Long questions from past exams and assignments:

Inclusive education is an educational practice that focuses only on addressing the learning needs of children with disabilities. Do you agree with the above-mentioned statement? Elaborate your answer by:
- Describing the concept "inclusive education" (3 marks)
Disagree. It is an education framework that ensures access to education for all learners, regardless of their difference in culture, race, language, abilities, gender, socio-economic status etc. We all need to acknowledge learners differences and provide each one with necessary support.

- Listing seven principles of Inclusive education. (7 marks)
- Acknowledging that each child has his own strength and abilities
- Acknowledging that all children can learn, regardless of their differences in culture, race, language and disability
- education systems and learning methods must meet the needs of all learners
- Everyone needs to respect differences among learners
- Learning occurs in formal and informal settings (home and community)
- Attitudes, behaviour and methods need to change to meet the needs of all learners
- Maximising participation of all learners and minimising barriers to learning are essential in all schools.

Explain why Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive Education. Refer to any six different systems of the model and give 2 examples of each system – one with a positive and one with a negative influence on the learner's development, participation and learning. (18 marks)

Bronfenbrenner's model explains that many factors or systems affect the persons learning and development. These systems exist within each other and affect each other as follows:

Microsystem:
Represents the relationships between the learner and his immediate environment. Example: family, peers, school. These systems contribute positively by giving the child a serving of love and security. It could have negative effects like child abuse, poverty, rejection, bullying or negative teachers.

Mesosystem:
Refers to the relationships between the microsystems. The family, school and peer group interact within one another. A child with lack of support at home could have a loving supportive teacher who can guide the parents on how to support their child.

Exosystem:

Represents systems with an indirect influence on learner development. Example: parent workplace, educational system, health services. If the parent is employed and can care for the child financially it will have a positive impact, however if the parent is unemployed and the family struggles financially and the parent is unable to provide for the child; the child will be negatively impacted.

Macrosystem:
Represents the broader community. Includes systems like political, health issues, criminal activity, etc. In wealthy communities, systems are in place for example: hospitals, security, schooling etc. However, in poorer communities the crime rate is usually higher, medical care and educational systems are lacking. The lack of support definitely impacts negatively on the learner.

Most of our learners in schools experience barriers to learning. These learning barriers can result from either extrinsic or intrinsic factors. To ensure effective implementation of inclusive education it is therefore important for teachers to be aware of such barriers as well as strategies to address it. Do you agree with the above-mentioned statement? Elaborate your answer by:
- Defining the concept "barriers to learning" (2 marks)
The concept barriers to learning is anything that interferes with the learning process, causing breakdown and exclusion. It can be within the learner, school, education system or a broader society.

- Mentioning factors that create learning barriers as identified by the National Commission on Special Needs in Education and the National Committee on Educational Support Service.
(10 marks)
- Factors which place learners at risk
- Language and communication
- Attitudes
- Poverty and underdevelopment
- Inflexible curriculum
- Disability
- Lack of enabling and protective legislation and policy
- Lack of parental recognition and involvement
- Lack of human resource development
- Lack of access to basic services

Child abuse is one of the aspects that is increasing at an alarming rate in several countries. It is important for teachers to be aware of different types of child abuse in order to ensure their safety and their effective learning in schools.
- Mention signs that can alert you that a child has been abused. (7 marks)
- A sudden deterioration of schoolwork, unexpected failure and incidents of truancy
- Unusual over-dependence
- Depression

- Aggression
- Eating or sleeping problems, a drastic change in eating or sleeping habits
- Sexual behavior that is inappropriate at a particular age
- Stealing
- Lying
- Undesirable lifestyle and changes in habits
- Injuries to sexual organs
- Bed-wetting
- Avoidance of eye-contact, nervousness and lack of confidence
- Fatigue
- Wearing of thick layers of clothing as if to hide his body or something that has happened to his body
- Self-destructive tendencies, engaging in life-threatening activities and talking about suicide
- Criminal behavior
- Refusal to submit to medical examinations at school

- **Explain the following factors that can result in child abuse**
    - **Parents Factors (5 marks)**
        - Parents live under difficult financial and / or job circumstances.
        - They experience inadequate social support.
        - They experience conflict regarding the available time and energy.
        - They have unsuccessful relationships.
        - They had poor relationships with their own parents.
        - They were often abused or neglected as children

    - **Child Factor (5 marks)**
        - the child who was unwanted
        - children who are chronically ill, tense or emotionally demanding.
        - the child who is not the gender that the parent expected or wanted.
        - the child who has to deal with parental projections and often has to compensate for his weaknesses.
        - orphans and street children who have no protectors.
    - **Crisis or stress factors (5 marks)**
        - Job insecurity and financial needs of parents
        - Large families
        - Sudden and radical changes in life pattern
        - Dislocation
        - Single parenthood
        - Alcohol and drug abuse

Effective implementation of Inclusive education requires various strategies as well as strong collaboration of various structures. Discuss briefly the core functions of the following:
- School based support team (5 marks)
- Coordinating all support relating to learner, teacher, curriculum and school development in the school.

