

INCLUSIVE EDUCATION A ETH302S

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Define tomorrow.

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REVISION AND EXAM GUIDELINES

OUTLINE OF THE MODULE

This module is organised into THREE study units

Study unit no.	Description	Outcome
1	Introduction to Inclusive education	Demonstrate understanding of the concept of Inclusive education Paradigm shift towards inclusivity Medical and Social models Roles of full service schools ‘‘’’ Special schools as resource centers ‘‘’’ School Based support teams ‘‘’’ District Based Support teams Bronfenbrenner ecological model
2	Broad overview of the causes of learning problems	Understand intrinsic and extrinsic factors that cause barriers to learning
3	Extrinsic factors causing learning barriers	Identify different types of extrinsic barriers to learning:
4	Learning Support	Demonstrate understanding the concept of curriculum differentiation

Important concept to clarify:

Documented in the SIAS

- **Full service schools:** Ordinary schools which are specially equipped to address a full range of barriers to learning in an inclusive education system.
- **Special school as a resource centre:** Schools equipped to deliver educational learners in need of high-intensive educational and other support.
- **Institutional Level Support Teams(ILST) / School Based Support (SBST)Teams:** Teams established by an institution/school as a institution or school level support mechanism whose primary function is to put in place learner-teacher support services
- **District Based Support Teams:** Group of departmental professionals whose responsibility is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning.

Important concept to clarify:

- **Universal design for learning (UDL)**

One of the strategies to develop an inclusive approach. Similar to the concept of differentiation, UDL aims to establish education environment whereby all learners can learn. Learning materials are adapted to suit individual needs of all learners learn and participate

Important concept to clarify

Roles and functions of the following stakeholders
Documented in the SIAS

Institutional level/ School based support teams(LST/SBST)

- Coordinate all learner, educators, curriculum and institution development support in the institution.
- Collectively identify institutional needs and, in particular barriers to learning
- Collectively developing strategies to address these needs and barriers to learning
- Drawing resources needed from within and outside of the institutions to address these challenges
- Monitoring and evaluating the work of the team within an action –reflection framework

District based support teams(DBST)

- Training ILST in all schools
- Assist educators in specific interventions for individual learners with high support needs
- Provide direct support to learners in terms of special interventions
- Coordinating and managing the systems for the identification of levels of support of individual learners with high intrinsic needs
- Coordinate services of the extended network of support, eg staff from SSRC, and FSS

Legal considerations for inclusivity in South Africa:

Right to basic education

- The South African constitution mandate the right to basic education for all learners in South Africa. This include 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

SA Schools Act (Act 84 of 1996)

- Public schools must admit all learners and serve their educational requirements without discriminating against them.. Based on the above legislation, there was a need for a system that would benefit all learners from all schools in all areas in the country. Therefore the new Inclusive Education System in SA aims to address past imbalances and provide quality and accessible education to all its citizens

Legal considerations for inclusivity in South Africa:

SA Schools Act (Act 84 of 1996)

- Public schools must admit all learners and serve their educational requirements without discriminating against them.
Admission: 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.
- **Teacher and learner's absence:** 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

Right to equality

Education system must accommodate diverse needs of all learners. It limits unfair discrimination and ensure quality of education for all. Right to equality is aligned with the right to basic education

Structure of the exam: Question 1

Question 1

1.1 True or False :

1.1 Different terms of various concepts are presented and you will be asked to indicate whether the concept or the definition is true or false (ten questions for 10 marks)

Suggested approach:

- Read the questions thoroughly.
- Answer the questions that you are certain about first, then move on to the unfamiliar or uncertain options
- Proof read all answers to avoid errors
- One mark is awarded for each correct answer

Structure of the exam: Question 2

Question 2 : Definition of terms

This question consists of six terms to define for 12 marks and you should spend 15 minutes on this section

Like question 1, important terms used in the field of Inclusive education are drawn from the entire module.

Structure of the exam: Question 2

Question 2 and 3 : Short questions

This question consists of short questions

Question 3 count 10 marks and 13 marks for question 4. The format includes questions such as:

- Identify.....
- Differentiate.....
- **Question: state whether you agree or disagree with the statement and provide reasons to justify your answers**

Suggested approach:

- I agree/disagree with the statement
- Relate the quote/statement to the content that you have studied

Structure of the exam: Question 4

Question 4 consists of 2 sub-questions for 25 marks and you should spend 30 minutes on this section

Below is an example of the question format

- **Critically discuss the use of.....**

Suggested approach:

- Provide examples of the items that you have been asked to discuss
 - Focus on positives and negatives and provide reasons
-
- **Briefly discuss.....**

Structure of the exam: Question 6

Question 6, consists of 2 sub-questions for 20 marks

Below is an example of the question format.

- Elaborate on the following..... **4 concepts are given**, each counting 5 marks.
- **Discuss**

Suggested approach:

- You can also explain using your own practical examples

Structure of the exam: Question 6

Question 7, consists of 2 sub-questions for 10 marks

Below is an example of the question format

Two core concepts are **are given**, each counting 5 marks.

- Describe



Thank you

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