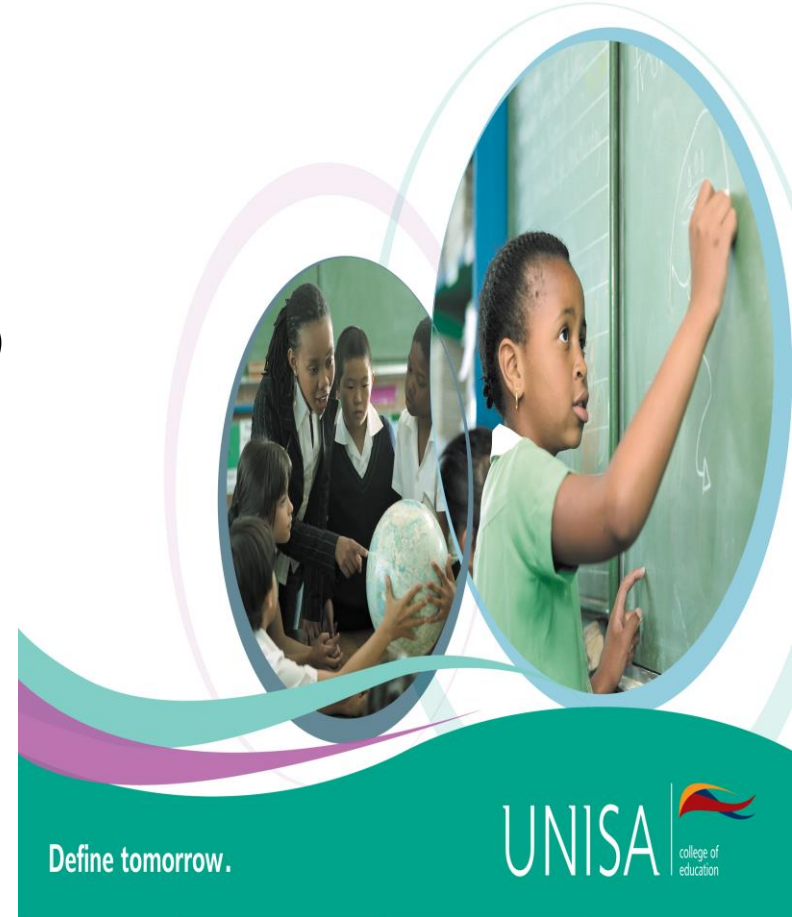# INTRODUCTION TO INCLUSIVE EDUCATION
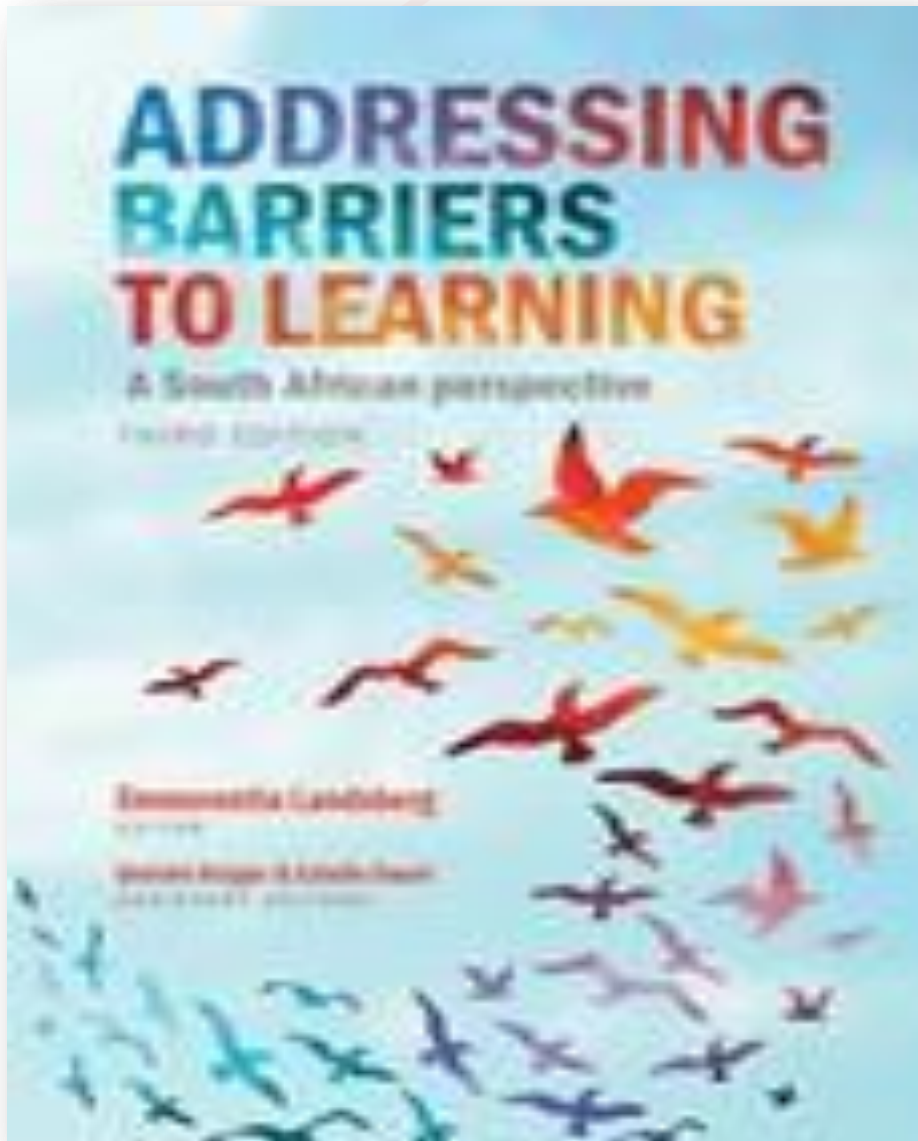
28 APRIL 2016

ETH302S

Define tomorrow.

UNISA | college of education

PRESCRIBED READINGS

Addressing barriers to learning:
A South African perspective

(3nd ed).
Landsberg, Kruger & Swart.
2016
Van Schaik

Reader: Department of Education

Education WHITE PAPER 6
Special Needs Education

Building an Inclusive
Education and Training
System

Department of Education,
2001

Outcomes

- Understand the concept "Inclusive education" and its significance in the field of education
- Differentiate between medical and Social Model
- Describe, discuss and explain ecological model
- Describe different role players
- Understand the Inclusive education in South African and policy that mandates its implementation
- Barriers to learning

Introduction

- Inclusion is a complex concept
- Inclusion in schools requires informed practitioners with a sound knowledge base from which informed decisions can be made.

What is inclusion?

- Different interpretations, but include:
  - Dedication to building a more democratic society
  - A more equitable and quality education system
  - A belief that extends the responsibility of regular schools to accommodate the diverse learning needs of *all learners.*

- Based on the value system that invites and celebrates diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement.

- International human rights movement

See education as a fundamental **human right** where **all children** should be **accommodated** - regardless of socio-economic status; their physical, intellectual, social, emotional, linguistic or other condition. Includes learners with various abilities, children living on streets, children from disadvantaged or marginalised areas or groups.

Inclusion in international context

- What happens in schools is a reflection of the developments and changes in society.

- Societies are becoming more diverse and multicultural, resulting in classrooms consisting of learners from diverse ethnic, linguistic, cultural and socio-economic backgrounds and with diverse abilities.

Do you think that the school where you are teaching makes provision for a diversity of learners?
Do you think all learners receive
equal educational opportunities?

Making Sense of Inclusive Education – Paradigm shift towards IE

- There have been changes in thinking about how children develop. Paradigm shift
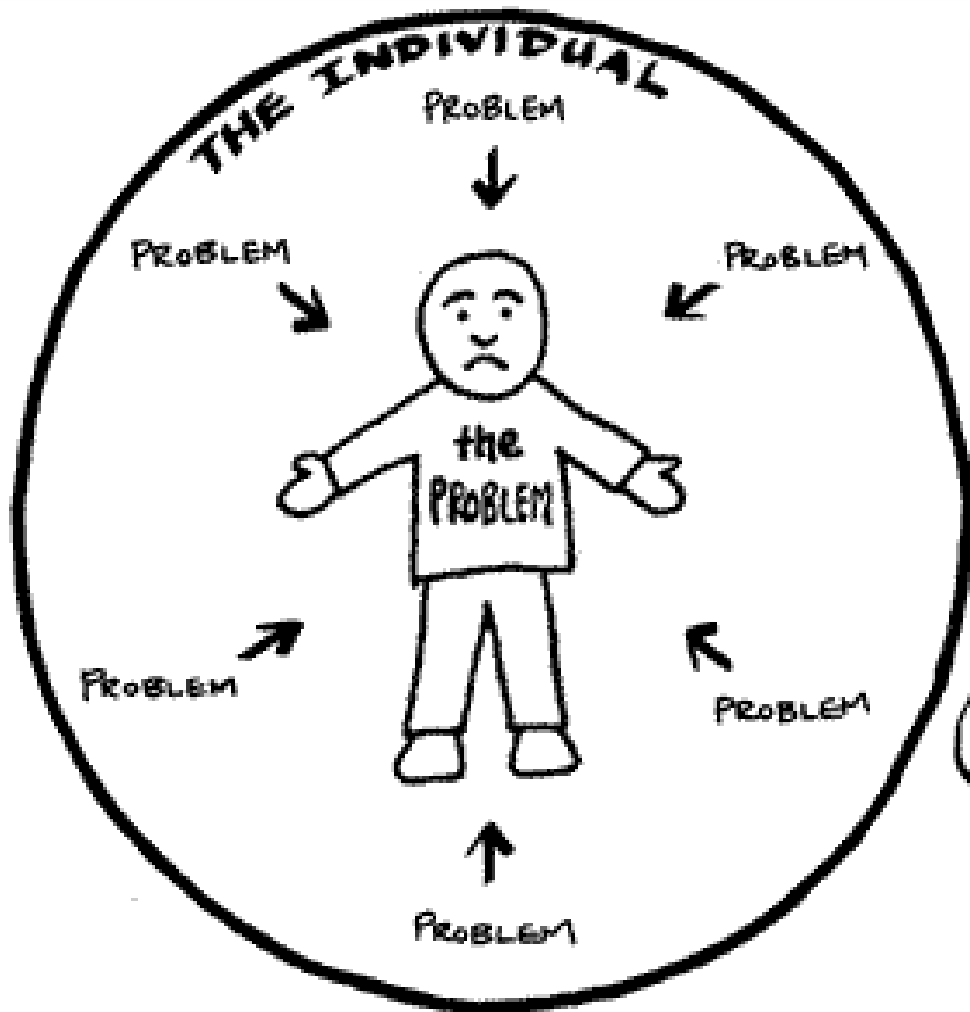
MEDICAL MODEL → **SOCIAL MODEL**

- But traditionally we have used a medical model approach in education of children with barriers to learning.