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

- District based support team (5 marks)
- The development and on-going backup of support teams in schools and early childhood learning centres in supporting their capacity building, identifying, assessing and prioritising learning needs and barriers to learning experiences by learners in their district; identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support.
- Linking these institutions with formal and informal support systems so that support needs and barriers to learning can be addressed.
- Providing, as the main focus, indirect support to learners through supporting teachers and school management to ensure the teaching and learning environment is responsive to the full range of learning needs.
- Providing, as a secondary focus, direct learning support to learners where necessary and possible where the institution-level support team is unable to respond to particular learning needs.
- Supporting institutions (e.g. schools) in the development and functioning of institution-based support teams.
- Special school as Resource Centre (5 marks)
- Full Service School (5 marks)

Changing attitudes, behaviour, and teaching methods are some of the strategies used to ensure access of curriculum for all learners in schools. Do you agree with this statement? Elaborate by answering the following:
- Describe the principles of inclusive education as highlighted in the White Paper on Education 6 (DoE 2001) (7 marks)
- 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 and 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, HIV status or disability.
- 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 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.

- Differentiate between mainstreaming and inclusion. (6 marks)

MAINSTREAMING OR INTEGRATION	INCLUSION
Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system	Inclusion is about recognising and respecting the differences among all learners and building on the similarities
Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes	Inclusion is about supporting all learners educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'. Here the focus is on the learner.	Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classroom.

- Differentiate between the medical deficit model and the social model. (6 marks)

Medical model	Social model
Aims to find out what is wrong with the child and cure or change it	Accepts that learning barriers are not only a result of something being wrong with the child

Focus is on diagnosis such as ADHD, intellectual disability, cerebral palsy, down syndrome, etc.	Focus is on integration and inclusion
Intervention is done by specialist personnel	Suggests that social, economic and political practices contribute to the child experiencing barriers to learning.
Used in the medical sector	Focuses on changing the system, developing different systems to support the child, changing attitudes of others and collaborating between all role players.
The individual is the problem	The barriers are problems created by society
The individual needs to change	The barriers need to be removed
Information on impairments is used to categorize people	Information on access needs is on a need to know basis to ensure inclusion
Disabled people become victim, have no responsibilities and are disempowered	Disabled people have independence, control and choice

Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of inclusive education. Discuss the macro-system, exo-system, meso-system, and micro-system of the model and provide two examples of each system. (16 marks)

- According to Bronfenbrenner – there are levels of interaction between the systems that result in a change in a person
- Emphasises the interaction between individual's development and the systems within the social context
- What happens in one system affects the other system
- This model is also useful in understanding classrooms, schools, families, communities, and the society by viewing them as systems

Microsystem:
- Between the individual and the systems in which they actively participate, such as family, peer group or school
- It is characterized by those individuals and events closest to one's life, and involves continual face-to-face contact, with each person reciprocally influencing one another.
- activities, roles and interpersonal relations experienced between the systems closest to the child and the child

Mesosystem:
- Refers to the relationships that develop and exist between these microsystems – it is a system of microsystems.

- At this level the family, school and peer group interact with one another.
- Implementing inclusion is not possible without paying attention to developing relationships between the different microsystems
- E.g. school-family partnerships.

Exosystem:
- Refers to one or more environments in which the developing learner is not involved directly as an active participant, but which may influence or be influenced by what happens in settings and relationships that directly influence the learner.
- E.g. parents places of work, the education system, health services etc

Macrosystem:
- Refers to the policies, attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture which may have an impact or be influenced by any of the other systems.
- E.g

Chronosystem:
- Time and how it relates specifically to the interactions between the systems
- External: death of a parent
- Internal: aging

Curriculum adaptation has many advantages in a classroom. Discuss this concept. Give examples (10 marks):
- It is a learner centred approach
- It is in accordance with the learner ability
- It is based on learners pace
- It allows for flexibility or adjustment to suit the learner
- It is responsive to the learners needs
- It accommodates diversity
- It helps the teacher to differentiate and accommodate the ability of learners
- It allows for small chunks of work according to the learners needs

Factors that create intrinsic factors – within the learner himself:
- Attention deficit disorders
- Birth defects
- Medical conditions
- Emotional disabilities
- Intellectual disabilities
- Physical and neurological impairments
- Sensory impairments

