

ETH 302 S - Inclusive Education A

Past Exam Paper - May/June 2013

Question 2:

Answer True or False and briefly substantiate your answer. (20)

- 1. Guidelines for the establishment of inclusion at all educational levels must be provided.**

True. Guideline must be provided for the accurate implementation of an inclusive education system.

- 2. Inclusive Early Childhood Development centres and schools should create conditions in which learners who experience barriers to learning can achieve success.**

True. ECD centres and schools us provide support in the school to learners and teacher by means of competent and experiences learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success.

- 3. Inclusion is also about the intentional building of relationships where differences are welcomed and all persons involved benefit from these relationships.**

True.

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

True.

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

False. Learning support should be provided to the learner throughout the day.

6. The complex, diverse conditions in South Africa pose particular challenges for the teacher in an Inclusive Early Childhood centre or school.

True.

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

False. Teachers should use a variety of assessments to identify barriers to learning and use these results to help formulate appropriate support for the learner.

8. A portfolio 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.

False. Portfolios are kept to keep a record of the work the learner has completed. These portfolios should never be used to compare children and children with barriers to learning should never be separated into another class but rather included among the other learners.

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

False, Transport problems, limited opportunities to meet, as well as pressure at work all contribute to the difficulties in establishing partnerships between teachers and parents.

10. The teacher's curriculum differentiation in supporting learners who experience barriers to learning is very important.

True. Learning support should commence on the level/grade in which the learner is. If the learner finds it difficult to understand the contents or to master it, content from a lower level could be selected until the learner experiences success.

Question 3:

- 1. Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms. How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning? (10)**

(Found on page 20 and 22)

In the Education White Paper 6 it is clearly stated that classroom teachers are the primary resource for achieving the goal of inclusive education. This implies that educators will need to refine their knowledge and skills and, where necessary, develop new ones. Educators will therefore require support in the form of staff development, in-service training, and the opportunity to collaborate with special schools, full-service schools and other educational support personnel within district support services. Educators must take comfort in the fact that they will be supported and trained in order to properly help and accommodate the needs of all their learners. The inclusion of all learners becomes an issue related to everyone's beliefs, values and attitudes about diversity, change, collaboration and learning. Assumptions, beliefs and attitudes are directly translated into actions and teaching practices, and inform decision making. Attitudes about diversity and change can both be a barrier to as well as a strong positive force in implementing inclusive education. The attitudes of everybody in the school are important and need to be explored, shared, challenged, restructured and rethought when working in inclusive settings. Teachers should engage critically with the philosophies that inform their practices and understand the implications for practice for change to become a reality. Attitude changes do not have to precede behavioural changes, therefore it is not effective to wait for people's attitudes to change before the change is implemented. In fact, attitude changes frequently follow changes in behaviour. For example, teachers' attitude will change towards impairment change when they begin working with learners with impairments on a daily basis.

- 2. Briefly discuss, with the aid of examples the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST). (10)**

(Found on page 71-74)

The functions of the District Based Support Team (DBST) are as follows:

- The development and on-going backup of support teams in schools and early childhood learning centres in supporting their capacity building, identifying, assessing and prioritising learning needs and barriers to learning experiences by learners in their district; identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support.
- Linking these institutions with formal and informal support systems so that support needs and barriers to learning can be addressed.
- Providing, as the main focus, *indirect* support to learners through supporting teachers and school management to ensure the the teaching and learning environment is responsive to the full range of learning needs.
- Providing, as a secondary focus, *direct* learning support to learners where necessary and possible where the institution-level support team is unable to respond to particular learning needs.
- Supporting institutions (e.g schools) in the development and functioning of institution-based support teams.

The functions of the Institutional Level Support Team (ILST) are as follows:

- Coordinating all support relating to learner, teacher, curriculum and school development in the school.
- identifying school needs and barriers to learning at learner, teacher, curriculum and school levels.
- Developing strategies to address these needs and barriers to learning.
- Focusing on the in-service training of teachers in the identification, assessment and support of all learners, including those who experience barriers to learning.
- Establishing networks that promote effective communication between learners, teachers and parents as well as with NGO's and the welfare, health and justice departments.
- Adapting existing and developing new learning programmes and new teaching strategies that the class teacher may try in order to support the learner.
- Facilitating the sharing of resources (human and material resources such as teaching methods and teaching aids) and encouraging teachers to share ideas.
- Ensuring parental involvement.
- Planning preventative strategies (prevention of child abuse, drug abuse, malnutrition, HIV and AIDS etc.)
- Supporting teachers on site.
- Monitoring and supporting learner progress (the class teacher should give regular feedback to the institutional-level support team on progress made).

- 3. List five implications of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation. (10)**

- 4. Explain, with the aid of examples, how barriers to learning located outside the learner may manifest in your phase. (20)**

(Found on page 19 of textbook)

External factors are factors within systems that are in the environment and outside or external to the individual. In Bronfenbrenner's model, external factors can be located in the micro-, meso-, exo- and macrosystem. In a developing country like South Africa, a large number of barriers to learning arise from an interaction of factors within external and internal systems. An example of a child experiencing barriers to learning resulting from external/outside factors is one whose parents both have HIV or AIDS and who needs to take increasing responsibility at home, for themselves, their parents and their younger siblings. Consequently their schooling is continually interrupted and there is often no time to complete homework. A learning difficulty may arise when basic scholastic activities are missed. In such cases further barriers to learning may also arise when a parent who is the breadwinner dies, which results in further fuelling the vicious cycle of poverty. A teacher's discriminating attitude towards learners whose parents have HIV or AIDS can also have a negative effect on their scholastic performance and attitude towards school.

