DECLARATION

I, Allan Quinton Naidoo, hereby declare that:

- This dissertation is my original work.
- It has not been submitted for degree purposes at any other university.
- The information derived from published and unpublished work of others has been acknowledged in the text and in the list of references given.

Signature:........................................

Date:.............................................


DEDICATION

“The heavy burden of responsibility for change and improvement in schools ultimately rests on the shoulders of teachers” (Engelbrecht 2007).

This study is dedicated to those conscientious educators who always go the extra mile, usually under challenging circumstances, for the benefit of their learners.
ACKNOWLEDGEMENTS

First and foremost I would like to acknowledge my Creator and thank Him for all the gifts and blessings as well as for giving me the strength to complete this study. I would also like to use this opportunity to acknowledge all people, living or dead, who have contributed to my present state of being.

My deepest gratitude is extended to my supervisor, Prof. Xoliswa Mtose, for her dedication, encouragement and professional guidance. Thank you for sharing your deep insight into research matters with me. I really value your patience and thank you for believing that I could complete this work.

Thank you also to Loreen, executive secretary to the Dean, for the words of encouragement and all the phone calls and e-mails that kept me on track.

A special thank you is extended to the deputy principal of the school where the research was conducted as well as to the teachers who so willingly and enthusiastically participated in the research and shared their experiences with me. Without you this study would not have been possible.

My deepest love and gratitude is extended to my family who had to sacrifice precious family time so that I could complete this study. Your father will now be back to his old self, as usual.

Finally, I would like to acknowledge the financial assistance received from the University of Fort Hare which makes it possible for ordinary South Africans like myself to further their educational dreams. Thank you also to all other lecturers who have guided me to where I am today.

I am deeply indebted to all the people mentioned here. You have enabled me to realise my dream – thank you for your support.
LIST OF ACRONYMS

ABET: Adult Basic Education and Training
AIDS: Acquired Immunodeficiency Syndrome
ADHD: Attention Deficit Hyperactivity Disorder
DBST: District-based Support Team
DoBE: Department of Basic Education
DOE: Department of Education
ECD: Early Childhood Development
ECDOE: Eastern Cape Department of Education
EDO: Education Development Officer
ELRC: Education Labour Relations Council
ESS: Education Support Services
FET: Further Education and Training
HIV: Human Immunodeficiency Virus
HPS: Health Promoting Schools
ILST: Institutional Level Support Team
LOLT: Language of Learning and Teaching
LRE: Least Restrictive Environment
LSEN: Learners with Special Educational Needs
NCS: National Curriculum Statement
NCSNET: National Commission on Special Needs in Education and Training
NCESS: National Commission on Education Support Services
NGO: Non Governmental Organization
OBE: Outcomes Based Education
SASA: South African Schools Act
SGB: School Governing Body
SMT: School Management Team
UNESCO: United Nations Educational Scientific and Cultural Organization
WHO: World Health Organization
WP6: White Paper 6
WSIP: Whole School Improvement Plan
TABLE OF CONTENTS

ABSTRACT................................................................................................................1

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction.........................................................................................................2
1.2 Background to the study..................................................................................2
1.3 Statement of the problem..................................................................................4
1.4 Research questions..........................................................................................5
1.5 Research objective..........................................................................................5
1.6 Thesis statement..............................................................................................5
1.7 Rationale..........................................................................................................6
1.8 Significance of the study..................................................................................6
1.9 Assumptions.....................................................................................................7
1.10 Delimitation of the study................................................................................8
1.11 Definition of central concepts.......................................................................8
1.12 Brief overview of the chapters.....................................................................10
1.13 Summary.......................................................................................................11

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction.......................................................................................................12
2.2 Theoretical framework....................................................................................13
2.2.1 Social Constructivism................................................................................13
2.2.2 Kurt Lewin’s Field Theory........................................................................15
2.2.3 Ecological systems theory........................................................................17
2.3 Inclusive education........................................................................................19
2.3.1 Conceptualizing inclusive education.......................................................19
2.3.2 International Conventions..........................................................................20
2.3.2.1 The Salamanca Statement.................................................................20
2.3.2.2 The Convention on the Rights of Persons with Disabilities..............21
2.4 Inclusive education policy development in South Africa

