ETH302S - June 2016 Long Questions:

Special schools can become a great resource to the neighboring schools Discuss this idea as first expressed in Education White Paper #6 Give examples.

(10)

Special School as a great resource to neighbouring schools.

• Other schools, e.g. full-service schools, get resources from the special school e.g assistive devices etc.

• Special schools assist full-service schools to develop inclusive pedagogy.

• They assist full-service schools to adopt appropriate method of teaching learners who experience barriers to learning.

• The special school serves as consultants to other neighbouring schools

• Special schools support the neighbouring schools by providing resources.

• Serves as a mentor for the full service schools

• It provides assistive technology resources

Curriculum adaptation has many advantages in a classroom Discuss this concept. Give examples (10)

Advantages of Curriculum adaptation

• It is a learner centered approach.

• It is in accordance with the learner ability.

• It is based on learner pace.

• It allows for flexibility or adjustment to suit the learner.

• It is responsive to the learner needs.

• It accommodates diversity.

• It helps the teacher to differentiate and accommodate the ability of learners.

• It allows for small chunks of work according to learner needs.

Discuss the factors that led and influenced the move towards inclusive education. Please discuss **ten. One** fact per paragraph. (10)

Move towards inclusive education

Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was marginalized under-resourced and segregated. It was known as special education. These learners were known as learners with special education needs.

2.1 Special education and support services had been provided mainly for a small number of learners with special education needs, in special classes in ordinary schools or in special schools.

2.3 Special education and support services were provided on a racial basis with the best resources going to the white learners.

2.4 Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs.

2.5 In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school.

2.6 While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.

Discuss the core functions of the District Based Support Teams (DBST) Please discuss **ten** facts **One** fact per paragraph (10)

The core functions of the District Based Support Teams (DBST)

• To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments.

• To evaluate programmes, diagnose their effectiveness and suggest modifications.

• Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognise and address severe learning difficulties and to accommodate a range of learning needs

• To provide direct interventionist programmes to learners in a range of settings,

• and/or, serve as 'consultant-mentors' to school management teams, classroom teachers and school governing bodies.

• To foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system.

• To develop an on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres.

• To support the capacity building of schools/education institutions; identifying and prioritising learning needs and barriers to learning in their local contexts.

• To identify the support needed to address these challenges, and pursuing these within a strategic planning and management framework.

• To provide indirect support to learners through supporting teachers and school management, with a particular focus on curriculum and institutional development.

• To ensure that the teaching and learning framework and environment is responsive to the full range of learning needs.

• To provide direct learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs.

You have a learner with low vision in your class. Discuss how you would address the challenge of visual barrier experienced by this learner. Give examples

(10)

Children with a visual impairment impose many challenges for teachers in the classroom, which is why is it so important that learners with low vision be identified as soon as possible. Blind children are easily identified, even at birth. It is not however, as easy to identify a child who is visually impaired and not blind. It is not always possible to identify children who have partial vision from the appearance of their eyes as their eyes may look normal. What should be taken into consideration is their behaviour and complaints. There are various behaviours, complaints and appearances of the eye that a teacher should be aware of in order to help identify a child with low vision. If any child frequently exhibits any of these behaviours or complaints over a period of time, they should be referred to an optometrist or ophthalmologist who will test the sharpness of the child's vision using a Snellen chart, for those who cannot read a Snellen-E chart is used. If a child's visual acuity is between 6/24 and 6/60, they are regarded as partially sighted. These children will need to make use of spectacles and other optical devices. A child is regarded as blind when they have a visual acuity of less than 6/60. Once the child's vision has been tested by a professional, the following steps should be taken:

⯑ The teacher will need to consult with the school-based support team and figure out how they are all going to support the child with the vision impairment.

⯑ The school will also need to consult the relevant policy documents from the Department, for example the Education White Paper.

⯑ The school will then request support from the district asking to assist them with teaching a learner with low vision.

⯑ The teacher will need to plan curriculum adaptation in order to support the child within the classroom environment.

⯑ The school should also request support from the neighbouring special school.

⯑ The school and staff need to ensure that buildings are easily accessible to a learner with low vision.

⯑ The teacher and school needs to ensure that there is proper and effective consultation with the district.

⬜ Teachers should be well trained and have the relevant study material. For example, the school could send the teachers on a course to help them read and understand Braille so that they will then be able to assist the student with learning Braille. The school should also acquire the relevant material they would need to assist the child with Braille.