- 5. Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronfenbrenner's bio-ecological model in Landsber et al. (20)**

(page 13 - 15)

In the 1970s 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. He suggested that it is helpful to conceive of the social context or environment as "a set of nested structures, each contained inside the next like a set of Russian dolls." and therefore interrelated. These nested structures (also referred to as contexts, ecological levels or environmental

systems) include the microsystem, the mesosystem, the exosystem and the macrosystem. All these interact with the chronosystem (time dimension).

The microsystem constitutes a pattern of activities, roles and interpersonal relations experienced between individuals and the systems in which they actively participate, such as the family, the school, or the peer group. The microsystem is therefore the immediate environment (physically, socially and psychologically) where proximal processes are played out. The education system at a school level would be part of the microsystem and should support the child. The education system at the school level should support the learner, teacher, curriculum and school. The education system at a school level could become a barrier to learning when it does not fulfill its functions and provide proper support for the learner. One of the responsibilities of the system at this level is to adapt the curriculum in order to fulfill the needs of all learners. If curriculum adaptation is not done correctly, the learners will struggle to grasp concepts or complete the work on time. This may result in the learner becoming dispondant and unwilling to complete or carry on working through the curriculum. Another aspect of the education system at a school level is the way the teacher interacts with and instructs the learner. If the teacher is not properly trained, the way she conducts lessons may become a barrier to learning for the learner.

The mesosystem refers to the relationships that develop and exist between two or more of these microsystems at a given moment in the individual's life. In short, the mesosystem is a system of microsystems. At this level the family, school and peer group interact with one another, modifying each of the systems. Experiences in one microsystem such as teacher-child interactions in the classroom may influence activities and interactions in the peer or family group. For example, learners from an unsupportive home environment may not receive the emotional support they require, thus placing them at a risk of developing possible barriers to learning. However, such learners may also have an attentive and caring teacher who is able to provide a positive environment which, over a sustained period, boosts their self-esteem and sense of security. Thus the experience in the microsystem of the school can protect them to an extent from the psychological effects of the unsupportive environment at home. In addition, implementing inclusion is not possible without paying attention to developing relationships between the different microsystems, for example school-family-community partnerships. The bio-ecological model also provides a framework for identifying and developing various assets and strengths in certain microsystems. For example, a well-run welfare centre in a community where social problems like poverty and HIV impact on learners could serve as an asset. This is where the district level of the education systems comes in. The district must provide support to all the schools within

the local community as well as all of the teachers and learners. The district education system should help enable the local welfares and specialists in order to provide for all children and learners within the district. As explained above, if the district education system does not develop various assets at this level, it may result in barriers of learning for a child. It should also provide awareness and prevention for problems like poverty and HIV/AIDS which, if not dealt with, could also pose a barrier to learning.

The 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. Examples include the education system at all levels but mainly at a provincial level, health services, the media, a parent's place of work or a local community organisation. When chronically ill learners are frequently absent from school as a result of poor health services, this will influence their relationships with their parents, teachers and peers, and also their school work. On the other hand, environments can be empowering, as a quality inclusive education policy is for schools, families and children when it is correctly implemented and improves the education for all learners.

The macrosystem refers to dominant social and economic structures and the attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture. It represents the most distal level of environmental influence. The macrosystems in which we live have an impact on the nature of interactions of all other levels, thereby providing the structure and content of the inner systems, and are specific to a given culture at a given moment in time. Examples of values and beliefs could include democracy, social justice, equity, equality, freedom from discrimination and ubuntu. The very principle of inclusion falls within the ideologies of the macrosystem, and it is clear that these changes have had a reciprocal influence, not only in government structures but also throughout societies, school cultures and systems, professional services, classroom systems, families and the individual child. It is in the macrosystem that the education system at a national level takes place. It is the responsibility of the national education system to develop policies on all aspects of education, including that of inclusion. If the national education system did not properly develop and enforce an inclusive education system, it would without a doubt have a ripple effect which would cause barriers to learning for all children in South Africa.

The chronosystem encapsulated the dimension of time and how it relates specifically to the interactions between these systems and their influences on individual development. A good example of this would be the apartheid system and how the history of that has impacted on many children in many different ways. Other examples of this would be

child development, the birth of siblings and generation gaps between siblings and generation gaps within the family. The phasing-in of the outcomes based education curriculum happened in a time frame during which the insecurities of the teachers and the many changes became both barriers and opportunities for learners and staff.

Question 4:

- 1. Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronfenbrenner's bio-ecological model in Landsber et al. (20)**

Same as above!!

- 2. Discuss five reasons for the movement towards an inclusive education. (10)**

(found on page 3 of tut 201)

Under the apartheid education system, education for learners who experiences 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.