Medical Model / within-child model

- Used in medical sectors
- Find out what is wrong with the child and cure it
- Determine school placements such as special schools.
- Model of diagnosis and treatment

 i.e "Find-out-what-is-wrong-and-cure-it"

- Categorisation and labelling
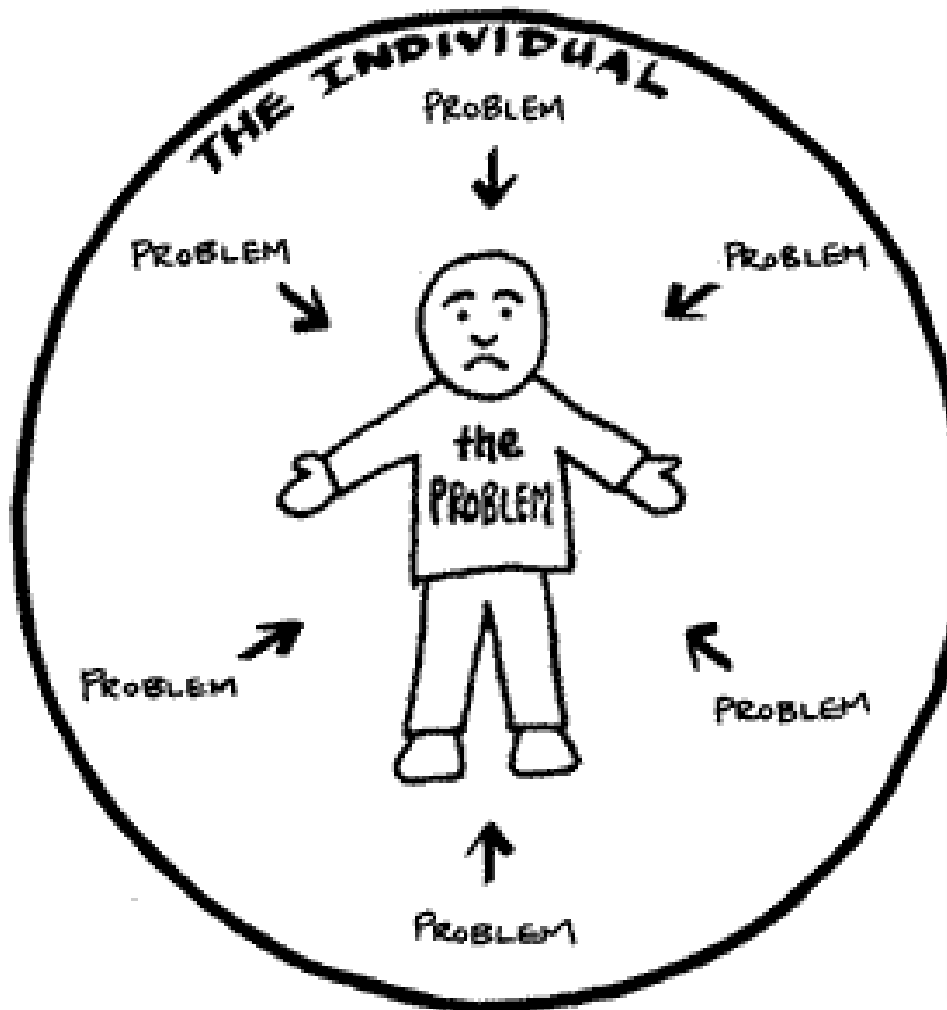- If learner does not "fit" move to special schools or classes to get "fixed".

The Medical model

Child must adjust to classroom

Child is diagnosed. Must be cured

Needs special school/ placement because not learning like typical children

Is different from other children and in need of care

The child has the problem

Needs special equipment

Needs Special Teachers

Has special needs which can only be handled in a special place

The Social Model

- Learning barriers are not only a result of something wrong with the child.
- **Social, economic and political** practices are contributing to the child experiencing barriers to learning. Other factors contributing are the following:
- **attitudes** of others
- lack of proper resources
- lack of access to services
- Therefore the **system** and **society** can also create the barriers to learning.

THE SOCIAL MODEL OF DISABILITY
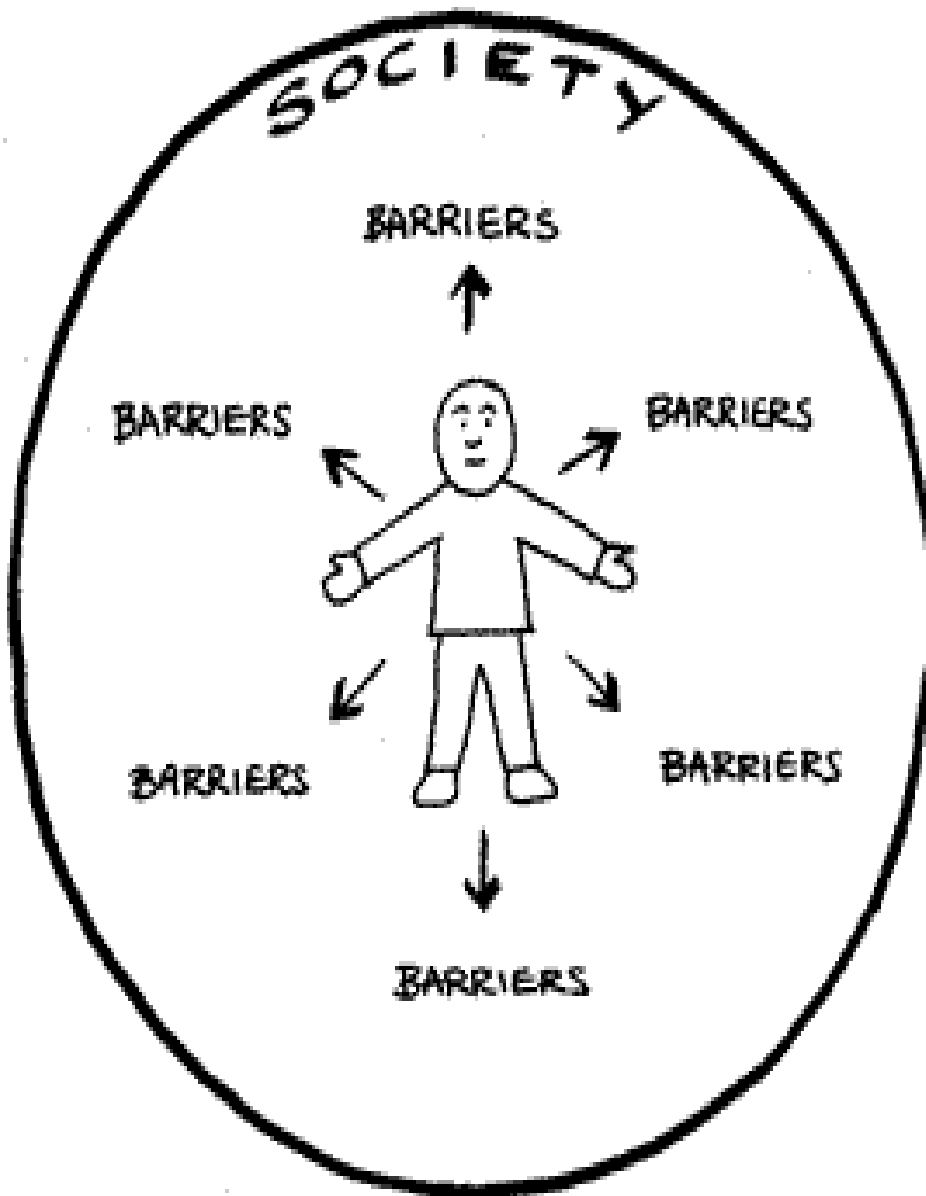
THIS CHILD CAN NOT LEARN

THE ENVIRONMENTAL FACTORS CONTRIBUTES NEGATIVELY TOWARDS HIS LEARNING AND PARTICIPATION

The Social model of inclusion

Support can be provided in all schools and classrooms

Don't work with children's problems in isolation

Teaching practices need to respond to learner diversity

Barriers to learning occur from factors within and around the learner
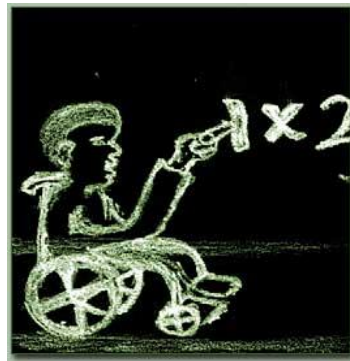
Education system has the problem

Environment must be adapted

Various stake holders are equal partners in education

All learners need support

Policies and legislation must change

THE ECOSYSTEMIC APPROACH

PAGE 10

UNDERSTANDING INCLUSIVE EDUCATION THEORIES

- Ensure quality education for all the children
- Equal access to curriculum
- Elimination of exclusion

