It refers to what the learner is expected to learn, which includes facts, concepts and the skills the learner acquires within the learning environment.

The concept, multilevel teaching, refers to a teaching pedagogy whereby one concept or topic is presented to the learners at various levels of complexity. This implies that the teacher provides learners with the same curricular areas, but at varying levels of difficulty.

Differentiation of the process   (7)

The word, "process", refers to the technique or instructional strategy that the teacher uses to present information to the learners and how the learner makes sense of the content. This includes strategies such as small group instruction, cooperative learning, demonstrations, using peers or having adults reading aloud to the learner as well as multisensory approaches. Another strategy to differentiate the learning process, especially when the content is challenging, is through peer tutoring, where learners work with each other to improve their performance. Differentiation of the process can also imply provision of extra assistance outside classroom hours, giving individual feedback and encouragement of classroom performance. Other strategies that can be used to facilitate the differentiation process include dividing the class into four ability groups or dividing them into mixed-ability groups, in which learners with more experience help learners with less experience.

Differentiation of the product   (6)

Differentiation of the product is the most observable means of differentiation that reveals the content and the process by which learning occurs. It refers to the output through which the learner demonstrates what they have learned, which enables the teacher to determine whether the goals that were set, have been achieved. Differentiating the product also:
•   encourages learners to demonstrate what they have learned in various ways
•   allows various working arrangements such as working alone or in groups

- encourages the use of various resources in preparation of the product
- allows the use of various assessment methods
- provides product assignment at varying degree of difficulties, determined by the learners' readiness

Differentiation of the learning environment (6)

The learning environment does not only refer to the physical setting of the class, but also refers to the emotional context in which learning occurs. Effective differentiation of the learning environment presents with the following characteristics:

- the teacher is responsive to the needs of all learners in all domains
- all learners feel secure and safe, both physically and affectively
- the teacher provides each learner with the necessary support
- individual differences are welcomed and accepted
- learners learn to support and respect one another as learners
- the teacher and learners make decisions together with regard to daily classroom routines, classroom management and classroom operation
- physical arrangements are flexible, to meet the needs of each learner, and a range of resources are available to support teaching and learning

TOTAL: 86 marks

Section C: General guidelines for the 2018 October/November examination

Demarcation or scoping of examinations and assessment

NB: <u>A College decision has been made</u> that lecturers are not to demarcate scope-specific work for examination purposes, but that <u>examination questions should be based on the entire work</u> covering the notional hours of the modules. <u>Lecturers should encourage students to learn everything</u>. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201. According to "Assessment Procedure Manual (2013)", point number 4.5.2 (e), the examination memoranda (guidelines, rubrics, etc.) shall not be made available to students.

The examination will consist of short and long questions.

The total mark allocation is 100 marks.

All the questions are compulsory

ALL QUESTIONS MUST BE ANSWERED IN ENGLISH ONLY

We wish you every success in the examination!

Best regards

Dr Raesetja Ledwaba

Tel: 012 481 2728

ledwag@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no 10, Office 00-54, Pretoria, 0003

Dr Hlabathi Maapola-Thobejane

Tel: 012 481 2771

maapohr@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no 10, Office 00-82, Pretoria, 0003

Ms Tshifhiwa Mashau

mashati@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no 10, Office 00-58, Pretoria, 0003