

Section A: Introduction

Chapter 1: A framework understanding Inclusion

1.1 Introduction

- Inclusion is :
 - complex,
 - multidimensional
 - controversial concept.

1.2 What is inclusion?

- Inclusion has become a buzzword,
- Can be seen in policy documents, media statements and newspapers.
- The broad principles common between definitions of inclusion are:
 - Dedication to building a more democratic society
 - More equitable & quality orientated educational system
 - Belief that extends the responsibility of regular schools to accommodate the diverse learning needs of all learners
- The wider sense:
 - About developing inclusive community & education systems
 - Based on a value system that invites and celebrates difference & diversity
 - diversity = gender, nationality, race, language, socio-economic background, cultural origin, level of educational achievement & disability
- Inclusion about ensuring the access, active participation, success of everyone
- regardless of difference
- Inclusion - expression of individual human rights & social justice
- Worldwide movement with a global agenda
- International & RSA definitions of inclusion is important to understand different interpretations and histories

1.3 Inclusion in an international context

1.3.1 Changing paradigms

- Schools = affected by developments & changes in society
- Society grows → schools become outdated
- response to rapidly evolving social, political & economic contexts is to create schools that are grounded in democratic principles and constructs of social justice
- Changes in learning grows parallel to changes in thinking
- New perspectives/paradigms
- **Skrtic** a paradigm/worldview is:
 - “a shared pattern of basic beliefs and assumptions about the nature of the world and how it works. These assumptions tell us what is real and what is not; they shape our cultural identity and guide and justify our institutional practices”.
- Paradigms = enabling, can be restrictive towards growth

1.3.2 The medical deficit model

- 1970's rapid paradigm shift from a medical deficit model (within-child model) to a social systems change approach
- Model used to direct beliefs & ideas which they demonstrated in their methods, they used the models as an explanatory framework too
- Inclusion= prominent in educational systems *now*, however with an explanatory framework the medical model is predominant
- Model explained by diagnosing (ADHD/behavioural problems) & fixing (remedial education/special class)
- useful in the medical field
- social sciences the problem is possible *not only* in the child but also in the community the child functions in
- When applied there is a search for the problem within the child & then singled out (disabled)
- **Process:**
 - assess the child's strengths & weaknesses,
 - find diagnosis
 - categorize / label the child

- Children who fell outside the norm → sent to special schools/classes to fix & alleviate their differences
- Special staff/ curriculum aimed at fixing child
- **Reasoning for using model:** to benefit the problem child & normal majority
- Medical model based on positivist philosophy:
 - scientific knowledge objective,
 - empirical,
 - observable only source of correct knowledge about reality
- A person's disability is determined by a dynamic interaction between *biological, individual and social perspectives* (Bronfenbrenner's model)

1.3.3 The social ecological model

- The paradigm shift became when normalisation was introduced in Western society in 1960's
- Normalisations = that all people who are disabled should enjoy patterns & conditions of everyday living which are as close as possible to the mainstream society
- Normalisation in **direct conflict** with medical model
- **Mainstream:**
 - Mainstreaming is mostly used in the US,
 - Integration is used more in European countries
 - Mainstreaming is the educational equivalent of normalisation principle
 - it suggests that people with disabilities have a right to life experiences that are the same /similar to those of anyone else in society
 - **Goal:** to return learners with disabilities to mainstream of education as much as possible, alongside normal peers
 - When implemented (US) children were allowed to visit general education classes for short periods of time, mostly in non-academic classes – it applied to learners with mild disabilities mostly
 - Supporters believed learners must earn opportunity to be mainstreamed & work harder to keep up with the work assigned to all the normal learners in the class
 - **If** special education was necessary it was provided in special environments such as a resource room

- Mainstreaming- school & class remained the same, setting never changed to accept the child
- **Criticised:** because it doesn't provide learners with sufficient support to benefit from regular education
- **Integration:**
 - Humanitarian & civil rights issues drove policies leading to integration
 - **Examples:** No child left behind act 2001 US
 - **goal:** ensure that learners with disabilities are assigned equal membership in the community
 - **aims:** to max the social interactions between disabled & non-disabled learners
 - different interpretations of integration
 - involved more extensive & holistic participation for learners with disabilities in relation to mainstreaming (only visiting some classes, mostly non-academic), while more time were still spent on special needs in separate settings
 - Special services followed the learner to the regular school, mainstreaming the learner was still in a special school – only visiting mainstream school classes
- Inclusion can be described as a reconceptualization of values & beliefs that welcomes & celebrates diversity and not only a set of practices
- UNESCO (accommodate all children regardless of their disabilities): these inclusive education systems must recognise & respond to:
 - diverse needs of their students,
 - accommodating different styles & rates of learning,
 - ensuring quality education to all through appropriate curricula,
 - organisational arrangements,
 - teaching strategies,
 - resource use
 - partnerships with their communities
- This statement by UNESCO was based on the grounds of the following:
 - The education of all learners together needs development in teaching practices that can accommodate individual differences & benefit all learners
 - Inclusive schools are non-judgemental & embrace differences which creates a non-discriminatory society
 - Educating all learners together is more cost-effective

- School improvement essential for implementing inclusion
- learner doesn't have to change to fit in, the school changes so that it can take any learner
- Transformation not possible without a radical shift of assumptions
 - moral requirements need to culminate in expression of commitment to nurturing a genuine respect for all people
 - Combating prejudice & discriminatory practices
 - Utilising human resources to the natural benefit for all
 - Acknowledging the rights of all learners to equal education
 - Developing a curriculum for needs of all learners
- Inclusion = complex & multidimensional process
- Schools who want to explore inclusion can now use the ***Index for Inclusion***: developing learning & participation in schools
- Index has 3 dimensions & each dimension consists of 2 sections
 - ***Dimension A:***
 - creating inclusive cultures,
 - involves creating a secure, accepting, stimulating community in which everyone is involved
 - ***Dimension B:***
 - producing inclusive policies aimed at developing a school for all
 - organising support to respond to learner diversity
 - ***Dimension C:***
 - evolving inclusive practices that reflect the inclusive cultures
 - policies of the school
- Language:
 - Terminology used in important
 - ***use:*** Barriers to learning **NOT** special needs
 - Learning support **NOT** remedial education
 - Systems changes & individualised support for all **NOT** changes within the individual

1.4 Bronfenbrenner's Bio-Ecological Perspective (Theory):

- ecological systems theory
- Multidimensional model of human development:
 - layers of interacting systems resulting in growth, change and development (physical, psychological, social, cultural).
 - What happens in 1 system affects & is affected by the other systems
- Emphasises the interaction between an individual's development & systems within the social context
- Inclusive education is rooted in a range of systems
- can be used to understanding classrooms, teachers' practices, schools & families by viewing them as systems themselves and in interaction with the broader social context
- 1970's Bronfenbrenner presented an initial version of an ecological model
- extended the theory to a bio-ecological theory
- **4 interacting dimensions:**
 - Proximal processes
 - Person characteristics
 - Systems/context
 - Time (Chrono system)
- Properties/ Assumptions of Bronfenbrenner's bio-ecological perspective:
 - 1st: human development takes place through processes of progressively more complex reciprocal interaction between an active, evolving bio-psychological human and persons, objects and symbols in its immediate environment.
 - 2nd: effectiveness of proximal processes is a joint of the bio-psychosocial characteristics of the individual, the immediate & distant environments in which the processes occur and the developmental outcome being examined
 - 3rd: the role of proximal processes in actualising genetic potential for effective development & functioning
- Proximal processes serve as mechanisms for actualising genetic potential for effective psychological development

1.4.1 Proximal processes

- **Definition:**
 - Particular forms of interaction between organism & environment, that operate over time & posited as the primary mechanisms producing human development.
- Interactions must become *progressively complex*
- For interactions to be effective must occur on regular basis over extended period of time
- **Vygotsky:** development 1st appears in the **inter-psychological** plane with participation in cultural activities, the appropriated in the **intra-psychological** plane
- Processes presumed to lead to particular kinds of development outcomes as well as have the power for realizing genetic potential for effective functioning
- **Examples:** parent-child activities, peer-peer activities
- **Bio-ecological perspective:** proximal processes on their own can't produce effective developmental functioning

1.4.2 Person characteristics

- Bio-psychosocial characteristics: biologically based and influence proximal processes and their outcomes
 1. **Dispositions:**
 - forces that mobilise proximal processes & sustain their operation, /conversely interfere with, limit /even prevent their occurrence
 - **Examples:** impulsiveness, distractibility, aggression, violence, insecurity, shyness, unresponsiveness
 - **In contrast:** curiosity and responsiveness to initiatives by others
 2. **Ecological resources:**
 - Bio-psychological liabilities and assets that influence the capacity of the person to engage effectively in proximal processes
 - **Examples:** genetic defects, low birth weight, physical impairments, damage to brain
 - In contrast: abilities, knowledge, skill and experience that can extend the domains in which proximal processes can do their work

