

ETH302S

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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 differences in culture, race, language, abilities, gender and socio-economic status. Inclusive education promotes equal participation of and non-discrimination against all learners that learning process, irrespective of their abilities, within a single, seamless education and training system and a continuum of learning context and resources according to needs.

1.2 Integration:

This relies heavily on social and political discourse. It focuses on the democratic right of every child to 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 child. The goal of integration is to ensure that learners with disabilities are assigned equal membership in the community. It aims to maximize the social integration between the disabled and non-disabled.

1.3 Mainstreaming:

Mainstreaming is about getting learners to fit into a particular kind of system or integrating into this existing system. This means to bring a child with a disability into the mainstream of society. It ensures that children with disabilities have the opportunity to participate in activities and educational experiences with children who have no disabilities. The goal of the mainstreaming is to return learners with disabilities to the mainstream of education as much as possible, alongside normal developing peers.

1.4 Individual Support Plan:

A plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the School-based Support Team.

1.5 Medical model of disability:

Education systems were traditionally embedded within a Medical Model. In this model, social and economic factors were ignored when teaching children. The emphasis was placed on what was happening within the child as an individual. However, the model played an important role in identifying children with intrinsic factors causing learning barriers such as physical, sensory and some emotional barrier to learning.

1.6 Normalisation:

This is making available to all handicapped people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society. This means that people with handicaps have the right to a normal daily routine, which involves normal school and home circumstances, normal respect from others, normal economic and environmental standards and so on.

1.7 Curriculum differentiation:

Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners levels of functioning, interests and background. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment.

QUESTION 2

2.1 Principles of Inclusive Education

- Acknowledging that all children and youth can learn and that all children and youth need support.

All children no matter if you disabled or not deserve the same education and treatment worldwide. Every child even those whose are not disabled need support in education and the life outside. They all need guidance and views of how life out there is.

- Accepting and respecting the fact 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.

Every learner learns differently, every learner is not the same. Their pace of learning differs. The support each child needs also differs. The learners who are disabled need to also be respected and not laughed upon due to them wanting to fit in with the learners who are normal. Every child deserves respect and comfort. Every child is valued and this makes it so important for learners who are disabled in anyway to communicate and be around normal learners.

- Acknowledging and respect differences in learners due to age, gender, ethnicity, language, class, disability or HIV status.

Every learner has a different background, coming from different homes and having different cultures and customs. Some learners are a little late in a grade being a little older than the others in the class and this needs to be respected. That learner is there for a reason and we are to help that learner. Many learners struggle with language barriers and this is what they ashamed about. They ashamed to speak or to answer a teacher due to their language barrier and this puts them back. We need to encourage these learners that this can be solved and being ashamed is not correct.

- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.

Every child has the right to education and so does every disabled child have the right to be put into a normal school that has extra support for this child. The environment needs to be one of unity with children from different surroundings. Every school should accompany any child who is disabled, giving that child a different teaching methodologies and curricula.

2.2

Medical	Social
Find out what is wrong with the child and cure it. ✓	Learning problems are not only a result of something wrong with the child. ✓
Focus is on Diagnosis – ADHD, Intellectual disability, Cerebral palsy, Down syndrome. ✓	Social, economic and political practices are contributing to the child experiencing learning difficulties to learning. ✓

2.3 Negative attitude towards differences as a barrier to learning.

- **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.
- **Languages of teaching, learning and communication.** When teaching takes place through a language which is not a learners first language, it places the learner at a disadvantage and contribute to learning breakdown.
- **Negative attitudes to, and stereotyping of differences.** Sometimes negative attitudes and labelling results from fear and a lack of awareness about the particular needs of learners or the potential briers which they may face.
- **Socioeconomic factors such as poverty or 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.
- **Barriers arising** from impairments, including physical, cognitive, sensory, developmental and learning impairments that need specific support-for most learning breakdown and exclusion occurs when their particular learning needs are not met as a result or prevent effective learning environment or boarder society which handicap the learners and prevent effective learning from taking place.

2.4

Mainstreaming or integration	Inclusion
Mainstreaming is about getting learners to fit into a particular kind of system or integrating them into this existing system.	Inclusion is about recognizing and respecting the difference among all learners and building on the similarities.
Mainstreaming is about giving some learners extra support so that they can fit in or be integrates into the normal classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.	Inclusion 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 actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstreaming and integration focus on changes that need to take place in learners so that they can fit in. here the focus is on the learner.	Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classroom.

2.5

- List and/or post all steps necessary to complete each assignment.
- Reduce the assignment into manageable sections with specific due dates.
- Read out all steps necessary to complete each section of the assignment.
- Make frequent checks for work/assignment completion.
- Arrange for the student to have a "study buddy" with phone number in each subject area.

2.6

a) The role of the ILST / SBST

- Assess support needed and develop a programme for educator 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 ILST, educator and parents. The kind of support to be provided will determine the length of a formal report which should be compiled by ILST.
- Identify further Institutional Based Support assets and mobilise support.
- Encourage collegial support/peer support.
- Determine the level of support needed.

