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**QUESTION 1:****1.1 Inclusive education:**

Inclusive education is an education framework that ensures access to education for all learners, regardless of their difference in culture, race, language, abilities, gender and socio-economic status. Inclusive education promotes equal participation and of non-discrimination against all learners of the learning process, irrespective of their abilities within a single, seamless education and training system and a continuum of learning context and resources according to learners needs. Inclusive education makes provision for learning opportunities for all learners and provision of support to all learners.

**1.2 Integration:**

Integration is the process whereby learners with and without disabilities attends the same school in their neighbourhood. This relies heavily on social and political discourse. It focuses on the democratic right of every child to a public education, and creates a setting where every single child is an integral part of the program. This means that modifications are made to suite the need for every single learner. The goal of integration is to ensure that learners with disabilities are assigned equal membership in the community. Its aim is to maximise the social interaction between the disable and non-disable.

**1.3 Mainstreaming:**

Mainstreaming is an education system that ensures that learners with disabilities are educated alongside their peers without disabilities. It ensures that learners with disabilities have the opportunity to participate in activities and educational experience with learners who have no disabilities. The goal of mainstreaming is to return learners with disabilities to the mainstream of education as much as possible, alongside normally developing peers.

**1.4 Individual support plan:**

The ISP is a plan designed for learners who need additional support or extended opportunities developed by teachers in consultation with the parents and the institution-level Support Team.

**1.5 Medical model of disability:**

The medical model of disability is concerned with diagnosis and treatment. In education, those who are different are targets for "remediation" as their differences is regarded as the problem. It is overly dependent on specialist. In other words this model is used mainly in medical sectors. The medical model of disability focus is to find out what is wrong with the child and cure it. It focus is on diagnosis- ADHD, Intellectual disability, Cerebral palsy, Down syndrome etc. It also determines school placements such as special schools.

## 1.6 Normalisation:

Normalisation is an idea that all people regardless of their characteristics and abilities have the right and freedom to normal school, home circumstances, normal job etc.

## 1.7 Curriculum differentiation:

Curriculum differentiation is one of the strategies in Inclusive education to support and respond to diversity so learners can learn and participate during class activities.

Curriculum differentiation involves adaption in the following:

-Content.

-Teaching strategies (process).

-learning environment.

-assessment methods (product)

to meet the needs of learners in class. The main aim of curriculum differentiation is to ensure access to the curriculum in any school.

UNESCO (2004) views curriculum differentiation as the process of modifying or adapting the curriculum based on the different ability levels of the learners in one class to ensure that none of the learners are excluded from learning and participation during class activities. Therefore teachers should modify their teaching methods and strategies, teaching and learning resources, assessment methods, learning activities and learner's products to provide learning opportunities for each learner in the classroom and to meet their diverse learning needs in order to facilitate their success. (Tomlinson, 2009).

**QUESTION 2:**

## 2.1 Principles of inclusive education:

- **Human rights and social justice for all learners:**

All learners must enjoy equal rights and protection from human dignity. This means that each learner has the right to equality education, and to be treated with dignity and respect. Acknowledge and respect differences in learners due to age, gender, ethnicity, language, and class, disabilities and HIV status.

- **Participation and social integration:**

All learners must be given the chance to partake in their community being provided with the widest possible education and social opportunities. Centres of learning must support and promote social integration in these communities so that mutual respect is fostered. Broader than formal schooling and acknowledge that learning also occurs in the community, and within formal and informal modes and structure.

- **Equal access to a single, inclusive education system:**

Suitable and effective education must be organised in such a way that all learners have admission to a single education system that is open to diversity. No learners should be prevented from participating in this system, irrespective of the physical, intellectual, social, emotional, language, or other differences. 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.

- **Access to the curriculum:**

All learners are entitled to participate in the common education curriculum. All aspects of the curriculum (including what is taught and how it is taught and assessed, teaching and learning materials, and the learning environment) should therefore be available to all learners. Where necessary, learners must be provided with the essential support to enable them to access the curriculum effectively.