Factors that create extrinsic factors – factors outside the learner and the environment of the child:

- Negative attitudes
- Inflexible curriculum
- Unsafe environment
- Poverty
- HIV/Aids
- Disintegration of family life
- Socio-economic factors

Intrinsic barriers to learning:
- Physical impairments
- Cognitive impairments
- Developmental impairments
- Sensory impairments
- Learning impairments

Extrinsic barriers to learning:
- Negative attitudes
- Inflexible curriculum
- Inappropriate language of learning and teaching
- Unsafe environments
- Lack of support service
- Non-involvement from parental figures

Select two extrinsic barriers as identified in the white paper 6 and explain the following:
- In what ways can they interfere with learning if they remain unaddressed? (8 marks)

Negative attitudes:
- When teachers or learners regard those who are different from them as inferior or incapable of learning, it can lead to marginalization 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 teachers face.

- How you can address these barriers in your planning and management of the teaching and learning processes (8 marks):

Negative attitudes:
- As a teacher you must be vigilant that no one is marginalized in your class and discourage any form of discrimination
- Remind learners and ourselves that all of us have human rights that are protected by the constitution

Socio-economic factors:
- 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 the basket
- Also plan activities that don't exclude those who lack financial resources
Disability:
- Ensure that you understand what the learners impairment is
- Keep the learner's learning and support needs in mind when planning and executing the lesson so that the learner can participate fully in the activities in the class

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
- Socio-economic deprivation

The principal is key to creating an inclusive environment (10 marks):
- Principal should have an overall concept of what inclusion means e.g. that there is education for all
- Principal should formulate school policies that are not marginalizing and excluding e.g. they cannot refuse admission to other learners on the basis of disability etc.
- Principal must create the inclusive ethos of the school
- Principal must have inclusive admission policy
- Principal must arrange for his teachers to be trained on accommodating diversity when teaching as well ensure that teachers are trained to teach learners with visual impairments
- Principal must have a positive attitude towards learners who experience barriers to learning
- Principal must provide adequate resources and assistive devices for those learners who need them e.g. braille for the learners who are blind
- Principal should be sensitive to the diverse needs of all learners

Legal consideration is one of the key issues in ensuring barrier-free education Elaborate on this statement by discussing the following:
- Right to basic Education (5 marks)
-The South African constitution mandate the right to basic education for all learners in SA
- This includes learners with disabilities, learners in conflict with the law, learners that have never been to school, and learners who experience other forms of learning barriers.

- Right to Equality (5 marks)
- Education systems must accommodate diverse needs of all learners
- It limits unfair discrimination and ensures quality of education for all
- Right to equality is aligned with the right to basic education

The South African School Act 84 of 1996 in terms of
- Admission and placement of learners in schools (5 marks)
Public schools must admit all learners and 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 attend school. No learner may be denied admission even if parents cannot pay fees.

- Continuous absence of the teacher as a barrier to teaching and learning
The Act reiterate the consistence present of teachers in class, on time and no neglect of duty and no abuse of people. The same with learners, they must always be in class, on time, be respectful of their teachers

Effective implementation of inclusive education is ensuring that each learner is provided with necessary support. Discuss briefly the core functions of the following with regard to the provision of learning support in schools

- School based support teams (5 marks):
- To coordinate and support teaching and learning in the implementation of inclusive education
- Identifying needs on different levels
- Monitor and evaluate inclusive education
- Develop strategies to address needs/barriers
- Draw resources needed within school to address challenges

- District based support teams (5 marks):
- provide support to teachers in order for them to identify and address barriers to learning
- validate assessment process
- train and mentor educators
- provide resources
- supply assistive devices
- mobilise community resources

- Full-service school (5 marks):
- A full-service school is an ordinary school that is converted to become an inclusive school
- It caters for a wide range of learner needs
- A full-service school should be equipped and supported to provide for a broad range of learning needs.
- A full-service school understands that barriers to learning are not only intrinsic but can also be extrinsic cultural and systematic.
- A full-service school should have additional support programmes and structures for teaching and learning

- Special schools as resource centres (5 marks):
- other schools e.g. full-service schools get resources from the special school e.g. assistive devices
- Special schools assist full-service schools to develop inclusive pedagogy
- They assist full-service schools to adopt appropriate method of teaching learners who experience barriers to learning
- The special school serves as consultants to other neighbouring schools
- Special schools support the neighbouring schools by providing resources
- Serves as a mentor for the full-service schools
- It provide assistive technology devices