⬜ The teacher should also create proper partnerships with other stakeholders which may be able to help the child, for example, social workers, nurses, local municipality etc.

Discuss the education support structure and its relationship at various levels, namely national, district, school and classroom. Give examples

(20)

The Education White Paper 6 makes provision for support by means of a system approach and collaboration between these systems. The system is broken up into four levels; national, district, school and classroom. Each level has different responsibilities and roles which they need to adhere to in order to provide the proper support.

The following is expected at a **National level**:

⬜ It should promotes and provide education for all.

⬜ At national level they should provide an inclusive framework for the country.

⬜ They must develop policies on inclusive education.

⬜ They must provide an education legislative framework.

⬜ Promote and provide schools with national policies and that govern the schools.

⬜ They should promote and provide advocacy and information of programmes which support inclusion.

⬜ Those at national level should give support and guidelines to all provinces.

⬜ They should collaborate with other departments for more resources, for example the department of Health for wheelchairs for learners, etc.

⬜ Provide clear policies to all stakeholders and organisations involved, for example; NGOs, DPOs, etc.

⬜ Those at a national level should allocate physical and human resources, for example; post establishment.

The following is expected at a **Provincial level**:

⬜ Those at the provincial level allocate funds from national level for the building of schools.

⬜ They should facilitate the employment of Educators as per school establishments in line with the national requirements.

⬜ They control and monitor school budgets throughout the districts.

⬜ They should provide experts who act as consultants to all schools throughout the districts.

⬜ They should ensure that policies are implemented as expected.

Ensure that budget/money received from central government/national department for education is properly spent.

The following is expected at a **District level**:

 District level must coordinate learning support.

 They must provide illustrative learning programs and learning support material for instruction and assessment.

 They must evaluate schools and give support accordingly.

 Help mobilize children who are unable to come to school.

 Assist educational centres to recognize and address severe learning difficulties and to make accommodations for a range of learning styles and barriers.

 Provide guidelines and management to schools on inclusion and inclusive education.

 Focus on in-service-training for teachers with children who experience barrier to learning.

 Capacitate schools by equipping them with skills needed to support those with learning barriers/difficulties or disabilities.

 They should identify and coordinate learning needs.

The following is expected at a **School level**:

 Schools should ensure parental involvement.

 Develops strategies to address the needs and barriers of learning through the support from the district.

 Support teachers and learners through the involvement of the district.

 Identify and address learner and institutional needs and barriers through school-based support team.

 The school should establish networks that promote effective communication between learners, teachers and parents, as well as NGOs and the welfare.

 Schools must monitor the standards of learning and teaching in classrooms.

The following is expected at a **Classroom level**:

 The classroom should adopt practises that reflect high values with respect to both diversity and inclusiveness.

 The classroom atmosphere should value and recognise the different backgrounds and cultures of its learners.

 Teachers must create harmony between the learners' learning styles and their teaching styles; they should make provision for the different learning preferences of the learners.

 Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants.

 Ensure the activities, facilities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations.

◌ The classroom space should be accessible by learners who are in a wheelchair, and arranged for inclusion, safety comfort in a way that suits all learners.

◌ The teachers should use multiple, accessible curriculum content and teaching strategies that are accessible to all learners.

◌ The content must make provisions for the diverse abilities, interests and learning styles of all learners in the classroom.

◌ The classroom should be fill of course material (handbooks), notes, books and other information resources which are engaging, flexible and accessible to all learners. For example, there are resources which accommodate a variety of reading levels.

◌ Ensure the language usage in the information resources is accessible to all

1.1 National level

• Promotes and provides education for all

• Provides inclusive framework for the country.

• Develops policy on inclusive education.

• Provides education legislative framework.

• Promotes and provides schools with national policies and that governs the schools

• Promotes and provides advocacy and information of programs which support inclusion

• Give support and guidelines to Province

• Collaborates with other departments, e.g. department of Health for wheelchairs for learners, etc.

• Provides clear policy to all stakeholders, e.g. ngos, dpos, etc.

• Allocates physical and human resource e.g post establishment.

1.2 Provincial level

• Allocates funds from national for building of schools

• Facilitates the employment of Educators as per school establishments in line with the national requirement.

• Controls and monitors school budgets through the districts.

• Provide experts who acts as consultants through the districts.

