

MODULE NAME: INCLUSIVE EDUCATION A

MODULE CODE: ETH302S

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Define tomorrow.

UNISA



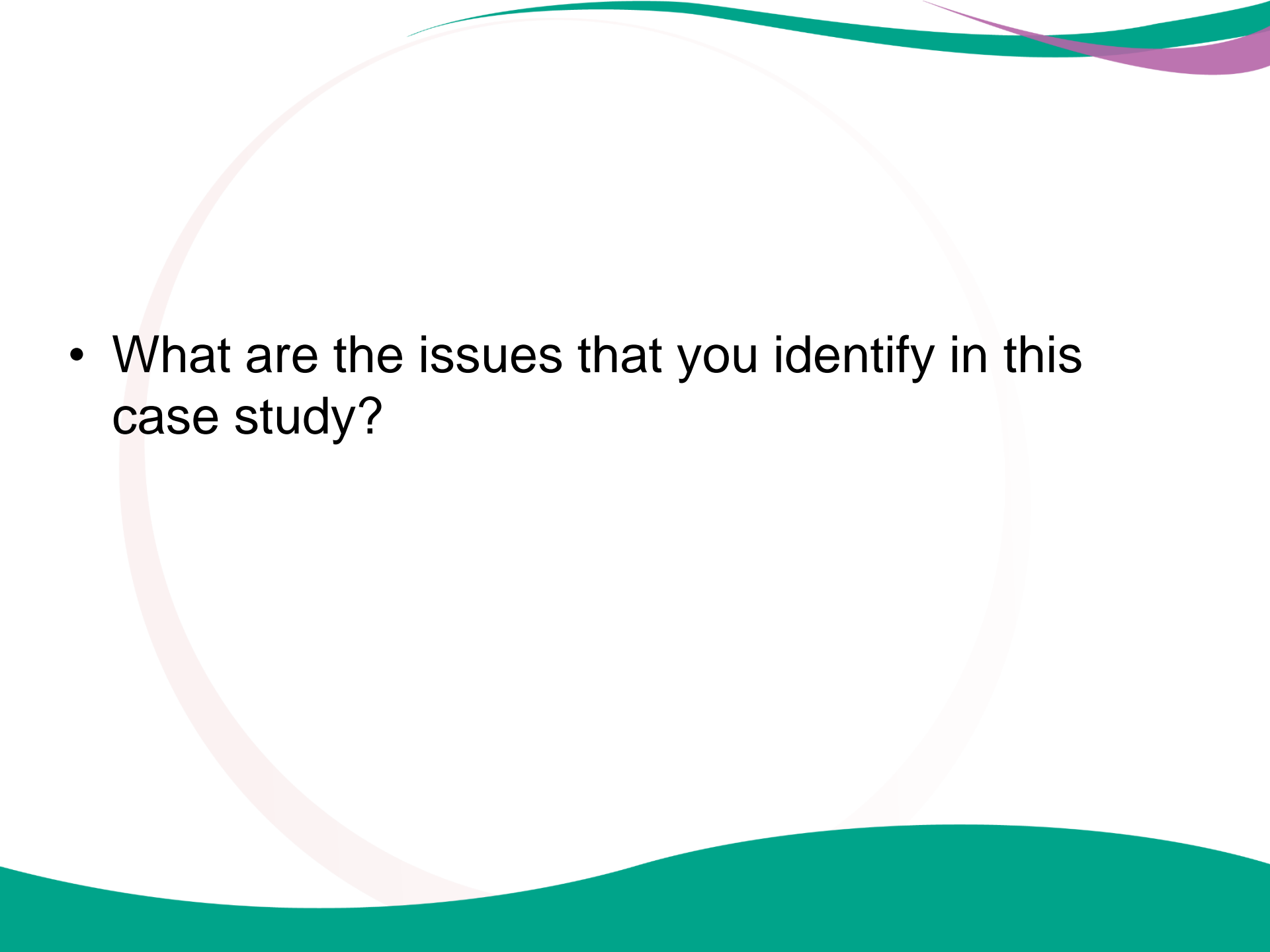
CASE STUDY: BOY K'S SCHOOLING HISTORY (BASED ON THE TRUE STORY)