TO UNDERSTAND

What makes a person, A PERSON

We are shaped by our **SOCIAL CONTEXT SUCH AS**:

- Our environment, family, friends, circumstances, socio-economic conditions, way of life, cultural values and practices, world views, ETC.
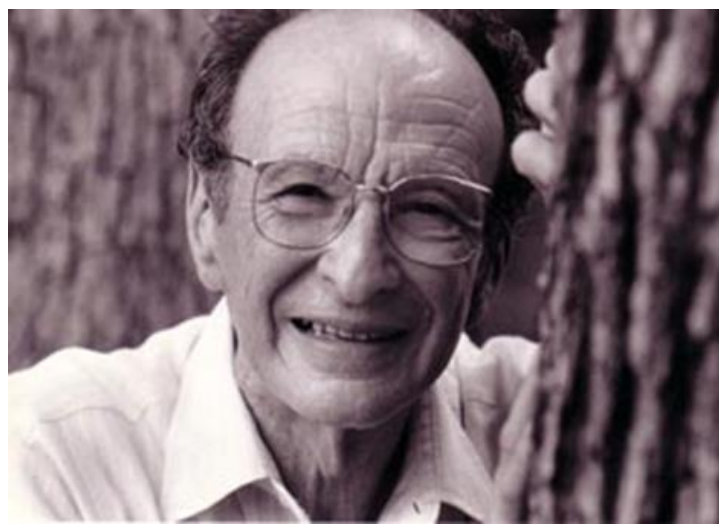
Urie Bronfenbrenner (1917-2005)
Russian-born Psychologist, educated in the USA

<u>THE ECOSYSTEMIC APPROACH</u>

Bronfenbrenner –
An example of a multi-dimensional model of human development

- This model is useful in understanding classrooms, schools and families by viewing them as systems in themselves

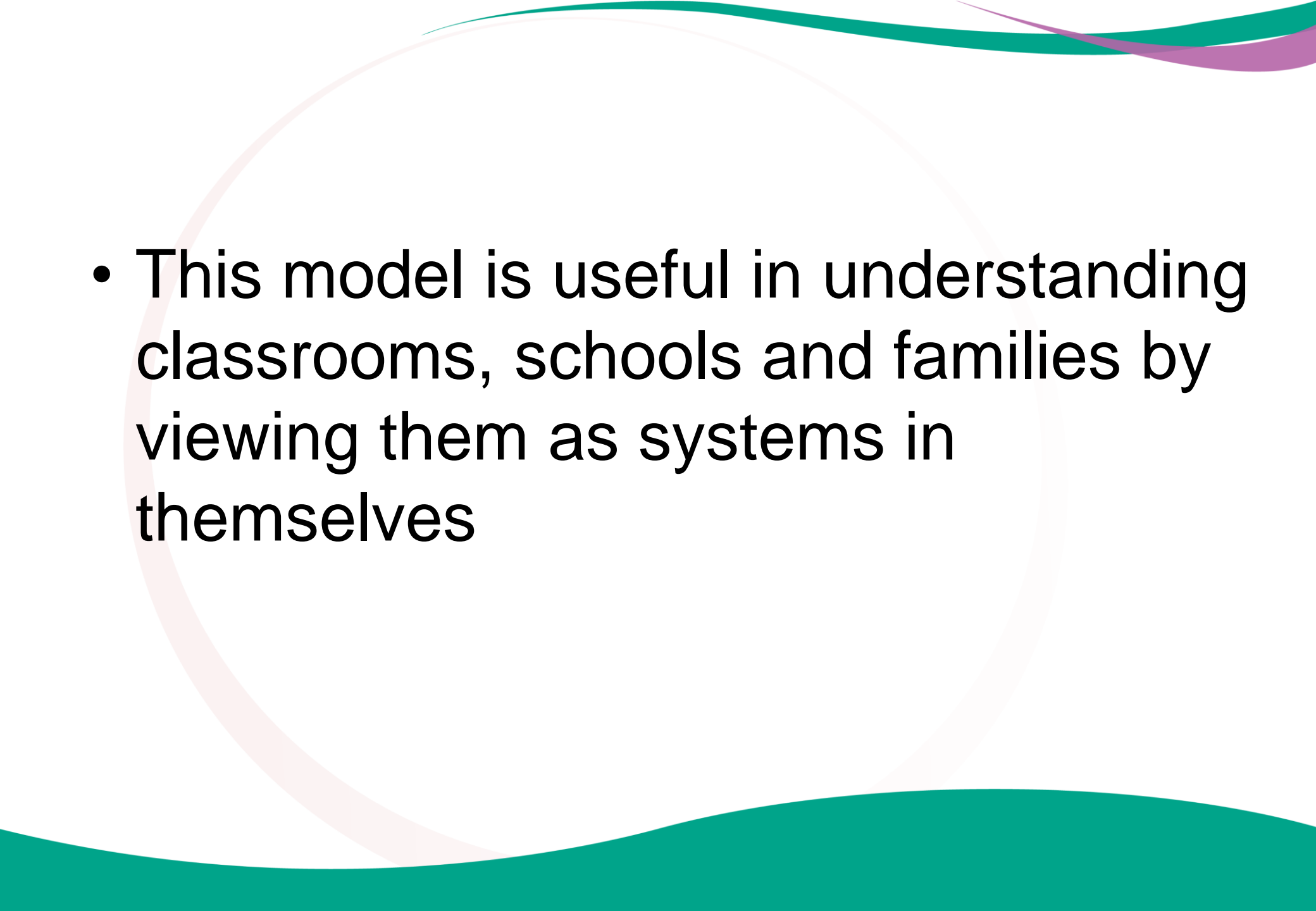- In the 1970's Bronfenbrenner developed a complex ecological model that explains the direct and indirect influences on a child's life by referring to the many levels of environment or contexts that influence a person's development.
- Interplay between **BIOLOGY** and **ENVIRONMENT**.
- It is helpful to think of the environment or social context "as a set of nested structures, each contained inside the nest like a set of Russian dolls".

Bronfebrenner's ecological model = originally on child development

Model providing us with a better understanding of history and Inclusive education in South Africa

Management of Barriers to learning Implementation of Inclusive Education

SOCIAL VS BRONFEBRRENER 'S MODEL

- Strongly related to the social model

- Focus on ecological systems theory

  - Understand influences of other system towards an individual learner

SOCIAL MODEL

Don't work with
children's problems
in isolation:
The child and external factors

The major challenge of an educational system is to understand the complexity of the influences, interactions and interrelationships between the individual learner and multiple other systems that are connected to the learner from an ecological system theory or systems change perspective.

An example of a multi-dimensional model of human development as explained by Bronfenbrenner
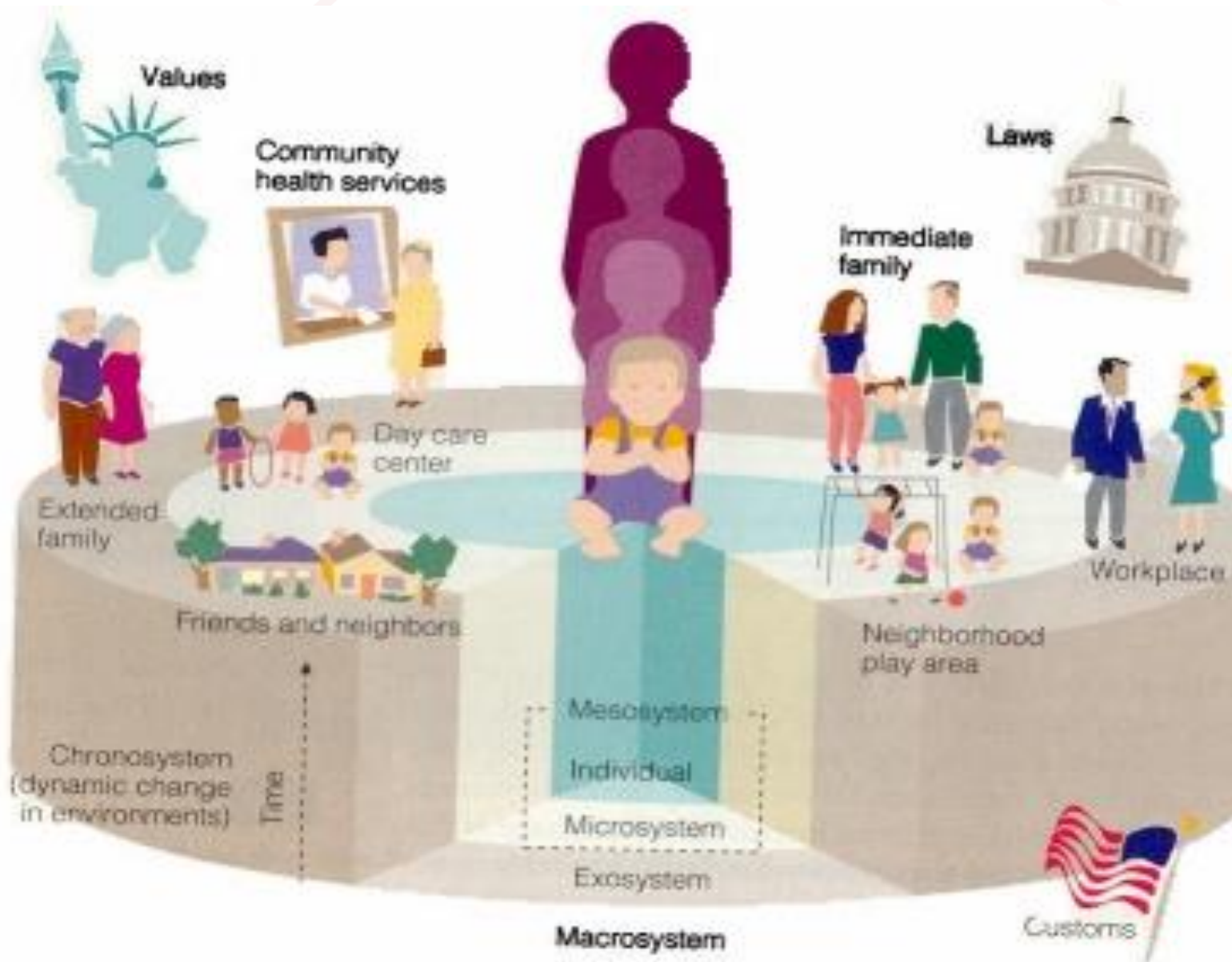
Levels of interactive systems influence the growth, change and development of the child

- Different levels and groupings of the social context is seen as „systems" **where the functioning of the whole is dependent of the interaction between all the parts**.

