INCLUSIVE EDUCATION: A MODEL FOR IN-SERVICE TEACHERS

by

EVELYN ELIZABETH WILLIAMS

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NELSON MANDELA METROPOLITAN UNIVERSITY

PROMOTOR: PROF. MAJ OLIVIER
CO-PROMOTOR: DR C F PIENAAR

PORT ELIZABETH JANUARY 2007
DECLARATION

I, Evelyn Elizabeth Williams, declare that this thesis, submitted for the degree of Doctor of Education in the Faculty of Education at the Nelson Mandela Metropolitan University, was not previously submitted for a degree at this or another university.

The thesis was submitted for editing by a professional language editor.

E E WILLIAMS : ____________________________

Language supervisor : Ms Marthie Nel
BA Hons
Department of Literary Science
University of the Orange Free State

M H NEL : ____________________________
To my family, with love.
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ABSTRACT

It is clear that the concept of inclusive education implies that learners experiencing barriers to learning should, wherever possible and with suitable support, be educated with others in a regular school setting and through a regular curriculum. It is assumed that suitable facilities, resources and assistance, where needed, will be available. An adaptable curriculum that accommodates the specific learners who experience barriers to learning is also essential for inclusive education. The focus on providing equal educational opportunities for learners experiencing barriers to learning means that the traditional roles and responsibilities in education will inevitably change. Teachers have to modify their views of themselves, their teaching methods and the roles that they have to play during the implementation of inclusive education. Teachers will have to be adequately trained to effectively and confidently provide appropriate education to learners experiencing barriers to learning.

The primary goal of the study is to explore the experiences, perceptions and needs of teachers regarding inclusive education. The secondary goal is to develop a training model to equip in-service teachers better for inclusive education.

The research process was structured by the application of a qualitative research approach within a theory generative design, utilising five steps of theory generation in order to reach the objectives of the study. The qualitative approach was selected, as it is exploratory in nature. Founded in this exploratory research, a central concept was identified, with the aim of developing a model to assist teachers in implementing inclusive education.
The research was conducted in two phases. The first section of the research comprised an exploration of the experiences, perceptions and needs of teachers regarding inclusive education. It embraced several decisions relating to data collection and analysis processes, such as defining the population and selecting the sample procedure and the data collection method, namely personal interviews with teachers, in order to determine their experiences, perceptions and needs. Concepts in the transcripts were categorised into themes and sub-themes and were verified by a literature review. A central concept was identified (Step One of the theory-generative research design) that can be further analysed in the second section of the research.

The second section of the research was based on the findings of the research and the work of Chinn and Kramer (1995) in order to develop a training model to assist teachers in implementing inclusive education. The following additional steps of model design were employed:

- Step Two : Concept definition and classification
- Step Three : Construction of relationship statement
- Step Four : Description and evaluation of the model
- Step Five : Model operationalisation

After data analysis was completed, the research established that the participating teachers were not in favour of inclusive education and therefore perceived it negatively. They also viewed themselves as not suitably equipped to work in inclusive settings. They were also discontented and experienced an intense feeling of incompetence. The researcher identified the revitalisation of competence in teachers as the central concept, which served as the foundation of the design of a model for teachers with regard to inclusive education. The essential criteria of the concept were identified and linked to each other by means of relationship statements. The model was described and evaluated according to the five criteria of clarity; simplicity; generality; accessibility; and significance, as proposed by
Chinn and Kramer (1995). The researcher also reflected on the limitations inherent to this research study and presented guidelines and recommendations for the operationalisation of the model in practice, to guide future research and in-service training programmes.

**Key words:**

Competence
Inclusive education
In-service teachers
Model
Revitalise
Teacher development
Dit is duidelik dat die konsep van inklusiewe onderwys impliseer dat leerders wat hindernisse in die weg van die leerproses ondervind, saam met ander in 'n gewone skoolopset en deur middel van 'n gewone leerplan opgevoed moet word, waar dit ook al moontlik is in die toepaslike ondersteuning. Daar word veronderstel dat toepaslike fasiliteite, hulpbronne en bystand, waar nodig, beskikbaar sal wees. 'n Aanpasbare leerplan wat voorsiening maak vir leerders wat hindernisse in die leerproses ondervind, is ook noodsaaklik vir inklusiewe onderwys. Die klem op die voorsiening van gelyke onderwysgeleenthede vir leerders wat hindernisse in die leerproses ondervind, beteken dat die tradisionele rolle en verantwoordelikhede in die onderwys onvermydelik sal verander. Onderwysers moet hul sienings van hulself, hul onderrigmetodes en die rolle wat hulle gedurende die implementering van inklusiewe onderwys moet speel, wysig. Onderwysers sal behoorlik opgelei moet word om toepaslike onderwys doeltreffend en met vertroue te voorsien aan leerders wat hindernisse in die leerproses ondervind.

Die primêre doelstelling van dié navorsing is om die ondervindings, persepsies en behoeftes van onderwysers ten aansien van inklusiewe onderwys te verken. Die sekondêre doel is om 'n opleidingsmodel te ontwikkel om indiensonderwysers beter vir inklusiewe onderwys toe te rus.

Die navorsingsproses is gestruktuurdeur die toepassing van 'n kwalitatiewe navorsingsbenadering met 'n teoriegenererende ontwerp, waartydens die stappe van teoriegenerering gebruik is om die doelstellings van die navorsing te verwesenlik. Die kwalitatiewe benadering is gekies, aangesien dit verkennend is van aard is. Met hierdie verkennende navorsing as grondslag, is 'n sentrale konsep geïdentifiseer met die oog daarop om 'n model te ontwikkel om onderwysers met die implementering van inklusiewe onderwys by te staan.
Die navorsing is in twee fases gedoen. Die eerste gedeelte van die navorsing het 'n verkennings proses van die ondervindings, persepsies en behoeftes van onderwysers ten aansien van inklusiewe onderwys behels. Dit het etlike besluite ten opsigte van data-invorderings- en -ontledingsprosesse behels waaronder die omskrywing van die bevolking en die seleksie van die steekproefprosedure en die data-invorderingsmetode, naamlik persoonlike onderhoude met onderwysers, ten einde hul ondervinding, persepsies en behoeftes vas te stel. Konsepte in die transkripte is gekategoriseer in temas en subtemas en deur middel van 'n literatuuroorsig geverifieer. 'n Sentrale konsep is geïdentifiseer (Stap Een van die teorie-genererende navorsingsontwerp) wat verder in die tweede gedeelte van die navorsing ontleed kan word.

Die tweede gedeelte van die navorsing is gebaseer op die bevindinge van die navorsing en die werk van Chinn en Kramer (1995) ten einde 'n opleidingsmodel te ontwikkel om onderwysers met die implementering van inklusiewe onderwys by te staan. Die volgende bykomende stappe is in die ontwerp van die model gevolg:

- Stap Twee : Omskrywing en klassifisering van konsepte
- Stap Drie : Bou van verhoudingstellings
- Stap Vier : Beskrywing en evaluering van die model
- Stap Vyf : Inwerkingstelling van model
Na die data-ontleding het die navorsing bepaal dat die deelnemende onderwysers nie ten gunste van inklusiewe onderwys was nie en dus 'n negatiewe persepsie daarvan gehad het. Hulle was ook van mening dat hulle nie behoorlik toegerus was om in 'n inklusiewe omgewing te werk nie. Hulle was ook onvergenoegd en het intense gevoelens van onbevoegdheid ervaar. Die navorser het die herlewing van bevoegdheid in onderwysers as 'n sentrale konsep geïdentifiseer, en dit het gedien as die grondslag van die ontwerp van 'n model vir onderwysers ten aansien van inklusiewe onderwys. Die belangrikste kriteria van die konsep is geïdentifiseer en 'n verband is by wyse van verhoudingstellings tussen elkeen getrek. Die model is aan die hand van die vyf kriteria beskryf en geëvalueer, naamlik duidelikheid; eenvoud; algemeenheid; toeganklikheid; en belangrikheid, soos voorgestel deur Chinn en Kramer (1995). Die navorser het ook die beperkings van hierdie navorsingstuk bespreek en riglyne en aanbevelings aangebied vir die inwerkingstelling van die model in praktyk, om rigting ten opsigtte van toekomstige navorsing en indiensopleidingsprogramme te verskaf.

**SLEUTELWOORDE**

Bevoegdheid  
Inklusiewe onderwys  
Indiensonderwysers  
Model  
Herlewing  
Ontwikkeling van onderwysers
CHAPTER ONE

RESEARCH ORIENTATION, PROBLEM STATEMENT AND PURPOSE OF THE STUDY, CONCEPT CLARIFICATION, METHODOLOGY AND RESEARCH PLAN

1.1 ORIENTATION TO RESEARCH

Education has to be relevant and meaningful to the lives of all learners. In recent years, the education system in South Africa has come under intense scrutiny and has become a cause of great concern to those involved in education, because South Africa possesses a diversity of languages, cultures, religions and disabilities. Diverse learning needs are displayed by learners, which creates a need for diverse learning strategies. For education to be meaningful to all learners, they must be successfully integrated into society. Consequently, a greater provision of In-Service Education of Teachers (INSET) is required to assist teachers in adopting different modes of teaching and allowing them to embrace and come to terms with the rapid changes taking place in education. In-service Education of Teachers (INSET) is necessary, because schools are often unable to provide critical and much-needed support to learners with diverse needs and backgrounds in order to overcome their contextual, social and individual difficulties.

According to Mungazi and Walker (1997:6-7), the election of South Africa’s first democratic, non-racial government in 1994 demanded drastic changes in education and the establishment of an equal, non-racial and democratic education system. Educational reform was urgently required and a new unified education system, based on equity and the correction of past imbalances, was developed. The various racially-based Departments of Education were removed, and a single National Department of Education was formed (Fisher and Ladd, 2005:17). Government now had the responsibility to ensure that all
learners, with and without disabilities, could pursue their learning potential to the fullest (Fleisch, 2002:41-42).

Before the second half of the nineteenth century, no provision whatsoever was made for “special needs” amongst learners in South Africa. The first schools for learners with disabilities were church schools, which received no funding from the state. The involvement of the state in what was termed “special education” effectively started in 1900, when the then Cape Education Department recognised the existence of the schools run by the churches (Du Toit, 1996:12-13). The state then became increasingly involved in the erection of “special schools” and the building of hostels for such schools (Department of Education, 1997:21).

In 1948, the National Party began to implement its infamous policy of separate development. The 1948 Act on Special Education specified that special education embraced the diagnosis and treatment of medical and mental disorders in learners in South Africa (Du Toit, 1996:9). In 1967, the Act on National Educational Policy indicated that learners should be educated in accordance to their abilities (Du Toit, 1996:12). Children with “special needs” were separated from “ordinary” learners in mainstream schools and were placed in special schools (Department of Education, 1997:22).

That situation changed dramatically with the advent of democracy in 1994. The Constitution of South Africa (Act 108 of 1996) includes a Bill of Rights which, inter alia, entrenches the rights of all learners, irrespective of race, gender, colour, sex, religion, belief, culture, language or disability, to basic education and access to educational institutions. Education legislation and policy, for example the White Paper on Education and Training (Department of Education, 1995) and the South African Schools Act (Department of Education, 1996) recognise diversity and the provision of quality education within a single system of education.

These policies provide a framework for inclusive education (Donald, Lazarus and Lolwana, 1997:20). The Ministry of Education prepared the White Paper 6
(Department of Education, 2001) in line with its responsibility to develop a policy to guide the transformation process in terms of inclusive education. This policy framework indicates the Ministry’s commitment to the provision of educational opportunities, particularly for learners who have dropped out of the school system as a result of barriers to learning. White Paper 6 also outlines the Government’s obligation to develop an education system that accommodates and respects diversity in South Africa (Department of Education, 2001). Inclusive education indicates that all learners should form part of a learning environment that values, respects and accommodates diversity and provides education in line with the needs of all learners (Landsberg, Krüger and Nel, 2005:3; Engelbrecht and Green, 2001:4).

Learners with physical or mental disabilities, or with emotional or behavioural problems, or any other barriers to learning, are admitted to mainstream schools, while it is clear that they may require more intensive and specialised forms of support to be able to develop to their full potential. The White Paper 6 on Special Needs Education (Department of Education, 2001) refers to such learners as learners with Special Educational Needs.

Currently, the old references to Learners with Special Education Needs (LSEN) and “special needs” are being replaced by the concept of “barriers to learning and development” (Department of Education, 2002:131). Barriers to learning can be located in the learner, within the school, within the education system and within the broader, social, economic and political context, in other words, in the macro system. This implies that the barriers may also be caused by a system that is unable to meet or adapt to the needs of specific learners (Hegarty, 1993:106).

The focus in South African education is slowly moving from the expectation that the learner has to adjust to the demands of the system, to the requirement that the system needs to be flexible enough to accommodate the diverse needs of all learners as inclusively as possible (Department of Education, 2002:131). The Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services
(NCESS) recommends a community-based approach to support an inclusive education and training system (Department of Education, 1997:62). Community-based education support would comprise all the human resources that can be utilised to render services (Engelbrecht and Green, 2001:47). Transformation and change must, therefore, focus on the full range of education and training services available, namely departments of education, parents, communities, psychologists, therapists, health workers, medical practitioners and teacher support services.

The policy of inclusion embraces the fact that classroom educators, namely teachers, will be the primary resource for achieving the goal of an inclusive education system. However, the challenge facing many teachers in South Africa is that they have not been adequately trained to cope with the diversity of learners who enter schools. Schools may also not have the facilities or equipment needed by teachers in an inclusive classroom. In addition, there is the fear that normal learners will be neglected as a result of all the time and attention needed by learners with special educational needs. In this regard, new ways of thinking and behaving have to be developed through appropriately designed in-service training for teachers (Vlachou, 1997:3).

1.2 PROBLEM STATEMENT

The policy of inclusion is, broadly speaking, concerned with minimising barriers to learning from whatever source, and mobilising the resources required to support inclusion. Recent policy documents in South Africa, which have put recommendations forward (Department of Education, 1997), have created much ambiguity and confusion, both at conceptual and strategic levels. This has obviously influenced implementation and translation at grassroots level (Down Syndrome in South Africa, 1999:14). Schools are expected to change to accommodate all learners and adopt a sense of ownership regarding all learners (Smith, 1998:23). For inclusion to work, teachers must be able to work with learners with special needs, plan and work together, as well as support each other in everyday teaching situations. This will require special
collaborative and communication skills from teachers (Department of Education, 2002:66).

Many teachers are hamstringed by the fact that they are not properly equipped to teach in an inclusive classroom. Lacking the training, expertise and clear understanding required to work in inclusive settings, their task is becoming increasingly demanding. To remedy this deficiency, in-service education and training of teachers could be implemented. In preparing teachers to work in an inclusive classroom, their professional competence can be developed.

It is necessary to conduct research in this subject area before a model can be developed to assist teachers to teach effectively in an inclusive classroom.

1.2.1 Formulation of research problem

In the formulation of the research problem, the researcher will subscribe to the view of Burns and Grové (1993:129), namely that a research problem arises from a “perception of existing problems in a situation, based on the individual's intuition, interests and goals”.

1.2.2 Research question

The researcher will employ a guiding research question, which is characteristic of a phenomenological research design (Piantanida and Garman, 1999:93), that:

- defines the boundaries of a study;
- directs the investigation by the researcher; and
- elicits a broad picture of the life-world of the participant.

The guiding research question that delineates the focus of this study, is formulated as follows:
What are teachers’ experiences, perceptions and needs regarding inclusive education?

In line with the problem statement, the following sub-question is formulated:

How can in-service teachers be equipped for the role they have to play with regard to inclusive education?

In the first section of the study, the researcher will attempt to answer the primary research question, while a model for in-service teachers will be developed thereafter, guided by the results of the first section.

Based on the guiding research question and the sub-question, the following research goal and objectives were derived.

1.3 PURPOSE OF RESEARCH

The primary goal of this study is to explore the experiences, perceptions and needs of teachers regarding inclusive education. The secondary goal is to develop a model to equip in-service teachers better for inclusive education.

The purpose of the research can be further differentiated as follows:

- to obtain guidelines for the implementation of the abovementioned model from the perspective of a policy of inclusive education;

- to make recommendations for further research.

1.4 CLARIFICATION OF KEY CONCEPTS

- Inclusive education

Smith, Polloway, Patton and Dowdy (1998:124) view inclusion as the process of including learners with special educational needs in general classrooms, school
programmes and activities. Inclusion promotes equal participation and non-discrimination against all learners in the learning process, irrespective of their abilities, within a single, seamless education and training system and a continuum of learning contexts and resources according to need (Department of Education, 1996).

The Education White Paper 6 (Department of Education, 2001) defines inclusive education and training as:

- acknowledging that all children and youth can learn and are in need of support;

- maximising the participation of all learners in educational institutions and uncovering and minimising barriers to learning;

- acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;

- being broader than formal schooling and acknowledging that learning also takes place in the home, in the community and within formal and informal settings and structures;

- changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners.

Inclusive education, according to Engelbrecht and Green (2001:4-6), is the term used to describe educational policies and practices upholding the right of learners with disabilities to belong and learn in mainstream education. For the purpose of this study, inclusive education will refer to the fact that many learners have specific individual learning needs and that it is the responsibility of any education system to recognise and accommodate this diversity.
• **Special educational needs**

Special educational needs refer to the needs of learners with academic problems, learning problems, emotional problems and physical health problems (Gulliford and Upton, 1992:1). Special needs exist where learners require special assistance if they are to overcome the social, contextual and individual barriers they face with regard to learning (Farrell, 2003:13; Donald, Lazarus and Lolwana, 1997:15). Special educational needs require the provision of different or additional resources for children on account of some degree of disability or impairment (Kershner and Roland, 2001:46; Riddell and Brown, 1994:32). For the purpose of this study, special educational needs will refer to all the different other than normal educational needs that children exhibit that can operate as barriers to learning.

• **Barriers to learning**

Barriers to learning are conceptualised as those factors that cause the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provision. Barriers do not only arise from the inadequacy of provision, but also from policies and practices that are generated to sustain these inequalities.

Barriers to learning may involve the following (Department of Education, 2002:131):

- Poor access to basic services;
- Poverty and underdevelopment;
- Circumstances that put learners at risk (abuse, violence or HIV/AIDS);
- Negative and harmful attitudes towards diversity;
- A rigid curriculum;
- Difficulty in communication and language;
- Inadequate provision of support services;
- Lack of appropriate legislation and policy;
- Lack of parental involvement;
- Lack of human resource development.

For the purpose of this study, barriers to learning will constitute all the different barriers that a learner may have to face in the different systems in which he or she functions.

- **Special schools**

Special schools provide critical education services to learners who require intense levels of support (Department of Education, 2001:21). For the purpose of this study, special schools will refer to schools that specialise in the different special educational needs of learners and provide specialised education to these learners.

### 1.5 RESEARCH DESIGN

#### 1.5.1 Philosophical foundation of research

When planning a research project, it is important to reflect thoroughly on both the objectives of the study and the philosophical assumptions on which the study is based (Easterby-Smith, Thorpe and Lowe, 1994:76). Fien and Hillcoat (1996:27) assert that “methodologies are very much a puppet of their underlying assumptions”. According to Reichard and Rallis (1994:15), these assumptions
provide a framework, much of it implicit, in assisting the researcher in making methodological choices. These choices include:

- What exactly to investigate;
- How to collect, analyse and interpret data;
- How to present results.

A more detailed discussion of the philosophical foundation of the research and its influence on the research design and process will be presented in Chapter Three of this study. At this stage, a brief outline of the philosophical angle of this research study will suffice. Joubert (1994:2) argues that researchers have to consider their basic assumptions carefully. He identifies four dimensions of investigation:

- The ontological dimension (assumptions about the nature and characteristics of phenomena);
- The epistemological dimension (assumptions of what is known or believed of phenomena);
- Human nature (assumptions about social interaction between man and environment);
- Methodological dimension (assumptions about the actual process of research, in other words the best methods of enquiry).

Overall, these four dimensions can be put on a continuum with positivistic, objective paradigms at the one end, and phenomenological, subjective paradigms at the other (Joubert, 1994:214). Guba (1990:24) uses the term paradigm to refer “to a basic set of beliefs that guides action and everyday practices”. However, it is not a set of rules, it merely serves as a guide. The researcher’s focus should therefore be on what is happening and selecting an appropriate course of action in the light of this interpretation. The researcher’s
aim will be to approach the research scientifically, with the emphasis on the basis of understanding and interpreting people’s perceptions, attitudes and experiences (Popkewitz, 1984:33).

For the purpose of this research, the researcher will follow a constructivist, interpretative paradigm. Steier (1991:18) explains that if one adopts a constructivist approach, one is obliged to go beyond the mere proclamation that the world we experience, is a world we construct. The interpretative approach sees social reality as having a subjective component to it and as arising out of the creation and exchange of social meaning during the process of social interaction (Sullivan, 2001:48). This study will also adopt elements from a phenomenological perspective, as it will attempt to understand and interpret the meaning that subjects give to their everyday lives (Denzin and Lincoln, 1998:124).

1.5.2 Research approach

The researcher considered the paradigm on which the research study would be based. Careful thought was given to the purpose and goals of the research study, as it could be viewed as a lead for the type of research approach to be applied. In doing this, the researcher tries to obtain congruence between her intentions and plans, and what she wished to accomplish with the research study (Dunleavy, 2003:24). Subsequently, the researcher decided on a theory-generative, qualitative approach. The theory-generative approach was chosen, as the researcher aimed to develop a model to better equip in-service teachers for inclusive education. The approach is also of a qualitative nature, since the emphasis will be on the experiences of teachers with regard to inclusive education and the implementing thereof.

Burns and Grové (1993:37) explain that qualitative research supports the notion that truth is dynamic and can be found only by studying persons as they interact in their socio-cultural context. They define basic research as “a pursuit of knowledge with the goal of learning and exploring towards a truth” (Burns and Grové, 1993:37). The decision to use the qualitative approach for this study
was motivated by the aim to uncover and describe the meaning of a specific lived experience, in other words, it suited the purpose of the research and the philosophical assumptions of the researcher.

In outlining the applicability of qualitative research to education, Hammersley (2000:393-400) refers to the following capacities:

- **Appreciative capacity**

  The appreciative capacity is an aspect of qualitative research that assists the researcher in comprehending unclear views and enquiring about underlying attitudes. This approach gives rise to understanding, instead of judging of behaviour. It assists in the successful implementation of any new model or programme.

- **Designatory and reflective capacity**

  Qualitative research is able to furnish participants with a vocabulary to express and reflect on their own perceptions, experiences and attitudes. In doing this (reflecting on their perceptions and attitudes), they become aware of the need for change.

- **Immunological capacity**

  Many good reforms fail because the people responsible for those changes do not have sufficient insight in uncovering and describing the meaning of a specific lived experience (Barton and Meighan, 1978:20). Gaining an understanding of how people perceive their everyday lives is essential when implementing change. Qualitative research is best suited to obtain such an understanding and can assist in empowering those who have to reform against unrealistic prospects of change.
• Corrective capacity

The corrective capacity of qualitative research assists in amending existing views. It also makes provision for greater insight into the different lived experiences of people, with the intention of gaining an understanding why new policies and practice do not work as intended or expected. In the educational context, this results in an unobstructed understanding of unintended consequences of changes to the curriculum and why improvements are not always perceived as such, thereby leaving space for adaptations (Hammersley, 2000:401).

The decision to use the qualitative approach for this study was motivated by the aim to uncover and describe the meaning of a specific lived experience. Moreover, the study is concerned with the following:

- Understanding: The study is concerned with understanding the perceptions and needs of teachers with regard to inclusive education.

- Empowering: The focus will therefore turn to the design of a model for in-service teachers to equip them for inclusive education, based on the perceptions and needs of the teachers of inclusive education.

- Reflection: The study will reflect whether policies and practices work. Marshall and Rossman (1999:46) contend that qualitative research is best suited where research seeks to explore where and why policies and practices work, or do not work.

Furthermore, the qualitative research approach was selected as it is exploratory in nature. Kvale (1996:100) states that the main purpose of an exploratory study is the discovery of new dimensions in the subject matter. The purpose of this research is to investigate the experiences of teachers of inclusive education, with the goal of developing a model to equip in-service teachers
better for inclusive education, which adhere to the aforementioned characteristics of an exploratory study.

The study will include a phenomenological perspective. Phenomenology was chosen as it aims at understanding and interpreting the meaning that subjects give to reality in their everyday lives (Denzin and Lincoln, 1998:37). These authors further state that this can be done by using naturalistic methods of investigation. With the use of this design, the researcher will investigate the phenomenon of the experiences of teachers of inclusive education.

The basic assumptions that give direction to this research study are:

- The qualitative research process is holistic (Ary, Jacobs and Razavieh, 2002:426). It looks at the larger picture, and starts with a search for understanding of the whole (Yin, 1994:43). The researcher may wish to know more than just “to what extent” or “how well” something is done (Fraenkel and Wallen, 1993:349). Morse and Field (1996:118-130) state that the focus of a qualitative design is merely understanding the whole response of the human being, and not necessarily the specific parts.

- The qualitative research process is inductive, as the qualitative researcher reflects on the meaning of what he has heard and seen, developing hunches about its meaning and seeking to confirm or disconfirm those hunches in subsequent observation (Ary, Jacobs and Razavieh, 2002:430). The researcher attempts to understand a situation over an extended period of time and proceeds without any prior hypotheses (Rubin and Babbie, 2001:48).

- Qualitative research is descriptive, in that the researcher is interested in process, meaning and understanding gained through words (Marshall and Rossman, 1999:33). Through descriptive studies, it is possible to describe the existence of the
phenomenon, to discover new meaning and to determine at which frequency something occurs, as well as to categorise information (Burns and Grové, 1993:31). In this study, the researcher wishes to describe the experiences and needs of teachers towards inclusive education, for the purpose of designing a model to better equip teachers for inclusive education.

- Qualitative research is interpretive. It indicates that the aim of qualitative research is not to explain human behaviour in terms of universally valid rules or generalisations, but rather to understand and interpret the intentions that underlie everyday human actions (Sullivan, 2001:48).

- Qualitative research is contextual. The proposed study will take place in a specific context. It will investigate the experiences of teachers towards inclusive education in their practical setting, namely the school and classroom where they teach.

1.6 RESEARCH METHODOLOGY

The research will be conducted in two phases:

First section of the research:

An exploration of the experiences and needs of teachers regarding inclusive education will take place, following a qualitative approach. Important concepts will be identified, which will be further analysed later in the research. The identification of concepts (Step 1 of the theory-generative design) will be undertaken in the first section of the research.

1.6.1 Data collection

This first section embraces several decisions related to the process of data collection, inter alia, defining the population, selecting the sample procedure,
and choosing the method of data collection (Kvale, 1996:30). The data collection method selected for this research will be personal interviews with teachers at their place of employment (Berg, 1995:72). Field notes will be taken during every interview to record impressions and perceptions gained. The aim of the researcher will be to collect “thick evidence” (Fraenkel and Wallen, 1993:368) and to attempt to capture the experiences of the sample population as accurately as possible. Allan and Skinner (1991:203-211) present a detailed account of the qualitative interview, summarising it as being non-directive, with open-ended questions. This would allow participants to tell their own story, rather than answer pre-determined questions (Moustakes, 1994:13; Schumacher and McMillan, 1993:376).

The following guiding question will be put to the participants to gather information:

**What are your experiences, perceptions and needs as a teacher of inclusive education?**

According to Miles and Huberman (1994:34), the rationale that governs the type of question used in an interview is getting the most information from respondents. Two researchers will participate in the research, one as the moderator and the other as the observer. An audio-tape will be used to record each interview. A context will be created in which respondents will feel free to speak openly. This will be realised by making use of the following techniques: classification, paraphrasing, summarising, probing, and minimal verbal, as well as non-verbal response. The interviews will be continued until definite patterns or themes emerge and information becomes saturated (Strauss and Corbin, 1990:292).

### 1.6.2 Sampling

This study will make use of a purposive sampling technique. Purposive sampling is based on the assumption that one intends to discover, understand and gain insight into a specific population. Therefore, the researcher has to
select a sample from which the most relevant information can be obtained (Patton, 1990:296).

The target population identified in this study will include teachers employed at mainstream schools. In this study, the purpose of selecting these teachers is to research their experiences and needs related to inclusive education and the practical implementation thereof. The necessary consent will be obtained from the principals of the schools. Teachers should meet the requirements of the sampling criteria set out by the researcher.

Holloway and Wheeler (1996:74) suggest that the selection of participants be criterion-based, implying that certain criteria should be met. Within this study, the criteria will be whether the respondent is:

- a full-time teacher, with at least four years’ teaching experience;
- willing and able to communicate his/her experiences;
- English or Afrikaans-speaking (in order to avoid loss of important information elicited during the process of data analysis);
- teaching at a primary school.

The criteria are broadly defined, as the researcher fears that narrowly defined criteria will not ensure a heterogeneous population (Burns and Grové, 1993:225).

Availability sampling may also have to be considered in cases where the researcher will have to use the available subjects for interviews and not necessarily those preferred by the researcher (Grinnell, 1988:251). The sample size is unknown at this stage. Kvale (1996:102) states that interviews are to be conducted until a point of saturation is reached. This means that further interviews will not produce any new knowledge. The saturation of the data will determine the sample size. Strauss and Corbin (1990:188) emphasise that a
researcher’s study is conceptually inadequate if theoretical saturation is not achieved.

1.6.3 Data analysis

The content analysis of qualitative data is a creative process that can be managed in various ways and for which no set recipes exist (Thomas, 2003:59; Schoeman and Botha, 1991:56). Once data has been collected by means of interviews, it will be transcribed and analysed. Each transcription will again be assessed by the researcher to ensure that the transcribed information is accurate. This will take place by reading through each transcript and comparing it to the content of the audiotape recording. Concepts in the transcripts will be categorised into themes and sub-themes and arranged in a logical sequence, according to the strategy described by Tesch, in Creswell (1994:156). The transcriptions will be submitted to an independent re-coder. The purpose will be to reach consensus on the themes. Once confirmation of the themes has been obtained, the themes and categories will be verified by means of a literature study (Denzin and Lincoln, 2003:118).

1.6.4 Literature study

A literature study will be conducted in the theoretical chapters, as well as once the process of data collection and subsequent analysis have been completed. Burns and Grové (1993:141) state that a literature review will assist in generating a picture of what is known or not known about a particular situation or subject. In this particular research study, a literature control will be used to:

- design a theoretical framework;
- confirm the findings of the researcher;
- assess whether or not the themes that emerge from this study are consistent or in contrast with the body of knowledge that has emanated from the literature, and
serve as a guide to theoretical sampling and where to go next, thereby increasing the chance of developing the theory further (Holloway and Wheeler, 1996:108).

Second section of the research

Based on the findings of the research, concept identification will take place, as step one of the model design. The phenomenological theory-generative design will be resumed to further develop a model for in-service teachers. The following additional steps of model design will be employed:

- Step two : Concept definition and classification
- Step three : Construction of relationship statements
- Step four : Description and evaluation of model
- Step five : Model operationalisation

These steps will be discussed in detail in Chapter Three.

1.6.5 Measures to ensure trustworthiness

Trustworthiness is the quest to make the research project credible, produce results which can be trusted, and establish findings that are “worth paying attention to” (Lincoln and Guba, 1985:290). Schumacher and McMillan (1993:117) view trustworthiness as the extent to which the results approximate reality and are judged to be reasonable and trustworthy. Marshall and Rossman (1999:191-192) recommend that all researchers respond to a degree of quality, posed as questions of criteria against which it could be evaluated. The entire research endeavour must be grounded in ethical principles regarding the manner in which the data is collected and analysed, as well as the manner in which the researcher’s own assumptions and conclusions are checked (Ely, Anzul, Friedman, Garner and Steinmetz, 1991:99). The process of data verification in this research will take place according to Guba’s model of trustworthiness (Krefting, 1991:215; Lincoln and Guba, 1985:290).
Guba’s model (Lincoln and Guba, 1985:290-327) identifies the following four criteria that must be adhered to if a researcher wishes to ensure trustworthiness:

- **Truth value**

  Truth value poses the question whether the researcher has established confidence in the truth of the findings for both the subjects and the context in which the study was undertaken (Woods and Catanzaro, 1988:137). It refers also to how confident the researcher is about the findings. Truth value is based on the strategy of credibility. In this study, trustworthiness will be attained by means of triangulation, peer review, member checking, reference adequacy and the authority of the researcher. The researcher’s prior experience in conducting qualitative research may also have positive implications in establishing truth value.

- **Applicability**

  Applicability refers to the transferability of the findings. Applicability is concerned with whether the findings can be transferred to other contexts and situations with different subjects. In this research, applicability will be attained by presenting dense descriptive data, to allow comparison with other research. According to Lincoln and Guba (1985:295), applicability is vested in similarities in the context, which will be described in the research.

- **Consistency**

  Consistency is dependent on the ability to obtain consistent results. It refers to the possibility that similar results will be obtained if the enquiry were replicated in a similar context. Dependability is the strategy used to ensure consistency. Dependability in this study will be achieved by keeping the raw material, the consistency of the findings, verification by means of an audit, providing a description of the research method, the application of the same procedure
throughout the research, and the code/re-code procedure (Lincoln and Guba, 1985:229).

1.6.6 Ethical considerations

Ethics in research is defined as “... a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers ...” (De Vos, 1998:23-24).

In conducting research, the researcher has to adhere to various ethical considerations. Although the researcher operates in a scientific, academically correct manner, the values of the respondents must still be respected. Miles and Huberman (1994:290) list various ethical considerations to be taken into account during qualitative research. Great care will be taken to adhere to these ethical measures throughout the research (De Laine, 2000:87). Ethical considerations that will be addressed in this research are:

- Informed consent

An attempt will be made to adhere to ethical measures by obtaining the prior consent of each participant to the recording of the interviews on audio-tape. The information that will be disclosed to them, includes the objectives of the research and how confidentiality and privacy will be safeguarded (Kvale, 1996:120). Consent will also be obtained from the relevant school principal.

- Privacy, confidentiality and anonymity

The confidentiality aspect of the research will be explained to the participants. Each participant will be assured of complete anonymity (Berg, 1995:213). Data of a private nature will not be collected.
The abovementioned considerations will be discussed in detail in Chapter Three.

1.7 OUTLINE OF RESEARCH PLAN

The research plan can be presented as follows:

Chapter One: General introduction and orientation to the research, problem statement, purpose of the research, research design and plan.

Chapter Two: A theoretical perspective on inclusive education.

Chapter Four: Discussion of results and literature study.

Chapter Five: Tentative structure of a model for in-service teachers with regard to inclusive education.

Chapter Six: Description and evaluation of the model.

Chapter Seven: Conclusions, limitations and recommendations.

1.8 CONCLUSION

This chapter has described the background to the research, as well as the problem statement, goals and objectives of the study. Clarifications of concepts were provided and the research design was introduced, briefly outlining the philosophical foundation, the research approach, methodology, measures to ensure trustworthiness and ethical considerations. The following chapter will present a theoretical perspective on inclusive education, justified by relevant literature.
CHAPTER TWO

THEORETICAL PERSPECTIVE ON INCLUSIVE EDUCATION

2.1 INTRODUCTION

A key step in the successful transformation of the education system in South Africa is the implementation of inclusive education. In almost all developed countries, it is demanded by law that all learners “receive an appropriate education in the least restrictive environment that is consistent with their needs” (Donald, et al., 2002:295). This also means that schools should accommodate all learners, regardless of their special educational needs or barriers to learning (Chambers, 2001:14). Education systems should meet the diverse needs of all learners enrolled at schools, in order to render inclusive education to all. For inclusive education to be successful, educators and communities need to develop and embrace new practices and new concepts of and approaches to learning and teaching that generate a supportive and nurturing environment that celebrates diversity and encourages equal opportunity and access to education (Engelbrecht and Green, 2001:33).

2.2 CLARIFICATION OF CONCEPTS

2.2.1 Inclusive education

According to Stainback and Stainback (2002:3), inclusive education is the practice of including every learner – irrespective of talent, disability, socio-economic background or cultural origin – in supportive mainstream schools and classrooms, and meeting all his or her particular needs. It can also be viewed as an opportunity for every child to participate in and benefit from all activities within the mainstream school system (Chambers, 2001:12). Ainscow (1999:7-8) concludes that inclusive education requires society to accept learners not traditionally regarded as suitable for regular mainstream schools, “just as they
are”. This implies that society should at all times be aware of the diverse nature of humanity and therefore geared to deal with the needs of people with an impairment. Society should therefore respond to the diversity in its midst with an eagerness to learn and to understand. Hall (1998:13) suggests that inclusive education should be viewed from a post-modernistic world view, which calls for emancipation and empowerment in education.

Goduka (1994:144) contends that inclusive education recognises values and affirms and promotes all learners in a diverse classroom by utilising teaching and learning styles that enable all learners to benefit from education. Naicker (1999:53) defines inclusive education as a system of education that is responsive to the diverse needs of learners. He observes an operational definition of an integrated system of education that could be applied by the practitioners of inclusive education, namely a single education system and the closure of the dual so-called special-ordinary education system. The general education and training system therefore needs to prepare itself for the movement of learners from special education settings to mainstream settings (Naicker, 1999:54). Inclusive education, according to Engelbrecht and Green (2001:6), is the term used to describe educational policies and practices that support the right of learners with disabilities to belong and learn in mainstream schools.

The following changes are meaningful for inclusive education (Department of Education, 2002:22-23):

- A shift from constructing services in line with the category of disability, towards determining the level of support needed.

- A fresh approach towards admissions, not based on the category of disability, but on whether learners are in need of support.

- A move from medical explanations to an awareness of deficiencies in the system, located within an understanding of the barriers to learning.
• The eradication of the discriminatory admission practices that traditionally hampered access to schools on the basis of language, race and degree of disability.

2.2.2 Special needs

Special needs in education refer to needs or priorities that an individual person or a system may experience that have to be specifically addressed to facilitate effective learning (Department of Education, 1997:2). In the African National Congress Discussion Document: A Policy Framework for Education and Training (1994:67), special needs are defined as special learning problems, emotional problems, social problems and physical problems. Learners challenged with any one or more of these problems generally manifest with any one or a combination of the following: neurological impairment, cognitive impairment, chronic and physical impairment, as well as multiple impairments (African National Congress, 1994:67). Within the context of the framework of the NCSNET/NCESS (Department of Education, 1997:5), special needs in education refer to needs or priorities that a learner or the system may encounter that must be addressed in order to allow the system to respond to diversity, address or overcome barriers to learning, and promote effective learning among all learners (Burden 1997:74). Donald, et al. (1997:15) are of the opinion that special needs exist where learners require special assistance and support if they are to overcome the particular contextual, social and individual disadvantages they face. The concept of special needs should include personal and social needs, as well as educational needs (Gulliford and Upton, 1992:1). Special needs require the provision of different or additional resources for children on account of some degree of disability or impairment (Riddell and Brown, 1994:32).

2.2.3 Full service schools

Full service schools, according to the White Paper 6 (Department of Education, 2001:22) are schools that will be equipped and supported to provide for the full range of learning needs among all learners. A diversity of strategies and
interventions needs to be provided, aimed at assisting educators in coping with a diverse range of learning and teaching needs. Smith (1998:23) states that a continuum of services has to be accessible in order to provide quality education for learners in need of special education.

2.2.4 Barriers to learning

It is evident that there is a distinct and intricate relationship between the learner, the centre of learning, the education system and the broader socio-economic and political context (Nind, Rix, Sheehy and Simmons, 2003:133). Any problem that surfaces in any of these areas will affect the learning process, resulting in learning transgression or learner exclusion. The factors that lead to learning breakdown or that prevent learners from access to educational provision have been conceptualised by the National Commission on Special Educational Needs and Training and the National Committee on Education Support Services as barriers to learning and development (Department of Education, 1997:5). Some barriers to learning can be found within the individual learner, while others may be attributable to external circumstances (Naicker, 1999:54).

2.2.4.1 Extrinsic barriers

Barriers that emerge from outside the learner are referred to as extrinsic barriers and can be categorised as follows:

- Systemic factors

Systemic factors that lead to barriers to learning include lack of access to basic services; poor teaching; lack of basic and appropriate learning support materials; and inadequate facilities at schools. Inadequate educational provision is one of the most significant barriers to learning. It results mainly from inadequate or non-existent services and facilities, which are vital elements in the learning process.
For example, rural areas generally offer no transport facilities for learners, making it difficult or impossible for them to reach centres of learning. Transport systems are sometimes also inaccessible to learners with an impairment, especially those who make use of wheelchairs. The lack of other basic services, such as access to medical clinics, also affects the learning process (Department of Education, 1997:13). If medical treatment is not available, it will be impossible for a child with a chronic illness to attend school every day.

Lack of early intervention facilities means that many learners are unable to receive the necessary intervention and stimulation that will equip them to participate effectively in the learning process. This specific barrier leads to increased impairment and also breaks down the capacity to learn, especially in integrated settings (Department of Education, 1997:13).

Educationally, impoverished communities are poorly resourced communities, characterised by limited educational facilities, large classes with high learner/teacher ratios, and inadequate teaching and learning materials. This scenario could easily give rise to a complete breakdown in learning.

- **Societal factors**

Examples of societal factors with regard to barriers to learning are severe poverty, families/learners without adult support, urban/rural disparities, late enrolment at school, and discrimination on the grounds of race, gender, language and impairment.

Poverty is generally caused by unemployment and economic inequalities (Department of Education, 1997:13). Poverty-stricken families find it hard to meet even the most basic needs, such as nutrition and shelter. Learners who are raised in such impoverished circumstances and in families without adult support, are subject to emotional stress and low
self-esteem, which adversely affect learning and development (Department of Education, 1997:13). Under-nourishment leads to a lack of concentration in class. Learners from families that suffer from unemployment are also more likely to leave school early (Department of Education, 1997:13). This perpetuates the cycle of limited skills with less work opportunities, ongoing poverty, and exclusion.

Learners also experience barriers to learning as a result of the high level of mobility among families, resulting from processes such as urbanisation, the formation of informal settlements, and the eviction of farm workers and families. Learners are consequently often enrolled late at school (Department of Education, 1997:13-14).

- **Factors rooted in inappropriate teaching and learning practices**

These inappropriate factors include an inflexible curriculum, inadequate language instruction, inadequate provision of assistive devices, and poor attitude. One of the most serious barriers to learning and development could be the curriculum itself, especially if it does not meet the diverse learning needs of learners. The medium of teaching and learning is also an important factor. If teaching takes place through a language that is not the learner’s first language, it places him or her at a disadvantage, as it leads to linguistic problems that contribute to learning breakdown. Deaf learners whose first language is sign language, can also be affected (Department of Education, 1997:30-31).

Another problematic area is the supply, maintenance and high cost of supportive devices. Assistive devices are often not suitable for the learning context in which they are used. Learners are also not allowed to keep their assistive devices, as they remain the property of the school. The abilities learners acquire through the use of these devices are therefore of little use when they finish their school career. The use of these devices should not be emphasised to the detriment of the
development of the essential accompanying human skills (Department of Education, 1997:30).

The negative attitudes and prejudice in society manifest as a serious barrier to learning and development. It leads to labelling and, in the past, led to unnecessary divisions in the education system. It has been asserted that negative attitudes and labelling result in the neglect of a range of learner and system needs (Department of Education, 1997:28).

### 2.2.4.2 Intrinsic barriers

Intrinsic barriers are factors that emerge from within the learner because of an impairment. Such impairments can be neurological, physical, sensory and cognitive in origin. Other conditions, such as disease, chronic illness and trauma, can also form part of intrinsic barriers (Department of Education, 1997:28).

