

MODULE: INCLUSIVE MODULE

CODE: EDUCATION A

ETH302S

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Define tomorrow.

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OUTLINE OF MODULE

Content of the module

Understanding of the concept
Inclusive Education

Policies that mandates Inclusive
Education in South Africa

Paradigm shift from medical to
social model

Bronfenbrenner model

Principles of Inclusive
education

Elements of Inclusive education

Roles and responsibilities of
different role players

Addressing the learning needs
of all learners in schools



UNIT 1: INTRODUCTION



What do you see in this picture
What do you like about this picture?

UNIT 1



What is Inclusive education?

Inclusive Education

Definition of Inclusive education is quite complex. In summary, it is an education framework that ensure access to education for all learners, regardless of their differences in (culture, race, language, abilities, gender, socio economic status, etc).

It mandates that we all need to acknowledge learner's differences and provide each one of them with the necessary support.

(Education White paper 6 : page 16 - 1.4.1



UNIT 1

Historically-

- Unequal delivery of education in SA
- Two separate Education systems (for “normal” learners and for learners who were labelled with some or other “special need”)
- but only a small % of children with “special needs” from privileged sectors had access to special schools
- some disadvantaged learners and learners with “special needs” were accepted into “ordinary” schools but they were ignored
- or most of the times they were rejected when they applied and not included in the educational system at all

Therefore there is a need for a system that will benefit not only learners with disabilities but also learners without disabilities from all areas in the country in all schools

Principles of Inclusive education

- acknowledging that all children and youth can learn and that all children and youth need support.
- accepting and respecting the fact 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.
- enabling education structures, systems and learning methodologies to meet the needs of all learners.

Principles of Inclusive education

- acknowledge and respect differences in learners due to age, gender, ethnicity, language, class, disability or HIV status.
- broader than formal schooling and acknowledge 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.

Principles of Inclusive education

- 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.

Why was Inclusive education introduced?

- Many learners were excluded in the education system.

Furthermore...Inclusive Education is supported by the following:

Legislation supporting Inclusive Education:

- **SA Constitution (Act 108 of 1996)**- Founded on the basis of human dignity, achievement of equality and advancement of human rights and freedoms
 - establishes the right of all citizens to basic education and outlaws discrimination of anyone on any grounds
- **SA Schools Act (Act 84 of 1996)**- Public schools must admit all learners & serve their educational requirements without discriminating against them.
 - Schools may not administer or instruct anybody to administer any test related to admission of learners to a school.
 - Parents may also choose where they want their child to go to school
- **Education White Paper 6 (2001)**- Learners regardless of their disabilities must be given the opportunity to pursue their learning potential to the fullest

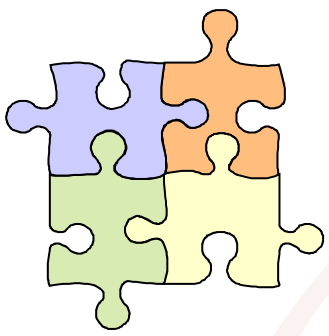
Therefore the new Inclusive Education System in SA aims to redress past imbalances and provide quality and accessible education to all of its citizens.

Different learning needs arise from a range of factors including

- physical,
- mental,
- sensory,
- neurological and developmental impairments,
- psycho-social disturbances,
- differences in intellectual ability,
- particular life experiences or
- socio-economic deprivation.

Different learning needs may ALSO arise because of:

- Negative attitudes to and stereotyping of differences.
- An inflexible curriculum.
- Inappropriate languages or language of learning and teaching (LOLT).
- Inappropriate communication.
- Inaccessible and unsafe built environments.
- Inappropriate and inadequate support services.
- Inadequate policies and legislation.
- The non-recognition and non-involvement of parents.
- Inadequately and inappropriately trained education managers and educators.