3. Demand characteristics:

- Capacity to provoke /discourage reactions from the social environment that either foster or disrupt psychological processes of growth
- **Examples:** fussy or happy baby, hyperactivity vs passivity
- Person characteristics in constant interaction, therefore causing differences in the direction and power of proximal processes and their outcomes

1.4.3 Context

- many levels of environment /contexts that influence a person's development
- **Bio-ecological model:** contexts are nested structures that are interrelated
- Nested structures also called contexts, ecological levels, environmental systems
- **Nested structures are:**
 - microsystem,
 - mesosystem,
 - exosystem,
 - macrosystem
 - all interact with the chronosystem (time dimension)

1.4.3.1 The microsystem (school level)

- Pattern of activities, roles & interpersonal relations experienced between individuals & the systems in which they actively participate
- **Examples:** family, the school /peer group
- Immediate environment (physically, socially, psychologically) where proximal processes are played out
- Environment where children form own reference point of the world
- Each person reciprocally influences other @ particular point of person's life (chronosystem)
- System should support child's feelings of belonging, love, support & serve as protective factor
- Can become risk factor **for example**, unsupported child-headed households, violence, drug abuse

1.4.3.2 The mesosystem (district level)

- system of microsystems
- family, school & peer group interact with one another, modifying each of the systems
- **Examples:** relations between the family & the child's school / peer group
- Experience in the microsystem of the school can protect them from some psychological effects of the unsupportive environment at home
- Implementing inclusion isn't possible without paying attention to developing relationships between the different microsystems for example, school-family-community partnerships

1.4.3.3 The exosystem (provincial level)

- 1 / more environments in which the developing learner isn't involved directly as an active participant, but which may influence / influenced by what happens in settings & relationships that directly influence the learner
- **Examples:** education system, health services, media, local community organisation

1.4.3.4 The macrosystem (national level)

- consists of our values & beliefs within cultural context in society
- **Example:** religion = our moral reasoning.
- Environmental influence.
- Macrosystem provides structure and content to the inner systems.

1.4.3.5 The Chronosystem

- time & how it relates to all the systems & what influence it has on development.
- **Example:** children growing up in the apartheid era which you can understand because of the effects that that particular time had on their microsystem and their mesosystem (where they could go to school, were their parents able to work), their exosystem (did they have access to adequate health care, were they allowed to be educated further, what rights did they as children have) and their macrosystem (their cultural and environmental beliefs).

Bronfenbrenner about a child's development:

- environment doesn't just impact on a child
- Child is an active participant in own development.
- **HOW** a child perceives their context is central to understanding how they interact with their environment.

- **crux** of this is that when there is a change somewhere in the circle of systems, the other systems change to maintain what they are calling a dynamic balance.
- **Example:** change schools, you'll make new friends, you may have moved further away or closer to your extended family or even immediate family. The schools changed, people's interactions with others changed, our environments changed.
- Systems theory comprises of:
 1. **Circular causality**
 - Change /activity on any part of a system /individual affects other systems & individuals & at a later time could be seen as a cause for change.
 2. **Reciprocal relationships**
 - Synergism.
 - A school which encourages reciprocal relationships between parents, learners, the community & other organisations is more effective than one that does not interact with other systems
 - **Ainscow:** shared values & beliefs between individuals & consideration of these values & beliefs can contribute towards a growing commitment to inclusion.
 3. **Rules**
 - NO rules = chaos.
 - Without clearly communicated rules it's not much better.
 - Rules are to ensure that interactions between systems are effectively organised & they are there to maintain a stable and consistent system.
 - When there's interaction between different systems need a set of operating rules that stretch over the entire system.
 - when rules & values of different systems & commonalities & differences between them are established, then a mutually agreed upon set of rules can be established.
- Brofenbrenners' theory known as **bio-ecological theory**
 - each system is interlinked & can't just look at 1 system to see why there is a problem
 - need to look at the interdependence on the whole system.
 - nothing occurring in any system is a cause for something in another system but that it possesses critical contributing factors.
 - Efforts should be directed at synergising the system as a whole so make it work better.

- The bio-ecological theory doesn't look at time from the chronosystem viewpoint but looks at it in more detail.
- **Proximal processes** = A particular form of interaction between an individual & environment that operates over time
- **Within ongoing episodes of proximal processes :**
 - **Microtime** → Continuity Vs discontinuity
 - **Mesotime** → Periodic nature of episodes across broader time intervals such as days /weeks
 - **Macrotime** → Changing expectations that occur in larger society & across generations as they influence & influenced by processes & outcomes of human development over the life course.
- Conceptualisation of time in the bio-ecological system helps us understand the role & continuity of developmental processes & outcomes in producing large-scale changes over time such as inclusive education.
- Everybody is affected by inclusion in society.
- The bio-ecological perspective can help to determine potential risks to development while identifying competencies & strengths which can contribute to developing positive factors & buffering negative factors.
- Developing an inclusive society as well as an inclusive school requires understanding & analysis of both human & physical aspects of context & may help to generate empowering strategies & approaches.

1.5 Inclusion in the SA context

1.5.1 Special needs education prior to inclusion

- When bio-ecological model is applied to educational change & development the complex influences & interactions become apparent in education.
- Previously specialized education was influenced by political & philosophical aspects.
- **Resulted** in gross inequalities & inconsistencies as it categorised people in terms of race.
- “*Normal*” learners in the mainstream were separated from those with “*special needs*” and the “*special needs*” learners were placed in “*Special schools*”
- “*Disabled*” learners excluded from the mainstream & had “*special education needs.*”

- strong focus on the medical deficit model & were diagnosis made of “learning deficits” of which learners had to be treated for within schools equipped to deal with specific impairments.
- **1990** “*special educational needs*” came under scrutiny internationally
→ changed the meaning of this from biological causes / need arising from an internal problem to include that learning & behaviour problems can be reciprocal product of individual & environmental interactions.

1.5.2 From exclusion to inclusion

- 1994 changed.
- Discrimination = big **no-no**
- Equality = big **YES**
- Various documents contributed towards implementing & developing inclusive education.
- This includes White Paper 6.

- Initiatives were introduced in a document called ***The White Paper on Education and Training***, key initiatives were introduced to respond to diverse learner’s needs:
 1. The culture of Teaching, Learning and Service
 2. The National Qualifications Framework (Nqf)
 3. Curriculum based on an outcomes-based education approach
 4. The new language policy’

- South African Schools passed legislation that provided access for all learners to a school of their parent’s choice.
- In the ***White Paper*** strategies for access to the curriculum for learners with impairments was emphasised shifting the paradigm from a medical deficit model to a sociocritical model that emphasizes that society must change to accommodate the diverse needs of its people.
- ***National Committee on Education and a Commission*** known as the ***National Commission on Special Needs in Education and Training*** were developed to create understanding of concepts such as “special needs” and “education support.”
- The education system must be structured & function in a way that a diversity of learners & system needs can be accommodated.

- **Barriers to learning & development defined:** “those factors which lead to the inability of the system to accommodate diversity, which leads to learning breakdown or which prevent learners from accessing educational provision
- From a systematic approach factors that can create barriers to learning may be located within the learner, within the school, within the educational system and/or within the broader social, economic and political context.
- Barriers to learning can be result of /result in an interaction between multiple systems situated within the individual as a system & can organic in nature (eg a visual or hearing impediment).
- **Example:** RSA of how systems affect learning is where children of parents with HIV / AIDS are left to look after their siblings, parents, themselves & often have no time for homework.

- **Barriers to learning in South Africa were identified as the following:**
 - Socio-economic deprivation (poverty, lack of basic services)
 - Barriers arising from impairments: physical, cognitive, sensory, developmental, learning impairments.
 - Negative attitudes & stereotyping of differences
 - An inflexible curriculum
 - Inappropriate language of learning & language of communication
 - Inappropriate & inadequate provision of support services
 - Inadequate policies & legislation
 - Lack of parental recognition & involvement
- Care should be taken to over-emphasize barriers as children are resilient, assets & protective factors in their lives should be taken into account when planning support.
- **White Paper 6** acknowledges that:
 - All people can learn & people learn differently & have different learning needs which are equally valued.
 - All differences need to be acknowledged and respected.
 - Learning occurs at home, in the community & not just at school.
 - Teachers = primary resource for achieving the goal of inclusive education.
 - Educators need to develop, refine their skills & develop new skills where necessary.
 - Staff development is very important as well as in-service education & training.
 - Collaborating special schools, full-service schools personnel @ district level is important.

1.6 Implications of inclusion for SA schools and education

- Elements of educational change don't occur in isolation
- Constant interaction with each other.
- These are as follows:

1.6.1. Vision and leadership

- Vision for an inclusive school needs to be based on the democratic, egalitarian principles of inclusion, belonging & provision of quality education to all learners.
- School principals need to set the tone of the school & help the school to become a supportive & caring community.
- **Ainscow**: shared & transformational leadership which acknowledges that all school community members, including educators & parents, can be leaders & that leadership roles need to be acknowledged & developed.

