

Tutorial letter 201/2/2013

Inclusive Education A ETH302S

Examination Guidelines

Semester 2

Department of Inclusive Education

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

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1 STUDENT INFORMATION

The content of this tutorial letter links to the themes of the curriculum outlay of this module and is also based on the EDUCATION WHITE PAPER 6: SPECIAL NEEDS EDUCATION - BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM (Department of Education, 2001). Refer to Tutorial Letter 501 and other Department of Education documents.

ETH302S Students must study the prescribed book *Addressing Barriers to Learning*, Emmerentia Landsberg (editor)

Recommended readings: Department of Education documents.

Your study material has been supplemented with the following:

- Tutorial Letter 101, which contains guidelines and the assignments for this module.
- Tutorial Letter 501, which contains a summary of the EDUCATION WHITE PAPER 6: SPECIAL NEEDS EDUCATION- BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM (Department of Education 2001). This tutorial letter contains content which you are required to study in conjunction with your prescribed book, recommended book and Tutorial Letter 101 and 501.

2 FEEDBACK ON ASSIGNMENTS

ASSIGNMENT 01

- You have already received the answers to Assignment 01 that has been electronically marked.
- Students did not experience many problems in answering these assignments and I was impressed with the quality of the answers. Feedback was given to those students who needed it. Use this tutorial letter to add to your answers where necessary.

ASSIGNMENT 02

Answer either option 1 or option 2.

2.1. OPTION 1

- 2.1.1 Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms. How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning? (5)
- 2.1.2 Discuss three reasons for the movement towards an inclusive education. (5)
- 2.1.3 List five implications of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation. (5)
- 2.1.4 Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education. (5)

2.1.5 Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronferbrenner's bio-ecological model in Landsberg et al (2011). (20)

2.1.6 Explain, with the aid of examples, how barriers to learning located outside the learner may manifest in your phase of specialisation. (10)

TOTAL: [50]

2.2 OPTION 2

2.2.1 Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronferbrenner's bio-ecological model in Landsberg (2011). (20)

2.2.2 Briefly discuss the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST). (10)

2.2.3 You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning. How are you going to change their perception and attitudes towards those learners? (10)

2.2.4 List three reasons why parental/caregiver empowerment is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation. (5)

2.2.5 Discuss the central findings of the NCSNET and NCESS report. (5)

TOTAL: [50]

3 MEMORANDUM

OPTION 1

2.1.1 Positive attitude of both teachers and learners towards one another, promoting equal participation in school activities, acceptance of one another, acknowledgement of differences, respect for each other, avoid labelling, these are important to support inclusive education. Two paragraphs are adequate to support this. (10)

2.1.2 There are reasons given why inclusive educations have. This includes justice notion, equity and equality, combating exclusion, equal educational opportunities, to have unified and single system of education, to address barriers in education. A paragraph is enough. (5)

- Human right
- Good education sense
- Good social sense
- Promote right to learn and live together
- Promote acceptance and diversity
- Build respect for one another

2.1.3 School must show the following:

1. It is a school that is equipped and supported to provide a broad range of learning needs. It may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them.

2. It is a school aiming at inclusion in the way it is organised concerning structure, policies, practices, pedagogy and culture to increase learning and participation in curriculum as well as address and remove various barriers that hamper learning.
3. It is a school that understands that barriers to learning are not only intrinsic to learners, but can also be cultural and systemic. Barriers might also be related to a learner's environment. These could include negative attitudes to and stereotyping of learners, inflexible teaching methods and practices.
4. It is a school that has additional support programmes and structures for teaching and learning. All development and work in the school should strive to achieve these goals by sharing expertise (e.g. expertise in orthodidactics) and constantly thinking about the development of both teachers and learners.
5. It is a school that is prepared to explore and address the challenges of everyday school life through capacity building among teachers and on-going institutional development aiming at empowering the whole school.
6. It is a school that wards off practices which exclude learners so that learning and development can happen.
7. It is a school that makes efforts to ensure that all children of school-going age in the locality attend the school and achieve to their potential by ensuring that the school is accessible. Such a school will have a policy of inclusion and on-going programmes on anti-discrimination, democracy and human rights.
8. It is a school with good leadership that serves as a beacon of the transformation process in education by developing cultures, policies and practices that celebrate diversity, respect difference and value innovation and problem-solving.
9. It is a school where both learners and teachers feel safe and supported and where learners feel a sense of belonging and are able to engage in the learning process.
10. It is a school that welcomes teachers from schools in the area to learn new skills and ideas and may admit learners from neighbourhood schools for short periods for intensive training in specialised areas, such as Braille, orientation-and-mobility or skills for daily living. These services might be run in collaboration with various organisations for persons with disabilities.