2.2 difference between medical and the social view of disability:

**The medical model of disability** is overly concerned with diagnosis and treatment. In education, those who are different are targets for “remediation” (they must be fixed) as their differences is regarded as the problem. It is overly depended on specialist. In other words this model is used mainly in medical sectors. Its focus is to:

- Find out what is wrong with the child and cures it.
- Focus on diagnosis – ADHD, intellectual disabilities, Cerebral palsy, Down syndrome etc.
- Determines school placements such as special schools

**The social model of disability** is a paradigm that considers how person factors (impairments) interact with the environment to cause disabilities. Its focus is that:

-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 contributing factors are:

-**Attitudes** of others.

-Lack of **proper resources**.

-Lack of **access to services**.

-**Inflexible curriculum**.

-Lack of **proper teacher** training.

- The **system** and **society** can also create barriers to learning.

Therefore, changing the whole system or environment will ensure that all learners including those who experience barriers to learning participate in the learning process.

### 2.3 negative attitudes towards differences:

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- **Negative attitudes** to and stereotyping of differences. When teachers or learners behaviour towards learners who need additional support for learning and participation or different from them as inferior or incapable of learning, it can lead to marginalisation or exclusion. These actions or beliefs will eventually cause learning breakdowns or exclusion. Teachers with negative attitudes towards learners who are different will simply label the learner in a negative way and will not support the learner by providing the correct "treatment", the learner will eventually not be able to perform to his or her true potential.
- **Lack of parental recognition and involvement** in learning, teaching and support. The active involvement of parents and the broader community in the teaching and learning process is central to effective learning and development. Where parents are not giving this recognition on where their participation is not facilitated and encouraged, effective learning is threatened and hindered.
- **Language** of teaching, learning and communication. When teaching takes place through a language which is not the learners first language. It places the learner at a disadvantage and he or she will not be able to learn effectively.
- **Socioeconomic factors** such as poverty and violence. Poverty stricken communities are also poorly resourced communities which are frequently characterized by limited education facilities, large classes with a high pupil/teacher ratio and inadequate teaching and learning materials. Many learners may come from households where money is scarce and they lack nutrition and school requirements. This means that

- Barriers arising from impairments, including physical, cognitive, sensory, development and learning impairments that need specific support for most learners with disabilities, learning breakdowns and exclusion occurs when their particular learning needs are not met as a result or prevent effective learning environment or broader society which handicap the learner and prevent effective learning from taking place.

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2.4: White Paper 6 distinguishes between mainstreaming and inclusion:

MAINSTREAMING	INCLUSION
<ul style="list-style-type: none"> <li>• Get learners to “fit into” a particular kind of system or integrate them into this existing system.</li> <li>• Give extra support so learners can “fit into” the ‘normal’ classroom routine. Learners are assessed by specialist who diagnose and prescribe technical interventions, such as the placement of learners in programmes.</li> <li>• Focus on changes that need to take place in learners so that they can “fit into”. Here the focus is on the learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respect differences between all learners and building on the similarities</li> <li>• 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 factors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.</li> <li>• Focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaption of and support systems available in the classroom.</li> </ul>

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2.5

- I can use cooperative learning where learners can assist one another in the learning process. I will group learners together to complete task and combine and share ideas. This will help enhance their thinking and also a way of motivating each other.
- I can use peer tutoring, I can assign a peer to assist and help learners who have difficulties in understanding the content.
- Demonstration method: the learner can watch how another person who can either be an adult or another peer handles and completes the task. For example: in a grade 2 class, I can demonstrate in a language lesson the story about why the rock rabbit does not have a tail.
- I can breakdown activities into smaller chunks so learners who struggle with understanding large chunks of work at once have a better understanding. The chunks can follow a logical order and move towards a clear goal.
- I can differentiate instruction by changing and switching around what students need to learn, how they'll learn it and how to get the material across to them. When

learners struggle in one area, I can create a plan that includes extra practice, step-by-step directions and special homework.

- I can use a variety of learning preferences and styles. I can use the multisensory approach; this helps learners to link with what they see, what they hear, how they move and what they feel. When learners learn using all of their senses they remember material better and will help them in the learning process.
- I can use speech, gestures and pictures to enhance interaction and participation.
- I can help assist learners with special time and focus on what they need help with and what areas of what they are struggling with.
- Give extra activities that will help build on their weaknesses and improve their learning.

2.6: According to the document: Screening, Identification, Assessment and Support (SIAS), Department of Education, 2008.

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a. The role of the ILST:

- Assess support needed and develop a programme for educators and parents.
- Provide training/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, educators 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 mobilised support
- Identifying "at risk" learners and addressing barriers.
- Provide support programmes for addressing barriers to learning.
- Encourage collegial support/peer support.
- Determine the level of support needed.