- There are thus different systems that are made up of different parts (family, school, etc.).

- A major challenge of an educational system is to understand the complexity of the **influences, interactions and interrelationships** between the individual learner and multiple other systems that are connected to the learner from an ecological system theory .

- What happens in one system affects and is affected by other systems.

- This model is useful in understanding classrooms, schools and families by viewing them as systems in themselves.

  See the CHILD IN CONTEXT ....

- The child is part of a broader social context including a variety of systems (of which the child is one of those systems)

Figure 1. Bronfenbrenner's ecological systems theory (in Berk & Roberts, 2009, p. 28)
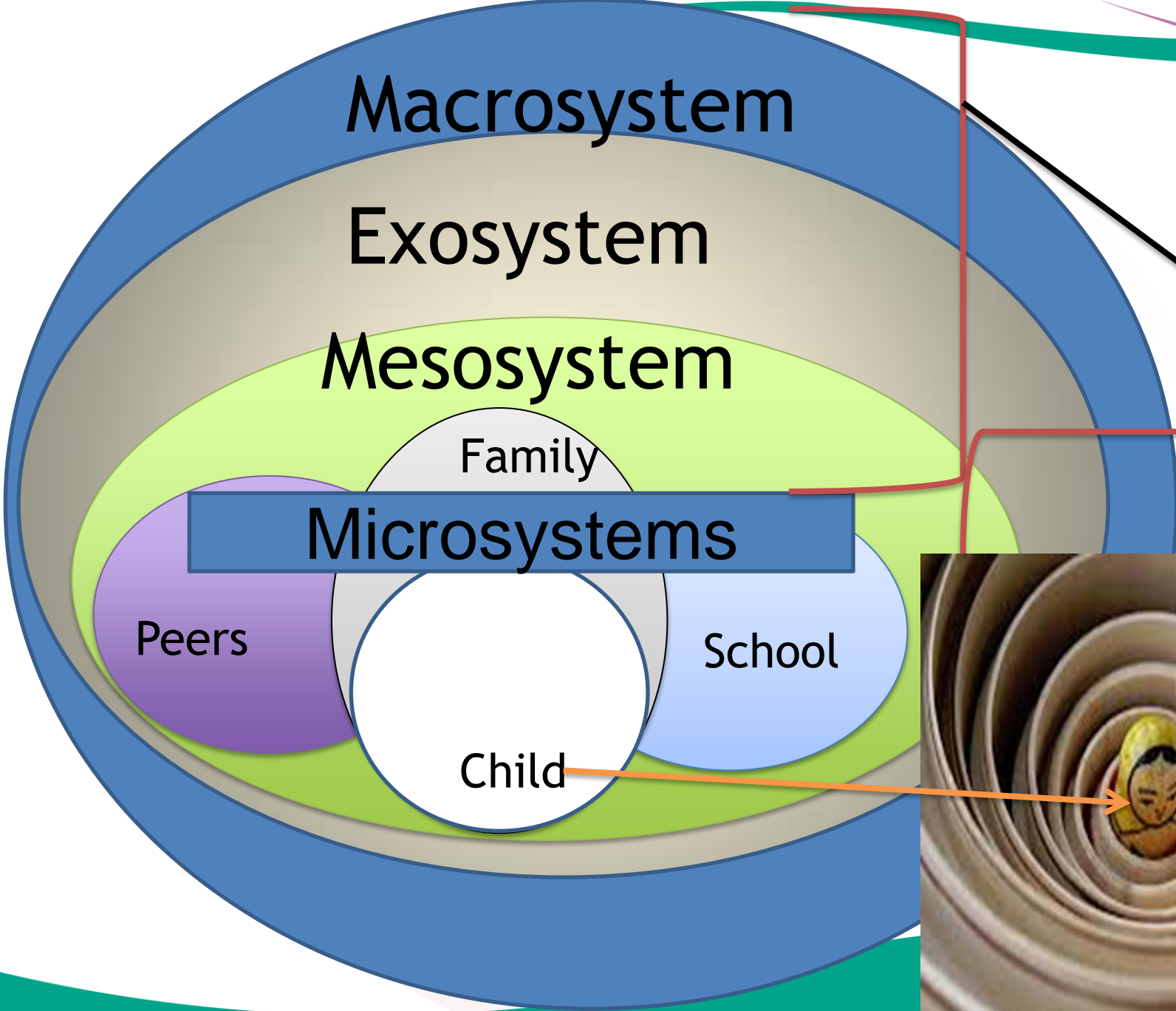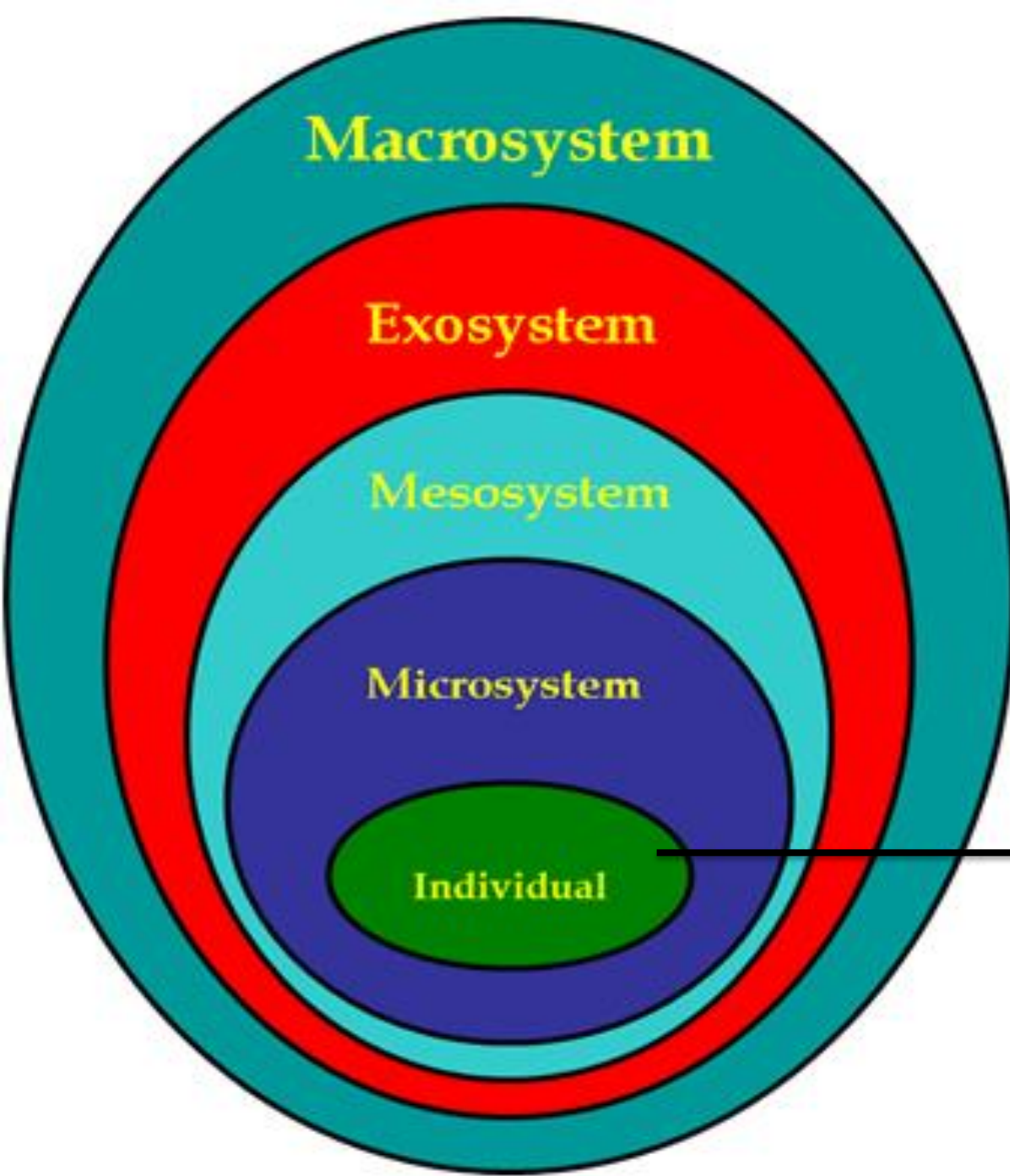
HOW THE CHILD DEVELOPS
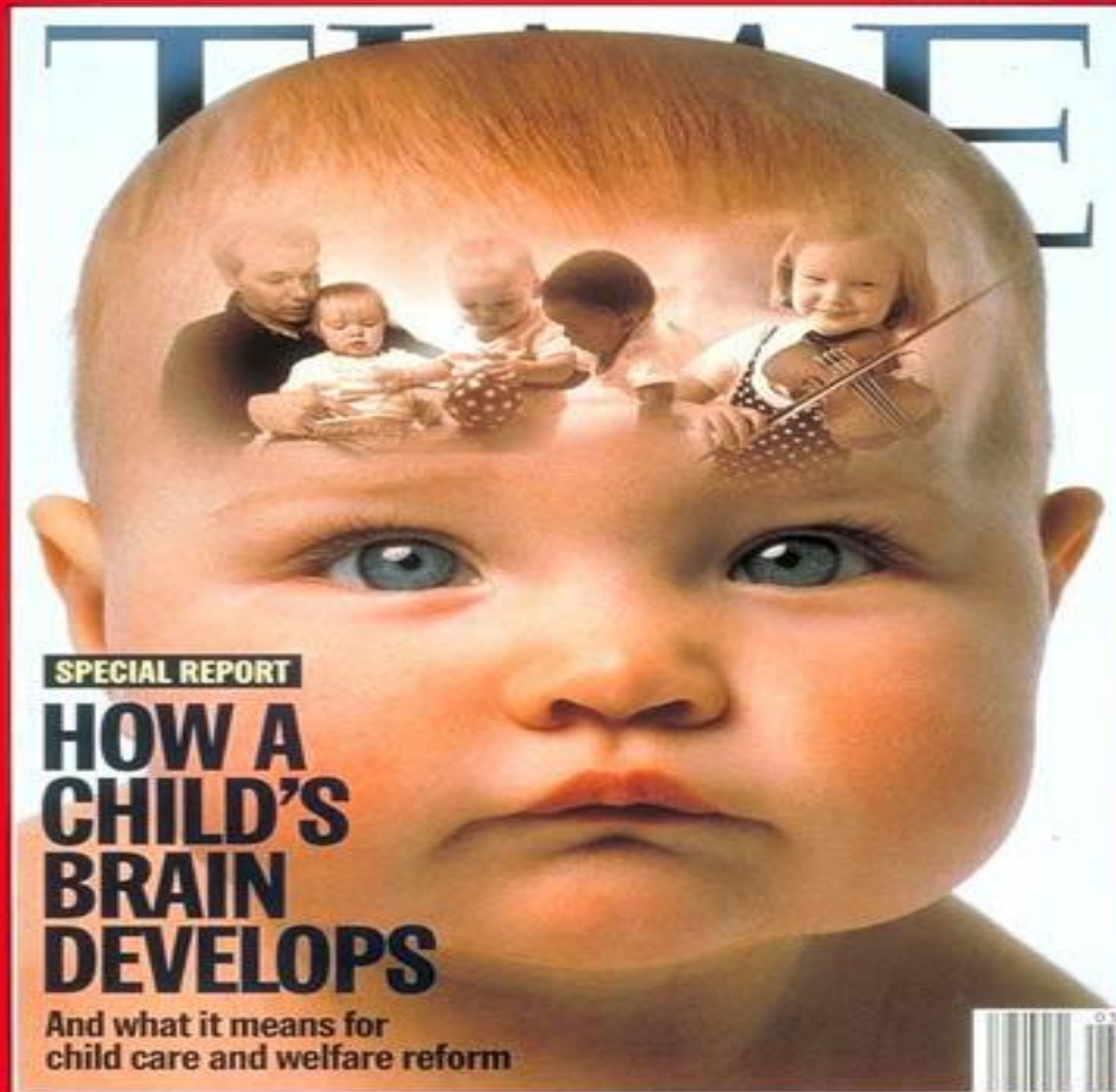
SPECIAL REPORT

