

Tutorial letter 201/2/2017

Inclusive education A

ETH302S

Semester 2

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

CONTENTS

Dear Student

This tutorial letter contains the following information:

Section A: Focus of the module Inclusive Education A

Section B: Feedback on Assignments 1 and 2

Section C: General Guidelines for the Oct/Nov Examination 2017

Section A: Focus of the module Inclusive Education A

All the students should study the following:

- TUT 501
- Landsberg, E., Kruger, D and Swart, (Eds) (2016). Addressing barriers to learning: a South African perspective. Pretoria: Van Schaik. It can be purchased from any Van Schaik Publishers. (**CHAPTER 1, 2, 3, 4 AND 5**).
- Department of Education (2001). Education White paper 6: Building an Inclusive Education and Training System

SECTION B: Feedback on Assignments

Well done to all of you. We could gather from your assignments that you have gained a lot of knowledge on this topic which some of you heard for the first time. However, this is such a rewarding field of practice in which all of us play a definite role, we hope to see more of you venture into this field as post graduate students. For assignment 1 you were given 20 multiple choice questions and assignment 2 consisted of long and short questions. Feedback for both assignments follows.

Feedback on Assignment 1

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

Total [20 marks]

Question 1

Definition of terms

1.1 Inclusive education (4)

The term Inclusive education is attached to various meanings such as

Provision of learning opportunity for all learners

Provision of support to all learners

Building more quality and equitable education system for all learners etc

1.2 Integration (2)

Integration is the process whereby learners with and without disability attend the same schools

1.3 Mainstreaming (3)

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

1.4 Ethics in education (4)

Ethics in education is concerned with how teachers ought to conduct themselves within the profession of education and promote qualities that goes beyond a teacher's basic legal responsibilities towards their learners.

1.5 Mesosystem (2)

The mesosystem is a representation of the interaction of a child's microsystems.

1.6 Normalisation (2)

Normalisation is an idea that in at that all people have the right and freedom to a normal school, home circumstances, normal jobs, etc.

1.7 Learning Support (4)

Learning support is a teaching practice that acknowledges the potential of all learners to grow at their own pace towards maximum level of independence in their learning, using strategies and practicing learning styles of choice, and reaching level of achievement in accordance with their unique needs.

[21]

Question 2

2.1 Discussion of the implications of Inclusive education for South African Education System. (25)

Inclusive education is about the whole school system and restructuring and improvement towards greater effectiveness, and meeting the needs in general classroom

The following are issues that are essential in order to implement Inclusive education

- **Teaching and learning development**

- Teacher development should prepare teachers for collaboration and support and assist them in developing a deep and shared understanding vision of inclusion.
- Teachers need to learn skills in either pre or in- service training or teacher development
- Teachers need to have a common vision towards inclusivity
- Teachers must be able to transfer their knowledge into everyday classroom practice

- **Collaboration in responding to various learning needs of all learners**

Collaboration ensure that teachers, parents, education support professionals must not handle significant challenges alone.

To be able to implement inclusive education requires collaboration between all role players which must be:

- Transdisciplinary;
- Voluntarily;
- Respectful;
- Based on mutual goals;
- Depends on shared responsibility for participation and decision making;
- About sharing of resources; and
- About sharing of accountability.

- **Building Inclusive culture and schools**

- Develop school culture that welcomes diversity
- Putting inclusive values in action
- Principal, teachers and the school community are committed and possess knowledge and skills in educational change and school reform

- Principals must set tone of the schools and help the whole school to become and maintain a supportive and caring community
- Improving all aspect of the school as an organisation in which there is an interactive and interdependent relationships between the various systems.