1.6.2 Whole school development

- **Goal**: of school approach is to create inclusive culture & practices that permeate every aspect of the school & all its activities.
- Involves all role players & all systems of the school & collaboration between role players is essential.

1.6.3 Support and Collaboration

- Sense of community should be fostered in schools so that no educator, parent, educational support professional, learner or volunteer should have to handle significant changes alone.
- **Sands, Kozleski and French**: Collaboration should be at the heart of inclusive school community
- **Friend and Cook** define collaboration as “a style of direct interaction between at least 2 co-equal parties voluntarily engaged in shared decision making as they work towards a common goal.”
- **They define 6 characteristics of collaboration**:
 1. Collaboration is voluntary and respectful
 2. Collaboration requires parity among participants
 3. Collaboration is based on mutual goals
 4. Collaboration depends on shared responsibility for participation and decision making

5. Individuals who collaborate share resources
 6. Individuals who collaborate share accountability for outcomes.
- Outcomes of collaboration which can contribute to its development include attitudes & beliefs supportive of a collaborative approach, mutual trust & sense of community.

1.6.4 Attitude and beliefs

- Assumptions, beliefs, attitude are directly translated into actions & teaching practices & inform decision making.
- Attitudes within a school need to be explored, shared, challenged, restructured & rethought when working within an inclusive setting.
- Negative attitude changes don't have to precede behavioural changes so it is not effective to wait for people's attitudes to change before change is implemented.

1.6.5 Resources

- Community resources are very valuable.
- Outside schools, district offices, special schools & universities are very valuable resources outside of the school itself.

1.6.6 Professional development

- Staff development should be school based & context focused to have maximum impact.
- Educators also require on-the-job support as new teaching skills can't be taught in a workshop.
- **Ainscow**: development of inclusive practices requires social learning.
- **Florian**: teaching strategies in mainstream education can be adapted to support learners who experience difficulty.

Section B: Addressing Socio-Economic Barriers

Chapter 2: Socio-economic barriers to learning in contemporary society

2.1 Introduction:

- A barrier is an obstacle /circumstance that keeps people /things apart.
- Issues that contribute to difficulties in providing quality education for all the children in the country are the following:
 - The culture of poverty with its unplanned urbanisation, unemployment and negative expectations of the future.
 - The disintegration of family life
 - The effects of the decline of moral and value systems
 - The climate of violence and child abuse in contemporary South Africa
 - HIV / AIDS pandemic
 - Language and cultural differences

2.2 The culture of poverty in South Africa

2.2.1 Poverty in South Africa manifest in factors as:

- Ill health
- Undernourishment
- Deprivation of privileges
- Backlogs in education

2.2.2 Unplanned urbanisation and unemployment

- Big problem facing RSA = urbanisation escalating out of control in & around major cities.
- High density living & negative effects of squatter camp life are threatening to health, personal safety & future prospects of who live there.
- Health facilities & schools can't accommodate everybody.
- Public transport is degenerating because of pirate travellers.
- Government commissioned a report on poverty stated that most poor people live in rural areas.
- Learning & achieving academically become of little importance.
- Children are involved in looking for food & shelter & isn't encouraged to read / write

2.3 Moral confusion and uncertainty about values

- Influences of the mass media, the advertising, entertainment world & the world of high finance are often in direct conflict with the values of traditional white & black cultures RSA
- The overwhelming confrontation with different lifestyles & values has confused the people of the country to such an extent that the moral fibre of society is disintegrating.
- Misinterpretation of the privileges of human rights has resulted in disharmonious relationships between parents & their children
- Satisfaction of own personal need = only aim.
- Moral & sexual lust has reached extreme limits ex. Child rape and teenage pregnancies.
- High crime & violence levels negatively influenced the health & psychological wellbeing of the children in the country.
- **Measures to rectify the decline of values are:**
 - **Redesigning of the curriculum:** locating values centrally within education processes.
 - **The role of socio-educationists:** motivating society to accept its responsibility for facilitating the normative development of youngsters in a positive way.
 - **Initiation of the moral regeneration movement**

2.4 The HIV pandemic

- Epidemic in RSA is the most recent in Africa
- Estimated 4million South Africans infected with HIV.
- According to the USA Central Intelligence Agency, HIV is potentially the biggest threat to economy of RSA & the African continent.
- Life expectancy in RSA could be reduced by 20 years.
- **How does this affect children?**
 - Young children live on the streets due to no one to take care of them.
 - Children as young as 14 act as head of the households providing for younger children.
 - Children sell themselves out as prostitutes or become part of criminal activities to be able to provide financially
 - Children are so traumatised due to all their responsibilities that they lose all interest in learning.

2.4.1 HIV / AIDS / STD strategic plan for South Africa focus on:

- Preventing the spread of disease through the promotion of safe & healthy sexual behaviour.
- Providing treatment, care & support in health facilities.
- Supporting research, monitoring & surveillance
- Protecting human & legal rights through creating an appropriate social legal & policy environment.

2.4.2 The Tirisano plan for HIV/Aids intervention

- 1 of the 9 strategic priorities for educational development was the Aids pandemic.
- This priority has been operationalised into 3 main programme objectives in the Tirisano implementation plan.

➤ Project 1: Awareness, information and advocacy

Project profile: Awareness, information and advocacy	
Strategic objective	<i>... to raise awareness and the level of knowledge of HIV/Aids among all educators and learners; to promote values, which inculcate respect for girls and women and recognise their right to free choice in sexual relations.</i>
Anticipated outcomes	<i>... increased awareness, understanding, knowledge and sensitivity of the causes of HIV/Aids; its consequences and impact on individuals, communities and society in general; eradication of discriminatory practices against individuals affected by HIV/Aids; development of HIV/Aids policy for the education and training system; change of attitude and behaviour towards sexuality.</i>
Performance indicators	<i>... myths about HIV/Aids are eradicated; increased acceptance of the need to practise safe sex; establishment of non-discriminatory practices in all education and training institutions, including departments of education; finalisation of the HIV/Aids policy; popular material on HIV/Aids is readily available; visible change of attitude towards girls and women.</i>

➤ **Project 2: HIV/Aids within the curriculum**

Project profile: HIV/Aids within the curriculum	
Strategic objective	<i>... to ensure that Life Skills and HIV/Aids education is integrated into the curriculum at all levels.</i>
Anticipated outcomes	<i>... every learner understands the causes and consequences of HIV/Aids; all learners lead healthy lifestyles and take responsible decisions regarding their sexual behaviour.</i>
Outputs	<i>... copies of HIV/Aids policy distributed to all education and training institutions (February 2000); information materials available in all education and training institutions (October 2000); gender sensitivity part of all learning programmes (ongoing, starting October 2000).</i>
Performance indicators	<i>... myths about HIV/Aids are eradicated; increased acceptance of the need to practise safe sex; establishment of non-discriminatory practices in all education and training institutions, including departments of education; finalisation of the HIV/Aids policy; popular material on HIV/Aids is readily available; visible change of attitude towards girls and women.</i>

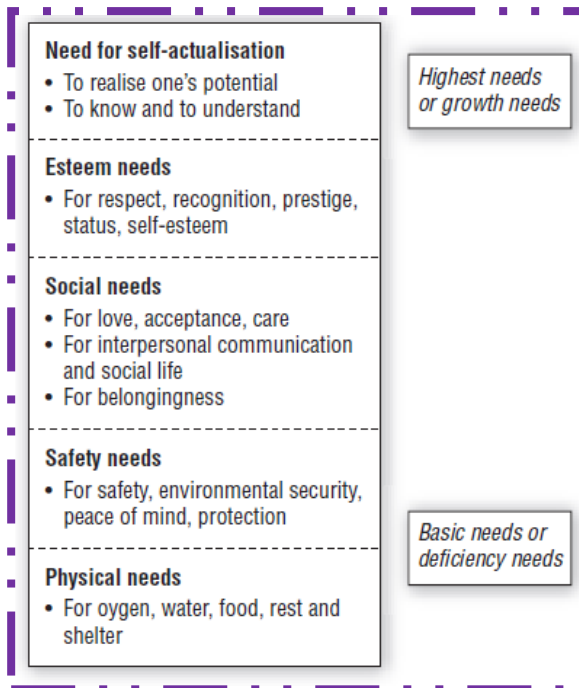
○ **Project 3: Planning for HIV/Aids and the education system.**

Project profile: Planning for HIV/Aids and the education system	
Strategic objective	<i>... to develop planning models for analysing and understanding the impact of HIV/Aids on the education and training system.</i>
Anticipated outcomes	<i>... plans and strategies to respond to the impact of HIV/Aids on the sustainability of the education and training system, and the human resource needs of the education and training system in particular, and of the country more generally; establishment of care and support systems for learners and educators affected by HIV/Aids.</i>
Outputs	<i>... national plan to deal with the impact of HIV/Aids on the education and training system (December 2000); impact studies (December 2000); reliable statistical database on the impact of HIV/Aids (July 2000).</i>
Performance indicators	<i>... improved data and planning models are available; impact studies on all aspects related to the education and training system have been initiated and/or completed; responsiveness of national and provincial education plans and strategies to the impact of HIV/Aids.</i>

2.5 THE DISINTEGRATION OF FAMILY LIFE AND ABUSE OF CHILDREN

2.5.1 Effects of the disintegration of family life

- Disintegration of family life causes a lack of:
 - Acceptance
 - Care
 - Interpersonal communication and belongingness.
- **Maslows** hierarchy of needs can be used to measure the educational milieu of the children in South Africa.