HOW A CHILD'S BRAIN DEVELOPS

And what it means for child care and welfare reform

The nested structures include

- **Microsystem (Family, School, Peers),**
- **mesosystem,**
- **exo-system,**
- **macrosystem.**

These all interact with the chronosystem.

Child (Individual)

Biology
Temperament
Talents, …
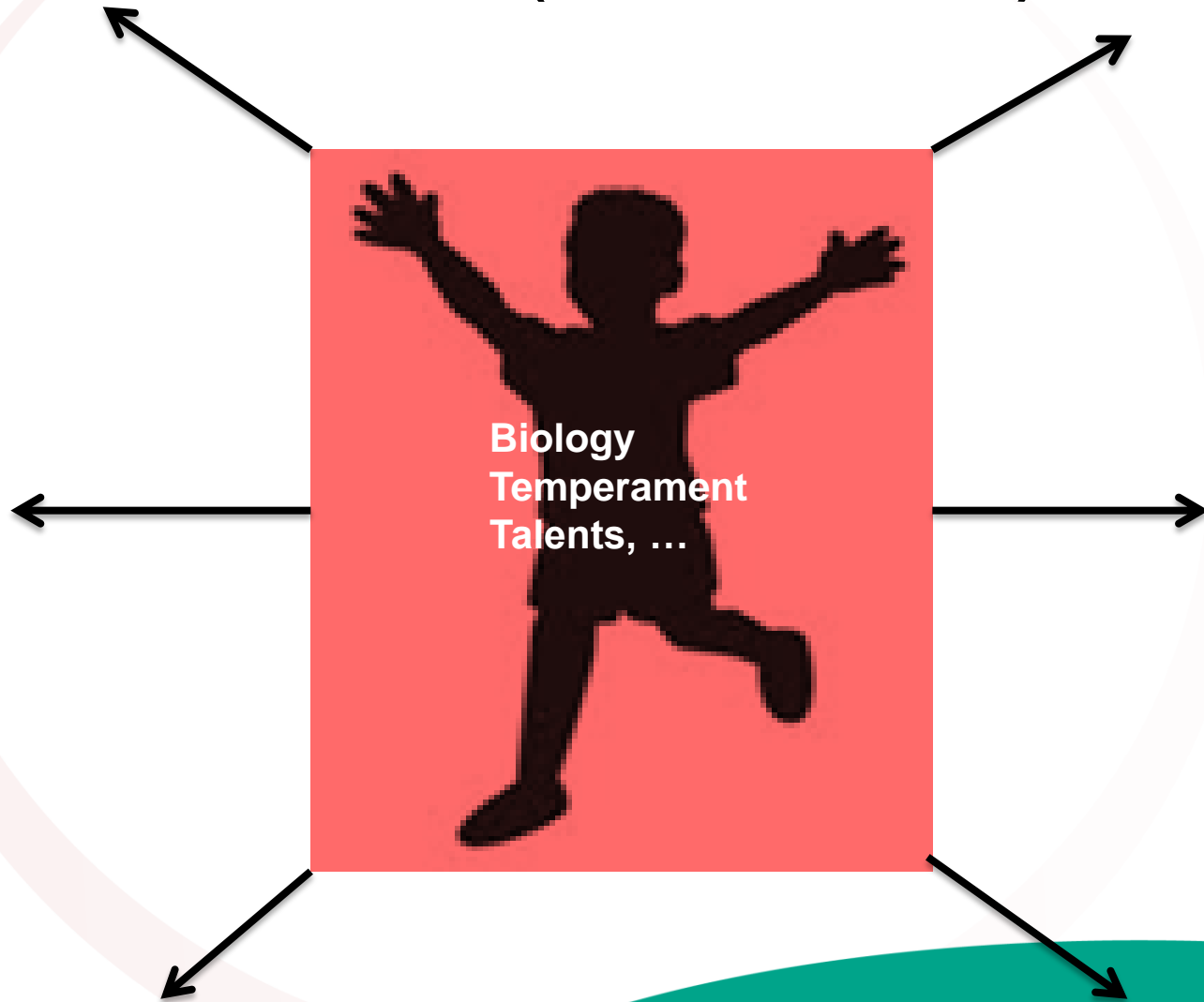
Microsystems

Activities, roles and interpersonal relations experienced between the systems closest to the child and the child i.e: (The child have face to face interaction)

Family –   Microsystem of the family
peers -   Microsystem of the peers
Schools - Microsystem of the school

Micro-systems

- It is characterised by those individuals and events closest to one's life, and involves continual **face-to-face contact**, with each person influencing one another

- Between the individual and the systems in which they actively participate, such as family, peer group or school

Mesosystem

- Refers to the relationships that develop and exist between these microsystems – it is a system of microsystems.

- At this level the **family, school and peer group** interact with one another, modifying each of the systems.

- E.g. what happens at home (one micro-system) will influence what happens at school (another micro-system)

The child is a product of a specific family

The school as part of the micro-system
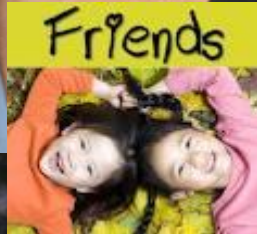
Exosystem

- Refers to one or more environments in which the developing learner is not involved directly as an active participant but which may influence or be influenced by what happens in settings and relationships that directly influence the learner.

- E.g. the education system, health systems, etc. services etc.
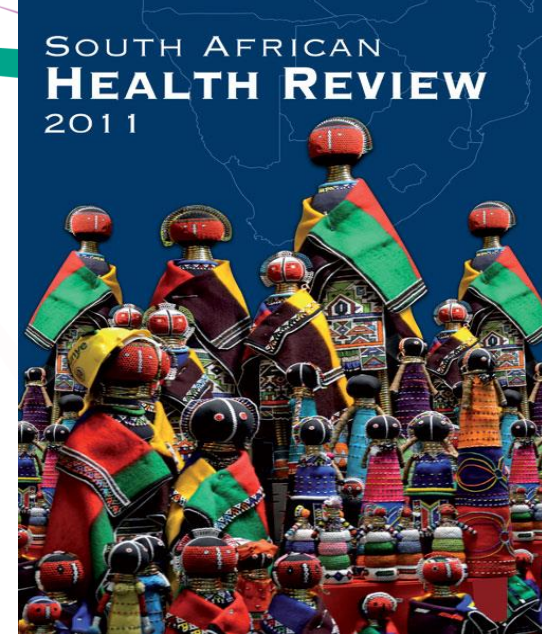
Exosystems

Any environment........... Learner not:

-directly involved
-active participating

Influencing the child development, learning etc
- Health system
- Parent's workplace
- Local community
- Extended family
- Neighbours
- Local community

Macrosystem:

Refers to the attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture which may have an impact or be influenced by any of the other systems.

E.g.