For certain learners, learning breakdown and exclusion occur when their specific needs are not met, as a result of a particular impairment. The impairment may restrict the learner from engaging continuously and/or effectively in structured learning and development (Donald, et al., 2002:30-31; Department of Education, 1997:18). Learners suffering from severe intellectual impairment, autism, schizophrenia and the abovementioned factors, experience difficulty in partaking in activities aimed at facilitating learning. Others also experience a learning breakdown in areas such as acquiring skills in literacy or numeracy, or in the organisation or management of their own learning (Department of Education, 1997:18).

### 2.2.5 Inclusive learning environment

An inclusive learning environment is a learning environment that promotes the full personal, academic and professional development of all learners, regardless of race, class, gender, disability, religion, culture, sexual preference, learning style and language. It is an environment that is free from discrimination,
segregation and harassment and that consciously attempts to facilitate an atmosphere of mutual acceptance and respect. It is an environment that respects learners and values them as partners in teaching and learning. It respects the rights of learners and enables them to participate fully in a democratic society (Department of Education, 1997:vi-vii).

2.2.6 Model

McKenna (1997:12) describes a model as “a representation of reality”, or a “simplified way of organising a complex phenomenon”. McKenna (1997:12) also describes a model as “a mental or diagrammatic representation”, which is systematically constructed and assists people in:

(i) organising their thinking about what they do; and

(ii) transferring their thinking into practice, for the benefit of their profession.

2.3 NATURE OF INCLUSIVE EDUCATION

2.3.1 Introduction

It is clear that the concept of inclusive education implies that learners with specific learning needs should, wherever possible and with suitable support, be educated along with others in a regular school setting and through a regular curriculum (Donald, et al., 2002:293). It is assumed that suitable facilities, resources and specialised assistance, where needed, will be available. An adaptable curriculum (accessible through curriculum adaptation) that accommodates the specific learning needs of learners with an impairment or learning difficulty is also essential for inclusive education (Donald, et al., 2002:293-295). It is therefore also important that teachers possess knowledge and skills related to the strengths and barriers that learners experience, as well as an understanding of the curriculum (Engelbrecht and Green, 2001:42). In-service training and education programmes will play a vital role in motivating
and equipping teachers to rethink their role and prepare themselves for a change in outlook with regard to inclusive education (Stainback and Stainback, 2002:23).

2.3.2 Background to inclusive education: an international view

The inclusive education movement is attaining much significance worldwide (Stainback and Stainback, 2002:23). This became evident at the 1990 World Conference on Education for All, held in Jomtien, Thailand (Naicker, 1999:13-14). World leaders, government delegates, non-governmental organisations and international delegates all gathered at this conference. Much emphasis was placed on the diversity of learners and an international commitment to education for all was expressed. This implies that schools should accommodate all learners, regardless of their special educational needs or barriers to learning.

Further evidence of the international trend towards inclusive education emerged from an international conference on inclusive education, held in June 1994 in Spain (UNESCO, 1994:vii). At this conference, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. This statement was endorsed by all 300 delegates, representing ninety two countries and twenty five international organisations (Naicker, 1999:14). The Salamanca Statement declares inclusion as a right. It also provides guidelines with regard to resources and advocates the inclusive establishment of schools as the most cost-effective way of achieving education for all.

The following principles form the basis of the Salamanca Framework (UNESCO, 1994:vii):

- “Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.”
• “Every child has unique characteristics, interests, abilities and learning needs.”

• “Educational systems should be designed and educational programmes implemented that take into account the wide diversity of these characteristics and needs.”

• “Those with special educational needs must have access to regular schools that should accommodate them within a child-centred pedagogy, capable of meeting these needs.”

• “Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.”

The cornerstone of the Salamanca Framework is that schools should accept all learners, irrespective of their physical, intellectual, social, or linguistic status or barriers to learning (Piennaar, 2003:37).

2.3.3 Background to inclusion: a South African view

In South Africa, a sequence of circumstances, changes and events have contributed to the current national policy of inclusive education. Prior to 1994, political and historical influence in South Africa resulted in the exclusion of learners with special educational needs (now referred to as barriers to learning) from mainstream schools (Naicker, 1999:18). Racial segregation and inequality surfaced in education administration and provision of schooling, and therefore many learners did not have access to adequate educational services or support services. In order to understand the concept of inclusive education in the South
African context, one needs to ponder briefly on the history of special education in South Africa.

In the late nineteenth century to 1963, churches played a key role in South African education. They initiated the provision of special education for white and non-white learners with special educational needs. Initially, no special education provision was made for black children, although this finally occurred in 1963 (Naicker, 1999:29; Du Toit, 1996:12-13). The state became involved in Special Education in 1900. In 1928, the Education Department established “vocational schools” and “special schools” for white children. The 1920s saw the first development of intelligence tests in South Africa and resulted in white children with low scores being placed in special education programmes. This was the forerunner to the later institution of special education, psychological services in schools, adaptation classes (Coloured Education) and adjustment classes (Indian Education) (Du Toit, 1996:12-13).

In 1948, the Special Schools Act in white education introduced a medical model, focusing on the individual deficit theory, in terms of which the learner with special needs was considered a helpless being (Fulcher, 1989:27). This model largely shaped and influenced exclusionary practices in the sphere of education, which reigned for decades after its implementation. It also led to the notion that it is beyond the level of expertise of regular teachers to teach learners with special educational needs.

Apartheid was formally introduced in 1948. The reigning National Party’s policy of “separate development” ensured the separation of Blacks, Whites, Coloureds and Indians in all aspects of life, including education. From 1964 to 1994, there were separate education departments for the various races, and major disparities in education soon became visible. The South African Education Department was divided into eighteen racially separated education departments, each exercising its own policies with regard to learners with special educational needs (Behr, 1988:19). Drastic disparities in the provision of specialised education and psychological services for the various race groups were evident (Naicker, 1999:29-35).
In 1994, South Africa held the first democratic elections in its history. This significant event heralded an emphasis on important values, inter alia non-discrimination, equity and social justice. The impact of this emphasis on rights and the following policy documents can be correlated to the development and implementation of an inclusive education policy in South Africa (Landsberg, Krüger and Nel, 2005:16):

- White Paper on Education and Training in a Democratic South Africa (Department of Education, 1995);
- White Paper on an Integrated National Disability Strategy (Department of Education, 1997);
- Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001);
- The Constitution (1996);
- The South African Schools Act (Department of Education, 1996);
- The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services (1997);

2.3.4 Impact of rights and policy development on inclusive education

The previous segregationist practices and philosophies had detrimental effects on learners with disabilities or impairments in schools, and society in general (Stainback and Stainback, 2002:24). The adoption of the new Constitution of South Africa in 1996, together with the introduction of new educational legislation and policies, were important steps in providing a framework for recognising diversity and providing quality education for all learners (Department of Education, 1997:41).
2.3.4.1 White Paper on Education and Training in a Democratic South Africa (Department of Education, 1995)

In the White Paper on Education and Training (Department of Education, 1995), the Department of Education presented essential initiatives in accordance with the diverse needs of learners. These initiatives involve the following programmes (Landsberg, Krüger and Nel, 2005:17):

- The Culture of Teaching, Learning and Services (COLTS), and now the Tirisano Programme;
- The National Qualifications Framework (NQF);
- Curriculum 2005, based on an Outcomes-Based Education (OBE) approach; and
- The Language-in-Education Policy.

These programmes are seeking to uncover and remove barriers to learning experienced in mainstream education (Department of Education, 2001:25).

2.3.4.2 The Constitution (South African Constitution, 1996)

Basic human rights for all citizens are enshrined in the Constitution of South Africa (Act 108 of 1996). One of these basic rights is the right to education. The Constitution also acknowledges the right to equal educational provision. This means that all learners, irrespective of their needs or differences, have a right to education. The Constitution also warns against discrimination. The non-discrimination provision in the Constitution is an important safeguard in protecting learners who experience barriers to learning against discrimination. Discrimination may include structural barriers, inappropriate attitudes, inaccessible learning environments, and exclusionary practices (Department of Education, 1997:42).

The protection of learners against discrimination is of importance for those learners who have been excluded from educational provision on the basis of a disability or an impairment. Learners with barriers to learning were traditionally
excluded from mainstream education. The Constitution emphasises that it is imperative that a new system of education be formed that will meet the needs of all learners and accommodate diversity. In this way, the South African government committed itself to a Constitution that leads to the protection of the rights and dignity of people or learners with an impairment.

2.3.4.3 South African Schools Act (Department of Education, 1996)

The South African Schools Act (Department of Education, 1996) embodies the principles enshrined in the Constitution. One of the key provisions of the Act is that all children should have access to learning and to equal opportunities in education, without discrimination. Learners may therefore not be denied admission to an ordinary school on the basis of language, disability or learning difficulty. This can be viewed as the first step towards a single inclusive education system in South Africa (Naicker, 1999:12; Department of Education, 1997:44). The provision of education for learners with “special needs” is no longer covered in segregated statutes. This is an indication that education for learners who experience barriers to learning is no longer viewed as part of a separate system in our law. The Act also views the provision of support services mandatory and stipulates that the rights and wishes of parents must overrule the admission policy of any school governing body, thus giving parents more choice in the placement of their children (Chambers, 2001:17; Department of Education, 1997:44).

The South African Schools Act (Department of Education, 1996) embraces the constitutional right to equal access, the right to claim learning support, access to the curriculum, and the right of parents to choose. This means that the compulsory exclusion of any learner has been eliminated. A further prominent and mandatory provision of the Act is that sign language is recognised as an official language for learners at public schools (Department of Education, 1999:44). This is an indication of progress in removing barriers, as physical facilities become more accessible to learners with a disability or impairment.
Although the South African Schools Act (Department of Education, 1996) is the first act in the history of education in the country to advocate the concept of inclusion of learners with “special needs” into the education system, it is not viewed prescriptive enough to support or stimulate the development of an inclusive, integrated education system. This is especially evident in Section 4(1) of the South African Schools Act, which states that a learner may entirely, partially or conditionally, be exempted from compulsory school attendance if this is in the best interest of the learner. The question arises: “When can it ever be in the best interests of the learner to be excluded from a learning environment?” It is therefore internationally suggested that systems be adapted to ensure that the rights of learners are met rather than opting for or considering exclusion (Department of Education, 1996).

2.3.4.4 White Paper on an Integrated National Disability Strategy (Department of Education, 1997)

The White Paper on an Integrated National Disability Strategy accentuates strategies for access to the curriculum for learners with impairments. In this way, the paradigm shift from a medical model of disability to a socio-critical model that is grounded on the assertion that society must change to accommodate the diverse needs of all people, is encouraged. This paradigm shift was strengthened and its practical implementation in the South African context was explained in detail in the report put forth by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) in 1997 (Landsberg, Krüger and Nel, 2005:17).

2.3.4.5 National Commission on Special Educational Needs and Training and National Committee on Education Support Services (Department of Education, 1997)

In October 1996, two bodies, namely the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Educational Support Services (NCESS), were constituted to investigate and
make recommendations on all aspects of “special needs and support services” in education and training in South Africa (Department of Education, 1997:1-3). The focus of the investigation was on the development of education to ensure that the system became more responsive to the diverse needs of all learners (Department of Education, 1997:1-3).

Initially, education support services and “special needs education” were divided. A further division existed between the areas of education provision on the one hand and mainstream education on the other. The report, issued by the National Commission on Special Educational Needs and Training (NCSNET) and the National Committee on Education Support Services (NCESS), intends to broaden our perceptions of the scope and magnitude of barriers to learners (Naicker, 1999:35-38).

The NCSNET and NCESS adhered to the following underlaying principles (Department of Education, 1997:4):

- Amalgamation of the NCSNET and NCESS in order to review historical fragmentation.

- A commitment to democratic processes in the NCSNET/NCESS, thus including all members in decision-making and in all spheres of work.

- A participatory approach to community involvement, with the aim of involving relevant stakeholders in the fullest manner possible.

The NCSNET and NCESS also focused on the development of educators to meet the needs of learners; the development of how learning occurs and what (curriculum) is taught, so that it is flexible to all learners; the development of places where learners are educated; and the development of services to support the learning process. Education support services include all human and other resources, i.e. assistive devices, that assist in developing and supporting the education system to be responsive to the different needs of learners and the system (Department of Education, 1997:1-3).
The vision of the NCSNET/NCESS is to have an education and training system in place that promotes education for all and embraces the development of inclusive and supportive centres of learning that enable all learners to participate actively in the education process, so that they can develop and extend their potential and participate as equal members of society (Department of Education, 1997:10). The key values enclosed in this vision include the following:

- Acceptance of the principles and values contained in the Constitution and in the White Paper on Education and Training. This includes the right to equality, protection from discrimination, respect for human diversity, the right to equal benefit and protection from the law, redress of past inequalities, and an education system that is accessible and responsible to all learners.

- Entitlement to human rights and social justice of all learners.

- Participation and social integration (Department of Education, 1997:11). All learners should be afforded the opportunity to be part of their communities. Centres of learning must support and promote such social integration.

- Equal access to a single, inclusive education system (Ballard 1999:109). Appropriate education must be organised, allowing all learners access to an education system that embraces diversity.

- Access to the curriculum (Department of Education, 1997:11). All learners should be entitled to participate in the common curriculum. This implies that all aspects of the curriculum (what is taught, how it is taught and accessed, and teaching and learning materials) should be accessible to all learners.
• Equity and redress. Educational change has to focus on removing past inequalities in educational provision and ensure that all learners have equal opportunity to benefit from the education system as a whole (Department of Education, 1997:11).

• A community responsive education system. Education has to be meaningful to the lives of all learners, preparing them for both work and life. Effective involvement of the community in education is an important prerequisite in order to provide support and to ensure that all the educational needs of learners at all levels are addressed.

The two bodies, the National Commission on Special Educational Needs and Training (NCSNET) and the National Committee on Education Support Services (NCESS), published their final report, Quality Education for All: Overcoming Barriers to Learning and Development, in November 1997. This report was the culmination of a large-scale public consultation process, taking into account the voice of all stakeholders, especially those from rural and marginalised communities, and people living with disabilities. This report led to the publication of the Consultative Paper on Special Education No. 1: Building an Inclusive Education and Training System, in August 1999 (Department of Education, 2005). Subsequently, all the submissions and feedback of social partners and the broader public were collected and compared and have informed the writing of White Paper 6 (Department of Education, 2001).

2.3.4.6 Education White Paper 6 (Department of Education, 2001): Special Needs Education, Building an Inclusive and Training System

In 2001, the Education White Paper 6 (Department of Education, 2001) was gazetted. The Education White Paper 6 provides a framework for a single inclusive system of education and training in South Africa. It outlines what an inclusive education and training system is, and how it should be built. It indicates that an inclusive education and training system is based on the following principles of human rights and social justice for all learners, namely:
• participation and social integration;
• equity and redress in education;
• equal and equitable access to a single, inclusive education system;
• access to the curriculum;
• community responsiveness;
• cost-effectiveness (Department of Education, 2002:37).

The White Paper 6 (Department of Education, 2001:6) declares the commitment of the Government to the provision of educational opportunities, especially for those learners who experience barriers to learning or who have dropped out of learning, because of the inability of the education and training system to accommodate their learning needs. It also outlines how the education and training system must transform itself to assist in building and securing a caring and humane society. At the heart of this White Paper (Department of Education, 2001:20), lies the recognition that priorities have to be determined within an education and training system that is engaged in multiple and simultaneous policy change, but subject to severe resource constraints.

The most significant conceptual change from current policy is that the development of education and training must be grounded on the following (Department of Education, 2001:24):

• All children, youth and adults have the potential to learn within all bands of education, and they all require support. It is also recognised that learning is broader than formal schooling and that learning also occurs in the home and community. Support should therefore be rendered to the diverse learning needs of all learners, educators and the school system as a whole.
• Many learners encounter barriers to learning or drop out, mainly because of the inability of the system to recognise their diverse range of learning needs and failure to accommodate and adapt buildings, curricula, assessment, learning materials and instructional methodologies accordingly. The approach upheld in the White Paper 6 (Department of Education, 2001) differs from traditional ones, which postulate that barriers to learning reside primarily within the learner him- or herself, hence learner support should take the form of appropriate interventions. Therefore, differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status, need to be acknowledged and respected (Landsberg, Krüger and Nel, 2005:18).

• Constituting an inclusive education and training system will require changes to mainstream education so that learners experiencing barriers to learning can be identified and given appropriate support early in the process (Ainscow and Farrell, 2002:62). This implies the strengthening of education support services. Changes to special schools will also be required (Hall, 1998:134). Learners who experience mild to moderate disabilities or impairment can be adequately accommodated within mainstream education. This could occur with support from district-based support teams, including special schools (Department of Education, 2001:24).

The White Paper 6 (Department of Education, 2001:24, 50) also indicates how the policy of applying segregation according to categories of impairment will be abandoned; how special schools will serve impaired learners on site, and how these schools will aid educators and schools as resource centres in a new inclusive educational system. It also describes how impaired learners will be identified, assessed and integrated into special, ordinary and full service schools.

Full service schools, according to Education White Paper 6 (Department of Education, 2001:22), can be defined as schools and colleges that will be
equipped and supported to provide for the full range of learning needs among all learners.

Smith (1998:23) furnishes the following suggestions for the inclusion of learners with special educational needs:

- The initial assumption should be that any learner belongs in a general classroom; individual needs may be the exception.

- All educators should foster a sense of ownership for all learners.

- An entire continuum of substitute services and placements should be in place.

- Parental involvement and an individual educational programme (IEP) for each learner with special educational needs are important.

- It is important that specially trained teachers and therapists are developed and that developmental and therapeutic services are available and delivered.

A wider distribution of educational support services will help ensure that learners’ needs are accommodated according to the level of support needed by them. White Paper 6 (Department of Education, 2001:39) explains the placement of learners as follows:

- Learners who require low-intensive support will be placed in mainstream schools.

- Learners who require moderate support will receive this in full service schools.
• Learners who require high-intensive support will be placed in special schools (Department of Education, 2001:15).

The White Paper 6 (Department of Education, 2001:37) sets a timeframe of twenty years for the implementation of the inclusive education system:

• Short-term steps (2001–2003):

1. Implementing a national education programme on inclusive education.
2. Planning and implementing a target outreach programme.
3. Completing an audit of special schools.
4. Designing, planning and implementing the conversion of thirty special schools into resource centres/special schools in thirty designated school districts.
5. Designing, planning and converting thirty primary schools to full service schools.
6. Implementing the district support teams in the thirty districts.
7. The general orientation and introduction of management or governing bodies and professional staff to the inclusion model.
8. The establishment of systems and procedures for the early identification and addressing of barriers to learning in the Foundation Phase.

• Medium-term steps (2004–2008):

1. Transforming further education and training, and higher education institutions.
2. Mobilising disabled out-of-school children and youth in line with available resources.
3. Expanding the number of resource centres/special schools, full service schools and district support teams.
• Long-term steps (2009–2021):

1. Expanding provision in order to reach the target of 380 resource centres/special schools, 500 full-service schools, as well as district support teams to render services (Department of Education, 2001:37).

2.3.4.7 Implementing White Paper 6: Screening, Identification, Assessment and Support (Department of Education, 2006)

This manual aims to assist with the implementation of Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System in South Africa. The Department of Education, in conjunction with provincial education authorities, is currently engaged in a large-scale programme to field-test new ideas and practices towards a system of education that includes all learners, regardless of their diverse needs.

The aim of this manual is to assist the various roleplayers who are involved in the emerging Inclusive Education System in South Africa. It includes educators and various professionals who work for the Department of Education. It also includes parents and community caregivers, who are considered roleplayers in the overall learning systems available for children and young people. It is also evident in this manual that teachers will play a huge role in the new Inclusive Education System.

This manual examines and explores the screening, identification and assessment of learners and support to those learners who experience barriers to learning of whatever kind. Screening, identification and assessment at school are ongoing processes, with the development of learners as the ultimate aim. It commences with the educator’s daily contact with the learner. The information gained from this process should supply the educator with feedback on the learning process and enable him or her to identify strengths and barriers to learning. Towards the end of the first six months, it is expected that the educator, in consultation with relevant stakeholders (parents, head of
department), should be able to express an elementary opinion on what to report to parents, colleagues and other relevant persons. At this point, the educator must complete the screening, as the initial step in gaining a satisfactory impression of the barrier and the support required. This implicates that the educator now has to perform a detailed assessment. The following factors will be considered:

• **Observation**

Observation is the tool most commonly utilised by educators. The educator records all the important findings to be used in the future and when needed. Observations can take place in a formal or informal, or planned or unplanned, manner. If it is planned to take place in a systematic, continuous and regular manner in the teaching process, it could be extremely advantageous. Educators are also able to observe learners as “spectators” (“outsiders”) not involved in the learning situation or as “participants” (“insiders”) involved in the learning situation (Department of Education, 2005:56). A collection of observations through record-keeping will enable the construction of a learner profile that may be used not only by the class teacher, but between teachers, the learner and his/her parents, to identify barriers to learning.

• **Profiles**

A personal profile should be opened for each learner. The profile should provide the educator with a holistic picture of the learner’s strengths, weaknesses, opportunities and threats, which may have a huge impact on his or her performance. It should also give an impression of the knowledge, skills, attitudes and values of the learner, as well as his or her socio-economic environment. The profile could also give an indication of the learner’s emotional and social development, his or her academic achievements and progress, attendance record and the educator’s own records of personal observations and interpretations (Department of Education, 2005:57).
• Portfolios

Another form of recording, namely portfolios, should be introduced for each learner. It could include a sample of the learner’s work over a period of time. Such a portfolio would facilitate effective communication with, inter alia, parents about the learner’s achievements. It will also convey, through the teacher’s comments, a clear impression of personal knowledge of the learner. It will provide useful feedback to evaluate the levels and ability of the learner and to improve learning and teaching (Department of Education, 2005:58).

• Interviews

One-on-one interviews with the learner, parents and other adults should be arranged by educators in order to gain information that could be used to minimise the barriers to learning as experienced by the learner (Department of Education, 2005:58).

• Early identification of barriers experienced by some learners

Intervention has to take place as early as possible. Medical intervention is particularly important. Educators should also have a planned and coherent early intervention procedure in order to identify general areas of concern in Literacy, Numeracy and Life Skills. Educators should keep appropriate and proper records of learners’ profiles. Adaptation of the curriculum and activities in the classroom to meet the needs of individual learners in the classroom, is of great importance. Other roleplayers, such as the Institution-level Support Team and members of the District-based Support Team, can be called in to assist with appropriate intervention programmes. This could be achieved through a process of training, consultation, mentoring and monitoring.

• Institutional-level Support Team

Institutional-level Support Teams (ILSTs) should be involved in identifying “at risk” learners and addressing barriers to learning. The role of these teams is to
support educators and caregivers, by providing an opportunity for regular, collaborative problem-solving around areas of concern, and facilitating the provision of support, where needed. An Institutional-level Support Team (ILST) is an “intend” support team within institutions.

In each institution, this team will ultimately be responsible for liaising with the District-based Support Team and other relevant support providers about identifying and meeting their own institution’s needs. It should therefore be made up mainly of educators and staff from each individual institution.

2.4 DEVELOPING AN INCLUSIVE SYSTEM OF SUPPORT

In developing and implementing inclusive education, it is essential to ensure that a system of support is available (Department of Education, 2001:48). Different structures could be put in place to ensure this, namely:

- **The establishment of school-based support teams**

School-based support systems may comprise a team of educators, parents and learners. The primary function of such a team would be to support the learning process by identifying and addressing barriers to learning and participation, as well as accessing support from the community. The school-based support team might be reinforced by the inclusion of expertise, e.g. health and welfare workers from local and district communities (Department of Education, 2001:48).

- **The establishment of district support teams**

The district support team would include support staff from provincial and regional departments of education and from special schools. It would include psychologists and therapists. The aim would be to pool limited available resources in order to make optimum use of them (Engelbrecht and Green, 2001:49). This may lead to the following:
• developing a holistic, community-based approach to support services;
• building the capacity of school-based support teams;
• initiating school-based educator development programmes to make schools responsive to diversity;
• playing a consultative role in supporting educators in schools;
• assisting schools to gain community support;
• facilitating twinning and clustering of project schools;
• facilitating the development of competencies within the community itself.

• **Special schools as resource centres**

Special schools could provide specialised professional support regarding the curriculum, assessment and instruction to regular schools by serving as resource centres. They could play an important role in preparing learners with disabilities for integration into regular schools, specifically by providing and supporting early identification and intervention. They could also provide access to resources, such as Braille facilities and sign language interpreters, and engage in community outreach activities that target disability awareness.

• **School-based staff development programmes**

Educational change within a school-context is not a simple process. It is a complicated process in that it includes beliefs, attitudes, actions and behaviour. It also involves various inter-personal dynamics, such as negotiation, arbitration, coalition building, and problem-solving skills. Sensitivity with regard to the feelings and professional views of colleagues is also a difficult task. Staff development, according to Ainscow (1999:189), is much more intense and powerful when it is set within the school context and when it addresses the day-to-day concerns of teachers. The goal is to encourage the staff to think about developing their own school improvement strategies (Engelbrecht and Green, 2001:48-51).
• **Utilising local community resources**

An important role of the school-based and district-based support teams would be to initiate building partnerships and to identify and access local community resources. This would comprise non-governmental organisations (NGOs), local government structures and community organisations, such as support personnel in health and welfare organisations, as well as disabled people’s organisations and parent organisations (Engelbrecht and Green, 2001:48-51).

2.5 **NEED FOR A SYSTEMS APPROACH**

2.5.1 **Introduction**

The implementation of an inclusive education system requires a new approach to educational planning. Certain aspects of the education system require change to meet the needs of all learners. The traditional system of segregated settings for learners with special needs has to be abandoned in favour of an inclusive and supportive environment for all learners (Engelbrecht, 1999:3). As long as special education is viewed as detached from the total school enterprise, it will be perceived as a minority unit within the education system. This aspect of the paradigm can be changed by developing a single unified system of education that includes all learners without discrimination (Landsberg, Krüger and Nel, 2005:15-16; Stainback and Stainback, 2002:111).

Strategies and programmes traditionally designed to meet “special needs” have to move away from the traditional focus on “changing the learner” to a systems change approach. Inclusive education also requires a commitment to a philosophy of comprehensive education and a willingness to refine plans and goals to see them through. Education goals therefore demand major, co-ordinated change in educational practices and delivery systems. In order to understand the changes taking place in South Africa, it is necessary to look at a conceptual framework or system that not only sheds light on the education sphere, but also includes the wider social context (Engelbrecht and Green, 2001:60). The systems theory represents an effective way of understanding the
interactions with a community of stakeholders in education (Stainback and Stainback, 2002:106).

### 2.5.2 Systemic approach

Based on the aforementioned, it becomes clear that a systemic approach could be useful to exhibit the dynamics of society, particularly the human experience and action that occur in everyday life (Jordaan and Jordaan, 1989:713). Changes in education may be facilitated by new structures, laws or policies, such as the Constitution (SA Constitution, 1996), the South African Schools Act (Department of Education, 1996) and the White Paper 6 on Education (Department of Education, 2001). The systemic approach explains how different prevailing systems are shaped and influenced by each other.

At the core of this process of change lies the need to understand the values, actions, attitudes and beliefs of individual people involved in the education process or system, such as teachers, parents, professionals and members of the community (Donald, et al., 2002:20). It is important to examine what, why and how people believe, think and act within the prevailing social context. It is difficult to understand the values, understanding and actions of individuals if these are separated from their social context.

Inclusive education requires such a systemic approach to education. A system is characterised by and composed of sub-systems. It is based on the interconnectedness between the various systems, and their physical or social environment (Donald, et al., 2002:238). The systemic approach takes into account the microsystemic, mesosystemic, exosystemic, macrosystemic and the chronosytemic sub-systems (Bronfenbrenner, 1979:6-8), which forms a multi-tier connectedness (see Figure 2.1 and Figure 2.2 on pages 54 and 55).

- **The micro system**

  The microsystem tier involves interaction within the immediate close setting of the individual. It includes relationships with the family, the school and the peer
group, in which learners are closely entwined in continuous face-to-face interactions. Regarded as of equal importance in the microsystem, are connections between other persons present in the setting, the nature of these links and their indirect influence on the learner. It involves exemplars of daily roles, activities and relationships (with each person in return influencing the other) (Donald, et al., 2002:53).

- The mesosystem

The mesosystem tier includes interaction within the peer group, school and family. It involves a set of microsystems associated with one another. Accordingly, anything that occurs at home or in the peer group can influence how children behave at school, and inversely. A child may encounter a lack of support at home, but may experience care and understanding from a neighbour, peer or teacher. The lack of support at home may result in anxiety and insecurity, but interactions with a peer, teacher or neighbour over a sustained time may lower the child’s estimate of insecurity. This could also in turn transform the interactions of the child at home. The mesosystem, according to Donald, et al. (2002:52), is very similar to what some call the neighbourhood or the local community.

- The exosystem

This tier involves one or more systems in which the learner is not actively involved, but which may influence or be influenced by the people who have relationships with him or her in his or her microsystem, such as the workplace of the parent, a sister’s peer group, or a local community organisation. Other examples include the education system, health services and the media. Thus, a parent’s tense relationship with an employer does not involve the learner directly, but could possibly influence the quality of that parent’s relationship with the learner and other microsystems in which the learner has proximal relationships, such as the peer group (Donald, et al., 2002:52-54).
• Macrosystem

The macrosystem includes dominant or prevailing broader social structures, attitudes, beliefs and values that influence and may be influenced by all other tiers of the system. A cultural value may, for example, include developing obedience to authority and respect for senior members of the community. This value would then have an effect on the interaction in the learner’s Microsystems and would extend throughout the entire mesosystem in which the learner is enwrapped. This tier of system is synonymous to the social system as a whole (Donald, et al., 2002:53). It can also be viewed as a manifestation of the overacting patterns of ideology and organisational structure of the social institutions common to a particular culture or subculture.

• Chronosystem

The chronosystem refers to the developmental timeframes which cut across the interactions between these systems and their influences on individual development. An example would be the developmental process that a family experiences when there is also a child who is in a process of development (families with babies and toddlers encounter different interactions and processes, compared to a family with teenagers and children leaving home). This, in turn, affects a child’s ongoing stages of development (Landsberg, Krüger and Nel, 2005:12), as illustrated in Figure 2.1 and Figure 2.2 on pages 54 and 55.
According to this approach, systems are patterns of an organisation of which the identity becomes more than simply the sum of its parts. Any individual person or situation can be thought of as being simultaneously both a discrete unit (a bounded system) and part of a number of different systems, i.e. a family system, a school system and a peer system (Engelbrecht and Green, 2001:8).

Each learner is born within a specific social environment, and his or her learning and development occur within those surroundings, which are cited as his/her social context (Landsberg, Krüger and Nel, 2005:11). Social context has to do
with the physical space in which a learner lives and the physical space in which learning takes place. It involves the family, the school, peer group, language, community, relationships and the broader society (Donald, et al., 2002:2). The life of the learner is therefore affected and influenced by these elements in his/her social context (Christianson and Sheridan 2001:41). Engelbrecht, et al. (1999:4) perceive that an individual's actions, values, beliefs and perceptions are arduous to apprehend if they are separated from the social context in which they occur. The following diagram illustrates the levels of systems related to the education process:

**FIGURE 2.2: LEVELS OF SYSTEMS RELATED TO THE EDUCATION PROCESS**

Landsberg, Krüger and Nel (2005:11)
2.6 TOWARDS AN INCLUSIVE EDUCATION SYSTEM

When a country decides to introduce a policy of inclusive education, its departments of education are necessarily required to adapt and assist in providing the necessary support and teacher training in order to facilitate the successful implementation of such policy (Frederickson and Cline, 2002:66). Burden (1995:49) contends that various structures and conditions should be operative prior to the implementation of an inclusive education policy, namely:

- Legislation, allowing learners with impairments to be part of mainstream education.

- A bill of human rights, protecting the rights of individuals.

- Policy-making structures, designating the roles of the various state departments and stakeholders.

- Trained professionals, parents and communities, willing to commit themselves to the philosophy of inclusion.

- Curriculum-based criteria, based on learners’ individual progress and merit.

- Curricula and subject content, designed to suit the needs of each individual learner.

As discussed below, inclusive education can be fruitful for everyone involved in schools, e.g. learners, teachers and society as a whole (Stainback and Stainback, 2002:6).
2.6.1 Benefits to learners

Stainback and Stainback (2002:4) state that in inclusive classrooms, all children are enriched by “having the opportunity to learn from one another, they grow to care for one another and gain the attitudes, skills and values which are essential for our communities to support the inclusion of all citizens”. However, simply including learners with impairments in a mainstream classroom may not always produce the desired learning outcome, although it may very well be useful in developing positive attitudes and academic and social skills, as well as preparing learners for life in the community (Smith, et al., 1998:34).

Positive attitudes towards learners with impairments develop when teachers provide appropriate guidance, direction and support (Smith, et al., 1998:33). In this way, learners are guided to respect and be comfortable with individual differences and similarities evident in their peers (Stainback and Stainback, 2002:4).

By socialising with their peers in inclusive settings, learners learn social skills, daily life and communication skills, as well as academic skills, although a child with an impairment may not be able to absorb academic experiences. Stainback and Stainback (2002:5) contend that such a child may benefit from non-academic experiences in a mainstream education environment, as he or she learns how to interact in the “real” world. Inclusive settings thus provide learners with an impairment the opportunity to acquire skills they could later use in the workplace and broader community (Frederickson and Cline, 2002:65).

2.6.2 Benefits to teachers

In the current transformation period in the South African teaching profession, teachers have the chance to work with learners who are both academically and socially disadvantaged. Teachers learn to update their skills, as the image of schools in an evolving society is changing. It is required that teachers develop their professional skills in an atmosphere of collegiality and peer support. Peer collaboration assists teachers in improving their professional capabilities.
Teachers are required to be also aware of developments in education, to be perceptive to change, and to be able to partake in shaping daily school life (Stainback and Stainback, 2002:7).

2.6.3 Benefits to society

Through inclusive education, in terms of which schools are required to include all learners, equality is respected and promoted as a value in society (Stainback and Stainback, 2002:8). The social value of equality is important, as equality results in social co-operation and acceptance without labelling. In the past, individuals with impairments were excluded from classrooms and society. They were viewed as a threat to society, mainly on the basis of the perception that they had little economic potential for society. Society now has to accept that learners with impairments should be motivated and supported to form part of, and contribute to, the well-being and shaping of society (Stainback and Stainback, 2002:10).

2.6.4 Key role of teachers

Teachers have a key role in the successful implementation of inclusive education. It is expected of them to initiate learning in an institution and to accommodate learner diversity in the classroom (Engelbrecht, 1999:128). In order to effectively educate diverse learners, educators have to apply a variety of teaching approaches to meet the needs of the learners. Teachers in South African schools are currently required to make major changes and adjustments in the way they understand teaching and learning in inclusive educational settings. The collaboratory role between special and mainstream educators is very important, as the success of inclusive education depends on the actions of specific teachers in particular contexts (Engelbrecht, et al., 1999:128; Naicker, 1999:58).

Learners with barriers to learning make enormous demands on teachers, who have to find ways of meeting their special educational needs (Engelbrecht, et al., 1999:129). Teachers are able to contribute to the lives of individual learners
by adapting the learning environment in creative ways in order to accommodate diversity in the classroom. Teachers are also required to use their professional knowledge, initiative and judgement to adapt the curriculum to suit individual learners (Engelbrecht, et al., 1999:5-7).

Finally, teachers should always display a positive attitude towards their learners. If they themselves are not supportive of learners’ inclusion in the classroom, learners without impairments will detect this attitude and become less likely to accept such learners in the classroom (Smith, et al., 1998:37). Morrow (1994:28) expresses the view that teachers are key agents in any schooling system and that the reconstruction of education in our country will require teachers to rediscover their tasks and responsibilities as teachers.

2.6.5 Problems teachers face with regard to inclusive education

The current problems experienced in the South African education system are often linked to the past, specifically to the racial segregation in education and its consequences. Teachers therefore need to be aware of the challenges that they face in order to improve beyond past occurrences (Roaf and Bines, 1989:13). The image of schools in our evolving society is changing, and teachers have to acquire new skills in working with learners who have a diverse range of learning needs (Stainback and Stainback, 2002:6). The magnitude of change in educational systems required as a result of the introduction of inclusive education, is such that teachers necessarily have to accept a heavy burden as contributors to the process of new development. Teachers are faced with the challenge to keep up with changes in the profession, to develop a sense of personal renewal, and to have confidence in their own abilities.

According to research undertaken by Bothma, Gravett and Swart (2000:202), mainstream teachers generally feel that they are not appropriately trained to cope with learners with barriers to learning; that mainstream schools do not have the facilities or equipment needed by these learners; and that the upgrading of these schools would be far costlier than building a few schools to cope with all the needs of learners experiencing barriers to learning. Teachers
also feel that the “normal” learners in their classes would be disadvantaged and neglected as a result of all the time and attention needed by and expended on learners with barriers to learning (Bothma, et al., 2000:202).

Bothma, et al. (2000:202) also contend that South African teachers often do not have a clear understanding of the demanding nature of the changes they have to implement. Teachers also feel that they do not have adequate time to prepare for the implementation and that they already have enough time and energy demanding issues (such as disciplinary, behavioural and emotional problems) to deal with in their classroom. It is easy for teachers to become discouraged when they are faced with the effects of enormous social problems, such as poverty and its numerous consequences, and to dismiss such problems as the responsibility of the state or the provincial education department (Engelbrecht, 1999:7). Teachers also tend to feel overwhelmed, frustrated and helpless by the notion that decisions with regard to inclusive education have been charged upon them without consultation or their involvement in the decision-making process (Engelbrecht and Green, 2001:40). A common response among teachers is that if they wanted to work with learners with barriers to learning, they would have qualified themselves during their training, i.e. made a conscious choice to work with such learners (Bothma, et al., 2000:202-203).

2.6.6 Staff development

Engelbrecht (1999:127) states the fact that teachers have an important role to play in facilitating inclusion. They are central to the success of inclusion. Teachers are therefore constantly in need of concrete advice on handling difficult situations to enable them to cope (Engelbrecht, 1999:157). Teachers – especially those in mainstream schools, who are novices in including students with diverse needs in general educational classrooms – need a lot of support. They may feel in need of training and encouragement, which could be provided through staff development (Gibson, Swartz and Sandenbergh, 2002:31).
The concept of staff development is also referred to as human resources development, professional development, and teacher development (Donald, et al., 2002:159). This process is intended to improve the skills, attitudes, understanding or performance of teachers in their present or future roles (Reay, 1996:127). The professional development of teachers is also viewed as a priority for any education system, as also recognised by recent policy documents.

Professional development is a continuous process; in fact, it can be viewed as a life-long tour (Donald, et al., 2002:159). The training of teachers is an important matter (Hargreaves and Fullan, 1992:75). The initial training is the starting point, but it is crucial, as it assists teachers in setting particular goals they wish to achieve in their future careers. The orientation of new teachers at their first place of working is a vital important factor, although often ignored or neglected (Donald, et al., 2002:159).

It is clear that there are a large number of teachers who are highly effective in their profession and have a clear vision of their professional aims. Some teachers, however, may not be in this fortunate position and therefore require in-service education and training throughout their careers. Continued development of skills, insights and qualities is essential for the purpose of expanding a teacher’s professional and personal education. The following active steps could be taken by teachers (Donald, et al., 2002:159):

- Updating one’s subject knowledge with regard to activities in inclusive classrooms, through further study.

- Increasing one’s teaching skills and understanding of the teaching-learning process in an inclusive classroom, through in-service programmes.

- Expanding further insights that help one to understand oneself, one’s learners, the context in which inclusive education teaching/learning occurs, and how all of these interact.
The face of schools is changing in the evolving South African society, and teachers therefore need to update their skills.

2.7 CONCLUSION

In this chapter, a theoretical perspective on inclusive education was furnished. Concepts relating to inclusive education, as examined in important documents that influence inclusive education, were discussed. The prerequisites for the successful implementation of inclusive education were also reviewed. In essence, Chapter Two provides the theoretical framework against which this study will be undertaken. In Chapter Three, the chosen research design and method of investigation will be examined.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In Chapter One, a brief introduction to the study was given. The problem identified was described and the objectives of the study, the research design and methodology were introduced. Chapter Two presented a literature study on inclusive education, and relevant concepts were discussed. Within this chapter, a more detailed theoretical exposition of the research design and methodology that will be followed in this study will be presented, illuminating the research problem, the philosophical foundations of the study, the research methodology, the trustworthiness of the research, as well as the ethical measures taken.

The research design is a strategic framework for action, or a plan, while the research methodology explains the process and procedures to be used. The research design serves as a bridge between the research question and the implementation of the research (Terre Blanche and Durrheim, 1999:29). Within this framework, decisions about the research process can be made (Mouton, 2001:55; Mouton, 1996:107; Mouton and Marais, 1990:31). In developing a research design, the researcher has to make a range of decisions along the following four dimensions (Piantanida and Garman, 1999:58; Terre Blanche and Durrheim, 1999:33):

- The intent or purpose of the research.
- The theoretical paradigm informing the research.
- The context within which the research takes place.
- The research techniques employed to collect and analyse data.

Qualitative researchers argue that fixed, technical designs (blueprints) are often restrictive and not suitable (Holliday, 2002:52). Struwig and Stead (2001:16)
state that qualitative research can be seen as being multi-paradigmatic and interdisciplinary. Qualitative research attempts to examine the experiences, feelings and perceptions of the participants (Fouché, 2001:273; Baumgartner and Strong, 1998:174; Flick, 1998:2). Lincoln and Guba (1985:225) state that qualitative designs cannot be structured in advance; they must “emerge, develop and unfold”. Thus, in an emerging research design, even the composition of the sample itself evolves over the course of the study (Morgan, 1997:12; Maykut and Morehouse, 1994:59). Wickham (1998:12) explains that if the research design in qualitative research is of an emerging nature, it suggests that by regularly referring to your notes, you will be able to adjust your research design as your research project progresses. Each step in the research should emerge from the data obtained from the previous step. Information about humans and their social world is never static and the researcher may need to adjust the study accordingly (Terre Blanche and Durrheim, 1999:29).

A theory-generative design of a qualitative nature will be utilised in this study. A phenomenological strategy of inquiry (Creswell, 2005:400-408; Rudestam and Newton, 2001:38), based on a constructivist paradigm will be employed. As a starting point to the research process, I should adopt an appropriate paradigm (Terre Blanche and Durrheim, 1999:6). This should be succeeded by selecting a design and strategy of inquiry reflecting the philosophical assumptions on which the research is based (Merriam, 1998:1), which will, in turn, determine the methodological line of action to be taken during the research process (Denzin and Lincoln, 1994:14).

### 3.2 PROBLEM STATEMENT

#### 3.2.1 Orientation and problem formulation

The focus on providing equal educational opportunities for learners with barriers to learning has helped me to realise that traditional roles and responsibilities in education must be altered. Both mainstream and special educators have to modify their views of themselves, their teaching methods and the roles that they have to play during the implementation of inclusive education (Wood,
2002:168). Teachers need to accept and share responsibility for promoting equal educational opportunities to all learners, regardless of their diversity (Spinelli, 2002:3).

Teachers will be increasingly challenged to provide instruction to a diverse learner population. To meet the needs of these learners, teachers will have to fulfil various roles in an inclusive setting. They will have to work effectively with learners that represent a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes and expectations (Smith, et al., 1998:26).

Traditionally, teachers’ education programmes focused on the teaching of learners without barriers to learning. Teachers who chose to be involved in special education, which segregated learners with barriers to learning from their non-disabled peers, were trained to specifically teach learners with barriers to learning, but usually only learners with one type of barrier to learning. Special education teachers still rarely interact with teachers at mainstream schools, and likewise, with the result that mainstream teachers will be faced by many challenges after the implementation of the inclusive education system, because they have not been sufficiently exposed to and prepared for the teaching of learners with barriers to learning.