Boy K is a friendly young boy. From the year 1996 to 2004, he was staying with his mother's cousin who was 23 years old and his 16 year old sister. Their mother was working in another province and only came home once in two months. In 2003, Boy K was retained in grade two class due to his poor performance. The same year (2003), the Foundation phase's head of the department (HOD) requested the School **Psychologists to perform** an IQ assessment test to determine his cognitive abilities. The outcomes of the assessment declared the following:

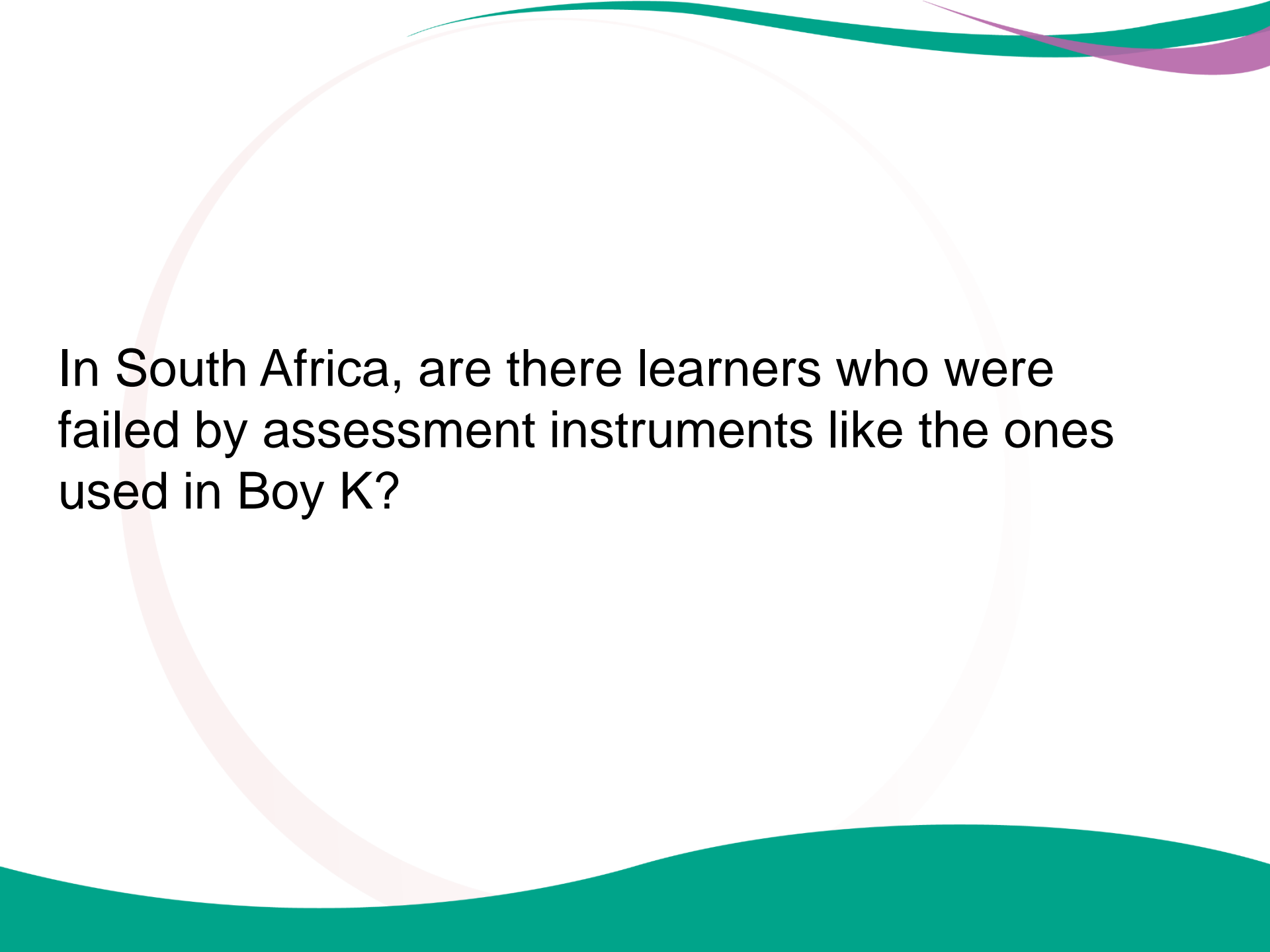
Cognitively, Boy K functions at a low level. Due to his "low Intellectual skills" he will not reach even Grade 9. He will never succeed academically.