SA Constitution

Bill of Rights

Inclusive Education

Inclusive Education

Macrosystems

BROADER COMMUNITY / SOCIETY

- Economic welfare of the community. (POOR/RICH) Example: Different services between rich and poor community.
- Political issues
- Attitudes
- Believes
- Values

Particular society – impact towards above systems

Chronosystem:

- Refers to the developmental time-frames which cross through the interactions between these systems and their influences on individual development.

In summary: Brofenbrenner's ecological model

- According to Bronfenbrenner – there are levels of interaction system that result in a change in a person

- Emphasises the interaction between individual's development and the systems within the social context / SA CONTEXT

that:

What happens in one system affects the other system

Inclusion in the South African context

- Did not develop in vacuum
- History of South African specialised education – political and philosophical issues
- Gross inequalities and inconsistencies
- SUPPORTED BY THE FOLLOWING:

NEXT SLIDE

From exclusion to inclusion

- Policy documents:
  - White Paper on Education and Training in a Democratic South Africa – 1995
  - The South African Schools Act (1996)
  - White Paper on an Integrated National Disability Strategy (1997)
  - The National Commission on Special Educational Needs and Training and The National Committee on Education Support Services (1997)
  - Education White Paper 6: Special Needs Education: building an inclusive education and training system (2001)

Introduction of IE in S.A

- After 1994, there has been

  major transformation in the South African Education System.

- In October 1996, the ministry of Education appointed two bodies: The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS)

Special needs in education refers to needs or priorities which the individual person or the system may have which must be addressed to ensure effective learning.

Suggestion: To use the concept **barriers to learning and development**

Education Support Services include all human and other resources that provide support to learners and to all aspects of the system (schools, teachers, etc). These services aims at minimising or removing barriers to learning and development

Support required by learners or the system could include: teaching and learning; provision of assistive devices (e.g. Brailling facilities, specialised communication devices, etc; general and career guidance and counselling; various forms of therapeutic support (medical, psychological, occupational, speech, physiotherapy); nutritional programmes; social interventions; parental support; teacher training and support; organisation development; and curriculum development

The role of the 2 bodies was to investigate and make recommendations on all aspects of 'special
needs' and support services in education and training in
South Africa.
The focus of the investigation was on the development of education to ensure that the system becomes more responsive to the diverse needs of all learners.

SCOPE COVERED

This investigation covered all levels or bands of education:

- early childhood development

- general education and training SPECIAL ED included

- further education and training

- higher education

- and adult education

Major findings of the investigations included:

- Specialised education and support services have predominantly been provided for small percentage of learners with disabilities within special schools

- Where provided, specialised education and support were provided on racial basis– with best human and physical resources reserved for white learners

Major findings of the investigations included:

- Most black learners with disabilities have either fallen out of the system OR been mainstream by default

- The curriculum and the whole education system failed to respond to diverse learning needs of the learner population = this resulted in massive drop outs, and failures

ALSO

Important point to remember: Schools were separated on:

Racial and cultural background

Schools for whites (English speaking)
Schools for Whites (Afrikaans speaking)

Schools for Blacks (Sepedi speaking)

Schools for blacks, (Zulu , Venda speaking etc).

2. Socio economic status *(Rich and poor)*

3. Learners functioning levels *(Mainstream schools and special schools)*

FINALLY

- Learning needs of most of the learners were IGNORED
- Most of Learners were excluded in the education system based on their characteristics and socio economic background.

Implications of inclusion for South African schools and education

WHAT IS NECESSARY TO INCLUDE?

- Building inclusive cultures and schools
- Collaboration and support
- Teacher learning and development/ Professional development

What is necessary to include?

1. Building inclusive cultures and schools

- All (………..) to be child centered
- Welcome and celebrate diversity
- All to play their role
- Goal – whole school development

What is necessary to include?

2. Collaboration and support

- All systems of the school working together
- Embedded within 6 characteristics of collaboration
  - ➤ *Is voluntarily and respectful*
  - ➤ *Requires parity among participants*
  - ➤ *Based on mutual goals*
  - ➤ *Depends on shared responsibilities*
  - ➤ *Share resources and accountability for outcomes*

What is necessary to include?

3. Teacher learning and development/ Professional development

- Both pre-service and in-service teacher education on Inclusive education is fundamental

BARRIERS TO LEARNING

Sensory skills
Seeing, hearing touching, smelling tasting
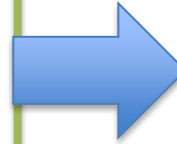
Language/ Communication skills

Cognitive skills
Learning, thinking, problem solving

Physical skills.
walking, running, manipulating objects

Emotional/ Social skills

ENVIRONMENT

HOME
SCHOOL
COMMUNITY

3 years: Copies adults and friends like running with other children, engage basic conversation, climbs well, play with dolls, cars and other children

2 years: say few words and sentences, identify people (family members), get excited when seeing other children, follow simple instructions, kicks the ball, point to pictures or other things

18 months: Say few words, walk without support, knows basic things such as spoon, brush etc, points to interesting objects, plays

12 months: Uses simple gestures such as waving, head shaking and nodding, respond to simple instructions, pronounce "mama, etc, stand without support

6 Months – imitate sounds, likes to play with others (parents), recognise own name, Sit with or without support, starts bubbling, uses simple gestures
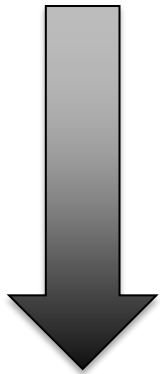
BARRIERS TO LEARNING

A barrier is an obstacle or circumstance that impact negatively towards the child's learning

- Intrinsic: Barriers within the child
- Extrinsic: Barriers from the child's environment
- Both

Example

Learning difficulties

- Limited cognitive function

Reading difficulties
Difficulties with Math

Learning difficulties

- Emotional issues

Learning difficulties

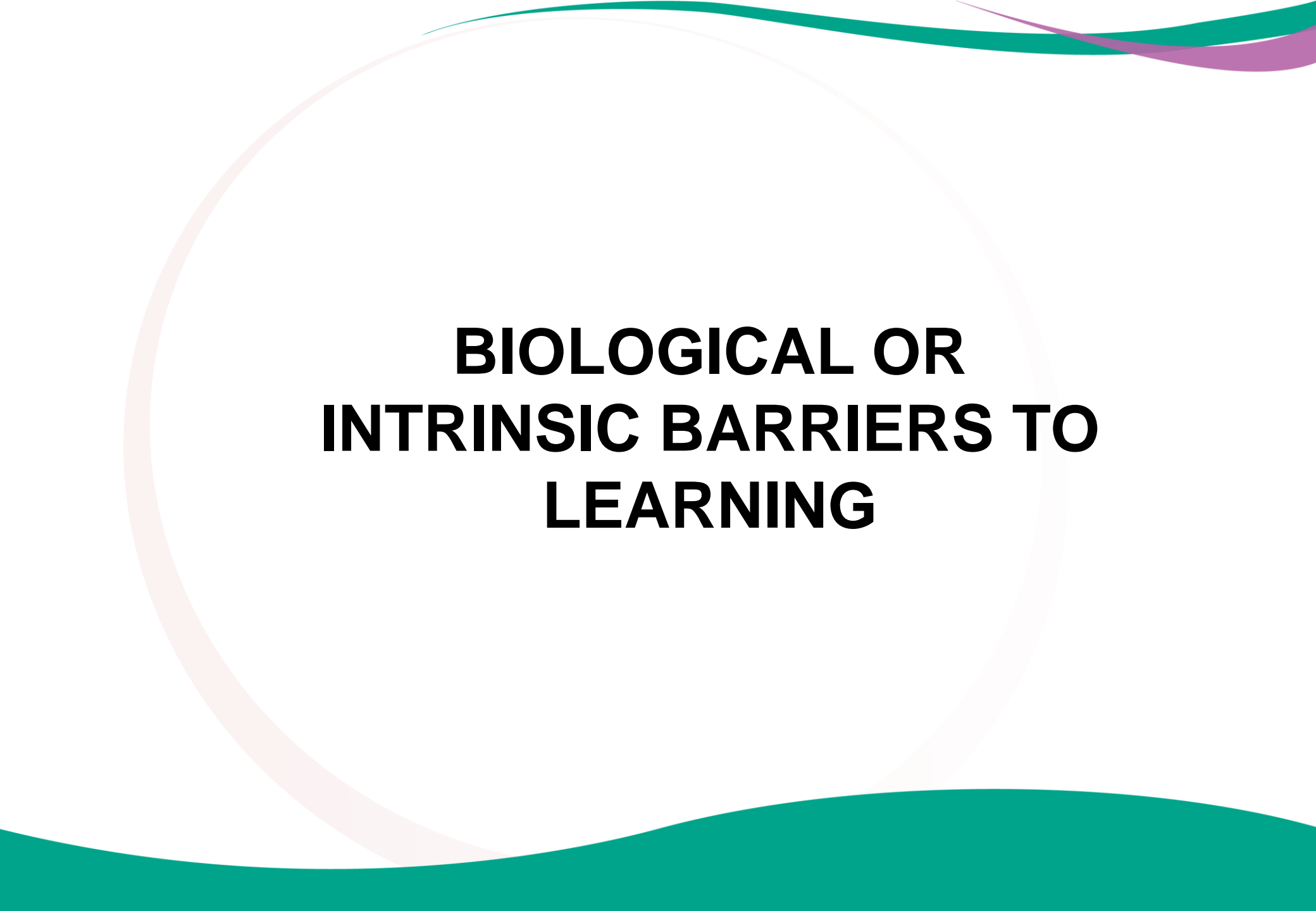# Common barriers to learning and development in South Africa