Educators could easily underestimate the extremely complex challenge of the move to inclusive education; many teachers will have to be adequately trained to effectively and confidently provide appropriate education to learners with barriers to learning in heterogeneous classrooms (Fischer and Frey, 2003:157). The status of in-service teachers’ training will largely determine whether teachers will implement inclusive education successfully. The question then arises whether in-service teachers are adequately equipped for the role that they have to play with regard to inclusive education.

This research study therefore intends to explore the experiences of teachers regarding the implementation of inclusive education and to develop a training model to equip in-service teachers further for inclusive education. This model
will be used in order to make recommendations regarding future in-service training programmes.

3.2.2 Problem formulation

In view of this intention, the following problem statements were formulated:

**Primary problem statement:**

What are teachers’ experiences, perceptions and needs regarding inclusive education?

**Secondary problem statements:**

How can a model be designed to equip in-service teachers for the role they have to play with regard to inclusive education?

How can such a model be implemented at in-service level?

What further research can contribute to exploring and describing the experiences of teachers with regard to an inclusive classroom?

3.3 PURPOSE OF RESEARCH

The primary aim of this theory-generative, qualitative, phenomenological study is to explore the perceptions of teachers with regard to inclusive education. The secondary goal is to develop a training model to equip in-service teachers better for inclusive education in order for them to be effective teachers in their classrooms.

The specific objectives derived from the abovementioned goals are outlined below:
• To conduct a qualitative study to explore and describe the experiences, perceptions and needs of teachers with regard to an inclusive classroom through qualitative research.

• To design and describe a training model to assist in-service teachers for inclusive education, based on the findings of the qualitative study.

• To identify guidelines for the implementation of the model at in-service level.

• To make recommendations for further research.

It is my aim to gain adequate insight into the experiences, perceptions and needs of teachers on inclusive education, as they perceive or view it in the teaching environment (Holliday, 2002:4). My interests and background are indispensable when deciding on the aim of the study.

A phenomenological strategy of inquiry will be adopted for the purpose of this investigation (Rudestam and Newton, 2001:38-40; Haegart, 1997:48). Huysamen (1999:167) refers to the phenomenological philosopher, Heidegger, who contended that gaining rich knowledge about human beings could not take place without understanding the context or particular set of conditions within which interaction strategies are employed (Strauss and Corbin, 1990:96). Therefore, the school context of the teachers will play an important role in this study.

As a qualitative researcher, my interest in the perceptions of teachers with regard to inclusive education was initially stimulated by an awareness of the different perceptions of teachers on inclusive education. As I am involved in special education, I have informally picked up many varying perceptions related to inclusive education. My experience, background and involvement are thus essential elements in stating the purpose of the study (Mouton, 1996:101). It also serves as a driving force for this particular research study (Fouc hé, in De Vos, 1998:95). This research study originated from the observation that there
was a need for the study, as well as the dream to make a contribution in assisting teachers with regard to inclusive education. I have noticed that, although teachers may meet the academic criteria for appointment, they informally often express the fear that they are in certain respects not adequately prepared to fulfil all the functions expected from them in an inclusive education setting.

This study will therefore explore teachers’ perceptions and needs; based on which a model will be developed that will operate as a foundation for the planning of effective in-service training programmes to equip teachers better for inclusive education. A model is perceived by McKenna (1997:12) as a conceptual tool that can be used to understand and place complex phenomena into perspective.

3.4 PHILOSOPHICAL FOUNDATION OF STUDY

All scientific research is conducted within a specific paradigm or way of viewing one’s research material (De Vos, 1998:44-45). Researchers must therefore determine within which paradigm they are working. The selected paradigm will guide the researcher’s activities, decisions and actions during the research process (Guba, 1990:17). Researchers should be aware of the nature of the chosen paradigm and spell this out in their research reports, in order to keep communication with their readers clear and unambiguous (Flick, von Kardoff and Steinke, 2004:28-34).

I do not intend to venture deeply into a philosophical discussion on various established research traditions in a particular discipline, but will instead focus on the approaches that underpin, direct and steer this research study. This will serve as a point of departure in order to gain insight, increase the understanding of the phenomenon being investigated, and explicate the central concepts in the study from a specific theoretical point of view.
• Constructivist

3.4.1 Overview

A constructivist approach was selected for this research study. Central to this approach is the understanding of the numerous reasons and multiple constructions through “verstehen” (understanding). “Verstehen”, for constructivists, includes the understanding of the scope of the world held by certain individuals enwrapped in a particular situation, rather than adopting a “stranger” or outsider perspective (Rodwell, 1998:27). It attempts to “enter the role of the individual under investigation in order to understand the individual’s inner experience related to his outward actions”.

My motivation for using a constructivist approach is that it allows me to explore the perceptions of teachers with regard to inclusive education. Constructivist enquiry highlights perceptions (Rodwell, 1998:4). It focuses on what is done with the meaning we give to our lived experiences (Fischer, 1991:18).

In the constructivist approach, the underlying ideology or set of beliefs is that of pragmatism (Rodwell, 1998:5). According to Holliday (2002:4), ideology is a systematic assemblage of ideas, organised in a certain way and formed from a particular point of view. Constructivism is a learning or meaning-making theory (Richardson, 1997:3). It suggests that individuals construct their own new understanding, based on the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact (Richardson, 1997:3). In other words, the focus is placed on what is done with the meanings created by understanding (Fischer, 1991:18) and how a person constructs and makes meaning for himself.

Central to the vision of constructivism is the notion of the organism as “active”, in terms of which it does not only respond to stimuli, but moves to the point of engaging, grappling and seeking to make sense of things (Duffy and Jonassen, 1992:49). Constructivists focus on what is done with the meaning we give to our lived experience. Constructivists assume that every person determines his
or her own meanings and constructions of events, and that human potential is unlimited (Duffy and Jonassen, 1992:49).

A critical component of constructivism is that there is no single, ultimate, shared reality, but rather a reality that is the outcome of constructive processes (Duffy and Jonassen, 1992:5). For constructivists, there is no reality, until reality is perceived and constructed. Constructivist inquiry, then, is the process of reality construction. Reality is constructed when that which is being investigated, seems reasonable or makes sense (Rodwell, 1998:27).

A constructivist inquiry will be used to gain knowledge about teachers’ perceptions and needs with regard to inclusive education. Not only do I intend to understand teachers’ perceptions and needs the way they perceive it as meaningful constructivist elements, but I will also develop a training model for in-service teachers to enable them to handle an inclusive classroom more effectively.

### 3.4.2 Goal

Constructivists emphasise the meaningful construction of an internal presentation of knowledge through understanding (Duffy and Jonassen, 1992:2). Central to the vision of constructivism is the notion of being active, by making sense of things (Duffy and Jonassen, 1992:21).

When engaging in constructive design, I will be the architect of a process that Lincoln and Guba (1985:186-187) describe as the “flow” of the constructivist design. This flow is seen in the research design, data collection, data analysis and reporting (Rodwell, 1998:53). Informed choices, that may lead to effective change, can take place (Rodwell, 1998:7). The goal of this research study is to develop a model that will furnish in-service teachers with the necessary training to cope within an inclusive classroom. The aim of this research therefore is in accordance with the basic objective of constructivism, namely to develop a model for in-service teachers in order for them to be able to work in an inclusive setting.
3.4.3 Epistemology

Knowledge, according to the constructivist approach and based on its epistemological assumptions, is built on a need to be informed about the particulars of a case (ideographic knowledge) (Rodwell, 1998:7). Knowledge enhances the individual’s ability to make informed choices (Rodwell, 1998:7). Consistent with this view, knowledge is a personal interpretation of perceptions or experience (Steffe and Gale, 1995:332). This simulation is constantly open to change. It contends that what we know of the world are human interpretations of our perceptions or experiences of the world (Duffy and Jonassen, 1992:20). The constructivist paradigm implies that every person determines his/her own construction of events and its meaning, and that human potential is unlimited. All meanings, therefore, should be viewed as potentially possible and valid (Burrell and Morgan, 1979:254), and no single, final prospect of reality exists.

It may therefore be concluded that in order to elucidate the constructivist approach to knowledge, as employed in this study, it is appropriate to point to the three levels of knowledge generation, as described by Habermas (MacIver, 1996:1). Habermas identifies different levels in the manner in which knowledge is discussed and described, as to what is observed as “truth” or reality.

- Work knowledge finds its roots in empirical investigation; truth is viewed as an objective, positivistic reality, based on cause and effect and governed by natural laws. In this research study, initial awareness and knowledge was generated at work level by observing in-service teachers who expressed negative views regarding inclusive education, as well as studying literature and speaking to relevant stakeholders. This led to an enquiry about what had triggered questions regarding the cause of the phenomenon, and what effect it had on teachers’ perceptions and needs with regard to inclusive education.
The practical level of knowledge generation (identified by Habermas) is concerned with the interaction between humans: human beings dealing with human problems in human ways (Rodwell, 1998:16). From a constructivist perspective, this interaction provides another learning and understanding opportunity through the mutual involvement (Rodwell, 1998:30). I will therefore make an effort to apprehend the life worlds of, and interact with, the teachers who have to teach within an inclusive classroom. As an educator at a special school, with background knowledge regarding inclusive education, I wish to investigate how teachers in mainstream primary schools view inclusive education, by means of personal in-depth interviews.

This level correlates with an interpretive approach, which sets out to understand and interpret phenomena and intentions in terms of the meaning that people give to them (Shwandt, 2001:131; Schumacher and McMilan, 1993:372; Bryman & Burgess, 1994:4-7; Creswell, 1994:15). The interpretive paradigm is based on the assumption that human beings act towards their environment on the basis of meaning that they attach to it (Bryman and Burgess, 1994:4-7). It involves meaningful social actions, such as research interviews about the human world (Kincheloe, 1991:35). This approach is based on the ontological perception that reality can be understood and interpreted, but not controlled or forecasted (De Vos, 1998:246).

- The emancipatory level of knowledge generation identified by Habermas involves self-reflection and critical thinking as main components. This pattern of knowledge emancipates individuals from the forces of environmental meaning and institutional drives that capture them. The critical theory sets out to understand the real world of the participants and to assist them in engaging in meaningful change (Popkewits, 1984:45). The main aim of this research is to understand the perceptions and needs of teachers with regard to inclusive education and to develop a model for in-service teachers, and therefore emancipatory knowledge would be a further outcome of this research study.
3.4.4 Methodology

Rubin and Babbie (2001:94) contend that “A methodology section delineates in precise terms the design of the study, including the logical arrangements, the participants, the sampling and data collection procedures and the measurement approach used.”

Constructivists emphasise that there are many ways to construct the world and various meanings or perspectives embedded in any event or concept (Duffy & Jonassen, 1992:3). The aim of the method chosen should therefore be to discover what is meaningful or relevant to people and how individuals experience daily life. Qualitative methods are regarded most appropriate for this purpose. Words such as understanding, discovering and meaning play an important role in qualitative research (Creswell, 1994:145).

Neuman (2003:68) mentions that each approach has its own set of philosophical assumptions and principles, thus its own methodology on how to do research. In qualitative research, the researcher is the primary instrument of data collection and analysis (Mehra, 2002:7; Kvale, 1996:117; Creswell, 1994:145). The principles of the researcher, his/her integrity, honesty, fairness, values and norms are important factors, as they may affect the participants and the research process (Mehra, 2002:8). In a constructivist inquiry, the researcher should require and allow openness and flexibility with regard to the feelings, views, intentions and personal needs of the participants.

A constructivist approach calls for certain methodological considerations, such as an emerging design, qualitative methods of data collection and inductive data analysis. A constructivist enquiry must have relevance for the participants and therefore it has to “fit” and “work”, resulting in a meaningful product (Rodwell, 1998:86).

Methods applied for the purpose of data gathering, determine whether the researcher will be able to uncover and produce a description of a “lived experience” (Haegert, 1997:49). The process of data analysis should be an
inductive approach (Neuman, 2003:537; Rodwell, 1998:7). The nature of the qualitative research process develops according to an emerging design. Exposure to circumstances, unpredictable interactions, values and peculiarities of the environment may shape the character of the research design and process (Rodwell, 1998:56).

In order to address the above, the methods selected for this research suit a qualitative approach. I want to establish what the perceptions and experiences of teachers are with regard to inclusive education. Such an exploration would be very difficult in a quantitative paradigm, where a more rigid method of data collection is followed. Individual in-depth interviews were chosen as a data-gathering method, because they lend themselves to the gathering of in-depth information. It is furthermore an appropriate method when perceptions and needs are more important than numerical information (Chumane and Kortenbou, 1996:23).

3.5 THEORY GENERATIVE DESIGN

Theory affords a framework for critically understanding phenomena and provides a basis for deciding on how what is unknown, might be organised (Silverman, 2002:4). According to De Vos and Fouché (1998:81), theory generation is both a design and data collection method that follows systematic measures to inductively generate a theory from the data gathered on the phenomenon. McKenna (1997:199) views this as the “research-then-theory” approach. Strauss and Corbin (1990:22) regard it as a method of synthesising and integrating scientific knowledge, which they term as grounded theory. McKenna (1997:199) states that when there is insufficient knowledge or information regarding a phenomenon in a specific context, a theory-generative approach can be used to explore and discover the phenomenon as it appears in the natural world.

According to Dickoff and James (1992:103), theory development advances through the following three steps:
• Naming, defining and classifying the concepts applied in describing the phenomena under investigation.

• Affiliating statements or propositions that propose how two or more concepts are connected or related.

• Illustrating and specifying how all of the relationship statements are linked to each other in a systematic manner, in order to generate a theoretical statement.

Situation producing or practice-related theory operationalises the theoretical statements in order to yield activities that will contribute to achieving the desired situation (Dickoff and James, 1992:103). This type of theory comprises three fundamental elements, namely:

- Goal content, which indicates the intended outcome of the theory.
- Prescriptions, which constitute the conceptual framework and are defined guidelines and activities for achieving the desired outcomes or goals.
- Survey list, which in conjunction with the prescriptions, forms the operational part of the conceptual framework.

This research study will practise a theory generative approach, as it will accentuate the identification, development, definition and interpretation of the main concepts. These concepts will act towards constructing statements and conceptual frameworks as products of the research process (Chinn and Kramer, 1995:106). As research ultimately leads to inductively produced theory, theory-generative research may be cited as the “research-then-theory” approach (McKenna, 1997:199). This research will pursue five steps, based on the work of Chinn and Kramer (1995:77-123), in order to produce theory. These steps will comprise the following:
• Step 1: Concept identification through qualitative inquiry, about teachers’ perceptions and needs regarding inclusive education. This will take place by means of individual in-depth interviews with teachers in the context of their teaching. Essential concepts, subject to refinement, may then accrue through data analysis.

• Step 2: Concept definition and classification. The central concept is defined using dictionaries and subject-specific literature. The attributes (characteristics, features, elements) are identified and a model case is written.

• Step 3: Construction of relationship statements. The sub-elements of the concept are placed in relationship to each other, with reference to literature and narratives.

• Step 4: Description and evaluation of the model. The model is structured and described in context. It is subjected to an expert review and evaluation.

• Step 5: Guidelines for operationalisation of the model. Guidelines are given for the operationalisation of the model in practice.

The abovementioned steps are graphically exhibited in the diagram (Figure 3.1).
FIGURE 3.1: FIVE STEPS OF MODEL DEVELOPMENT TO BE FOLLOWED IN RESEARCH PROCESS

Step 5:
MODEL OPERATIONALISATION
Guidelines are given for the operationalisation of the model in practice.

Step 4:
DESCRIPTION AND EVALUATION OF MODEL
The model is structured and described in context. It is subjected to an expert review via a doctoral seminar and model evaluation.

Step 3:
CONSTRUCTION OF RELATIONSHIP STATEMENTS
Sub-concepts are placed in relationship to each other, with reference to literature and narratives. Relationship statements are created to form the basis of a tentative model.

Step 2:
CONCEPT DEFINITION AND CLASSIFICATION
Central concept is defined using dictionaries and subject-specific literature. The attributes are identified and a model case is written. A conceptual definition of the main concept is given. The concept is classified in the context of the study.

Step 1:
CONCEPT IDENTIFICATION
Teachers in primary schools are interviewed and data analysed in order to identify themes and sub-themes, from which one central concept is derived for further analysis.

Adapted from Chinn and Kramer (1995:112, 127-134)
The work of Chinn and Kramer (1995:77-123), Walker and Avant (1995:19), Dickoff and James (1992:103), as well as Strauss and Corbin (1990:193), will form the basis for undertaking and processing these five steps. A detailed description will be furnished in the part on methodology. The qualitative feature of the research will now be accentuated.

### 3.6 QUALITATIVE RESEARCH APPROACH

The qualitative approach to research has been selected as the domain in which to conduct the study, as I wish to acquire insight into a phenomenon through discovering the meaning attached to it (Neuman, 2003:16). Qualitative research is defined as an enquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting the detailed views of informants, and conducted in a natural setting (Crabtree and Muller, 1999:13-15; Creswell, 1994:1-2). Mouton (1996:107) defines qualitative research as a set of guidelines and instructions to be followed in addressing the research problem.

Qualitative research is often labelled as phenomenological (going to the phenomenon itself), hermeneutical (interpreting the experiences of participants), naturalistic (giving a true reflection of the participant’s natural situation) or constructivistic (with the emphasis on the participant constructing conceptualisation and solutions, rather than the researcher) (Creswell, 1994:4). Words such as understanding, discover and means play an important role in qualitative research (Babbie and Mouton, 2001:249).

Qualitative research, according to Burns and Grové (1999:27), is an interactive, systematic and subjective approach, applied to describe life experiences and give them meaning. Yegidis and Weinbach (1996:107) state that qualitative research is used when the researcher wants to understand the experiences of individuals from their own perspective.

I decided upon a qualitative research design, since it would reflect effectively on researchers’ views with regard to inclusive education. I will also be able to
obtain an in-depth account of the participants’ reality, because the perceptions and needs of the participants will be expressed. I will therefore be focusing on searching for meaning and essences, and will use the data as evidence for scientific investigation (Moustakes, 1994:21).

3.6.1 Characteristics of qualitative research

Qualitative research is an umbrella term sheltering various modes of inquiry. It assists us in obtaining the meaning of social phenomena (Merriam, 1998:5). The main objective is to understand the phenomenon of interest from the perspective of the participant and not from the perspective of the researcher (Crabtree and Miller, 1999:14). The qualitative approach is flexible and evolves throughout the course of the research. It does not rely on statistics and numbers, but uses words to convey a meaningful picture (Creswell, 1994:1).

The following characteristics of qualitative research are important to consider:

• Qualitative research is exploratory by nature

Exploratory research is aimed at the investigation of the entire nature of the phenomenon, or the manner in which it is manifested, thus gaining new insight and a better understanding of the phenomenon (Holliday, 2002:6). Exploration is required to become more familiar with the experiences of the participants (Creswell, 1994:103). Because of the rapid changes within the education system with regard to the move to inclusive education, teachers in mainstream schools will soon have the responsibility of having to teach learners with a diverse range of barriers to learning. It has therefore become imperative that we consider the effects of this inclusive approach on teachers in Nelson Mandela Bay. Unfortunately, little information in this regard is available.

In this study, I am more than willing to explore and discover new paths and will not allow any preconceived notions or hypotheses to influence me (Mouton and Marais, 1994:43-45). I will be open to new stimuli, investigate new strategies, all prejudgements will be set aside (bracketing), and I will rely on intuition to

- **Qualitative research has a descriptive focus**

Disciplined research proposes to observe, describe and document the aspects of a situation as it naturally occurs. It provides an accurate account of the nature of situations, groups or particular individuals. Through descriptive studies, I will be able to capture the experiences of the participants as they naturally occur and in the way only they can describe it (Burns and Grové, 1999:92).

In this study, the aim is to obtain a complete and accurate portrayal of the perceptions and needs of teachers with regard to inclusive education and its implementation (Hakim, 2000:69). It involves the specific details of the situation. The purpose is to discover new meanings, describe what exists and to report data in the participants’ own words or features, rather than in numbers (Neuman, 2003:31). This will result in the provision of a detailed and accurate description of the research through the inclusion of data, facts and narratives (Mouton, 1996:103). The description will serve as a foundation or basis for the formulation and generation of guidelines derived from the research data gained through interviews (Mouton, 1996:103).

- **Qualitative research is emergent and flexible**

Qualitative research is responsive to the changing conditions of the study in progress (Merriam, 1998:8). The qualitative researcher follows the contours of the investigation as they emerge (Holliday, 2002:33). It implies that the next step in the process follows from the previous one (Silverman, 2002:2; Bailey, 1997:135). The perspective of the qualitative researcher is, therefore, open-ended and flexible and, in its initial stages, not clearly structured. The pictorial arrangement (the key pieces of information in the study) changes its meaning as new information comes into play and new perspectives are discovered (Maykut and Morehouse, 1994:96). An emerging design means that you will
refine your initial focus of inquiry and sampling strategy as you continue with your research. The research process emerges from the experience, rather than being developed beforehand (Rodwell, 1998:35), because no researcher knows how many realities will emerge before entering the process.

- **Qualitative research follows an inductive approach**

Qualitative research is inductive, as it starts with the gathering of data or information in a particular situation and is not directed by preconceived notions (Rossman and Rallis, 1998:10). Reasoning involves building abstractions, concepts and theories from details (Creswell, 1994:145). Throughout the qualitative research process, understanding, explaining and developing a theory will take place inductively (Morse and Field, 1996:11). The inductive process takes place from the bottom upwards, rather than from the top downwards.

Qualitative research can be viewed as inductive, as it starts by exploring an open-ended question, rather than using a theoretically derived hypothesis (a deductive approach) (Terre Blanche and Durrheim, 1999:43). Attempts to identify relationships or patterns can take place only once the data have been analysed.

- **Qualitative research is contextual**

According to Strauss and Corbin (1990:96), context represents the particular set of conditions within which interaction strategies are employed. The aim is to provide an extensive and dense description of the phenomenon as it occurs in its natural setting (Mouton, 1996:103).

The proposed study took place in a specific area. Each participant in this research had to be a teacher at a primary school. The approach was contextual, as I had to meet each participant in a specific setting to record his or her perceptions and needs. The findings and guidelines were interpreted in an educational context and perspective, which rendered the study even more contextual.
• **Qualitative research favours a holistic view**

A holistic approach is based on the assumption that the whole is greater than the sum of the parts, and that context is important in understanding a situation (Yin, 1994:43). A holistic picture can thus be acquired by focusing on the relationship between elements and contexts. It aims to gather data on various aspects of a situation and to form a whole or complete picture of a particular situation or setting (Fraenkel and Wallen, 1993:349).

In qualitative research, immense emphasis is placed on a holistic description, that is, on describing narratively what is taking place in a situation, rather than comparing the elements of a particular section of a situation. The “whole of the research” gives meaning to each part, and each part without the whole has little meaning (Neuman, 2003:147). Data are therefore divided into relevant units and sections of meaning within a holistic view (Schumacher and McMillan, 1993:482).

• **Qualitative research is interpretive**

The interpretive approach sees social reality as having a subjective component to it and as arising out of the creation and exchange of social meanings during the process of social interaction (Sullivan, 2001:48). In qualitative research, which is multi-method in focus, an interpretive naturalistic approach is followed in respect of subject matters. This implies that qualitative researchers study objects in their natural setting, attempting to understand and interpret phenomena and intentions in terms of the meaning that people give to them (Schumacher and McMillan, 1993:372). This approach is based on the ontological perception that reality can be understood and interpreted, but not controlled or forecasted (De Vos, 1998:246). It involves meaningful social actions, such as research interviews about the human life world (De Vos, 1998:240).
• **Qualitative research involves process of inquiry**

Qualitative research is a process of inquiry, or field work. It involves reality studies through sustained contact with people in their natural environment, generating rich, descriptive data that assist us in understanding their experiences (Wiersma, 2000:1). Qualitative research focuses on the current experiences of the individual, with the aim of exploring and producing new ideal theory (Neuman, 2003:478; Mouton, 2001:193). Engaging in qualitative research allows the researcher to discover how people feel and what they think. De Vos (1998:11) states that, through inquiry, the researcher is able to identify categories (chunks of information) emerging from participants, rather than identifying them prior to the study.

Qualitative researchers use less standardised techniques of data gathering, thus creating analytic categories (Neuman, 2003:478). Theory flows out of evidence and descriptions demonstrate how the research created interpretations (Holliday, 2002:31).

• **Qualitative research is an interactive process**

Qualitative research is an interactive process (Creswell, 1994:145). Holliday (2001:31) and Creswell (1994:6) emphasise that qualitative researchers’ interact with the participants and that their studies become informed, and personal, and based on the definitions that evolve during the study. It is by observing how connections between people, beliefs, perceptions, images, needs and traditions operate within a social setting that the researcher is able to reveal “collective representations” through thick description. Qualitative data therefore comprise observations of behavioural interaction and oral comment (Holliday, 2002:88).
3.6.1.2 Phenomenological strategy of inquiry

The selection of a strategy is normally influenced by the nature of the research (Morse and Field, 1996:223). A strategy provides a perspective on the decisions with regard to the methodology and through which the findings can be observed. Different strategies of inquiry can be applied when the researcher follows a qualitative research method (Morse and Field, 1996:20-29).

Burns and Grové (1993:64) view phenomenology as a strategy of inquiry, which has also been defined as a philosophy, an approach and a method. The purpose of phenomenology is to secure accurate and vivid accounts of the life-worlds of participants and how they view reality. It also aims to report, interpret and reflect on the experiences, feelings and perceptions of the participants (Burns and Grové, 1993:65). It is a strategy to uncover and capture the “lived experience” of a small number of people (Creswell, 2005:51). Creswell (1994:12) furthermore explains that phenomenology has to do with “human experiences” explored through detailed and accurate descriptions of the people being studied. He also mentions that the phenomenological strategy of inquiry comprises an extensive and prolonged engagement of the researcher with the participants. This allows the research to impart or discover how people make sense of their lives and experiences (Creswell, 1994:12).

In this study, the aim is to explore and discover the meaning that participants give to the implementation of inclusive education and how they see themselves in relation to this phenomenon. In applying a phenomenological study, there are two questions to consider (Omery, 1983:53), namely:

- What are the essential and qualifying constituents of this experience?

- What does the experience exhibit with reference to the nature of the human being?
The methodology of this research study will be in accordance with a phenomenological strategy, as the participants will be purposefully selected for their willingness to describe their experiences: data will be gathered by means of in-depth personal interviews; and analysis will subsequently entail “a rich description of the participants’ experiences” (Burns and Grové, 1993:66).

3.7 UTILISATION OF DIFFERENT STRATEGIES

Specific strategies are important instruments for theory generation, supplying the “logical chain of evidence” that confirms the eventual research findings (Poggenpoel, 1998:336). Theory generation requires the implementation of reasoning strategies to ensure that certain outcomes are reached. Such strategies that will be employed in this study can briefly be named as inductive reasoning, deductive reasoning, analysis and synthesis.

3.7.1 Inductive reasoning

Inductive reasoning, according to Chinn and Kramer (1995:67), involves “reasoning from the particular to the general”. No definite hypothesis will be formed by me prior to the start of the study. Specific observations will take place, and concepts and relationships will be identified and interpreted (McKenna, 1997:224). This will serve as the basis for drawing conclusions (Mouton, 2001:117-118).

In this research study, an inductive strategy will be utilised during the gathering of data from interviews with in-service teachers. Data will be collected and analysed in order to identify concepts suitable for developing a model to prepare in-service teachers for inclusive education. This will take place by means of in-depth personal interviews. In order to facilitate this process of inductive reasoning, a research question will be posed to teachers at the beginning of the interview. Data will be gathered and analysed. Patterns and connections will be identified. Inductive reasoning will also be applied when comparing the findings with literature (Mouton & Marais, 1990:106).
3.7.2 Deductive reasoning

Chinn and Kramer (1995:67) and McKenna (1997:224) view deductive logic as reasoning from the general to the particular. Mouton (2001:117) defines deductive reasoning as exercising logic in a consistent, rigid and structured manner. Deductive reasoning has its place in theory-generative design. A researcher who uses deductive reasoning may use phrases such as the following: “on the basis of the aforementioned, “hence”, “thus” and “therefore” and “this leads to …..” (Mouton, 2001:117).

In this study, deductive reasoning will be applied in two phases. In the first place, during the construction of relationship statements (Step 3) and secondly, deductive reasoning will also be applied when proposing guidelines to operationalise the model (Step 5). When suggestions for putting the model into practice are presented, they will be derived from the model.

3.7.3 Analysis

Analysis entails the discarding of a complex whole into its different parts, in order to have a better understanding of the whole. The relationship of each part to the others and their interdependency on the whole are examined and described so that all angles of the whole, whether it is a concept, statement or a theory, are apprehendable (Aggleton and Chalmers, 2000:66-67).

In this study, the analysis will be performed after the data have been collected, to be able to explain and illustrate the perceptions of teachers concerning the phenomenon of inclusive education (Step 1). It will also be used to describe and categorise the central concepts and discover their relationship to each other (Steps 2 and 3).

3.7.4 Synthesis

Synthesis assists in taking separate units of information and linking them to form a whole (Aggleton and Chalmers, 2000:18; Walker and Avant, 1995:28). It
is employed to create a new theory out of separate concepts or a cluster of ideas.

Synthesis will be used throughout this study. It will assist in arranging the analysed data collected from the teachers (Step 1) in such a manner as to establish a central concept (Step 2). After concept definition and classification (Step 2), synthesis will be employed to form relationship statements (Step 3). The model will then be exhibited to assist teachers in implementing inclusive education (Steps 4 and 5).

In this study, the preceding strategies will be utilised separately and interchangeably throughout the steps of theory generation. The next section of this research study will take a look at the methodology utilised at each step of the research process.

### 3.8 RESEARCH METHODOLOGY

#### 3.8.1 Concept identification (Step one of model design)

The first step in theory generation is concept identification. In this research study, concepts will be generated through an exploration of teachers’ perceptions of and needs regarding inclusive education, as well as comparisons between the findings and the literature. A pilot study of an in-depth personal interview will take place. The objective will be to determine the effectiveness of the data-gathering procedures and methodology (Burns and Grové, 1999:52). The main data collection method involves in-depth personal interviews with in-service teachers at various primary schools in Port Elizabeth.

#### 3.8.1.1 Sampling of participants for Step 1

Purposive sampling emphasises research involving “information rich participants” (Creswell, 1994:118). In purposive sampling, participants are selected based on their ability to contribute to the research (Creswell, 1994:118). It is believed that the participants in a qualitative study are able to
give access to the specific perspective, experience or condition that I wish to understand (Struwig and Stead, 2001:121). Qualitative sampling is guided by two principles, namely appropriateness and adequacy (Morse and Field, 1996:65). Appropriateness is concerned with the identification and utilisation of the participants who can best inform the research with regard to the theoretical requirements of the study, while adequacy implies that there should be adequate data to develop a full and rich description.

Participants will be chosen purposively on the basis of their suitability for the study (Crabtree and Muller, 1999:96). I will obviously only involve teachers that are willing and able to communicate their perceptions. A conscious selection of teachers at a few primary schools in Nelson Mandela Bay who meet the requirements of the sampling criteria set out by the researcher, will take place. A purposive sample is based entirely on the judgement of the researcher, in that the sample is composed of elements that contain the most characteristic, representative or typical attributes of the population (De Vos, 1998:98). The sampling strategy should therefore be purposeful and not random.

The sampling selection criteria for this research regarding participants who would be best suitable to respond to the interview questions, will be:

- a full-time teacher, with at least four years’ teaching experience;
- teaching at a mainstream primary school in Nelson Mandela Bay;
- representative of diverse socio-economic, religious, race and gender groups;
- English- or Afrikaans-speaking, in order to avoid bias or loss of information elicited during the process of data analysis.
3.8.1.2 Data collection

Although qualitative research does not proceed in fixed steps, it is essential to determine parameters for data collection, by defining the setting or field site (a socially defined territory with shifting boundaries); the members (the participants who will be interviewed); the events (what the participants will be interviewed about); and the case for study (the evolving nature of events undertaken by the members within the setting or field site (Neuman, 2003:366-379; Cloete, 1998:39; Creswell, 1994:149). The data collection steps involve:

(a) setting the periphery for the study;

(b) gaining information through observations and interviews; and

(c) constituting the protocol for recording information (Creswell, 1994:148).

Firstly, I requested permission to undertake research at schools in Nelson Mandela Bay from the Director of Education. After I was granted such permission, I contacted schools in Nelson Mandela Bay by requesting each principal for permission to conduct research at his or her school. I explained the research aims and procedures. After permission was granted, I visited the schools concerned and addressed the staff. Initially, it was my intention to conduct focus group interviews, but as many teachers were not available after school as they were involved in extra-curricular activities, I decided to conduct personal interviews. Volunteers who satisfied the criteria as far as possible, were recruited. They were given a consent document to sign, which explained the purpose of the research, and ethical information, such as how confidentiality would be maintained. Both documents are included in Appendices A and B.

As a means of gathering data and to assist me in identifying the perceptions and needs of the participants, in-depth, personal interviews will therefore take place with individuals (Kvale, 1996:124). Patton (1990:196) regards an interview as the most advantageous way of establishing what “is in and on
someone’s mind”. Personal interviews are described as structured or unstructured oral communication between the researcher and the participant (Burns and Grové, 1993:554). The goal is to specify or describe the structure of the individual’s experience, as well as to explore the meaning of the experience (Neuman, 2003:396). The purpose of the qualitative interview, as described by Kvale (1996:27), is to understand the themes of the lived daily world of the participant and how he/she relates to them. Neuman (2003:392) views individual in-depth interviews as personal and intimate with emphasis on detail, depth, intensity and nuance.

The setting in which interviews will take place, will allow each participant to select the venue and time that best suited him/her for the interview. The actors or participants will be teachers at different mainstream, primary schools. Two researchers will participate in the research: one will be the facilitator, and the other the observer. The role of the facilitator will be to set the research question and to create a supportive, warm and friendly atmosphere (Flick, 1998:38). The research question intends to stimulate positive interaction, ensure that the research topic is explored, and encourage the participants to talk freely about their experiences, perceptions and needs (Kvale, 1996:130). Field notes will be taken by the observer, to facilitate triangulation (Potter, 1996:153).

In this study, interviews will be conducted to view the world through the eyes of the participants (Moustakes, 1994:13). Interviews will take place on an open-ended question basis, which will focus on the topic. The intent of the question will be to promote positive interaction and motivate the participants to talk about their feelings and experiences (Kvale, 1996:130). The following open-ended question will be put to the participants:

“What is your perception of teachers’ perceptions of and needs regarding inclusive education?”

Data derived from an interview can be recorded in several ways. The researcher will use an audiotape recorder to capture the interviews, which will then be transcribed verbatim (Tutty, Rothery and Grinnell, 1996:68). The
audiotape recorder has many advantages, such as providing an unimpeachable data source and the opportunity to review as often as necessary, to ensure that full understanding has been achieved. A limitation of this method is that all non-verbal clues are not recorded, except perhaps in the field notes.

A researcher needs a system for remembering observations and, even more importantly, retrieving and analysing them (Wilson, 1993:434). In this research study, field notes will be taken from the time that data collection commences. Morse and Field (1996:91-93) describe field notes as the notes taken down by a researcher regarding the behaviour of the participants and the surroundings during an interview. Field notes are descriptive accounts consisting of critical points that are jotted down during an interview and are reworked in detail.

Field notes taken during or immediately after the interview, in addition to the tape-recording, can also serve as a back-up against mechanical problems. Field notes can furthermore be used as a supplement to the recorded interview, as they can give a description of the setting, the impressions formed by the interviewer, and the type of non-verbal communication expressed by the participant (Tutty, Rothery and Grinell, 1996:68).

Triangulation of data collection and data control will be executed. The researcher employed triangulation in this study by firstly collecting more than one form of data and conducting in-depth personal interviews, as well as taking field notes. Secondly, triangulation of data will also include collecting data by doing a literature control to verify the data. Thirdly, an independent coder will be employed to analyse the original interview transcripts and engage in a consensus discussion with the research. Krefting (1991:219) states that the aim of triangulation is based on the idea of convergence of multiple perspectives for mutual confirmation of data, in order to ensure that the relevant aspects of the phenomenon have been investigated.

Field notes can be recorded in various formats that could include jotted notes, direct observation notes, theoretical notes, analytic notes and personal notes (Neuman, 2003:304), as well as methodological notes.
The different formats of field notes will be discussed in the following section.

- **Jotted notes**

  Jotted notes, according to Neuman (2003:304), are short temporary memory triggers, such as words, phrases or drawings taken inconspicuously, often scribbled on any convenient item. They are incorporated into direct observation notes. They should, however, not substitute observation notes.

- **Direct observation notes**

  Direct observation notes should be entered chronologically with the date, time and place on each entry (Neuman, 2003:304). They are a precise recording of the specific words, phrases or actions and characteristics of the participants. In this study, direct observation notes will be used supplementary and contain information on which school has been visited, the setting of the interview, the way in which the interview was conducted, and what transpired during the interview. Direct observation notes add value to the interpretation and analysis of the results (Wilson, 1993:434).

- **Theoretical notes**

  Theoretical notes are interpretive and attempt to attach meaning to observations (Wilson, 1993:435). In this study, the observer will take notes during the interviews, as it is difficult to remember details following observations that cannot be identified via the audiotape recorder. The observer and I will afterwards reflect on the notes together. These reflective field notes will also assist me during data analysis. Theoretical notes will also assist me in identifying patterns that repeatedly occur in the study (De Vos, 1998:285-286).
• Analytical notes

Analytical notes consist of methodological ideas in order to record my intentions, ethical and procedural decisions, as well as self-critique of tactics. Theory emerges during data collection and analytical notes provide a running account of a researcher's attempt to give meaning to the research study (Neuman, 2003:385).

In this study, analytical notes will be taken throughout the research process and examined by the researcher and observer to determine if any changes should be made to better the quality of the investigation.

• Personal notes

Personal notes are notes on the researcher's own reflections and experiences (Wilson, 1993:435). Personal notes provide the researcher with a way to cope with stress and are a source of data about personal reactions (Neuman, 2003:386). In this study, the researcher will take an introspective stance by using a reflective diary and jotting down her experiences after each session (Wilson, 1993:435-436).

• Methodological notes

Schurink, Ferreira, Mouton, Path and Schurink (1988:286), mention that methodological notes are not only reminders, but also memorandums compiled by the researcher. It explains the methodology that was used. In this study, methodological notes will assist in introducing improvements with regard to the research method and design.

Research instrument

According to Kvale (1996:117), the importance of the researcher as person is emphasised through interviewing, as the researcher is the main instrument for obtaining information in qualitative research. The researcher takes on various
roles in qualitative research, such as explorer, advocate, friend and reformer (Kvale, 1996:18).

De Vos (1998:256) cautions that the role of the researcher is not an easy one:

- Maintaining a “marginal” status could be stressful; and
- it is difficult to be an outsider who is not entirely involved, especially when studying settings full of intense feelings.

The researcher should therefore display the following characteristics and skills:

- Building rapport

The researcher needs social skills to build rapport with the participants. The researcher builds rapport by getting along with the participants. A setting may contain fear, tension and conflict. The participants may do things that disturb the researcher or may be untrustworthy, untruthful or unpleasant. The researcher should therefore be prepared for a range of events and relationships (Neuman, 2003:376). The researcher is expected to hear or see at face value, but without being gullible. The rule should therefore be: The researcher believes “everything” and “nothing” simultaneously. A researcher also needs personal charm and trust to build rapport. Trust, friendliness and being “well liked” expedites communication and assist the researcher in understanding the feelings of the participant and to view events from his/her perspective.

The researcher should respect participants as well as their cultural backgrounds. A disregard for the values and traditions of participants is bound to impede the researcher’s efforts to obtain reliable and valid information (Kvale, 1996:118). Being honest and observant and not criticising or evaluating the participants’ actions or ideas, listening carefully and expressing empathy, are essential components in creating a conducive atmosphere that will encourage participants to speak freely (Silverman, 2002:113) and build rapport.
• **Bracketing**

Bracketing involves putting aside the researcher’s own pre-conceived ideas about the phenomenon, in order not to affect the data being collected (Burns and Grové, 1999:362).

• **Intuiting**

Intuiting pertains to acquiring insight into the phenomenon that cannot be logically given account of, but that is based on the researcher’s interpretation of the situation and prior knowledge (Burns and Grové, 1999:15). During the interview, I will pay special attention to the participant in order to actively engage with him or her. This process should enhance insight in the phenomenon in order to facilitate intuiting.

• **Communication skills**

The following non-directive communication techniques should be applied to encourage participants to articulate their views freely (De Vos, 1998:309; Marshall and Rossman, 1999:81).

 - **Probing**

By making use of probing, the researcher attempts to obtain more information. He or she asks open-ended questions, such as “I wonder if you could please elaborate on that?” Probing also refers to the researcher’s ability to assist the participant to identify and explore experiences, behaviours and feelings that will allow him or her to engage constructively (De Vos, 1998:310; Okun, 1992:70), without putting notions into the mind of the participants.
- **Paraphrasing**

The degree of interpretation may require the rephrasing of an answer to determine whether the researcher understood what the participant said, without changing the meaning or content of the information.

- **Tracking**

Researchers should adjust to the conversational rhythm of participants by allowing them to narrate their story in their own way, by demonstrating an interest in and understanding of what is being said (De Vos, 1998:316).

- **Clarification**

Clarification involves being able to request clarification when responses are vague, unclear or confusing.

- **Reflecting of content**

Reflective content is used to clarify that the ideas and opinions of participants are clearly understood by the researcher and consistent with that of the participant (Steward and Shamdasani, 1998:122).

- **Silence**

Silences in an interview allow the participant to reflect on the content. The researcher should not create the atmosphere of a cross-examination by constantly firing questions at the participant, but allow pauses without rushing the participant to break any silences (Neuman, 2003:392; Kvale, 1996:135).
- Closing

The closing phase follows after the interview has ended. A period of debriefing can follow, during which the participants share their experiences of the interview (Crabtree and Muller, 1999:105).

3.8.1.3 Data analysis

The purpose of data analysis is to provide a meaningful interpretation of data (Acrobal, 2002:3). Cournoyer and Klein (2002:209) postulate that data analysis is a way to convert data into “mind-friendly forms, while preserving the connections with the observations”. Yin (1994:140) maintains that data analysis consists of “examining, categorising or tabulating, to address the initial propositions of a study”. The analysis of qualitative data is a creative process that can take place in different ways and for which no set recipes exist (Schoeman and Botha, 1991:56).

According to Creswell (1994:53), data analysis entails gathering information, determining themes, allocating information into categories and, ultimately, writing a qualitative report. Prior to data analysis, each tape-recording of an interview has to be transcribed verbatim. Each transcription must then be reassessed by the researcher, to ensure that the transcribed information is correct. Creswell (1994:153) views the data analysis process as “eclectic”, as several activities take place simultaneously during qualitative data analysis. A qualitative researcher analyses data by organising it into categories, on the basis of emerging inductive themes or concepts. The qualitative researcher then develops new concepts, formulates conceptual definitions, and examines the relationships between concepts. In qualitative research, ideas and evidence are mutually interdependent (Neuman, 2003:441).
3.8.1.4 Principles of data analysis

Krueger (1994:107-129) provides principles to guide the researcher and direct the data analysis process. The principles employed by the researcher in this study will now be discussed.

(i) Analysis must be systematic

Analysis, according to Krueger (1994:109), incorporates a dual dimension, which could be viewed, firstly, in the way data are collected and, secondly, the specific analytical procedures or processes applied by the researcher. The eclectic nature of analysis, however, causes data analysis processes to vary from study to study, although it should always be “deliberate and planned” (Krueger, 1994:127-129).

