QUESTION 1

Answer TRUE or FALSE. Example: 1.1. TRUE.

1 1   Learning needs of most of the learners may arise because of an inflexible curriculum.   T

1 2   One of the key strategies for establishing inclusive education is to convert special schools into resource centres.   T

1.3   Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs   T

1.4   Learners in need of high-intensive educational support will continue to receive such support in full-service schools.   F
—special school.

1.5   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.   F
parents.

1.6   A negative attitude towards diversity is one of the intrinsic factors causing learning barriers in most of the learners in schools.   F
extrinsic.

1.7   Establishing an inclusive education system requires changes to mainstream education, early identification and appropriate support services.   F
check

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

1.9   Crises in the family can lead to child abuse.   T

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

[10]

TURN OVER

QUESTION 2

Define the following terms

2 1 Barriers to learning	(2)
2 2 Collaboration	(2)
2 3 Integration (mainstreaming)	(2)
2 4 District-based support team	(2)
2 5 Inclusion	(2)
2 6 Learning support	(2)
	[12]

QUESTION 3

Read the following case study and answer the questions that follow.

Dwayne (5) lives with his parents and three siblings in a white informal settlement in Pretoria. Their corrugated iron house is small and humid. His early years are not ideal. Poverty and associated health, nutritional and social factors, coupled with a non-stimulating home environment prevent him from attaining his developmental potential. Dwayne's father works as a car guard at Spar, and his mother is a beggar at a traffic light in town. His parents come home late at night, tired, miserable and disappointed about the little money they earned during the day. He is still young, but he knows that his parents use most of the money to buy drugs. Many of the adults in the settlement where he lives abuse alcohol and then abuse children. In spite of the fact that their settlement is in a city area, they have no electricity. The nights are dark and long, and they have to struggle at night to wash themselves and to get the little clothes they have ready for the next day. Dwayne seldom gets a proper meal at home. They are very happy when they get expired food from Checkers. Sometimes the food is no longer good, but they still eat it – it is better than nothing! When there is no food left, he goes to bed hungry. He then struggles to sleep, and when he wakes up the following morning he has no strength for the day that lies ahead. The newly appointed councillor, Mr Snyman, is promising to supply RDP houses and services for this community.

TURN OVER

Dwayne is privileged to go to a local pre-school where stationery is supplied His mother takes him there every morning and she stops to greet the teacher and attends parents' meetings whenever she can At pre-school, Dwayne gets breakfast and a piece of bread later during the day There are many children in his class His teacher is struggling to cope with the many learning and developmental needs of the children in her class Most of the children come from Dwayne's community where unemployment is high Many of the teachers are aware that some of the children have developmental needs and that some are being neglected or abused, but do not consider it their job to support these children However, the new principal is passionate about inclusive education

3 1 Identify various systems in operation in this case study. (3)

3 2 Identify positive and negative factors impacting on Dwayne's development and learning in each system (Bronfenbrenner model). (18)

3 3 If you were appointed to lead this pre-school, what type of teacher development would you focus on? (4)

[25]

QUESTION 4

Changing attitudes, behaviour, and teaching methods are some of the strategies used to ensure access to the curriculum for all learners in schools Do you agree with the above-mentioned statement? Elaborate on your answer by.

4 1 Describing principles of inclusive education as highlighted in Education White Paper 6 (DoE, 2001) [Same as May/June 2017 q 4.1.] (7)

4. 2. Differentiating between the medical deficit model and the social model (6)

[13]

QUESTION 5

According to SACE's Code of Professional Ethics, there are a number of expectations in as far as teachers behave towards their learners Briefly discuss 10 of these expectations

[20]

QUESTION 6

6 1 Discuss the role of the district-based support team in supporting teaching and learning in schools (10)

6 2 List 10 common types of child abuse in the South African context (10)

[20]

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2.1. Barriers to learning — any obstacle or circumstance that impact negatively towards the childs learning. Could be intrinsic or extrinsic.

2.2 Collaboration — The 'joining' of various stakeholders within the education system to positively impact learning and development for all learners.

2.3 Integration — aka mainstreaming, getting learners to 'fit in' to an existing system. Learners are assessed and intervention is provided. Changes in learner to fit in.

2.4 District based support team — An integrated professional service at district level. Aim to provide support to educators at schools, in order to identify + address barriers to learning + promote effective teaching.