1. Special education and support services had been provided mainly for a small number of learners with special need, in special classes in ordinary schools or in special schools.
2. Special education and support services were provided on a racial basis with the best resources going to the white learners.
3. 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.
4. 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.
5. While some attention had been given to special needs and support in schools, other levels of education (for example ECD) had been seriously neglected.

- 3. You are a teacher at a school where the principal and the staff have a negative attitude towards learners who experience barriers to learning. How are you going to change their perception and attitudes towards those learners? (10)**

(Found on page 20 and 22)

In the Education White Paper 6 it is clearly stated that classroom teachers are the primary resource for achieving the goal of inclusive education. This implies that educators will need to refine their knowledge and skills and, where necessary, develop new ones. Educators will therefore require support in the form of staff development, in-service training, and the opportunity to collaborate with special schools, full-service schools and other educational support personnel within district support services. Educators must take comfort in the fact that they will be supported and trained in order to properly help and accommodate the needs of all their learners. The inclusion of all learners becomes an issue related to everyone's beliefs, values and attitudes about diversity, change, collaboration and learning. Assumptions, beliefs and attitudes are directly translated into actions and teaching practices, and inform decision making. Attitudes about diversity and change can both be a barrier to as well as a strong positive force in implementing inclusive education. The attitudes of everybody in the school are important and need to be explored, shared, challenged, restructured and rethought when working in inclusive settings. Teachers should engage critically with the philosophies that inform their practices and understand the implications for practice for change to become a reality. Attitude changes do not have to precede behavioural changes, therefore it is not effective to wait for people's attitudes to change before the change is implemented. In fact, attitude changes frequently follow changes in behaviour. For example, teachers' attitude will change towards impairment change when they begin working with learners with impairments on a daily basis.

4. Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education.

(10)

5. List three reasons why parental/caregiver empowerment is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation. (10)

(Found on page 92)

Parents are children's most enduring teachers. When parents and practitioners work together in early childhood settings, the impact on the child's development and learning multiplies. An effective partnership with parents in the early education setting is thus

pivotal to ensure long-term and sustained impact. Continuity between home and the early childhood education programme is most important to increase consistency in the child's life. parents and teacher who share a joint focus can enrich each other's understanding of the child's development and work towards achieving a common goal. ????

6. Discuss the central findings of the NCSNET and NCESS report. (10)

(found on page 8 of study guide)

The Education White Paper 6, which outlines what an inclusive education and training system is, is based on the central findings of the joint NCSNET and NCESS report:

Overcoming barriers to learning and it included:

1. specialised education and support that have predominantly been provided for a small percentage of learners with disabilities within special schools and classes
2. specialised education and support that were provided on a racial basis, with the best human, physical and material resources reserved for whites
3. most learners with a disability and these learner have either fallen outside of the system or been mainstreamed by default
4. the curriculum and education system as a whole that have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures
5. attention that has been given to the schooling phase with regard to special needs and support, the other levels or bands of education have been seriously neglected.

ETH 302 S - Inclusive Education A

Past Exam Paper - October/November 2013

Question 2:

Answer True or False and briefly substantiate your answer. (20)

1. **Special schools are mainstream schools converted to become special schools.**

False.

2. **Full-service schools are urban based special schools.**

False

3. Education for all means education for learners with disabilities.

False.

4. The inclusive school is not a full-service school.

False. A full-service school can be an inclusive school (a school which incorporates an inclusive education programme).

5. Inclusive Education is human rights education.

?

6. A teacher cannot be a barrier to learning.

False. Without the correct knowledge, skills and attitude, a teacher can be a barrier to learning.

7. Curriculum can become a barrier to learning.

True. If the curriculum is too advanced for a learner, he may struggle to understand it, therefore becoming a barrier to learning. The curriculum needs to be adapted to help the learner achieve scholastic success.

8. Curriculum differentiation disadvantages learners experiencing barriers to learning.

False. Curriculum differentiation or adaptation can be at a great advantage for learners who experience barriers to learning.

9. Factors responsible for learning breakdown exclude curriculum.

?

10. Caregivers are always teachers in the special schools.

False.

Question 3:

- 1. Special schools can become a great resource to the neighbouring schools. Discuss this idea of Education White Paper 6. Give examples. (10)**

(Found on Page 72 of textbook)

Within each education district there are three types of schools; full-service schools, ordinary schools and special schools. There is a certain hierarchy in place so that each school receives some sort of support from neighbouring schools in the district. Special schools as resource centres are schools which are providing critical education services to learners who are in need of high-intensity support. These special schools are responsible for providing support and resources to the schools in their area. Once the Education White Paper 6 has been implemented, there will be at least one special school in each district. Special schools will have a very important role to play with regards to support and sharing of resources. These schools are full of specialised skills among staff and they should have a wide variety of material which they have developed to specifically assist learners. These are types of resources which they will need to make available to other schools in the district. They will need to provide support and expertise in curriculum, assessment and instruction to full-service and ordinary schools in their district.