In order for the researcher to follow a systematic process of analysis, the following proceedings need to be considered:

(ii) Sequencing questions to allow maximum insight

Different types of questions can be asked during data analysis (Strauss and Corbin, 1990:77-78), namely:

• Sensitising questions

Some questions are asked to assist the researcher in ascertaining the underlying meaning of data. Questions such as: “What is the purpose of this?”, “What are the various meanings expressed by individual participants?”, can be considered as sensitising questions.

• Theoretical questions

Theoretical questions refer to the systematic investigation of relations, patterns and categories in the data, and how these relate to theory.
• Practical questions

Practical questions furnish the researcher with guidance and structure through the following questions: “Are my conclusions a chain of logical evidence?”; “Have I arrived at a point of saturation?”

(iii) Capturing and handling data

The researcher will make use of an audio-tape to record the interviews and capture data. Throughout the interviews, the observer will make notes to reflect on what activities occurred. A personal log containing a descriptive recollection of the participants’ non-verbal clues and reflective notes on the fieldwork experience and methodological issues will be kept.

(iv) Coding data

The data will be analysed, using the approach of Tesch (in Creswell, 1994:155). Tesch states that no “right way” of data analysis exists and proposes eight steps to consider in data analysis. The researcher must:

1. Get a sense of the whole. Read through all the transcriptions carefully, perhaps jotting down some ideas as they come to mind.

2. Pick one interview, using the richest, most interesting one. Go through it asking “What is this all about?” Think about the underlying meaning, and write thoughts in the margin.

3. When this task has been completed for several informants, make a list of all the topics. Cluster similar topics together. Arrange these topics in columns under ‘major topics’, ‘unique topics’, and ‘leftovers’.

4. Make a list and go back to the data. Abbreviate the topics as codes and write down the codes next to the appropriate segments of the text. Try
out this preliminary organising scheme to assess whether new categories and codes emerge.

5. The most descriptive wording will be turned into categories. Reduce the total list of categories by grouping together topics that relate to each other. Lines can be drawn to show interrelationships between categories.

6. Make a final decision on the abbreviation for each category, arranging them in alphabetical order.

7. Assemble the data belonging to each category in one place and perform a preliminary analysis.

8. Recode the data for the sake of triangulation.

(v) **Participant verification**

The main points will be summarised and the participants will be granted the opportunity to verify their input. The final report should also be made available to the participants.

(vi) **Analysis must be verifiable**

Krueger (1994:129) advocates this as the second principle of data analysis. He states that verification is very important. It can be achieved by allowing the co-researcher to assist in checking the data and by making use of an independent re-coder who has not viewed the data or the researcher’s analysis prior to being asked to assist.

(vii) **Analysis must be focused**

By using research questions, the research remains focused. The goals of the research in turn form a basis for the research questions. The “key question”
(Krueger, 1994:130) is what assists the researcher in reducing the great amount of data gathered in an interview.

(viii) Analysis is jeopardised by delay

In order not to lose any data, the analysis should be performed immediately. Participants’ reactions and other non-verbal responses may be lost if analysis is delayed. The researcher will therefore request the co-researcher to make detailed notes, and a debriefing session should take place immediately after the interview to discuss the content and process. Transcriptions should be done without great delay in order for the researcher to commence with the analysis of data. This will reduce the chances of potential loss of data.

- Debriefing between moderator and independent re-coder

On completion of the analysis, the moderator and independent re-coder will meet for consensus discussions to confirm the results in terms of the themes and categories that were identified independently (De Vos, 1998:345).

3.8.2 Literature control

A literature control is undertaken, not only to establish a theoretical framework for the study, but also to verify the results obtained from the data and to compare the results of this research study with the results of other research studies previously undertaken, in order to identify differences, similarities, gaps and unique contributions (Poggenpoel, 1998:338-344). When the literature verifies the findings, it increases the reliability of the research.

Literature should be applied inductively in order not to influence the objectivity of the researcher (Creswell, 1994:21). According to Marshall and Rossman (1999:43), literature control has a fourfold aim. In the first place, it illustrates the opinions underpinning the research question. Secondly, it encourages the researcher to gain insight into other related research. Thirdly, it proves that the researcher has identified shortcomings in previous research and will therefore
aim to meet the research requirements of the research study. Ultimately, the research question is refined by the literature control, by including it into larger empirical traditions (Marshall and Rossman, 1999:43). Central concepts will be identified in the next steps of the theory generative design after the central categories have been established and analysed.

3.8.3 Concept definition and classification (Step two of the model design)

Chinn and Kramer (1995:58) advocate that a central concept is a “complex mental formulation of experience”, and that most concepts can be located on a continuum from the experimental, practical (they are more directly experienced) to the theoretical, conceptual (they are more mentally constructed). According to Chinn and Kramer (1995:110), definitions indicate how word representations of a concept are expressed in empiric reality. Each concept may have a list of defining attributes. It is best to use those attributes that characterise and define the concept well (McKenna, 1997:62). Concept(s) identified in Step 1 of the research study will be subjected to additional definitions and classification, in order to clarify its/their nature and furthermore to specify the context and situations in which it is/they are applicable with regard to this research study (Chinn and Kramer, 1995:107).

The researcher will do concept definition in this study by applying the three-step method, as explained by Wandelt and Stewart (1975:64-68), which refers to:

- A common or dictionary definition of every word in the concept, to define the general accepted application or usage thereof. This will assist in clarifying ideas associated with the concept and in establishing the meaning of the concept. If the concept is a complex one and/or utilised in a particular way in a discipline, definitions should be explored in the literature of that discipline.

- An applicable, specific, relevant general definition that is characteristic of the context of the study and construct cases that represent the perceptions and needs I am exploring. It includes presenting an instance of the perceptions
and needs or constructing a representation that illustrates the perceptions and needs. By using these cases, criteria for the concept can be identified and reflected on.

- The construction of a model case, called for a “for example” definition, which can be a “real life” example of the use of the concept, or the description of an experience. It can be relevant to the goals of the study. It may also include all the identified, essential attributes of the concept. It is then possible to reflect on the identified attributes of the concept (Chinn and Kramer, 1995:82-83).

The definition of concepts will be guided by prerequisites, as proposed by Copi and Cohen (1994:192-196). According to Copi and Cohen (1994:192-196), concepts must be clear and unambiguous. This can take place by ensuring that all the essential and necessary attributes of the central concept are specified. No obscure or figurative language should be used when describing concepts. Attributes should be identified in a positive manner, indicating that they should consist only of features that must be present for the concept to exist. It should not refer to objects that are not representative of the concept. Definitions should also not be negative where they can be affirmative. Circular definitions, where synonyms are used without clearly explaining the concept, should be avoided. Concepts should be voiced in language that is easy to understand and is suitable for the context in which the definitions are formed.

After the three-step method concerning the definitions of concepts has been employed in the appointed manner, the ensuing definitions will be evaluated against the criteria suggested by Morse, Mitcham, Hupcey and Tason (1996:385-390). These authors contend that concepts do not only exist, but undergo a process of maturing over a certain time. It is then viewed as developing from provisional into mature, accepted concepts in the field (Morse & Field, 1996:387). A mature concept is seen as one that is refined and unambiguous, with clearly defined limits.
Conceptual definitions can be examined or evaluated for maturity against the following four criteria:

- The characteristics or attributes of the concept should be clearly sketched in order for them to be easily identified in any context and recognised from other related concepts. Relevant literature should be consulted to determine the characterising of the concept (Copi, 1986:157-161).

- The concepts should be well-defined and the definition should be logic and stable in terms of the four criteria promoted by Copi (1986:157-161).

- The preconditions and outcomes of the concept should be depicted and revealed. Preconditions must be present in order for the behaviour associated with the concept to occur, e.g. in order for efficacy in dealing with inclusion in the class, a person who is an efficient model, should be present. These preconditions and outcomes are detected in subject literature and in the full, dense exposition of the themes transpiring during data analysis.

- The conceptual confines should be clearly demarcated by explaining what attributes have to be exhibited in order for the concept to exist. It is an indication of the uniqueness of the maturity of the concept.

Concept definition is succeeded by concept classification. In this study, concept classification will be accomplished by exploiting the investigation list of Dickoff, James and Wiedenback (1968:422). Such a list assists in clarifying which prescriptions are essential to reach the desired outcome of the situation producing theory. This will contribute to the compilation of theoretical relations between concepts, which will give structure to the model. This will assist in differentiating main concepts from related concepts, placing concepts in hierarchal order, and grouping them together to facilitate classification (Dickoff, et al., 1968:423). The survey list includes questions about the following components of action:
(i) Agency : Who or what performs the activity?
(ii) Recipient : Who or what is the recipient of the activity?
(iii) Context : In what context is the activity performed?
(iv) Procedure : What is the guiding procedure or technique of the activity?
(v) Dynamics : What is the energy source of the activity?
(vi) Terminus : What is the end point of the activity?

3.8.4 Construction of relationship statements (Step three of model design)

Relationship statements are concerned with the declaration type of relationship that exists among concepts (Walker and Avant, 1995:25). It is sometimes viewed as the nucleus of theory (Burns and Grové, 1999:137). Ideas about relationships are formed when concepts are identified (Chinn and Kramer, 1995:111), thus providing links among and between concepts.

There are two types of relationship statements, namely associational statements and causal statements. Associational statements indicate that two concepts are present at the same time, while causal relationship statements illustrate a cause-and-effect relationship (Burns and Grové, 1999:137).

After concepts have been identified, defined and classified, relationship statements are shaped by asking the following questions (Chinn and Kramer, 1995:111):

- Are there concepts that stand alone?
- Are there concepts that appear to happen together?
- Are there concepts to which certain concepts appear to be related, but at the same time do not relate to other concepts in turn?
According to Chinn and Kramer (1995:111), the answers to the abovementioned questions will give an indication of the relationships that create meaning, import understanding and give structure within theories (unlike multiple concepts in a loose structure). Assumptions on which the theory is based, will also become apparent, since the theoretical assumptions are the principle on which the researcher relies to form the foundation of relationships. The assumptions affect all spheres of theory building and, therefore, all relationships will be examined or evaluated against them (Chinn and Kramer, 1995:115). Theoretical relationships will be considered within the context of the theory. In this study, teaching within an inclusive education setting, will constitute the context for the theory.

3.8.5 Description and evaluation of the model (Steps four and five of model design)

Subsequent to concepts having been identified, defined, classified and placed into relationship statements, the description of a model to represent the theoretical concepts can take place (Chinn and Kramer, 1995:117).

3.8.5.1 Model description

Models, according to McKenna (1997:12), are conceptual tools or devices that can be used by an individual to comprehend and place complex occurring objects into perspective. Chinn and Kramer (1995:106) define model development as “a creative and rigorous structuring” of conceptions that exhibits a provisional, meaningful and systematic observation of phenomena. They furthermore suggest six descriptive elements that should be employed when describing a model. According to Chinn and Kramer (1995:117), these six elements can be defined, described and organised by answering critical questions.

For the purpose of this research, the following descriptive elements will be used as criteria to describe the model (Chinn and Kramer, 1995:117):
(i) Purpose of the model

Models are designed to serve a specific purpose, and it is important to specify their purpose in order to give context to the research. Theory is developed to describe, explain, predict and/or control (Chinn and Kramer, 1995:107). Each of these functions depicts a different level of theory development in a hierarchical order. The purpose will also indicate the desired level of theory generation (Walker and Avant, 1995:26). A theory that is developed for the purpose of control should be able to be applied in practice. It can therefore be called situation producing or practice theory, which is the highest level of model design (Dickoff and James, 1992:99). Practice theory must serve a practical purpose and impact, and is therefore best applicable to this study, which aims to design a training model for in-service teachers. The purpose of designing the model for this study is to better equip in-service teachers for inclusive education.

The purpose will be unambiguous and the context in which it will be used, will be indicated when the following question will be answered: “What is the purpose of the model and how will it be utilised?” In this study, the model will be used by in-service teachers and the context will be primary schools.

(ii) Concepts

McKenna (1997:56) explains concepts as representations of phenomena that we encounter and observe in our environment. When a name is put to the phenomenon, we are identifying concepts. As a mental image, a concept is a view of reality, tinted with the observer’s perception, experience and philosophical twist (McKenna, 1997:8). Theory, therefore, is structured from concepts that are expressed through language.

When data are gathered, a search for the existence of concepts is undertaken in order to be able to describe, explain and understand experiences (McKenna, 1997:54). By enquiring about the definition of a concept with reference to its attributes and characteristics, interested persons (other than the researcher) will
be able to understand its entire meaning (Chinn and Kramer, 1995:110). In terms of data analysis, concepts are often defined by referring to the gathered data, as well as suitable literature.

Concepts will be attained by asking “Which key concepts constitute the model?” Concepts can be identified by searching for words that portray objects, properties or events within the theory. The concepts will be clarified by the listing of ideas and a provisional identification how they appear to relate to one another.

(iii) Definition of concepts

Chinn and Kramer (1995:110) state that the concepts of a theory bear identifiable signification that is transmitted in definitions. The manner in which concepts are defined, will assist in clarifying their meaning within the context and in relation to existing theory. In essence, the defining attributes distinguish the concepts and serve as an aid in making it comprehensible and clear to others. Chinn and Kramer (1995:106) advocate that the meanings for the concepts created by the theorist affords the theory its distinctive character.

Concepts are defined by asking questions such as:

- Which concepts are defined explicitly or implicitly?
- Which concepts are defined specifically or generally?
- Are differing definitions used for the same concept?
- Would a common language approach lead to differing interpretations of the meanings of the concepts?

(iv) Nature of relationships between concepts

Concepts are structured in an orderly way, referred to by McKenna (1997:55) as “conceptual building blocks”, which link them together. Relationships indicate how concepts are linked and should form a whole, as the ideas of the theory interconnect. Relationships can be expressed, either by relationship
statements, which may be associational (concepts simply exist together) or causal (one concept causes the other). The manner in which relationships emanate will be indicated by the basic assumptions that form the foundation of the research study on which the model is based (Chinn and Kramer, 1995:111).

The nature of the relationships should be examined. In establishing the relationships between concepts, the researcher can ask questions resembling the following:

- Are relationships basically descriptive?
- Do they impart understanding?
- Do they create meaning without explanations?

(v) **Structure of model**

The question concerning the structure of the model will arise subsequent to the forming of relationship statements. Questions regarding the structure of the model will centre around the following:

- Which are the most central relationships?
- What strengths and directions are indicated by the relationships?
- What is the order of the relationships? (Chinn and Kramer, 1995:117)

Once this has taken place, a structure of a model will emerge in the form of a diagram. The model could contain multiple components, or one basic form. It has to possess an identifiable structure, as relationships give rise to structure. The nature of the relationships indicates whether the structure of theory will be clear or complicated. However, it is an important step in making others understand and comprehend the theory.
(vi) Assumptions of model

It is essential to seek information about the basic assumptions underlying the model, in order to execute and apply it (the model) in practice. The basic assumption of this study is that in-service teachers should be equipped for the role they have to play with regard to inclusive education. This will lead to the operationalisation of the theoretical model in the form of a training intervention.

3.8.5.2 Model evaluation

Ascertaining how well a theory or model serves its specified intention or purpose, calls for evaluation or critical reflection. Sound evaluation or critical reflection of a model contributes to ascertaining the merits and shortcomings of the model, which may call for further development and application (Chinn and Kramer, 1995:126).

Critical reflection or evaluation involves posing questions regarding the properties or characteristics of the model (Chinn and Kramer, 1995:127). The responses to the questions are then used to form conclusions about how well the model serves its intended purposes. According to Chinn and Kramer (1995:135-136), the questions for the evaluation or critical reflection of the model in this research are:

How clear is the model?

In addressing this question, the semantic clarity and consistency, as well as the structural clarity and consistency of the model, will be considered. When the links between concepts are clearly defined and posed in a manner which is easily understood, both from structural and linguistic perspectives, it demonstrates a clear model that will be perceived uniformly by all users.
How simple is the model?

The extent of simplicity or complexity of a model varies with the stage of development with regard to its number of theoretic relationships and concepts. Simplicity indicates that the number of concepts and their interrelationships is minimal. Complexity suggests numerous theoretic relationships between and among a number of concepts. Frequently, models appear to be complex in their emerging stages, but, as they develop, relationships and concepts are filtered and blended, some are deleted, and gradually they become simpler. The less complex a model is, the more it will be understood. Consequently, clarity is enhanced and the model is considered well-suited to be employed in practice.

How general is the model?

The question refers to the scope of experiences included by the model. According to Chinn and Kramer (1995:132), a general model can be applied to a large array of situations, while a specific model narrows the extent of events included in the model. Chinn and Kramer (1995:132) consign the expression “a parsimonious model” to a model which is conceptually simple, but at the same time adequately general to account for a wide scope of contexts related to the phenomenon under investigation. In other words, generality merged with simplicity permits parsimony (Chinn and Kramer, 1995:132).

How accessible is the model?

This question applies to the extent to which concepts within the model are grounded in empirical identifiable phenomena and employed in practical circumstances. By increasing the complexity of concepts, the empirical indicators become more definite or explicit by making use of sub-concepts. Empirically accessible sub-concepts enhance the empirical accessibility of the model.
How important is the model?

The response to this question will point out how advantageous and effective the model is with regard to its intended purpose or practical value. A model should not only be clear or understood by the researcher, but be comprehensible also to others who may find it useful in practice.

In this study, the model will be evaluated to establish how well it performs and how adequate it is in equipping teachers for the challenging role they have to play with regard to inclusive education. The applicable model will attempt to be of practical usefulness and important to the domain of teacher training in order to equip them for the role they have to play in inclusive education. The aim is to reach certain specified outcomes. Attention should therefore be paid to the abovementioned questions to ensure that the properties and characteristics of the model correspond with its specified intention.

3.9 DATA VERIFICATION

Compared to the analysis of quantitative data, strategies for qualitative data verification are more diverse, less standardised, and less explicitly outlined. Furthermore, the reliability and validity of data cannot be ascertained in qualitative research. Mahoney (1999:154-196) notes: “The absence of methodological explicitness has made it difficult for many readers to fully understand and appreciate the arguments of qualitative researchers”. Neuman (2003:448) mentions that to validate qualitative data, the researcher could be encountered with problems such as the following:

- The large volume of data may lead to some data being overlooked.

- Researchers must take care not to let their prior theoretical framework or pre-conceived notions blind them to contrary events in a social setting.
• Qualitative analysis requires more effort: an individual is required to read and re-read data notes, reflect on what is read, and make comparisons based on logic and judgement.

3.9.1 Trustworthiness

It is commendable to employ means of ensuring trustworthiness of the findings. The model for trustworthiness, developed by Lincoln and Guba (Krefting, 1991:212-214), assists the qualitative researcher in ensuring trustworthiness. An inquiry is trustworthy when the researcher is able to convince the reader that the results can be trusted, are worthy of attention and worth taking account of (Krefting, 1991: 215). Marshall and Rossman (1999:191-192) comment that all research should respond to a degree of quality, posed as criteria, against which it may be evaluated.

Guba’s model (Lincoln and Guba, 1985:290-327) ensures that trustworthiness can be applied in qualitative research with positive results. It consists of four criteria that should be adhered to if a researcher wishes to ensure trustworthiness. These criteria are (Krefting, 1991:2140-222):

1. Credibility (checking the truth value of the findings).
2. Transferability (the strategy employed to attain applicability)
3. Dependability (refers to the consistency of the findings)
4. Confirmability (using the criterion of neutrality as freedom of bias)

The application of these criteria to the research will be discussed below.

3.9.1.1 Truth value

This first criterion refers to how confident the researcher is of the findings. It also focuses on whether the data obtained from the participant is a true reflection of what he or she has experienced (Potter, 1996:195). Credibility in this study will be established through the following measures:
- Triangulation

Triangulation is an approved way of securing credibility in qualitative research and is described by Leedy (1997:143) as follows:

- Applying more than one form of reference to analyse qualitative data (theoretical triangulation).

- Employing more than one method of sampling (data triangulation).

- Using more than one analyst, coder or moderator (investigator triangulation).

- Administering two or more methods of data gathering (methodological triangulation).

In this study, investigator triangulation will be employed to decrease the danger of researcher bias and to enhance trustworthiness. An observer will be present when the interviews are conducted. She will list non-verbal interaction and record impressions of the interview process. A re-coder will analyse the data and compare it with the researcher’s analysis.

- Peer review

A peer review involves the assistance of impartial colleagues who are skilled in qualitative research. The researcher discusses the research process and findings with them. Insights are also discussed and problems are presented as a form of debriefing (Krefting, 1991:221).

- Member checking

The findings are checked with members of the sample population; this enhances truth value. In this study, the findings will be checked with members of the sample population. In addition, summaries of taped interviews can be played to the respondents for their responses (Krefting, 1991:219).
- Reference adequacy

In order to increase truth value through reference adequacy, copies of the researcher and re-coder’s protocol, as well as examples of copies of the transcribed interviews, will be included as an appendix in the final report.

- Authority of the researcher

The researcher in this study received post-graduate training in research methodology and is guided by a nationally accredited researcher who fulfills the role of the promoter. The promoter has extensive experience in conducting qualitative research, and is able to support and direct the researcher.

3.9.1.2 Applicability

The second criterion for ensuring and establishing trustworthiness is applicability. Applicability refers to the degree to which the findings can be applied to similar settings or groups (Rodwell, 1998:101; Krefting, 1991:216). Lincoln and Guba (Krefting, 1991:216) assert that the problem of applicability is addressed when the researcher presents adequate data to allow comparison. They contend that transferability is not the same as generalisability; it is more the concern of the person who wants to draw comparisons with other research. However, since the intention of qualitative research is not to generalise findings, but to describe a particular unique experience (Creswell, 1994:158), it should be noted that applicability refers to how far the knowledge gained and lessons learnt can be transferred to similar populations.

In this study, applicability will be achieved by providing a dense description of findings and research methods, in order to assist other researchers in determining if data can be transferred. The researcher will provide a complete, detailed and accurate description of the research methodology. The interviews will be audio-taped and the transcriptions of the interviews will serve as the
database (Bell, 1996:96). It will be accompanied by a relevant literature control and direct quotations of the participants (Patton, 2002:429-430).

3.9.1.3 Dependability

Dependability refers to the probability that similar results will be produced if the research were to be replicated (De Vos, 1998:350). This criterion is concerned with the extent to which the replication of the research study in a similar context or with similar informants would lead to similar results, known as consistency (Denzin and Lincoln, 1998:186). It is also concerned with whether the procedures and methods used, adhere to qualitative research practices.

Consistency will be enhanced through dense data descriptions. It is essential that comprehensive detail be provided on the informants, as well as the research context, setting and process. The research methodology will be well described, through an explanation of the philosophical and theoretical assumptions of the research. A dependability audit will also be undertaken to enhance consistency. The raw data, namely the field notes and audio-recordings, will be available as an audit trail for checking by interested persons and the model will be presented for expert evaluation. Triangulation will take place by employing an observer and an independent re-coder.

3.8.1.4 Neutrality

Neutrality refers to the degree to which the findings can be confirmed as solely those of the participants and not having been influenced by subjective or irrelevant sentiments or attitudes (Krefting, 1991:217). According to De Vos (1998:35), neutrality refers to freedom from bias in research results and proceedings. Lincoln and Guba (Krefting, 1991:217) state that confirmability can be used to increase neutrality, as the absence of bias is arguable. Neutrality, therefore, is an intricate process that requires that the data supports the findings, recommendations and interpretations (De Vos, 1998:380). A neutral researcher is neither influential in nor influenced by the study (Neuman, 2003:376).
The following strategies will be employed in this study to ensure neutrality and will be applied as follows:

- **Confirmability audit** - it entails a record of the raw data and data analysis.

- **Appropriate distance** - this will be achieved in that the researcher will keep an appropriate distance in order not to influence the research.

- **Triangulation** - this includes various data collection procedures: the information derived from the interviews, which will be subjected to a literature control. A code-recoding procedure will be undertaken under the supervision of the independent coder.

- **Reflexivity** - Field notes will be kept. This is to ensure that neutrality is maintained throughout the study.

### 3.10 **ETHICAL MEASURES**

Ethical measures have to be adhered to throughout a research study (De Laine, 2000:87). The researcher has the responsibility to protect the rights, needs and values of the participants (Creswell, 1994:165).

For the purpose of this study, I will adhere to the following ethical measures:

- **Confidentiality, privacy and anonymity**

  The confidentiality aspect of the research was explained to the participants. Each participant was assured of confidentiality and complete anonymity (Berg, 1995:213). Participants were assured that their names would not be disclosed. They were interviewed in a private office, free from interference or interruption, such as noise. In order for the participants' right to privacy to be respected, the researcher did not collect any data of a private nature.
• Consent

An attempt was made to adhere to ethical measures by obtaining prior consent from each participant for the recording of the interviews on audio-tape. The following information was disclosed to them: the objectives of the research; the type of participation expected; and how confidentially and privacy would be safeguarded (Kvale, 1996:120). The participants were informed that their participation would be valued, but that they could withdraw from the research at any time (Kvale, 1996:120). Their participation was therefore on a completely voluntary basis. I also obtained consent from the school principals to conduct interviews at the schools in question. The offices in which the interviews were conducted in private and without interference had in fact been provided by the various principals.

3.11 CONCLUSION

In this chapter, the researcher has attempted to describe the research design and methodology chosen for this study in some detail. The processes of data collection, data analysis, the philosophical assumption on which the research is based, the theory generative approach, strategies to ensure trustworthiness, as well as ethical considerations, were also discussed. In the next chapter, the findings will be discussed, supported by direct quotations from the interviews, as well as literature references. The results of the individual interviews, differentiated as central themes, will also be explained and confirmed by a literature control.
CHAPTER FOUR

DISCUSSION OF RESEARCH FINDINGS AND LITERATURE CONTROL

4.1 INTRODUCTION

In the preceding chapter of this study, the research design and methodology were outlined. This chapter will cover the results or findings from the in-depth personal interviews conducted during the fieldwork. Through data analysis, various themes were identified. A literature control will be undertaken to provide a mechanism to assist in demonstrating the usefulness and implications of the findings (Morse and Field, 1996:106-107). Creswell (1994:20) contends that a literature control in qualitative research should be applied in a way that is consistent with the methodological assumptions of the research paradigm, in other words, inductively. The research findings in this study will therefore be discussed, compared and contrasted with appropriate or applicable literature, in order to identify a central concept for further analysis in the ensuing chapters. In recognising this central concept, Step 1 of the model development process will have been accomplished.

STEP 1: CONCEPT IDENTIFICATION

Teachers at a number of primary schools were interviewed and the data analysed with the aim of identifying themes and sub-themes, from which one central concept could be drawn for further studies.

Adapted from: Chinn & Kramer (1995:112, 127-134)

* For the purpose of this research, the singular and masculine form will refer to participants in general and to both genders.
4.2 FIELDFWORK AND OBSERVATIONS

The researcher visited schools in Nelson Mandela Bay and informed the various principals of her intention to undertake research on inclusive education. The principals gave their permission for such research to be conducted at their schools. Meetings were subsequently held with the teachers at the various schools, informing them of the aim, procedures and ethics regarding the research. The researcher then requested the teachers to take part in the research study.

The period of data collection and fieldwork commenced in March 2005 and ended in July 2005. In-depth personal interviews, ranging from twenty-five to forty minutes each, were held with individual teachers. All were teachers at various primary schools in Nelson Mandela Bay. The participants were of diverse socio-economic, religious, race, age and gender groups. The teachers who volunteered as participants in the research study adhered to the criteria (as explained in Chapter Three under 3.8.1.1, p. 88) for inclusion in the interviews.

After the requested permission had been granted by the District Manager in the Department of Education, the researcher sought and obtained the participants’ agreement to participate in the research. The researcher assured the participants of the confidentiality of the information and informed them of the ethical principles to be followed. This reassurance rendered the teachers more willing to take part in the research. They displayed a keen interest in the topic and seemed thankful to be given the opportunity to voice their experiences and perceptions with regard to inclusive education. A few of them appeared to be nervous at the start of the interview, but this diminished as the interview advanced, and they began to speak more freely. Data became saturated after eleven interviews had been conducted.

Teachers at ten different primary schools located in different areas throughout Nelson Mandela Bay took part in this research. The conditions at the schools were not the same; the schools ranged from under-resourced to more affluent schools. Five of the participants were Afrikaans-speaking, four were English-speaking, and two were isiXhosa-speaking. However, all interviews were conducted either in English or Afrikaans. The aim was to create an atmosphere in which the participants would feel
relaxed and to allow them to express themselves in a language with which they felt comfortable. Table 4.1 represents a summary regarding the biographic data of the participants.

### TABLE 4.1: BIOGRAPHIC DATA OF RESEARCH PARTICIPANTS

<table>
<thead>
<tr>
<th>GENDER</th>
<th>INSTITUTION</th>
<th>TEACHING EXPERIENCE (YEARS)</th>
<th>HOME LANGUAGE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>30</td>
<td>Afrikaans</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>18</td>
<td>Afrikaans</td>
<td>38</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>36</td>
<td>Afrikaans</td>
<td>56</td>
</tr>
<tr>
<td>Male</td>
<td>Primary School</td>
<td>25</td>
<td>Afrikaans</td>
<td>47</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>35</td>
<td>isiXhosa</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>24</td>
<td>Afrikaans</td>
<td>46</td>
</tr>
<tr>
<td>Male</td>
<td>Primary School</td>
<td>19</td>
<td>isiXhosa</td>
<td>41</td>
</tr>
<tr>
<td>Male</td>
<td>Primary School</td>
<td>12</td>
<td>English</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>24</td>
<td>English</td>
<td>46</td>
</tr>
<tr>
<td>Male</td>
<td>Primary School</td>
<td>27</td>
<td>English</td>
<td>49</td>
</tr>
<tr>
<td>Female</td>
<td>Primary School</td>
<td>15</td>
<td>English</td>
<td>36</td>
</tr>
</tbody>
</table>

The audiotapes of the interviews were transcribed, after which the information was analysed by means of the descriptive analysis of Tesch (Creswell, 1994:154-155). As the researcher, I used the transcribed interviews to derive the themes and categories that formed the basis of my report (Creswell, 1994:154). A discussion took place between the researcher, the promoter and an independent coder in order to reach consensus on the identified themes, categories and sub-categories (De Vos, 1998:345). The results were subsequently also confirmed by a literature control.

### 4.3 PRESENTATION OF RESULTS

Through data analysis, two main themes emerged during the research. The identified themes will be discussed separately, solely for reporting and theoretical purposes, and to facilitate conceptual clarity, but overlaps are unavoidable. Under each theme, various categories and sub-categories will be identified, as indicated in Table 4.2.
<table>
<thead>
<tr>
<th>MAIN THEMES</th>
<th>SUB-THEMES</th>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1</td>
<td>1.1</td>
<td>1.1.1</td>
</tr>
<tr>
<td>Teachers are not in favour of inclusive education and therefore perceive it negatively</td>
<td>Lack of infrastructure complicates inclusive education</td>
<td>Inadequate facilities</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>1.1.2</td>
</tr>
<tr>
<td></td>
<td>Inclusive education has implications for teaching style and preparation</td>
<td>Inappropriate teaching and learning materials</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>1.2.1</td>
</tr>
<tr>
<td></td>
<td>Curriculum for inclusive education is a cause for concern</td>
<td>Lesson planning and assessment will become more time consuming and complex</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>1.2.2</td>
</tr>
<tr>
<td></td>
<td>Inclusive education is detrimental to teacher morale</td>
<td>Slower learners might keep the faster learners behind</td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>1.2.2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difference re academic and socio-emotional aspects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioural and disciplinary problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lowered self-esteem of learners with a learning disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum modification</td>
</tr>
</tbody>
</table>
### MAIN THEMES | SUB-THEMES | CATEGORIES
---|---|---
**THEME 2**
Teachers have specific needs with regard to the successful implementation of inclusive education

1.5 Teachers express dissatisfaction with the Department of Education
1.5.1 Little communication or contact with teachers in classrooms
1.5.2 Insufficient empowerment of teachers
1.5.2.1 Insufficient workshops regarding inclusive education
1.5.2.2 Teachers lack information
1.5.2.3 Financial constraints

2.1 There is a need for specialised training
2.2 A multi-disciplinary approach is needed
2.2.1 Social support services
2.2.2 Specialised services

2.3 There is a need for support from parents
2.3.1 Parental involvement
2.3.2 Provision by parents
2.3.3 Illiterate parents and alcohol abuse

2.4 There is a need for support from the Department of Education
2.4.1 Support
2.4.2 Incentives

2.5 There is a need for support from the community
2.5.1 Involvement
2.5.2 Positive attitude
An in-depth discussion of the identified themes, verified by existing literature and appropriate quotations from the transcribed interviews, will now be presented, in order to substantiate the findings. As the interviews were transcribed verbatim, the quotes presented will not necessarily be grammatically correct.

DISCUSSION OF THEME 1

TEACHERS ARE NOT IN FAVOUR OF INCLUSIVE EDUCATION AND THEREFORE PERCEIVE IT NEGATIVELY

The teachers interviewed, stated that they were not in favour of inclusive education. This is also an indication that they perceived it negatively. They specifically referred to the following aspects:

1.1 LACK OF INFRASTRUCTURE COMPLICATES INCLUSIVE EDUCATION

Participating teachers stated that inadequate facilities and the absence of appropriate teaching or learning materials were experienced as negative factors regarding inclusive education.

1.1.1 Inadequate facilities

The interviewed teachers complained that schools did not have adequate facilities for the implementation of inclusive education. The following comments were made regarding the lack of facilities at most schools:

“For learners with wheelchairs – we do not even have wheelchairs at our school. Toilet facilities are inadequate. The playground is not suitable, and even our walkways between classes are very narrow. We have no hearing aids for the learning impaired … no school buses to transport those learners.”

“… the lack of facilities at our school – we will not be able to accommodate learners with disabilities, as our school does not have ramps …”
“We also do not have rails and, you know, other equipment needed by physically challenged learners.”

“Also, the hearing impaired need specialised audio-visual equipment to aid them ...”

The participating teachers stated that the way in which the physical environment, such as buildings and grounds, had been developed, would have an effect on the degree of independence and equality of learners with barriers to learning. The physical environment of most schools was not accessible to all learners. Architects and builders employed by the Department were either not aware of or ignored the specific details required to provide a barrier-free environment. The following (according to the Department of Education, 2002:239) should be addressed in order to increase access for learners:

- Accessible entrances to classrooms, libraries and toilets must be provided for learners in wheelchairs.

- Ramps must be built to accommodate wheelchair users.

- Textured floors should be provided to assist visually impaired learners to identify specific areas of the school environment.

- Adequate lighting in classrooms, libraries and toilets is essential, particularly for partially sighted learners.

- Colour contrasts should be introduced, for example, at the foot and top of flights of stairs, to alert partially sighted learners that they are approaching stairs.

It should therefore be emphasised that even if the curriculum, teaching styles, assessment and a multi-disciplinary approach are in place, it will be little or no value to learners with barriers to learning if they are faced with hindrances with regard to access
to the learning environment. An unconfined barrier-unrestricted and barrier-free physical environment is therefore a prerequisite for the creation of an inclusive setting (Department of Education, 2002:239).

Wood (2002:296) confirms that for inclusive education to be implemented successfully, adaptations have to be made to the physical environment of schools, to render them more accessible. This means that the environment must be free from obstacles that prevent a learner with disabilities from experiencing the same convenience as individuals without disabilities. He accentuates the need for ramps with slopes of 112 degrees or less, and a minimum width of 90 cm. He also notes that stairs should have handrails on both sides (Wood, 2002:297) and that walkways should be at least 90 cm wide. He furthermore suggests that telephones and taps should also be accessible to wheelchair users.

Farrell (2003:96) contends that particular modifications to the school environment should take place. He cautions that pupils with sensory difficulties may need appropriate seating, acoustic conditions and lighting. Landsberg, Krüger and Nel (2005:192) emphasise the importance of assistive devices for learners with disabilities, e.g. walking frames, wheelchairs, adapted toilets and computers, as well as non-slippery floors, rails, ramps and Braille machines or slates.

### 1.1.2 Inappropriate teaching and learning materials

The teachers interviewed, expressed concern at the absence of appropriate teaching and learning materials in schools to meet the specific needs of learners with disabilities. The comments of participants included the following:

“...If we look at the hearing impaired, they need hearing aids. Visually impaired also need special equipment.”

“We also do not have a resource centre. We have a library, but books are outdated ...”
“Gehoor gestremde leerlinge het geen, uhm, uhm, watter apparaat, gehoorapparaat beskikbaar, tot hulle besikking nie, en daar is ook nie uhm, uhm, soundproof kamers vir hulle nie.” (“Hearing impaired learners have no uhm, uhm, apparatus, hearing apparatus, available, available to them, and there are also no uhm, uhm, soundproof rooms for them.”)

The absence of teaching and learning materials was identified as an obstacle by most participants. A shortage of appropriate teaching and learning materials is a general problem experienced at most schools in the Eastern Cape. A school is viewed to be under-resourced if it suffers from a lack of learning and teaching materials and if the school is situated in a socially deprived community. Such absence of teaching and learning materials may also have a negative influence on teachers (Davidoff and Lazarus, 1997:110), as teachers feel that they are not capable of implementing inclusive education in the absence of such materials (Hutchinson, Cantillon and Wood, 2003:811).

The Draft Guidelines for the Implementation of Inclusive Education (Department of Education, 2002:225) emphasises that access to appropriate teaching and learning materials, such as assistive devices, is essential for the participation of people with disabilities in an inclusive environment. Assistive devices refer to equipment, or adaptations to equipment, that facilitate learning and the independence of learners, such as:

- mobility devices, such as long canes and wheelchairs;
- hearing aids;
- Braille writers;
- magnifying devices;
- portable note takers with voice synthesesers; and
- computers with screen access software.

Croll and Moses (2000:133) assert that schools sometimes have inadequate resources to meet the specific needs of certain pupils. This will obviously impact on the quality of both learning, teaching and assessment. Cavallero and Haney (1999:119) argue that learners raised with adequate resources, sufficient financial aid, guidance and care,
would display greater performance, compared to children raised in an environment that lacks such resources.

1.2 **INCLUSIVE EDUCATION HAS IMPLICATIONS FOR TEACHING STYLE AND PREPARATION**

How teachers teach and what types of strategies they deploy, depend largely on previous training and the abilities of the learners (Craft, 2000:107). It was clear from the remarks of the participating teachers that inclusive education would have a profound effect on the teaching style and preparation of teachers.

1.2.1 **Lesson planning and assessment would become more time-consuming and complex**

Teachers will have more work, especially when preparing lessons and adapting work to provide for the different needs and different abilities of the wider range of learners present in an inclusive classroom. Teachers will have to tenaciously adapt activities, learning materials and their teaching style in a creative and stimulating way to ensure that learners are occupied and stimulated, irrespective of their ability or disability. The assessment of learners will therefore be another arduous task to be undertaken.

“Ons werkskede sal baie moetlik wees om uit te werk, want ons sal nou vir drie van vier tipe leerders, uhm, werk moet voorberei en take wat gedoen moet word.” (“Our work schedule will be very difficult to work out, because we will now have to prepare work and assignments for three or four types of learners.”)

“Die lesaanbieding en -beplaning sal tydrowend wees. Die ver-, uhm, die verantwoordelijkheid wat daar meegepaardgaan, sal die onderwysers of onderwyseressë se onderrigtyd ... sal, uhm, dit affekteer.” (“The presentation and planning of lessons will be time-consuming. There - uhm, the responsibility that that will entail, will, uhm, affect the teaching time of the teachers.”)

“Special needs children need a lot of practical work, they need apparatus, they need individualised work cards.”
“The extra time, marking, assessment, creating things for the children - the teacher will just work non-stop, and already teachers are working hard.”

McLaughlin and Nolet (2004:89) caution that teachers have insufficient time to plan their lessons. To effectively plan lessons, teachers should have sound knowledge of what they want to teach learners, how to assess the skills of learners, and how to monitor progress, as well as a range of strategies that differentiate instruction for individual students (McLaughlin and Nolet, 2004:89). Fischer and Frey (2003:76) state that many learners struggle with difficulties and are often provided with inappropriate, too-challenging instruction.

Cavallero and Haney (1999:167) echo the participating teachers’ concern that lesson planning will be time-consuming, stating that teachers will have to plan the adaptation of activities and materials to ensure learners’ participation. Fischer and Frey (2003:76) emphasise that teacher development with regard to effective instructional strategies is an area that needs urgent attention with regard to inclusion. This should include training and information about lesson planning and assessment. It is clear that teachers need to be prepared for the specific demands and challenges that await them as far as effective lesson planning and assessment with regard to inclusive education is concerned.

1.2.2 Slower learners might keep the faster learners behind

Participating teachers expressed the concern that slower learners might keep fast learners behind. This could have serious implications for their development. The following issues were highlighted:

1.2.2.1 Differences re academic and socio-emotional aspects

The teachers interviewed, mentioned that it would be difficult for them to adjust not only to the differences in academic or intellectual levels of learners in one class, but also to the different socio-emotional aspects involved. The remarks articulated, included the following:
“Hy (die onderwyser) besluit waarheen gaan sy kinders. Maar wanneer ons die twee gaan meng, die leerling, die gewone ene, normaal en die een met die leerprobleem, dan sal die leerkrag daardie voorreg ontleem word.” (“He (the teacher) decides where his children should be heading. But when we mix the two, the learners, the average one, the normal one, and the one with the learning problem, then the teacher will lose that privilige.”)

“Die normale leerling gaan definitief probleme het met die kind met leerprobleme. Wanneer die onderwyser besig is met die kind met die leerprobleem, dan gaan die een wat normaal is, baie lang periodes sit en niks doen nie. Aan die ander kant, die kind met die leerprobleem, hy het dan geen ‘self-esteem’, want die ander gaan definitief spot … (hy/sy) kan definitief op die straat beland. (“The normal learner will definitely have problems with the child with learning problems. When the teacher is busy with a child with a learning problem, the one that is normal will be sitting idle for very long periods. On the other hand, the child with the learning problem will have no self-esteem, because the others will definitely tease him …. He could definitely end up on the streets.”)

“Die normale leerder in die klas sal ook baie uitmis, want die onderwyser sal automatis baie meer tyd aan die ander leerder wat gestremd is, bestee. Ek dink persoonlik sal dit ook ‘n vermorsing van die normale kind se tyd wees in die klas en dit kan ook meebreng dat ons met die ouers gaan bots as die kind se tyd gemors word.” (“The normal learner in the class will be missing out on a lot, because the teacher will automatically spend more time on the other learner who is impaired. Personally, I think it will be a wastage of the time of the normal child in the classroom and it could also bring us into conflict with the parents, this wastage of the child’s time.”)

McLaughlin and Nolet (2004:21) contend that learners should be provided an opportunity to be exposed to the same knowledge and instruction, but that the expectations of what the learners with barriers to learning will have to demonstrate, should be reduced. They further suggest that such learners should complete shorter
units, or parts of units only. They should also read fewer pages or paragraphs, and participate in shorter lessons, or parts of lessons.

Landsberg, Krüger and Nel (2005:412), is of the opinion that slow learners need greater intervention and special adaptation in the classroom. Learners with disabilities have significantly more difficulty learning than their typically developing peers. The author also states that learners with a disability tend to learn new skills and acquire new information at a much slower rate than the average learners. Intellectual functioning usually keeps pace with new physical growth, as learning and experience go hand in hand. Their general development therefore is much slower and more limited and would impact on the time required in the classroom to learn new skills. Without constant stimulation, they are bound to forget newly learnt work. An example is that these learners’ performance often appears to have declined following school holidays (Landsberg, et al., 2005:413).