According to SACE's Code of Professional Ethics, there are a number of expectations in as far as teachers behaviour towards their learners. Briefly discuss 10 of these expectations. (20 marks)
- Respect the dignity, beliefs and constitutional rights of learners, and in particular children.
　　➤ Including the right to privacy and confidentiality.
- Acknowledge the uniqueness, individuality and specific needs of learners, guiding and encouraging them to realise their potentialities.
- Strive to enable learners to develop a set of values consistent with the fundamental rights contained in the constitution of SA
- Exercise authority with compassion
- Avoid any form of humiliation and refrain from forms of abuse – psychological or physical
- Refrain from any physical contact of leaners
- Refrain from courting any learner
- Refrain from any sexual harassment from any learner
- Promote gender equality
- Refrain from sexual relationship from any learner from any school

List 10 common types of child abuse in the South African context. (10 marks)
- Physical assault and injury
- Neglect: emotional, social and physical
- Psychological abuse
- Sexual abuse
- Emotional abuse

- Discriminatory abuse
- Domestic abuse
- Organisational abuse
- Financial or material abuse
- Modern slavery

Addressing intrinsic barriers to learning (10 marks):
- Identify the intrinsic barrier e.g. visual impairment
- Consult the ILST
- Consult relevant policies from the department
- Request support from the district to assist on teaching this kind of learner
- Plan curriculum adaptation
- Request support from the neighbouring special school
- Ensure that buildings are easily accessible
- There is proper and effective consultation with the district
- Teachers are well trained and have relevant study material e.g. braille for the blind
- Create proper partnership with other stakeholders' e.g. nurses, social workers etc.

Discuss how a parent can become a resource to a teacher at a special school or full-service school. Please discuss five facts. (5 marks):
- Parent's observations and comments can lead the educator to find the exact nature of the barriers that a learner experiences
- They can make all records for learner available when the need arise
- They can provide information regarding developmental history, health, home, behaviour etc.
- They can monitor and report on progress of the learner at home
- They can make themselves available for all parent meetings and for one-on-one interviews with educators

Discuss various strategies to differentiate process in an inclusive classroom (25 marks)
Cooperative learning:
- Cooperative learning serves as a departure from the traditional teaching approach, in which learners work independently, to a cooperative learning approach where learners assist one another in the learning process.
- Cooperative learning groups usually range from two to six students.
- The groups should be larger when materials are scare, 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 s of four or more if they have not mastered the pre-skills of group work.

Peer tutoring:
- During cooperative learning, the teacher can assign a peer to assist learners who have difficulties in understanding the content.
- As much as peer tutoring serves as one of the teaching strategies to meet learning needs of heterogeneous classrooms, no learners should ever be forced to assist other learners.

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.
- For example, in a Grade two class, a language teacher can demonstrate the story about why the rock rabbit does not have a tail.

Multisensory approach:
- Teaching strategies that addresses a variety of learning preferences and styles should be 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.

 Aided Language Stimulation (ALS):
- Aided Language Stimulation is a teaching approach where the teacher uses speech, gestures and picture 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 pointing to pictures or graphic symbols during teaching and learning process

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

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.
- 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 students
Sharing of resources:
- Schools may share resources such as teaching aids, equipment, devices, books etc.

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.

School visits:
- Teachers can visit each other's schools to learn about the initiatives they have taken in their classrooms to include all children

Secondment of teachers to other schools:
- Teachers may be seconded to another school for a period of time

- Example: a teacher from a special school may go to a neighbouring primary school to assist the staff there

Strong partnership between schools-based and district-based support teams

Is inclusive education justifiable? If you answer "yes", give five reasons for your answer. If you answer "no", give five reasons for your answer. (10 marks)
Yes.
- All children have equal access to education
- All children learn alongside their same age peers
- The focus of education is on the child's abilities, not disabilities.
- Children become accepting and understanding of one another's abilities, talents, personalities and needs.
- Meaningful relationships and friendships develop as students spend quality time with one another

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 (6 marks)
- Assess and support needed and develop a programme for educator and parents
- Provide training and support to be implemented in the classroom, if necessary.
- Evaluate/ monitor, after the proposed programme has been implemented, for a period agreed upon by the ILST, educator and parents. The kind of support to be provided will determine the length of a formal report, which should be compiled by the 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 marks)
- Assist in coordinating all learner, educator, curriculum and institution development support in the institution.
- Encourages collective identification of institutional needs and in particular barriers to learning experienced by learners and educators, and barriers inherent in the curriculum and at institutional level.
- Encourages collective development of strategies to address these needs and barriers to learning.
- Assist in drawing in the resources needed, from within and outside of the institution, to address these challenges.
- Supports monitoring and evaluation of the work of the team within an "action-reflection" framework.

- The value of assessment (6 marks)
- It assists in identifying barriers affecting the learner's participation in the learning process.