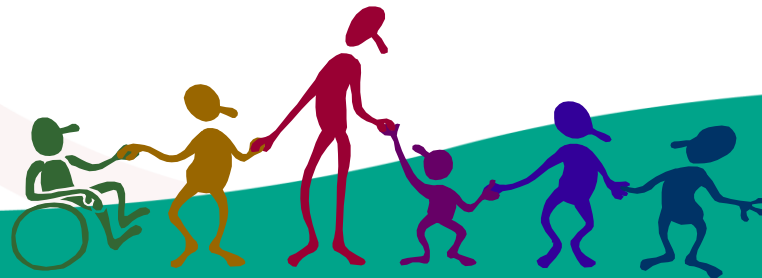
Something to think about

1. How were learners who experienced some learning difficulties handled in your school district before 2005
2. Has it changed since then?
3. In what way?



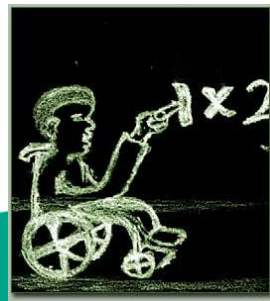
What is different in this approach?

- Problem does not only exist within the learner but also in the environment e.g. Xoliswa.
- Focus is on **support** rather than fixing the child.
- Therefore a **move away from separating learners** on the basis of disability categories.
- Support redefined: focus away from supporting learners with “special needs” to addressing barriers which prevent the system from responding appropriately to a learners needs
- Because of this important change in thinking, **S**creening, **I**dentification and **A**ssessment and **S**upport (SIAS) are ongoing.



What is different in this approach?

- Because of this radical change in thinking we therefore need to transform every aspect of education.
- In order for this to be done support need to be provided to all teachers, children and other stakeholders
- All people involved in education ie the **districts** that support, **professionals** who work with teachers and children, the **teachers** and even **parents** need to rethink their attitudes and behaviours towards learners who experience barriers to learning.
- It is difficult to change but all change takes time, effort and support



Making Sense of Inclusive Education

- There have been changes in thinking about how children develop. With inclusive education there is a move towards a more human rights approach
- But traditionally we have used a medical model approach in education of children with barriers to learning.
- The next case will highlight some of the negative effects of a medical model approach to learners who experience barriers to learning.

Strategies to implement IE

- Reconstruction of Primary schools into Full service schools
- Strengthening of Special schools into Special Schools as resource Centers = SSRC
- Establishment of District Based Support Teams = DBST
- Establishment of School based Support Teams = SBST

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graph TD; DST(District Based Support Team) <--> FSS(Full service school); DST <--> SSC(Special school as Resource Centre); SSC --> FSS; SSTS(School Based Support team) --- FSS; SSTS2(School Based Support team) --- SSC
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District Based Support Team

Full service school

School Based Support team

Special school as Resource Centre

School Based Support team

Levels of support

- Learners in need of *Low to moderate level of support*

Minor modification in a school environment –
Child in a wheelchair with intact intellectual skills

- Learners in need of *High level of support*

Child experiencing more than one more than one
impairment

Special Schools as Resource Centres (SSRC)

Special schools are converted to resource centres and integrated into the district support teams so that they can provide specialised professional support in curriculum, assessment and instruction to neighbourhood schools.

Learners in need of high level of support

Full Service Schools

Primary schools that will be equipped and supported to provide for the full range of learning needs among all learners.”

Learners with Low – moderate level of support

District based support team

- An integrated professional service at the district level
 - which aims at providing support to educators at various schools
 - in order for them to identify and address barriers to learning and promote effective teaching.
- It will comprise of staff from the District offices, as well as staff from special schools in the district

Core members of the DBST

Departmental officials (Curriculum, ECD, ABET)

Circuit managers

Support officers in Special and Full service schools

Specialists in Health and Welfare employed by the DoE (psychologists, therapists, etc)

Roles of the DBST

- To develop on-going support to the SBST
- To link the institution with informal and formal support systems within the community
- To support learners indirectly through supporting their educators and management

- **District based support team (DBST)**
 - At the core of implementing an inclusive education system
 - Made up of representatives from all key departments within the district
 - Should include early childhood development (ECD), curriculum, planning, management, further education and human resource development.



**Please note that many roles/responsibilities/
functions of various role players (ILSP, DBST,
teachers, etc) are found in the SIAS (2008)
book.**



Thank you

Define tomorrow.

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