The functions of special schools as resource centres are as follows:

1. They should function as an integrated and co-ordinated part of the district-based support team so that specialised professional support can be provided to full-service and ordinary schools.
2. They should support schools in the implementation of the Strategy on Screening, Identification, Assessment and Support.
3. They 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 and development of inclusive pedagogy, development of learning support material and assistive devices, guidance to parents, early childhood intervention and therapeutic support to learners with impairments in mainstream schools. Special schools should also assist full-service schools to adopt appropriate methods of teaching learners who experience barriers to learning. Special schools should also serve as a mentor for the full service school.

4. They should assist in mobilisation of children and youth who are outside the school system and who have no access to schooling.
5. 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.
6. They should work collaboratively and draw on the expertise and resources of community organisations and structures including disabled people's 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 impairment.
7. The special school should also serve as a consultant to other neighbouring schools.

The following is an example of how a special school can be a great resource to the neighbouring schools in the district. A special school has specialised skills available among its staff and has developed learning materials to specifically assist learners with visual impairments. There may also be facilities for Braille available at the school. The professional staff at this school, as part of their role in the district support team, could run a training workshop in their district for other educators on how to provide additional support in the classroom to visually-impaired learners. The special school could produce learning material in Braille and make them available through a lending system to other schools in the district. The school could also set up a helpline for educators or parents to telephone in with queries.

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

(Found on page 412 of Textbook)

A student may be learning the same curriculum as others, but may need altered materials or a difference in the way the lesson is taught in order to progress towards academic mastery and achieving the set/standard outcomes. Curriculum adaptations are acceptable changes in educational environments and /or instruction which allow students equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. Some curriculum adaptations do not fundamentally change or lower standards or expectations in either the instructional or assessment phases and can be designated as "accommodations." These accommodations provide the student access to takepart in the lesson and an opportunity to demonstrate mastery of performance outcomes. Some

adaptations do alter or lower standards or expectation outcomes and can be termed “modifications.” These modifications, although providing access, will require careful selection of assessment components to achieve accountability for performance.

Curriculum adaptation can be done in many ways; by adapting:

Quantity: Adapt the number of items that the learner is expected to learn or number of activities learners will complete prior to assessment for mastery. For example: Reduce the number of mathematical /science terms a learner must learn at any one time. Add more practice activities or worksheets.

Time: Adapt the time chosen and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adultstudent relationships; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or crossage tutors. Specify how to interact with the student or how to structure the environment.

Input: Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output: Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation: Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (foundation phase).

Alternate Goals: Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colours of the provinces on a map, while other students learn to locate each province and name the capital.

Substitute Curriculum: Sometimes called “functional curriculum” Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized,

this is only for students with moderate to severe disabilities. For example: During a language lesson a student is learning toileting skills with an aide.

Some of the advantages of curriculum adaptation for learners experiencing learning difficulties are as follows:

- This approach to learning is student centred.
- It is in accordance with the student's ability.
- It is based on the learners pace and will not force the learner to move head if they are not ready or able.
- Students are also never left behind.
- It approach allows for flexibility or adjustment to suit the learner.
- It is responsive and open to the learners needs.
- This approach accommodates diversity within the system.
- It helps the teacher to differentiate and accommodate the ability of learners.
- It allows for smaller blocks of work according to the needs of the learner.

3. Discuss with the aid of examples, how you would accommodate and support learners who experience low vision. (20)

(Found on page 377/371 of textbook)

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.

4. Discuss the education support structure and its relationship at various level. National, District, School and Classroom. Give examples. (20)

(Found on page 70 of textbook)

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 promote 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

**5. The principal is key to creating the inclusive environment at the school.
Discuss this statement giving examples. (10)**

(Found on page 20-23 of textbook)

The principal is key to creating an inclusive environment because he is the leader and model of the entire school. This can be done in a variety of ways including the following:

- The principal should have an overall concept of what inclusion means. He must understand that inclusion is about developing inclusive communities and education systems. Inclusion is based on a value system that invites and celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement and disability. The principal needs to realise that inclusion is about ensuring the access, active participation and success of everyone regardless of such markers of differences, particularly for learners from vulnerable groups. Inclusion is about more than just “special needs” and disabilities, and is concerned with reform that embraces and supports diversity, equality and collective belonging. If the principal knows and understands the above, he will be able to formulate school policies which are not marginalizing or excluding of any learner. These policies must ensure that they do not refuse admission to other learners on the basis of disability.
- The principal of the school must create the inclusive ethos of the school. ‘Ethos’ has been defined as “the character-based spirit of a community as seen in its goals and aspirations.” He should also develop an ‘ethos statement’, based on the principle of inclusivity, to help establish a culture of support in which specific policies based on non-discrimination can be recognised, valued and enabled to flourish.
- In order to ensure an inclusive environment, the principal should have an inclusive admissions policy. The admissions policy should not discriminate against or refuse entry to any learner based on any markers of difference. The admissions policy should encourage the admissions of any child.
- The principal should help the teachers build an inclusive environment by providing opportunities for them to be trained on accommodating diversity when teaching. The teachers could, for example, be sent on a training course on teaching learners with visual disability etc. He/she must have a positive attitude towards learners with learning barriers or disabilities. He/she should not be discriminating or impolite towards the learners in any way.
- The responsibility of providing adequate resources and assistive devices for those learners who need them lies on the principal of the school. He should provide whatever resources he is able to, for example, Braille for learners who are blind etc.
- All learners have different needs and different learning styles and will therefore require different devices. The principal of the school should be sensitive towards these diverse needs and accommodate them when possible.

