

ETH302S – INCLUSIVE EDUCATION A

Teaching strategies:

- ❖ Cooperative learning:
Cooperative learning is seen as an educational innovation which should form part of any curriculum. In cooperative learning groups, individual learners work together to reach a common goal.
- ❖ Cooperative learning leads to the following:
 - Improved academic achievement and higher order thinking skills.
 - An effective way of including learners with impairments into groups of non-impaired learners.
 - The improvement of attitudes of teachers and learners towards learners with impairments.
 - The improvement of achievement of learners with impairments in ordinary schools.
 - The improvement of social relations, social skills and self-esteem among all learners.

- ❖ Scaffolding:
scaffolding as a teaching strategy can be successfully implemented in classrooms where learners with diverse intellectual differences are involved.

The teacher provides the scaffolding by modelling the expected assignment – for example how to write a of thanks – and then guide them through the early staged of understanding the assignment.

- ❖ Cubing:
Cubing is a versatile differentiation strategy that can be used to challenge learners' problem-solving and thinking skills.

As a cube consists of six sides, the strategy uses six parts, such as:
describing,
comparing,
associating,
analysing,
applying,
arguing.

Questions asked should be according to these levels - for example questions should contain memory skills, comparing skills, application skills, analysing skills and so on.

- ❖ Problem based learning:
Cooperative teaching and learning can be used for problem based learning. In problem based learning, teachers and learners integrate concepts and skills from one or more learning area while investigating a problem.

❖ Collaborative co-teaching:

Collaborative co-teaching requires two teachers teaching together in the same classroom.

for example, the expertise of the learning area teachers and the inclusive skills of the learning support teachers are combined together to teach a diverse group of learners in the same class.

❖ An individual support plan:

learners who experience diverse need will at some point require some level of individual support, together with group learning activities. For example a learner who experience reading problems, will require only a few sessions of individual support to overcome them. The individual support plan should be well planned in advance, but should be flexible so that changes can be made.

The following five procedures form the core of the individual support plan:

Assess the learner to see what he or she has already achieved.

Formulate the outcomes ie – what the learner should have achieved at the end.

Select the content of the curriculum or learning plan.

Choose the learning support strategies and methods

assess the learner's progress.

The principals should be committed and possess knowledge and skills in educational change and school reform. The school principals should realise their responsibility to set the tone of the school and to help the school as a whole to become and maintain an supportive caring community.

The need for curriculum adaption:

One of the most significant barriers to learning for learners in ordinary and special schools is the curriculum. Barriers to learning can arise from different aspects of the curriculum, such as:

- ❖ The content (what is taught) abstract concept for learners who are blind.
- ❖ The language or medium of instruction – Not using sign language for learners who are deaf tongue.
- ❖ How the classroom is organised and managed – for example not accommodating learners who has low vision.
- ❖ The methods and processes used in teaching, without catering for diversity and accessibility.
- ❖ The pace of teaching and the time available to complete the curriculum, inconsiderate of learners who require extra or extended opportunities.
- ❖ The learning material and equipment that are used. Not accessible format like braille for learners who are blind.
- ❖ How learning is assessed, by not providing alternative assessment for diversity.

Curriculum adaption:

- ❖ Make sure the process of teaching and learning is flexible enough to accommodate different learning styles and needs.
 - ❖ The curriculum must be made more flexible so that it is accessible to all learners, irrespective of their learning needs.
 - ❖ Provide illustrative learning programmes, accessible learning support materials and accessible assessment.
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The function of the National Department of Education is to formulate policy, which is done in collaboration with all the role players involved in education. The goal of this policy is to enable learners to value, have access to, actively participate and succeed in lifelong education and training of good quality. This requires a flexible inclusive education for all learners.

Each province is divided into several districts, each of which has a team that manages inclusive education in that district, the teams are called – the district based support team. To provide coordinated professional support service that draws upon expertise in further and higher education and local communities. The core education support service providers at district level will be determined by local needs.

In order to ensure that barriers to learning of all learners are met, there should be learning contexts which provide specialised teaching and support for those learners who require high intensity levels of support.

The special schools have a very important role to play. In the short term 30 special schools will be converted into resource schools. The new roles of these schools will include providing particular expertise and support, especially professional support in curriculum, assessment and instruction, as part of the district support team to neighbourhood schools, especially full service schools. This role also includes providing appropriate and quality education provision for those learners who are already in these settings or who may require accommodation in settings requiring secure care or specialised programmes with high levels of support.

The teacher should realise their responsibility to set the tone of the classroom. The teacher should acknowledge the learners' potential each to grow at their own pace towards their maximum level of independence in their learning, and using strategies and practicing learning styles of choice, and each reaching a level of achievement in accordance to their individual abilities.

