

Tutorial letter 201/0/2017

Inclusive education A

ETH302S

Semester 1

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

CONTENTS

Dear Student

This tutorial letter contains the following information:

Section A: Focus of the module Inclusive Education A

Section B: Feedback on Assignments 1 and 2

Section C: General Guidelines for the June Examination 2017

Section A: Focus of the module Inclusive Education A

All the students

□ Study:

1. South Africa. Department of Education. (2001). *Education White Paper 6: Special needs education - Building an inclusive education and training system*. Department of Education
 2. Landsberg, E., Kruger, D and Swart, E. (Eds). (2016). *Addressing barriers to learning: A South African perspective*. Pretoria: Van Schaik
- Chapter 1
 - Chapter 2
 - Chapter 3
 - Chapter 4
 - Chapter 5

SECTION B: Feedback on Assignments

Well done to all of you. We could gather from your assignments that you have gained a lot of knowledge on this topic which some of you heard for the first time. However, this is such a rewarding field of practice in which all of us play a definite role, we hope to see more of you venture into this field as post graduate students. For assignment 1 you were given 20 multiple choice questions and assignment 2 consisted of long and short questions. Feedback for both assignments follows.

Feedback on Assignment 1

1- 1	11- 1
2- 1	12- 3
3- 1	13- 1
4- 2	14- 2
5- 4	15- 3
6- 5	16- 1
7- 5	17- 5
8- 5	18- 1
9- 2	19- 2
10- 5	20- 1

Total [20 marks]

Feedback on Assignment 2

Question 1

Differentiate between mainstreaming and integration as forerunners of inclusive education. (5)

Focus: Chapter 1, page 8-10. In answering this question, you were expected to only mention the differences between the two concepts which include the following:

<i>Mainstreaming</i>	<i>Integration</i>
The goal of mainstreaming is to return learners with disabilities in general education setting where they are educated alongside their peers without disabilities	The aim of integration is to maximise social integration between learners with and without disabilities
Learners need to prove their readiness to fit into the mainstream school.	Children with disabilities are integrated , however there is still separate education within the setting or school.
Learners must demonstrate their ability to be in school	Learners with disabilities attend separate classes - thus separate classes based on their abilities
There is no adaptation to meet the learning needs of learners	Learners with disabilities still receive services from specialists

Question 2

Describe factors that may create learning barriers as Identified by the Commission on Special Educational Needs and Training (NCSNET) and the National Committee of Education Support Services (NCESS. (7)

Focus: Chapter 1, page 19 and chapter 3. There are various learning barriers experienced by learners in schools. The question asked you to mention any of the following learning barriers which are intrinsic and extrinsic.

BARRIERS TO LEARNING

<i>Intrinsic barriers</i>	<i>Extrinsic barriers</i>
Physical impairments	Negative attitudes
Cognitive impairments	Inflexible curriculum
Developmental delays	Inappropriate language of learning and teaching
Sensory impairments	Unsafe/ inaccessible environments
Learning impairment	Lack of support services
	Non-involvement of parents

Question 3

Bronfenbrenner's bio-ecological model of development is much relevant in emphasis the interaction between the child and his/her social context or environment. Discuss various systems/ levels of the model and provide relevant examples

(25 marks)

Focus: Chapter 1

There are three focus areas in this question. In other words, you need to demonstrate the following: To mention and describe the four systems of the theory (Macro, exo, meso, and micro) systems, also provide two examples in each system.

THE MICROSYSYSTEM

The microsystem represents the personal relationships that the learner has within the family, the school and the peer group. In other words, it denotes the learner's immediate environment where he has face-to-face contact with other people on a daily basis. This is where the learner develops physically, intellectually, emotionally and socially. Example homes and schools

THE MESOSYSTEM

The interaction between the different microsystems is represented by the mesosystem. This implies that mesosystem is a representation of the interaction of a child's

microsystems. In this system, for example, we look at the relationships between the parents and the teachers or the parents and the peers.

THE EXOSYSTEM

The exosystem represents factors that have an indirect influence on the learner's development. This means that the child is influenced either positively or negatively by these factors, without being directly involved or physically present. An example would be the parent's workplace, and the district based support team etc.

