

Definitions

- **District-based support team:**
 - provide a coordinated professional support service
 - draws on expertise in education and local communities, targeting special schools and specialised settings
- **Early identification:**
- **Ethics in education:**
 - concerned with how teachers ought to conduct themselves within the profession of education
 - promote qualities that goes beyond a teacher's basic legal responsibilities towards their learners
- **Inclusion:**
 - reconceptualization of values and beliefs that welcomes and celebrates diversity
 - recognises and respects differences between learners and builds on similarities
- **Individual support:**
 - learners are given extra support due to their barriers which is resulting in them struggling
 - can be provided by the teacher in collaboration with the institution-level support team and should be planned well in advance
- **Integration:**
 - process whereby learners with/without disabilities attend same schools in the neighbourhood
- **Learning support:**
 - acknowledges the potential of learners to grow
 - at their own pace to reach maximum level of independence in learning with their unique abilities
- **Mainstreaming:**
 - get learners to fit into a specific system/integrating them into an existing system
 - education system that ensures learners with disabilities are educated alongside peers without disabilities
- **Mesosystem:**
 - representation of the interaction of a child's microsystems (home, school, peers...)
- **Normalisation:**
 - all people regardless of characteristics and abilities have the right and freedom to a normal school, jobs...

Inclusive Education

- **Definition:**
 - process of increasing the participation of learners in (and reducing the exclusion from) the cultures, curricula, and communities of local schools
- **Seven Principles:**
 1. teaching all students
 2. exploring multiple identities
 3. preventing prejudice
 4. promoting social justice
 5. choosing appropriate materials
 6. teaching / learning about cultures / religions
 7. adapting / integrating lessons appropriately
- **Implications:**
 - vision and leadership
 - whole-school development
 - support and collaboration
 - attitudes and beliefs
 - resources
 - professional development

NCSNET / NCESS

- **Overcoming barriers:**
 - specialised education and support predominantly provided for small amount of learners with disabilities within special schools
 - specialised education and support provided on racial basis with best material and resources provided for whites
 - most learners with disabilities have fallen outside system or mainstream by default
 - curriculum / education system generally failed to respond to diverse needs of learner population, resulting in drop-outs, failures, push-outs...
 - attention given to schooling phase regarding special needs / support results in other levels / phases being neglected
- **Key strategies for achieving:**
 - transforming all aspects of education system
 - develop integrated system of education
 - infuse special needs / support services throughout system
 - pursue holistic development of centres
 - develop flexible curriculum to ensure access to all
 - promote rights / responsibilities of parents, educators, learners
 - provide effective development programmes to human resources

- foster holistic and integrated support provisions through intersectional collaboration
- develop community-based support system including preventative and developmental approaches to support
- develop funding strategies to ensure redress for disadvantaged communities

White Paper Implementation

- **National level:**
 - formulate policy
 - goal of policy to enable learners to value, have access to, actively participate, succeed
- **Provincial level:**
 - implement policy from National DoE
 - responsible for resource development, buildings, finance and resource distribution
- **District level:**
 - province divided into several districts
 - team manages inclusive education in that district (DBST)
 - provide coordinated professional support services, drawing expertise in higher education, targeting special schools
 - core education support at DL determines needs:
 - support personnel
 - curriculum specialist
 - management specialist
 - administrative experts
 - specialists support personnel
 - other government professionals
 - community role players
 - team members should fulfil roles like:
 - assessor
 - researcher / evaluator
 - general learning support facilitators
 - curriculum specialist / developers
 - specialist learning support facilitators
 - material developer
 - health / welfare worker
 - counsellor
 - organisational / leadership / financial management experts

Assessment Techniques

- portfolio assessment

- continuous assessment
- self-assessment
- tests
- work sampling
- discussion with learner
- checklists
- observation
- interaction
- task accommodation to improve performance
- interview with teacher and parents
- assessment in specific subject

Special Schools as Resource Centres

- learners whom require high-intensity support
- resources should be integrated into DBST allowing to provide specialised professional support in curriculum, assessment, instruction
- **functions:**
 - integrated / coordinated part of DBST
 - support schools in implementation of Strategy on Screening / Identification / Assessment
 - assist in mobilisation of children outside of school system
 - provide specialised professional support to neighbouring schools, including teacher training
 - make resources available to community
 - work collaboratively with community

Full Service Schools

- each district has at least one
- mainstream schools that provide quality education to all by supplying full range of learning needs
- moderate to high support level
- **roles:**
 - provide access to moderate levels of support, resources, programmes
 - provide support through competent, experienced learning support educators
 - support neighbouring schools regarding barriers to learning
 - collaborate with DBST to coordinate support
- should review own capacity to accommodate barrier learners before sending to a special school
- works in collaboration with other schools in area