2.5.2 Child abuse

- **Definition:** Repulsive act committed by an adult & directed at a defenceless child who ought to be protected rather than abused.
- **Typical effects** of abuse on children are:
 - Low self-image
 - Self blame
 - Violent behaviour
 - Brain and other physical damage
 - Emotional problems
 - Negative vision of the future and death

- **Forms of child abuse:**
 - Physical assault and injury
 - Neglect – emotional, social and physical
 - Psychological abuse
 - Sexual abuse
- **Non-Sexual abuse:**
 - Assault
 - Assault with intent to inflict bodily harm
 - Murder
 - Physical neglect
 - Abandonment
 - Psychological & emotional abuse
- **Sexual offences or crimes**
 - Rape
 - Crimen injuria
 - Indecent assault
 - Incest
 - Forcing children to watch porn
 - Indecent exposure
 - Use of children on porn
 - Prostitution
- **Relationship between victim and person responsible for crimes against children:**
 - Stepfather & biological fathers = greatest no. of perpetrators
 - Mother's male friends
 - Live-in family members are next in line
 - "Others" includes: friends, neighbours, teachers =20%
- **Causes of child abuse attributed to:**
 - Parental factors
 - Child factors
 - Crisis

2.5.2.1 Parental factors

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

2.5.2.2 Child factors

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

2.5.2.3 Stress factors

- Financial needs
- Large families
- Single parenthood
- Alcohol and drug abuse.

2.5.2.4 Warning signals

- Sudden deterioration of schools work
- Aggression
- Depression
- Lying
- Stealing
- Fatigue and listlessness

2.5.2.5 Preventative actions by schools

- Parental guidance
- Marriage conseling
- Family enrichments course
- Family therapy
- Divorce counselling

2.6 Addressing the Anti-child Climate in contemporary society

- The following action programmes have been piloted in an attempt to eliminate some of the negative social and economic influences which undermine children's lives and education

2.6.1 Community education

- Educational programme providing supportive guidance for parents with regard to child rearing & parental involvement in all developmental phases.
- Media include radio and television
- In rural and urban areas, workshops and evening classes have been set up to help adults with basic education.

2.6.2 Educational programmes

- Community education provides opportunities and facilities that can upgrade the quality of life.

2.6.3 Counteracting the fate of street children

- Street children =products of rural-to-urban migration, unemployment, poverty, broken families.
- The streetwise project is an extensive educational, vocational & life-skills project which was established to address this problem & to meet the needs of street children for education & job skills training.
- **Aims:**
 - Child care in the form of shelter, food and clothing
 - Education
 - Vocational skills development

2.6.4 Health programmes

- **Directed** at nutrition, hygiene, health to promote awareness of health & welfare children.
- Started on the same nutritional bases as educational programmes
- These programmes include help with family planning & birth control
- **2002** health care services was launched for pregnant woman & children up to 6 years
- Grants of R200per child was allocated in the same period
- Standards for the management of childhood illnesses were set
- School health services are expected to provide a health promoting service by acting in a coordinating role, making use of skills & capacity in different sectors of society.

- The standards set for school health services needs to take into account the diverse situation of schools, services & changing philosophy
- children who experience barriers to learning will be included in ordinary schools
- introduced by the education sector, including outcome based education & inclusive education.
- Teachers generally don't have the capacity to deal with these children & school health services may play a role in enabling teachers to identify & integrate them into the classroom
- Staff in the school should be trained to implement their new role
- New resources need to be developed & funded

2.6.4.1 Service Description

- **Def:** The school health services in a health promotative service dealing with the individual I the context of family, community and school environment
- The service **encourages** the school to seek to develop and implement school policies that promote and sustain health. This helps improve the physical and social environment within which children learn and develop, as well as improve children's capacity to become and stay healthy

2.6.4.2 Norms

- Each sub-district has a min. of 1 school health promoting team
 1. Every clinic has access to nurse specialist trained on school health within the district
 2. District school health services are supported by provincial levels, training programmes & development of standardized resource packs offered during times schools are closed
 3. Screening programmes are provided to give adequate coverage to identify all children at risk of barriers to learning, and are not limited to certain age groups
 4. The school health service **creates** a positive learning environment by identifying barriers to learning & developing ways to remove these barriers in a community inclusive way
 5. School health services **promote** acceptance & celebration of diversity among individuals through a learner-cantered approach
 6. An accessible, healthy physical & social environment in which children can learn is **promoted**

2.6.5 Campaign against child abuse

- Children = the right to psychophysical integrity / to protecting against bodily & mental harm
- Where this right is abused amongst many, have to **step in**, in order to establish structures that can act proactively, reactively, & that they manage the trauma that prevents children from actualizing their potential

2.6.5.1 Proactive strategies

- Schools need to be proactive in:
 - **Preparing** children for what might happen to them especially during their peak risk ages
 - **Teach** them how to respond under circumstances that may make them feel threatened /uncomfortable
 - **Inform** the parents, training them & providing info & skills needed to address problem
 - **Offering** in-service training for staff
 - **Creating** support structures such as tutors & head of departments for educational guidance & providing these people with the means to help them perform certain tasks
 - Schools = actively **involved** in the identification of children who have been abuse /at risk
 - Keeping children under **observation** to view timeous problems
 - Early **identification** = essential
 - Teachers should be **trained** to identify problems
 - Teachers & schools should be on the **lookout** for signs of abnormal behaviour but still be aware if they get too involved they may become involved in court cases
 - Accurate & correct info should be **communicated** openly & honestly to learners, parents & other parties that may be concerned
 - The info that people get need to have & use as well as **scatter in** the community among learners & other children is:
 - Learning through imitation: being mindful of what examples adults set
 - Disregarding myths about abuse
 - ✓ It's not rape if the child enjoys it
 - ✓ abuse cannot happen in one's own family
 - According to statistics 87-95% perpetrators are men
 - ✓ 94% = not strangers
 - ✓ 60% = relatives
 - ✓ These figures are helpful in identifying factors that could place a child at risk
 - Proactive programme could include teaching the child that their body is beautiful

- teach them to **say "NO"** to unwelcomed touches
- The incident of child abuse seemed to peak at approximately age 4 and again during adolescent years
- Should be taken into account when **designing strategies** to protect or assist children

2.6.5.2 The need for reactive strategies

- there will always be the necessity to deal with offenders against children
- The arguments that teachers & schools should keep in mind:
 - The person who assists the victim should **remain calm &** give enough opportunity to relate what has happened
 - Don't reproach /moralize
 - child should feel that they are believed
 - if child is lying still sympathize while the error of his ways becomes clear
 - Confidentiality is essential, room for trust otherwise the child may not open up
- For the best assistance teachers should **keep in mind** the relevant legislation & referral procedures, & should have contact with other assisting agencies
- Teachers are guardians & need to be part of multidisciplinary professional team & should know where and when to call professional person to help them help the child
- All cases of child abuse has to be reported to the principle on a confidential base & some information needs to be intimately noted (date, time, teachers observations, symptoms).
- Teachers should never act independently.

Section C: addressing educational barriers

Chapter 3: identification and assessment of barriers to learning

3.1 Introduction

- Being assessed plays an important role in our lives.
- In context and process of being assessed creates an anxiety & threats, embarrassment, disempowerment / disablement.
- past decade in SA advocacy, training & effort has been devoted to changing the approach & practice of professionals regarding assessment from an orientation on achievements towards a focus on constructive support for learning
- Department of education **defines** assessment as “ the process of identifying, gathering & interpreting information about a learners achievement, as measured against nationally agreed outcomes for a particular phase of learning”
- Central **purpose** of assessment is to provide info in learner achievements & progress as well as to improve the process of learning & teaching
- **Archer:** assessment the major component of the teacher – learning cycle, since it “maintains the focus on the learners outcomes” this central role assessment should certainly be maintained in the cycle of learning support

3.2 The purpose of assessment when learners appear to flounder

3.2.1 What should you be setting your sights ON?

- what info to seek & how to obtain & interpret that information will be an outcome of what you perceive the purpose to be of each assessing act that you perform
- analyzing the purpose of assessment when dealing with a learner who seems to be experiencing barriers to learning, it is really important first to unpack the concept “learning support”
- It is fairly easy, echoing theory and policy to declare: the purpose of assessment, when learners appear to be faced with barriers to learning is to gather info about their learning, which will contribute meaningfully to their “learning support”

- Addressing barriers to learning on the basis of such a broad statement will certainly leave many a learner lost in a faceless system
- conceptualize & envision sufficient detail to translate the purpose of assessment into specific questions which will define the info needed
- When engaging in assessments 1 should constantly be setting sights beyond the assessment in the learning support
- One's own understanding of learning support directs ones purpose during assessment – this influences your selection if strategies & techniques as well as the actual question you ask