Language and communication are also worrying factors in class, as learners with disabilities often cannot use language maximally in their thinking order to replace concrete thoughts (Burden, 1999:205). Their receptive language can also be influenced, as their understanding of complex verbal language may be impaired. Poor articulation and voice disorders are also viewed as problems with regard to slower learners.

Learners with disabilities may also experience problems with social interaction. They may display poor conversational skills, poor social judgement, emotional instability and poor decision-making skills. They may also experience far more anxiety than the faster learners, because they cannot meet the demands of certain activities. This anxiety normally manifests as a lack of interest or diminished attention (Burden, 1999:206). Slower learners will also display a lack of inner vitality, resulting in a lower activity participation level. They also lack spontaneity, and their creative participation is less (Corbett, 2001:63-64; Choate, 1995:398).

Friend and Bursuck (2002:77-81) caution that sufficient attention should be given to both learner and teacher support. Supporting teaching and learning is fundamental to the development of inclusive education and to ensure that primary schools can effectively meet the needs of all learners. Support should not be regarded as something required
by a few learners in order to keep them in a mainstream school; it should embrace consultancy with and advice to colleagues on identifying, assessing and providing for the needs of individual children.

1.2.2.2 Behavioural and disciplinary problems

From the interviews, it was clear that behavioural or disciplinary problems might surface, as slower learners generally took longer to grasp things, which could potentially cause faster learners to become bored. The following comments were made regarding behavioural or disciplinary problems:

“Normale kinders snap gouer as, uhm, ‘n gestremde kind. Die resultaat ... sal lei tot gedrags- en dissiplinêre probleme ...” (“The normal learner will be able to grasp easier or quicker in comparison with an intellectually impaired child, and that will lead to behavioural and disciplinary problems.”)

“Now to incorporate other children into the class who also need individual attention, will be robbing the other children of the time that is allocated to them ... there are already a lot of disciplinary problems in school ...”

Kerr and Nelson (2002:4) mention that aggressive and disruptive behaviour constitutes a problem for educators. Docking (2002:76) contends that few responsibilities challenge teachers more directly than managing behaviour in a class. Docking (2002:76) furthermore states that choosing the best way to respond to unacceptable behaviour is one of the most difficult decisions teachers have to make. Evertson, Emmer and Worsham (2003:210) confirm that learners with learning disabilities often develop behavioural problems.

Cohen, Manion and Morrison (2004:270-271) state that when learners reveal behavioural problems, it is important to establish the cause and the trigger of the problems. They furthermore contend that learners tend to misbehave in a class where there are academic differences. Classroom misbehaviour, according to Cohen, Manion and Morrison (2004:292), could stem from boredom (if the task is too easy or
uninteresting) or from inability to do the work (frustration or lack of clarity about what is required).

McLaughlin and Nolet (2004:41) confirm that educators teaching in inclusive settings could be faced by a range of behavioural problems. McSherry (2001:11) concludes that learners exhibiting behavioural problems create problems in class, between themselves and their peers (Blum, 2001:42). The teacher has no option but to fragment and divide his or her attention between the various groupings of learners with more or less similar abilities. This may have a detrimental effect on all the learners.

Evertson, Emmer and Worsham (2003:137-140) assert that inappropriate behaviour must be handled promptly to prevent it from escalating and spreading. They list among behaviours that teachers should be concerned about, as lack of involvement in learning activities, prolonged inattention or need for assistance with work, and obvious violations of classroom rules and procedures. These problems should be dealt with directly, but without overreaction (Campbell, 1999:142). A calm, reasoned approach and tone is more productive and less likely to lead to confrontation.

1.2.2.3 Lowered self-esteem of learners with a learning disability

Cohen, Manion and Morrison (2004:273) report that many learners with learning disabilities are exposed to verbal insults, taunts and abuse from their peers, which may lead to a low self-esteem. They state that often the only way in which these learners can gain positive recognition, is by aggressive physical and verbal behaviour. Farrell (2003:101-103) states that learners with a learning disability may have encountered a negative exposition, such as teasing, bullying or verbal abuse, signifying their rejection by their peers. This could feed the negative self-perception of such learners and lead to a lowered self-esteem, as indicated in the following views of the participants:

“En hierdie kindertjies wat dan voel, hulle voel hulle is anders, hulle het ‘n lae selfbeeld ...” (“And these kids who feel, they feel that they are different, they have a low self-image ...”)
“... uhm, these children want to be like, or as good as, the other children as far as their academic progress is concerned ... this puts an unfair pressure on these children, because they then feel less ... of less worth ... because of the low self-esteem, this can then lead to behavioural problems ...”

Chambers (2001:41) indicates that children’s learning experiences will assist them in forming self-concepts. Their self-esteem needs to be strong and positive in order for them to feel safe, accepted and supported. Bailey (1995:11) mentions that self-esteem plays a role in how the individual sees and treats himself. If a person displays low self-esteem, he tends to feel insecure, uninvolved and unloved.

1.3 Curriculum for inclusive education is a cause for concern

Pollard (2002:166) postulates that a curriculum provides a context for learning. The curriculum should be relevant in the sense that it meets learners’ recent and prospective needs. This indicates that it should improve learners’ grasp of the subject matter and enhance their enjoyment of it through the mastery of skills and their understanding of themselves and the world in which they are growing up (Pollard, 2002:167).

1.3.1 Curriculum modification

The participants mentioned that they had some concerns and reservations regarding the curriculum. It should be noted that it was evident from the statements that the teachers were well aware of the fact that the curriculum modifications were inevitable to ensure that learning in an inclusive classroom was effective. They also articulated that this would entail additional work, especially in adapting work and learning material.

“Op die oomblik, soos ek alreeds genoem het gaan, dat ons sukkel met die, om OBE relevant te maak, om OBE, uhm, te laat realiseer, sal daar definitief kurrikulum-aanpassings gemaak moet word om hierdie tipe leerders ook te akkommodeer.” (“As I have already mentioned, at this stage when we are struggling to, to make OBE relevant, to, uhm, realise OBE, curriculum amendments will definitely have to be introduced to also accommodate this type of learners.”)
“Die verandering en vereistes ten opsigtte van die kurrikulum, hoe sal ons die, die onderwyser se uitdaging te bowe kom?” (“The switch-over and requirements in respect of the curriculum, how will we as teachers meet this challenge?”)

Fischer and Frey (2003:37) report that learners in an inclusive setting need curriculum accommodation and modifications to ensure that learning is meaningful (Janney and Snell, 2000:159). Accommodations and modifications to the curriculum allow the learner to gain access to the general education curriculum, support him and allow him to successfully participate in inclusive classes (Renzulli, 2001:146).

Henderson and Kesson (1999:14) describe curriculum design deliberations as tedious and demanding, yet essential for the realisation of a professional learning culture. Craft (2000:71) mentions that there is a need to ensure that a learner with a disability has access to the general education curriculum. The learner should be taught the subject matter, regardless of the setting or environment in which he is being educated. Walker (2004:178) mentions that teachers bring the curriculum to life as they practise it in several ways through:

- selecting and planning daily activities;
- scheduling and pacing it throughout the year;
- presenting it in a way that learners can follow;
- motivating learners to participate in activities, and
- evaluating or assessing performance.

Dimmock (2000:78) states that the introduction of outcomes-oriented curricula poses major challenges for schools and teachers. He also notes that this approach demands a fundamental reconceptualisation of what the teacher must teach and what the learner must learn. Where only a framework is provided by the system, a large responsibility is placed on teachers to undertake school-based curriculum developments in order to operationalise the whole approach. It can be argued that in order for inclusive education to take place, the capacity of schools and teachers to provide a more adaptive and individualised curriculum for their learners will have to be increased (Dimmock, 2000:78).
According to Reynolds, Creemers, Stringfield, Teddie and Schaffer (2002:126), planning should occur between teachers to ensure consistency with regard to the implementation of the curriculum and the time spent on planning. Brighouse and Woods (1999:104) state that curriculum enrichment and curriculum extension create opportunities that are good for learning.

1.4 Inclusive education is detrimental to teacher morale

It is evident from the statements made by the participants that they foresaw that the implementation of inclusive education would impose many additional responsibilities on them (Downing, 2002:121). The problems and frustrations expressed by the teachers were an indication of the state of their morale with regard to inclusive education:

“There will be a lot of pressure ... this will lead to stress of more educators. Teachers already have low morale, and this will lead to lower morale than it is.”

“... it also can then result in absenteeism, and this in turn can put extra pressure ... and, at the end of the day, the morale of the school goes to the dogs.”

Kyle and Lawrence (2004:276) emphasise that teaching is an emotionally and physically demanding occupation. Teachers therefore need emotional, mental and physical strength. Frost and Durrant (2003:3) mention that self-evaluation and the facing of difficulties have a major impact on the self-esteem and morale of teachers. They furthermore state that a negative school climate leads to lowered self-esteem, which also has an impact on the morale of teachers.

Blum (2001:20) concludes that when teachers are faced by major problems or difficulties, they should seek counselling or make use of counselling helplines. Smith (2004:109) states that there are various ways to remedy low morale. Honesty, openness, sharing responsibilities, knowledge and expertise are some of the ways to reduce stress. Blum (2001:20) emphasises that teachers’ morale is also affected by negative emotions that are reflected in aversive demands on their work. He furthermore contends that factors such as unrealistic expectations, feelings of failure and the fact
that few schools have systems in place to assist in controlling pupils’ behaviour, also affect morale.

1.5 Teachers expressed dissatisfaction with Department of Education

The majority of teachers interviewed, expressed their dissatisfaction with the Department of Education. The teachers voiced the opinion that the Department of Education offered little empowerment, discounting the value of the workshops offered by the Department. They were also concerned about the lack of training with regard to White Paper 6 and the prevailing financial constraints.

1.5.1 Little communication or contact with teachers in classrooms

Various concerns about changes in education, and specifically inclusive education, were voiced by the teachers.

“Wat die Departement betref, is daar baie min kontak tussen die skole en die Departement rakende die inklusiewe onderwys.” (“As far as the Department is concerned, there is very little contact between the schools and the Department about inclusive education.”)

“Ek wil net noem dat ons kry ‘training’ van die ‘Education Support Centre’, maar ons kry geen ‘support’ van hulle nie. Hulle gee vir jou ‘training’ vir ’n week, en na die week is hulle ‘missing’. Hulle is nou nog ‘missing’, dat hulle is te bang om nader te kom om opvolgwerk te doen.” (“I just want to mention that we do receive training from the Education Support Centre, but no support whatsoever. They give you training for a week, and following that week, they go missing. They are still missing, they are too scared to return to do follow-up work.”)

“Baie van ons onderwysers hoor van die implementering ... al wat ons hoor, is dit wat ons hoor deur middel van die media.” (“Many of us teachers have heard about implementation ... our only channel of information about this, is the media.”)
“The Department, the Department is not doing their job properly. Teachers do not hear anything about inclusive education.”

Riddell and Brown (1994:217) mention that this type of teacher concern should not be dismissed as trivial by the educational authorities, as this could have a corroding effect on teachers’ self-confidence, enthusiasm and doing, which would ultimately affect their performance in class and the learning experience of pupils.

Both the suggestions for school improvement literature and school effectiveness mentioned in White Paper 6 (Department of Education, 2001:21-29) point to the essential role of the Department of Education in establishing and maintaining effective schools. Craft (2000:79) emphasises that the Department should meet with all members involved in shaping policy.

“Die Departement lig ons nie eers op hierdie oomblik in omtrent inklusiewe onderwys nie”. (“The Department is even now not informing us about inclusive education.”)

“No teachers have been notified or consulted.”

“... daar word geen dokumentasie of inligting ontvang nie en asook die infasering daarna nie.” (“... no documentation or information has been received, and also not about the phasing-in of the work.”)

Lynch and Lodge (2002:185) contend that schools and the teaching profession are subject to a high degree of external control and influence. The Department of Education needs to move to more participatory forms of democratic engagement. In this way, teachers will be better informed, resourced and supported (Lynch and Lodge, 2002:185). It is essential that educational development officers should conduct positive checks on educators in order to make allowance for the participation of and support for teachers.
1.5.2 Insufficient empowerment of teachers

Participating teachers were of the opinion that they were not sufficiently empowered with regard to inclusive education. They expressed negative views, as they felt ill-prepared and unsupported.

1.5.2.1 Insufficient workshops regarding inclusive education

The participating teachers’ dissatisfaction regarding insufficient empowerment was articulated in the following way:

“... teachers are therefore uninformed, they’re ignorant and they’re left, basically left in the dark ...”

The participants were also of the view that they were not sufficiently informed and that they were therefore in need of workshops:

“The Department also do not have any workshops to gradually introduce inclusive education in our schools ...”

“... but the Department, they don’t, they never do workshops ...”

Hicks (2002:62) confirms that workshops should take place to explore projects that clearly embody a vision. Hicks (2002:62-63) mentions that the methodology of workshops should be based on what is expected for the future.

Hicks (2002:63) furthermore explains that workshops assist teachers in reflecting on the future and clarifying their goals. Frost and Durrant (2003:69) also suggest that workshops should be held to support teachers with regard to clarifying values, personal concerns, critical reflection and strategic planning.

Bianco (2002:4) contends that teaching is a profession that can never be fully mastered. The secret to a rewarding and fruitful teaching career is to continually add new instructional and behavioural strategies to one’s overall teaching skills. This, according
to Bianco (2002:4), can be accomplished by updating skills and regularly attending workshops.

Effective training workshops are important, not only to improve teachers’ knowledge and skills, but also to establish interpersonal relationships and overcome gaps in teaching practice (Addler and Reed, 2002:130). Interaction between mainstream and special education teachers could bring teachers to regard one another as valued colleagues and co-professionals. This could lead to better educated and developed teachers (Fischer and Frey, 2003:16).

1.5.2.2 Teachers lack information

The teachers who took part in the interviews, were quite vocal about how little they knew about White Paper 6. They noted their lack of knowledge as a factor that would have a negative impact on their teaching careers and the implementation of inclusive education. The statement of the teachers included the following:

“We hear about policies ... the White Paper 6. What is that? What a catastrophe!”

“How moet ek hierdie kinders help? Geen dokument het nog vir my die antwoord gee nie. Nie die White Paper nie ...” (How must I help these children? No document has yet given me an answer. Not the White Paper ...")

Concern about changes in education can be detrimental to teachers (Wood, 2002:177). Grimmett and Neufeld (1994:123) identify the lack of involvement of teachers in decision-making processes as a major shortcoming in education. This calls for a process of adaptation (Burke, 1987:209). Burke remarks that adaptation indicates that some kind of change has to be made in or by the individual. Grimmett and Neufeld (1994:219), mention that workplace conditions play a huge role in the life of teachers.
1.5.3 Financial constraints

The participating teachers also mentioned that the implementation of inclusive education would require enormous expenditure, which would be problematic, as the Department perennially experienced financial problems:

“... dit sal veel meer onkoste wees ... dat die Departement van Onderwys met al die beloftes wat hulle alreeds gemaak het ook nooit by hierdie beloftes sal uitkom nie.” “Expenses will be so much higher ... with all the promises already made, the Department of Education will never be able to honour these promises.”

“... finances can also be seen as a stumbling block, because the Department is already so slack in providing the basic necessities at schools today ...”

“... how on earth can we imagine them, you know, coughing up money for this expensive equipment to make inclusive education work ...”

McGregor (1999:11) postulates that budget constraints at provincial level have had a negative impact on schools. Hegarty (1993:182) emphasises that many schools rely heavily on money raised through fund-raising efforts. It is clear that financial constraints are a major issue in teaching (Mastropieri and Scruggs, 2000:131).
THEME 2

TEACHERS HAVE SPECIFIC NEEDS WITH REGARD TO THE SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION

Teachers have specific needs that have to be met to ensure the successful implementation of inclusive education.

2.1 There is a need for specialised training

An important need that clearly emerged when the teachers were interviewed, was their need for training.

“... there are no properly trained and, and skills [sic] and skilled teachers. Most teachers are trained for mainstream education.”

“Teachers these days have not been trained to deal with children with special needs. ... it will be almost impossible for them to plan lessons in such a way to include children with special needs.”

The urgency of the need for training has been emphasised by several authors, such as Turnbull and Turnbull (2004:299); Hind, Rix, Sheehy and Simmons (2003:183); and Hellriegel, Jackson and Slocum (1999:407); Turnbull and Turnbull (2004:299) contend that in order for teachers to achieve the best results, they have to be exposed to the latest strategies and skills in working with learners. Hellriegel, Jackson and Slocum (1999:40) further emphasise the role of training and development in overcoming certain limitations in the basic training of teachers. According to Hind, Rix, Sheehy and Simmons (2003:103), training will raise teachers’ disability awareness.

Hind, Rix, Sheehy and Simmons (2003:183) also emphasise the fact that a network of trainers and inclusion campaigns have to be established, to make inclusion a reality for the benefit of all. Burke (1987:90) argues that teachers are in need of basic skills, e.g. communication skills, problem-solving skills and interpersonal skills, as well as skills to work in a team. These skills are important, as teachers have to equip learners with life
and personal skills. Phillips, Goodwin and Heron (1999:8-9) emphasise that it is important for teachers to conduct an audit of their personal strengths and experiences and to identify the areas where they need further development in order for them to effectuate their responsibilities. The aforementioned authors also mention two aspects that are important with regard to training, namely reflective inquiry and handy knowledge skills. This is echoed by Russel and Korthagen (1995:2). Smith (2004:27) mentions that effective in-service training is vital for the development of appropriate teaching strategies. Teachers should make an effort to enrol for teacher training courses in accordance with their needs. The focus should be on training all teachers in curriculum adaptation, learning strategies and classroom management, to support diversity in inclusive education.

Higher educational institutions, such as universities, are the most suitable venues to equip teachers with the skills and competencies they need to tackle their difficult task of teaching in an inclusive setting (Howard, Linn and Miller, 2004: 112). This could lead to closer links between schools and higher educational institutions. Hargreaves and Fullen (1992:2) maintain that a teaching force that is more skilled in teaching strategies and more knowledgeable about subject matter would be better able to improve the achievements of its learners.

2.2 A multi-disciplinary approach is needed

Kampwirth (2003:194) indicates that the dynamics of a multi-disciplinary approach in schools is important and should always be in the interest of the individual learner.

2.2.1 Social support services

According to some of the teachers interviewed, they experience a need for more support in inclusive education. This need was highlighted in the following observations of teachers:

“Schools do not have the necessary social support services.”
“Ons het geen, uhm, hulponderwysers in onse klasse wat ons kan help met hierdie tipe kinders nie.” (“We have no, uhm, teachers aides in our classes who can help us with this type of children.”)

Fisher and Frey (2003:144) emphasise that social support is very important in an inclusive classroom, to assist the teachers in coping with the diversity and different disabilities among learners. Maree and Ebersöhn (2002:69) mention that strong social support could serve as a buffer against stressful situations.

### 2.2.2 Specialised services

Another concern expressed by most of the teachers interviewed, was that there were no professional experts, such as nurses, speech therapists and psychologists, as well as occupational therapists or physiotherapists, at their schools to deal with the many physical and psychological problems that they might encounter in an inclusive classroom.

“Ons het nie ‘occupational therapists’ by die skole nie ... Op die oomblik is daar twee sielkundiges vir die hele Port Elizabeth, sowel as Uitenhage-distrik.” (“We have no occupational therapists at our schools ... Currently, two psychologists are serving the entire Port Elizabeth and Uitenhage districts.”)

“Uhm, die skole besit oor geen spraaksterapeute, veral in die noordelike areas ... om leiding te gee ten opsigte van leeraktiwiteite nie; uhm, dan is ook die sielkundige dienste, is nie altyd beskikbaar by die skole op ‘n permanente basis nie.” (“Uhm, the schools, especially in the northern areas, have no speech therapists ... there are also no occupational therapists at the schools to give guidance concerning learning activities; in addition, the psychological services are not always available at the schools on a permanent basis.”)

“Baie van hierdie spesialiste is ook nou geherontplooi na ander onderwysdienste en dit maak dit nog veel moeiliker vir die onderwysers, want hierdie spesialiste is nie meer so maklik beskikbaar nie ...” (“Many of these specialists have been
redployed to other educational services, which has made life much more difficult for teachers, because these specialists are now no longer readily available ...

"... om inklusiewe onderwys in te faseer ... sal vereis dat die skole si elkundiges, arbeidsterapeute, spraakterapeute, skoolverpleegs ters en sosiale werksters hê."

("... to phase in inclusive education will require that schools have access to psychologists, occupational therapists, speech therapists, school nurses and social workers.")

In order to address the challenges posed by the different disabilities and barriers of the learners in an inclusive classroom (Christianson and Sheridan 2001:149), a multi-disciplinary approach should be followed (Landsberg, et al., 2005:63-65). Fisher and Frey (2003:258-259) further explain that in to make a success of inclusive education, a team approach and collaboration will be required (Rubin, 2002: 76). Specialised services in schools should include therapists, psychologists, experts on specific disabilities, as well as other health and welfare professionals (nurses, social workers, etc.). The main focus of a multi-disciplinary team would be to provide indirect support to learners through supporting teachers to ensure that the teaching and learning environment is responsive to the full range of learning needs (Landsberg, et al., 2005:64).

McLaughlin and Nolet (2004:88) postulate that it is essential that core and essential knowledge that forms the object of particular lessons, be clear. Sound knowledge of how to assess learner skills and to monitor progress, as well as a range of strategies that differentiate instruction for individual learners, could be enhanced by implementing a multi-disciplinary approach (McLaughlin and Nolet, 2004:89; Phillips, Goodwin and Heron, 1999:194-195). According to Hallahan and Kaufman (1997:22), teachers need to collaborate with other professionals in identifying and making maximum use of learners’ abilities. They also maintain that psychologists, therapists and a variety of other specialists are needed to assist with critical aspects of evaluation or treatment (Kapp, 1994: 26).
2.3 There is a need for support from parents

Beveridge (1999:123-124) states that the relationship between the parents of learners and the schools which their children attend, has a crucial bearing on the learners’ educational progress. The teachers interviewed, voiced their disappointment at the general lack of parental involvement and interest in the school careers and academic progress of their children.

2.3.1 Parental involvement

Teachers’ dissatisfaction regarding inadequate parental involvement in their children’s schools, was voiced in the following way:

“Dan kom ons by die onbetrokkenheid, waar ‘n mens geweldig probleme ondervind ...” (“Then we come to the issue of apathy ... it is an enormous problem ...”)

“Ouers is nie eintlik goed in staat om leerlinge die leiding te gee wat hulle moet hê nie, wat nog te sê van die morele ondersteuning wat hulle akademie betref.” (“Parents are not really well-equipped to give learners the guidance they require, especially in respect of the moral support they require concerning their studies.”)

Schools have always depended on parental involvement and support for their success. Callison (2004:16) is of the opinion that parental involvement is a critical dimension of effective schooling and has a direct impact on academic performance. Steyn (2003:1) states that when parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and learners make greater progress. He furthermore mentions that it is important for teachers to understand how to involve parents in school activities.

Callison (2004:37) emphasises the importance of a home-school partnership between teachers and parents. The ability of teachers to understand and communicate with parents is an important factor in the child’s learning process, as schools have always been dependent on parental support and involvement (Kershner and Roland, 2001:56).
Through understanding, empathy and respect for each other, a cooperative school spirit can be established (Elias, Arnold and Hussey, 2003:191). These authors further state that parents and teachers should have a common purpose and commitment to create an environment in which learners’ specific needs can be met.

Fibkins (2003:3) also advises that it is very important for teachers to understand the personal side of learners’ lives. Teachers should be aware of what goes on in their learners’ lives outside the walls of the classroom. In collaboration with parents, teachers should create a situation in which the learners can learn, love and belong (Akhavan, 2004:7). Therefore, teachers should empower learners through their parents to identify and address the many challenges they face in their everyday lives that may interfere with the learning process (Howard, 1999:5).

O’Conner (1999:11) states that the Schools Act of 1996 makes provision for parental involvement. It allows parents to become actively involved in school governance and to have a more direct say in their children’s education. Parents are liable for the following:

- taking part in policy development and fee structures;
- payment of school fees;
- school attendance of their child;
- supporting school staff and collaborating to improve education.

Policy-makers and educators agree that parental involvement in a child’s education is closely linked to school success (Callison, 2004:31). Callison further states that parental involvement is also important for school achievement and proper behaviour.

2.3.2 Provision by parents

The need for parental involvement and interest is affected by the reality that many parents are unemployed and illiterate, as indicated by the participants during the interviews:

“W e cannot even rely on the parents. They are unemployed ...”
"We are speaking about parents who are unemployed, who cannot even afford the basic needs of everyday life."

Parents who are unemployed are often not able to provide for their children. Hornby, Davis and Taylor (1995:95) state that some parents find it difficult to pay school and transport fees for their children. This could result in their withdrawal from any engagement in their child’s education. It could also make them feel inadequate and disempowered (Montgomery, 1999:201). They may also develop a negative attitude towards the teacher and the school. Kalyanpur and Harry (1999:13) postulate that when parents are not included in their child’s education, the child is bound to suffer.

Reynolds, Creemers, Stringfield, Teddlie and Schaffer (2002:198) mention that in the pursuit of learning, learners are assisted or hindered by a constellation of circumstances and events. Children are also affected by family circumstances. Families, according to Stern (2003:5), have become more complex. Unemployed parents and poor residential location can be seen as significant factors in the learning and problem-solving qualities of a learner (Gillies and Ashmer, 2003:302). Parents have an obligation to ensure that their children are educated and therefore it is important to include them in their children’s education. Exclusion can result in social issues that may affect the children and may lead to behavioural and emotional problems (Fibkins, 2003:3).

### 2.3.3 Illiterate parents and alcohol abuse

"Now these parents are often illiterate and they are very difficult to work with and also very difficult to approach ...

Where the parents are illiterate, it is important to inform them of or invite them to school activities in ways that make sense to them, as communication is the foundation of a solid parent-teacher partnership (Callison, 2004:8). Teachers could encourage parents to play a more active role at school by rendering services to the school, depending on their skills and competencies. In this way, the teacher can assist the parent in developing sound parenting skills. The ability of teachers to understand and communicate with parents has always been crucial. Hallahan and Kaufman (1997:207) argue that teachers should be the ones to reach out to the parents.
The high incidence of alcohol and drug abuse among these illiterate parents was also mentioned by the participants:

“... baie van hulle is alkoholiste en is deurmekaar met dwelms.” (“... many of them are alcoholics and are taking drugs.”)

Drug and substance abuse is a major societal problem that has a profound effect on the educational, emotional and employment sectors (Callison, 2004:32). Parents set a dangerous example to their children by using substances in an undisciplined and ill-considered manner, as the family is the most important facet in the development of identity during childhood.

2.4 Support from Department of Education

The participating teachers repeatedly stated their need for more support from the Department of Education. The teaching profession and schools are subject to a high degree of external control and influence. In the context of education in this country, district-based support teams should ideally provide integrated professional support services at district level, by supporting the providers employed by the Department of Education, who draw on the expertise of educational institutions and various community resources in their area (Department of Education, 2002:86). Their main function is to assist educational institutions. This support includes both classroom, organisational, learner and educator support.

2.4.1 Support

According to the participants in this research, little or no such support was provided to them:

“... as hierdie inklusiewe onderwys dan op ons afgeforseer gaan word, dat daar bykomstige personeel aangestel sal moet word deur die Departement by al ons skole om die onderwysers te assisteer.” (“... if this inclusive education is then
forced on us, additional staff should be appointed at all these schools by the Department, to assist teachers.”

It is expected that the district-based education support system should (Department of Education, 2002:57) supply support with regard to effective teaching. The needs of the teachers should be identified and the Department of Education should be responsive to teachers’ perceptions of inclusive education. Hegarty (1993:138) contends that local education authorities must assume a more active role in training, both in making provision for and in implementing national activities for educational support and training. Russel and Korthagen (1995:11) maintain that teachers should be able to teach all children, irrespective of their barriers to learning or their race.

Teachers complained that the Department was not doing enough as far as support was concerned. The participants in the interviews commented in the following manner:

“The Department, the Department is not doing their job properly.”

“Teachers do not hear anything about inclusive education.”

Stakes and Hornby (1997:120) view support from local education authorities as imperative when teachers learn new techniques. They also identify support as a common approach for developing the knowledge and understanding of teachers, as well as for promoting change in schools, for example, the introduction of inclusive education.

The views and needs of teachers are very important, as they have to work with the learners in the classroom (Marcus, 2002:2). Changes in education and teaching practice should be discussed with teachers, as the implementation and sustainability of such changes are important. Marcus (2002:36) further asserts that “the seeds of change are nourished in a climate of respectful and open dialogue”.

White Paper 6 indicates that the key purpose and functions of the district-based support team are to support all learners, educators and the system as a whole, so that the full range of learning needs can be met.
2.4.2 Incentives

The participating teachers mentioned that they were unhappy that the Department offered no incentives for good work. Teachers’ dissatisfaction was clearly anticipated by one of the participants in the following manner:

“The teachers will need more than what we have at the moment and more incentives from the Government; they will need more incentives and well-managed principals … and this is not the case at the moment.”

Lynch and Lodge (2002:167) are of the opinion that both schools and the teaching profession are the focus of public scrutiny with regard to quality and effectiveness. The roles that teachers and schools are expected to fulfil, have become increasingly complex. Hess (2004:204) states that the Department should create tools to turn ineffective schools into effective schools. This could be done by appropriately rewarding hard-working employees, in order to maintain and promote a certain standard. Teachers at disadvantaged schools would be encouraged and motivated by incentives, if provided by the Department. The Department should use incentives to make the teaching profession more appealing for committed educators, so that they will dedicate themselves heart and soul to a school. Phillips, Goodwin and Heron (1999:12) argue that the Department should offer good incentives as encouragement for teachers.

Fisher and Frey (2003:87) mention that strategies for providing incentives and resources to rally support, provide teachers with adequate instructional material resources to engage in meaningful and effective teaching.

2.5 Support from community

The community and the school are mutually invested in each other’s development and interests. In order to deliver quality education, it is essential that the school taps into the community resources, as the community offers a wide array of resources that are valuable to the school and the families it serves (Fibkins, 2003:251). Community resources are normally used to strengthen schools.
2.5.1 Involvement

Donald, Lazarus and Lolwana (2002:101) mention that the communities within which schools are located, strongly influence the success and development of these institutions. The local community reflects certain values and norms, and these in turn are reflected in the school. The school needs the involvement of the community, as it is critical to secure the vital ingredient of community ownership in education (Smith, 2004:98).

The teachers who participated in this study, were of the opinion that, in reality, the community was reluctant to get involved with the schools in its area. They referred to a lack of support or commitment from the community:

“Community involvement is also a big problem. The community can make or break a school.”

O'Sullivan (1994:244) agrees that our society has progressively become alienated and rootless for the people who live in it. The community has become accustomed to a manner of living that displays superficial values. Schools, according to Stern (2003:5), are about the whole of life, and teachers need to draw on the outside world, including the community. The community also needs to be represented in the governance structures of the school (Jehl, Blank and McCloud, 2001: 239).

The influence of community leaders as role models is an important factor, as mentioned in the report of the National Commission on Special Needs in Education and Training (1997:113). Their influence in creating a culture of learning, teaching and service is invaluable and should not be underrated. Business, civic groups and residents should consider the school a central part of the community (Hess, 2004:219).

Communities have a commitment towards their schools. Ward (2004:54) mentions that schools should forge business and social partnerships that provide families with access to mental health, counselling, heartcare, vision screening and dental care. Community forums should be formed to meet and interact with schools to identify their concerns and problems and discuss their short- and long-term goals.
Ebersöhn and Eloff (2004:225) perceive that it is important to develop partnerships that enable people to work together to improve their community, also to address the fact that the community and society in general have an apathetic attitude toward and are ignorant about learners with disabilities. Active community-based educational opportunities have a positive influence on learners’ level of involvement in school life and their progress (Polter, 2002:108).

2.5.2 Positive attitude

Inclusive education entails a practice of teaching that allows learners to work and learn together at different levels of ability in heterogeneous instructional groups (Fisher and Frey, 2003:228). Learners with special needs are sometimes unjustifiably labelled by the community and society as stupid, weak or unable (a stigma is therefore attached to them). This is of major concern, as mentioned by the participants in this research.

“We can also mention the community. They are also very negative towards special need learners and in many cases, there is a stigma attached.”

Children with disabilities are generally stigmatised by society. Kalyanpur and Harry (1999:93) mention that the stigma of deviance or ability affects not only the individual and his immediate family, but also the body or group associated with his family. Schools with inclusive settings therefore need a positive attitude both from the broader society and the immediate community in which the school is located (Woods, 1992:139).

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Theme 2 focuses on the fact that the respondent teachers mentioned that they were in need of support to be better equipped for teaching in an inclusive setting. This emphasised the expectations of the Department of Education, teachers, support services, parents and the community at large that teachers should experience their work setting as fulfilling. The primary demands of an inclusive setting will necessitate a major focus on the training, re-orientation, support and strengthening of teachers in order to manage the change to inclusive education and experience a sense of worth and
belonging in a setting that welcomes, appreciates and accommodates diversity. The central concept derived from the data analysis and literature will subsequently be identified, thus completing Step 1 of the theory generating design.

### 4.4 IDENTIFICATION OF CENTRAL CONCEPT

From the discussion of the data, it can be deduced that the participants viewed inclusive education as impractical and therefore they perceived it negatively. This led to the participants in this research feeling incompetent, discontented, incapable, despondent, apathetic and unworthy and expressing various needs in this regard.

The participants in this research study were of the opinion that they had not been adequately trained with regard to inclusive education and that too much was expected of them. They also stated that educational policies had been and were being implemented without prior consultation with them. They mentioned that their schools lacked the facilities and equipment needed for the successful implementation of inclusive education. The teachers also reported that they were simply not competent and adequately equipped for such a major shift as teaching learners with different learning disabilities in one classroom, and that they had never been prepared to deal with such a massive responsibility.

These are the underlying factors explaining the general feelings of negativity, lack of enthusiasm, discontentment and incompetence that the participating teachers expressed regarding inclusive education. This is not promotive to inclusive settings, as the core element of inclusive education seems to involve commitment and competence from teachers to construct a more just society and a unified, equitable education system, by establishing schools that are responsive to learner diversity and providing equal educational opportunities for all learners.

Revitalising competence was identified as the central concept, both from a study of the literature and from what I gathered, as the most appropriate way to combat the feelings of incompetence and discontentment experienced by the teachers. The negative perceptions and attitudes of the teachers could create a disempowering environment. This could impact not only on the teachers, but also on learners, colleagues, parents
and the broader community. The participating teachers in this research study were of the opinion that they would never be able to function in an inclusive setting, as they were not suitably trained for this task. They were also generally unhappy with their work environment and with the education system.

4.5 CONCLUSION

Chapter Four presented an analysis and discussion of the research findings by means of identified themes, appropriate verbatim quotations, and comparisons with applicable literature. This culminated in the identification of a central concept.

The central concept of this study has been identified as the revitalising of competence in teachers. This concept will be defined and analysed in order to serve as the foundation of the design of a training model for teachers with regard to inclusive education.
CHAPTER FIVE

TENTATIVE STRUCTURE OF MODEL AS FRAME OF REFERENCE FOR REVITALISING COMPETENCE IN TEACHERS TO IMPLEMENT INCLUSIVE EDUCATION

5.1 INTRODUCTION

Chapter Four reported on the research findings. The research findings were discussed and compared to literature. After the data analysis, a central concept that will serve as a starting point and assist in constructing a model for teachers regarding the implementation of inclusive education, was identified. It became clear from the data analysis that the participating teachers were generally not in favour of inclusive education. The teachers mentioned that they would never be capable of teaching in inclusive settings, since they had not been sufficiently trained to work in an inclusive classroom. They also expressed their dissatisfaction with the Department of Education, as they felt that they had not received sufficient information or adequate workshops regarding inclusive education. This resulted in the fact that they viewed the implementation of inclusive education as detrimental to their morale. The teachers also referred to their specific needs with regard to the successful implementation of inclusive education. They perceived inclusive education negatively and emphasised that they lacked the competence they needed for its successful implementation.

Revitalising competence was therefore identified as the central concept that would assist the teachers to cope and make a meaningful contribution with regard to inclusive education. This chapter will focus on the development of an envisaged structure of a model to support teachers in revitalising their competence, in order for them to be able to implement inclusive education. The identified concept, namely revitalising competence will therefore be defined and classified for clarity (Step 2 of theory generative design; see Section 3.8.2 for all steps).
STEP 2: CONCEPT DEFINITION AND CLASSIFICATION

A central concept is defined, using dictionaries and subject-specific literature. The attributes of the central concept are identified, and a model case is written. A conceptual definition of the main concept is given. The concept is classified in the context of the study.

Adapted from: Chinn & Kramer (1995:112, 127-134)

5.2 CONCEPT DEFINITION

Consistent with the suggestions of the three-step method of Wandelt and Stewart (1975:64-68), a concept is defined with the intention to uncover its authentic meaning (McKenna, 1997:62). Dictionary definitions of the concept will therefore be explored. This will then be succeeded by an all-inclusive contextual definition, which is pertinent to the context of the research, namely in relation to teachers teaching in inclusive classrooms in primary schools. A reduction of the attributes of the definitions to essential and related criteria will follow, prior to the completion of the third step of a for instance definition (Wandelt and Stewart, 1975:64-68), which will be executed in the form of a model case, containing all the attributes of a perfect representation of the concept. Ultimately, a conceptual definition will be supplied, which will be administered to constitute the basis of the model development. A brief outlay of concept definition has been provided in Section 3.8.2.

5.2.1 Definition of the concept ‘revitalising competence’

In an attempt to clearly define the central concept in terms of its attributes (main features, elements), each sub-part of it will now be defined, based on explanations found in various dictionaries. Dictionary definitions will be explored to define each word when defining and describing the concept ‘revitalising competence’ in a manner corresponding to its attributes. Thereafter, subject literature of the definition will also be explored and extensive
research will be done, applying as many different sources as possible (Chinn and Kramer, 1995:40), in order to place it in the appropriate context. During the last-mentioned step, words will be defined in reverse sequence to make sure that there is “parsimony of effort and detail” and “logical development of the pertinent description” (Wandelt and Stewart, 1975:66). The search should not be limited to educational literature only, as it could lead to bias or a distortion of one’s understanding or perception of the true nature of the concept.

Walker and Avant (1995:38) mention that it is important to further distinguish between the essential and related attributes of a concept. The attributes should identify as clearly and as concisely as possible the theoretic meaning of the central concept within the theory. Chinn and Kramer (1995:94) state that the purpose of listing defining attributes assists one in naming the appearance of a specific phenomenon, as differentiated from another similar or related one. Essential and related criteria will therefore be determined and will be employed to form the foundation of the model case description.

5.2.1.1 Dictionary definitions of the concept revitalising competence

Dictionary definitions are used to define and locate the various usages of the central concept, in an effort to consider its different features. If the term is used in a certain discipline, glossaries of the specific discipline will also be taken into account to consider its different aspects (Wandelt and Stewart, 1975:66). The first step in defining the concept revitalising competence will be to define the concept revitalising, followed by the term competence.

(a) Definition of revitalising

The concept revitalising can be viewed as comprising a collection of sub-components, namely re-, vital, vitality, vitalise and -ing.
According to The Cambridge Advanced Learner’s Dictionary (2005:1051), the prefix “re-” can be defined as “do again” and to “return to its original state”. The Longman Dictionary of Contemporary English (1995) defines the prefix re as “again” and “again in a new and better way”. The Chambers Study Dictionary (2003:247) supplies the following meaning, namely “renew”, while the Concise Encyclopaedic Dictionary (1992:655) defines “re-” as “once more, afresh, anew” and “back” (meaning returning to a previous state).

The related concepts emanating from the prefix “re-“, are thus better, renew, anew, new and again. Better is further described as “of greater value, restored, reformed” and “of greater good”. Russel and Korthagen (1995:62) define restoration in teaching as the correction of unsatisfactory circumstances, factors and behaviour within a school. Similarly, renew and anew are described in the Oxford Advanced Learner’s Dictionary (1995:751) as “in a new and different way”. Morant (1981:52) defines “renewal” and “renovation” in teaching as events that can be linked to the school’s commitment to its ideology. It suggests a re-application and growth of existing intentions, methods, processes or products, thus resulting in the renewal of personal qualities and professional proficiency and development. Renewal inspires self-improvement. The English Thesaurus (2002:228) offers a definition for new as follows: “fresh, renovated, revived, latest, repaired, recent” and “reinvigorated”.

According to the Chambers Study Dictionary (2003:882), the concept vital refers to “essential for life” and “of the greatest importance”. The Cambridge Advanced Learner’s Dictionary (2005:1090) indicates that vital means “extremely important” and “necessary for success”. The Oxford Thesaurus (1991:539) adds the following meanings to vital, namely “imperative, essential, necessary, needed, required, indispensable, forceful, of essence” and “central”. The English Thesaurus (2002:371) defines vital as “basic, cardinal, needful, alive, existing, life-giving, living” and “paramount”. For example, Singh
(2002:2) identifies exercise and nutrition as vital and essential tools needed to change lifestyles and expand knowledge, stating that it will also enhance continued vitality, or confidence in one’s own ability as an employee.

- **Vitality** reflects “life, vivacity, gusto, spiritedness, pizzazz, ‘joie de vivre’, oomph, get-up-and-go, exuberance, endurance, strength” and “stamina”, according to the Oxford Thesaurus (1991:539). All of the aforementioned dictionary definitions relate to “liveliness” and “energy”, as illustrated in the South African Concise Oxford Dictionary (2002:1315). Adaire (2005:17) defines energy as something within a person that makes him or her to accomplish what he or she is to do with gusto, vivacity and exuberance. Bakke (2005:147-148) defines “joie de vivre” as workplace joy, making a person feel “worthy”, “confident” and “important”. It also implies confidence, excitement, passion and greater performance with regard to latent capabilities. Vitality also refers to the “power to continue in existence, to live, to grow” and “to be in possession of vigour”. The Cambridge Advanced Learner’s Dictionary (2003:662) terms vigour as to “renew an activity” and “make something strong”. The Encyclopedic Wor ld Dictionary (1971:679) refers to invigorate (a verb of vigour) as “restore to youthful vigour” or “to renew an activity” and also “to become young again”. Invigoration, according to the Concise Oxford Dictionary (1990:1369) reminds of “revive, return to life, re-awakened” and “refreshed”.

Caluwé (2002:2-4) mentions that the keys to vitality are energy and life. Caluwé further mentions that it is imperative to attain a balance between our physical and spiritual health, as this will supply us with enough energy when confronted with matters in our daily lives that prove to us how important energy and life really is.

- The Hutchinson Encyclopaedic Dictionary (1992:877) describes **vitalise** as “to endow with life” and to “infuse with (or restore) vitality”. The Oxford Thesaurus (1991:539) defines revitalise as “refresh, renew,
revive, restore, stimulate, energise, enliven, rejuvenate and invigorate”. The Concise Oxford Dictionary (1990:1032) defines revitalise as “imbue with new life”. It also views revitalise as “an act/a process/an instance of reviving” elements, such as confidence and a positive attitude.

- Doll (1983:3) observes revitalise as the “giving of life”. Morant (1981:9) defines revitalise as “a means to refresh or renew”. He mentions that it can be a “reinstatement of a former activity”, such as confidence in oneself, but that it is more progressive in nature when viewed as a “reinvigoration of both purpose and process”. Pollard (2002:73) refers to it as the process or action of getting you back to a task with renewed vigour, with the purpose of re-organising one’s thinking, to be refreshed, be up-and-running, and confident. Revitalise is also defined as reinvigoration and to rejuvenate, meaning “stimulate, strengthen, revive, restore, breathe life into and re-awaken”.