Biological System

Socio-economic Systems

School System

Home System

Political Systems

BIOLOGICAL OR INTRINSIC BARRIERS TO LEARNING

Biological System Barriers

1. Illness and chronic conditions that demand attention or intervention such as HIV/Aids

2. Physical, sensory or intellectual impairments as a result of genetic inheritance or an accident

Intrinsic factors causing learning barriers

Birth defects

Speech problems

Intellectual impairments

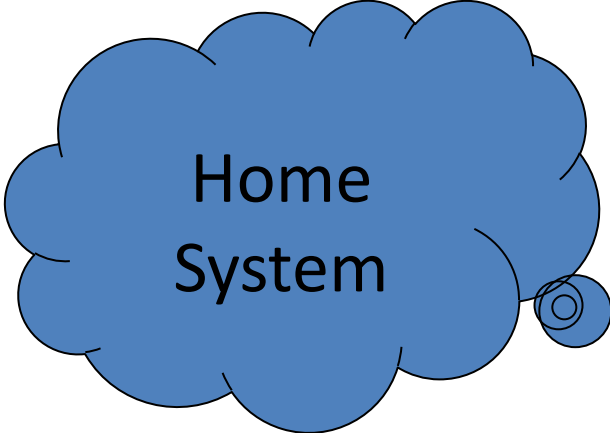Challenging behaviour

Physical impairments

Medical conditions

Sensory impairments

Neurological disorder

EXTRINSIC BARRIERS TO LEARNING
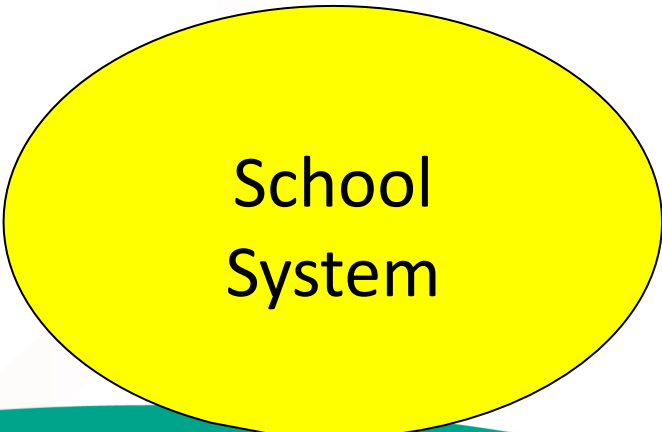
Extrinsic barriers to learning

Home System

Political Systems

Socio-economic Systems

School System

Extrinsic barriers

EXTRINSIC BARRIERS TO LEARNING

- Socio-economic barriers = Poverty
- Educational/systemic barriers
- Absence of school-family partnership
- Absence of school-community partnership.
- Inflexible curriculum
- Lack of resources

EXTRINSIC BARRIERS TO LEARNING

- Unplanned urbanisation and unemployment
- Disintegration of family life

Socio-Economic System Barriers

Socio-Economic System Barriers

Home System / Social Support System

HIV and Aids

Poverty

Child abuse

Lack of family involvement

Lack of access to basic services

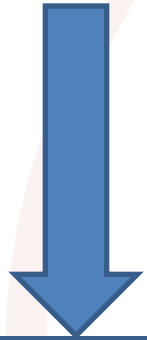Lack of family and community partnership

POVERTY

What is poverty

Limited access to:

- Shelter

- Food

- Clothes

- Basic services such as :

Clean water

Sanitation

Health services

Education

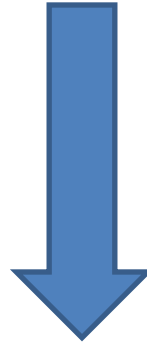*POVERTY IN South Africa – WHO IS AFFECTED?*

Mostly children
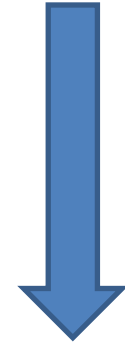
POVERTY = one of the socio-economic barriers to:

| DEVELOPMENT | LEARNING | PARTICIPATION |

DEVELOPMENT

- Development of different skills = through play

LEARNING AND PARTICIPATION

2013 STATISTICS RESULTS: Level of poverty in S.A

- Limpopo
- Eastern Cape
- Mpumalanga
- Kwa Zulu Natal
- Northern Cape
- Free State
- North West
- Western Cape
- Gauteng

Causes of poverty in S.A

CAUSES OF POVERTY IN S.A

Causes of poverty in S.A

- Overpopulation
- Unemployment
- Lack / poor education
- Lack of infrastructure in the country
- Lack of skills

Impact of poverty towards schooling: Schools, teachers, learners.

- Lack of order in communal structures
- Culture of vandalism
- Negative peer influence
- Non stimulation environment
- In security
- Poor orientation towards school
- Low level of education drive

LEARNING SUPPORT TEACHER

- What is the role of the LS teacher?

- Supporting the child
- Supporting the family
- Supporting the community

Child abuse

Child abuse consists of any act that endangers or impairs a child's physical or emotional health and development.

Child abuse includes any damage done to a child which cannot be reasonably explained and which is often represented by an injury or series of injuries appearing to be non-accidental in nature

Types of child abuse

Physical abuse

Any non-accidental injury to a child. This includes hitting, kicking, slapping, shaking, burning, pinching, hair pulling, biting, choking, throwing, shoving, whipping, and paddling.

Neglect(emotional neglect, social neclect, psychological abuse)

Failure to provide for a child's physical needs. This includes lack of supervision, inappropriate housing or shelter, inadequate provision of food and water, inappropriate clothing for season or weather, abandonment, denial of medical care and inadequate hygiene

I am not a burden.
I am just a child.
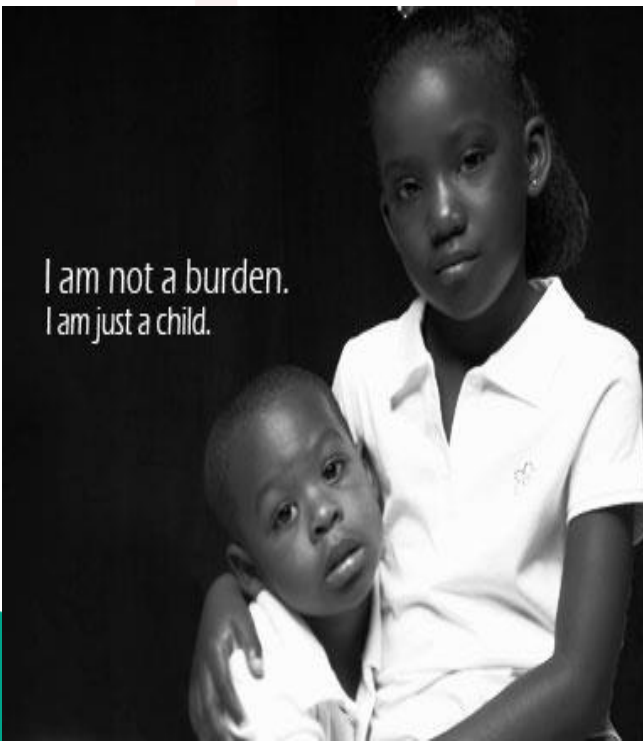
Sexual abuse

Any sexual act between an adult and child. This includes fondling, penetration, intercourse, exploitation, pornography, exhibitionism, child prostitution, group sex, oral sex, or forced observation of sexual acts.

IF YOU TELL ANYONE I'LL KILL YOU

Role of LS teacher

What do you think?

First person to be alert if the child is been abused

• Adoption of a cop, social worker, health officials etc

Political Systems Barriers

Historically education policies in SA **excluded** learners who were not seen as "normal"

New policy - Inclusive Education is built on political systems in line with our constitution

At school level policies need to become more inclusive such as admission procedures policy

Socio-Economic System Barriers

 Many socio-economic factors create barriers to learning which have been **caused by the implementation of previous political policies**
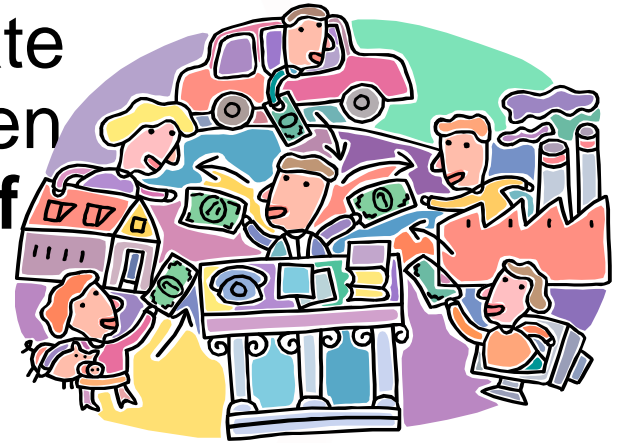
School System Barriers

- The White Paper 6 identifies:
  - Negative attitudes
  - Inflexible curriculum
  - LOLT
  - Unsafe built environments
  - Inappropriate support services
  - Inadequate policies
  - Non-involvement from parents
  - Inappropriately trained teachers
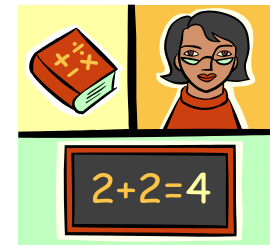
Are there any barriers you would want to **add** or **remove** from the list?

Home System / Social Support System

- Practical things done at home or school in order to make life easier for child.
E.g. food and shelter, preparing lessons, being fair in the classroom

PLEASE HELP
WITH A KINDLY
DONATION
NO PLACE TO STAY
4 KIDS TL SUPPORT
THANK YOU FOR YOUR
KINDNESS & SUPPORT
GOD BLESS YOU

Observations

- Children are quite diverse.

- They differ in terms of:

Cultural background

Language

Socio economic status

Race

Age

Gender

Abilities/disabilities

LEARNERS ARE DIFFERENT

LEARNERS HAVE DIFFERENT NEEDS

LEARNING SUPPORT

IMPLEMENTATION OF INCLUSIVE EDUCATION

**INCLUSIVE EDUCATION**

LEARNER SUPPORT

Inclusive Education

Ensure access to education for all learners regardless of their differences and difficulties(culture, language, disability, socio economic status, etc) they experience

By providing those learners with support they need= (LEARNING SUPPORT)

- Reconstruction of Primary schools into Full service schools

- Strengthening of Special schools into Special Schools as resource Centers = SSRC

- Establishment of District Based Support Teams = DBST

- Establishment of School based Support Teams = SBST

- One of the commitments the South African Government makes is the provision of adequate and appropriate support and resources to support all learners access the curriculum.