• Ensures that policies are implemented as expected

• Ensures that budget/money received from central government/national department for education is properly spend

1.3 District level

• Coordinate learning support

• Provide illustrative learning programs, learning support material assessment

• Evaluates schools and give support accordingly

• Mobilize children who are unable to come to school

• Assist educational centre's to recognize and address severe learning difficulties and to make accommodations for a range of learning

• Provides guidelines and management to schools on inclusion

• Focus on in-service-training for teachers with children who experience barrier to learning

• Capacitates (equip with skills) schools

• Identifies and coordinates learning needs

1.4 School level

Ensures parental involvement

• Develops strategies to address the needs and barriers of learning through the support from the district.

• Supports teachers and learners through the involvement of the district.

• Identifies and address learner and institutional needs and barriers through school-based support team.

• Establish networks that promote effective communication between learners, teachers and parents, as well as

NGO;s and the welfare

• Monitor standards of learning and teaching in classrooms

White Paper 6 on inclusive education
Provision of education:
1 Ordinary school
Early identification, intervention – staff trained to do this
2. Full-service schools – eventually 500 out of 20 000 schools in country
Full range of learners' needs addressed in schools
3. Special schools – resource centres
Improve, upgrade schools, staff specialists
4. District-based support teams
Coordinate professional support; start with 30 districts – national plan
Learner-support teachers based in district offices
5. Learners with disabilities outside the school

Intensity of support
1 Ordinary schools – low intensity of support. Foundation phase identification and low level of
support.
2 Full-service schools – moderate, average support. They are ordinary schools especially
equipped to support learners. Should be reflected in the culture, policy, practice of school
and school ethos. Government supplies infrastructure and whatever is needed.
3 Special schools – high intensity level of support; become resource centres.
We can talk about schools-based support teams, institution-based support teams or site-based support teams. In ordinary schools teachers refer learners to these teams. If they cannot provide help, districts are called in for optional support.

The principal is key to creating an inclusive environment at the school
Discuss this statement giving examples.

(10)

The Principal is Key to creating inclusive environment

The principal should have an overall concept of what inclusion means, e.g. that there is education for all.

They should formulate school policies that are not marginalizing and excluding, e.g. they cannot refuse admission to other learners on the basis of disability, etc.

The principal must create the inclusive ethos of the school.

He must have inclusive admission policy.

He must arrange for his teachers to be trained on accommodating diversity when teaching, his teachers must be trained on teaching learners with visual impairment.

He must have a positive attitude towards learners who experience barriers to learning.

He must provide adequate resources and assistive devices for those learners who need them, e.g. braille for learners who are blind.

The principal should be sensitive to the diverse learner needs, e.g. that learners use different styles and require different devices.

The principal must be able to respond to a wide range of learner needs.

Education support structure and its relations at various levels:

Is inclusive education justifiable? If you answer "yes", give **five** reasons for your answer. If you answer "no", give **five** reasons for your answer

(10)

Googled

Yes

1. All children have equal access to education.
2. All children learn alongside their same-age peers.
3. The focus of education is on the child's abilities, not disabilities.
4. Children become accepting and understanding of one another's abilities, talents, personalities and needs.
5. Meaningful relationships and friendships develop as students spend quality time with one another.
6. Students develop confidence in their ability to interact with one another and the world around them.
7. Teachers in inclusive schools are highly trained and skilled at delivering appropriate, student-centered curriculum through differentiated activities according to ability level.
8. In addition to the classroom teacher, children with special needs are supported by special education teachers, paraprofessionals, and specialists such as Speech/Language Therapists.
9. Various resources and assistive technologies are available to students in inclusive schools in an effort to reach and teach all learners.
10. Inclusive schools value input and participation from the whole community, not just students. *Everyone is welcome!*

Define the following terms

Individual support Plan (2)

Learners who experience diverse support needs will at some stage need some individual assistance.
o Individual learning support can be provided by the class teacher in collaboration with the institution-level support team.

An individual learning support plan should be planned and implemented well in advance, but should be flexible enough to make changes if the initial plan is not successful.
o following 5 procedures form the core of the individual support plan:
1. Assess the learner to determine what he or she has already mastered.
2. Formulate the outcomes.
3. Select the content of the curriculum or learning plan.
4. Choose the learning support strategies and methods.
5. Assess the learner's progress.

District Based Support Team (2)

District Based Support Teams (DBST)

To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments. And to provide direct learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs.

Mainstream schools (2)

Mainstreaming is where a child with disabilities is brought into a learning environment with other children who do not have disabilities, as much as possible, in order for them to learn alongside normally developed peers.