- It informs the decision regarding the level of support needed, and the "support package" required to address these barriers.
- It tracks the progress and impact of implementation of the support package.

What strategies can you use to support learners who exhibit the following learning difficulties:
- find it difficult to follow through on instructions (5 marks)
- Ensure you have gained the students attention before giving directions
- Accompany oral directions with written documents.
- 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

Discuss how a negative attitude towards differences can cause a barrier to learning. (5 marks)
- Lack of support by the teacher
- Exclusion from learning
- Exclusion from participation
- Labelling
- Stigmatising

Briefly discuss how you can support learners who struggle to complete assignments. (8 marks)
- 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 a phone number in each subject area.

Discuss the differentiation of the learning process, content, product, and learning environment for inclusive classrooms. (25 marks)

Differentiation of the process:
The word "process" refers to the technique or instructional strategy that the teacher uses to present information to the learners and how the learner makes sense of the content. This includes strategies such as a small group instruction, cooperative learning, demonstrations, using peers or having adults reading aloud to the learner as well as multisensory approaches. Another strategy to differentiate the learning process, especially when the content is challenging, is through peer tutoring, where learners work with each other to improve their performance. Differentiation of the process can also imply provision of extra assistance outside classroom hours, giving individual feedback and encouragement of classroom performance. Other strategies that can be used to facilitate the differentiation process include dividing the class into four ability groups or dividing them into mixed-ability groups, in which learners with more experience help learners with less experience.

Differentiation of the content:
The content of the curriculum consists of what is being taught and the manner in which learners access learning materials. It refers to what the learner is expected to learn, which includes facts, concepts and the skills the learner acquires within the learning environment. The concept, multilevel teaching, refers to a teaching pedagogy whereby one concept or topic is presented to the learners at various levels of complexity. This implies that the teacher provides learners with the same curricular areas, but at varying levels of difficulty.

Differentiation of the product:
Differentiation of the product is the most observable means of differentiation that reveals the content and the process by which learning occurs. It refers to the output through which the learner demonstrates what they have learned, which enables the teacher to determine whether the goals that were set, have been achieved. Differentiating the product also:
- encourages learners to demonstrate what they have learned in various ways
- allows various working arrangements such as working alone or in groups
- encourages the use of various resources in preparation of the product
- allows the use of various assessment methods
- provides product assignment at varying degree of difficulties, determined by the learner's readiness.

Differentiation of the learning environment:
The learning environment does not only refer to the physical setting of the class, but also refers to the emotional context in which learning occurs. Effective differentiation of the learning environment presents with the following characteristics:
- The teacher is responsive to the needs of all learners in all domains
- All learners feel secure and safe, both physically and affectively
- The teacher provides each learner with the necessary support
- Individual differences are welcomed and accepted
- Learners learn to support and respect one another as learners

- How factors in the educational system at the various levels (national, district, provincial and school) may cause barriers to learning:

National Level:
- Lack of advocacy and information program support of inclusion model
- Ignoring the rights of learners
- Unclear policy
- If they do not collaborate with other government departments
- If they do not give support or guidelines to the province

Provincial level:
- Provide experts to act as consultants
- See that actual policy is implemented in the province
- See that all services in the provinces are properly coordinated

- Coordinate different projects
- Money received from central government for education is judiciously spent

District level:
- Lack of training, monitoring and support
- Lack of resource and equipment like assistive devices
- Lack of partnership with other agencies in the vicinity
- No coordination of learning support with special and full-service schools

School level:
- Even though some individuals, groups and institutions may be highly committed, others will be reluctant or unprepared, a process of change will be necessary.
- Inclusive education is about removing barriers and increasing educational opportunities, schools and educators must commit.
- Inclusive education is an ongoing concern and does not happen through legislation alone
- Necessary training and support must be available for educators in inclusive schools.
- Schools and personnel must have a positive attitude towards inclusive education

- Teachers can be motivated and encouraged to accommodate learners in the following ways:
 Equal participation:
- Educators should ensure that all learners have equal opportunity to participate in activities.

Acceptance of one another and acknowledgement of differences:
- Educators should treat all learners equally and ensure that learners treat each other equal too.
- All concerned should also appreciate the fact that everyone will not have the same arguments on every subject.
- We should embrace these differences and learn from each other.

 No labelling:
- Labels crush self-esteem of a child beyond repair
- It is prudent then to avoid any labelling in schools
- Misunderstandings of the many psychological, learning and mental disorders create - associations that hinder the chance for a child to have a normal life.