- With regards the diverse learner needs, the principal should be able to respond to these needs and support the child wherever necessary and whenever possible.

The principal is the one who needs to ensure that the inclusive environment is run smoothly and that both his teachers and learners are supported and included by whatever means necessary.

Question 4:

- 1. The teacher is key in creating the inclusive environment in the classroom. Discuss this statement giving examples. (10)**

A new term is now being used in education universally is *Universal Design*. This refers to the “design of product and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design”. Universal design can be applied to all aspects of teaching. Universal design is basically another name for the designing or creating of an inclusive environment. In order to create an inclusive environment within the classroom, the teacher should do the following:

1. “Adopt practices that reflect high values with respect to both diversity and inclusiveness”. Therefore, do the following:
 - Create a classroom atmosphere in which the different backgrounds and cultures of all learners are valued and recognised. This can be done by treating all learners equally and by not looking down upon certain customs in one culture that are not appropriate for others.
 - Focus on the positive aspects or talents of learners. Get to know which intelligence/talent is their strongest and focus on that.
 - Create harmony between learners’ learning styles and your teaching styles. That means that you should make provision for the different learning preferences of learners.
2. Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants. For example, teachers should promote effective communication by facing the class, speaking clearly and making eye contact with the learners in front of them.
3. Ensure that facilities, activities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations. Here we refer to access to the school and classroom for learners who are wheelchair bound. Arrange classroom space for inclusion, safety and comfort in such a way that it suits all

learners and that everybody, not only those with impairments, have access to, for example, seating, cupboards and assistive technology.

4. Use multiple, accessible curriculum content and teaching strategies that are accessible to all learners. In other words, choose content that makes provisions for the diverse abilities, interests and learning styles of all learners in the classroom. Make content relevant for the learners by using examples from the learners' educational environment. Summarise major points and provide scaffolding tools such as outlines, examples and summaries. Keep the learning styles of learners in mind by using different ways to teach, such as visual and tactile teaching aids, discussions and writing assignments (using the three main senses: vision, hearing and touch).
5. Ensure that course materials (handbooks), notes and other information resources are engaging, flexible and accessible for all learners. For example, accommodate a variety of reading levels. Make sure that the language usage in the information resources is accessible to all learners.
6. Provide specific feedback (especially when marking homework, assignments, projects and tests) on a regular basis. Provide for peer feedback where appropriate.
7. Regularly assess learner progress by using multiple accessible methods and tools and adjust your teaching accordingly. Set clear expectations by providing test dates and deadlines for projects and assignments well in advance. Remind the learners regularly of due dates. Provide multiple ways for learners to demonstrate their knowledge, by using a variety of formats such as multiple choice, essays, short answers in tests, projects, demonstrations and portfolios in assessment.
8. Plan for accommodations for learners whose needs are not yet met by your teaching strategies such as co-teaching and support from others. Arrange for accommodations by getting learning materials in alternate formats (e.g. large print for partially sighted learners or on listening tapes/CDs. Make sure that assistive technology such as computers, desk lamps, calculators, pictures and wooden frames are available for those who need them.

These guidelines should be used when teaching a diversity of learners and when the aim is to create an inclusive environment within the classroom.

2. **If you were a teacher with a learner with learning difficulties in your class, how would you address the challenge of learning barrier experienced by this learner? Give examples. (20)**

3. Discuss the education support structure and its relationship at various level. National, District, School and Classroom. Give examples. (20)

(Found on page 70 of textbook)

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 promote 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 full 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

4. Discuss the similarities and differences between a special school and a full-service school.

(10)

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).

- 5. A parent can be resource to the teacher. Discuss this statement giving examples. (10)**

ETH 302 S - Inclusive Education A

Past Exam Paper - May/June 2014

Question 1:

Answer True or False and briefly substantiate your answer. (20)

- 1. The term "inclusion" is synonymous with the term "disability".**

False

- 2. Disability is the reason for building full-service schools.**

False

- 3. Full-service school teachers teach at special schools.**

False

- 4. Special school teachers support full-service schools.**

True

5. Special school teachers are teachers with disabilities.

False

6. School-based support teams support only early childhood centres.

False

7. Education White Paper 6 is about learners with disabilities.

False

8. Full-service schools offer specialised curriculum for learners with disabilities.

True

9. Inclusion is an optional undertaking in mainstream schools.

False

10. Caregivers are teachers in special schools.

False

Question 2:

**1. The principal is key to creating the inclusive environment at the school.
Discuss this statement giving examples. (5)**

(Found on page 20-23 of textbook)

The principal is key to creating an inclusive environment because he is the leader and model of the entire school. This can be done in a variety of ways including the following:

- The principal should have an overall concept of what inclusion means. He must understand that inclusion is about developing inclusive communities and education systems. Inclusion is based on a value system that invites and

celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement and disability. The principal needs to realise that inclusion is about ensuring the access, active participation and success of everyone regardless of such markers of differences, particularly for learners from vulnerable groups. Inclusion is about more than just “special needs” and disabilities, and is concerned with reform that embraces and supports diversity, equality and collective belonging. If the principal knows and understands the above, he will be able to formulate school policies which are not marginalizing or excluding of any learner. These policies must ensure that they do not refuse admission to other learners on the basis of disability.

