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Assignment 2
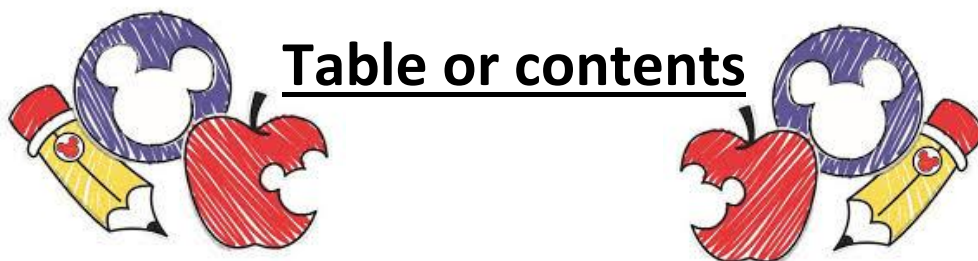
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Question 1

Social model of disability	Medical model of disability
•The social model implies that there could be something else than a learning problem that is wrong with the child that keeps him from doing well and thriving in school. • Social, economic and political conditions can contribute to the child's difficulty to learn; Contributing factors includes the attitudes of the people around him, not having the correct recourses, or any recourses at all, learner does not have access to the right services, schools having inflexible curriculums, lack of teachers with the correct training, and efficient training for teachers. • The society and educational system is the barriers to learning in the Social model of disability	•The medical model is mainly used in the medical sector because the model is used for medical conditions a child struggles with. • Diagnose a child with his/her problem, and find a cure. • Focus is on Diagnosis – ADHD, Intellectual disability, Cerebral palsy, Down syndrome etc • Find a school that will accommodate the child with his needs, like a special school. • The medical condition of a child is the barriers to learning in the Medical Model

Conclusion: In the Social Model of disability, we can see that the lack of skilled training in teachers, socio-economic conditions, and inflexible curriculums take a big role in creating barriers to learning, as where the Medical Model of Disability revolves around learning problems and the medical aspects of a child's barrier to learning such as ADHD or down syndrome. These two models differ vastly, because the Social Model of Disability focuses on barriers that can be supported and helped by teachers and differentiation in the classroom, where the medical model of disability a learner might need more than just differentiation but special education from special schools.
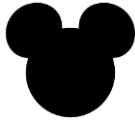
Question 2 A

Poverty	•If it is not addressed, a child can end up totally excluded from the educational system because they cannot afford transport to school. •Poverty leads to children not getting the right nutrition, when children are hungry and not well fed and malnourished, they will struggle to concentrate in school and will lead to the child failing and not developing on a mental scale like they should. • Because of the bad sanitation, children can get sick easily. The limited access to health services can cause a child to stay off sick at home for a very long time because they cannot get the medical attention they need. • Poverty can cause children to be dishonest and start stealing to survive, which can cause them to be juvenile delinquents or to rather skip school and to do crime. Conclusion: Children who are affected by poverty will not do well in school if they do not get extra resources and help from teachers and outside parties.
HIV/Aids	• When a learner is affected with HIV/Aids they need special treatment and care both inside and outside school •The disease does not only affect the child's health but also his emotional well-being, and it also causes the child to be tired because of low energy levels. Causing a barrier to learn •When a child has a parent/parents with HIV/Aids, It causes a lot of extra pressure because the parents are unable to care and give the necessary support a learner needs. Often learners as young as 14 years old has to act as the head of the household and care for their younger siblings because they are either orphaned or the parents are unable and too sick to care for their children. This put's major stress on a child's schooling. • Children who are put in situations of looking after their whole family often partake in criminal activity to be able to buy food for themselves as well as their family members. They lose all interest in school because they are traumatised and have very little hope for a bright future and schooling career. Conclusion: Children affected by HIV/Aids has a tremendous barrier to their learning and needs extra health care and support to be able to attend school, and look after their families if needed

Question 2   B

Poverty	A teacher must first of all observe a child to see what is causing his barrier to learn, if she finds that it is poverty she can: • Treat all children the same. • Create a safe environment for the child, tell the learners that if they need anything they can come to you and you will talk to people who can help them. •Be patient in class, and make extra notes of your lessons and hand them out incase a child did not focus during your lesson. •Hand out food parcels to those who need it at break-time. •Boost a child's confidence by praising their efforts. •Give individual attention to students and if you find that a certain child is struggling, make sure you find out why they do not understand, children do not always have parents present at home whom they can ask for help with homework. Always use an interactive approach. •Always make sure and ask if a child understands their work. •Provide learners with access to magazines, computers and books because the school might be the only place where they have access to these resources. •Do not plan costly activities in the classroom which require resources they have to go out and buy, and have a "supply-bank" with stationary which is available to all learners who are currently out of stationary.
HIV/Aids	Find out what the situation at home is, and whether or not he is getting the correct nutrition and if he/she is the caretakers or head of the family. • Be an adult they can trust and come to if they are in need of anything, let this be known to all students •Make medical attention available to children by letting the local hospital's nurse do a yearly check-up. •Make food parcels available to children. •If you suspect a child is the head of their families, make contact with social workers at Welfare and let them know of your suspicions. •Make sure all the children understand their work by using an interactive approach and giving personal attention to every child. •Do not plan expensive activities, and make resources to activities available in the classroom for example newspaper, and magazines.