CASE STUDY: BOY K'S SCHOOLING HISTORY (CONTINUE)

The School recommended that Boy K be placed in a special school for learners with Intellectual impairments. His mother never considered the outcomes of the results; instead she insisted that her child remain at the school until she takes a decision. In 2004 his mother resigned from her work to come and stay with her family in Gauteng. From the year 2005 onwards, Boy K's academic performance improved drastically. He completed his primary and secondary schooling respectively. In 2013 he completed matric with a Bachelor's pass. In 2015 he enrolled for a Bachelor of Information Science at one of the South African top Universities and currently doing his final year.

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- What are the issues that you identify in this case study?

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- Did Boy K's had low/ limited intellectual abilities?



In South Africa, are there learners who were failed by assessment instruments like the ones used in Boy K?

Making Sense of Inclusive Education

– Paradigm shift towards IE

- There have been changes in thinking about how children develop. With inclusive education there is a move towards support and human rights approach
- But traditionally (before 2001) we have used a medical model approach in education of children with barriers to learning.
- Let us highlight some of the negative effects of a medical model approach to learners who experience barriers to learning. (It not wrong but it has some negative effects towards inclusivity)

Medical Model/ within-child model

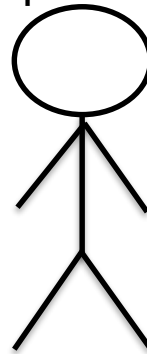
- Used in medical sectors
- Find out what is wrong with the child and cure it
- Focus is on Diagnosis – ADHD, Intellectual disability, Cerebral palsy, Down syndrome etc
- Determine school placements such as special schools