- The principal of the school must create the inclusive ethos of the school. ‘Ethos’ has been defined as “the character-based spirit of a community as seen in its goals and aspirations.” He should also develop an ‘ethos statement’, based on the principle of inclusivity, to help establish a culture of support in which specific policies based on non-discrimination can be recognised, valued and enabled to flourish.
- In order to ensure an inclusive environment, the principal should have an inclusive admissions policy. The admissions policy should not discriminate against or refuse entry to any learner based on any markers of difference. The admissions policy should encourage the admissions of any child.
- The principal should help the teachers build an inclusive environment by providing opportunities for them to be trained on accommodating diversity when teaching. The teachers could, for example, be sent on a training course on teaching learners with visual disability etc. He/she must have a positive attitude towards learners with learning barriers or disabilities. He/she should not be discriminating or impolite towards the learners in any way.
- The responsibility of providing adequate resources and assistive devices for those learners who need them lies on the principal of the school. He should provide whatever resources he is able to, for example, Braille for learners who are blind etc.
- All learners have different needs and different learning styles and will therefore require different devices. The principal of the school should be sensitive towards these diverse needs and accommodate them when possible.
- With regards the diverse learner needs, the principal should be able to respond to these needs and support the child wherever necessary and whenever possible.

The principal is the one who needs to ensure that the inclusive environment is run smoothly and that both his teachers and learners are supported and included by whatever means necessary.

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

(Found on page 412 of Textbook)

A student may be learning the same curriculum as others, but may need altered materials or a difference in the way the lesson is taught in order to progress towards academic mastery and achieving the set/standard outcomes. Curriculum adaptations are acceptable changes in educational environments and /or instruction which allow students equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. Some curriculum adaptations do not fundamentally change or lower standards or expectations in either the instructional or assessment phases and can be designated as “accommodations.” These accommodations provide the student access to takepart in the lesson and an opportunity to demonstrate mastery of performance outcomes. Some adaptations do alter or lower standards or expectation outcomes and can be termed “modifications.” These modifications, although providing access, will require careful selection of assessment components to achieve accountability for performance.

Curriculum adaptation can be done in many ways; by adapting:

Quantity: Adapt the number of items that the learner is expected to learn or number of activities learners will complete prior to assessment for mastery. For example: Reduce the number of mathematical /science terms a learner must learn at any one time. Add more practice activities or worksheets.

Time: Adapt the time chosen and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adultstudent relationships; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or crossage tutors. Specify how to interact with the student or how to structure the environment.

Input: Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output: Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation: Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (foundation phase).

Alternate Goals: Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colours of the provinces on a map, while other students learn to locate each province and name the capital.

Substitute Curriculum: Sometimes called “functional curriculum” Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. For example: During a language lesson a student is learning toileting skills with an aide.

Some of the advantages of curriculum adaptation for learners experiencing learning difficulties are as follows:

- This approach to learning is student centred.
- It is in accordance with the student’s ability.
- It is based on the learners pace and will not force the learner to move head if they are not ready or able.
- Students are also never left behind.
- It approach allows for flexibility or adjustment to suit the learner.
- It is responsive and open to the learners needs.
- This approach accommodates diversity within the system.
- It helps the teacher to differentiate and accommodate the ability of learners.
- It allows for smaller blocks of work according to the needs of the learner.

3. Discuss the education support structure and its relationships at national, district, school and classroom level. (20)

(Found on page 70 of textbook)

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 promote 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 full 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

4. Special schools can become a great resource to neighbouring schools. Discuss this idea, first raised in Education White Paper 6. (10)

(Found on Page 72 of textbook)

Within each education district there are three types of schools; full-service schools, ordinary schools and special schools. There is a certain hierarchy in place so that each school receives some sort of support from neighbouring schools in the district. Special schools as resource centres are schools which are providing critical education services to learners who are in need of high-intensity support. These special schools are responsible for providing support and resources to the schools in their area. Once the Education White Paper 6 has been implemented, there will be at least one special school in each district. Special schools will have a very important role to play with regards to support and sharing of resources. These schools are full of specialised skills among staff and they should have a wide variety of material which they have developed to specifically assist learners. These are types of resources which they will need to make available to other schools in the district. They will need to provide support and expertise in curriculum, assessment and instruction to full-service and ordinary schools in their district.

The functions of special schools as resource centres are as follows:

They should function as an integrated and co-ordinated part of the district-based support team so that specialised professional support can be provided to full-service and ordinary schools.

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

They 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 and development of inclusive pedagogy, development of learning support material and assistive devices, guidance to parents, early childhood intervention and therapeutic support to learners with impairments in mainstream schools. Special schools should also assist full-service

schools to adopt appropriate methods of teaching learners who experience barriers to learning. Special schools should also serve as a mentor for the full service school. They should assist in 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 community organisations and structures including disabled people's 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 impairment. The special school should also serve as a consultant to other neighbouring schools.