2.2 Discussion of the negative attitude towards differences as a barrier to learning. (5)

Negative attitudes: when teachers or learners regard those who are different from them as inferior or incapable of learning, it can lead to marginalisation of those who are different, causing learning breakdown or exclusion

2.3 Differentiation between the medical and the social model. (4)

Answer to this question may be presented in the following manner

The social model of disability is a paradigm that considers how person factors (impairment) interact with the environment to cause disabilities. Its focus is changing the system or environment so that the person with an impairment can participate. The medical model of disability is overly concerned with diagnosis and treatment and in education, those who are different are targets for “remediation” (they must be fixed) as their differentness is regarded as the problem. It is overly dependent on specialists.

2.4 Discussion on how parental factors can be regarded as some of the causes of child abuse. (20)

In answering this question, students are expected to discuss any three factors. Marks will be awarded based on the presentation of the discussion

- Parents live under difficult financial and / or job circumstances.
- They experience inadequate social support.
- They experience conflict regarding the available time and energy.
- They have unsuccessful relationships.
- They feel humiliated, inadequate and inferior because of the behaviour of other people.
- They experience an unsatisfactory sex life.
- They believe that the child should satisfy their needs, and not the other way round.
- They had poor relationships with their own parents.
- They experience personality deficiencies, such as psychological disorders and a low self-concept.
- They were often abused or neglected as children.

- They seek satisfaction of their own emotional needs from the child.
- The inexperienced parent may subject the child to unreasonable demands and expectations.
- The psychopathic parent believes that he is mentally healthy and that he is not abusive.

2.5 Bronfenbrenner's bioecological model of development is much relevant in emphasis the interaction between the child and his/her social context or environment. Discussion of various systems/ levels of the model and provide relevant examples. (25)

Answer to this question will be in line with the following content.

The microsystem

The microsystem represents the personal relationships that the learner has within the family, the school and the peer group. In other words, it denotes the learner's immediate environment where he has face-to-face contact with other people on a daily basis. This is where the learner develops physically, intellectually, emotionally and socially. "This system should support the child's feeling of belonging, love and support, and subsequently serve as a protective factor." (Swart & Pettipher in Landsberg, 2011:14) It may, however, have a very negative effect on the learner's development and can actually be the cause of learning barriers in cases of child abuse, drug abuse in the family, homelessness, poverty, rejection in the peer group, bullying, insensitive teachers, etc.

The mesosystem

The mesosystem is a representation of the interaction of a child's microsystems. The interaction between the different microsystems is represented by the mesosystem. In this system, for example, we look at the relationships between the parents and the teachers or the parents and the peers. Again, these relationships may have a positive or a negative effect on the learner's development and progress. A child with a lack of support at home can benefit from a loving and caring teacher who can give guidance to his parents on how to support their child. It is important for a teacher to consider all the different role players who have an influence on the development of the child, especially when looking for the causes of learning barriers.

The exosystem

The exosystem represents factors that have an indirect influence on the learner's development. This means that the child is influenced either positively or negatively by these factors, without being directly involved or physically present. An example would be the parent's workplace. If the

parent is employed and has a regular income, it means that the child will be well provided for financially. If the parent is happy at work, it will have a positive effect on his relationship with his children at home. The opposite is also true – if the parent is unemployed, the family will struggle financially or if the parent is frustrated at work, he might not have the patience and energy to spend quality time with the children.

The macrosystem

The macrosystem represents the broader community. Included in this system are the economic welfare of the community, political issues, values and beliefs in the different cultures, criminal activity, health issues, etc. In a rich community many support systems are in place, e.g. hospitals, clinics, health workers, occupational therapists, security systems, good schools, etc.

In a poor community the crime rate is usually higher, medical care is insufficient and education provision is poor. There are very few, if any support systems the parents or teachers can rely on in order to provide for the diverse needs of the learners.

(79)

TOTAL:

[100]

Section C: General Guidelines for the Oct/Nov Examination 2017

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Demarcation or scoping of examinations and assessment

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

The examination will consist of short and long questions.

The total mark allocation is 100 marks.

All the questions are Compulsory

We wish you every success in the examination!

Best regards

Your lecturers

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