The Medical model

Child is diagnosed.
Must be cured

Needs special school/ placement because not learning like typical children

The child has the problem



Child must adjust to classroom

Is different from other children and in need of care

Needs special equipment

Needs Special Teachers

Has special needs which can only be handled in a special place



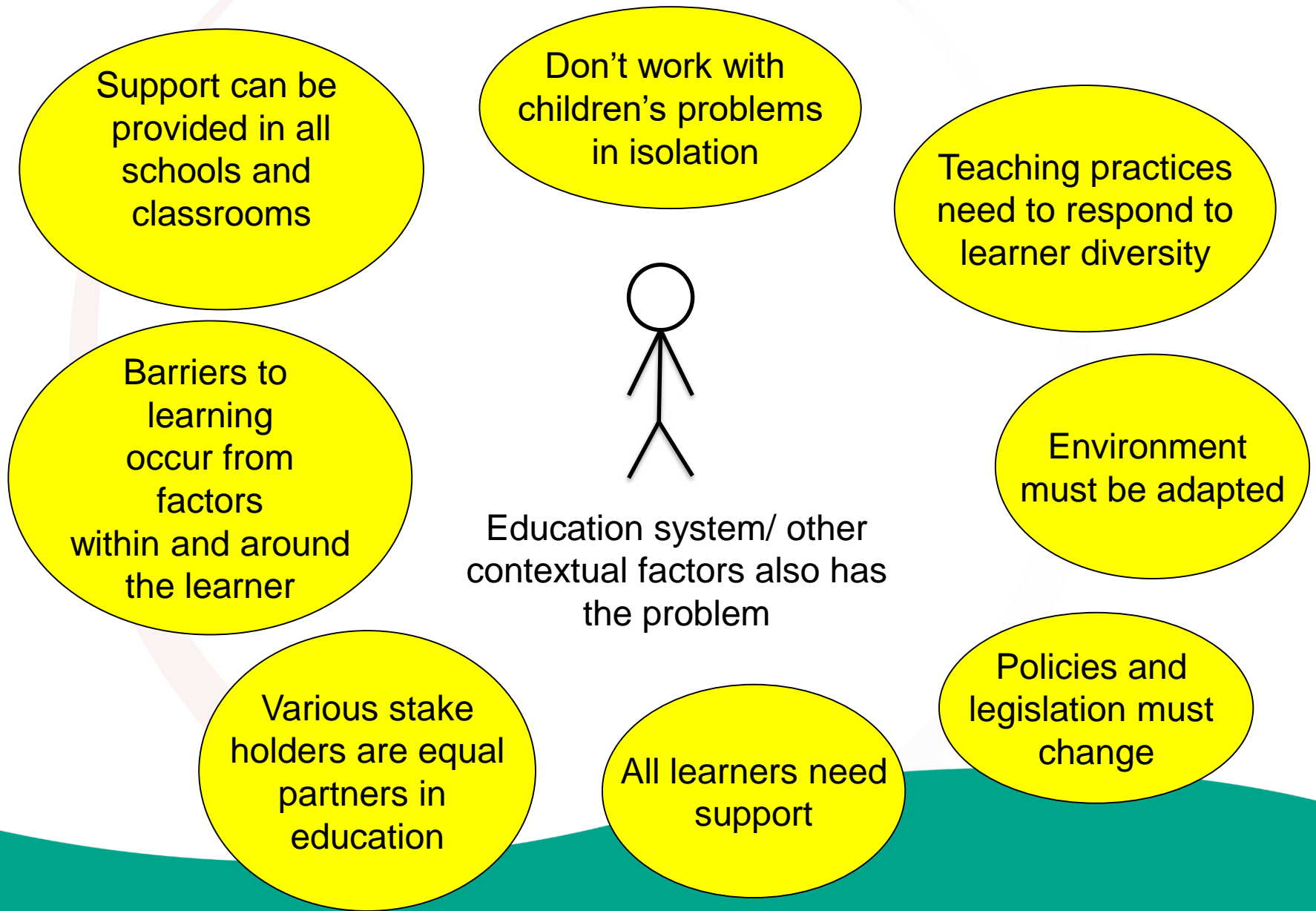
The Social Model



Learning barriers =
Factors
within and around
the learner

- 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 factors contributing are the following:
 - **attitudes** of others
 - lack of proper resources
 - lack of access to services
 - Inflexible curriculum
 - Lack of proper teacher training
- Therefore the **system** and **society** can also create the barriers to learning.

The Social model of inclusion



SOCIAL MODEL

*Don't work with
children's problems
in isolation:*

The child and external factors

The major challenge of an educational system is to understand the complexity of the influences, interactions and interrelationships between the individual learner and other systems that are connected to the learner from an ecological system theory.



Bronfenbrenner's ecological model ON INCLUSIVE EDUCATION

SOCIAL VS BRONFEBRRENER 'S MODEL

**Strongly related to the
social model**

Bronfenbrenner's ecological model

Model providing us with a better understanding of history and Inclusive education in South Africa

- * Management of Barriers to learning**
- * Implementation of Inclusive Education**

SOCIAL VS BRONFENBRENER 'S MODEL

- Focus on ecological systems theory
 - Understand influences of other system towards an individual learner

Example: teachers, parents, peers, and other aspects in a child's life = have great influence towards the child's learning directly or indirectly.

- In the 1970's Bronfenbrenner developed this ecological model that explains the **direct and indirect influences** on a child's life by referring to the many levels of environment or contexts that influence a person's development.
- REGARDING the environment or social context "as a set of nested structures, each contained inside the next like a set of Russian dolls".





