

Tutorial letter 201/1/2018

Inclusive education A

ETH302S

Semester 1

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 June Examination 2018

Section A: Focus of the module Inclusive Education A

All the students should study the following:

- TUT 501
- Readers uploaded under e-reserves
- Power points uploaded on myUnisa r

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

Total [20 marks]

Feedback on Assignment 2

1. Differentiate between the social model of disability and the medical model of disability. (6)

QUESTION 1 AND 6 ARE SIMILAR. ONLY QUESTION SIX WILL BE MARKED. THIS IMPLIES THAT ALL STUDENTS GET SIX MARKS FOR THIS QUESTION

2. Select two (2) extrinsic barriers as identified in Education White Paper 6 and explain the following:

- A. In what way/s can they interfere with learning if they remain unaddressed? (8)

- **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.
- **Socio-economic barriers:** Many learners come from households where money is scarce and they lack nutrition and school requirements. This means that such learners may struggle to concentrate because of hunger and may not participate in some activities because they do not have the required basic needs.
- **Disability:** a child who is hard of hearing and lip-reads may struggle in a class where the teacher is not aware of their impairment as the teacher may stand in positions where this learner is unable to see the teacher's face

- B. How you can address these barriers in your planning and management of the teaching and learning process (8)

- **Negative attitudes:** It is important to highlight and to remind ourselves and our learners that all of us have human rights that are protected by the Constitution. As a teacher you must be vigilant that no one is marginalised (by yourself and learners) in your class and discourage any form of discrimination.

- **Socio-economic barriers:** it is important for teachers to know a bit of background about who their learners are and their home and community circumstances. You can ask learners who bring food to school to donate one item to the class basket where anyone who “forgot” lunch can go to get something. As a teacher you can also contribute and on some days get something from this basket. Also plan activities that do not exclude those who lack financial resources.
- **Disability:** ensure that you understand what the learner’s impairment is, keep the learner’s learning and support needs in mind as you plan and execute the lesson so that this learner can participate fully in the activities of the class.

3. From the perspective of Education White Paper 6, define the following:

(a) The concept of “barrier to learning and development” (2)

A barrier to learning is anything that interferes with the learning process, causing learning breakdown or exclusion. It can be located within the learner, in the school, in the education system or in the broader society.

(b) The principles of inclusive education (7)

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.
- Creating enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, and disability or HIV status.
- Inclusive education is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures.
- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

4. Discuss various strategies to differentiate **PROCESS** in an inclusive classroom.
(25)

Differentiation of process was well explained in TUT 501

i. Cooperative learning:

Cooperative learning approach is where learners assist one another in the learning process. Cooperative learning groups usually ranges from two to six students. The groups should be larger when materials are scarce, or when limited time is available to complete the activities. If students are younger or inexperienced with cooperative learning activities, the group size should be smaller. Students should not work in groups of four or more if they have not mastered the pre-skills of group work.

ii. Peer tutoring:

During cooperative learning, the teacher can assign a peer to assist learners who have difficulties in understanding the content but no learner should ever be forced to assist other learners.

iii. Demonstration method:

During the demonstration, the learner watches how another person who can either be an adult or another peer handles and completes the tasks. Demonstration has been found to be more directive as the teacher does the project and the children watch.

iv. Multisensory approach:

This is the type of learning process whereby the teacher uses teaching strategies that address a variety of learning preferences and styles as a fundamental consideration when differentiating instruction. Learners learn through many senses, and as a result, teachers need to use numerous modes to enhance oral presentation and provide multisensory input for learners.

v. Aided Language Stimulation (ALS):

This is a teaching approach where the teacher uses speech, gestures and pictures to enhance interaction and participation in all learners including those who present with complex speech difficulties. These types of teaching strategies allow learners who cannot express themselves to

participate by pointing to pictures or graphic symbols during the teaching and learning process.

5. **Collaboration is important in inclusive education. Briefly discuss four strategies that schools can use to support each other in promoting inclusive education. (8)**

Marks will be allocated on how different strategies are discussed. You might not provide exact strategies as the ones given below. However, strategies provided should relate to collaboration.