Early identification (2)

The need for early identification. The earlier giftedness is recognised in children, the sooner their particular needs will be recognised. Teachers, particularly at early childhood learning centres and in the foundation phase, should be very alert to signs of giftedness.

Universal design for learning (2)

Googled - **Universal Design for Learning** (UDL) is an educational framework based on research in the**learning** sciences, including cognitive neuroscience, that guides the development of flexible **learning** environments that can accommodate individual **learning** differences.

Inclusive education is an educational practice that focuses ONLY on addressing the learning needs of children with disabilities. Do you agree with the above-mentioned statement? Elaborate on your answer by:

1. describing the concept "Inclusive education" (3)

2. listing seven principles of Inclusive education. (7)

Inclusive education is non-discriminatory education framework which ensures access to education for all learners regardless of their differences in gender, race, culture, language socio-economic status and physical abilities. Inclusive education focuses on the responsibilities, rights and role of all learning institutions, parents and communities.

The Department of Education, (Department of Education, 2001:10-42) committed itself to promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.

The guiding principles for the new education and training system focus on (Department of Education, 2001):

1. Protecting the rights of all people and making sure that all learners are treated fairly.

2. Making sure that all learners can participate fully and equally in education and society.

3. Making sure that all learners have equal access to a single, inclusive education system.

4. Making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools.

5. Addressing and correcting inequalities of the past in education.

6. Making sure that there is community involvement in changing the education system.

7. Making sure that education is as affordable as possible for everyone

Explain why Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive education. Refer to any six different systems of the model and give 2 examples of each system – one with a positive and one with a negative influence on the learner's development, participation and learning **[18]**

All the system needs to work together to benefit an individual/learner (1992)

Various levels

- Chrono system- time and how it relates specifically to the interactions between the systems.

- Macro system- the dominant social, economic structures, attitudes , beliefs & values eg NDoE policies are developed.

- Exosytem- One or more environments in which a developing learner is not directly involved but may influence the learner eg parents place of work, Provincia level- guides districts.

- Mesosystem- relationship that develops between two or more of the microsystems eg. District –training, monitoring & supporting schools.

- Microsystem- the immediate environment eg. School –practical implementation..

Urie Bronfenbrenner, an American psychologist, formulated the Ecological Systems Theory to explain how the inherent qualities of a child and his environment interact to influence how he will grow and develop.

Context / environment: Through the Bronfenbrenner Ecological Theory, Bronfenbrenner stressed the importance of studying a child in the context of multiple environments, also known as ecological systems, namely the microsystem, the mesosystem, the exosystem and the macroststem, in the attempt to understand his development. An example of this would be the Matryoshka doll.

The Microsystem: The microsystem is the most immediate environment in which the child lives. The microsystem includes the daily home, school or daycare or community environment child that the child is in. Interactions within the microsystem involve personal relationships with family members, classmates, educators and caregivers, in which influences go both ways. How these groups interact with the child will affect how the child grows. An example of the microsystem is a child learning to read and write at school.

The Mesosystem: The mesosystem includes the interaction of the different microsystems that the developing child finds himself or herself in. It is a system of microsystems which involves links between home and school, between peer group and family, or between family and church. An example of the mesosystem is a child in an abusive home, who experiences emotional stress which impacts negatively on his or her school work, possibly creating a barrier to learning and where an educator identifies this and creates a positive school environment for the learner which contributes to the learners sense of security.

The Exosystem: The exosystem pertains to the relationship that may exist between two or more settings, one of which may not contain the developing child but affects him indirectly. In other words, other people and places which the child may not directly interact with but may still have an effect on the child. Such places and people may include the parents' workplaces, the larger neighbourhood, and extended family members. An example of this is a father who is continually passed up for promotion by an indifferent boss at the workplace, who may then take it out on his children and mistreat them at home.

The Macrosystem: The macrosystem is the largest and most distant collection of people and places to the child that still has significant influence on the child. It is composed of the child's cultural patterns and values, specifically the child's beliefs and ideas, as well as political and economic systems. Children in war-torn areas, for example, will experience a different kind of development than children in communities where peace reigns.