3.2.2. Learning support

- Education for with special needs highlights the shift of focus endorsed in addressing barriers to learning & frame of inclusive education adds to our understanding of the context & strategy of the intervention
- Education for children with special needs adheres to the medical model of diagnoses & treatment becoming increasingly outdated among the profession of caring for people's needs
- **Eloff** observes that “the needs-based approach is so embedded in our collective subconscious the often goes unexplained”
- The medical model holds the real danger of labeling the learning in terms of a gross over emphasis of the impairment or problem-area
- The power relationship established when assessing in terms of the medical model are distinctly questionable
- The expert role assumed by the assessor extends to an authorities style of imparting the findings & recommendations creating the disempowering perception that the learner & other parties are dependent on the specialist for guidance, decisions & actions
- **The aim:** “rectify” the learners difficulties & accelerate the learners development
- **The focus:** therapy to address the specific problems /weaknesses as stated in diagnosis
- Participation & responsibility= shared as it can't be carried 1-sidedly by any school system /policy

- Learners should be encouraged to chip away at the barriers to their learning in order to promote their maximum participation in their environment & helping achieve independence
- This should enable them to function optimally in the regular classroom
- The teacher accommodates the needs of individual learners within the classroom curriculum through instrumental strategies supplemented with further support
- Assessment of the progress of learners who are receiving learning support including looking at their learning and participation from a systematic perspective on the classroom & environment & care is taken not to empathize achievement scores
- The concept of learning support acknowledges potential of learners to grow at his/her own pace towards maximum level of independence
- The practice of learner support is essentially constructivist in approach & high degree of flexibility is maintained with regard to the individual learners course of cognitive developmental
- **Vygotsky**: zone of proximal development features prominently especially utilizing the learners strength
- The zone of proximal development lies beyond the learners present level of independent problem solving & represents the next level of potential development, where problem-solving is reached under the guidance of mediation of someone more capable than the learner
- Learning support in principle assumes collaboration of all-role players, adoption where required, specialized intervention & counseling
- Enlisting collaboration for leaning support depends in identifying & understanding those assets in the learners environment that might be accessible
- The learners progress as assessed holistically & understood bio-ecologically

3.2.3 The ground to cover

- **Purpose:** of assessment is to determine how learning support may best be facilitated for individual learners to learn with maximum independence in the face of the barriers to learn which exists
- Present level of performance, personal strength & particular assets accessible in the educational & social environment in which they each find themselves
- Each assessment should thus add info concerning the strategy, content, level & participants for the next step of learning support.
- **first step** of assessment is to determine what the learner knows & if they are able to learn independent
- Assessors should constantly be projecting their attention beyond the present level & mode(s) of the learner's performance,
- asking questions such as:
 - ? What learning style, abilities & skills does the learner presently employ in performing learning tasks?
 - ? What could the learner be supported to do next that could be targeted for independent functioning in the near future?
 - ? What strategies & techniques of mediation seem the most effective to achieve this progress?
 - ? Who could most effectively participate in rendering the required learning support?
 - ? How could the learning support best be coordinated and sustained, & how could the learning supporters be empowered & enabled to perform their vital function?

Another way of constructing framework for effective assessment practice examine objectives of assessment:

- **Gaining understanding of (the dynamics of) the present situation**
 - learner's learning behaviour & context of learning (various systems & role-players & learner's interactions)
- **Gaining understanding of the learning outcomes**
 - Considering factors that might be related to high & low quality of work, learner's self-assessment & responses to success & failure
- **Finding the growth points**
 - Identifying learner's strengths & zone of proximal development, & strategies of mediation that have an effect
- **Finding the support system**
 - Identifying resources & role-players who could render required support,
- **Empowering the learning supporters**
 - Exploring & negotiating feasible strategies & levels of support with the potential learning supporters

3.3 A framework of theory

3.3.1 Orientation

- Recognizing context of learning is relevant to learners' performance in many ways encourages us to devise assessment techniques & strategies more richly & authentically than positivist conventions of norm-referenced testing, & to interpret assessment results from unique angles.
- Norm reference tests the individual learner performance with that of a peer-group, in order to see the comparison amongst other learners in a "norm" group or students in the same age group
- A multiple theoretical stances which needs to drawn, includes the following to construct a grounded practice context- and process-focused assessment:
 - bio-ecological
 - model of development
 - the asset-based approach,
 - principles of dynamic assessment and accommodations in assessment
 - and knowledge of the specific learning area's

3.3.2 The bio-ecological model of development

- Require consideration of the four principle components of
 1. Process
 2. Person
 3. Context
 4. Time
- **Observe** the level of development of the learner, & influence & relevance of the interactive context within which the context within which he/she in learning
- **Understanding** of learners' proximal processes of interaction with their environment is an essential underpinning of the interpretation of performance results & directs search for ways to muster support from within their life-world rather than engaging in one-on-one interventions.
- **Learning difficulties**, whether associated with intrinsic /extrinsic barriers to learning, must be looked at in their broader social setting, thus offering a more complex & holistic understanding of situations & behaviours.

3.3.3 The asset-based approach

3.3.3 Strengths and assets

- The asset based approach & dynamic assessment practices can effectively change the very acts of assessment into the first steps of learning support
- The asset based approach as found in the education of learners experiencing barriers to learning is about addressing impediments /barriers within context.
- getting the individual to actualize his/her personal attributes to the optimum in a self-regulating manner, to be less daunted by challenge & to accept an invitation to grow.
- It is about utilizing available resources in the environment in perhaps new ways, valuing & sustaining that which is familiar & giving that which appears foreign a fair chance.
- recognizing & appreciating all the people surrounding 1 for what they know & are able to do & most especially, approaching them with trust when there is a need for participation, advice /assistance.
- Personal strengths are those intrinsic qualities which a person musters in addressing difficulty head on, /also when taking an alternative route to reach objectives .
- personal strengths to watch out for would certainly include all of the **3 types of person characteristics** identified in the bio-ecological model:
 - a positive disposition,
 - ecological resources
 - constructive demand characteristics.
- Positive disposition could be taken to reflect qualities of intentionality, such as interest, initiative, sense of motivation, engagement, rapport, sustained attention, an openness to recognize options
- Assets comprise all the extrinsic resources in individual's life world of personal, institutional nature that could be utilized within the particular context in addressing any need as it develops.
- Mapping the personal strengths & assets of learners is therefore close to worthless if restricted merely to scouting through their behaviour & environment to identify & list potentially useful qualities , individuals & facilities to address the particular barriers to learning.

3.3.3.2 Asset access mapping

- Supporting learners during process of assessment to recognize & understand those strengths that they could build & develop in their learning could help them to break through the impasse of their perceived weaknesses & learning difficulty.
- The asset based approach calls not for a system change but for a different map by which to negotiate the system.
- asset based approach hinges on relationships (Bronfenbrenner's proximal processes),
- Strengths & assets only use once they are engaged & once they are functioning dynamically within relationships
- Devising strategies to set the supportive processes in motion is then an essential component of the process of asset access mapping & should not be neglected.
- Mobilizing strengths & assets includes, empowering the learner to realize, appreciate & access the talents & resources available as well as motivating potential supporters to offer their time, expertise & encouragement.

3.3.4 Dynamic assessment

- test-teach-retest process i.e. incorporating the mediation of skills & content to determine not only the learners current level of achievement, but potential level of future achievement & the ability of the learner to learn from interaction.
- The info contained in the results of static, formal assessments is an adequate basis for learning support since it tells little about learning processes & nothing about mediational strategies that facilitate learning.
- Both quantitative & qualitative methods of dynamic assessment can be undertaken.
- process of mediation is a standardised sequence of cues & zone of proximal development is quantified by calculating the differences between scores before & after mediation / number & intensity of prompts and supports a learner needs to learn a task.
- qualitative dynamic assessment, as in diagnostic reaching & instructional intervention, the mediation is more flexible & interactive in response to the specific needs learner
- Mediation form of actions such a:
 - repeating the question/ information,
 - focusing attention,
 - guiding the learners analysis of the question or information ,
 - providing directions,

- suggestions /additional information,
- describing,
- demonstrating,
- explaining,
- giving feedback
- modifying tasks.