Positive attitude and thinking:
- positive attitude is the inclination to generally be in an optimistic, hopeful state of mind.
- attitudes are expected to change as a function of experience therefore someone with a negative attitude can change.
- it is important for all the role players in education to have a positive attitude towards each other and towards inclusive education and the learners.
- problems and barriers will arise from the implementation of inclusive education but with a positive attitude solutions will be found for the problems and the implementation will continue.

<u>Respect:</u>
- respect is accorded to those who conduct themselves with integrity and treat others with dignity
- respect works both ways from educator to learner and from learner to educator.
- at home children need to respect their parents and parents need to respect their children
- children need to respect one another and embrace differences
- educators and learners should communicate in a civilized manner and always show good mannerisms

Reasonable accommodation (2 marks)
Refers to the changes that need to be made to ensure that all learners, those with or without disabilities, have access to the needed space and materials.

Additional support needs (2 marks)
Refers to the needs of children who have disabilities and therefore require additional support

Inflexible curriculum (2 marks)
When the curriculum is not adapted to suit the needs of all the learners.

Ethics in education (2 marks)
Concerned with how teachers ought to conduct themselves within the profession of education and promote qualities that goes beyond a teacher's basic legal responsibilities towards their learners.

District based Support team (2 marks)
Group of departmental professionals whose responsibility is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning.

Mainstream Schools (2 marks)
Is an education system where schools ensure that learners with disabilities are educated along side their peers without disabilities.

Early identification (2 marks)
The ability to recognise developmental milestones in children and provide intervention when necessary.

Universal design for learning (2 marks)
It is one of the strategies used to develop an inclusive approach. Similar to the concept of differentiation, Universal design for learning aims to establish education where by all learners can learn. Learning materials are adapted to suit individual needs of all learners learn and participate.

Full-service school (2 marks)

Ordinary schools which are specifically equipped to address a full range of barriers to learning in an inclusive education system.

Special schools as resource centres (2 marks)
Schools that are equipped to deliver educational learners in need of high-intensive educational and other support.

School-based support team (2 marks)
Teams established by an institution/school as an institution or school level support mechanism whose primary function is to put in place learner-teacher support services.

Barriers to learning (2 marks)
A barrier is an obstacle or circumstance that impacts negatively towards the child's learning, can be intrinsic or extrinsic barriers.

Collaboration (2 marks)
A style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work towards a common goal.

Integration (2 marks)
Integration or mainstreaming is about getting learners to fit into a particular kind of system or integrating them into this existing system.

Inclusion (2 marks)
Inclusion in education refers to a model where special needs students spend most or all of their time with non-special needs students.

Learning Support (2 marks)
Is a teaching practice that acknowledges the potential of all learners to grow at their own pace towards maximum level of independence in their learning, using strategies and practicing styles of choice and teaching and reaching level of achievement in accordance with their unique needs.

Mainstreaming (2 marks)
Is an education system where schools ensure that learners with disabilities are educated alongside their peers without disabilities.

Normalisation (2 marks)
Is an idea that all people, regardless of their characteristics and abilities, have the right to freedom to a normal school, home circumstances, normal job etc.

Medical model of disability (2 marks)

Medical model of disability is overly concerned with diagnosis and treatment and in education, those who are different are targets for remediation as their differences is regarded as the problem. It is a model that is overly dependent on specialists.

Individual support plan (2 marks)
Individual support plan is a plan or document that guides the teacher on the support needs for a child experiencing some learning barriers.

Inclusive education (2 marks)
Is attached to various meanings such as the following:
- provision of learning opportunities
- provision of support to all learners
- building a more quality and equitable education system for all learners.

Curriculum differentiation (2 marks)
Is defined as Inclusive education practice that recognises the uniqueness of each learner's learning style and learning needs, irrespective of the child's abilities. Or is the process of modifying or adapting the curriculum, based on the different ability levels of the learner in one class, to ensure that none of the learners are excluded from learning and participation during class activities.

MULTIPLE CHOICE FOR EXAMS AND ASSIGNMENTS:

1. Inclusive education is about:
(1) Creating welcoming school environment for all learners.
(2) Educating learners with disabilities in mainstream schools.
(3) Obtaining qualifications in Inclusive education.
(4) Establishing special schools in all communities
(5) None of the above.

2. Education White Paper number 6:
 (1) Gives guidelines on how schools should build capacity to meet diverse needs of their learners.
(2) Gives guidelines on how the selection of School Governing Bodies should be conducted.
(3) Gives guidelines on how teachers should be recruited.
(4) Gives guidelines on how to accommodate learners with disabilities.
(5) All of the above.

3. Inclusive education is a result of:
(1) Education transformation.
(2) High number of learners in mainstream schools.
(3) Lack of qualified teachers in the country.
(4) All of the above.
(5) None of the above.