The Chronosystem: The chronosystem includes major life transitions, environmental events and historic events that occur during development. Examples of this are a change in family structure, address, parent's employment status or economic cycles and wars. Time has a prominent place at three levels, micro-time, meso-time and macro-time. These dimensions of time relates to the interactions between these systems and influence individual development. An example of the chronosystem could be of a child who reaches puberty before his peers does. Another case could be where a child may act differently in different settings, for example, a child who often bullies smaller children at school may be a terrified victim at home.

Most of our learners in schools experience barriers to learning. These learning barriers can result from either extrinsic or intrinsic factors. To ensure effective implementation of Inclusive education it is therefore important for teachers to be aware of such barriers as well as strategies to address it. Do you agree with the above mentioned statement? Elaborate your answer by

.1. defining the concept "barriers to learning"   (2)

2. mentioning factors that create learning barriers as identified by the National Commission on Special Needs in Education and the National Committee on Educational Support Service   (10)

Definition:

Barriers to learning:
Barriers refers to difficulties arise within the education system as a whole, the learning site and / or within the learners him/herself which prevent both the system and the learner needs from being met. It is ascertained that teaching and learning are hampered where such needs are not met., educationally sound measures must be applied (Department of Education. Republic of South Africa: 2005:6). Learner and teacher support should be provided with the focus on the causes of barriers to able to prevent, overcome and minimise them. -

HOW are you going to address barriers to learning:
Learning support in the ordinary school:
1) **Screening, Identification and assessment** of barriers to learning
2) **Learner support:** Planning and implementation of the learning support programme.
3) **Teacher support:** Provide educational support to teachers. Therefore provide a network of educational support services available at the various educational levels, support from the community and parents/caregivers

Barriers to learning

Intrinsic barriers:
Sensory
Physical
Epilepsy
Chronic diseases – diabetes, TB, asthma, HIV/AIDS
Intellectually challenged learners

Child abuse is one of the aspects that is increasing at an alarming rate in several countries. It is important for teachers to be aware of different types of child abuse in order to ensure their safety and their effective learning in schools.

Mention signs that can alert you that a child has been abused (7)

Warning signals
o Sudden deterioration of schools work
o Aggression
o Depression
o Lying
o Stealing
o Fatigue and listlessness

. Explain the following factors that can result in child abuse

1 Parents factors (5)
2 Child factor (5)
3. Crisis or stress factors (5)

Parental factors
o Abusive parents are characterised by:
▢ Refer to child as monster
▢ Inadequate display of motherliness
▢ Experience an unsatisfactory sex life
▢ They were often also abused

Child factors
o Child was unwanted
o Orphaned /street children who have no protectors
o Child is not the gender that parents wanted

2.5.2.3 Stress factors
o Financial needs
o Large families
o Single parenthood
o Alcohol and drug abuse.

Effective implementation of Inclusive education requires various strategies as well as strong collaboration of various structures Discuss briefly the core functions of the following

1 School Based Support Team   (5)

2 District Based Support Team   (5)

3. Special School as Resource Centre   (5)

4 Full service school   (5)

School-based support team (ILST)

The ILST serves as a consultative forum for teachers at the school level.

It provides mentoring functions for teachers.

It is a link between the DBST and the school.

It has power to refer learners to the district for additional support.

It guides the school on inclusive education.

It monitors the progress on learner development and teacher readiness.

• Ensure parental involvement

• Develop strategies to address the needs and barriers of learning

• Support teachers and learners

• Identifies and addresses learner and institutional needs and barriers to learning.

• Establishes networks that promote effective communication between learners, teachers and parents, as well as NGO;s and the welfare

• Monitor standards of learning and teaching in classrooms

• Identify the school's needs.

District Based Support Teams (DBST)

• To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments.

• To evaluate programmes, diagnose their effectiveness and suggest modifications.

• Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognise and address severe learning difficulties and to accommodate a range of learning needs

  • To provide direct interventionist programmes to learners in a range of settings,

  • and/or, serve as 'consultant-mentors' to school management teams, classroom teachers and school governing bodies.

  • To foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system.

  • To develop an on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres.

  • To support the capacity building of schools/education institutions; identifying and prioritising learning needs and barriers to learning in their local contexts.

  • To identify the support needed to address these challenges, and pursuing these within a strategic planning and management framework.

  • To provide indirect support to learners through supporting teachers and school management, with a particular focus on curriculum and institutional development.

  • To ensure that the teaching and learning framework and environment is responsive to the full range of learning needs.

  • To provide direct learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs.

Special School as a resource Centre

  • Other schools, e.g. full-service schools, get resources from the special school e.g assistive devices etc.