The following is an example of how a special school can be a great resource to the neighbouring schools in the district. A special school has specialised skills available among its staff and has developed learning materials to specifically assist learners with visual impairments. There may also be facilities for Braille available at the school. The professional staff at this school, as part of their role in the district support team, could run a training workshop in their district for other educators on how to provide additional support in the classroom to visually-impaired learners. The special school could produce learning material in Braille and make them available through a lending system to other schools in the district. The school could also set up a helpline for educators or parents to telephone in with queries.

Question 3:

- 1. The teacher is key in creating the inclusive environment in the classroom. Discuss this statement giving examples. (5)**

Answer above.

- 2. If you were a teacher with a learner with learning difficulties in your class, how would you address the challenge of learning barrier experienced by this learner? Give examples. (20)**

Answer above.

- 3. Discuss the similarities and differences between a special school and a full-service school. (10)**

Answer above

- 4. Discuss how a parent can become a resource to a teacher. (10)**

Answer above

ETH 302 S - Inclusive Education A

Past Exam Paper - October/November 2014

Question 1:

Answer True or False and briefly substantiate your answer. (20)

- 1. Education White Paper 6 provides Guidelines for the establishment of inclusion at all educational levels.**
- 2. Inclusive education removes all barriers to learning in all ordinary schools.**
- 3. Inclusive education is promoting the intentional building of relationships where differences are recognised and celebrated and all persons involved benefit from these relationships.**
- 4. Within an inclusive education system, a range of options for providing various educational settings should be available.**
- 5. Learning support for learners who experience barriers to learning should be provided every day at a set time.**
- 6. The contextual diverse conditions in South Africa are the only ones that pose particular challenges for the teacher in an inclusive Early Childhood centre or school.**
- 7. The teacher uses school readiness test to diagnose learners who experience barriers to learning and who need to gain access to basic education.**
- 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.

9. Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between them and the teacher, it can block collaboration between them.
10. The curriculum adaptation and differentiation is only meant in teaching learners who experience barriers to learning.

Question 2:

1. School policies and ethos can be barriers to learning when they do not reflect the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms. How can you influence and encourage principals to accommodate learners who experience barriers to learning?

(5)

2. Discuss briefly the core functions of the District Based Support Team (DBST)

(5)

(Found on page 71-74)

The functions of the District Based Support Team (DBST) are as follows:

- The development and on-going backup of support teams in schools and early childhood learning centres in supporting their capacity building, identifying, assessing and prioritising learning needs and barriers to learning experiences by learners in their district; identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support.
- Linking these institutions with formal and informal support systems so that support needs and barriers to learning can be addressed.
- Providing, as the main focus, *indirect* support to learners through supporting teachers and school management to ensure the the teaching and learning environment is responsive to the full range of learning needs.
- Providing, as a secondary focus, *direct* learning support to learners where necessary and possible where the institution-level support team is unable to respond to particular learning needs.

- Supporting institutions (e.g schools) in the development and functioning of institution-based support teams.

3. Curriculum adaptation has many advantages in a classroom. Discuss this concept. (5)

Answer above

4. Discuss the education support structure and its relationships at national, district, school and classroom level. (20)

Answer above

5. Special schools can become a great resource to neighbouring schools. Discuss this idea, first raised in Education White Paper 6. (10)

Answer above

Question 3:

1. Inclusive Education is it justifiable? If 'yes', give five (5) reasons for your answer. If not, give five (5) reasons for your answer. (10)

2. The teacher is key in creating the inclusive environment in the classroom. Discuss this statement giving examples. (5)

Answer above

3. Choose an extrinsic barrier and discuss it showing that if you were a teacher and have a learner with such an extrinsic barrier in your class, how you would address the challenges of the learning barriers experienced by this learner. (20)

Answer above

4. Discuss the characteristics of a full-service school. (5)

Each education district should have at least one full-service/inclusive school.

'Full-service/inclusive schools are first and foremost mainstream schools that provide quality education to all learners by supplying the full range of learning needs in a equitable manner". Learners in need of moderate to high levels of support can be supported in these schools. According to the *Guidelines for full-service/inclusive school* (DoE 2009:7-16), the role of full-service/inclusive schools is, inter alia, the following:

- 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 experiences learning support educators whose taks 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 needs of additional support before considering placing them in the school. A full-service/inclusive school works in collaboration with, and provides 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 other 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).

5. Discuss how a parent can become a resource to a teacher. (5)

Answer above

Assignment 2 questions:

Question 1:

Compare and Contrast the roles of a special school as a resource centre to 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 2:

The reorientation and training of the institutional support team is key in the provision of support at a full-service (inclusive) school. Discuss this idea and give examples.

(25)

The Education White Paper 6 states the following regarding support:

“The Ministry believes that the key to reducing barriers to learning within all education and training lies in a strengthened education support service. This strengthened education support service will have, at its centre, new district-based support teams that will comprise staff from provincial, district, regional and head offices and from special schools. The primary function of these district support teams will be 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.