2.4.1 The work of the NCSNET / NCESS

2.4.2 White Paper 6: Special Needs Education

2.4.3 The rights of teachers in inclusive education

2.5 Support for teachers in inclusive settings

2.5.1 District-based Support Team (DBST)

2.5.2 Education Support Services (ESS)

2.5.3 The role of special schools

2.5.4 Institutional Level Support Team (ILST)

2.5.5 The role of teacher aides

2.5.6 The role of parents

2.6 Challenges associated with inclusive education

2.6.1 The need for a paradigm shift

2.6.2 The need for a model of service integration

2.6.3 Human resource development

2.6.4 Resources and facilities

2.6.5 High learner enrolment

2.6.6 Diversity of educational needs

2.6.7 Behavioural problems

2.6.8 A heavy workload

2.6.9 Stress

2.7 Challenges related to the curriculum

2.7.1 Curricular modifications and accommodations

2.7.2 The language of learning and teaching (LOLT)

2.7.3 Opposition to inclusive education

2.8 Summary
## CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Introduction</td>
<td>66</td>
</tr>
<tr>
<td>3.2 General aim of the study</td>
<td>66</td>
</tr>
<tr>
<td>3.3 Research paradigm</td>
<td>67</td>
</tr>
<tr>
<td>3.3.1 Interpretive paradigm</td>
<td>67</td>
</tr>
<tr>
<td>3.3.2 Qualitative research</td>
<td>70</td>
</tr>
<tr>
<td>3.3.3 Research design</td>
<td>74</td>
</tr>
<tr>
<td>3.4 Sampling strategies</td>
<td>77</td>
</tr>
<tr>
<td>3.4.1 Sample and sampling</td>
<td>77</td>
</tr>
<tr>
<td>3.4.2 Profile of respondents</td>
<td>80</td>
</tr>
<tr>
<td>3.4.3 Profile of the research site</td>
<td>80</td>
</tr>
<tr>
<td>3.4.4 Access to research site and respondents</td>
<td>81</td>
</tr>
<tr>
<td>3.5 Data collection</td>
<td>82</td>
</tr>
<tr>
<td>3.5.1 Method of data collection</td>
<td>82</td>
</tr>
<tr>
<td>3.5.2 The interview process</td>
<td>85</td>
</tr>
<tr>
<td>3.5.3 Difficulties experienced during data collection</td>
<td>87</td>
</tr>
<tr>
<td>3.6 Data analysis</td>
<td>88</td>
</tr>
<tr>
<td>3.7 Measures to ensure trustworthiness</td>
<td>92</td>
</tr>
<tr>
<td>3.7.1 Credibility / Truth value</td>
<td>92</td>
</tr>
<tr>
<td>3.7.2 Transferability / Applicability</td>
<td>95</td>
</tr>
<tr>
<td>3.7.3 Dependability / Consistency</td>
<td>96</td>
</tr>
<tr>
<td>3.7.4 Conformability / Neutrality</td>
<td>97</td>
</tr>
<tr>
<td>3.8 Ethical considerations</td>
<td>97</td>
</tr>
<tr>
<td>3.9 Summary</td>
<td>100</td>
</tr>
</tbody>
</table>
CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction..............................................................................................................102
4.2 Demographic characteristics of respondents......................................................103
  4.2.1 Distribution of respondents according to grade and gender......................103
  4.2.2 Distribution of respondents according to qualifications..............................103
  4.2.3 Distribution of respondents according to qualifications..............................106
  4.2.4 Coding..............................................................................................................107
4.3 Experiences of teachers in inclusive classrooms.................................................107
  4.3.1 Factors that promote positive inclusive education......................................108
    4.3.1.1 The attitude of teachers............................................................................108
    4.3.1.2 Self empowerment.................................................................................111
    4.3.1.3 Experience in the profession.................................................................113
    4.3.1.4 Teacher collaboration.............................................................................115
    4.3.1.5 That something special...........................................................................117
    4.3.1.6 Learners acting as a support structure..................................................118
    4.3.1.7 Parental involvement and support.........................................................119
    4.3.1.8 Support from the community.................................................................121
    4.3.2 Challenges related to the curriculum.........................................................122
    4.3.2.1 Curricular modifications........................................................................122
    4.3.2.2 Progression requirements......................................................................125
    4.3.2.3 Language of learning and teaching.....................................................128
    4.3.3 The challenges that teachers face.............................................................129
    4.3.3.1 Lack of in-service training opportunities.............................................129
4.3.3.2 Diversity of educational needs ................................................................. 132
4.3.3.2.1 Hearing and speech problems ............................................................... 133
4.3.3.2.2 Autistic children .................................................................................. 136
4.3.3.2.3 Attention Deficit and hyperactivity Disorder ........................................ 138
  4.3.3.3 The workload of teachers ................................................................. 139
  4.3.3.4 The teacher-learner ratio ................................................................. 140
  4.3.3.5 Behavioural problems ........................................................................ 143
  4.3.3.6 Stress ................................................................................................ 146
  4.3.3.7 Denial ................................................................................................. 147
  4.3.4 Teachers need for support structures ...................................................... 149
    4.3.4.1 District-Based Support Teams (DBST) ............................................... 149
    4.3.4.2 Education Support Services (ESS) .................................................... 151
    4.3.4.3 Institution Level Support Teams (ILST) .............................................. 153
    4.3.4.4 Teacher’s need for in-service training .............................................. 154
    4.3.4.5 The role of special schools .............................................................. 156
    4.3.4.6 The need for assistants in the classroom ............................................ 156
      4.3.5 Factors relating to the policy of inclusion ........................................... 157
        4.3.5.1 Teachers’ familiarity with the inclusive education policy ............... 157
        4.3.5.2 How teachers experience inclusive classrooms ............................. 159
        4.3.5.3 The practicality of the policy .......................................................... 163
  4.4 Summary .................................................................................................. 165
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction........................................................................................................169
5.2 Experiences that encourage positive inclusive education.................................169
5.3 Teachers’ experiences in adapting the curriculum..............................................173
5.4 Experiences that teachers find challenging.........................................................175
5.5 Implications of the experiences of teachers for inclusive education policy in schools ..................................................................................................................183
5.6 Positive aspects emanating from the study..........................................................189
5.7 Limitations.............................................................................................................189
5.8 Possibilities for future research............................................................................190
5.9 Conclusion............................................................................................................191

REFERENCES.........................................................................................................192

LIST OF TABLES
Table 1: Availability of Support Services
Table 2: Description of weightings
Table 3: Grade and gender distribution of respondents
Table 4: Distribution of respondents according to qualifications
Table 5: Respondents by years of experience

APPENDICES
Appendix A: Letter to Education Department requesting permission to conduct research at school
Appendix B: Letter to principal requesting permission to conduct research at school
Appendix C: Permission granted by Education Department
Appendix D: Informed consent
Appendix E: Teacher interview schedule
Appendix F: Extract from Assessment Instruction 29 of 2010
Appendix G: A typical Grade 4 timetable
Appendix H: Interview transcript