  • Special schools assist full-service schools to develop inclusive pedagogy.

  • They assist full-service schools to adopt appropriate method of teaching learners who experience barriers to learning.

  • The special school serves as consultants to other neighbouring schools

  • Special schools support the neighbouring schools by providing resources.

  • Serves as a mentor for the full service schools

  • It provides assistive technology resources

Full-service School.

-A full-service school is an ordinary primary school that is converted to become an inclusive school.

-It caters for a wide range of learner needs.

-A full-service school should be equipped and supported to provide for a broad range of learning needs.

• A full-service school understands that barriers to learning are not only intrinsic, (internal: impairment) to learners, but can also be extrinsic (external: environment) cultural and systemic.

• A full-service school aims at inclusion in the way it is organised with regards to structure (physical layout), school policies, school practices, pedagogy (the way of educating) and culture of diversity.

• A full-service school should have additional support programmes and structures for teaching and learning.

• A full-service/inclusive school is prepared to explore and address challenges of everyday school life through capacity building among educators and on-going institutional development aiming at transforming the whole school.

• Full-service/inclusive schools should be aware that practices which exclude learners need to be addressed, removed or reduced so that learning and development can happen

• A full-service/inclusive school affords all children in the locality opportunities at school to realise their potential by ensuring accessibility.

• It is a place where both learners and educators feel safe and supported.

• It is an environment where educators are motivated and supported in their work, where learners feel a sense of belonging and are able to engage in the learning process.

• It has a collaborative approach to service delivery.

ETH302S - June 2015 Long Questions

All long questions are repeats across 2015 and 2016 papers already answered in this document.

ETH302S - Nov 2015 Long Questions:

Discuss the characteristics and the role of a full-service school as outlined by the Education White Paper 6 Please discuss **ten (10)** facts

(10)

A full-service/inclusive school on the other hand are mainstream schools that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. Learners in need of moderate to high levels of support can be supported in these schools. The role of a full-service/inclusive school is the following, according to the Department of Education (2009:7-16):

⬜ To provide access to moderate levels of additional support, resources and programmes.

⬜ To provide support in the school to learners and teachers by means of competent and experienced learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success.

⬜ To support neighbouring schools with knowledge, information and assistive devices regarding barriers to learning.

⬜ To work in close collaboration with the district-based support team to coordinate support.

The full-service/inclusive school should first review its own capacity to accommodate learners in need of additional support before considering placing them in a special school.

A full-service school works in collaboration with, and provides assistance and support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. These services might be run in collaboration with various service providers from the community (the assets in the community) (DoE 2009: 17-18).

Choose any intrinsic (internal) barrier and discuss its limitations showing that if you were a teacher and have a learner with such intrinsic (internal) barrier in your class, how you would deal with the challenges of the learning barriers experienced by this learner Please discuss **ten (10)** facts

(20)

Addressing intrinsic (internal) barrier

• Identify the intrinsic barrier, e.g. visual impairment.

• Consult the ILST.

• Consult relevant policies from the Department, e.g. EWP.

• Request support from the district to assist on teaching this kind of a learner.

• Plan curriculum adaptation.

• Request support from the neighbouring special school.

• Ensure that buildings are easily accessible.

• There is proper and effective consultation with the district.

• Teachers are well trained and have relevant study material, e.g braille, etc.

• He creates proper partnerships with other stakeholders' e.g social workers, nurses, Local Municipality and etc. **(10)**

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? Please discuss **ten (10)** facts

(10)

Positive attitude of both teachers and learners towards one another, promoting equal participation in school activities, acceptance of one another, acknowledgement of differences, respect for each other, avoid labelling, these are important to support inclusive education. Two paragraphs are adequate to support this.

Discuss how a parent can become a resource to a teacher at a special school or full-service school Please discuss **five (5)** facts

(5)

Parental Involvement

A parent can become a resource to a teacher

Parents' observations and comments can lead the educator to find the exact nature of the barriers that a learner experiences

They could contribute to this process through formal and informal meeting they could assist by;

• Making all records for learner profile available when the need arise

• Provide information regarding developmental history, health, home behaviour, emotional state, personality etc.

• Monitor and report on progress of the learner at home.

• Avail themselves for all parents meetings and for one-on-one interviews with educators**.**

Discuss the education support structure and its relationship at national, district, school and classroom, levels Use examples in your discussion

(20)

The Education White Paper 6 makes provision for support by means of a system approach and collaboration between these systems. The system is broken up into four levels; national, district, school and classroom. Each level has different responsibilities and roles which they need to adhere to in order to provide the proper support.