Institution-Level Support Team

- responsibility to liaise with DBST to identify needs of specific institutions
- **functions include:**
 - coordinate support relating to learners, teacher, curriculum, school
 - identify school needs and barriers
 - develop strategies to address needs and barriers
 - focus on in-service training of teachers
 - establish networks promoting effective communication between all
 - adapt and develop learning programmes and teaching strategies
 - support teachers on site
 - monitor and support learners progress
- should feature in each school
- should be flexible
- learning support teacher takes responsibility for organisation of team
- **team should consist of:**
 - learning support teacher
 - referring teacher (class)
 - teacher with expertise on offer around learners needs
 - principal / deputy / SMT member
 - DBST member
 - parents

Individual Support Plan

- individualise support together with group learning, activities
- can be provided by class teacher in collaboration with ILST
- should be planned in advanced
- should be flexible if initial plan doesn't work
- **five core procedures:**
 - assess learner to determine what's been mastered
 - formulate outcomes
 - select contents of curriculum / learning plan
 - choose learning support strategies / methods
 - assess progress
- **addressing knowledge / skills / attitudes of learner:**
 - assessment should be holistic
 - consider home environment / sociocultural circumstances
 - interview parents and learner
 - interview previous teachers
 - study learners work to determine strengths and needs
 - curriculum-based tests determine current performance according to curriculum

- write report on findings
- **outcomes:**
 - from result of assessment
 - background, knowledge, skills, content determines learning support
- **selecting curriculum contents:**
 - commence on learner's level (grade)
 - contextualise content
- **choosing learning support strategies / methods:**
 - consider learner's learning style
 - guide towards experiencing success
 - work from known to unknown
- **assessment:**
 - ongoing throughout learning support
 - determines whether outcomes mastered
 - learned skills should be applied in different contexts
 - curriculum-based test after outcomes achieved

Child Abuse

- **Preventative actions:**
 - school community centre presents short courses on:
 - parental guidance
 - marriage counselling
 - family enrichment courses
 - family therapy
 - divorce counselling
 - psychotherapy
 - therapeutic support for abused children
 - preventative strategies
 - teacher's duty to identify abused children and refer families for assistance / support
- **warning signals:**
 - deterioration of work
 - unusual overdependence
 - withdrawal from society
 - depression / aggression
 - eating / sleeping problems
 - sexually provocative
 - stealing / lying
 - undesirable lifestyle
 - injuries to sexual organs
 - bedwetting
 - eye contact avoidance

- fatigue / listlessness
- wearing thick layers of clothing
- emergence of self-destructive tendencies
- emergence of criminal behaviour
- indications of abuse in drawings
- refusal of medical examinations

Teaching Strategies

- cooperative
 - size of group
 - group members
 - roles of members
- scaffolding
- cubing
- problem-based learning
- collaborative co-teaching

Bronfenbrenner

- **MICROsystem:**
 - activities, roles, interpersonal relations in family, school, friends
 - immediate environment where proximal processes occur
 - should support feeling of belonging, love, support, protection
- **MESOsystem:**
 - system of microsystems
 - friends, school, family interact, modifying systems
- **EXOsystem:**
 - learner not directly involved with environment
 - may be influenced by what happens in setting / relationships affected
- **MACROsystem:**
 - social and economic structures, attitudes, beliefs, values, ideology in society, culture
 - represents most distal level of environmental influence
 - has impact on nature of all interactions
- **CHRONOsystem:**
 - time and its relation to interactions between all systems and influences (ie. apartheid)
- children are active participants in own development
- perceptions of context central to how they interact with environments

Mainstream vs. Inclusion

Mainstream / Integration	Inclusion
Getting learners to fit into particular system / Integrating into existing system	Recognising / respecting differences between all learners and building on similarities
Giving extra support to fit in / integrate into normal classroom Addressed by specialist who diagnose and prescribe interventions	Support all learners, educators, system to meet full range of learning needs Emphasis on development of teaching strategies
Focuses on changes to occur in learner	Focuses on overcoming barriers in system
Focus on learner	Focus on adaption of support systems available in classroom

Medical vs. Social Model

Intention	Medical	Social
Power	System / professionals	Parents, learners, school and district based support teams
Discourse	Medical-deficit, individualistic, personal tragedy	Social-critical, bio-ecological
Action	Changing individual Fix child to fit in Interventions by specialist personnel Special placement	Changing system Develop system to support child Collaboration between all role players mainstream