4. Inclusive education and training insists that:

(1) Schools employ all qualified teachers in education.
(2) <mark>Teachers be adequately trained to teach diverse learners in schools.</mark>
(3) Teachers be adequately trained to teach only in special schools.
(4) All of the above.
(5) None of the above.

5. Individual differences in inclusive schools imply:
(1) Diversity in terms of age and gender only.
 (2) Diversity in terms of culture and physical characteristics only.
(3) Diversity in terms of race and socio-economic status only.
(4) <mark>All of the above.</mark>
(5) None of the above.

6. The role of the teacher in inclusive education is to:
(1) Ensure that all learners receive quality education.
(2) Work collaboratively with parents.
(3) Understand diverse learning needs of learners in school.
(4) <mark>All of the above</mark>
(5) None of the above.

7. Exclusion of learners in schools implies:
(1) <mark>Lack of the implementation of inclusive education</mark>
(2) Limited number of special school.
(3) Limited number of special teachers.
(4) All of the above.
(5) None of the above.

8. Barriers to inclusion and access DO NOT include:
(1) Inaccessible buildings.
 (2) Lack of provision to support services.
(3) <mark>Uneducated parents.</mark>
(4) Negative attitudes.
(5) Inflexible curriculum.

 9. Members of the School Based Support team or the Institutional Learning Support Team must include:
(1) All class teachers in a school.
(2) Only those teachers with remedial/specialized skills.
(3) All members of the School Governing Body.
(4) All of the above.
(5) <mark>None of the above</mark>

10. People responsible for the implementation of Inclusive education include:
(1) Educators.
(2) Parents.
(3) Communities.
(4) <mark>All of the above.</mark>
(5) None of the above.

11. The medical model focuses on:
(1) <mark>Diagnosis and treatment.</mark>
(2) Empowerment of parents of children with blindness.
(3) Integration and Inclusion.
(4) All of the above.
(5) None of the above.

12. The social model focuses on:
(1) Managing and changing the child.
(2) Dealing with specific pathology.
(3) <mark>The impact of social factors surrounding the child.</mark>
(4) All of the above.
(5) None of the above.

13. To support a learner who finds it difficult to complete assignments, the following strategies are useful:
(1) Understand the learning profile of the learner.
(2) Consider learner's interest
(3) Differentiate the learning task to meet his/her learning needs.
(4) <mark>All of the above.</mark>
(5) None of the above.

14. The process of Screening, Identification, Assessment and Support includes:
(1) Creating the profile of the learner.
(2) Identification of barriers to learning.
(3) Assessment of support needs.
(4) <mark>All of the above.</mark>
(5) None of the above.

15. An Individual Support Plan is a plan for:
(1) Intervention and communication only.
(2) Support only.
(3) <mark>Intervention and Support.</mark>
(4) All of the above.
(5) None of the above.

16. Individual Support Plans should:
(1) <mark>Be well planned and facilitated by the class teacher and members of the School Based Support Team.</mark>
(2) Be done only by a member of School Governing Body.
(3) Demonstrate the functionality of the school.
(4) All of the above.
(5) None of the above.

17. Aspects of curriculum differentiation include:
(1) Content.
(2) Product.
(3) Process.

(4) <mark>All of the above.</mark>
(5) None of the above.

18. Which educational practice/s adheres to the medical model of diagnosis?
(1) <mark>Remedial education.</mark>
(2) Learning support.
(3) Quality schooling.
(4) All of the above.
(5) None of the above.

19. Full-service schools deal with:
(1) A limited range of learner needs.
(2) All levels of learner needs.
(3) Learners without special needs.
(4) All of the above.
(5) <mark>None of the above.</mark>

20. Barriers to learning can develop from the following:
(1) Visible impairments.
(2) Non-inclusive school cultures.
(3) Non-visible impairments.
(4) <mark>All of the above.</mark>
(5) None of the above

21. The purpose of inclusive education is to address:
(1) The shortage of caregivers.
(2) <mark>The learning needs of all learners.</mark>
(3) Lack of qualified teachers in the country.
(4) All of the above.
(5) None of the above.

22. Teacher development in inclusive education focuses on:
(1) Schools employing only qualified teachers.
(2) <mark>Preparing educators to teach diverse learners in schools.</mark>
(3) Preparing educators to teach only in special schools.
(4) All of the above.
(5) None of the above.

23. Responding to diverse learning needs in schools can be done through:
(1) Having basic teacher's qualification.
(2) Provision of learning support.
(3) Working in a community.
(4) <mark>All of the above.</mark>
(5) None of the above.

24. How can you support a learner who finds it difficult to follow through instructions?
(1) Arrange a "study buddy" for support.