The concept of learning support acknowledge the learners' potential each to grow at their own pace towards their maximum level of independence in their learning, and using strategies and practicing learning styles of choice, and each reaching a level of achievement in accordance to their individual abilities.

The teacher's attitude largely determines the extent of a learner's success at school. Learners who experience diverse needs will at some point require some level of individual support, together with group learning activities. For example a learner who experiences reading problems, will require only a few sessions of individual support to overcome them. The individual support plan should be well planned in advance, but should be flexible so that changes can be made.

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assess the learner's progress.

Assessing the knowledge, skills and attitude the learner has achieved.

Assessment should be holistic. The following points should be taken into account:

The environment in which the learner lives.

Parents and other persons who were previously involved in the education of the learner.

Interviews should be conducted with the present and previous teachers to determine the learner's attitude towards learning material and the learning progress throughout the year.

The learner's class work and home work should be studied to determine the learner's strengths and needs regarding the curriculum.

Parents can be involved in the education of their children and provide additional support by supervising and getting learners' educational tasks completed at home.

They can impact on the growth and development of their children by putting plans in place with the assistance of the educator, and providing assistance to reach their aims.

Parents can get involved in the assessment of learners experiencing barriers, and through this, attain alignment in terms of understanding the barrier and thus develop the skills necessary to resolve the barrier issue.

Parents can monitor progress and initiate interactive activities to realise the goals of their children's educational pursuit.

Parents can become proactive through direct involvement in their children's school to procure outside and additional funding efforts for better school resources.

Definition of inclusive education:

We should accept all learners in our local schools as they are be they ordinary or learners who experience impairments or disabilities or learners who manifests serious behaviour problems, or learners behaviour or change the learner to fit the system but also change and improve their circumstances and opportunities.

Transformation in the education system is vital for the following reasons:

In South Africa learners who experience barriers to learning, run the greatest risk of being excluded from the education system.

70 percent of learners with disabilities, of whom majority is black learners, are currently outside the formal education system.

Where learners who experience barriers to learning are accommodated in ordinary schools, access to curriculum is often limited by a number of factors.

Learners, who experience barriers to learning, suffer a greater degree of exclusion in early childhood development phase, in adult basic education and training, further education and training and in higher education and training.

Implications of inclusive education and the challenges to the teacher:

The first implication is underlying discrimination among peers as they grow older towards teens; or and implied isolation towards those learners who experience some form of barrier to learning, so teachers have the task of instilling understanding, acceptance and assistance, and to remove such discriminating tendencies among learners.

Such integration would raise awareness of the different barriers to learning peers may experience, and if educators can manage such a situation with sensitivity and deserved understanding, then learners can be taught to embrace such differences, and increase their humanity and acceptance.

Many learners who experience barriers to learning can avoid detection if one is not acknowledgeable in how barriers are detected, and as such educators need specialised training in order to facilitate the aims inclusive education in detecting learners with impairments and to provide specialised assistance to them.

A lack of learners basic needs inhibit educational pursuit; so many educators have to create means of initiating schemes to provide essential needs, like food schemes, etc.

An educator would not only need to develop a flexible curriculum to meet the means of students learning needs, but also will have to be trained in multifaceted aspects of support and service to deal with various other extrinsic factors that impact on inclusive education classrooms.

How inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of inclusive education:

They might formulate school policies that do not promote inclusion.

They might have negative attitudes towards learners with disabilities.

The school ethos might not be promoting acceptance of all learners as equal.

The school conditions may not be conducive for learners with disabilities.

They might not provide required resources and expertise for diversity.

How factors in the educational system at the various levels (national, district, provincial and school) may cause barriers to learning:

National level:

Lack of advocacy and information program support of inclusion model.

Ignoring the rights of learners.

Unclear policy.

If they do not collaborate with other government department.

If they do not give support or guidelines to the province.

Provincial level:

Provide experts to act as consultants.

See that actual policy is implemented in the province.

See that all services in the provinces are properly coordinated.

Coordinate different projects.

Money received from central government for education is judiciously spend.

District level:

Lack of training, monitoring and support.

Lack of resource and equipment like assistive devices.

No coordination of learning support with special and full service schools.

Lack of partnership with other agencies in the vicinity.

Implications of inclusive education:

Gives all learners the opportunity to learn with and from one another.

Respects the human right of all learners to an education.

Acknowledges that all learners can learn. The focus is on the abilities and strengths of the learners.

Acknowledges that all learners need support.

Respects and builds the fact that all learners are different and have different learning needs.

Recognises that barriers to learning can arise at any level of the system.

Sees the learner as the centre of the teaching and learning process.