- One of the resources the South African government commits to providing is appropriate learning teaching and support materials and assistive devices and technology

- Various structures to help implement the inclusive education policy have been put in place. These structure and their roles are briefly outlined below.
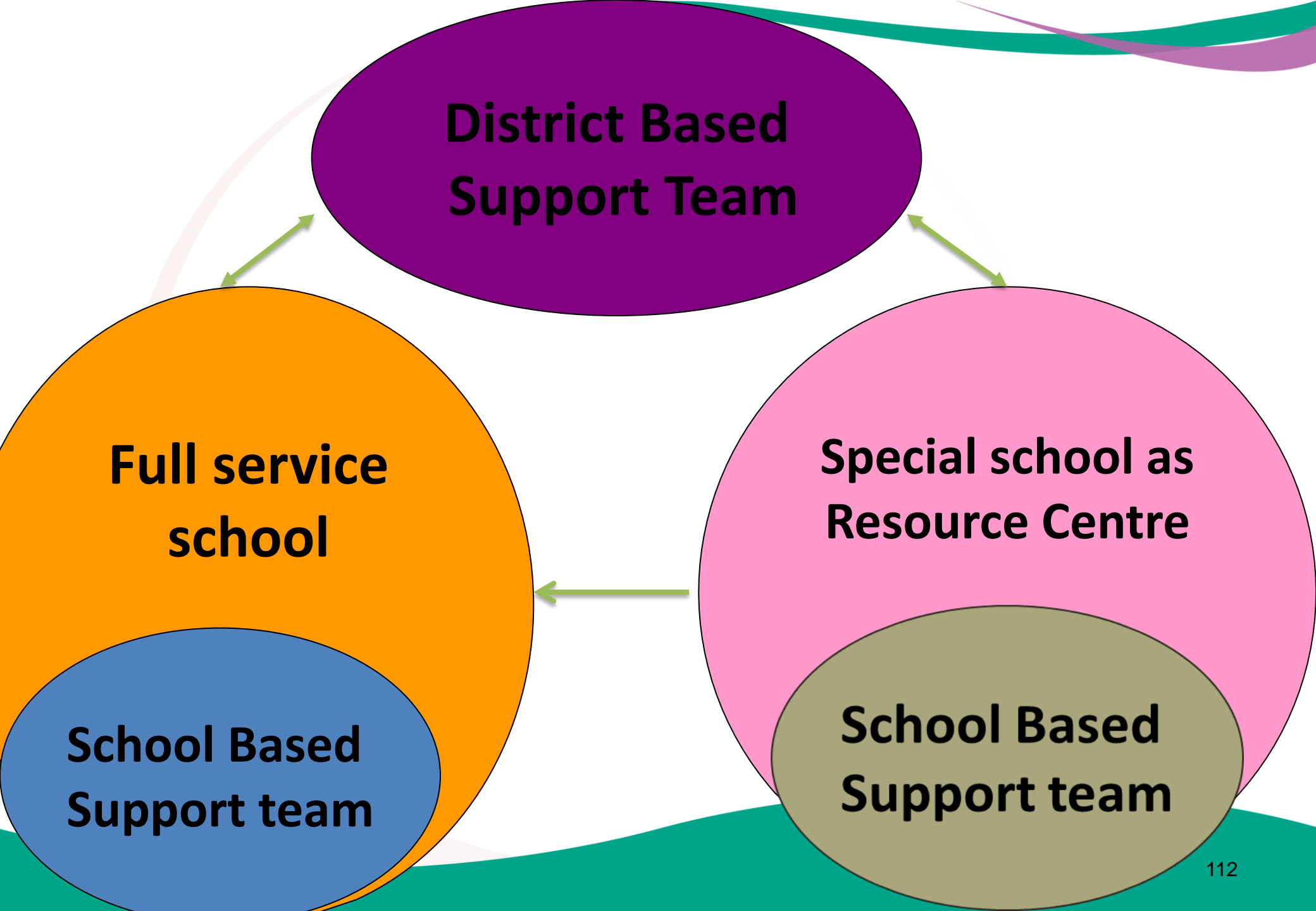
Levels of support

- Learners in need of *Low to moderate level of support*

Minor modification in a school environment – Child in a wheelchair with intact intellectual skills

- Learners in need of *High level of support*

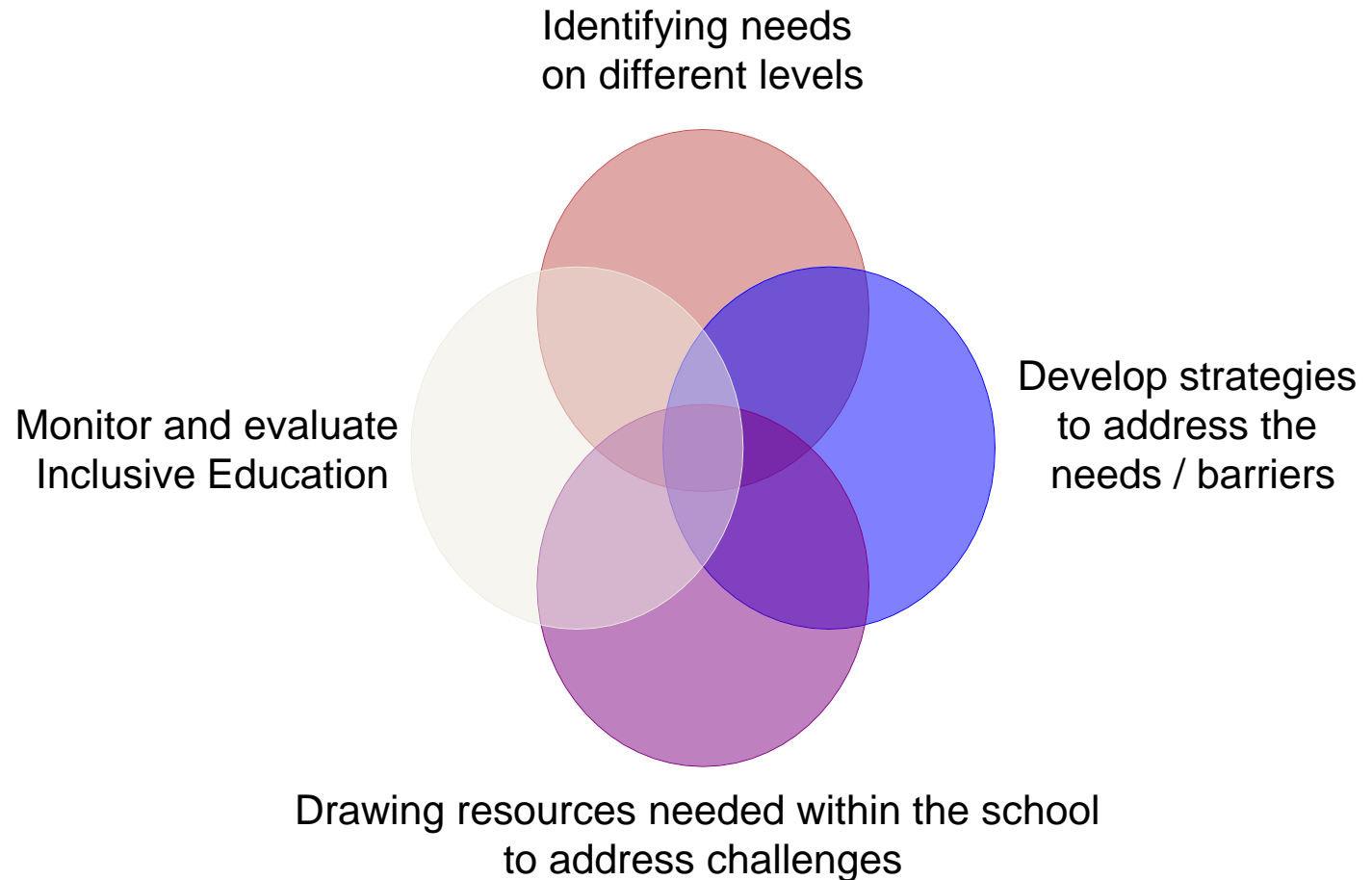Child experiencing more that one impairment

School – based Support Team

They are local support teams in schools, or Colleges who identify and address barriers to learning in a local context.

Core functions of the SBST

MAIN / CORE FUNCTIONS: *To co-ordinate and support teaching and learning in the implementation of Inclusive education*

Identifying needs
on different levels

Develop strategies
to address the
needs / barriers

Monitor and evaluate
Inclusive Education

Drawing resources needed within the school
to address challenges

Special Schools as Resource Centres (SSRC)

Special schools are converted to resource centres and integrated into the district support teams so that they can provide specialised professional support in curriculum, assessment and instruction to neighbourhood schools.

Learners in need of high level of support

Full Service Schools

Primary schools that will be equipped and supported to provide for the full range of learning needs among all learners."

Learners with Low – moderate level of support

District based support team

- An integrated professional service at the district level
  - which aims at providing support to educators at various schools
  - in order for them to identify and address barriers to learning and promote effective teaching.
- It will comprise of staff from the District offices, as well as staff from special schools in the district

Core members of the DBST

Departmental officials (Curriculum, ECD, ABET)

Circuit managers

Support staff in Special and Full service schools

Specialists in Health and Welfare employed by the DoE (psychologists, therapists, etc)

Roles of the DBST

- To develop on-going support to the SBST
- To link the institution with informal and formal support systems within the community
- To support learners indirectly through supporting their educators and management