(2) Reduce tasks into small manageable steps.
(3) List all steps that are required to complete the assignment.
(4) <mark>All of the above.</mark>
(5) None of the above.

25. Intrinsic barriers to learning can arise from the following:
(1) Lack of Play Parks in the community.
(2) Lack of parental involvement.
(3) Inflexible curriculum.
(4) <mark>Epilepsy</mark>
(5) Witchcraft.

26. Inclusive education considers:
(1) All learners.
(2) Learners with disabilities.
(3) Learners who dropped out of schools.
(4) <mark>All of the above</mark>.
(5) None of the above.

27. One of the legal obligations in the field of education is:
(1) Negative attitude.
(2) Lack of provision of support services.
(3) Inadequate funding.
(4) <mark>The right to basic education for all learners.</mark>
(5) All of the above.

28. The Screening, Identification, Assessment and Support process covers these steps:
(1) The creation of a learner profile
(2) The identification of barriers to learning.
(3) The assessment of support required.
(4) The implementation and monitoring of the action plan.
(5) <mark>All of the above.</mark>

29. The role of the School-based support team or the Institutional-level support team is to:
(1) Ensure that all learners receive quality education.
(2) Work collaboratively with parents.
(3) Understand diverse learning needs of learners in school.
(4) <mark>All of the above.</mark>
(5) None of the above.

30. Barriers to learning can arise in schools due to:
(1) Negative attitudes.
(2) Lack of provision to support services.
(3) Inadequate funding.
(4) <mark>All of the above.</mark>
(5) None of the above.

31. Attributes of child abuse include:
(1) Parental factors.
(2) Child factors.
(3) Stress factors.
(4) All of the above.
(5) None of the above.

32. In order to address learning needs of the learner, it is crucial to identify their support need:
(1) As soon as possible.
(2) When the child leaves the lower grades.
(3) When the child repeats a grade.
(4) All of the above.
(5) None of the above.

33. An Individual Support Plan (ISP) is useful in:
(1) Providing a detailed report about the learner's progress and new goals
(2) Identifying a learner's level of competencies, interests and specific needs
(3) Identifying a learner's abilities in different areas of the curriculum
(4) All of the above.

True and false questions from exams:

The medical model is a model of diagnosis and treatment. **TRUE**

The Salamanca statement is one of the international movements that inform the implementation of Inclusive Education worldwide. **TRUE**

The goal of integration is to maximise the social integration of learners with those without disability. **TRUE**

Inclusive Education is the responsibility of teachers only. **FALSE**

Inclusive Education focusses specifically on human rights issues.

Inflexible curriculum is one of the intrinsic factors causing learning barriers in most of the learners in schools. **FALSE**

Teachers must use school readiness to determine if the learner is ready to access basic education. **FALSE**

Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teachers, it can also hinder collaboration between them. **TRUE**

Different learning needs of learners may arise because of inaccessible and unsafe buildings. **TRUE**

In South Africa, one of the key strategies for establishing inclusive education is to integrate special schools into all the communities. **TRUE**

The goal of integration is to maximise the social integration of learners with disabilities and learners without disabilities. **TRUE**

Principals of the special schools are the only people to ensure the implementation of inclusive education in all the schools in the districts. **FALSE**

Inclusive education mandates that we all need to acknowledge that all learners are the same in terms of their abilities. **FALSE**

Inappropriately trained teachers are one of the intrinsic factors causing learning barriers in most of the learners in schools. **FALSE**

Schools must use school readiness tests to determine if the learner is ready to access basic education. **TRUE**

Involvement of parents who are not members of the school governing bodies can hinder the implementation of inclusive education. **FALSE**

Maximising the participation of all learners in schools can only be possible if all teachers believe that all learners can learn, and all learners need support. **TRUE**

Acceptance of inclusion and public awareness will be essential for the establishment of an inclusive society. **TRUE**

Learning needs of most of the learners may arise because of an inflexible curriculum. **TRUE**

One of the key strategies for establishing inclusive education is to convert special schools into resource centres. **TRUE**

Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. **FALSE**

Learners in need of high-intensive educational support will continue to receive such support in full-service schools. **FALSE**

Members of the school governing body are primary resources to achieve the goal of inclusive education because they are the ones who spend most of the time in the classrooms. **FALSE**

A negative attitude towards diversity is one of the intrinsic factors causing learning barriers in most of the learners in schools. **FALSE**

Establishing an inclusive education system requires changes to mainstream education, early identification and appropriate support services. **TRUE**

Ensuring accessibility of the school buildings such as the establishment of ramp access is the responsibility of the Department of Health. **FALSE**

Crises in the family can lead to child abuse. **TRUE**