The following is expected at a **National level**:

⯀ It should promotes and provide education for all.

⯀ At national level they should provide an inclusive framework for the country.

⯀ They must develop policies on inclusive education.

⯀ They must provide an education legislative framework.

⯀ Promote and provide schools with national policies and that govern the schools.

⯀ They should promote and provide advocacy and information of programmes which support inclusion.

⯀ Those at national level should give support and guidelines to all provinces.

⯀ They should collaborate with other departments for more resources, for example the department of Health for wheelchairs for learners, etc.

⯀ Provide clear policies to all stakeholders and organisations involved, for example; NGOs, DPOs, etc.

⯀ Those at a national level should allocate physical and human resources, for example; post establishment.

The following is expected at a **Provincial level**:

▢ Those at the provincial level allocate funds from national level for the building of schools.

▢ They should facilitate the employment of Educators as per school establishments in line with the national requirements.

▢ They control and monitor school budgets throughout the districts.

▢ They should provide experts who act as consultants to all schools throughout the districts.

▢ They should ensure that policies are implemented as expected.

▢ Ensure that budget/money received from central government/national department for education is properly spent.

The following is expected at a **District level**:

▢ District level must coordinate learning support.

▢ They must provide illustrative learning programs and learning support material for instruction and assessment.

▢ They must evaluate schools and give support accordingly.

▢ Help mobilize children who are unable to come to school.

▢ Assist educational centres to recognize and address severe learning difficulties and to make accommodations for a range of learning styles and barriers.

▢ Provide guidelines and management to schools on inclusion and inclusive education.

▢ Focus on in-service-training for teachers with children who experience barrier to learning.

▢ Capacitate schools by equipping them with skills needed to support those with learning barriers/difficulties or disabilities.

▢ They should identify and coordinate learning needs.

The following is expected at a **School level**:

▢ Schools should ensure parental involvement.

▢ Develops strategies to address the needs and barriers of learning through the support from the district.

▢ Support teachers and learners through the involvement of the district.

▢ Identify and address learner and institutional needs and barriers through school-based support team.

▢ The school should establish networks that promote effective communication between learners, teachers and parents, as well as NGOs and the welfare.

▢ Schools must monitor the standards of learning and teaching in classrooms.

The following is expected at a **Classroom level**:

☐ The classroom should adopt practises that reflect high values with respect to both diversity and inclusiveness.

☐ The classroom atmosphere should value and recognise the different backgrounds and cultures of its learners.

☐ Teachers must create harmony between the learners' learning styles and their teaching styles; they should make provision for the different learning preferences of the learners.

☐ Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants.

☐ Ensure the activities, facilities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations.

☐ The classroom space should be accessible by learners who are in a wheelchair, and arranged for inclusion, safety comfort in a way that suits all learners.

☐ The teachers should use multiple, accessible curriculum content and teaching strategies that are accessible to all learners.

☐ The content must make provisions for the diverse abilities, interests and learning styles of all learners in the classroom.

☐ The classroom should be fill of course material (handbooks), notes, books and other information resources which are engaging, flexible and accessible to all learners. For example, there are resources which accommodate a variety of reading levels.

☐ Ensure the language usage in the information resources is accessible to all

Compare and contrast the roles of a special school as a resource center and that of a full-service school as an inclusive school

(25)

Special schools are schools which educate children who need high-intensity support. Special schools also have the responsibility of being a resource centre to the district they are in. this means that their resources are integrated into the district based support team so that they can provide specialised professional support in curriculum, assessment and instruction to full-service and ordinary schools in the district. The function of special schools as resource centres are as follows, according to the Department of Education (2008:21-23):

☐ The special school as a resource centre should function as an integrated and coordinated part of the district-based support team. That means that learning support educators should not only be able to interchange between ordinary schools, full-service schools and special schools as resource centres to provide support to teachers regarding barriers to learning but also provide support to particular learners if necessary.

☐ They should support schools in the implementation of Strategy on Screening, Identification, Assessment and Support.

☐ The special school as a resource centre should provide specialised professional support in curriculum, assessment and instruction to neighbouring schools. This includes training of teachers regarding barriers to learning,

management of inclusive classrooms, development of learning support material, guidance to parents, early childhood intervention and development of life skills programmes to make learners who experience barriers to learning less vulnerable to abuse as well as therapeutic support to learners with impairments in mainstream schools.