Question 3 A

a. According to the Education White Paper 6 (2001) barriers to learning and development can be defined as of the inability of the education and training system to accommodate their learning needs of different pupils. Inflexible curriculums, language of teaching and learning, and inappropriately trained teachers are some of the barriers faced when dealing with the learning and development of a child

Question 3 B

b. ❤ Every learner has his own strengths, weaknesses and abilities

❤ Every child has the ability to learn, no matter of the differences in age, gender, ethnicity, language or disability.

❤ The needs of all learners has to be met by learning methodologies, education structures and systems.

❤ Differences among learners needs to be acknowledged and respected by everyone at all times

❤ Learning takes place at informal settings such as the home and community, not only at formal institutions like schools.

❤ To meet the needs of all children, attitudes, behaviour and methods needs to change and accommodate them.

❤ Participation needs to be used more and barriers restricting children from learning and developing are essential and of high importance in all schools.

Question 4

There are various strategies an educator can use to implement the differentiation process in his/her classroom, to aid a learner in understanding, making sense of the work and learning effectively.

❤**Cooperative learning**
Cooperative learning says it all in the name, learners work independently from the teacher and assist each other in the learning process. Classes are divided into groups, of 2to 6 students. The size of the groups depends on the availability of materials and resources, and the amount of time to do activities. A group should be larger if there is little time or material. Groups should be smaller when students are young and inexperienced with cooperative learning activities, and should not work in groups of 5 or more if they are not used to group work

❤Peer tutoring

When using cooperative learning in the classroom a teacher can allocate a peer to every group to help learners who have difficulties with understanding the study material and content of the work. Even though peer tutoring us one of the teaching strategies used in the differentiation process, a learner should not be forced to help other learners.

❤ Demonstration method

When using the method of demonstration, learners watches how another learner, or teacher does the task, for example a science experiment. A learner then understands the work and content and can answer questions about the work.

❤Multisensory approach

In differentiating instruction, teaching strategies that implements a variety of learning preferences and styles should always be considered. Students can learn through their senses, and teachers has to use various ways to enhance a presentation and provide ways in which children can use their senses for a multisensory approach. For example, using a video relating to work, and showing it on the Over Head Projector, learners make use of their hearing, seeing.

❤Aided Language Stimulation (ALS)

Speech, gestures and pictures are used to make the interaction and participation process better when using Aided Language Stimulation. Learners with complex speech difficulties are also embraced by this strategy. This teaching strategy allow students to express themselves and participate in classroom activities who can otherwise not do so because they have difficulties expressing themselves. Learners can participate for example by pointing at illustrations, or pictures used by the teacher.

❤Differentiation of the product

Differentiation of the product refers to the result of what the learner has been taught, and the learning process. It then tells the teacher whether her goals were reached or not. Educators use various forms of assessment, to enable the learners to apply the knowledge they have occurred, and use the skills they have learned. Differentiation of the product also aids in:
•Encouraging learners to demonstrate what they learned in a number of ways
•Provides opportunity for different working arrangements; like working in groups or alone
•Encourages learners to use different resources to prepare the end product
•Enables the use of many different assessment methods
•Product assessment can take place in different levels of difficulties, it is determined by the readiness of the learner

❤Differentiation of the learning environment

The learning environment is not only the physical setting of the class but also the emotional wellbeing and context in which the learning process occurs. Effective learning can only take

place if a learner feels safe, secure and at peace; Thus, allowing them to express their own understanding or lack of understanding and feeling at ease to do so. Effective differentiation of learning environment has the following characteristics present:

•The educator is receptive to all need of the learners in all different situations.

•The learners have a sense of security, feel safe both physically and affectively

•Educators support their learners

•Educators welcome and accept all individual differences

•Learners are taught to support and respect their peers

•Learners and educators all agree on classroom routines, management and classroom operation

•Physical arrangements can be flexible and meet the needs of all learners

•There is a resource bank available in class for all the learners with a wide range of resources available to support learning and teaching

Question 5

Creating an inclusive school, and an education system that is fit for all children cannot be done alone, that is why schools should communicate, and share knowledge and experiences with each other. Schools can learn valuable lessons and gain insight from one another and could benefit the teachers and learners. Schools can come together to discuss issues and solutions, and how to avoid certain issues in the future; Thus, being said I will list a few ideas on how schools can collaborate:

❤ Principles, head teachers and representatives of various school's management boards should all meet at least yearly to discuss and review the issues of common concern. This issue could include determining if all the children in the district are enrolled in a school; Admission of special needs learners; availability and access to buildings and equipment; the training of staff and teachers; support for teachers and learners

❤ Teachers can visit nearby schools to learn initiatives they have taken into their classrooms to include all the learners

❤ Schools should try and make a district shared resource centre of teaching aids and equipment such as books, magazines, and video programmes that teachers and families can all use. It would be ideal if it was linked to a local teacher education institute

❤ Teachers can be seconded to another school for prior determined a period of time, a teacher with skills can go to a neighbouring school to assist the staff there, for two weeks, two days or even a term. Teachers from ordinary schools can also be seconded to special schools or units. (Understanding and Responding to Children's Needs in Inclusive Classrooms)

Question 6
n/a

Question 7 A

A. The role of the ILST (Institutional support team):
The function of these support teams is to co-ordinate learner and teacher support services. It supports the teaching and learning process by addressing the needs of the learner, educator and institutions directly. These teams are supported with expertise of the local community, district support teams and higher education institutions. District support teams provides the ILST with education support services, like development in curriculum and assessment on a professional level. (education white paper 4, 2001:29)
•Coordinating all learner, educator, curriculum and institution development support in the institution. This includes linking this support team to other school-based management structures and processes, or even integrating them for better coordination of activities and to avoid duplication;
•Collectively identifying institutional needs and, in particular, barriers to learning at learner, educator, curriculum and institutional levels;
•Collectively developing strategies to address these needs and barriers to learning. This should include major focuses on educator development, 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.

Question 7 B

B. The purpose of support in the education system is to overhaul the process of identifying, assessing and providing learning programmes for all learners who require additional and extra support to enhance their participation in the classroom and avoid being excluded. One very important aspect is the guidelines provided by the Education White Paper 6 which provides us with clear guidelines on enrolling learners in special schools, the document gives a strategic policy framework on screening, identifying and assessing and supporting all the learners who has barriers to learning and development within our education system, including the children who are already in special schools.

The framework develops a profile for each learner from his/her first day of school. It is made in such a way to ensure that teachers and schools understand the support needs of all the learners and how to enhance the delivery of the National curriculum statement

It is intended to assess the level and the extent of support needed to maximise learners' participation in the learning process. The purpose of support is to help a child thrive in his learning environment, by learning and developing effectively.

Question 7 C

C. •The value of assessment is to establish what barriers is affecting the learner's participation in the learning process

•To decide on the level of support needed, and which "support package" to address these barriers will be needed.

•To track the progress and impact of implementation of the support package.

•To see which children are in need of more specified education as to the education mainstream schools provide because they are not responding to the differentiation and the support package did not help.

Question 8 A

a. **Stage 1: Gain background information on the learner**
The learner profile would equip me with needed knowledge of the child's background since his/her first day of school. I would see if he had any previous problems with following out instructions or if it developed recently. To my knowledge, having difficulty with following through with instructions, it could mean the child might have a learning problem such as ADHD or a hearing problem.

Stage 2: Identify barriers to learning and development
I would use the Support Need Assessment (SNA)1 to guide the assessment, data collection and intervention to identify the barriers to learning with my student.
•I would apply curriculum differentiation in my classroom, like remedial education, to see if he responds better to the content.

Stage 3: Establish levels of support and an action plan with a 'support package'
• If the support given by the curriculum differentiation is not effective, I would seek help from Institution level support team (ILST)
•The ILST will then assess the child and use the SNA 2 to guide them when reviewing teacher support and deciding on the support that will be given to the learner.

Stage 4: Action Planning for Provision and Monitoring of Additional Support
•Teachers and the ILST would draw up strategy to avoid similar situations in the future.
•The learner will be monitored closely to see if he responds to the additional support, if not, parent intervention would take place and the child might need a different support package
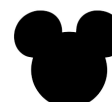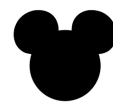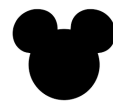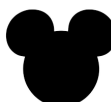
Question 8 B

b. **Stage 1: Gain background information on the learner**
   I would investigate the learner profile to see if the child's parents has any social grants, what areas needed extra support. I will be able to see in the learner profile whether the child as a disease, or has financial issues.

   Stage 2: Identify barriers to learning and development
   If the child had a barrier to learning like HIV/AIDS, or poverty I will apply curriculum differentiation of environment in my class by making sure there is a material and resource bank with books, magazines, pens and pencils available to all learners. I will also implement peer tutoring and ensure the child always knows what he should do. us and understanding in class I will monitor and see if the child is responding to the curriculum differentiation, which he most likely will.

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BARRIERS TO LEARNING AND DEVELOPMENT DOCUMENT

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