The Chamberlain’s Advanced Dictionary (2002:1051) describes rejuvenate and to revive something as to make someone energetic again, to re-organise, to reform, to re-develop events and to make an organisation or system more effective, productive, confident and modern by introducing new methods and ideas. In schools (according to Burke, 1987:65), this implicates a redirection in “a new and better way”. It also suggests the “renewal of an activity” and deliberative adaptation to new trends, new tasks and creative flexibility.

Mostofsky and Zarchkofsky (2005:25) state that by revitalising human beings, there is “an increase in self-efficacy”. Bandura (1997:3) proposes that the positive psychological influence of revitalising yourself through action, may cause “an increase or the restoration of self-efficacy”. Blanchard and Johnson (2004:19) state that if people are revitalised, rejuvenated and have increased self-efficacy, they feel good about themselves, produce good results, gain confidence and progress in their work.
The New Oxford Dictionary (2000:938) defines -ing as a suffix, denoting something involved “in an action” or “its result” or “a verbal action relating to an occupation”. The Encyclopedic World Dictionary (1971:614) refers to -ing as expressing the action of a verb or its result.

(b) Definition of competence

The Chambers Study Dictionary (2003:155) explains that the term competence is derived from the Latin word competere, meaning “to meet” (for instance to meet expectations, or standards) and “to be sufficient” (enough, adequate). The English Usage Dictionary (1988:155) supplies the following similars for competence, namely “ability, capability, aptitude, know-how, skill, talent, ‘knack’, adeptness, expertise” and “proficiency”.

Rychen and Tiana (2004:21) define competence as “the ability to meet complex demands successfully” or “to carry out an activity or task successfully”. They view it as holistic, in the sense that it integrates and relates external demands, individual attributes (including ethics and values) and context as essential elements of efficient performance. This definition, according to Rychen and Tiana (2004:21), needs to be supplemented by an understanding of competencies as “internal mental structures of abilities, capacities and dispositions embedded in the individual”. Competency can therefore be linked to a combination of interrelated cognitive and practical skills, knowledge (including tacit knowledge), motivation, values and ethics, attitudes, emotions, as well as social and behavioural components that together can be mobilised for effective action in a particular context.

The South African Oxford Dictionary (2002:235) explains competence as “having the necessary ability or knowledge to do something successfully”. Huysamen (1999:59-60) echoes this, proclaiming that competence is a vital and obvious “requisite for performance”. The Chambers Study Dictionary (2003:155) offers the following synonyms for competence, namely “capability, efficiency and effectiveness”, which also means “productiveness and extension of positive influence”.
5.212 Pertinent subject definitions of the concept revitalising competence

The concept definitions will now be presented by employing definitions specific to the aim of the research study, namely to develop a model for in-service teachers with regard to inclusive education. Each word will therefore be defined in reverse sequence and the description from the preceding word will form a part of the description of the succeeding word (Wandelt and Stewart, 1975:74), resulting in a final definition that will follow a methodical evolution. In this way, the intent of the study will be indicated in a coherent manner. The concept competence will therefore initially be defined, followed by the concept revitalising competence.

- Subject definition of the concept competence

Boyatziz, in Jirasinghe and Lyons (1996:22), defines competence as “an underlying characteristic of a person, which results in effective performance and proficiency in a job”. He goes on to describe several important features of competence, namely:

- Competence can be a motive, trait, skill, aspect of one’s self-image or social role, or a body of knowledge, which a person uses in his daily life.

- Competence may exist within an individual at various levels, with motives and traits at the unconscious level, and skills at the behavioural level.

- Competence is context dependent, i.e. given a different organisational environment, competence may be evident through different specific actions.
This definition implies that there is a need to look at what is meant by the terminology surrounding competence, namely:

- **Behaviour**: a generic term covering acts, activities, responses, operations, in short, any measurable response of an individual;

- **Knowledge**: the body of information possessed by a person;

- **Skill**: the capacity for carrying out complex, well-organised patterns of behaviour, in order to achieve some end or goal;

- **Motive**: a characterisation of the cause of an individual’s behaviour;

- **Trait**: any enduring characteristic of an individual that can serve an explanatory role in accounting for the observed regularities and consistencies in behaviour. It does not constitute the regularities themselves. A trait therefore is a hypothesised, underlying component of a person’s behaviour;

- **Ability**: the quality that enables a person to perform a particular act at a specified time (Jirasinghe & Lyons, 1996:24).

Parsons (1991:8) states that through the development of competence, the individual teacher must take responsibility for himself and his specific environment, namely the inclusive classroom. Individual competence is the beginning of a new look at certain developments or changes and to seek alternatives in order to make choices, therefore resulting in a satisfactory adaptation. The proficiency that contributes to adaptation might be identified as the adeptness of the individual teacher (Burke, 1987:22).

Eraut (1994:164) views the everyday use of the term “competence” as carrying some performancer e-referencing. This implies that the individual teacher is able to meet personal performance standards and is capable and responsible (Morris, 1993:493). Competence, according to Wolf (1995:6), counts where
there is concern for greater efficiency and discontent regarding the accountability and quality of teaching institutions and teacher performance.

Pretorius (1998:215) defines competence as the desire to improve one’s ability and to master and control one’s world, which will give a teacher a feeling of satisfaction, instil self-worth and a positive view of own ability. Hepworth and Larsen, in Potgieter (1998:216), advocate that the individual teacher must be empowered to gain the capacity to interact with his specific environment (such as an inclusive classroom) in ways that enhance his well-being, need-gratification and satisfaction, which can be linked to competence and the belief that effective integration can lead to improvement in one’s life situation (for example, in the inclusive classroom).

Haste (2001:115), in Rychen and Tiana (2004:12), bases her view regarding competence on the assumption that humans are adaptive, social beings. According to her, the notion of competence implies effective interaction in relation to the physical and social world of the individual.

Kinlaw (1995:59) explains that being competent has to do with “the process of achieving continuous improvement in performance, by developing and extending the competent influence of individuals and teams over the areas and functions which affect their performance”. He further emphasises that being competent involves three related elements, namely:

1. Being capable.
2. Being committed.

This means that the teacher in the inclusive classroom should continuously attempt to improve his performance, by being capable, committed and ethical.

The term key competencies was further examined as a related term. Rychen and Tiana (2004:48-52) have identified key competencies to be developed and cultivated in education systems. Key competence refers to multi-functional and
transdisciplinary competencies that are useful for achieving an important goal. Firstly, there is a set of curriculum-bounded competencies, which includes competencies related to basic activities such as communicating with others, positioning one’s self in the world, or being able to apply instrumental knowledge for constructing new learning. These competencies are related to traditional disciplines or fields of work in schooling, but the novelty is found in the approach adopted to organise teaching and learning from them. Secondly, there is a set of cross-curricular competencies, which were recently recognised as crucial for the development and maturation of individuals. They comprise problem-solving, learning strategies, self-concept, management of motivation and emotions, ability to relate well to other people, and dealing with diversity and change (such as inclusion) in a deliberate, integrated and holistic way.

According to Kessler and Strasburg (2005:19-21), teacher competence provides a focus for development and performance, as well as skill identification and people development. It also provides a set of key behaviours, which teachers may use to increase their effectiveness, their capability to reach goals, their passion, their creativity and to serve as inspiration to others. Clegg and Birch (2002:52) state that if you are a competent teacher, willing and good at what you do, you serve as a real source of inspiration to other teachers around you to do their teaching with similar integrity and competence. Being competent also represents a belief that one can meet personal performance standards and an acceptance of personal responsibility for one’s teaching. Jirasinghe and Lyons (1996:22) perceive competence as the individual’s capacity to perform as a teacher, in other words, it refers to what the teacher is able to do.

Professional competence highlights the fact that a professional person’s competence has at least two dimensions, namely scope and quality. The scope dimension concerns what a person is competent at, the range of roles, tasks and situations for which his or her competence is established. The quality dimension concerns judgements about the quality of work on a continuum, from being a novice, who is not yet competent in that particular task, to being an expert, acknowledged by colleagues as having progressed well beyond the level of competence (Eraut, 1994:166-167). Professional competence requires
a process of reflection. The aim of reflective practice is to assist to grow, to change transform, to improve, to develop an understanding, and to expose opportunities for taking action in ways that enable one to realise improved and effective practice.

- **Subject definition of the concept revitalising competence**

Revitalising is defined by Wallace (1996:264) as a “new way of life” by individuals experiencing a lack of competence. The latter was considered with specific reference to teacher development, as it relates to the purpose of this study. A related definition for revitalising is redirection. The term redirection, according to Burke (1987:31), vitalises confidence and creative abilities, reform and reconstructs new ways, stimulates courage, and gives the re-assurance that improvement through professional development is the benchmark of excellence for actions, culminating in a new route, course, trend or focus. It stimulates a teacher’s adaptation, commitment and performance en route to a new destination, such as the satisfaction derived from becoming an efficient teacher.

Linked to revitalisation is the process of renewal. Burke (1987:14) describes professional renewal as a learning experience and on-the-job performance that results in more effective and efficient teaching. Covey (1992:288-292) further refers to the spiritual aspect of renewal, relating to the teacher’s commitment to his value system and restoring his self-worth. The social aspect of renewal covers teachers’ associations with people and is demonstrated in their experiences, relationships and interactions with others. Renewal involves a reinstatement of a former activity, but in a fresh and novel manner, and can be viewed as an extension of reinvigoration that relieves the constraints linked to an earlier activity or design. The professional development of teachers opens the door for the development of new patterns of process, which leads to a process of self-improvement and the restoration of self-worth in teachers (Burke, 1987:31).
From a health perspective, the related term restore means to rekindle health and return to a former condition of health. Ackoff, Broholm and Snow (1984:187) view revitalising as a correction of a deficiency or unsatisfactory quality of circumstances that teachers may experience. Ruben (1978:158) views restore as the development of the teacher’s earlier or previous vitality and energy. Grimmett and Neufeld (1994:32) are of the opinion that to revitalise teachers, implies that they are given a chance to feel efficacious, energised and rejuvenated to carry out tasks with vivacity and exuberance gained through professional motivation, support and development.

From the perspective of a teachers educational needs, revitalising, according to the dictionary, means to “refresh, reanimate, rejuvenate, restore competence”. Each of these verbs suggests the need regarding the nature of various professional needs, which the majority of teachers experience from time to time in their careers (Morant, 1981:9). Doll (1983:4) links refreshment to revitalisation and vigour, that involves a continuing review of goals and objectives for teachers, in order to refresh their teaching abilities. Revitalisation, according to Tresdell and Oc (1996:22), entails reinventing and redeveloping oneself as a teacher. They see it as improving the quality of teachers’ work, to remedy certain dimensions, and to help increase confidence and competence in teachers.

Revitalising, according to Burin (1978:286), could be interpreted by teachers as retraining, as a result of a lack of competence. If expected goals and objectives have not been achieved, teachers should be retrained to translate and set fresh goals. Doll (1983:3) views revitalisation as the giving of life – in a strong professional way – to help teachers achieve a strong professional life by achieving the ability and competence to perform successfully in class. It also assists in keeping them abreast of developments in education and serving as an inspiration to colleagues through their performance and commitment. Inspiration, according to Adaire (2005:180-183), is about the sense of greatness you witness in others – the things that move us – the love of creativity and willingness, the love of great and noble causes, as well as diligence to perform in a competent manner in class (Bagwandeen and Louw, 1993:21).
The analysis of the definitions of the central concept, namely revitalising competence, as set out in dictionaries and subject related literature, has now been concluded. The following step will involve the examination of the essential and related attributes for the central concept revitalising competence.

5.2.1.3 Reduction process of identified attributes

In this section, a list of defining attributes (main features, elements) will be identified and reduced in terms of the essential and related attributes of the central concept, as contextualised within the current research study, to arrive at a final definition of the central concept revitalising competence, which will include all the important characteristics. All the attributes of the individual concepts of revitalising and competence, as identified from dictionaries and subject-specific literature, will therefore be listed.

According to McKenna (1997:63), the “test for necessity” and the “test for sufficiency” should take place in the identification of defining attributes. The “test for necessity” is done by taking each defining attribute and then challenging any person to identify a contrary example of the concept that does not incorporate that specific attribute. If the defining attribute also applies to the contrary example, then it is an imprecise attribute of the concept being analysed and can be deleted from the list. The “test of sufficiency” is done by considering the complete list of defining attributes. If a contrary case can be identified (that needs all the attributes), then an essential attribute has been omitted.

After listing the attributes, they will be further reduced to essential and related criteria. Essential criteria represent the criteria that “must be present in order for the concept to exist” (Wood, 2002:167). Related criteria elucidate the essential criteria further. McKenna (1997:62) states that it is better to identify three or four defining attributes that characterise the concept well, than to have too many that are merely peripherally related to the concept. The essential criteria for each individual component of the central concept will be combined to form the final list of criteria that make up the concept of revitalising competence.
These criteria will be utilised to constitute the basis for the model case and to give rise to the conclusive or final conceptual definition. The attributes of the concept revitalising are listed in Table 5.1.

**TABLE 5.1: ATTRIBUTES OF THE CONCEPT REVITALISING**

- Restore/Return (to its original state)
- Revive
- Re-awaken confidence
- Correction of unsatisfactory circumstances and behaviour
- Repair latent capabilities and performance
- Renovate
- Return to life/endow with life
- Infuse with vitality
- Invigoration
- Energised, refreshed
- Rejuvenated
- Undertaking activities with enthusiasm, gusto and exuberance
- Fresh
- Alive/Living/Life-giving
- Vivacity, spiritedness
- Pizzazz, ‘joie de vivre’, workplace joy
- Excitement and passion
- Inspired
- Renew an activity
- Reform
- Retrain, commitment, endurance
- Redevelop and reconstruct activities
- Strength/stamina/self-efficacy
- Affirms worthiness
- Necessary for success
- Growth/power to continue in existence
- Reformed/perform better than ever
- Imperative/needed/required/indispensable/essential
- Central, basis, cardinal, needful, existing
- Introducing new methods and ideas
- Adaptation to new trends, new methods and ideas
- Imbue with life
- Essential for life
Based on the list of attributes of the concept revitalising, as indicated in Table 5.1 above, the researcher extracted a list of essential and related attributes, as listed in Table 5.2.

**TABLE 5.2: ESSENTIAL AND RELATED CRITERIA OF THE CONCEPT REVITALISING**

<table>
<thead>
<tr>
<th>ESSENTIAL CRITERIA</th>
<th>RELATED CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restoration</td>
<td>Return to original confidence</td>
</tr>
<tr>
<td></td>
<td>Renovate unsatisfactory circumstances and attitudes</td>
</tr>
<tr>
<td>Rejuvenation</td>
<td>Repair latent capabilities and performance</td>
</tr>
<tr>
<td></td>
<td>Revive, re-instate previous condition</td>
</tr>
<tr>
<td></td>
<td>Re-awaken professional life</td>
</tr>
<tr>
<td>Reform</td>
<td>Invigoration</td>
</tr>
<tr>
<td></td>
<td>Energised with gusto, ‘joie de vivre’, ‘pizzazz’</td>
</tr>
<tr>
<td></td>
<td>Vivacity and exuberance</td>
</tr>
<tr>
<td></td>
<td>Refreshed</td>
</tr>
<tr>
<td></td>
<td>Revived</td>
</tr>
<tr>
<td></td>
<td>Strength</td>
</tr>
<tr>
<td></td>
<td>Vigour</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm</td>
</tr>
<tr>
<td></td>
<td>Renewal and modification of personal qualities</td>
</tr>
<tr>
<td></td>
<td>Improvement of performance</td>
</tr>
<tr>
<td></td>
<td>Retraining, redevelopment and reconstruction</td>
</tr>
<tr>
<td></td>
<td>Expansion, based on new methods and ideas</td>
</tr>
<tr>
<td></td>
<td>Amendment, adaptation to new trends</td>
</tr>
<tr>
<td></td>
<td>Alteration: Rework existing styles</td>
</tr>
<tr>
<td></td>
<td>Efficiency</td>
</tr>
<tr>
<td></td>
<td>Redirect efforts in pursuit of new goals</td>
</tr>
<tr>
<td></td>
<td>Affirmation of worthiness</td>
</tr>
<tr>
<td></td>
<td>Personal growth</td>
</tr>
</tbody>
</table>
The following table displays the attributes of competence:

**TABLE 5.3: ATTRIBUTES OF COMPETENCE**

- Effective, capable functioning
- To be proficient, efficient
- Ability to meet complex demands
- Able to carry out a task successfully
- Expertise, aptitude, know-how, experience
- Productivity
- Personal qualities, such as skills and capabilities
- Internal mental structures of abilities, traits and characteristics
- Interrelated cognitive and practical skills, knowledge
- Motivation, values and ethics, attitudes, and emotions (social and behavioural components)
- Measurable response
- Able to meet personal performance standards
- Capacity to interact with environment and others
- Professional maturation in terms of a deliberate, reflective, integrated and holistic approach
- Taking personal responsibility for one's actions
- New look at change/Seek alternatives to ensure satisfactory adaptation
- Accountability
- Developing confidence in one's own capabilities
- Commitment
- Feeling of self-worth
- Devising strategies and attaining goals
- Able to deal with diversity and change
- Sense of scope and quality of work
- Inspiration to others and positive influence through competence, capability and performance
- Inspiration to others by attaining goals
### TABLE 5.4: ESSENTIAL AND RELATED CRITERIA OF THE CONCEPT COMPETENCE

<table>
<thead>
<tr>
<th>ESSENTIAL CRITERIA</th>
<th>RELATED CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proficiency</td>
<td>• Ability, know-how, expertise to meet complex demands successfully</td>
</tr>
<tr>
<td></td>
<td>• Process of achieving continuous improvement in performance</td>
</tr>
<tr>
<td></td>
<td>• Able to meet performance standards</td>
</tr>
<tr>
<td>• Maturation</td>
<td>• Take personal responsibility for one’s actions</td>
</tr>
<tr>
<td></td>
<td>• Develop confidence in one’s capabilities</td>
</tr>
<tr>
<td></td>
<td>• Able to deal with diversity and change</td>
</tr>
<tr>
<td></td>
<td>• Devise strategies to attain goals, professional and personal growth, culminating in job satisfaction</td>
</tr>
<tr>
<td>• Inspiration</td>
<td>• Professional development in terms of a deliberate, reflective and holistic approach with regard to own thoughts, feelings and attitude</td>
</tr>
<tr>
<td></td>
<td>• Inspire through creativity and capability</td>
</tr>
<tr>
<td></td>
<td>• Inspire through willingness, effectiveness and by attaining goals</td>
</tr>
<tr>
<td></td>
<td>• Inspire through performance</td>
</tr>
<tr>
<td></td>
<td>• Inspire through relationships with others which may affect their attitudes and performance.</td>
</tr>
</tbody>
</table>

The individual concepts revitalising and competence have now been defined by listing all the attributes and reducing them to essential and related criteria (Table 5.4). The criteria will now be combined to form a final list of essential and related criteria for the whole concept revitalising competence (Table 5.5).
TABLE 5.5: ESSENTIAL AND RELATED CRITERIA OF THE CONCEPT REVITALISING COMPETENCE

<table>
<thead>
<tr>
<th>ESSENTIAL CRITERIA</th>
<th>RELATED CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Restoration of confidence</td>
<td>• Repair, revive, reinstate, reform</td>
</tr>
<tr>
<td></td>
<td>• Restore latent capability</td>
</tr>
<tr>
<td></td>
<td>• Develop confidence in one’s abilities</td>
</tr>
<tr>
<td>• Rejuvenation</td>
<td>• Invigorate, refresh and revive strength</td>
</tr>
<tr>
<td></td>
<td>• Energised</td>
</tr>
<tr>
<td></td>
<td>• Gusto, ‘joie de vivre’, pizzazz</td>
</tr>
<tr>
<td></td>
<td>• Vivacity, exuberance</td>
</tr>
<tr>
<td></td>
<td>• Enthusiasm</td>
</tr>
<tr>
<td>• Proficiency through further professional development</td>
<td>• Reform and redirect efforts</td>
</tr>
<tr>
<td></td>
<td>• Retrain to improve performance</td>
</tr>
<tr>
<td></td>
<td>• Devise new strategies to attain new goals</td>
</tr>
<tr>
<td></td>
<td>• Affirms worthiness and shows commitment</td>
</tr>
<tr>
<td></td>
<td>• Process of achieving continuous improvement in performance</td>
</tr>
<tr>
<td></td>
<td>• Take personal responsibility for one’s actions</td>
</tr>
<tr>
<td></td>
<td>• Ability, know-how, expertise to meet complex demands</td>
</tr>
<tr>
<td></td>
<td>• Able to meet performance standards</td>
</tr>
<tr>
<td></td>
<td>• Progress towards a deliberate, reflective and holistic approach</td>
</tr>
<tr>
<td></td>
<td>• Professional and personal growth, culminating in job satisfaction</td>
</tr>
<tr>
<td>• Re-inspiration</td>
<td>• Inspiration of others through creativity, capability and performance and by attaining goals</td>
</tr>
<tr>
<td></td>
<td>• Strong relationships with others</td>
</tr>
<tr>
<td></td>
<td>• Stimulate courage, adaptation and commitment</td>
</tr>
</tbody>
</table>
The concept revitalising competence has been reduced to its essential and related criteria. A model case will now be described, before the final conceptual definition is given.

5.2.1.4 Model case

In accordance with model development, as set out in Chapter Three, a model case, containing all the essential and related attributes of the concept, will now be written. The purpose will be to provide a better understanding of the concept. An example of a real-life situation will be used in order for the reader to gain a better understanding of the meaning of the concept revitalising competence (Walker and Avant, 1995:45). The following model case is based on a fictitious scenario related to the context of the study, and the criteria-related concepts are highlighted.

Eros Primary School is situated in a suburb in Port Elizabeth. The learners at this school do not come from wealthy families. They are mostly Afrikaans- and isiXhosa-speaking. Most of the teachers do not live in the immediate environment, but have been teaching at the school for quite a few years.

In many cases, the parents are illiterate and unemployed and live in single-roomed houses or in backyard shacks. They are not familiar with or interested in family planning, and consequently produce large families. The children are sometimes not well cared for, as drug abuse, violence and alcoholism are prevalent in this community. Given these circumstances, the parents generally regard education as the responsibility of the teacher. There is no parental involvement in the school; the parents do not attend parent meetings, pay school fees or assist their children with their homework. Even those parents who do receive a social grant, seldom supply their children with basic school items, such as pens and rulers. All these factors have a negative effect on the teacher’s professional duties.

Most of the teachers at the school are very despondent, due to the abovementioned circumstances. They have been informed by their principal
that due to the transformation of the education system in South Africa, learners with barriers to learning, such as learners with visual and physical impairments, will have to be accommodated in their classrooms. They are not happy about this, as their school lacks the facilities for the implementation of inclusive education. As a result, they have become very negative regarding this change. They often complain about the fact that their needs as teachers are disregarded by authorities. They feel discontented and incompetent, as they have had no formal training to teach these learners and feel that the Department of Education has done nothing to prepare them for the enormous task facing them. They mention that they will never be able to cope, as they do not have confidence and are incompetent to teach in an inclusive setting.

However, a teacher named Loretta Namba, who has been teaching at the school for over twelve years, has adopted a different approach. She has a son suffering from ‘petit mal’ epilepsy. She always speaks about him as her “special gift from God”, about his wonderful personality and affectionate ways. Unfortunately, she had to enrol him at a school in the southern suburbs, which is very costly, as under the previous non-inclusive system he would not be provided for at Eros Primary. Loretta realised early on that she would have to become more knowledgeable about children with such problems, to support her son and other learners like him.

Loretta registered for a Diploma in Special Needs Education three years ago (professional development) and has completed it successfully, improving her teaching skills and expertise to meet complex demands (proficiency through professional development). She is now able to apply the new teaching strategies that she has acquired through her studies. Since the completion of her studies, she also feels more energised to carry out her tasks with vitality and exuberance (rejuvenation). She feels more confident about her teaching and has set new goals for herself (proficiency through further professional development). She no longer blames others for her problems, but personally takes responsibility for her teaching (proficiency through further professional development). She was also promoted to Head of Department at the beginning
of the year. All this has resulted in her developing a lot of confidence (restoration of confidence).

The teachers at the school have great respect and admiration for Loretta, because they observe that she enjoys her work, is happy and follows a new approach (inspiration), thus increasing Loretta’s feeling of self-worth (proficiency through further professional development). Her attitude towards her learners is truly impressive. The learners are very excited about the way Loretta teaches them (restoration of confidence). The learners are well-mannered and eager to participate in activities (inspiration). At a recent meeting held at the school, the subject of inclusive education was raised. Loretta spoke about her son and how difficult it was to make ends meet, with reference to transport and school fees. She mentioned that if teachers were more positive and confident (restoration of confidence) with regard to learners with barriers to learning and willing to teach them, it could direct a new route to them (proficiency through further professional development). Her son could then also be admitted to Eros Primary.

Loretta also shared with her colleagues how she studied further to gain more information and confidence about learners with barriers to learning (restoration of confidence) and that she was now able to apply her knowledge, skills and attitudes in class and at home (proficiency through further professional development). She explained to them that it was a pleasure (rejuvenation) to see how the dull, uninterested learners in her class were transformed into enthusiastic, excited learners (re-inspiration). The teachers acknowledged the validity of her words, remarking positively on the commitment, creativity and competence displayed by Loretta. They admitted that they could learn from her attitude and performance in class (re-inspiration). However, there were still teachers who were not interested and who remained despondent, expressing feelings of incompetence.

A week later, Loretta did a presentation at school on learners with barriers to learning. The teachers gathered quite a lot of information on the lives and needs of learners with barriers to learning and how they could perform in an
inclusive classroom. Afterwards, the teachers expressed their pleasure at having attended the presentation and gaining more insight in inclusive education (professional development). Loretta then decided to arrange a visit for her colleagues to a special school to learn how these teachers go about teaching their learners. The teachers found it very stimulating to see how creative and willing these teachers were (re-inspiration). They realised that there were new trends, methods and courses in teaching to which they had to adapt (proficiency through professional development). They realised that they would have to restore their previous vigour and enthusiasm for teaching by attending courses to revitalise their competence (proficiency through professional development).

The teachers thanked Loretta for making them aware of the fact that they could also make a meaningful contribution to the lives of learners with barriers to learning (re-inspiration). They realised that they had to adapt to circumstances and set new goals for themselves (proficiency through professional development). They started to believe in themselves, feeling a sense of confidence (restoration of confidence) and experiencing a revived passion for teaching (rejuvenation). In addition, their professional ability increased as they planned how they would go about their teaching in an inclusive setting (proficiency through further professional development).

The teachers also realised that if they were more positive, they would also experience personal and professional growth, which would restore their self-worth (proficiency through professional development). Loretta realised that she had made a difference in the lives of her colleagues, which may positively impact on their attitudes and performance (re-inspiration). She took great satisfaction from this and was motivated to work even harder in class.

***

The model case has highlighted the essential criteria of the concept of revitalising competence within the context of teaching at a previously
disadvantaged school. The next step will be to formulate a conceptual definition of the concept, which will then be evaluated according to the criteria suggested by Morse (1996:385:390).

5.2.1.5 Conceptual definition of the concept revitalising competence

The concept revitalising competence signifies four interdependent processes, which should be facilitated at the same time. Revitalising competence invites facilitation where the teachers should be able to meet complex demands successfully and with confidence. A shift towards the correction of existing unsatisfactory circumstances and behaviour should take place, referred to as restoration of confidence. Teachers should then be energised to carry out tasks with enthusiasm, passion and exuberance, through a process of rejuvenation. Through a process of retraining, redirection, redevelopment, reflection and commitment, they will learn to adapt to new trends, attain goals and perform better than before. A continuous process of change and growth will take place, referred to as proficiency through professional development. Their performance, capability and effectiveness will serve as re-inspiration to themselves and other teachers.

In terms of this study, revitalising competence means that teachers in inclusive classrooms in disadvantaged schools need to restore their confidence, become rejuvenated with energy and enthusiasm, use opportunities for professional development to enhance their proficiency, and inspire their colleagues through creativity, efforts and willingness to perform competently.

5.2.1.6 Evaluation of the concept revitalising competence

The definition of the concept revitalising competence has now been presented. The next step will be to evaluate it against the four criteria suggested by Morse and Field (1996:385-390).

- The first criterion has to do with the fact that concepts should be clearly defined. Copi provides guidelines (1986:157-161), which were utilised to ensure that the definitions of the concepts in this study are clear and
unambiguous, such as including all the necessary attributes of the concept. Negative definitions were ignored and reference was only directed at attributes relevant to the concept. Unexplained synonyms and circular definitions were avoided. The definitions were comprehensive, in order to comprise all the attributes, but at the same time not so broad that inapplicable criteria were included. An effort was made to define the concepts in simple, comprehensive language, adjusted to the context of the study.

- The second criterion was fulfilled, as the features of the central concept were clearly demarcated to differentiate it from similar contexts, by consulting literature relevant to the educational context of the study, and specifically to teaching in a disadvantaged and inclusive context.

- The third criterion involves the preconditions and outcomes of the concept. The pre-condition for the concept to occur, is that there must be a teacher with reduced competence and feelings of discontentment, who is willing to develop his competence to a more advanced level. The outcomes of the concept will be discussed in depth in Chapter Six, in the process description of the model.

- To accomplish the requirements of the fourth criterion, the conceptual boundaries were clearly demarcated by displaying all the essential criteria that have to be present for the concept to exist. If these criteria are not in place, the definition cannot serve as an example of the concept.

The concept definition will now be classified within the context of this research.

5.3 CLASSIFICATION OF CONCEPT

The central concept of this model must now be classified according to the survey list of Dickoff, James and Wiedenbach (1968:422). The survey list, or thinking map, is a tool to assist the researcher in operationalising the defined concept and to translate the concept into actions specific to the context of the
study (Dickoff, et al., 1968:422). The survey list includes six features and can be described by posing the following questions:

- Who executes the activity (agent)?
- Who is the recipient of the activity?
- In what context is the activity performed?
- What is the end goal of the activity (terminus)?
- What course of action does the activity pursue (procedure)?
- What serves as catalyst of energy for the activity (dynamics)?

When exploring or explaining any of the abovementioned aspects, it is important to note that these six aspects are interconnected. Figure 5.6 will display the researcher’s thinking map in terms of these six features of the classification list. A brief description of each aspect will follow thereafter.

**FIGURE 5.6: CLASSIFICATION OF CONCEPTS**

<table>
<thead>
<tr>
<th>AGENT</th>
<th></th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant (trained, skilled professional)</td>
<td></td>
<td>Primary school teachers</td>
</tr>
</tbody>
</table>

- **CONTEXT**
  - Primary schools in a disadvantaged environment

- **TERMINUS**
  - Improvement of teachers’ feelings of incompetence and discontentment by means of skills and coping mechanisms within their environment, through the facilitation of revitalising their competence, and thereby having them develop a more positive attitude towards and better understanding of inclusive education.
PROCEDURE

Facilitation of revitalising competence in teachers, enabling them to undergo in-service training to successfully implement inclusive education. Operationalised as follows:

Revitalising competence

Facilitator initiates and facilitates group sessions, to uncover:

Restoration of confidence: Repair, revive, re-instate confidence. Developing confidence in one’s capabilities and devising strategies to attain goals.

Rejuvenation: Energised to carry out tasks with gusto, ‘joie de vivre’, vivacity and exuberance.

Proficiency through professional development: Able to meet performance standards through reflection. Growth in personal and professional qualities, culminating in job satisfaction.

Re-inspiration: Inspire through confidence, capability, performance, creativity and willingness, as well as through attaining goals.

DYNAMICS

Revitalising competence

The revitalisation of competence is facilitated in order to decrease teachers’ feelings of incompetency and discontentment to implement inclusive education. The process if facilitated by a skilled, trained facilitator and sustained by teachers themselves.
Table 5.6 presents a tentative structure for the model, to serve as model for in-service teachers with regard to inclusive education.

5.3.1 The agent

The key step in determining what activities are required to operationalise the concept, is to identify who will execute them. In this model, it is obvious that the agent will have to be a facilitator, who will have to initiate the process and be trained in group work and the presentation of workshops. Therefore, a facilitator will be a prerequisite for this model. Supplementary to this, the facilitator should possess an excellent understanding of the challenges and problems that teachers are encountering with inclusion within South African schools. The facilitator could therefore be in the service of the Department of Education, or a consultant contracted to implement a development programme, which underpins the model. The facilitator will also have to be familiar with the context of inclusive education and know what he wants to instil in the teachers. The facilitator should be capable of establishing excellent working relationships with all the roleplayers in the school system and be familiar with the interaction and dynamics involved in the school environment.

5.3.2 The recipient

The recipients in this model will be the primary school teachers. They should be carefully selected to ensure that they are willing to take part in the research and be informed of the possible advantages relating to participation in such a process. They should be awarded time to be present at group sessions. At the same time, it should be noted that sessions should be organised in such a way that it will not burden them with extra work. The facilitator should motivate and inspire them through training to adopt a holistic, flexible and accommodative approach to professional development.
5.3.3 The context

The model will be developed and described within the context of primary schools and will be directed to the primary school teachers. The facilitator will have to consider certain facts with regard to the setting (inadequate facilities and learning material), as all schools do not have the same resources. Some schools experience problems with regard to equipment, space, and venues with appropriate seating. The facilitator could also consider providing all materials needed to implement the training programme at the school, to make participation more viable and attractive for the participating teachers. An inviting setting will contribute to making teachers feel contented and also assist to make them feel special and worthy, in stark contrast to their customary feelings of despondency and neglect, as identified during this investigation.

The truth regarding their current school context is that the participating teachers felt discontented, incompetent, despondent and ill equipped to implement inclusive education successfully. It is therefore important that the facilitator constitute a more emphatic, but defined context to revitalise competence in teachers.

5.3.4 The terminus

The terminus or concluding event of the intervention is a revitalised teacher (to assist teachers to revitalise) displaying relevant competencies within an inclusive setting through the suggested intervention. They will then be strengthened to effectively accommodate a diversity of learners in their classes.

The model is based on the principle that teachers should endeavour to transform themselves, proactively address barriers to learning, and celebrate diversity. Through his or her revitalised competence, the teacher will be able to continue teaching in an inclusive classroom in a meaningful way, and overcome the problems and existing feelings of incompetency, discontentment and despondency.
5.3.5 Procedure

The procedure will clarify the conditions or activities that should be included to achieve the terminus. At this point of model development, it supplies an essential framework only, becoming clearer and more specific in the programme development phase.

The revitalisation of competence in teachers should be achieved by the facilitation of the processes of restoration of confidence, rejuvenation, proficiency through professional development, and re-inspiration. The facilitator has to make use of a tool to shape better teachers by making use of an in-service programme that will not only satisfy the needs of the teachers, but will also meet the criteria of the concept of revitalising competence. A detailed outline of the latter will be provided in Chapter Six. It should also provide space for adaptations to accommodate different and unique circumstances.

The success of any in-service programme is dependent upon a number of factors, e.g. purpose of the programme, selection of content, and the design of the programme itself (Maree and Ebersöhn, 2002:252). Therefore, it should not include a fixed, unchanged and undeviating presentation at all institutions or schools, as the resources and needs of teachers may vary and be contrasting, resulting in an unsuccessful in-service developmental model. Adaptations to the model should at all times be possible, in order to suit the needs of the teacher and to have a chance for success. It would therefore be inappropriate, if not impossible, to prescribe a model that could be applied to all schools in every conceivable situation, nor would it be feasible to devise a prescribed model for a named school that could be held up as an example for others to follow.

Adequate planning should be done beforehand. The model should provide the teacher with insight as to when sessions will take place. The facilitator should arrange with teachers that activities and programmes should be in sequence (for example, taking place once a week) so that teachers will be able to acquire the knowledge, skills and attitudes that are prerequisite to revitalising their
competence. The programme will end as soon as the facilitator feels that the teachers are capable of doing things autonomously, in which case the facilitator becomes redundant. Time is an essential factor and clarity about how many workshops will be conducted, is of importance. Follow-up sessions by the facilitator are also very important.

5.3.6 Dynamics

The dynamics has to do with energising motives or forces. It affects the behaviour of teachers and change in education. It can also be described as the source that initiates and sustains an activity, situation, circumstances or human sources. In this model, the discontentment experienced by the teachers due to their feelings of incompetency and their perception that negative circumstances prevailed to implement inclusive education successfully, provides the force or energy for the facilitation of the revitalisation of their competence. The facilitator will initiate the facilitation process and the teachers will ultimately sustain it in order to acquire competence and to lessen their notions of incompetence.

In this study, the Department of Education can act as the initial source of power who has an obligation towards teachers to ensure that they are suitably equipped to implement inclusive education. The Department of Education has a duty to employ staff to operationalise the model in the schools, by executing and assessing the model and being accountable for its successful implementation.
TABLE 5.6: A MODEL FOR IN-SERVICE TEACHERS

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Process</th>
<th>Outcome</th>
</tr>
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<tbody>
<tr>
<td>Restoration of confidence</td>
<td>Restore, repair confidence</td>
<td>Confidence in one’s capabilities and devising new strategies to attain goals</td>
</tr>
</tbody>
</table>

Rejuvenation
Invigorate to revive strength and efficiency
Energised to perform tasks with gusto, passion and enthusiasm

Re-inspiration
Re-inspire through commitment, creativity and willingness
Inspire to perform competently

PROFESSIONAL DEVELOPMENT
Growth in personal and professional qualities, culminating in job satisfaction.

On-going, self-sustained development of these criteria results in:

TEACHERS WITH REVITALISED COMPETENCE TO IMPLEMENT INCLUSIVE EDUCATION

5.4 CONCLUSION

Chapter Five reported on the formation of a tentative structure of a model for in-service teachers with regard to inclusive education. A systematic analysis and synthesis of definitions of the concept was performed, resulting in the creation of a final conceptual definition. Chapter Six will present the steps in the process of model development, inter alia, the construction of relationship statements, a
description of the model, and the development of guidelines for the operationalisation of the model.
CHAPTER SIX

A MODEL TO REVITALISE COMPETENCE IN TEACHERS TO ASSIST THEM WITH THE IMPLEMENTATION OF INCLUSIVE EDUCATION

6.1 INTRODUCTION

Chapter Five focused on the development of a tentative model to revitalize competence in teachers, in order for them to be able to work in inclusive settings. Chapter Six will provide a detailed representation of the model. It will also render guidelines for its operationalisation in the sphere of teaching. The model will be assessed and subjected to an expert review. This will conclude steps 3, 4 and 5 of the theory generative design (see Sections 3.8.4 and 3.8.5).

<table>
<thead>
<tr>
<th><strong>STEP 5: MODEL OPERATIONALISATION</strong></th>
</tr>
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<tbody>
<tr>
<td>Guidelines are provided for the operationalisation of the model in practice and teacher education.</td>
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<table>
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<tr>
<th><strong>STEP 4: DESCRIPTION AND EVALUATION OF MODEL</strong></th>
</tr>
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<tbody>
<tr>
<td>The model is constituted and specified in context. It is subjected to an examination by experts via a doctoral seminar and model evaluation.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>STEP 3: CONSTRUCTION OF RELATIONSHIP STATEMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts are arranged in relationship to each other, with reference to literature and narratives. Relationship statements are designed to form the basis of a tentative model.</td>
</tr>
</tbody>
</table>

(Adapted from Chinn and Kramer (1995:112, 127-134)).

As the focus within this chapter is a description of the model for revitalising competence, it will be structured according to the following sub-headings:
• Overview of the model;
• Purpose of the model;
• Assumptions of the model;
• Context of the model;
• Theoretical definition of concepts of the model;
• Construction of relationship statements between concepts;
• Structural description of the model;
• Process description of the model;
• Guidelines for operationalisation of the model;
• Evaluation of the model.

(Adapted from Chinn and Kramer, 1995:106-119)

6.2 OVERVIEW OF MODEL

The model to revitalize competence in teachers, empowering them to teach in inclusive settings, was grounded on the affirmation from teachers that they were unable to implement inclusive education, as they had not been adequately trained. The data collected from the research study indicated that the teachers were feeling discontented and experienced a lack of competence. They also stated that they were feeling despondent and harboured negative feelings towards the implementation of inclusive education, culminating in insufficient personal and professional development and a lack of passion and enthusiasm to carry out their daily tasks.

It is therefore evident that a process of intervention will have to take place in order for teachers to be able to work in inclusive settings. This implies that teachers will have to develop confidence in their own abilities and their own ability to cope in the school environment. They must show a willingness to renew their personal and professional development and qualities, and to repair latent capabilities and performance. In other words, they have to revitalize their competence, in order for them to be able to teach successfully in an inclusive setting.
The model intends to revitalise the competence of teachers through an initial and facilitation phase, marked by four processes, namely the restoration of confidence, rejuvenation, proficiency through further professional development, and re-inspiration within the framework of reflective practice. A skilled professional consultant will encourage the revitalisation of competence in teachers, resulting in the restoration of their confidence. The skilled professional consultant will also aid teachers in recovering their passion and enthusiasm for their jobs, in order for them to experience a process of rejuvenation. The processes of restoration of confidence, rejuvenation and inspiration will be reinforced by the process of growing proficiency, through further professional development within the framework of reflective practice. The teachers will develop confidence in their own capabilities and devise strategies to attain their goals. The teachers will now be able to re-inspire themselves and be an inspiration to others through their effectiveness and capability and by their performance.

The abovementioned four process are linked to each other; they cannot be seen as occurring separately or in sequence. Through these ongoing processes, the teachers will evaluate their personal qualities, examine their teaching methods and performance, discuss ways to overcome obstacles to ensure that they are able to achieve their goals, and thus develop a growing belief in their own abilities. Teachers will be capable of applying their newly acquired skills to promote proficiency and competence in classroom practices, undertake activities with professional enthusiasm and energy, and inspire others, which are important catalysts for development. The revitalisation of competence in teachers will assist teachers in introducing creative new methods and ideas with regard to the implementation of inclusive education.

The revitalisation of competence will take place over a long period of time; it is a continuous, sustained course of action. It will convert teachers to re-awaken, review and meet the demands of personal performance through a process of professional development. In this way, the teachers will become aware of their personal abilities and take control of their personal situations by revisiting, rethinking and re-adjusting events. This will result in a shift with regard to
behaviour, perceptions, attitudes and performance, which will have a positive influence on their teaching practice and environment. They will inspire others (colleagues, learners, authorities and parents) through their proficient performance, attitudes and energy, causing them to be looked up to and admired by others, setting an example of being revitalised and competent teachers. Their ability to analyse their own professional activities and to devise new strategies to attain their goal is essential for dealing with change, such as the introduction of inclusive education in schools.

6.3 PURPOSE OF MODEL

In identifying the purpose of the model, it is important to determine how it will be applied. This implicates under which circumstances and specifications it will be employed, as well as who will execute it (Chinn and Kramer, 1995:106). The purpose of this model is to describe a theoretical frame of reference for the revitalisation of the competence of teachers in order for them to be able to work in inclusive settings. The assistance and services of a trained, skilled professional as a consultant in the training intervention will be obtained. Through the utilisation of this model, teachers will restore their confidence, be rejuvenated, improve their proficiency through further professional development, and ultimately re-inspire others.

6.4 ASSUMPTIONS OF MODEL

Chinn and Kramer (1995:115) view assumptions as the basic principles that serve as the foundation of the model. Assumptions can also be associated with relationship statements and give reference to the values underlying the model. It is essential to make the values clear in order to perceive the significance of the model. It also assists when a review of the model takes place.

The assumptions underpinning the central concept of the study, namely revitalising competence, will be specified within the scope of how they relate to the objectives of the research study.
6.4.1 Revitalising competence

Teachers have to implement inclusive education, but feel that they are not adequately trained to fulfil this huge task. As a result, they experience feelings of discontent and incompetence. The assumption is made that the revitalisation of competence will assist teachers in coping and feeling equipped to implement inclusive education.