2.1.4 The smt can be a barrier to inclusive education when they:

- lack an overall concept of what inclusion means. They can formulate school policies are marginalizing and excluding.
- Negative attitude towards learners with disabilities
- Discriminate learners with disabilities
- The personnel can be insensitive to the special needs
- They might be unable to respond to a wide range of leaner needs.. A paragraph is enough.

(5)

2.1.5 Five paragraphs that detail this proposition are enough.

(20)

National level

- lack of advocacy and information programme in support of inclusion model
- ignoring the rights of learners
- unclear policy
- if they don't collaborate with other government department
- if they don't give support or guidelines to the province

Provincial level

- provide expects to act as consultants
- see that actual policy is implemented in the province
- see that all services in the provinces are properly coordinated
- coordinate different projects
- money received from central government for education is judiciously spend

District

- lack of training, monitoring and support
- lack of resources and equipment e.g assistive devices
- lack of guidelines to support learners with barriers to learning
- no coordination of learning support with special and full service schools
- lack of partnerships with other agencies in the vicinity

2.1.6 The context: the environment that is not accessible, material that is not available in an accessible format, attitude of teachers and other learners, exclusion and marginalization of learners who experience barriers. Two paragraphs discussing this aspect are enough. (10)

- Economic factors e.g poverty
- Political factors e.g war, unrest, discrimination
- Social barriers e.g no empowerment, no facilities ,negative attitude, social justice, discrimination

OPTION 2

2.2.1 The detailed proposition of about five paragraphs is enough. (20)

2.2.2 The dbst is a district support structure. It offers training and support to schools. The schools has an ilst. This is a school based support among the teachers and the smt.It deals with immediate challenges of the school regarding inclusion and support.

Capabilities. This introduces the notion of district-based support teams that would advise teachers and schools about coping with their learning and teaching challenges. District-based support teams are conceptualised to have core educational, psychological and other medical professional expertise, which would be made available to a full-service school or resource centre. From a costing perspective, Education White Paper 6 argues that deployment of such professionals at the district level is much more cost-effective and embodies one of the cost-saving drives of the White Paper (Wildeman, 2007:9).

District-based support teams are to be brought together in some way to facilitate a more coordinated and team approach to providing support to schools and other education institutions. There are different ways in which this could happen. Provincial departments of education have the responsibility of identifying and establishing these structures based on their particular local needs. An organising principle that should be used when making decisions about this would be to ensure that the education institutions have relatively easy access to the support they need. Geographical and other factors will play a role in determining this.

Some of the functions according to the Department of Education (2001) are:

- To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments.
- To evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognise and address severe learning difficulties and to accommodate a

- range of learning needs
- To provide direct interventionist programmes to learners in a range of settings, and/or, serve as 'consultant-mentors' to school management teams, classroom teachers and school governing bodies.
 - To foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system.
 - To develop an on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres.
 - To support the capacity building of schools/education institutions; identifying and prioritising learning needs and barriers to learning in their local contexts.
 - To identify the support needed to address these challenges, and pursuing these within a strategic planning and management framework.
 - To provide indirect support to learners through supporting teachers and school management, with a particular focus on curriculum and institutional development.
 - To ensure that the teaching and learning framework and environment is responsive to the full range of learning needs.
 - To provide direct learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs.