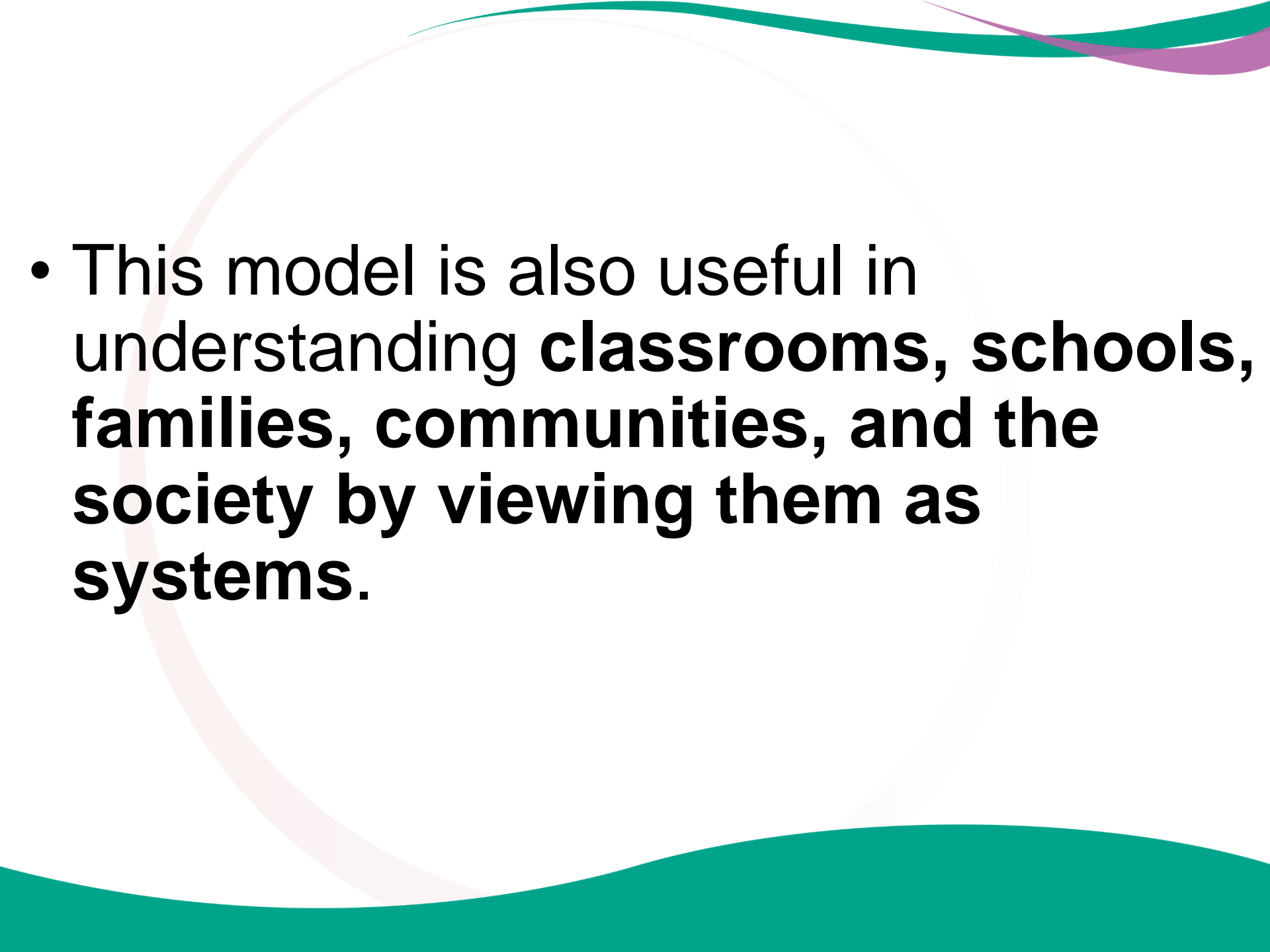


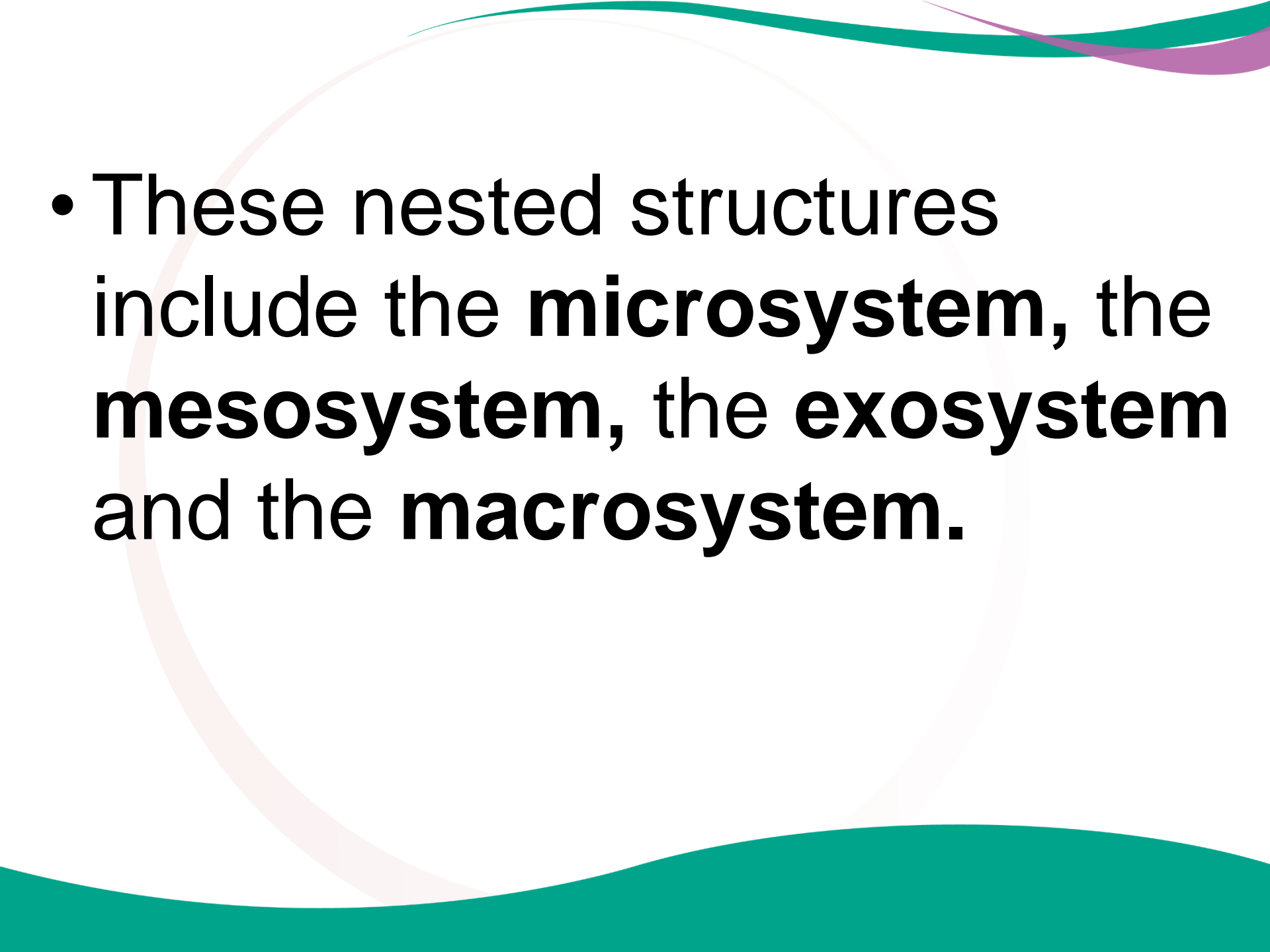
Bronfenbrenner's ecological model

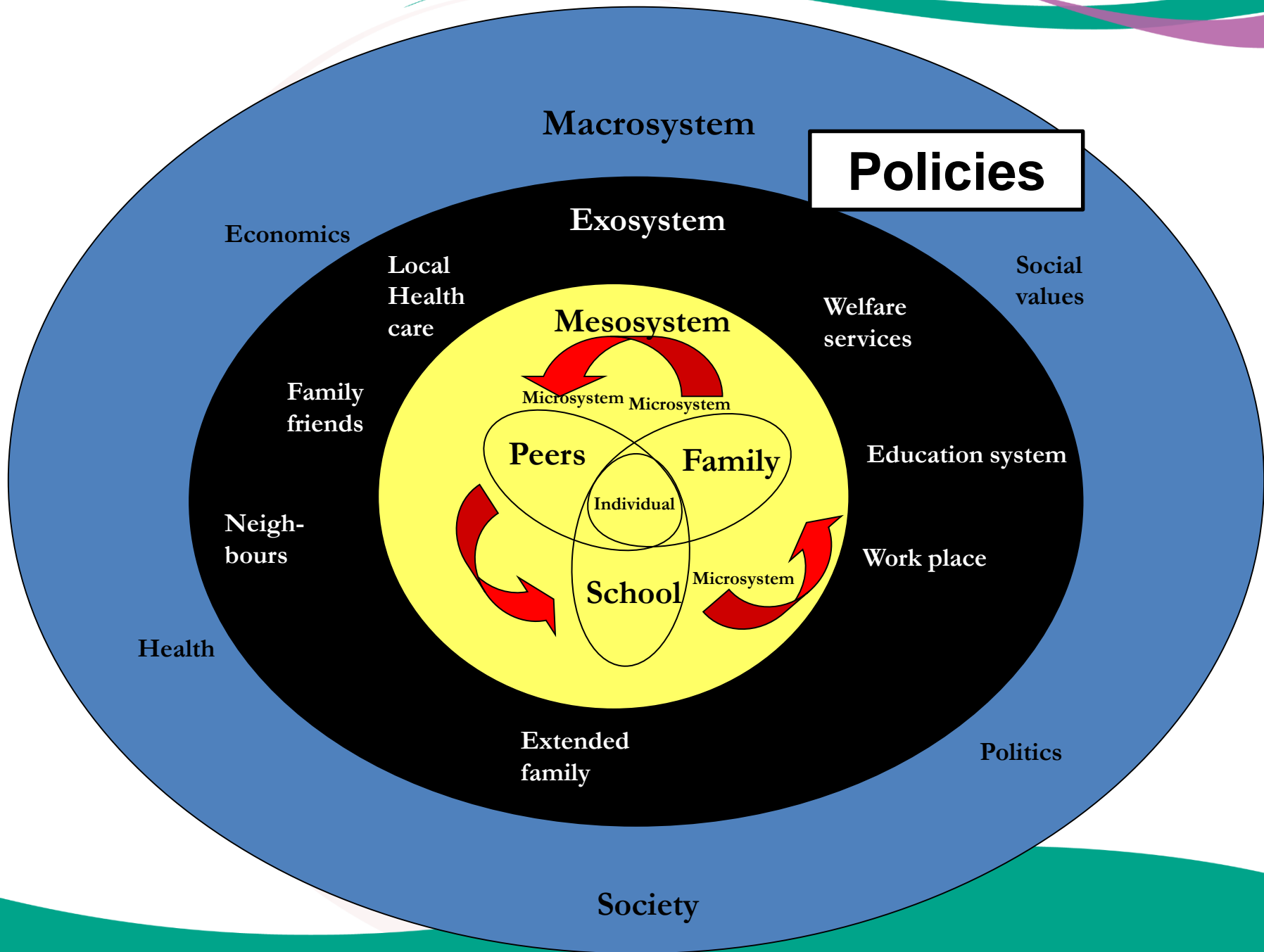
- According to Bronfenbrenner – there are levels of interaction between the systems that result in a change in a person
- Emphasises the interaction between individual's development and the systems within the social context / SA CONTE

that:

What happens in one system affects the other system (positively or negatively) EXAMPLE: One of your learner's parent has lost his job

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- This model is also useful in understanding **classrooms, schools, families, communities, and the society by viewing them as systems.**

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- These nested structures include the **microsystem**, the **mesosystem**, the **exosystem** and the **macrosystem**.



Macrosystem

Policies

Exosystem

Economics

Local Health care

Social values

Welfare services

Mesosystem

Microsystem Microsystem

Family friends

Peers

Family

Education system

Individual

Neighbours

Work place

School

Microsystem

Health

Extended family

Politics

Society

Microsystems

Activities, roles and interpersonal relations experienced between the systems closest to the child and the child i.e: (The child have face to face interaction)