By revitalising their competence, the teachers will be able to restore their confidence and have courage to face the challenges and barriers that they encounter. A teacher with revitalised competence will also be able to feel rejuvenated and fresh to perform tasks with energy and ‘joie de vivre’. Revitalising competence is more than invigoration, in that the teacher will also be reformed, redirected and retrained to improve performance, indicating further professional development. It will enable teachers to affirm their worthiness and commitment and to take responsibility for their actions. The teachers will, through the revitalisation of competence, be able to form strong relationships with their colleagues and learners and to re-inspire them through their capability and performance.

6.4.2 Teachers

The teachers who formed part of this research study realised that they had not had adequate training and were not competent enough to teach in an inclusive setting. They also did not have the appropriate attitudes and perceptions with regard to inclusive education (Theme 1). They recognised that they required to change their behaviour and thoughts to convert them to be able to cope with inclusive education. Teachers acknowledged their own needs for teaching in inclusive settings (Theme 2). They were willing to undergo training to improve their ability to teach in an inclusive setting and to reach their goals. It is therefore an assumption of this study that teachers not only have the capacity to change, but are also able to initiate change in other people or in parts of the school system.
Teachers have a responsibility towards the learners to readjust their educational goals and procedures to cope with new demands in teaching, in this case inclusive education, to best serve the learners with barriers to learning and the entire school. The teachers therefore have to outline strategies for coping with inevitable transitions (Burin, 1978:213). More attention should be given to the practical application of improved instruction - quality teaching - which should include the adaptation and the use of teaching techniques, as well as assessing the strengths and weaknesses of teachers.

Teachers have to be aware of the fact that teaching is an extraordinary complex activity that involves a great range of skills, perceptions, attitudes and knowledge. Therefore, teachers have to acknowledge that an increase in commitment, leading to proficiency through continuous professional development, is an immense step in overcoming professional weaknesses. Teachers should therefore make provision for activities that clarify the values underlying the ability to teach in an inclusive classroom.

6.4.3 Environment

The environment in which schools are situated and in which teachers have to teach, influences their perceptions about their teaching abilities and dedication. Teachers who are employed at underresourced schools, in a deprived community, are often negatively affected by the prevailing circumstances.

The assumption is made that a lack of resources and infrastructure, such as inadequate learning materials and insufficient furnishing, and a lack of basic facilities, such as toilets, water and electricity, as well as the lack of a proper curriculum for inclusive education and poor service from the Department of Education (Theme 1), influence teachers to experience feelings of frustration and discontentment, be demotivated and exhibit low school morale and ethics.

Many South African schools are surrounded by social problems, such as unemployment, violence and abuse. Teachers generally receive no support from the community. There is also inadequate parental care and involvement
with regard to homework, nutrition, hygiene and neatness. This complicates the task of teachers, as they have to assume the role of teacher, parent, nurse and social worker, resulting in teachers feeling demotivated and frustrated. This also affects the performance of learners, rendering them careless and demotivated.

Teachers are also confronted with constant and comprehensive change in the teaching profession. This requires them to adopt new teaching strategies on a regular basis. They are sometimes not adequately trained and lack the confidence to conform to change. There are also no incentives for further training. Teachers therefore often feel incompetent, but at the same time, not motivated to embark on further studies (Pitout, Du Plessis, Jacobs and Russel, 1993:121). Lack of finances is another important factor.

It is further assumed that if the needs of teachers (Theme 2), such as further training and more support, can be fulfilled, they will become better teachers. Teachers can overcome these environmental barriers if they are assisted in revitalising their competence. If teachers subjected themselves to a process of revitalising their competence, it would be to the advantage of the learners, as teachers would be better able to cope with difficulties in their environment and develop a more positive outlook with regard to their work environment.

This more positive outlook would also be visible in their attitudes to and perceptions of parents, the community and school management. Revitalising competence in teachers would not only influence their performance, but also inspire their colleagues and learners to do better.

6.5 CONTEXT OF MODEL

The context represented by the model for the revitalisation of competence is various primary schools in Nelson Mandela Bay in the Eastern Cape. It represents the workplace of the teachers, where inclusive education has to take place.
The Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001) states that inclusive education refers to the fact that many learners have specific individual learning needs and that it is the responsibility of any education system to recognise and accommodate diversity. Primary schools are part of an education system. The reality is that many primary schools are not equipped to accommodate learners with disabilities. They sometimes lack the infrastructure, which will complicate inclusive education. Inadequate facilities and the absence of appropriate teaching and learning materials are factors that influence teachers negatively regarding inclusive education. The fact that the physical environment, such as buildings and grounds, is not accessible to all learners, and the lack of adaptive devices are some of the other problems experienced at primary schools.

Teachers at primary schools have generally not been trained to work in inclusive settings and are therefore in need of specialised training and support. This causes them to view inclusive education as detrimental to their morale. They feel that they lack the skills and qualities associated with the implementation of inclusive education. This leads to feelings of discontentment, a lack of competence, and a negative attitude regarding inclusive education.

The purpose of the model is to constitute a context promotive to the implementation of inclusive education and to establish a teaching climate in which teachers feel energised and competent to carry out their tasks with vitality and exuberance. The revitalisation of the competence of teachers will assist them in devising new learning methods and strategies to attain goals in order to obtain professional and personal growth.

6.6 THEORETICAL DEFINITIONS OF CONCEPTS OF MODEL

Each of the key concepts was identified and defined, in an effort to create conceptual meaning (see Section 5.2.1.1). It also assists in clarifying and explaining the structure of the model. This procedure has to take place before relationship statements can be formed. The application of the concepts in a
particular context requires a description in relation to theory in order to convey their essential meaning. Although concepts were defined in Chapter Five, these will be recapitulated to ensure continuity of the model description. The concepts identified and defined in this model were revitalising competence and its essential attributes of restoration of confidence, rejuvenation, proficiency through further professional development, and re-inspiration. Concepts that are also significant in the model and will also be defined, are reflective practice and consultant.

6.6.1 Revitalising competence

The concept revitalising competence in teachers can be conceptually defined as comprising four interdependent processes, which should be facilitated at the same time. The restoration of confidence is taking place to raise awareness that the teacher has to restore and gain confidence, courage and a firm trust in his own ability. A process of rejuvenation should take place, which is an instance of reviving energy and stamina, rendering the teacher more energised. Proficiency through further professional development will then take place, and teachers will perform better. Through the processes of restoration of confidence, rejuvenation and proficiency through further professional development, the teacher will influence others and serve as a re-inspiration for colleagues. This process will facilitate a redevelopment and reconstruction of activities and promote growth in personal and professional qualities in order to attain set goals.

6.6.2 Restoration of confidence

The concept restoration of confidence can be defined as a process of bringing back a feeling of self-assurance, arising from the appreciation of one’s own capability. It can also be viewed as the revival of a firm trust, a feeling of certainty, and a sense of reliance. The restoration of confidence will result in courage, boldness and the development of a realistic concept of self.
Teachers sometimes lack confidence, and this results in a feeling of discontentment, which can leave them overwhelmed by a feeling of incompetence. Through reflective action, teachers can build and enhance the restoration of confidence, and in this way, develop the courage and self-confidence to perform well and be able to cope, minimising feelings of uncertainty and discontentment (Addler and Reed, 2002:129).

Teachers need confidence to co-ordinate activities, set goals and attain goals and to develop into professionals who are able to perform tasks with courage and in a confident manner. The teachers will also show a sense of responsibility and be able to develop the ability to cope with the challenges of changing circumstances, such as an inclusive classroom (Brew, 1995:89). This will assist them to be able to work in an inclusive classroom and act confidently.

6.6.3 Rejuvenation

Rejuvenation is a process of invigoration to revive strength and efficiency. It is a process of gaining energy, stamina, enthusiasm and vigour for life and, in this study, for one’s teaching activities, such as teaching in an inclusive setting. Teachers who experience feelings of discontentment and incompetence need to undergo a process of rejuvenation. Rejuvenation will leave them with gusto, pizzazz, oomph and confidence in their own ability to cope with problems and change in their school. Teachers will therefore be refreshed to perform their tasks with passion, enthusiasm and exuberance.

6.6.4 Proficiency through further professional development

Proficiency through further professional development is a process of repairing and reinstating the abilities of teachers and providing them with the know-how and expertise to meet complex demands. Through a process of proficiency through further professional development, the teacher will develop competencies for teaching. This will make him or her feel rejuvenated, eager to devise new strategies to attain goals, engage in reflective practice and experience growth in personal and professional qualities. Professional growth
is a process of continuous performance that takes place over a period of time and constitutes a way of life. It includes retraining, redirection and commitment.

6.6.5 Re-inspiration

Re-inspiration is a process of inspiring through capability and performance, as well as willingness, creativity and the attainment of goals. By having strong relationships with others, such as one’s teacher colleagues, one may influence their attitudes and performance. Re-inspiration stimulates confidence, adaptation and commitment.

6.6.6 Reflective practice

This process relates to having time to engage in sustained reflection and forms part of becoming more proficient through further professional development. By reflecting on what they do, teachers develop the practice of questioning themselves, with the specific intention of improving on their teaching (Fletcher, 2000:100). Reflective practice is vital in teaching, for without reflective practice, no quality education is possible. Reflective practice entails experiential learning and knowledge. Craft (2000:52) states that reflective practice should not occur in a vacuum, but should involve the use of evidence. Teachers should therefore challenge and question themselves with regard to inclusive education and look for new and improved ways of teaching methods to ensure that learners make optimal progress. Reflective practice is a dynamic, continuing process. It is not merely something to be achieved and then remain static.

6.6.7 Consultant

In this study, a consultant is a skilled, professional person who has expertise in the training and professional development of teachers. A consultant could be an employer of the Department of Education, a self-employed consultant, or a consultant employed by a consultancy firm. The consultant has to be an expert in the field and an experienced group facilitator, who would be able to facilitate the professional development and the revitalisation of the competence of the
teachers in the presence of unfavourable conditions, such as a lack of facilities, low teacher morale and a lack of training regarding inclusive education.

6.7 CONSTRUCTION OF RELATIONSHIP STATEMENTS BETWEEN CONCEPTS

A relationship is described by Polit and Hungler (1993:445) as a bond or connection between two or more variables. Relationship statements describe, explain or predict the nature of the interactions between the concepts of a theory or model (Chinn and Kramer, 1995:96). According to Walker and Avant (1995:82), relational statements are “the skeleton of theories”; the property by which everything hangs together. Relationship statements supply links between concepts and can be shaped by clarifying which concepts stand alone and which occur together. Relationship statements therefore identify the effect of one concept on another (Fawcett, 2003:20). It is essential that theoretical relationships are viewed within the specific context of the model, in this study the revitalisation of competence, in order to empower teachers to teach within inclusive settings. The relationship statements are grounded in the theoretical definition exhibited before.

To enable teachers to revitalise competence, it is essential that the restoration of confidence should occur. Confidence will be attained by facilitating feelings of certainty that they will be able to cope in an inclusive education classroom. This will result in the teacher being able to handle problems and challenges with confidence and boldness. By gaining confidence in their own abilities, the teachers will also develop a positive self-image and identity (Eraut, 1994:196). When teachers enter a classroom with confidence, it is this self-image that they draw on, which gives them courage to take active decisions and to have trust in their abilities.

Through the restoration of confidence, the teacher will be ready to undergo a process of rejuvenation to revive his strength and provide him with stamina and enthusiasm. The teachers will be energised with gusto, pizzazz and oomph to function more effectively. Rejuvenation also relates to liveliness and energy,
which will not only leave the teachers energised, but also let them experience workplace joy, while executing their teaching tasks with passion. The opportunity to perform well, will increase their experiences of confidence and rejuvenation.

Proficiency through further professional development will assist teachers in devising new strategies to attain their goals, resulting in personal and professional growth. Confident, energised knowledge-based professionals will provide inspiration to other teachers. Teachers will be re-inspired through the creativity, commitment and capability of their colleagues. Strong relationships with others may influence their perceptions and attitudes and bring them to perform confidently and competently. Re-inspiration will stimulate confidence, courage, adaptation and commitment. Teachers will thus re-inspired to be effective and able to attain set goals.

The relationships between the concepts have been explained. The structural form of the model will now be discussed.
FIGURE 6.1
A MODEL TO REVITALISE COMPETENCE

REVITALISED COMPETENCE

SUSTAINMENT

FACILITATION

PROFICIENCY THROUGH FURTHER PROFESSIONAL DEVELOPMENT

REFLECTIVE PRACTICE

RE-INSPIRATION

REJUVENATION

RESTORATION OF CONFIDENCE

INITIAL PHASE

TEACHERS NEED

TEACHERS FEEL INCOMPETENT AND DISCONTESTED REGARDING INCLUSIVE EDUCATION

CONTEXT: MAINSTREAM CLASSROOM

INTERVENTION BY CONSULTANT
6.8 STRUCTURAL DESCRIPTION OF MODEL

The structural pattern of a model assists in understanding central relationships between the concepts, their sequence of occurrence, and the way in which they interact. The structure of a model is grounded on the relationships between the concepts (Chinn and Kramer, 1995:112).

The starting point of this model is the black area at the bottom of the glass, which in this study implies that the teachers lack confidence, are discontented and feel incompetent. The black circle on the left indicates that the teachers display negative perceptions regarding teaching in an inclusive classroom (Theme 1), while the black circle on the right marks the fact that teachers have certain needs with regard to the implementation of inclusive education (Theme 2).

Teachers’ perceptions that they are not adequately trained to work in an inclusive setting can be related to the lack of infrastructure in schools, inadequate facilities and the implications of inclusive education on teaching style and performance. Teachers are also concerned that slower learners might keep the faster learners behind, which may cause them to develop a lowered self-esteem. This could also lead to behavioural and disciplinary problems.

Parents, the community and the Department of Education do not render enough support to teachers; teachers experience a great need for support from them. Teachers are in need of specialised training to be able to cope in an inclusive classroom. They have a need for a multi-disciplinary approach. They have no confidence, are despondent and believe that their circumstances will not improve. It is therefore essential that intervention should take place.

In order to attend to the need for revitalising competence, a trained consultant with specialised skills and knowledge of the context should intervene and the facilitating process of revitalising competences should start through reflective practice. The consultant is portrayed by the black arrow at the bottom to the right of the model. At the bottom of the model it is indicated by the arrow that
the consultant will intervene to assist the teacher in parting with his feelings of incompetence and discontentment. The consultant will now initiate contact with the school and recruit teachers for exposure to the model. This will serve as the initial phase.

The consultant will steer the process of revitalising competence in teachers. The process will commence with the consultant initially displaying a directive part, but as the process carries on and teachers become able to sustain the process themselves, gradually decreasing his/her involvement. The consultant will initiate the process by using applicable experiential learning techniques within a group setting. The process will include the four stages of revitalising competence, namely the restoration of confidence; rejuvenation; proficiency through further professional development; and re-inspiration.

The main structures constituting the model for revitalising confidence (see Figure 6.1) focus on the teacher, as the model is directed at transforming the teacher’s incompetence and discontentment to revitalised competence. The teacher is therefore placed in the centre of the structure. The reasoning or rationale behind the model is that the teacher will be assisted by the consultant to confront, understand, work through his incompetence and discontentment to change and go through a process of revitalising competence. This phase is referred to as the phase of facilitation and is demarcated with a black dotted line on the left-hand side of the model.

To address the need for revitalising competence, a process involving four stages will have to take place through reflective practice, which is of tantamount importance. It is important to note that although the model is conceptually representing four separate stages, all the stages are integrated and interlinked. The stages of restoration of confidence, rejuvenation, proficiency through further personal development and re-inspiration are represented by the three spiralled ribbons twisted around the central pillar running through the length of the model and starting at the first ribbon at the bottom of the glass. The three ribbons reflect on the attitudes and feelings of teachers, while the pillar represents skills and knowledge.
The restoration of confidence, depicted by the green spiralled ribbon, will involve the acquisition of self-reliance. The teachers are discontented, incompetent and have no confidence, because they feel that they are not adequately trained and are in urgent need of support for the successful implementation of inclusive education. Through the restoration of confidence, the teacher will be able to gain a positive attitude, form a positive self-concept and develop confidence in his own abilities. The teacher will be able to reflect and be aware of the fact that he has to gain enough confidence to make him feel worthy, confident and important. The teacher will be assisted to realise that in his initial training as a teacher, he gained competence to carry out his task with confidence.

As the teacher becomes confident, he will become rejuvenated to be able to function, even in an inclusive setting. Rejuvenation is represented by the blue spiralled ribbon. Rejuvenation takes place through a process of invigoration to revive the teacher’s strength and efficiency. The teacher will feel refreshed and energised to carry out his task with gusto and energy.

The red spiral ribbon represents the process of re-inspiration. Teachers will now be able to inspire others through their performance, confidence and efficiency. Strong relationships with others may influence their attitudes and performance to perform confidently and competently. The teacher will feel that he can influence others positively and inspire them to become committed.

The fourth stage, namely proficiency through further professional development, is represented by the purple pillar running through the length of the model. The teachers will be able to repair and reinstate their abilities and expertise to meet complex demands, in this case, the implementation of inclusive education. They will restore latent capabilities and performance. This will allow them to meet the performance standards in an inclusive classroom as required from them as teachers, resulting in personal and professional growth.
The three coloured ribbons and the purple pillar running lengthwise through the model depict that the essential criteria of revitalising competence are all interlinked. It implicates that all three the processes involve emotions and attitudes (the three ribbons form part of revitalising competence). They have to develop at the same time, as each process reinforces the other. They are interdependent and cannot be separated or arranged in chronological or linear order.

The teacher will at the same time also be aided with retraining, devising new strategies to attain goals and professional and personal growth through new skills and knowledge. The process of proficiency through further professional development within the framework of reflective practice is depicted by the purple pillar running in the middle of the three spiralled ribbons, representing restoration of confidence, rejuvenation and re-inspiration. The development continues even after the revitalisation of competence has been achieved. This is indicated by the arrow at the top of the pillar, which proceeds into the light yellow area on top, representing revitalised competence.

The abovementioned stages or processes will be progressing and sustained within the framework of reflective practice. Reflective practice should be initiated to facilitate introspection and retrospection. The teachers will be assisted through a process of looking back at the past in a manner that facilitates making sense thereof. As conditions tend to vary and change, the teacher has to constantly reflect on his teaching practice and his professional and personal development. Reflective practice is indicated by an arrow running parallel through the model in the purple pillar, which also depicts proficiency through further professional development.

Initially, the consultant will play a huge role in assisting the teacher to reflect, but as the teacher develops through the four stages or processes, the consultant will gradually become redundant. The teacher will develop the skills and knowledge to proceed with the process without consultation. This is marked by the phase of sustainment and is depicted by the gradual change in colour in the orange glass representing the teacher, from the brown orange
colour representing the incompetence of the teacher, to the yellow orange gradually turning into light yellow (kind of an “enlightenment”), when the teacher starts to carry on with the process independently and becomes more revitalised and competent.

Reflective practice is integral to the implementation of the four processes applied in this model. The teacher needs to reflect on his personal behaviour, skills and attitude (restoration of confidence); how changes can be implemented with enthusiasm (rejuvenation); and how human factors can be applied (proficiency through further professional development and re-inspiration) in order to attain identified goals. This is indicated by the dotted line that runs through all the facets of the model.

The development of the four processes ultimately results in the revitalisation of the competence in the teacher. The four processes submerge to ultimately give rise to feelings of contentment, with the teachers displaying revitalised competence. This is portrayed in the light yellow colour at the top of the glass. This indicates that revitalised competence will have a positive effect on the teachers with regard to the implementation of inclusive education. The teacher will now display the following: increased confidence, better self-concept, energy and stamina, increased performance, and higher proficiency.

The revitalisation of competence needs to be developed and sustained on an on-going basis, both individually and in collaboration with colleagues. This ongoing process of sustainment, which is represented by the dotted lines on both sides of the rim at the top of the glass, will ensure that teachers sustain their revitalised competence.

The structural description of the model is now completed. The process of revitalising competence in teachers will now be discussed.
6.9 PROCESS DESCRIPTION OF MODEL

The process description of the model proposes to explain the separate components of the model, as illustrated in the structure. It will point out how they merge, resulting in the revitalisation of competence in teachers, and how it will influence teachers with regard to the implementation of inclusive education.

In order to have a clear understanding of the process description of the model, in this case the process of revitalising competence in teachers, it can be partitioned into three phases, namely the initial, facilitation and sustainment phases. These phases do not necessarily follow in an arranged or chronological order of occurrence, but to some extent overlap and often occur at the same time.

6.9.1 Initial phase

The goal during this phase is for the consultant to approach the principal and senior management at school, emphasising the importance of intervention. This process is initiated when the consultant issues an informational brochure, which serves as a formal invitation to teachers. This could be succeeded by a meeting with the teachers to explain the aim of the intervention and to give an outline of the process. To initiate the process and be successful in this venture, the teacher has to make a personal choice and decision to take ownership of and maintain the process of revitalising competence. Participation on the part of the teachers should be voluntarily. This links with the respect for the rights of individuals, and other ethical measures.

The intervention should take place in a manner that will enhance professional and personal development. Whatever the teachers' attitudes are, the initial task of the consultant is to demonstrate his credibility. The intervention should meet the needs of the teachers and should not be a one-size-fits-all, but rather based on their own values and needs, which will encourage them to perform better in an inclusive setting (Larner, 2004:84). In order to promote professional development and growth, the intervention process should be performed as a
collaborative effort. Teamwork should therefore be the major vehicle for promoting commitment to professional development. The role of the consultant should be one of guidance rather than of imposing remedies. He should not adopt a directive or prescriptive stance.

6.9.1.1 Climate setting

The consultant has to take responsibility during the initial phase for creating a promotive climate within which the intervention should take place. Revitalising competence is the major aim. In order to realise this goal, the consultant should create a climate of interpersonal trust and collegiality (Bagwandeen and Louw, 1993:103). The successful implementation of intervention lies in the relationship with teachers that must intrinsically be one of partnership based on trust and on a mutual wish to co-operate in the solution of problems, rather than being formulated on the superior knowledge of the consultant (Reid, 1992:89).

The first challenge for the consultant would be to maintain a relationship of such length and involvement that the outcomes have personal significance for the teacher. He should be able to initiate interaction between teachers in order for them to state their expectations from past experiences (Larner, 2004:84). He must be able to tailor the sessions to meet the needs, strengths and interests of the group. He has to present work sessions rather than presentations, have a deep knowledge of the particular topic, and be able to strengthen the promotion and consideration of innovation. The implication here is that there must be equality between the consultant and the teachers, with the emphasis on complementary skills. For example, the consultant represents a substantial body of specialised theoretical knowledge, experience of a vast range of education scenarios, and intellectual training in the analysis of education problems. The teacher, on the other hand, possesses first-hand knowledge of the learners, the school and its established practice, as well as practical skills in the organisation of the learning process.

In the final analysis, therefore, each possesses specific personal experiences and knowledge complementary to the other, and the essential quality of the
consultant-teacher relationship is the recognition of these qualities. A mutual respect for the other’s experience and skills will contribute to the restoration of confidence, rejuvenation, resulting in proficiency through professional development and re-inspiration through experiential learning in a group setting.

6.9.1.2 Promoting co-operation and communication

The purpose of promoting co-operation and communication is to guide the teachers to be open, to partake in discussions, and to develop mutual trust. Teachers from diverse backgrounds and diverse levels of knowledge and skills will form part of the programme. They have to learn to communicate, work together and understand one another with the aim of revitalising competence in themselves (Avery, 2004:92). This can only take place if the teachers verbally express their experiences and perceptions with regard to inclusive education.

One of the challenges facing the consultant in such an intervention programme, is defeating teacher passivity. The discussions and co-operation should reveal the potential strengths and weaknesses of teachers that may need improvement to revitalise competence in teachers. This will assist the teachers in determining what they want to do and how to reach their goals.

According to Glatthorn and Fox (1996:101-103), the consultants should initiate the following:

- Divide the teachers into small discussion groups of five to six members, stressing the importance of active listening and argumentation, resulting in an environment of trust.
- Make the group understand and respect each other’s perspectives and views.
- Encourage the group to discuss and set challenging, but achievable and realistic goals.
- Assist the group with communication problems and motivate them to partake and support one another in group discussions.
Promoting co-operation and communication activities requires a close partnership between group members within an environment of trust, safety and support. This will lead to high quality personal and interpersonal skills, confidence and respect within the group, resulting in collaboration between the group members.

### 6.9.2 Facilitation

The facilitation phase will then follow, during which an experiential learning approach will be employed to assist teachers in the restoration of confidence, the process of rejuvenation, proficiency through further professional development, and re-inspiration.

During this phase, the focus will be on developing in the teacher the four essential criteria of revitalising competence, namely restoration of confidence, rejuvenation; proficiency through further professional development within the framework of reflective practice; and re-inspiration. A consultant should be an unbiased, objective person. A consultant in this specific context could be described as one with specialised knowledge, skills and training related to the process of facilitation, as well as knowledge and insight of the context of the teachers’ working environment.

A brief introduction on reflective practice will be presented by the consultant, as it is a comprehensive and extensive subject area. It is important that the teacher will feel relaxed and safe to share his experiences and encounters with the facilitator during the phase of reflective practice. The notion of “reflective practice” places much emphasis on teachers’ own evaluation of their practice and the central role that they play in the educational process and educational systems (Moore, 2004:103).
6.9.2.1 Restoration of confidence

The aim of the restoration of confidence is to enable the teacher to fulfil his role as a teacher in a confident manner. By gaining confidence, the teacher will experience a feeling of self-assurance, arising from the appreciation of his own capability. By having confidence in his own ability, he will also gain courage.

In becoming a confident person, the teacher will depict traits of self-assurance, self-assertiveness, leadership skills and conflict management skills. He will also be capable of successfully taking control of his personal and developing professional growth in the inclusive classroom through self-management. The teacher will also be able to manage himself in situations concerning his professional capacity (Elias, Arnold and Hussey, 2003:21).

The consultant must assist the teacher in identifying those areas that need attention. The teachers should realise that they are responsible for the development of a caring classroom atmosphere. This will have a positive influence on not only the teachers’ professional development, but also on their behaviour, attitudes and values. The consultant has to assist the teacher in growing and developing in the following areas:

- Self-image: a good self-image builds confidence;
- Self-awareness: Identifying reasons for feelings;
- Self-regulation of emotion: Coping with negative emotions and controlling responses by recognising strength in it;
- Social skills: Becoming able to deal with conflict, working effectively in teams and solving problems.

The development of these skills can be reacted over a period of time. With the aid of the consultant, the consultant and teacher must start the process during the facilitation phase, through the use of reflective practice techniques, but the group members and the individual teacher will ultimately have to assume full responsibility for ongoing growth.
6.9.2.2 Rejuvenation

The consultant will assist the group member in going through a process of rejuvenation. Rejuvenation entails applying an alternative method, where there is a discrepancy between the desired and the actual situation, to ensure a positive outcome. Teachers display negative perceptions and are discontented and feel incompetent. They are consequently in need of an intervention programme to revitalise their competence.

Through guided reflection by the consultant, the teacher will identify the reasons for his attitudes and beliefs. Dossey, Keegan and Guzetta (2000:58) argue that attitudes and beliefs and social support are the vital factors that significantly influence an individual’s motivation to change. The consultant will assist the teacher in deciding how it can be changed (in this case, the feelings of discontentment and experiences of incompetence) or improved.

Through reflective practice (reflection on self), the teacher will become aware of his ability to implement change, from being discontented to being rejuvenated and energised. The teacher will now be able to show feelings of liveliness, energy, stamina and excitement and become sufficiently refreshed to perform tasks with enthusiasm. The teacher must become self- liberated, to select and make a commitment to believe in the ability to change (Dossey, Keegan and Guzetta, 2000:62). A process of evaluation has to take place, through which the teacher will become livelier and able to revive strengths, and perform more effectively and productively.

In this study, the participants indicated that they had negative feelings with regard to the implementation of inclusive education, as they felt that they had not been adequately equipped. Rejuvenation has to do with:

- Intrinsic motivation - the teacher himself decides what he wants to do and decides to work hard to achieve this.
• Proactive in the face of change - the teacher will participate in activities to assist him in coping with change and becoming re-invigorated and energetic and developing a passion for teaching.

The consultant has to ensure that the criteria for revitalising competence are met. The consultant must ensure that this criterion of revitalising competence receives sufficient attention during the facilitation phase.

6.9.2.3 Proficiency through further professional development

The aim of proficiency through further professional development is to facilitate personal and professional growth. A process of retraining should also take place to improve teachers’ skills, knowledge and performance.

The consultant assists the group members in adopting the behaviour and attitudes that will provide them with proficiency through further professional development. Through a process of reflective practice, the teacher will be facilitated by the consultant to question how his personal functioning should focus on the implementation of inclusive education in an inclusive classroom.

The consultant will aid the teacher to identify the areas that should be developed. In this case, the teachers will feel that they have not been adequately trained for inclusive education. The teachers should be made aware of the fact that they carry the responsibility for the implementation of inclusive education and therefore have to improve their personal skills and knowledge. They must realise that they should have the ability, know-how and expertise to respond to this complex demand (Fletcher, 2000:209-215) and reflect on ways of improving their abilities and teaching methods. Through the aid of the consultant, they should start devising new strategies to attain their goals. They must be aware that they are in need of assistance and that a process of reform based on retraining should take place in order for them to take personal responsibility for their actions and to be able to meet performance standards. This will affirm their worthiness, and they will show new commitment.
The teacher will ultimately take full responsibility for his own ongoing proficiency through professional development. The consultant must therefore guide the teachers to identify and analyse their own needs in order to assist them to improve and adapt and function through a process of achieving continuous improvement in performance.

6.9.2.4 Re-inspiration

The teacher will realise, through reflective practice and with the assistance of the consultant, that he is part of a process of identifying his current situation and that he needs to restore his confidence in his own abilities to teach in an inclusive classroom. He will also realise that by going through a process of rejuvenation, he will be energised to fulfil his teaching task with exuberance, passion and enthusiasm. Through facilitation, he will also become aware of the fact that he has to improve his proficiency through professional development by reforming and redirecting his efforts to progress towards a deliberate and holistic goal of professional and personal growth.

At this stage of facilitation, the teacher will be made aware that everything is interconnected and that he should identify relationships with other teachers that can offer support in goal-attainment. The teacher will feel re-inspired, realising that by forming strong relationships with others, he will be able to inspire them through his competent performance and by attaining his goals. He will also be able to stimulate courage, adaptation and commitment.

As the facilitation phase advances, the teacher will become less dependent on the consultant and will feel ready to be responsible for sustaining his own creativity through willingness, creativity and ability to perform and to inspire others to grow courage, adaptation and commitment, thus entering the sustainment phase.
6.9.2.5 Reflective practice

Reflective practice involves thinking, asking questions and learning from one’s own practice and from the practice of others, in order to gain new insights into work and in order to be able to respond to new challenges (Rhodes, Stokes & Hampton, 2004:55). Reflective practice implicates that at least one person who is able to pose relevant questions, afford feedback and instigate the application of learnings, should be included in the process (Loughron, 2002:41). A consultant will therefore be the appropriate person to assume this function or role, but will gradually be substituted by the group members, as their knowledge and skills increase.

The process of reflective practice, as used in this model, can be linked to the four stages as explained in Rhodes, Stokes and Hampton (2004:56). The four stages include: (1) identification of the present situation, (2) how can it be changed or improved, (3) implementation and monitoring, and (4) the evaluation stage. In this particular context, it implies that the teacher would be facilitated to identify his present situation and to be mindful of his encounters, namely to implement inclusive education in an inclusive setting, with regard to the restoration of confidence, a process of rejuvenation, proficiency through further professional development, and re-inspiration. Teachers will now reflect on their present situation. They will identify and examine how it can be changed.

By identifying the present situation, the teacher will admit his negative feelings and needs with regard to the implementation of inclusive education. He will also share his prevailing feelings of discontentment and incompetence. The consultant will be able to identify the problem or situation within the group and assist the participant in realising that he should do better through a process of development, by asking questions such as: “What causes concern?”, “What are you good at?” and “What could be developed?”

An examination of how the present situation can be changed or improved, will be facilitated by teaching the group members to ask themselves questions, namely “How do I go about it?”, “What skills do I have?”, “What skills do I
need?”, in order for them to reflect on their actions, attitudes, intentions, values and perceptions within a group context, in order to change and improve their situation.

The teacher will now be able to find and implement ways of adaptation within a specific situation (Johns and Freshwater, 1998:141). The group members will assist each other in finding new ways of implementing and monitoring change in practice. The consequences of change will also be considered.

Finally, a process of evaluation has to take place. New trends and innovation have to be implemented in practice to evaluate if they are successful in improving the situation (Johns, 2000:126).

The role of the consultant is to facilitate reflective practice, introspection and retrospection (Hoban, 2002:136). The teachers will be directed by the consultant to identify their own problem areas, how to deal with it, how to implement and monitor change, as well as to evaluate the new innovation in order for them to take responsibility for their own professional growth (Larner, 2004:132). The consultant will not function as an “expert” in the group, but will simply guide the learning process until the group members are able to steer the process on their own (Hudson, 2002:50).

In this research study, reflective practice could be viewed as a method of involving the teachers in a collaborative process of development to empower the individual and the group (Osterman and Kottkamp, 1993:186). The consultant will make sure that the revitalisation of the competence of teachers takes place through the restoration of confidence, rejuvenation, proficiency through further professional development and re-inspiration within the framework of reflective practice.

6.9.3 Sustainment phase

The main objective of the sustainment phase is to maintain the revitalised competence, as achieved in the facilitation phase. The change-over from
facilitation to maintenance does not occur within boundaries, but happens progressively as the consultant subtly withdraws from the group. Group members now have to take over the responsibility for sustained and continued development. This phase is of an ongoing nature. The teachers will continue to facilitate their own growth on a continuous basis. The consultant will, however, still remain available, but the group have to continue alone, drawing on the skills and knowledge they have acquired during the facilitation phase. The consultant should ensure that the group members have the resources to maintain responsibility for continued development.

6.10 GUIDELINES FOR OPERATIONALISATION OF MODEL

The proposed guidelines for the operationalisation of the model will assist teachers in becoming more confident and competent through the process of the revitalisation of their competence. The revitalisation of the competence of teachers is a process that has to be sustained throughout the teachers’ working years. It is essential that they realise this and that the consultant emphasises it right from the start of the intervention, namely the initiation phase, through to the sustainment phase (Brew, 1995:88). The three phases of the intervention process, namely the initial phase, the facilitation phase and the sustainment phase, will now be discussed in close relegation to the objectives and strategies indicated for the successful operationalisation of the model.

6.10.1 Initial phase

This phase is of vital importance and should be performed in a skilful and efficient manner in order for the model to be successfully implemented in practice. The consultant must therefore be suitably equipped and have knowledge about the challenges faced by teachers with regard to the implementation of inclusive education.

Objective one: The consultant has to take full responsibility for a successful strategy.
**Strategy:** To arrange for the implementation of the model, the consultant must obtain approval and do preparation.

The consultant must be a person with experience and insight with regard to the implementation of the model and of inclusive education. The consultant will enter the initial phase by first contacting the school/authorities, emphasising the necessity for a programme to introduce teachers to the implementation of inclusive education and the value thereof for the entire education sector. It is essential that the principal shows his or her support for such an intervention programme, to increase the likelihood that teachers will show interest in and willingness to attend such a programme.

The consultant should address the teachers after the principal gave his or her approval. The objectives and aims of the programme, as well as the procedure, must be clearly outlined. The number of teachers that will be involved, should be discussed, as well as the fact that the programme will entail group work. The teachers will also be given the opportunity to ask questions to clarify any uncertainties. It is imperative that the consultant create a climate of trust, commitment, respect and honesty, so that the teachers feel sufficiently safe, relaxed and secure to share their experiences and perceptions.

**Objective two:** To create an environment conducive to group work.

**Strategy:** To facilitate good group interaction, the consultant has to drive the process and help maintain focus, by doing the following (Moon, Butcher and Bird, 2000:155):

- Creating a climate of support to give sense to the group, their collaboration and their professional dialogue.
- Making sure that the values are clear, agreed and translated into a mission.
- Setting group rules to give a clear understanding of how groups work, what they need to learn, and what techniques are appropriate.
- Assisting them in developing a well-informed awareness of collective self-image and taking appropriate action in managing their style of operation.
Practical guidelines for the facilitation of the initial phase:

- Use a descriptive and informational pamphlet, which provides the necessary information regarding intervention.
- Draw up a preliminary contract, which explains mutual commitment with regard to venues, dates, times and the duration of the programme.
- The orientation and introduction of members are important. Use an icebreaker and relevant activities to introduce members or to facilitate activities.

6.10.2 Facilitation

During this phase, it is the responsibility of the consultant to make sure that the group work together effectively and that skills are employed to ensure development and growth. The emphasis should be on revitalising competence in teachers via the restoration of confidence, rejuvenation, proficiency through further development, and re-inspiration. In this phase, the group members should focus on attaining their goals.

Objective one: Teachers should become immersed in a network of interpersonal relationships during groupwork.

Strategy: To create and maintain effective interpersonal and working relationships within the group. This can be achieved through:

- Effecting sensitive and non-judgemental communication and feedback.
- Encouraging caring relationships, which enable the group to develop a feeling of self-worth.
- Conveying enthusiasm and a sense of humour and providing continuous support within the group.
- Listening carefully to the concerns and perceptions of group members with regard to the implementation of inclusive education.
• Promoting positive values, attitudes and behaviour and an open climate for the exchange of ideas.
• Avoiding sarcasm or cynicism during group work.
• Guiding group members to be able to recognise their own role, and placing this in group context.

The consultant has an important task in assisting and guiding the group members to maintain interpersonal relationships during group work.

**Objective two:** To promote the revitalisation of competence in teachers through guided reflection.

**Strategy:** The consultant should identify aspects relevant to the goal of revitalising competence in teachers:

• Introduce the concept of reflective practice.
• Review perceptions, beliefs, values and traits.
• Encourage teachers to reflect on their teaching needs, individual needs and classroom experiences.
• Reflect on problematic behaviour and morals.
• Create an awareness of factors that facilitate a change in feelings, thoughts and behaviour.
• Determine strengths and weaknesses.
• Intervene to assist teachers making relevant changes.
• Support willingness to make change and put new skills into practice (good communication, confidence, team ethos, problem solving and teacher morale).
• Practise skills within groups.
• Establish an appropriate working climate, focusing on good relationships and attaining goals.

In order for the facilitation phase to be successful, the consultant has to assist the teachers in maintaining effective relationships in the group and in
developing coping strategies. During this phase, evidence of the process of restoring purpose and learning in the teacher’s personal and professional life should begin to emerge.

### 6.10.3 Sustainment

Revitalising competence is an ongoing process, and the sustainment thereof by the teachers after the consultant became redundant in the facilitation phase, is of the utmost importance. The consultant must have the ability to see that this happens without the group breaking up, to ensure the continuing effectiveness of the group process.

**Objective one:** To prepare group members to take personal responsibility for continued development and sustainment.

**Strategy:** The consultant should consider the following:

- Development and training should be designed on the basis of perceived needs.
- The training should focus on issues and challenges surrounding the implementation of inclusive education.
- Quality programmes should be designed through effective teamwork.
- No sustainment can take place without a clear task, regular feedback, review, openness and candidness.
- Long-lasting in-service activities for the teacher. They will then have time to try the notion of innovation in their classroom and be able to revitalise their competence.
- Promoting, managing and sustaining change, willingness and institutional and professional development by staying focused on goals.
- Withdrawing from the group over a phase of time.

During the sustainment phase, the focus should be on applying all learning into practice through facilitation and ensuring that teachers will be able to continue
with it. The teachers should be able to implement and sustain what they have
learnt through the intervention progress. Monitoring should occur on a regular
basis as part of the evaluation of the intervention in order to maintain effective
behaviour.

6.11 EVALUATION OF MODEL

In Chapter Two, the criteria suggested by Chinn and Kramer (1995:134-137)
provided the framework for the evaluation of the model for revitalising
competence. This implies that a critical reflection on the model or the
evaluation of the model will assist in clarifying how well it relates to theory,
research or practice. Several consultations took place with the supervisors.
The model has also been evaluated by a panel of experts in the field of
qualitative research methodology and theory generation. Revisions and
adjustments were suggested, and the structure and description have been
refined accordingly.

6.11.1 Clarity of model

Chinn and Kramer (1995:127) state that, in addressing the question of the
clarity of the model, one has to consider both semantic clarity and consistency,
as well as structural clarity and consistency. The researcher has attempted to
construct logical and semantic coherence in a sequential manner from the
identification of the attributes of the concepts, up to the theoretical definition,
culminating in the structuring of the model. Concept definitions therefore, as
applied to the structure of the model, take place consistently and are clear
throughout the description of the model. In essence, clarity refers to how
“understandable” the model and its description are to the reader or potential
user.

6.11.2 Simplicity of model

Simplicity concerns the complexity of structural components and the
relationships between concepts (Chinn and Kramer, 1995:124). The essential
and related attributes of the central concept have guided the interrelationships between the concepts in that they were not complex.

The simplicity of the model has been ensured in that it has been illustrated simply and briefly and is still complete in its explanation.

### 6.11.3 Generality of the model

In reflecting on the generality of the model, Chinn and Kramer (1995:132) assert that it is essential to consider the breadth of scope and purpose and whether the model could be applied to a broad array of situations. The model was developed as the basis of a training intervention to revitalise competence in teachers in order for them to be able to implement inclusive education in an inclusive setting. The model to revitalise competence can also be transferred to any other situation where feelings of incompetence, discontentment or any negative feelings are experienced, as explained in the research study. The model has capacity for broader generalisation, e.g. it could also be applied and adopted to any practice where the revitalisation of competence seems to be needed to promote efficiency and productivity.

### 6.11.4 Accessibility of the model

Accessibility addresses the extent to which empiric indicators for the concepts can be identified and how attainable the projected outcomes of the model are when the model is operationalised (Chinn and Kramer, 1995:129-136). These two factors will be dependent on the scope and specificity of the model.

The accessibility of the model has been ensured by the provision of clear definitions of concepts, built on the essential criteria.

The model could be accessible to different types of empirical testing, making it easy for a skilled, experienced consultant to design an intervention programme, as the proposed outcomes, namely the revitalisation of competence and the empowerment of teachers to be able to implement inclusive education in an
inclusive setting, are considered to be feasible. The structure and process of the model may even be outlined or defined more clearly during application. It may be open to new insight and to further exploration during application within the reality of the specific practice environment.

6.11.5 Importance of the model

In the educational sphere, the practical value or utility of a model to the profession is considered to be an essential indicator of its importance or significance. The model has been developed and consequently described to be useful in the teaching profession for revitalising competence in teachers. It could be applied to enhance proficiency through professional and personal development. It also proposes a restoration approach with regard to the needs of teachers.

6.12 CONCLUSION

The contents of the chapter provided the following information, namely: a visual representation and description of the model for revitalising competence in teachers, and components as incorporated within the overall structure of the model, such as overview, purpose, context, assumptions, theoretical definitions of concepts, construction of relationship statements, structural description and process description. Guidelines for the operationalisation of the model were provided. Finally, the model was evaluated, using the five criteria set by Chinn and Kramer (1995:122-137).

In Chapter Seven, the focus will be on the conclusions, limitations and recommendations of this study.
CHAPTER SEVEN

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The process and structure of the model to revitalise competence in teachers were presented in the preceding chapter. Guidelines for the operationalisation of the model were described, including a brief evaluation. In this chapter the focus will be on presenting the conclusions drawn from the research study, to identify the limitations of the research and to offer recommendations for the utilisation and implementation of the model in teaching practice, research and education.