- **Partnerships between the schools management, teachers, and school based support teams.** Teams from schools can meet at least once a year to review issues of common concern. This could include reviewing: support given to all children enrolled in schools; the admission of children with special needs; access to buildings and equipment; training of staff and support for teachers and children.
- **Strong partnership between schools based and district based support teams**
- **Schools visits:** Teachers can visit each other's schools to learn about the initiatives they have taken in their classrooms to include all children.
- **Sharing of resources:** Schools may share resources such as teaching aids, equipment/devices, books, magazines and video programmes.
- **Secondment of teachers to other schools:** Teachers may be seconded to another school for a period of time. For example, a teacher from a special school may go to a neighbouring primary school to assist the staff there.
- **Support to schools by parents and community:** Other stakeholders such as community members and parents can provide schools with physical and human resources to assist learners with special needs.

6. **Differentiate between the medical and the social model.**

(8)

This section was well explained in TUT 501

- **The social model of disability** is a paradigm that considers how person factors (impairment) interact with the environment to cause disabilities. Its focus is that:
 - Learning problems are not only a result of something wrong with the child.
 - **Social, economic and political** practices are contributing to the child experiencing learning difficulties to learning. Other contributing factors are the following:
 - **attitudes** of others
 - lack of **proper resources**
 - lack of **access to services**
 - **Inflexible curriculum**
 - Lack of **proper teacher** training
 - the **system** and **society** can also create the barriers to learning

Therefore, changing the whole system or environment will ensure that all learners including those who experience barriers to learning participate in the learning process.

- **The medical model of disability** is overly concerned with diagnosis and treatment. 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. In other words this model is used mainly in medical sectors. Its focus is to:
 - Find out what is wrong with the child and cure it
 - Focus is on Diagnosis – ADHD, Intellectual disability, Cerebral palsy, Down syndrome etc
 - Determine school placements such as special schools

7. **The SIAS process provides educators with clear guidelines of how to facilitate learning support. Define how the following are conceptualised in this document:**

The role of the ILST / SBST

(6)

- Assess support needed and develop a programme for educator and parents.
- Provide training/support to be implemented in the classroom if necessary.

- Evaluate/monitor after the proposed programme has been implemented for a period agreed upon by ILST, educator and parents. The kind of support to be provided will determine the length of a formal report which should be compiled by ILST.
- Identify further Institutional Based Support assets and mobilise support.
- Encourage collegial support/peer support.
- Determine the level of support needed.

The purpose of support

(6)

- Co-ordinating all learner, educator, curriculum and institution development support in the institution. This includes linking the ILST to other school-based management structures and processes, or even integrating them so as to facilitate the co-ordination of activities and avoid duplication.
- Collectively identifying institutional needs and, in particular, barriers to learning experienced by learners, educators, curriculum and institutional-levels.
- Collectively developing strategies to address these needs and barriers to learning. This should include a major focus on educator development and parent consultation and support.
- Drawing in the resources needed, from within and outside of the institution, to address these challenges.
- Monitoring and evaluating the work of the team within an 'action-reflection' framework.

The value of assessment

(6)

- Establish barriers affecting the learners' participation in the learning process,
- Decide on the level of support needed, and the 'support package' to address these barriers, and to
- Track progress and impact of implementation of the support package.

8. What strategies can you use to support learners who exhibit the following learning difficulties:

For question a) and b) below, marks will be provided based on how this question is answered. You might not provide exact answers to the ones given. However, your answers must be relevant to curriculum differentiation for this learners.

a) Find it difficult to follow through on instructions

(5)

- Ensure you have gained the student's attention before giving directions.

- Accompany oral directions with written directions. Give one direction at a time.
- Quietly repeat directions to the student after they have been given to the rest of the class
- Check for understanding by having the student repeat the directions.

b) Who struggles to complete assignments

(5)

- List and/or post all steps necessary to complete each assignment.
- Reduce the assignment into manageable sections with specific due dates.
- Read out all steps necessary to complete each section of the assignment.
- Make frequent checks for work/assignment completion.
- Arrange for the student to have a "study buddy" with phone number in each subject area.

TOTAL:

[100]

Section C: General Guidelines for the June Examination 2018

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

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