

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.
- 1 2 One of the key strategies for establishing inclusive education is to convert special schools into resource centres.
- 1 3 Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs
- 1 4 Learners in need of high-intensive educational support will continue to receive such support in full-service schools. *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. *parents*
- 1 6 A negative attitude towards diversity is one of the intrinsic factors causing learning barriers in most of the learners in schools. *extrinsic*
- 1 7 Establishing an inclusive education system requires changes to mainstream education, early identification and appropriate support services. *check*
- 1 8 Ensuring accessibility of the school buildings such as the establishment of ramp access is the responsibility of the Department of Health.
- 1 9 Crises in the family can lead to child abuse.
- 1 10 Acceptance of inclusion and public awareness will be essential for the establishment of an inclusive society.

[10]

TURN OVER

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.

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

QUESTION 3

- (2)
- (2)
- (2)
- (2)
- (2)
- (2)

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

Define the following terms

QUESTION 2

Wayne 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, Wayne 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 Wayne'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 Wayne's development and learning in each system (Brofenbrenner 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) {Some of my June 2017 q.4.1.1} (7)

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

[13]

QUESTION 5

According to SACES 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 child's 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-on-one or groups.

team
collaboration - teaching approach. regular teacher, special ed classroom + special therapist, occupational + physical therapist.

System -3.1

Individual

Microsystem (family)

Microsystem (school)

Mesosystem

Positive

Negative



Dwayne suffers under

poor living conditions

health and otherwise.

Malnutrition and poor

sleep pattern affect his

development + learning.

His parents come late

at night, and although they

are not financially sound,

they use their money to

buy ^{drugs} drugs. ^{Alcohol} Alcoholic

They have no electricity

where they stay.

They eat expired food

sometimes, or no food.

Large classes, teacher

struggle to cope. Not

trained in learning

support and don't think

it's their job to provide

support to the children.

child's attending school.

and has interest in her

to attend parent meetings.

Dwayne lives with both

parents. His mother tries

and has interest in her

to attend parent meetings.

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.

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
Fragsystem	The checker provide them with expired foods. to help them eat.	Parents work and lack of earning cause them to be miserable, tired and disappointed at night. They work long hours and return late at night. The neighbourhood isn't safe and the adults abuse alcohol and then the kids in the neighbourhood.
Macrosystem	The councillor promises RDP housing for the community	A very poor and densely populated informal settlement. Inadequate housing + electricity. Poor or lack of healthcare, High crime rate e.g. abuse of drugs + alcohol + children.



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

- Provide adequate resources and assistive devices where necessary.

- Provide in service training.

- Send educator on Professional Development sessions.

- The DBT 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) - Include 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 barriers to learning.



4.2. Medical model

- Find out what is wrong with the child and cure it
- Focus is on diagnosis - ADHD, intellectual disability, cerebral 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 contribution of SA.

- 4) Exercises authority with comparison.
- 5) Avoids any form of humiliation & abuse (physical or psychological) with learner
- 6) Refrains from any form of physical contact with learner
- 7) Promotes gender equality.
- 8) Refrains from courting learners
- 9) Refrains from sexual relationships with learners.
- 10) Refrains from sexual harassment (of any form) with learners.
- 11) Refrains from exposing pornographic material to learners and refrain "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 (DBST) in all schools
- 2) Assist educators in specific interventions for individual learners with high support needs.
- 3) Provide direct support to learners in 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 JSRC and FSJ.

6.2 - Physical abuse

- emotional abuse
- sexual abuse
- neglect
- child labour
- child beggary
- child prostitution
- child marriage
- alcohol + drug abuse
- malnutrition and cleanliness