3.3.5 Accommodations in assessment

- When assessing learners who are possibly experiencing barriers to learning, the concept of access features twice:
 - should not only recognize the importance of their access to assets but on a different level
 - conscious of learners chances to break through to the very assessment items themselves
 - even their need for “a different way to show what they know”.
- In addition to sensory inability /communicative difficulties in accessing the questions, factors such as impulsiveness in responding, failure to complete tasks /questions in the time allowed
- environmental disadvantage should be monitored since these frequently affect the assessment result & mask important information for learning support.
- The task facing the assessor entails how to determine what learners know & how they function when there are factors withholding /delaying them in accessing the questions, tiring / distracting them by the mere effort it takes to gain access, trapping them into misunderstanding questions or losing detail.
- Accommodation in assessment also called **adaptations** includes changing aspects of the presentation, the way in which a test is administered & even the content of a question.
- 8 domains of accommodation in assessment:
 - motivation
 - assistance prior to the administration of the test
 - scheduling
 - setting
 - assessment directions
 - assistance directions
 - assessment during assessment
 - use of equipment or adaptive technology

3.4 Strategies and techniques in assessing for learning support

3.4.2 Strategies in assessment

3.4.2.1 Norm referenced assessment

- These are tests that determine the learners' level of performance in relation to a well-defined group of learners.
 - Concerned about what is being measured but the degree of concern is less since the content the primary focus for score interpretation.
 - Does not give direction to learning support
- Standardised, locally normed & content should include all the content particular group learnt.
- **Criterion referenced assessment** Definition:
 - These are tests that provide a basis for determining the learners' level of knowledge and skills in relation to a well-defined domain of content.
- Focus is on the content of what is being measured.
- Essential for problem solving and critical reasoning
- Assessing the learners' mastering of a particular concept
- Well suited for dynamic assessment

3.4.2.2 Early Identification of learner experiencing barriers to learning

- Identify support needs of learners as soon as possible thus even before they start school.
- School in conjunction with community experts such as medical, paramedical, psychological and social services so that the teacher is able to analyse the needs of learner & identify barriers to learning timeously.
- To avoid labelling, focus should be on a particular support associated with the barrier.

3.4.2.3 Sources of information

- The bio-ecological model recommends the use of particular sources of information for a particular case so as to liaise with experts mentioned above to render support to the learner.
- Source of info includes:
 - 1. Learners School Work**
 - These are: work done in class
 - homework
 - projects
 - portfolios (oral and written)
 - More of qualitative work than quantitative

2. Assessment results

- Reports from school
- other role players eg occupational therapists, psychologists

3. Observations

- Learners behaviour
- Learning style
 - Problem solving
 - Time taken to do task
 - Attention span
 - Emotions when succeeding or failing
 - Self-assessment
 - Participation
 - Relationship with other learners

4. Interviews

- Learner,
- teacher,
- parents
- other role players

3.4.2.4 Participants to involve:

- Teacher to decide whom to involve in assessment as well as learning support
- included should be :
 - Institutional level Support Team
 - District based support Team]peers
 - Parents
 - Siblings
 - Members of extended family
 - Other practitioners
- Recommended that supportive figures should be those that occur naturally within the learners immediate environment.

3.4.2.5 Examples of analysis assessment results

- Positive as well as negatives to be considered in respect of the learners, academic performance.
- Holistic understanding of the learners' learning behaviour in context so as to identify needs and learner's support needed.

3.4.3 Assessment Techniques

○ **Examples**

1. **Portfolio assessment**
 - contain assortment of learner's work.
2. **Continuous assessment**
 - shows that learning is a process
3. **Self-assessment**
 - linked to goal setting
 - metacognition awareness
4. **Tests**
 - essential for positive feedback
5. **Work Sampling**
 - to identify strengths,
 - work habits
 - learning style
6. **Discussion with learner**
 - Learner can talk about past successes
 - motivate learner,
 - confirm ability,
 - potential
7. **Checklist**
 - focus is on problem areas.
8. **Observation**
 - emotional responses
 - learning behaviours
9. **Interaction**
 - direct communication
 - stimulates learner
 - informal
10. **Task accommodation to improve performance**
 - Shorten tasks, breaking them into smaller components to keep learning interest.
 - Relating tasks to familiar experiences.
11. **Interview with teacher and/or parents**

12. Assessment in a specific learning area/subject

- Examples – Reading
- Word reading vs running text
- Reading aloud vs reading silently
- Comprehension questions versus executing instructions vs total recall
- Setting own questions
- Miscue analysis

CHAPTER 4: Learning Support

4.1 Introduction

- Successful inclusive education requires:
 - Intensive planning that includes diversity of learners
 - Systematic and intensive training of teachers
 - In-service training by experienced people
 - Additional assistance (classroom) assistants
 - Support from specialised people
 - Administrative support
 - Adequate materials

4.2 Learning support in SA

4.2.1 Education White Paper 6 and its implementation

4.2.1.1 At National level

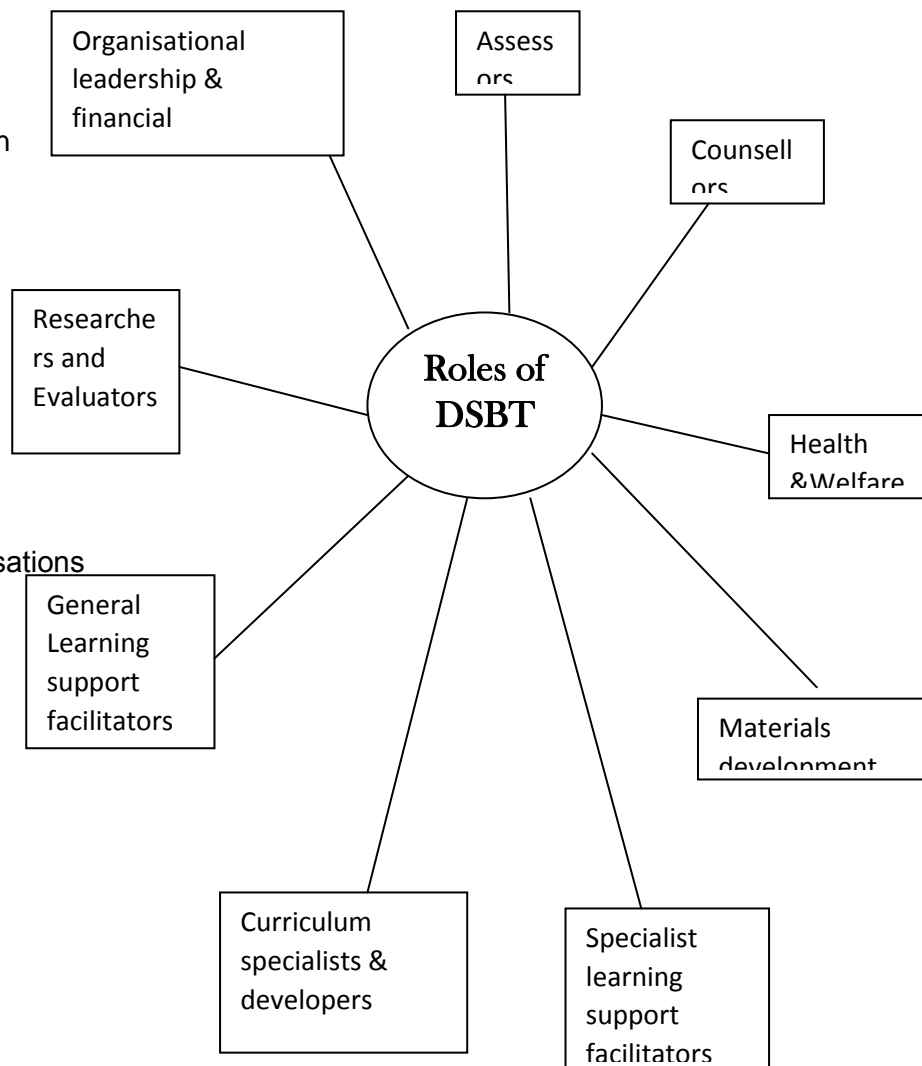
- Formulate policy
- Addressing weaknesses in the current system
- Proving information in support of inclusion model
- Collaborating with other government departments
- Give support and guidelines to the province

4.2.1.2 Provincial Level

- Provide experts to act as consultants
- see actual policy is implemented in the province
- See that all services are properly co-ordinated
- coordinate different projects
- See that money from central government is judiciously spent
- Building of schools
- Employ educators
- Admission of learners who experience barriers to learning

4.2.1.3 District Level

- The team is called District Based Support Team
- Provide co-ordinated professional support which may include:
 - Psychologists
 - Health and social welfare officials
 - Social workers
 - Medical doctors
 - Curriculum specialists
 - Management specialists
 - Administrative experts
 - Specialist support personnel
 - Other government structures:
 - Local government structures
 - Disabled persons status office
 - Health
 - Social welfare
 - Safety & Security
 - Sports and Recreation
- Community role Players
 - Parents
 - Grandparents
 - Teachers
 - Learners
 - Caregivers
 - School governing body
 - Disabled peoples' organisations