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 identifying institutional needs and, in particular, barriers to learning experienced by learners, educators, curriculum and institutional-levels.
- Collectively developing 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, from 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

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

2.7.4 Differentiation of the content

Content of the curriculum consists of what is been taught and the manner in which learner's access learning materials. It refers to what the learner is expected to learn, which includes facts, concepts, and skills the learner acquires within the learning environment.

Other authors use the concept of multi-level teaching which refers to teaching pedagogy whereby one concept or topic is presented to the learners at various levels of complexity. This implies that the teacher provides learners with the same curricular areas but at varying levels of difficulty. For example, during a Life Skills which is one of the four learning areas in the FP curriculum, learners who function at the high level can record the types and number of vehicles that pass through an intersection per hour while the low functioning groups can draw the picture of what they saw at an intersection.

Differentiation of the process

The word process is referring to the technique or instructional strategies that the teacher uses to present information to the learners and how the learner makes sense of the content. This includes strategies such as small group instruction, cooperative learning, demonstrations, using peers or adults reading aloud to the learner as well as uses of multisensory approaches. For example, in a history class, one learner might be unable to read the history text book but can arrive at the same understanding of the content by watching a video. Another form of strategy to differentiate the learning process especially when the content is challenging, is through peer tutoring where learners can work with each other to improve their performance.

Differentiation of the process can also imply to the provision of extra assistance outside classroom hours, giving individual feedback and encouragement on classroom performance. Other strategies that can be used to facilitate differentiation process can include dividing the class into four ability groups or dividing them into mixed-ability in which learners with more experience help learners with less experience.

These strategies that are presented in figure 3.3 below include cooperative learning, peer tutoring, demonstrations, aided language stimulation as well as the use of multisensory approach.

The aforementioned strategies will now be discussed in more detail.

➤ Cooperative learning

Cooperative learning serves as a departure from the traditional teaching approach, in which learners work independently, to a cooperative learning approach where learners assist one another in the learning process.

Cooperative learning groups usually ranges from two to six students. The groups should be larger when materials are scarce, or when limited time is available to complete the activities. If students are younger or inexperienced with cooperative learning activities, the group size should be smaller. Students should not work in groups of four or more if they have not mastered the pre-skills of group work.

➤ Peer tutoring

During cooperative learning, the teacher can assign a peer to assist learners who have difficulties in understanding the content. As much as peer tutoring serves as one of the teaching strategies to meet learning needs of heterogeneous classrooms, no learners should ever be forced to assist other learners.

➤ Demonstration method

During the demonstration, the learner watches how another person who can either be an adult or another peer handles and completes the tasks. Demonstration has been found to be more directive as the teacher does the project and the children watch. For example, in a Grade two class, a language teacher can demonstrate the story about why the rock rabbit does not have a tail.

➤ Multisensory approach

Teaching strategies that addresses a variety of learning preferences and styles should be a fundamental consideration when differentiating instruction. Learners learn through many senses, and as a result, teachers need to use numerous modes to enhance oral presentation and provide multisensory input for learners.

➤ Aided Language Stimulation (ALS)

Aided Language Stimulation is a teaching approach where the teacher uses speech, gestures and picture to enhance interaction and participation in all learners including those who present with complex speech difficulties. These types of teaching strategies allow learners who cannot express themselves to participate pointing to pictures or graphic symbols during teaching and learning process.

Differentiation of the product

Differentiation of the product serves as the most observable means of differentiation that reveals the content and the process by which learning occurs. It refers to the output through which the learner demonstrates what they have learned which enables the teacher to determine whether goals that were set have been achieved. In other words, during the differentiation of the product, teachers use various forms of assessment that allows learners to demonstrate and apply what he or she has learned and apply knowledge and skills after significant instruction Differentiating the product also:

- Encourage learners to demonstrate what they have learned in various ways;
- Allow various working arrangement such as working alone or in groups;
- Encourage the use of various resources in preparation of the product;
- Allow the use of various assessment methods;
- Provide product assignment at varying degree of difficulties, determined by the learners' readiness.

Differentiation of the learning environment

The learning environment does not only refer to the physical setting of the class but is also refers to the emotional context in which learning occurs. Differentiation of the curriculum serves as one of the essential steps for effective learning for all learners. It ensures that learners feel safe and secure which also allow them to take risks and express their understanding or lack of understanding, for example, teachers can also organise the learning environment by altering classroom structure to allow learners move within and between the groups. Effective differentiation of learning environment present with the following characteristics:

- The teacher is responsive to the needs of all learners in all domains,
- All learners feel secured and safe, both physically and affectively,
- The teacher provides each learner with the necessary support,
- Individual differences are welcomed and accepted,
- Learners learn to support and respect one another as learners,
- Both the teacher and learners share decision-made with regard to classroom daily routines, management, and classroom operation,
- Physical arrangements are flexible to meet the needs of each learner, and
- A range of resources are available to support teaching and learning.

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ADDENDUM C: PLAGIARISM DECLARATION

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ASSIGNMENT TOPIC: Assignment 2

ASSIGNMENT NO: 02

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