THE MACROSYSTEM

The macrosystem represents the broader community. Included in this system are the economic welfare of the community, political issues, values and beliefs in the different cultures, criminal activity, health issues, etc. Example, hospitals, clinics, health workers, occupational therapists, security systems, schools,

Question 4

Effective implementation of Inclusive education requires strong collaboration between the school and the home. Discuss six characteristics of collaboration in inclusive setting (12)

In Chapter 1, page 22, there are six characteristics of collaboration. In order to answer this question, you were required to list all the six characteristics as presented below. Furthermore, each characteristic was to be discussed based on your understanding.

- **Collaboration is voluntarily and respectful**
- **It requires parity among participants**
- **Is based on mutual goals**
- **Shared responsibility for participation and decision making**
- **Shared resources**
- **Shared accountability**

Question 5

Outline professional conduct of teachers when working with learners in the classrooms as well as towards families of their learners as highlighted by the South African Council of Educators (SACE) (15)

In answering this question, you were expected to study Chapter 2 and pay attention to page 42-43. The following aspects were to be mentioned and discussed in order to obtain 15 marks:

- **Respect the dignity, privacy, confidentiality, beliefs and rights of learners**
- **Acknowledge uniqueness of each learner and encourage them to realise their potentials**
- **Avoid any form of humiliation or abuse**
- **Avoid improper physical contact with the learners**
- **Promote gender equality**
- **Refrain from any sexual harassment**
- **Exercise authority**
- **Strive to enable learners to develop a set of values**

Question 6

Most of learners often experience abuse by family members or people close to them. This has negative effect toward their development and learning. Discuss different types of child abuse (30)

Chapter 3 focusses on socio-economic barriers to learning which also include the issue on child abuse. In order to answer this question, you were to attend to page 60 – 69 where child abuse is clearly discussed. Your answer must include the listing and description of any 15 of the following types of child abuse.

PHYSICAL ABUSE

Adult or someone in a position of power that harms child's body. Examples of actions of abuse:

- **hitting,**
- **kicking,**

- pushing,
- hitting with an object (belt or shoe),
- burning child with cigarette,
- purposefully putting child in situation where they are likely to be hurt
- Severe discipline or physical punishment

NEGLECT

Failure to provide for a child's physical needs. This includes:

- lack of supervision,
- inappropriate housing or shelter,
- inadequate provision of food and water,
- inappropriate clothing for season or weather,
- abandonment,
- denial of medical care and inadequate hygiene

Majority of neglect cases

- Parent or care giver not providing for the child's basic needs: Example: food, clothing and shelter
- chaotic living conditions
- abandonment
- inadequate supervision
- expulsion from home

EMOTIONAL ABUSE

- Inside hurting
- Adult says hurtful things that make child feel bad about him/herself
- If adult acts in manipulative way

SEXUAL ABUSE

Any sexual act between an adult and child. This includes;

- penetration,
- inappropriate touching
- intercourse,
- forcing the child to watch pornography,
- child prostitution, or
- forced observation of sexual act

When a child is purposefully touched in places on his body that are private, with the intention to suggest sexual actions such as sex, oral sex and masturbation

When an adult purposefully exposes the child to any inappropriate sexual actions (physical), pictures, videos and/or any inappropriate sexual talk, with the intention to suggest sexual reaction

Question 6

List different types of assessment techniques that can be used in the classroom context.

(6)

In planning answers to this simple questions, you were to read chapter 4, page 90 where different types of assessment techniques are listed.

- **Portfolio assessment**
- **Continuous assessment**
- **Self- assessment**
- **Tests**
- **Work sampling**
- **Discussion with the learner**

Total: [100 marks]

Section C: General Guidelines for the June Examination 2017

Demarcation or scoping of examinations and assessment

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes, but that examination questions should be based on the entire work covering the notional hours of the modules. Lecturers should encourage students to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201. According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

The examination will consist of seven questions.

The total mark allocation is 100 marks.

All the questions are Compulsory and arranged as follows:

- Question One: Multiple choice questions
- Question Two: Short answer questions
- Question Three: Short questions
- Question Four: Short questions
- Question five: Long question
- Question six: Short questions
- Question seven: Short questions

Exam Hints:

- Circle or underline key words in the question to make sure that you are answering exactly what is asked of you.
- Read the paper right through before commencing with the writing.
- Plan time for each question. You have 180 minutes to answer 100 marks. That means you have 1 ½ minutes for each mark. That translates into 15 minutes for a 10 mark question.
- Look at the amount of marks allocated to the question and provide appropriate content.

We wish you every success in the examination!

Best regards

Your lecturers

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