2.5 Inclusion — is about recognising + respecting learner differences + building on similarities. Support learners + educators to meet all learning needs.
Adapt curricula + implement strategies to meet learning needs. Changes to classroom + support systems to overcome barriers. to learning.

2.6. Learning support — Where teachers focus on providing supplementary teaching to students who need it. Can be one-one-one or groups.

Collaboration — teaching approach regular classroom + special ed team teacher, speech therapist, occupational + physical therapist.

System 3.1	Positive	Negative
Individual		Dwayne suffers under poor living conditions health and otherwise. Malnutrition and poor sleep pattern affect his development + learning.
Microsystem (family)	Dwayne lives with both parents. His mother tries to attend parent meetings. and has interest in her child's attending school.	His parents come to late at night. and although they are not financially sound, they use their money to buy drugs. drugs. Abuse is rife. They have no electricity where they stay. They eat expired food sometimes. or no food.
Microsystem (school)	The pre-school is close to home and provides free stationery. Breakfast and a snack is provided for learners. Principal is positive about inclusive education.	Large classes, teacher struggle to cope. Not trained in learning support and don't think its their job to provide support to the children.
Mesosystem	The mother has an interest in Dwayne's schooling and tries to attend parent meetings. She has a good relationship with the teacher.	The teacher does not support nor guide the parents on supporting Dwayne.

System	Positive	Negative
Exosystem	The checkers provide them with expired foods. to help them eat.	Parents work and lack of earning cause them to be miserable, tired and dissapointed at night. They work long hours and return late at night. The neighbourhood isn't safe and the adults abuse alchohol and then the kids in the neighbourhood.
Macrosystem	The cancillor promises RDP housing for the community	A very poor and densley populated informal settlement. Inadequate housing + electricity. Poor or lack of healthcare,. High crime rate eg. abuse of drugs + alchohol + children.

3.3. Provide training opportunities for teachers to build an include environment.

- Provide adequate resources and assistive devices where necessary.
- Provide in service training.
- Send educator on Professional Development sessions.
- The DBST can assist with developing strategies for teachers.

4.1 I agree.

1) - acknowledge that all children can learn and need support.

2) - Respect the differences in learners and their needs.

3) - Create education system to meet learner needs.

4) - Respect differences in learners age, gender, ethnicity, disability, HIV status, socio economic background etc.

5) - Inclusive education is broader than just the school environment, learning also occurs in the home and community (informal).

6) - Changing attitudes behaviours, teaching methods, curricula and environment to meet learner needs.

7) - empower learners by developing their strengths and enable them to participate critically in learning.

8) - Maximise participation, limit barrier to learning.

4.2 medical model

- Find out what is wrong with the child and cure it
- Focus is on diagnosis - ADHD, intellectual disability, cerebal palsy, down syndrome.

Social model

- 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.

5. An educator:
- 1) Respects the dignity, beliefs and constitutional rights of learners including privacy + confidentiality.
- 2) acknowledges that each learner is unique and has specific needs. provides encouragement to realise their potential
- 3) enable learners to develop values in line with the Constitution. of SA.
- 4) excercises authority with compassion.
- 5) avoids any form of humiliation & abuse (physical or psychological)
- 6) retrains from any form of physical contact with learner
- 7) promotes gender equality.
- 8) retrains from courting learners
- 9) retrains from sexual relationships with learners.
- 10) retrains from sexual harassment (of any form) with learners.
- 11) retrain from exposing pornographic material to learners and retrain 4 keeping in possession.
- 12) uses appropriate language among learners and elicits respect from learners
- 13) recognises learners as partners in education

extra
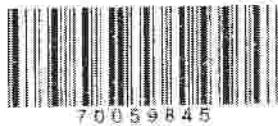
6.1. Role of District Based Support Team DBST

— 1) Training ILST (SBST) in all schools
— 2) Assist educators in specific interventions for individual learners with high support needs.
— 3) Provide direct support to learners iro special interventions
— 4) Co-ordinating and managing the systems for the identification of levels of support of learners with high intrinsic needs.
— 5) Coordinate services of the extended network of support eg. staff from SSRC and FSS.

6.2 — Physical abuse
— emotional abuse
— sexual abuse
— neglect
— child labour
— child beggary
— child prostitution
— child marriage
— alchohol + drug abuse
— malnutrition and cleanliness