⬜ They should assist in the mobilisation of children and youth who are outside the school system and who have no access to schooling.

⬜ They should make their human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered, as well as outreach programmes for early childhood intervention.

⬜ They should work collaboratively and draw on the expertise and resources of the community organisations and structures including disabled peoples organisations, parent organisations, teacher unions and non-governmental organisations (NGOs).

⬜ They should also work with the community on advocacy and awareness raising to change the negative attitudes of the community towards learners with impairments.

⬜ The special school as a resource centre should coordinate support from the community such as health and welfare, disabled people's organisations, the business sector, etc. The special school as a resource centre should also make its human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered at a special school, as well as outreach programmes for early childhood intervention.

A full-service/inclusive school on the other hand are mainstream schools that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. Learners in need of moderate to high levels of support can be supported in these schools. The role of a full-service/inclusive school is the following, according to the Department of Education (2009:7-16):

⬜ To provide access to moderate levels of additional support, resources and programmes.

⬜ To provide support in the school to learners and teachers by means of competent and experienced learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success.

⬜ To support neighbouring schools with knowledge, information and assistive devices regarding barriers to learning.

⬜ To work in close collaboration with the district-based support team to coordinate support.

The full-service/inclusive school should first review its own capacity to accommodate learners in need of additional support before considering placing them in a special school.

A full-service school works in collaboration with, and provides assistance and support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. These services might be run in collaboration with various service providers from the community (the assets in the community) (DoE 2009: 17-18).

QUESTION 1

Answer TRUE or FALSE, e.g 1.1. TRUE

1 1   Education White Paper 6 provides guidelines for establishing inclusion at all educational levels

1 2   Inclusive education removes all barriers to learning in all ordinary schools

1 3   Inclusive education is promoting the intentional building of relationships where differences are recognised and celebrated and all persons involved benefit from these relationships

1 4   Within an inclusive education system, a range of options for providing various educational settings should be available

1 5   Learning support should be provided every day at a set time for learners who experience barriers to learning

1 6   The contextually diverse conditions in South Africa are the only ones that pose particular challenges for the teacher in an inclusive early childhood centre or school

1 7   The teacher uses school readiness tests to diagnose learners who experience barriers to learning and who need to gain access to basic education.

1 8   A scholastic accumulative record card of each learner is important because it serves as a basis for comparing learners with each other and to place all learners who experience barriers to learning in special groups or classes.

1 9   Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teacher, it can also block collaboration between them.

1 10   The curriculum adaptation and differentiation is only meant to teach learners who experience barriers to learning

[10]

QUESTION 1

Answer TRUE or FALSE, e.g 1.1. TRUE

1 1   The medical model is a model of diagnosis and treatment

1.2   The Salamanca statement is one of the international movements that inform the implementation of Inclusive Education worldwide.

1.3   The goal of integration is to maximise the social integration of learners with and those without disability.

1 4   Inclusive education is the responsibility of teachers only

1.5   Inclusive education focusses specifically on human rights issues

1 6   Inflexible curriculum is one of the intrinsic factors causing learning barriers in most of the learners in schools

1.7   Teachers must use school readiness to determine if the learner is ready to access basic education

1.8   Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teachers, it can also hinder collaboration between them.

[8]

INCLUSIVE EDUCATION A

Answer true or false

1 1. The responsibilities of the **district-based teams** are to provide of assessment instruments

1 2 The Education White Paper 6 is the South African policy on inclusive education

1 3 Inclusive education is meant for Early Childhood Development only

1 4 Caregivers are the only teachers in the special schools

1 5 Inclusive education is centered around human rights issues

1 6 Full-service school is the same as an inclusive school

1 7 Special schools are not required in the inclusive education practice

1 8 Full-service schools cater for learners with low to moderate intensity needs

1 9 Special schools cater for learners with high intensity needs

1 10 Special schools require special curriculum for their learners

(10)

Indicate whether the following statements are **TRUE** or **FALSE**
The answers must be written in the answer book, e g 2 1 **FALSE**

2 1   Education White Paper 6 provides guidelines for establishing inclusion at all educational levels

2 2   Inclusive education removes all barriers to learning in all ordinary schools

2 3   Inclusive education is promoting the intentional building of relationships where differences are recognised and celebrated and all persons involved benefit from these relationships

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                                                                                    (10)