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b. The purpose of support:

- Co-ordinating all learner, educator, curriculum and institution development support in the institution. This includes linking the ILST to other school-based management structures and processes, or even integrating them so as to facilitate the co-ordination of activities and avoid duplication.
- Collectively identify instructional needs and in particular, barriers to learning experienced by learners, educators, curriculum and institution-levels.

- Collectively develop strategies to address these needs and barriers to learning. This should include a major focus on educator development and parent consultation and support.
- Drawing in the resources needed, form within and outside of the institution, to address these challenges.
- Monitoring and evaluating the work of the team within an 'action-reflection' framework.

c. The value of assessment:

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- Establish barriers affecting the learners' participation in the learning process.
- Decide on the level of support needed, and the 'support package' to address the barriers.
- Track progress and impact of implementation of the support package.

2.7

6 Differentiation of the content:

Differentiation of the content consist of what is been taught and the manner in which learners access the learning material. It refers to what the learner is expected to learn which includes facts, concepts and skills the learner acquires within the learning environment. Teachers can use multi-level teaching; this refers to one topic or concept presented at various levels of complexity. This means that teachers provide learners with the same curricular areas but at different levels of difficulty. The teacher can make the content easy to understand. For example: during a mathematics lesson, learners who function on high levels can write the names of the shapes down, while the low level learners can draw the shapes instead. Or teachers can reduce the number of items to learn, for example: instead of counting to 1 to 10, allow learners to count from 1 to 4.

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Differentiation of the process:

This refers to the techniques and instructional strategies and resources used by the teacher to present information to the learners and how the learners make sense of the content. In other words how teaching and learning is facilitated. This includes strategies such as: cooperative learning, demonstration methods, multisensory approach, aided language stimulation and peer tutoring. an example in the differentiation of the process: in a English lesson, a learner might not be able to read



and understand a literature book, but will have the same understanding when watching the movie based on the book. It also determines the level of support the teacher provides so that learners can understand what is been taught and what kind of resources is been used during class activities.

Differentiating the process involves:

- Providing varied options at different levels of difficulty or based on differing students.
- Offering different amounts of teacher and student support for a task.
- Giving choices about how students express their understanding.
- Varying the learning process depending on how students learn.

## References

(Tomlinson & Allan, 2000)

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- **Differentiation of the product:**

Differentiation of the product reveals the content and process by which learning occurs. It refers to the way which learners demonstrate what they have learned and teachers can determine if goals that have been set have been achieved. It reflects learners understanding. Teachers can use various forms of assessments to allow learners to demonstrate and apply what he or she has learned after significant instruction. Differentiating the product involves:

- Providing challenging, variety and choices.
- Giving students options about how to express required learning, for example, a letter or develop an annotated diagram.

To differentiate the product:

- Allow learners to help design products around learning intentions or goals.
- Encourages learners to demonstrate or express what they have learned in various ways.
- Allow for varied working assignments-alone or in groups.
- Provide or encourage the use of varied types of resources in preparing product.
- Use a whole variety of assessment methods.
- Provide product assignment at varying degree of difficulties, determined by the learners' readiness.

## References

(Tomlinson & Allan, 2000)

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- Differentiation of the learning environment:

This refers to the 'climate' or emotional context in which learning occurs. It ensures that learners have a safe and secure environment which allows them to take risk and express their understanding or lack of understanding.

It includes the operation and tone of the classroom such as: class rules, furniture arrangements, procedures and processes. Differentiating the learning environment involves the following:

- Considering the look and feel of the classroom.
- Providing a safe and positive environment for learning.
- Allowing for individual work preferences.
- Managing the learning space.
- The teacher is responsive to the needs of all learners in all domains.
- The teacher should provide each learner with the necessary support.
- Both the teacher and learners share decision-made with regards to classroom daily routines, management and classroom operation.
- A range of resources are available to support teaching and learning.

To differentiate the learning environment:

- Make sure there are places in the classroom to work quietly and without distractions and invite students collaboration.
- Provide materials that reflect a variety of cultures and home settings.
- Use alternative settings.
- Identify classroom management procedures that would make the learning environment supportive.

### References

(Tomlinson & Allan, 2000)

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- UNESCO (2004).
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