At the institutional level, in general, further and higher education, we will require institutions to establish institutional-level support teams. The primary function of these teams will be to put in place properly coordinated learner and educator support services. These services will support the learning and teaching process by identifying and addressing learner, educator and institutional needs. Where applicable, these teams should be strengthened by expertise from the local community, district support teams and higher education institutions. District support teams will provide the full range of education support services, such as professional development in curriculum and assessment, to these institutional-level support teams.

The Ministry will also investigate how, within the principles of the post-provisioning model, designated posts can be created in all district support teams. Staff appointed to these posts can, as members of the district support team, develop and co-ordinate school-based support for all educators.

The Ministry recognises that the success of this approach to addressing barriers to learning and the provision of the full range of diverse learning needs rests with education managers and educator cadre. Accordingly, and in collaboration with provincial departments of education, the Ministry will, through the district support teams, provide access for educators to appropriate pre-service and in-service education and training and professional support services. The Ministry will also ensure that the norms and standards for the education of educators, trainers and other development practitioners will include competencies in addressing barriers to learning and provide for the development of specialised competencies such as life skills, counselling and learning support.”

Training of educators and staff of all schools is the key to providing efficient support within a district of schools. In the foundation phase for example, a learner struggles to

see the board clearly, the government/ department of education should send in a trained professional to test the learners eye sight. Once it has been confirmed that the child does have a vision impairment, that professional could then train the staff who teach the learner how to help him/her to learn. The child should of course get a pair of glasses which could help correct their eye sight but in some cases the vision impairment could be too server for spectacles to correct. Therefore it is evident that frequent reorientation and training in vital in the provision of a good, effective support team, at all level of education.

Question 3:

Discuss the origin of Education White Paper 6 and it's implication for the implementation in your phase with learners who experience barriers to learning. (25)

One of the key motivations for the proposed structure and ideology of an inclusive education system was based on the findings of a National Commission's review in 1997 of the key barriers in the South African context. These rendered a large number of children and adults vulnerable to learning breakdown and sustained exclusion from education.

In October 1996 the Ministry of Education decided to determine how the old Department of Education managed and accommodated the needs of learners who experienced learning difficulties and disabilities. Two teams were set up to accomplish this and to make recommendations on improving all aspects of special needs and support services in education and training in South Africa. These teams were the National Commission on Special Needs in Education and Training, and the National Committee on Education Support Services. The two research teams presented a draft report to the Minister of Education in November 1997. The final report was published by the Department of Education in February 1998. The public was invited to read the report and to give feedback and advice to the Department of Education Department of Education.

The report, Education for All (Department of Education, 1997:5-40), contained the following aspects:

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

- Special education and support services were provided on a racial basis with the best resources going to the white learners.
- 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.
- 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.
- While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.
- In response to this situation the report made many recommendations that the Department of Education included in its new policy, which is briefly discussed below.

The Department of Education took this report and its recommendations seriously and initiated a new policy in July 2001. The policy was called Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System.

This policy provided guidelines for the new education system it was going to create in South Africa to ensure all learners would have equal opportunities for education. Furthermore, the policy stressed the fact that learners with special or diverse needs should be accommodated in mainstream classrooms. In this policy the Department of Education 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):

- Protecting the rights of all people and making sure that all learners are treated fairly. Making sure that all learners can participate fully and equally in education and society.
- Making sure that all learners have equal access to a single, inclusive education system.
- Making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools. Addressing and correcting inequalities of the past in education.
- Making sure that there is community involvement in changing the education system.

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

Question 4:

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

(25)

A student may be learning the same curriculum as others, but may need altered materials or a difference in the way the lesson is taught in order to progress towards academic mastery and achieving the set/standard outcomes. Curriculum adaptations are acceptable changes in educational environments and /or instruction which allow students equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. Some curriculum adaptations do not fundamentally change or lower standards or expectations in either the instructional or assessment phases and can be designated as “accommodations.” These accommodations provide the student access to take part in the lesson and an opportunity to demonstrate mastery of performance outcomes.

Some adaptations do alter or lower standards or expectation outcomes and can be termed “modifications.” These modifications, although providing access, will require careful selection of assessment components to achieve accountability for performance.

Curriculum adaptation can be done in many ways; by adapting:

Quantity: Adapt the number of items that the learner is expected to learn or number of activities learners will complete prior to assessment for mastery. For example: Reduce the number of mathematical /science terms a learner must learn at any one time. Add more practice activities or worksheets.

Time: Adapt the time chosen and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult/student relationships; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or crossage tutors. Specify how to interact with the student or how to structure the environment.

Input: Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities,

place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output: Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation: Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (foundation phase).

Alternate Goals: Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colours of the provinces on a map, while other students learn to locate each province and name the capital.

Substitute Curriculum: Sometimes called “functional curriculum” Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. For example: During a language lesson a student is learning toileting skills with an aide.

Some of the advantages of curriculum adaptation for learners experiencing learning difficulties are as follows:

- This approach to learning is student centred.
- It is in accordance with the student’s ability.
- It is based on the learners pace and will not force the learner to move head if they are not ready or able.
- Students are also never left behind.
- It approach allows for flexibility or adjustment to suit the learner.
- It is responsive and open to the learners needs.
- This approach accommodates diversity within the system.
- It helps the teacher to differentiate and accommodate the ability of learners.
- It allows for smaller blocks of work according to the needs of the learner.