Family ----- Microsystem of the family

peers -----Microsystem of the peers

Schools -----Microsystem of the school

The child is actively involved in the systems

Microsystem

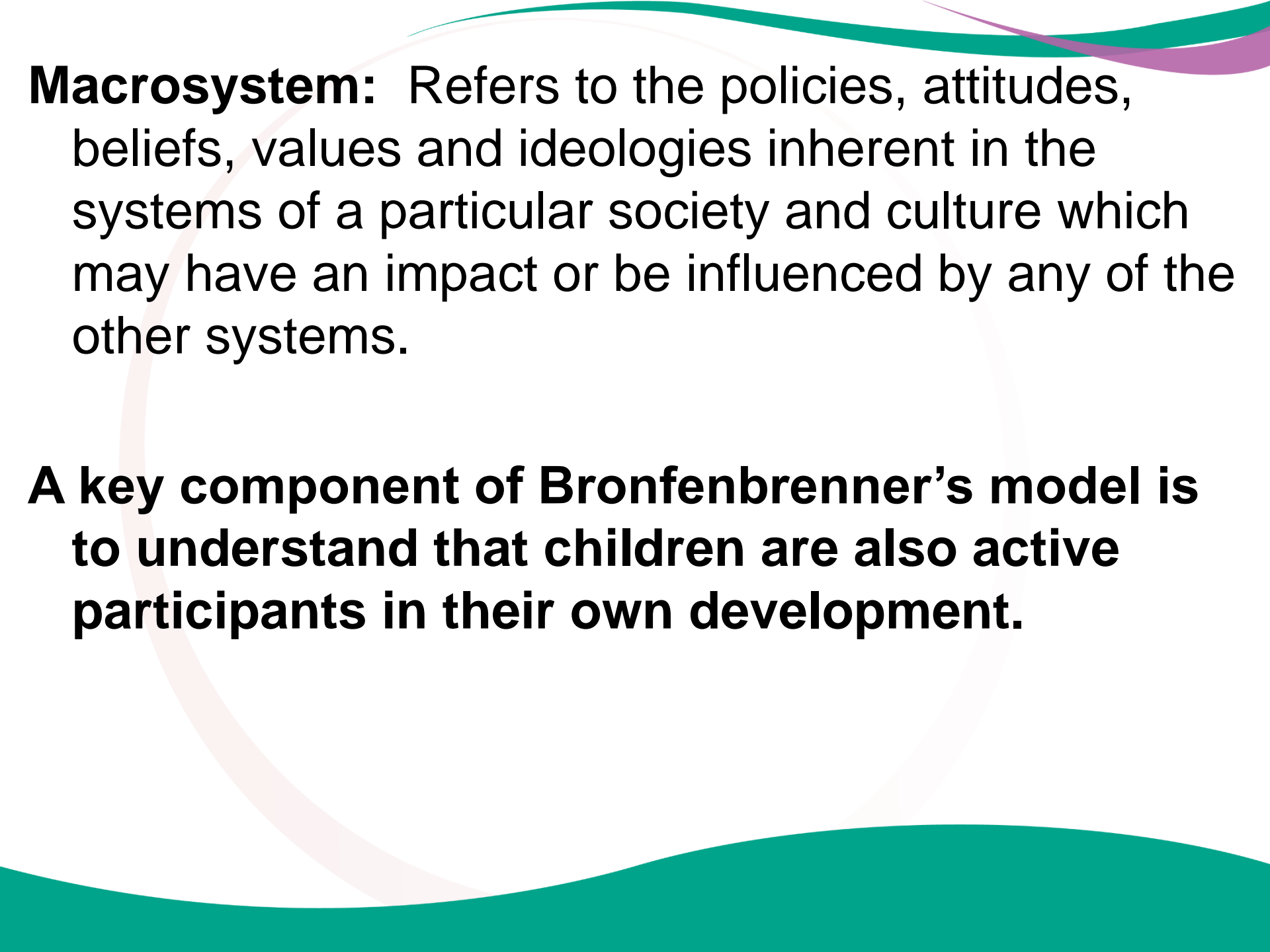
- Between the individual and the systems in which they actively participate, such as family, peer group or school
- It is characterized by those individuals and events closest to one's life, and involves continual face-to-face contact, with each person reciprocally influencing one another.

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.

A key component of Bronfenbrenner's model is to understand that children are also active participants in their own development.

THANK YOU