2.2.4 Positive attitude of both teachers and learners towards learners who experience barriers to learning, co-operative learning, acceptance of one another regardless, avoiding labelling, mutual respect, acknowledging differences and respecting diversity, teachers apply adaptation and modification of material, safe and accessible environment, availability of material in an accessible format are some of the things that promote inclusion Two paragraphs are enough.

(10)

2.2.5 The findings include:

1. Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was known as special education. These learners were known as learners with special education needs.
2. Special education and support services had been provided mainly for a small number of learners with special education needs, in special classes in ordinary schools or in special schools.
3. Special education and support services were provided on a racial basis with the best resources going to the white learners.
4. Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs.
5. In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school.
6. While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.

(50)

4 EXAM GUIDELINES: INCLUSIVE EDUCATION A

SECTION A:

Questions 1 and 2 are compulsory.

- | | |
|------------------------------|------------------------------|
| 1. Multiple-choice questions | Total marks: 10 marks |
| 2. True/False questions | Total marks: 20 marks |

SECTION B

Answer Question 3 or Question 4

Question 3 Discussions	Total marks: 70 marks
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OR

Question 4 Discussion	Total marks: 70 marks
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5 ADDITIONAL INFORMATION TO REMEMBER

Barriers to learning

Intrinsic barriers:

Sensory
Physical
Epilepsy
Chronic diseases – diabetes, TB, asthma, HIV/AIDS
Intellectually challenged learners

Extrinsic barriers:

Socio-economic context – crime, abuse, gangsterism, teenage pregnancy
School – teacher, facilities, language and culture, curriculum, management, learning problems, behaviour problems
Political factors

Systems of learners important; needs within the system; how to overcome and minimise needs. Look at what learners can do.

Look at possible causes of barriers.

White Paper 6 on inclusive education

Provision of education:

- 1 Ordinary school
Early identification, intervention – staff trained to do this
2. Full-service schools – eventually 500 out of 20 000 schools in country
Full range of learners' needs addressed in schools
3. Special schools – resource centres
Improve, upgrade schools, staff specialists
4. District-based support teams
Coordinate professional support; start with 30 districts – national plan
Learner-support teachers based in district offices
5. Learners with disabilities outside the school

Intensity of support

- 1 Ordinary schools – low intensity of support. Foundation phase identification and low level of support.
- 2 Full-service schools – moderate, average support. They are ordinary schools especially equipped to support learners. Should be reflected in the culture, policy, practice of school and school ethos. Government supplies infrastructure and whatever is needed.
- 3 Special schools – high intensity level of support; become resource centres.

We can talk about schools-based support teams, institution-based support teams or site-based support teams. In ordinary schools teachers refer learners to these teams. If they cannot provide help, districts are called in for optional support.

6 DURATION OF THE EXAMINATION PAPER

This is a two hour paper. Make sure that you use the time well.

Use the first few minutes to read carefully through the entire paper. Plan and organise your answers before you start to write.

PRACTICAL SUGGESTIONS

Here are some practical suggestions that may be helpful:

- Plan your preparation for the examination thoroughly.
- Start studying well in advance. Don't leave things to the last minute.
- Make sure that your environment promotes rather than hampers learning. The place where you study should be quiet – try to avoid noise and disturbances.
- Answer the self-evaluation questions at the end of each chapter. These questions provide a good indication of your understanding and knowledge regarding the study material.
- Study your work so that you understand what you have learnt. Don't simply memorise your notes.
- Regularly revise the work that you've already covered. Make mind maps.
- Try to get enough sleep so that you're not physically exhausted when you have to study or write the examination.
- Be calm and relaxed. You need to be properly prepared and to get to the examination venue on time. A student who has to rush to be on time cannot be calm.

- Read carefully through the questions and underline the key words, so that you are sure that you understand what is expected of you. Even if you take 10 minutes to read through the paper, you haven't wasted that time.
- Do not allow yourself to get confused by a question that is formulated differently from what you expected. Questions are sometimes formulated differently just so that you have to think carefully about your answer.

GOOD LUCK!

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