○ **Core Functions of DBST**

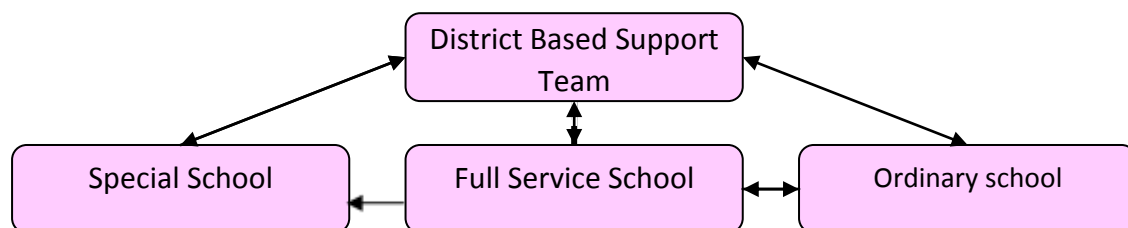
- Supporting capacity building in schools
- Identifying, assessing & prioritising learning needs and barriers to learning
- Identifying support needed to address challenges
- Linking inclusive schools with both formal and informal support systems
- Providing indirect support to learners
- Supporting teachers & school management to ensure environment is conducive to learning
- Providing direct learning support where ILST have failed to do so
- Helping institutions (schools) in developing IBST

4.2.2 Network of support within each education district

- Support rendered according to the needs
- Flexible support
- High intensity support to be provided in special schools
- Moderate levels of support to be provided in full service schools
- Low level of support in ordinary schools

4.2.2.1 Special Schools Resources Centres

- By the end of 20 years of the implementation each district to possess one special school



Network of Support

○ **Functions of Special School:**

- Provide specialised professional support to full service schools & ordinary schools
- Support schools implementing screening strategy identification assessment & support
- Provide specialised professional support in
 1. Curriculum
 2. Assessment
 3. Instruction
 4. To neighbouring schools

- Train teachers
- Management of inclusive classrooms
- Development of learning support materials
- Provide guidance to parents and caregivers
- Therapeutic support to learners with impairments
- Mobilise those learners who are outside the school system
- Provide human and physical resources available e.g. ABET programmes for people with disabilities
- Advocacy & awareness raising

4.2.2.2 Full Service/Inclusive schools

- Each district to have at least one full service school.
- Learners with moderate or high levels of support to be accommodated in these schools.
- **Role of Full Service schools:**
 - Provide access to moderate levels of additional support , resources & programmes
 - Support teachers
 - Support neighbouring schools with knowledge, information regarding barriers to learning
 - To work with district based support teams to coordinate support
 - Provides guidance and skills to teachers in neighbouring schools

4.2.2.3 Ordinary schools

- These cater for learners who need low intensity support
- Learners who need more support can be moved to full service schools

4.2.3 Learning support in schools

4.2.3.1 Institutional level support team

- Coordinate all support relating to learner, teacher curriculum & school development
- Identifying school needs and barriers to learning
- Developing ways of addressing barriers to learning
- In-service training of teachers
- Establishing networks between teachers, learners, parents, NGO, social welfare and justice departments
- Develop new programs and teaching strategies

- Facilitation of sharing of teaching resources, methods and ideas.
- Ensuring parent/caregiver involvement
- Planning prevention strategies e.g HIV child abuse, malnutrition and drug abuse
- Monitoring and supporting learner progress

4.2.3.2 Composition of Institution level support team

- learning support teacher
- referring teacher
- teachers with expertise e.g good at teaching reading
- principal or deputy principal or management team member
- Any member of district Based Support Team e.g psychologist or occupational therapist.
- Parents of the learner
- Learner representative
- Special school resource centre representative

4.3 The role of the teacher

- All learners experiencing any forms of barriers to learning should be full participating members of the school community.
- Quality education should be provided to the learners by means of effective teaching & necessary support.
- Role of the teacher changes from transferring knowledge to learners-centred teaching.
- All the learners in the classroom, including those with learning barriers are the educators' responsibility.
- In order for the educator to achieve her role, the following seven roles were set out by **Norms and Standards for educators** for dynamic, competent teachers ought to fulfil.
- These roles are:
 - **The teacher as mediator of learning**
 - Mediators = manage own internal dialogue as well as the dialogue between the learners themselves, learners & resources.
 - Educators; facilitate the dialogue among learners; communicate learners are able to understand resulting in learners being able to express themselves including their feelings and ideas.

- The mediating teacher is expected to resolve any form of conflict within the classroom whilst still show understanding of diversity & bringing of change to the different learners.
 - Therefore all aspects of the learners need to be accepted.
 - Learners should be taught to respect not only themselves but others around them making them accountable for their learning surroundings.
 - Educators should examine their own values, their fears and their assumptions about their reaction towards a learner encountering a learning barrier.
- **The teacher as interpreter and designer of learning programmes and materials.**
 - **Rallis:** interpreters & designers of learning programmes *constructors of knowledge*.
 - *Constructors* of knowledge should have a thorough understanding of their learning area/subject field of education in general and of the learning-related values of the learners
 - In-depth knowledge & understanding will help them to adapt the content to a variety of learner needs and to be flexible and responsive in their teaching.
 - Teachers able to improvise then they won't be caught off guard by any form of hard to answer questions asked by learners.
 - Transform & internalise new learning content & contextually mediate knowledge because they can influence the values & beliefs of the community.
- **The teacher as leader, administrator, and manager.**
 - The new role of teacher exceeds traditional role of transferring knowledge & includes role of the leader, administrator & manager.
 - Teachers need to be good managers of their classrooms in order to reach the needs of a diversity of learners
 - need to manage:
 - ✿ Tasks which should be done in class as well as homework.
 - ✿ The learners (e.g. figuring out the correct seating arrangements for the learners in the classroom.)
 - ✿ Time, which includes the timetable and target dates which should be kept too accordingly.
 - ✿ Resources (books, technology, parent and community support.)
 - ✿ The learning environment by making use of appropriate learning styles etc.

- **The teacher as assessor.**
 - The new curriculum focuses on assessment as an integrated part of learning & teaching.
 - Dynamic teachers should allow learners to find ways to assess their own work / implement strategies to allow for this.
 - Assessment needs to be seen as a critical strategy to evaluate a learners' knowledge & skills to a more complex level of attainment.
 - Authentic should be a part of the learning support and should be used to encourage questioning & promote learning within the learner.
 - Various strategies should be used & implemented to assess the learners' knowledge, skills & attitudes.
 - done through oral questioning, research discussions, portfolio assessments, written work

- **The teacher as community member and pastoral caregiver.**
 - teachers' responsibility to bring the community into the school as his aspect is emphasised in the South African Schools Act 84 of 1996.
 - Parents should realize they are assets to their child's education & need to receive acknowledgement for it.
 - Parents should have an interest in their child's education sector

- **The teacher as student, researcher and lifelong learner.**
 - identify the skills that are needed to teach a diversity of learners
 - proceed to adding skills to their repertoire by means of further study, attending workshops
 - Change is initiated through means of collaboration, mediation and negotiation with other teachers and the community.

- **The teacher as learning area/ subject/ discipline/ phase specialist.**
 - needs to be taken into conjunction with the teacher being seen as student, researcher and lifelong learner because the teacher cannot be a specialist in their learning area if they aren't prepared to expand their resources and be a lifelong learner.
 - Teachers should be able to adapt their learning environment and situation towards the diversity of the learners in front of them.

4.4 UNIVERSAL DESIGN

- Refers to the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- Can be applied to all aspects of teaching.
- **Class Climate**
 - Adopt practices that reflect high values with respect to both diversity & inclusiveness by doing the following:
 - Create a classroom that reflects the different cultures and backgrounds of the learners in the classrooms.
 - Focus on the positive aspects of the learner by figuring out what type of intelligence is most applicable for the learner.
 - Create a harmony and collaboration between the learners' learning styles and your own personal teaching style.
- **Interaction**
 - Encourage regular and effective interactions between learners
 - ensure that communication methods are accessible to all participants.
- **Physical environments and products**
 - Ensure that facilities, activities, materials and equipment are physically accessible usable by all learners.
 - All the potential of learners should be addressed in safety considerations.
 - referred to as learners who need access into the class but are wheelchair bound.
 - Arrange the classroom to include inclusion for the learner.
- **Delivery methods**
 - Use multiple, accessible curriculum content & teaching strategies that accessible to all learners.
 - Choose content from the curriculum that makes provision for the diverse abilities, learning styles & interests of learners in your classroom.
- **Information resources and technology**
 - Ensure that course materials, notes & other info resources are engaging, flexible & accessible for all learners.
- **Feedback**
 - Provide specific feedback on a regular basis.

- **Assessment**
 - Regularly assess learner feedback by using multiple accessible methods, tools & adjust teaching accordingly.
 - Set a date for when the learners need to know their work by for projects /assignments & then stick to that date so that the learners can be sure of what is expected of them.
 - Remind the learners of these dates & prepare them for what they can expect.
- **Accommodation**
 - Try to plan for learners whose needs aren't met by your teaching strategies in the classroom.
 - Make arrangements to get other forms of teaching materials to support these learners

4.5 SEVERAL TEACHING STRATEGIES

- These strategies will help you to apply the above guidelines of universal design in your classroom.

4.5.1 Co-operative learning and teaching strategies.

- Co-operative learning is seen as an educational innovation which should form part of any curriculum and can lead to the following:
 - Dramatically improved academic achievement and higher order thinking skills.
 - Including learners with impairments into groups of non-impaired learners.
 - Improvement of attitude of teachers and learners towards learners with impairments.
 - The achievement of the achievement of learners with impairments in ordinary schools.
 - The improvement of social relations, social skills & self-esteem among learners.

4.5.1.1 Characteristics of and requirements for successful co-operative learning.

- In co-operative learning groups, individual learners work together in order to find & reach common goal.
- Co-operative learning is considered a sound approach for academically, physically, ethnically & linguistically heterogeneous classrooms.

i) Positive interdependence

- Learners should be aware that they are linked to each other & if 1 doesn't succeed then neither can he others.
- Essence of co-operative learning.
- Can only be achieved if there is evidence of the following:
 1. A mutual outcome has been set for the whole group.
 2. Tasks are divided amongst all group members.
 3. All resources and materials are divided among group members.
 4. Various roles are assigned to group members.
 5. The group is awarded for reaching the mutual outcome.

ii) Individual and group accountability.

- The group should be accountable for achieving its outcomes.
- Each learner should be held responsible for completing the task & contributing to group to prevent some from coasting along.

iii) Appropriate use of co-operative skills.

- The essence of co-operative skills includes that of social skills. This involves:
 1. Getting to know and trust your group.
 2. Having accurate communication.
 3. Accepting and supporting each other.
 4. Resolving conflict around one another.

iv) Promote interaction.

- Occurs when individual learners encourage & facilitate each other's efforts to accomplish the schools problems.
- Co-operative learning groups become a form of an academic learning system where learners are able to support each other, learn & are committed to learning from one another.

v) Learner reflection.

- members of group should reflect on functioning of group & whether the set outcomes were achieved.
- need to be able to state what contributions were helpful & what weren't & what behaviour should be changed in order to improve the functionality of the group.

4.5.1.2 The size of the group

- Size of group will depend on the outcome of the lesson that needs to be set, the learners' age, specific experience within working in the group & curriculum & materials that are available & limits imposed on the lesson.
- The following factors should be taken into account when planning co-operative group & size:
 1. The bigger the group, the bigger the range of abilities, expertise, skills and the number of minds for completing a task will be.
 2. The shorter the allocated time, the smaller the group should be.
 3. The smaller the group, the less competition there will be, leading to a more successful outcome as each learner will have a better contribution.
 4. The larger the group, the more organized and structured it should be.
 5. The size of the group should also depend on the equipment and assistive devices available.
 6. It is easier to identify learning difficulties if the group are smaller and also to pay attention to conflicts and the personal adjustments to the group.

4.5.1.3 The group members

- Groups can be homogeneous /heterogeneous.
- Homogeneous groups can be used if they experience the same problems & teacher wants to support them.
- Heterogeneous groups are preferable.
- There are 3 types of groups that can be used /identified.
 1. **Core groups:** a more permanent form of group and should be a type of heterogeneous group consisting of 4 / 5 members.
 2. **Formal Groups:** assigned to groups that will keep them busy for a period of 3-4 weeks. These groups consist of 2-3 members who learn together until the outcome has been reached.
 3. **Temporary groups:** these learners are only in a group for a class period. 2-3 learners are assigned to a group to discuss certain concepts or to explain the concepts to each other.
- Teacher assign groups randomly /they can let the learners choose the groups themselves.
- Teachers should avoid allowing learners choose their own groups as the popular learners will be chosen first.

4.5.1.4 Classroom management for group work.

- Classroom furniture should be arranged can be accessible for group work.
- Visual attractions focus point for the important rules.
- The following guidelines can be used to implement these tips:
 1. Learners should be close enough to each other so that they are able to share materials maintain eye contact or talk to one another without disrupting the other groups.
 2. All the learners should be able to see the teacher clearly.
 3. The space between the groups should allow the teacher to reach each group.
 4. The learners should have easy access to the equipment, to the learning material and to each other without disturbing others.

4.5.1.5 The role of each group member.

- Task of teacher to assign a specific role to each member.
- Will ensure that each learner participates in the group & allows for interdependence.
- The following roles can be distinguished:
 1. **Roles that help the group form:** one member will ensure that all group members speak softly to each other and that there will be discipline within the classroom during an assignment.
 2. **Roles that help the group function:**
 - one learner will explain the ideas,
 - one writes them and the groups' decision down, one encourages all the members to participate,
 - one observes the frequency with which the members engage in the task,
 - one provides support and one rephrases the ideas and conclusion of the group.
 3. **Roles that help learners formulate what they know and integrate it with what they are learning:**
 - summariser who summarises the major conclusions completely and accurately,
 - checker who checks that everyone understands the conclusions
 - elaborator that relates new concepts to existing information.
 4. **Roles that enhance higher-order thinking and reasoning:**
 - a critic that challenges ideas by criticising their ideas, a prober that may that asks in-depth questions that may lead to better understanding and a reality tester that tests the validity of the of the idea and work by comparing it to the available resources, time given and common sense.

4.5.1.6 Explaining the management.

- educators' task to explain the assignment to the learners so that they understand.
- Instructions on how to complete the assignment
- Outcomes should be clear and understandable.
- Co-operative learning requires criterion-based & curriculum based assessment.
- Teaching makes use of co-operative learning requires that teacher is prepared at all times.
- Co-operative learning cannot be successful if the teacher is not well prepared

4.5.2 Scaffolding

- Strategy that can be implemented for learners that have diverse intellectual abilities & differences are involved.
- Teacher provides the scaffolding by modelling the expected assignment & then guiding learners through the stages.
- After explaining stages with examples, the teacher withdraws self from the assignment
- Learners exert independence & complete it themselves.
- Some learners may be successful & others not.
- Educator can then still offer extra help for the learners who have not understood.

4.5.3 Cubing

- A versatile differentiation strategy that can be used to challenge learners' problem-solving & thinking skills by including opportunities to share ideas about a topic / learning area/subject.
- Cube has **6 sides**, cubing using **six parts** such as:
 - i) describing,
 - ii) comparing,
 - iii) associating,
 - iv) analysing,
 - v) applying
 - vi) arguing.
- *The learners' involvement in the lesson starts with:*
 1. Recognising and recalling facts.
 2. Understanding the facts by comparing them.
 3. Applying facts to a given situation.
 4. Analysing facts by breaking them up into smaller parts.
 5. Evaluating info by making judgements & arguing against /for a statement.
 6. Creating new facts by applying them to new situations.

4.5.4 Problem-based learning

- Co-operative teaching & learning used for problem-based learning.
- problem based learning, teachers & learners integrated concepts & skills in one /more learning area/subject whilst investigating a problem.

4.5.5 Collaborative co-teaching

- Requires 2 teachers, teaching together in the same classroom.
- expertise of learning area/subject teacher & the inclusive skills of the learning support teacher are combined together to teach a diverse group of learners in the same class.
- Co-teachers perform tasks together.
- This includes:
 - planning,
 - teaching,
 - developing instructional accommodation development,
 - monitoring
 - assessing learners
 - communication
 - communicating learner progress.
- This can be done as follows:
 1. The whole class can be taught by the learning area/subject teacher while the learning support teacher provides support to certain learners.
 2. Parallel teaching is employed where the class gets divided into two groups consisting of mixed abilities and taught simultaneously.
 3. Alternative teaching is carried out.

Learners who struggle with certain concepts are included in one small group.

The learning area/subject teacher takes the bigger group and the support teacher works with the smaller group.

4.6 AN INDIVIDUAL SUPPORT PLAN

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

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

4.6.1 Assessing the knowledge, skills and attitudes the learner has thus far learned.

- Assessment should be holistic and the following points can be taken into account:
 1. The environment in which the learner lives, sociocultural circumstances are important.
 2. Interviews should be conducted with both previous teacher & present teacher in order to determine the attitude towards learner, learner's attitude towards learning material learner's progress through the years
 3. The learner's classwork & homework should be studied in order to determine learner's strengths & needs regarding he curriculum.
 4. Curriculum based tests should be used to determine learner's current performance according to curriculum.
 5. A report should be written on the findings.

4.6.2 Outcomes

- The outcomes flow from the result of the assessment.
- background, knowledge & learning skills as well as content what they already mastered will determine the outcomes.

4.6.3 Selecting the curriculum contents.

- Learning should commence on the level in which the learner is.
- learner struggles with the current levels concepts, then content from a lower level could be implemented until the learner experiences success.

4.6.4 Choosing learning support, strategies and methods.

- The learners learning style should be taken into consideration when choosing learning support strategies.
- The learners learning style should therefore first be determined by means of a checklist before appropriate learning strategies can be chosen.

4.6.5 Assessment

- Assessment should be ongoing throughout the learning support to determine whether the learner has mastered the skills set for a learning support session.
- Curriculum based tests could be applied after the outcomes have been set for the learning support have been met to ensure the transfer of skills and knowledge to other contexts.

4.7 Conclusion

- Every learner can learn and the teacher should make provision for these learners so that they too can succeed.
- In order to provide support to these learners, educators need support from the institution-level and district-based support teams.
- Teachers should be innovative, creative and energetic, experimenting with new teaching strategies to involve all the learners in the teaching and learning process.