7.2 CONCLUSIONS

The aim of this research study was to develop and describe a model to revitalise competence in teachers in order for them to be able to implement inclusive education. To achieve the aim of this research study, a qualitative, theory generative design was employed. In order to gain an understanding of the perceptions of teachers with regard to the implementation of inclusive education, a qualitative design was used to develop a model to serve as the framework for a training intervention with teachers in order for them to revitalise their competence to be able to implement inclusive education. The theory-generative design consists of five consecutive, but overlapping, steps.

Step one: Concept identification

This step involved concept identification, which took place through a process of data collection from teachers in primary schools. In-depth individual interviews took place and the data were analysed in order to determine the central concept
on which the model would be based. The following can be deduced from the data analysis:

- Teachers are not in favour of inclusive education and therefore perceive it negatively, because of the following:

  - The lack of infrastructure complicates the delivery of inclusive education. Schools have inadequate facilities and inappropriate teaching and learning materials and it will therefore be difficult to implement inclusive education.

  - The implications of inclusive education for teaching styles and preparation; for example lesson planning and assessment in an inclusive setting will be more time consuming and complex. Slower learners may keep the faster learners behind, as there will be a difference in academic abilities and socio-emotional aspects. Behavioural and disciplinary problems may also surface and learners with a learning disability may develop a lowered self-esteem.

  - The hastily introduced and constantly changing curriculum for inclusive education is a cause for concern, as curriculum modifications need careful planning and training.

  - Inclusive education is detrimental to the morale of teachers, as they feel that they are not equipped to implement it.

  - Teachers’ dissatisfaction with the Department of Education mainly results from their perception that the Department has little communication or contact with the teacher in the classroom. The teachers experience insufficient empowerment, due to insufficient workshops and financial restraints regarding inclusive education and training with regard to information and the implementation of White Paper 6.
Teachers have specific needs to ensure the successful implementation of inclusive education:

- They experience a need for a multi-disciplinary approach. Teachers feel that they need social support and specialised services, such as nurses, psychologists, social workers, and occupational, speech and physiotherapists.

- They have a need for support from the parents, stating that parents should involve themselves more in the schooling of their children.

- They also need support from the Department of Education through various support structures and incentives.

- Teachers are also in need of support from the community. They feel that communities are generally uninvolved with and have a negative attitude towards learners with barriers to learning.

Through her contact with the teachers during the interviews, the researcher found that they were despondent and experienced feelings of incompetence. The researcher came to the conclusion that the teachers needed a revitalising of competence in order for them to be able to have the necessary competence to implement inclusive education successfully.

It was therefore concluded that the revitalising of competence would be the central concept on which the model would be based.

**Step two: Concept definition and classification**

This step involves concept definition and classification and the outcome of this step included the identification and description of the essential criteria of the
concept revitalising competence. It was concluded that the four essential criteria were:

- **Restoration of confidence**

The concept restoration of confidence is a process to repair, revive and reinstate confidence to enable the teacher to fulfil his role as a professional person. Through the restoration of competence, the teacher will be able to successfully take control of his personal and professional life. The confidence displayed by the teacher will have the ripple effect of increasing courage to coordinate, setting goals, having a realistic concept of self and developing confidence in one’s own abilities in order to acquire and apply new skills for the successful implementation of inclusive education.

- **Rejuvenation**

Rejuvenation involves invigorating, refreshing and reviving strength. It is a process of feeling energised to perform tasks with gusto, pizzazz and oomph. In undergoing this process, a person will be filled with energy, vigour and enthusiasm. Rejuvenation is also about doing one’s job, in this case teaching, with passion, and obtaining satisfaction from it.

- **Proficiency through further professional development**

Proficiency through further professional development includes retraining to improve performance. It also comprises a process to reform and redirect efforts in order to devise new strategies to reach new goals. It is a process of achieving continuous improvement in performance and taking responsibility for one’s actions. It involves progress towards a deliberate and holistic approach, to ensure professional and personal growth.
• **Re-inspiration**

Re-inspiration is a process of re-inspiring the self and others through creativity, capability and performance. It also involves inspiring others by attaining goals. It involves forming strong relationships with others, which may affect their attitudes and performance. Re-inspiration stimulates courage, adaptation and commitment.

The essential criteria were explained by identifying the criteria from the general and subject related definitions. Concept clarification was then performed within the context of the study.

**Step three : Construction of relationship statements**

The relationship statements between the central concept and the essential criteria were formulated, and a tentative model for the revitalisation of competence was proposed. It was concluded that:

- Restoration of confidence would have a positive effect on and promote the process of rejuvenation. It would also restore the teachers’ confidence and promote youthful vigour.

- Rejuvenation – the process of rejuvenation would lead to proficiency through further professional development and re-inspiration. It would be employed to energise teachers and provide them with exuberance and passion for their teaching career. It will also assist them in carrying out their tasks with vivacity and gusto.

- Proficiency through further professional development would promote the process of re-inspiration. Proficiency through further development involves retraining to improve performance and to devise new strategies to attain new goals. It is a process of achieving continuous improvement in performance, which leads to
personal and professional growth. It affirms worthiness and shows commitment.

- Re-inspiration would promote the restoration of confidence and the process of rejuvenation and proficiency through further professional development. It is a process through which others are inspired through capability and performance. This may affect their attitudes and performance in order to attain goals.

- The development of all four criteria would result in the revitalisation of competence in the teachers, which would in turn have a positive influence on:
  - their continuous improvement in performance;
  - their ability to meet performance standards;
  - their ability to exercise tasks with energy, vivacity and gusto;
  - their commitment, passion and enthusiasm for teaching;
  - their capacity to adapt and deal with change;
  - their ability to cope with their negative feelings with regard to the implementation of inclusive education.

The revitalisation of the competence of teachers would enable them to be equipped with the necessary skills to implement inclusive education successfully.

**Step four : Description and evaluation of model**

This step included the description and evaluation of the model for revitalising the competence of teachers. It was concluded that this specific model would assist them in being able to implement inclusive education. The reinstatement of a former activity (in this case, the restoration of confidence) and the invigoration of teachers to regain their enthusiasm, excitement and passion for
their teaching career (rejuvenation), will be influenced by a process of retraining
to improve their skills and knowledge (proficiency through further professional
development), thus improving their performance in the classroom. Colleagues
and learners could now become re-inspired through performance and the
attaining of goals (re-inspiration). The model would serve to inspire a practice
of teacher development for teachers, ensuring that they can sustain it and
amend their feelings of discontentment and incompetence.

The model was visually illustrated in diagrammatic form and presented in terms
of:

- purpose and context;
- underlying assumptions;
- central and related concept definition;
- relationship statements between concepts;
- structure and process of the three phases, namely the initial, facilitation
  and sustainment phases.

The model was exposed to evaluation by a panel of experts. The five criteria
suggested by Chinn and Kramer (1995:122-137) were employed to evaluate the
model. The conclusions arrived at were:

- the model is clear, simple, general, accessible, important and relevant to
teaching practice;
- the purpose and objectives of study, as described in Section 3.2.2, have
been met. A qualitative study was undertaken to explore and describe
the experiences, perceptions and needs of teachers with regard to the
implementation of inclusive education.

**Step five: Guidelines for operationalisation**

Guidelines for the operationalisation of the model in practice were furnished.
The three phases for the revitalisation of competence were discussed in
allusion to the objectives and strategies indicated for the successful implementation of the model for the specific area of operation.

7.3 LIMITATIONS

Although an earnest attempt was made to do a well-planned and thorough investigation, the researcher can identify the following limitations:

- The research took place at only ten primary schools in Nelson Mandela Bay. Other important information could possibly have been obtained if a wider research population had been involved in the study. Therefore, conclusions cannot necessarily be generalised to other schools in other provinces or rural schools. A true global picture was therefore not possible.

- The investigation was time-consuming, and only a limited number of eleven teachers participated in the individual interviews. More participants were not included, as the information became saturated.

- The language medium used during the interviews was either English or Afrikaans. Neither was the home language of some of the participants. The verbalisation of experiences in such teachers’ mother-tongue (mainly isiXhosa) could have contributed to richer data for the study.

- Data were collected by means of individual interviews only. Other data-gathering procedures, such as focus groups, diaries and reports, were not used.

- Individual interviews were not stimulating, in the sense that one interview was not characterised by the diversity of opinions given by various participants.
7.4 RECOMMENDATIONS

The following recommendations are made with specific reference to teaching and further research:

7.4.1 Recommendations with regard to teaching

- Detailed guidelines can now be generated, based on the research findings, to have a meaningful impact on the problem areas identified. It could serve as an outline for implementing effective teaching with regard to the implementation of inclusive education in primary schools.

- A training programme could be developed, based on the model, and implemented in schools to assist teachers to revitalise their competence in order to successfully implement inclusive education.

- The Department of Education (including District-based Support Teams) should be informed of the research and the model should be presented to them as a way of ensuring that teachers are empowered to implement inclusive education.

- School-based Support Teams should receive training based on the model, in order to be able to better understand inclusive education and the implementation thereof.

- The researcher could be consulted or used to facilitate groups and train facilitators to implement the model and assist in implementing inclusive education.

7.4.2 Recommendations for Department of Education

- The Department should provide training by means of a multi-disciplined team, which will include educational psychologists, therapists, remedial
educators, educators with specialist training, health-care and social development professionals.

- The Department of Education should take cognisance of the results of this research and address it.

- A needs survey among teachers should be undertaken and addressed.

- Incentives, not only for performance in classes, but also for further studies to enhance teachers’ professional development, should be implemented.

### 7.4.3 Recommendations for educational research

- Similar research studies could be conducted in other provinces in South Africa. Comparisons could be made to agree on transferability in a wider perspective.

- Quantitative research could be undertaken in order to quantitatively confirm the results of this study.

- Quantitative research could also be undertaken to determine the effectiveness of the model in revitalising the competency of teachers.

### 7.4.4 Recommendations for teacher education

- The training for pre-service teacher education should include a model on teaching in inclusive settings, based on the principles of the existing model.

- The model should also be included in post-graduate education curricula.
The model could be reinforced, with training in curriculum modifications and remedial techniques.

### 7.5 UNIQUE CONTRIBUTION OF RESEARCH

- The approach to the model is unique in comparison to other models, as it utilises the core competencies already possessed by teachers to revitalise their competence in order to be able to implement inclusive education successfully.

- A qualitative research approach was used, in terms of which the results were obtained directly from the teachers and not through a scientific experiment by means of a pre-designed questionnaire, in other words, through in-depth research, where the participants could express their experiences in a meaningful manner in their natural setting.

- Through this research, people, teachers and the wider society could gain a greater understanding of learners with barriers to learning and inclusive education.

- The model could assist all teachers in improving their teaching skills.

- It could provide authorities with a perspective on the problems and challenges experienced by teachers in primary schools. Teachers experience feelings of helplessness, discontentment and incompetence. The authorities should encourage them to seek support.

### 7.6 FINAL REMARKS

This study explored and highlighted how South African primary school teachers feel with regard to the implementation of inclusive education. The limitations of the research were accentuated and recommendations were made for teaching
practice, research and education. The researcher made an effort to develop a model to assist teachers with the implementation of inclusive education.

From the limited scope of the study, it would seem that primary school teachers are in urgent need of training, assistance and support regarding the implementation of inclusive education. Such assistance should be presented on a formalised basis, to ensure continuity. Teachers in primary schools, as well as the learners that experience barriers to learning, will be the ultimate beneficiaries of any good, however small, that may flow from this study, and it was for the sake of every single one of them that this study was undertaken.
REFERENCES


McGregor D 1999. Knowledge and Beliefs with regard to the Sexual Abuse of Children, of a Group of Primary School Teachers in the Port Elizabeth Area. MA Thesis, University of Port Elizabeth.


Wickham S 1998. The Power (and Limitations) of Qualitative Research. Cape Town: RAD.


ANNEXURE A

LETTERS FOR PERMISSION TO CONDUCT RESEARCH
The District Manager  
PORT ELIZABETH  
6000

Dear Sir

PERMISSION TO CONDUCT RESEARCH

I am currently a D.Ed student at the University of Port Elizabeth. In order for me to complete my studies, I request your permission to conduct research at a few primary schools within the Port Elizabeth Metropole. The title of my study is: INCLUSIVE EDUCATION: A MODEL FOR IN-SERVICE TEACHERS.

The study will be conducted in two phases. PHASE ONE will explore and describe the attitudes of teachers with regard to inclusion. In PHASE TWO a model for in-service teachers will be developed in order to equip them for inclusive education. I am aware of the fact that obtaining permission from your office does not give me unrestricted entry to institutions and I will have to get individual permission from the management of each school. Your permit will pave way for me to be able to approach these institutions.

I have enclosed a copy of the research proposal. Once the study is completed, a copy of the findings will be available to your office.

I hope that my request will receive your favourable consideration.

Yours faithfully

EVELYN WILLIAMS
The Principal

Dear Sir/Madam

PERMISSION TO INTERVIEW STAFF

I am currently a D.Ed student at the University of Port Elizabeth. In order for me to complete my studies, I request your permission to conduct research at your school within the Port Elizabeth Metropole. The title of my study is: INCLUSIVE EDUCATION: A MODEL FOR IN-SERVICE TEACHERS.

The information to be gathered will primarily assist me in identifying the perceptions, attitudes and needs of teachers with regard to inclusion and also to develop a model to equip teachers for inclusion.

If permission if granted, participation in the research study will be voluntary and strict adherence to ethical code of conduct and anonymity in reporting will be adhered to throughout the study.

I will therefore be much pleased if permission to interview staff in your school can be granted. I am sure this research study will not only be of benefit to me, but to your school as well.

Inclusion is soon to become a reality and has already been implemented in other provinces.

Yours faithfully

EVELYN WILLIAMS
 Mrs E. Williams  
P.O. Box 34583  
Newton Park  
Port Elizabeth  
6065  

Dear Madam:  

PERMISSION TO CONDUCT RESEARCH  

I sincerely apologise for the delay in responding to your request:  

Permission is hereby granted for you to conduct research for your doctorate at Primary Schools in the Elizabeth District.  

Kindly produce this letter as proof of permission.  

Your research in schools is subject to the normal requirements which include that:  

- the school programme not be disrupted;  
- you respect the internal rules of the specific school; and  
- all ethical matters related to research be observed.  

I wish you the best of luck in your research.  

Yours faithfully  

[Signature]  

G. SNAYER  
DISTRICT DIRECTOR: PORT ELIZABETH  

14 April 2005
ANNEXURE B

CONSENT FORMS FROM INDIVIDUAL PARTICIPANTS
## NELSON MANDELA METROPOLITAN UNIVERSITY

### INFORMATION AND INFORMED CONSENT FORM

(Please delete any information not applicable to your project and complete/expand as deemed appropriate)

<table>
<thead>
<tr>
<th>Title of the research project</th>
<th>Inclusive Education: A Model for In-Service Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference number</td>
<td></td>
</tr>
<tr>
<td>Principal investigator</td>
<td>E. E. Williams</td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 34583</td>
</tr>
<tr>
<td></td>
<td>Newton Park</td>
</tr>
<tr>
<td></td>
<td>6055</td>
</tr>
<tr>
<td>Contact telephone number</td>
<td>083 349 5109</td>
</tr>
</tbody>
</table>

### A. DECLARATION BY OR ON BEHALF OF PARTICIPANT

(Person legally competent to give consent on behalf of the participant)

<table>
<thead>
<tr>
<th>Initial</th>
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</tr>
</tbody>
</table>

1. I, the participant and the undersigned
   I.D. number
   OR
   I, in my capacity as
   of the participant
   I.D. number
   Address (of participant)

### A.1 I HEREBY CONFIRM AS FOLLOWS

1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by
   of the Department of
   in the Faculty of
   of the Nelson Mandela Metropolitan University.

2. The following aspects have been explained to me, the participant:
   2.1 **Aim:** The investigators are studying:

The information will be used to/for:
2. Procedures: I understand that

3. Risks:

4. Possible benefits: As a result of my participation in this study

5. Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators.

6. Access to findings: Any new information or benefit that develops during the course of the study will be shared as follows:

7. Voluntary participation/refusal/discontinuation:
   - My participation is voluntary
   - My decision whether or not to participate will in no way affect my present or future care/employment/financial status

3. The information above was explained to me/the participant by
   - (name of relevant person)
   - in: Afrikaans English Xhosa Other
   - and I understand that it was satisfactory explained to me by
   - (name of translator)
   - I was given the opportunity to ask questions and all these questions were answered satisfactorily.

4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.

5. Participation in this study will not result in any additional cost to myself.

6. Agree/Disagree I consent to participate in the above-mentioned project

Signed/confirmed at ________________________ on ______________ 20__

Signature of witness

Signature or right thumb print of participant

Full name of witness
ANNEXURE C

INDIVIDUAL INTERVIEWS CONDUCTED WITH PARTICIPANTS
ONDERHOUD 1

E   Ek wil u bedank dat u ingestem het om my van hulp te wees. Ek weet ons is almal besig deesdae en het nie altyd tyd om mekaar te help nie, en daarom stel ek dit baie hoog op prys dat u vandag saam met my hier kan wees. Ek gaan ‘n sentrale vraag aan jou stel wat ek baie graag wil hê jy moet vir my antwoord. Ek gaan nou nie tyd mors nie en ek sal sommer dadelik wegval met die vraag: Wat is die ondervindings, die persepsies en behoeftes van u as ‘n onderwyseres met betrekking tot inklusiewe onderwys en die implementering daarvan.

S   Ek is ‘n onderwyseres, reeds dertig jaar besig met die praktyk. Op die oomblik is ek werkzaam by Primère Skool Helenvale en in hierdie paar jare agter my het ek heelwat kennis opgedoen met leerlinge met leerprobleme en ek kan vir u verseker sê dat ek is nie ten gunste van inklusiewe onderwys nie. Daar is ‘n paar redes wat ek vir u vinnig kan strek. Ons as onderwersers het geen opleiding in hierdie remediërende onderwys nie. Dertig jaar gelede toe ons by opleiding by kolleges was het ons net met leerlinge te doen gehad wat bekend gestaan het as normaal en ons is opgelei om met hulle te werk en daar was geen melding van kinders met leerprobleme nie. Die onderwys wat ek ken was toe baie suksesvol en ons het groot mylpaie behaal met leerlinge en kon baie baie kere met trots toesien hoe ons leerlinge tree vir tree die lere klim. Ons se skole vandag het geen fasiliteite vir gestremde leerlinge nie. Die skole is nie ingerig nie. Ons kan nie sign languages uhm, ons is nie opgelei om dit te gebruik nie. Daar is ook nie rystoele, plekke vir die rystoele nie, toilettie is nie aangebring vir hierdie leerlinge nie en daar is ook nie ramps nie. Ten slotte wil ek ook net sê dat die kinders need spesiale transport en finansieel is die skole vandag nie sterk genoeg om daardie uhm spesiale rygoed aan te skaf nie. En wanneer ‘n onderwyser met kinders te doen gaan kry met leerprobleme en die normale kind in dieselfde klaskamer, dit breek definitief die moraal van die leerkrag. Die standaard van die leerkrag stel hyself. Hy besluit waarheen gaan sy kinders. Hy besluit hoe ver en suksesvol hy hulle wil dra deur die jaar. Maar wanneer ons die twee gaan meng, die leerling, die gewone ene, normaal en die een met die leerprobleem, dan sal die leerkrag daardie voorreg ontnem word, want dan sal die omstandighede wat daardie jaar by hom wees, sal wees, dit bepaal. Die leerlinge daarenteen gaan ook nie daarby baat nie. Die normale leerling gaan definitief probleme het met
die kind met leerprobleme. Wanneer die onderwyser besig is met die kind met
die leerprobleem, dan gaan die een wat normaal is, baie lang periodes sit en niks
doen nie. Ons gaan groot dissiplinêre probleme binne die klaskamer opsel. Aan
die ander kant, die kind met die leerprobleem, hy het dan geen self-esteem, want
die ander gaan definitief spot en so kan hierdie kind besluit om nie meer skool te
loop nie en kan definitief op die straat beland. Ons gaan definitief dan
gedragsprobleme het en wanneer hierdie kind begin bewys ek kan iets doen,
ek kan beter doen, dan val die kind in die hande van misdaad, want hy gaan
enige iets doen daarbuite op die straat om homself te bewys. Dan kom ons by
die ouerbetrokkenheid waar ‘n mens geweldig baie probleme bevind, veral ons in
Helenvale. Daar is ‘n groot probleem finansieel. Ouers is nie eintlik goed in staat
om leerlinge die leiding te gee wat hulle moet hê nie, wat nog te sê van die
morele ondersteuning wat hulle akademie betref. Baie van die ouers is werkloos,
baie van die ouers sukkel verskriklik finansieel, baie van die ouers is net daar
omdat hulle be staan met die drankprobleme, met drugs-probleme en die skool
word dan nou die toevalsoord en daarom wil ek dit baie sterk stel dat ons moet
asseblief nie hierdie twee meng nie. Ek wil graag dit voorstel dat die normale
leerling in sy klaskamer apart gehou word van die leerling met leerprobleme. Aan
die einde van die dag sal albei die kinders mooi kan vorder, suksesvol kan wees
en beide partye sal hul le ideale in die toekoms kan bereik. Wat die Departement
betref, is daar baie min kontak tussen die skole en die Departement rakende die
inklusiewe onderwys. Daar is geen workshops nie. Daar is geen inligting
rakende hierdie aangeleentheid nie. So ek kan eintlik vra dat ons maar net weer
na die punt moet kyk voordat ons hierdie gedagte finaliseer.

E  Is daar, uhm enigiets anders wat u vir my te sê het omtrent dit? Kan u
miskien, uh, dink aan nog iets?

S  Ja, ek kan wel vir u met baie sekerheid sê dat dit gaan baie, baie geld kos, want
die onderwyser wat nou in die praktyk is, sal dan weer moet gaan vir opleiding,
en so iets sal verskriklik baie geld kos.
**E**  Is daar niks wat u nog wil sê nie?

**S**  Ten slotte wil ek dit net noem dat uhm wanneer ‘n onderwyser dan sal sit, wanneer hy sy lesson planning doen, sal dit verskriklik gekompliseer wees. Die onderwyser sal deur moeilike tye gaan, stresvol en verskriklik baie apparaat moet maak vir elke dag se aktiwiteite binne die klaskamer. Ja, dan gaan ons ook verseker wees dat die onderwyser sy familie verskriklik baie sal afskeep en sy eie kinders nie sal kan bystaan soos wat dit hoort nie.

**E**  Juffrou, het u geensins enige iets anders meer om te sê nie?

**S**  Nee, ek sal volstaan met hierdie woorde.

**E**  Juffrou, ek wil vir u sê baie dankie. Baie dankie vir die inligting wat u aan my gegee het. Ek is seker daarvan ek sal dit kan gebruik en ek wil vir u sê dis wonderlik dat u vir my tyd gemaak het, want soos ek alreeds gesê het, almal van ons is besig. So weer eens, baie dankie.
ONDERHOUD 2

E  Uhm, ek wil u bedank, juffrou, dat u ingestem het om my van hulp te wees. Ek weet u is baie besig en u het ook vanmiddag uhm nie baie tyd nie en uhm uiteindelik tog u het tyd gevind om vir my te woord te staan uhm ek stel dit baie hoog op prys en ek kan nie vir jou genoeg sê hoe belangrik dit is vir my dat jy die inligting wat u het, met my kan deel nie. Ek gaan een sentrale vraag aan jou stel wat ek baie graag wil hê jy moet vir my antwoord en ek gaan glad nou nie tyd mors nie, ek sal sommer dadelik wegval met die vraag. Die vraag is juffrou: Wat is die ondervindings, persepsies en behoeftes van u as ‘n onderwyseres met betrekking tot inklusiewe onderwys en die implementering daarvan?

S  Goeie middag. Ek is Helen Septoe. Ek is ‘n 38-jarige dame. Ek onderwys by Triomf Primêr. Ek is al in die onderwys vir agtien jaar en hierdie, ek is op die oomblik besig met my neêntiende jaar. Uhm, ek is die HOD van, uhm, die grondslagfase en ek geniet dit verskriklik om met die kleintjies te werk. Ek het in 1993 begin met ‘n remediêrende onderwyskursus wat ek vreeslik geniet het en ek is baie dankbaar daarvoor, want op die oomblik is dit vir my van groot hulp om baie dingetjies op te tel wanneer ek my kinders evaluateer. U het my gevra in verband met persepsies van inklusiewe onderwys. Persoonlik is ek nie ‘n voorstander daarvan nie. Alhoewel ek presies weet wat sê die White Paper uhm van die Education White Paper of 2001, Chapter 6, sê dit daar vir ons van die inklusiewe onderwys. Vir my is dit een van die dinge wat my baie na aan die hart lê. Alhoewel ek in die normale stroom is, het ek simpatie asook empatie met hierdie kindertjies. Maar om ‘n klas te het met veertig tot vyf-en-veertig kinders en binne-in my klas het ek vier tot vyf,selfs ses verskillende groepe leerlinge wat ook sukkel en wat geen impairments het nie. En nou word daar van my verwag om leerlinge te onderwys wat nie net visueel gebreke het nie, wat gestremd is, wat oëprobleme het, wat uhm serebraal gestremd is, kindertjies wat doof is, kindertjies wat blind besig is om te raak, kindertjies wat blind is, k indertjies wat hardhorend is, kindertjies wat uhm near-sighted is, kindertjies wat far-sighted is. Ek wil net een vraag vra voordat jy verder gaan: Hoe moet ek hierdie kinders help? Dit is die grootste vraag en geen dokument het nog vir my die antwoord gegee nie. Nie die White Paper nie, nie die Gazette nie, nie die Curriculum nie, nie RNCS nie, niks kan vir my die antwoord gee nie, omdat ons geen opleiding
het om hierdie kindertjies te help nie. As ek kan terugdink aan die OBE Training wat ons gehad het. Ons het gegaan vir ‘n week en daar was verwag geword van ons om met dit te implementeer. Geen support structures nie. Ons het gegaan vir RNCS Training, presies dieselfde. Die onderwyser daarbuite ploeter voort, want dit is ‘n moeilike ding om toe te pas. Ons kom uit ‘n era uit waar ons rigied geleer was om te onderwys. Dit is jou sillabus en dit is hoe jy hom volg. En nou word daar van ons verwag om hierdie kindertjies met ope arms in ons klasse te verwelkom. Ons het nie ‘n probleem met die kind self nie. Dit gaan hier om die kind in ‘n normale stroom van onderwys. Hoe hanteer ek hierdie kind? Hoe hanteer ek hierdie kind as ek nie weet waarna ek moet kyk nie? Hoe hanteer ek die kind as ek nie in sy probleem kan identificeer nie? Hoe hanteer ek die kind se probleem as ek nie weet watter infrastruture is in plek om my te help met hierdie tipe kind nie? Byvoorbeeld as ek kan praat van ons skool. As ons kinders kry wat serebraal gestremd is, ons het geen fasiliteite nie, vir rolstoele nie, want die skool is vol trappies. Daar is geen ramps vir hierdie rolstoele om op gestoot te word nie. Wie moet hierdie kind stoot in die tweede plek op die ramps op? Ons kan nie verwag van ‘n medeleerling om hierdie kind te stoot nie. Ons kan ook nie verwag van die onderwyser nie. Wie se verantwoordelikheid word dit? Ons se klasse is groot, ons het geen support in die klasse nie. Ons het geen uhm hulpender wysers in onse klasse wat ons kan help met hierdie tipe kinders nie. Ons moet alles self doen. Nou as ek nou gaan na die kind wat visueel gestremd is, dan vra ek die vraag: Hoe gaan ek weet hierdie kind is visueel gestrem, as hierdie kind se probleem nog nie geïdentificeer is nie? Kom ons sê, die kind word na ons toe gestuur vanaf Rubin Burn, byvoorbeeld. Rubin Burn gaan natuurlik vir ons ‘n verslag stuur, maar hoe interpreteer jy die verslag as niemand vir my die opleiding gegee het om daardie, uhm, behoeftes aan te spreek nie? As ons ‘n kind kry, byvoorbeeld van Northern Lights, wat serebraal gestremd is, hoe moet ek hierdie kind hanteer? Moet ek simpatie toon, moet ek net empatie toon, moet ek die kind soos ‘n normale kind in die normale stroom hanteer? – want hierdie kindertjies is ook mos normale kindertjies. Die ander probleem wat ons het, is die belangs telling van die ouer. Geen belangs telling van die ouer nie. Baie ouers is onkundig en driekwart van hulle is nog in denial. Hoe hanteer ek die ouer voordat ek nog die probleem by die kind kan aanspreek? Hoe moet ek dan nou as onderwyser my lesbeplanning doen? As ek hierdie tipe kinders in my klas het, in
my normale klas met kinders wat sukkel, 'n dertig minute les verloop somtyds veertig, vyftig en selfs 'n uur. Hoe lank gaan my les dan moet wees? Gaan dit oor dae moet strek, hierdie les, want ek moet nou elke kind se behoefte in ag neem wanneer ek my les optrek? Ek moet byvoorbeeld onthou as ek my les aanbied, wanneer ek visueel gestremde kinders het, in my klas het, kan ek nie byvoorbeeld die woorde gebruik van: Kan jy sien wat ek op die bord wys nie? Ek kan ook nie vir 'n kind wat kleurblind is, byvoorbeeld, in die klas in, kan ek ook nie sê, uhm, kleur dit groen in nie, want die kind het nie die kennis om dit te doen nie. Ek kan nie vir die kind wat far-sighted is voor in die klas sit nie, want ek het nie geweet die kind kan nie uhm naby, die kind kan naby, die kind kan nie ver sien nie, maar die kind kan naby sien nie. En so is daar baie ander probleme wat ek nie weet hoe om aan te spreek nie. Dit is nie dat ons as onderwysers onwillig is om hierdie kinders te help nie. Ons is daar om te help, maar ek voel, is dit nie beter om hierdie kinders te hou waar daar opgeleide onderwysers is met hulp en klein klasse om hierdie kinders te stimuleer nie? Baie van hierdie kinders, 'n groot persentasie eintlik van hulle, het nie net een impairment nie. In baie gevalle is daar kinders wat byvoorbeeld meer as een impairment het. Nou hoe hanteer ek dan daardie problem? Sommige gevalle kry jy 'n kind wat byvoorbeeld visueel probleme het asook bietjie doof is en van hulle het miskien 'n cerebral uhm gebrek of gestremdheid. Hoe hanteer ek dan nou dit? Hierdie kind is dan nou drie, kan drie verskillende impairments in een, en moet ek dit nou maal met vyf of met tien? Ek het klaar veertig kinders in my klas. So, dan het ek met een ekstra kind het ek vyftig kinders. Ek het ook al kennis van baie kinders wat in 'n normale stroom is, uhm, en soos kinders maar is, is kinders die wredeste. Kinders terg mekaar. Hoe moet hierdie kind wees? Ek kan nie altyd net simpatie aan hierdie kind toon en vir die normale kind sê, jy moenie so maak nie. Goed en wel, dit is 'n lewensvaardigheid wat almal moet aanleer, maar aan die einde van die dag bly 'n kind 'n kind. En hierdie kindertjies wat dan voel, hulle voel hulle is anders, hulle het 'n lae selfbeeld, hulle voel ongelukkig en omdat hulle ongelukkig voel en weet hulle wil so graag iets doen, maar kan dit nie doen nie, begin hulle dan nou gefrustreer de raak en hulle is dan ook afbrekend teenoor die ander. Hulle maak sommige van die kinders fisiek seer, want van hulle het 'n ouderdom, 'n kronologiese ouderdom van vyftien, seetien, ek't onderwys Graad drie, maar hulle het 'n verstand van drie of vier, maar omdat in baie gevalle hulle liggaamsbou
gewoonlik groter is as hierdie kleiner kindertjies, maak hulle die kinders fisiek seer. En ek kan ook nie, uhm, hierdie kind nou eenkant laat sit nie, want dan is die kind ook mos nou nie deel van die klas nie. So moet ek dan nou groepwerk nou doen met hierdie kind. Hoe doen ek groepwerk as ek moet verskillende, uhm, banke in my klas het. Ons werk in groepe. Ons het klein tafeltjies op die kind se vlak. Nou’t ons ‘n kind wat met ‘n spesiale tafel moet hê en die ander een het ‘n spesiale stoel en aan die einde van die dag is jou klas in chaos, want jy kan nie jou klaskamer reg inrig om byvoorbeeld co-operative teaching te doen nie, en dit is tog een van die dinge van RNCS dat ons moet leer dat die kinders moet in groepe werk. Die sosiaal, die kinders moet leer om social skills aan te leer. Die kinders moet sosiaal met mekaar ver, verkeer. Goed en wel, ons moet ons kinders leer om tolerant te wees. Ons kinders moet leer om verdraagsaam te wees teenoor ander. Hulle moet leer om verdraagsaam te wees teenoor kinders wat, wat nie so, uhm, goed bedeeld is soos hulle nie, wat gebreke het of gestremdhede, maar soos ek weer gesê het, kinders is kinders, en hoe hanteer hulle hierdie verantwoordelikheid? – want dit raak nie net die onderwyser se verantwoordelikheid nie, dit raak ook die kind se verantwoordelikheid om die klaskamer ‘n tuiste te maak vir hierdie kinders. Ek weet wanneer ek die dag, oggend in my klas instap dat ek stap daar in as local parentice. Ek is in die plek van die ouer. Die kind bly ‘n kind en al veertig kinders in my klas in is myne, my verantwoordelikheid en waar eindig my verantwoordelikheid en waar begin my verantwoordelikheid? Ek kan nie kant kies nie. Ek moet net probeer in baie gevalle gaan ons moet probeer om situasies te ontloont wat ontstaan het, dan het jy nog nie eens begin met jou dag se taak nie. In baie gevalle voorspel ek ook dat hierdie kinders byvoorbeeld afwesig bly vir een of ander rede. Soos ek gesê het, het hulle meer as een, uhm, in baie gevalle gebreke. Die kind het miskien ‘n visueel probleem, maar die kind het ook dit. Nou moet die kind gaan vir mediese toetse en alles, en die kind is vir lang periodes af van die werk. Hierdie kinders is afhanklik van konkrete hulpmiddels en die skole het nie die geld of die resources om altyd konkrete hulpmiddels beskikbaar te het nie. Van hierdie kinders se fyn motoriese vaardighede is ook nie eens goed ge- uhm, ontwikkel nie. Nou moet jy nou jou, die hele klas laat stilstaan sodat hierdie kind nou eers gehelp kan word. Goed en wel, dit is maklik om te sê, ons kan ‘n buddy system gebruik waar die een kind die ander kind help. Ek het byvoorbeeld op hierdie oomblik ‘n kind wat
verskriklik sukkel en die kinders is nou al in daardie stadium dat hulle moeg is om te help. Hoe gaan ek die kind forseer om te help, want hierdie kind het ook 'n reg? Dit is die kinders se regte in die klas in. Ek kan geen kind forseer om 'n ander kind te help nie, want aan die einde van die dag is die verantwoordelikheid nog steeds myne. Ek is accountable vir daardie kind. Ek is ook responsible vir daardie kind. Ek moet sorg dat daardie kind geleer word, dat daardie kind onderrig ontvang, dat daardie kind gestimuleer moet word; as ek nie die resources het nie, hoe hanteer ek daardie probleem? Hoe moet ek weet as ek nie 'n mediese sertifikaat kan interpreteer nie? Hoe moet ek wel, dit wel weet om hierdie kind nou te help dat hierdie kind byvoorbeeld al hierdie siektes het, en nou moet hierdie kind gaan vir occupational therapy? Ons het nie occupational therapists by die skole nie. Ek glo nie van 'n normale skool wat 'n occupational therapist het nie. As ek net kan terugdink aan die Education Support Centre wat ons in Port Elizabeth het. Hulle bedien 'n groot area en dit is onmoontlik vir hulle dat hulle almal, na almal toe kan uitreik. Op die oomblik is daar twee sielkundiges vir die hele, vir die hele Port Elizabeth sowel as Uitenhage-distriek. Daar's net twee remediërende onderwysers. So, wie se verantwoordelikheid word al die kinders wat leergestremd is? – dit is die onderwyser se probleem, en om 'n kind wat fisies gestremd is ook in onse klaskamers te bring, ek dink amper die Onderwysdepartement vra klein bietjies te veel, want my vraag is, het hulle 'n opname gedaan, het hulle na vorsing gedaan met die onderwyser in die klas en nie die onderwyser wat net lektor nie, want die onderwyser in die klas is die een wat daardie kinders moet onderwys. Die onderwyser in die klas is die een wat al daardie verantwoordelikheid moet dra en aan die einde van die dag verwag hierdie mediese, uh, persone verslae van die onderwyser, en ons kan dit nie skryf nie, want niemand het vir ons gewys hoe om 'n mediese verslag te skryf nie.

E Is daar enige iets anders wat u wil sê, juffrou?

S Ja, juffrou. Ek wil net vir u sê ek is hoogs gefrustreerd. Ek voel baie ongelukkig oor hierdie ding. Ek wil net noem dat ons kry training van die Education Support Centre, maar ons kry geen support van hulle nie. Hulle gee vir jou training vir 'n week, en na die week is hulle missing. Hulle is nou nog missing, dat hulle is te bang om nader te kom om opvolgwerk te doen. Daar is geen opvolgwerk nie,
niemand wat ooit vra of ‘n telefoon oplig of ‘n workshop roep om te vra: Hoe gaan dit met julle in die onderwys nie? Hoe cope julle nie? Waarmee kan ons help nie? Wat wil julle hê moet ons doen? Watter werkswinkels wil julle hê? Wat kan ons vir julle doen? nie – geen van daardie dinge het ons tot hierdie uur toe nie. Ons is al besig met met, uhm, revised national curriculum statement vir drie jaar in die foundation phase en dit strek nou al tot op Graad vier-, vyf- en ses-vlak en ek wil, ek het vir die uhm intermediate phase gesê aan die begin van die jaar, wees maar gelukkig met julle implementering, maar moenie support verwag nie, en my woorde is waar tot op hierdie tyd, want ons en die foundation phase, ons kry nie eens support nie en tog verwag hulle miracles. Ek is miskien in die gelukkige posisie waar ek bietjie kennis het as gevolg van my remediërende onderwys. Ons is veertien klasse in die foundation phase. Ek persoonlik onderwys Graad drie. Dit is vir my onmoontlik om by elke klas uit te kom en al wat ek elke dag hoor is probleme: Juffrou help, hoe moet ek hierdie kind help? Hoe moet ek hierdie kind aanspreek? Hoe? Dit is nou een van die dinge, maar as dit van myself afhang, dan sal ek daardie kinders met ope arms verwelkom, maar soos ek weer eens gesê het, as die infrastrukture nie in die plek is nie, kan inklusiewe onderwys nie werk in ons skole nie.

ONDERHOUD 3

E   Ek wil u graag bedank dat u ingestem het dat ek ‘n onderhoud met u kan voer. Ek weet ons is almal baie besig en het nie altyd tyd om mekaar te help nie en daarom waardeer ek dit ontsettend baie. Ek gaan ‘n sentrale vraag aan u stel wat ek baie graag wil hê u moet vir my beantwoord, naamlik: Wat is die persepsies, ondervindings en behoeftes van u as ‘n onderwyseres of opvoeder met betrekking tot inklusiewe onderwys en die implementering daarvan?

S   Baie dankie vir die geleenthed. My persoonlike mening omtrent inklusiewe onderwys is dat dit onprakties is. My redes hiervoor is: (1) Onderwys het destyds geen, onderwyser het destyds geen opleiding en kennis oor leergestremde kinders gehad nie. Onderwyser het glad nie geweet hoe om sulke leerders te hanteer in klasverband nie. Ons was destyds standerd agt en twee jaar onderwyseropleiding het ons gehad, en dit was ons minimum opleiding. Ons het dus geen kennis gedra oor remediërende onderwys nie. Baie skole besit nie oor fasiliteit om inklusiewe onderwys moontlik te maak nie. Gehoorgestremde leerlinge het geen, uhm, uhm, watter apparaat, gehoorapparaat beskikbaar, tot hulle bes kikking nie, en daar is ook nie uhm, uhm, soundproof kamers vir hulle nie.

E   Kan u nog vir my verder uitbrei?

S   Uhm, visueel gestremde leerlinge. Ons, uhm, het nie braille, uhm, geleer, uhm, ons het geen kennis daar omtrent nie en, uhm, ons het ook nie handgebar e, ons het, ken nie dit nie. Uhm, die skole besit oor geen spraaktherapeute, veral in die noordelike areas is daar nie, en daar is ook geen arbeidsterapeute by skole om leiding te gee ten opsigte van leeraktiwiteite nie. Uhm, dan ook is die sielkundige dienste, is nie altyd beskikbaar by alle skole op ‘n permanente basis nie. By my skool egter, Setlaarspark Primër, uhm, het ons eintlik ‘n skoolverpleegster, ons het ‘n spraaktherapeut wat, uhm, kwartaaliks die skool besoek. Nou, die onderwyser se onkunde omtrent inklusiewe, uhm, onderwys en die onsekerheid daaromtrent blameer ek totaal die Departement vir, vir ons onkunde, want daar word geen dokumentasie of inligting ontvang nie en asook die infrasering daarvan nie. Daar is egter geen workshops wat gereël word nie, geen samesprekings of
input van die onderwysers op grondvlak nie. Besluite word geneem deur persone wat nie weet wat aangaan in die klaskamer nie. ‘n Volgende punt is dat die onderwyser-leerlingratio ook groot, uhm, ‘n groot probleem is, want leerlinge met verskillende gestremdhede en barriers to learning plus normale leerlinge sal ons nie die nodige aandag aan hulle kan, uhm, kan skenk nie. Die werkstempo in die klas sal ook daar, uhm, deur beïnvloed word. Normale kinders snap gouer as, uhm, ‘n gestremde kind. Die resultaat daarvan of daaroor sal lei tot gedrags- en dissiplinêre probleme en as gevolg hiervan sal die onderwyser stresprobleme ondergaan. Die onderwyser se moraal hier, in so ‘n saak sal ook fisies, uhm, daal en ek persoonlik vind dat, uhm, kinders, uhm, ja, met gedragsprobleme uitputtend is.

E Is daar nog iets wat u wil sê?

S Die lesaanbieding en -beplanning sal tydrowend wees. Die ver- uhm, die verantwoordelikheid wat daarmee gepaardgaan, sal die onderwysers of onderwyseresse se onderrigtyd sal, uhm, dit affekteer. Nou, die taalprobleem kan ook nie geïgnoreer word nie. Die Xhosasprekende kinders by, uhm, ek veral, het het, my hele klas is is Xhosa-sprekend, maar hul woordeskat is, uhm, in Engels is so eng dat ek dit moeilik vind om my dagtaak te on, uhm, te voltoo. Dit plaas geweldig druk, uhm, op my as onderwyseres. Nou, as ek dit moeilik vind met die taalprobleem, hoe te meer met, uhm, met kinders met gestremde probleme? Dit, dit kan net nie bestaan nie. Ek voorspel probleme in hierdie verband, uhm, want dit is is, is frustrerend vir my as kinders nie eenvoudige, uhm, instruksies kan verstaan nie. Instruksies soos stand, instruksies soos sit, in Graad Drie behoort ‘n kind vir my te reageer op so ‘n instruksie en dit is wat ek, uhm, dit is die probleem waarmee ek te doen het, elke dag.

E Is daar nog iets wat u vir my kan sê?

S Ek en ‘n kollega het, het een keer of of twee jaar gelede wou ons nou uhm, uhm, oplossing vir hierdie probleem vind en ons het, uhm, bespreek dat as ons miskien van die ouers kry van veral van die swart, uhm, leerders en hulle benader om ons te help met die situasie in die klaskamer, ons moet hulle kry om om ons te help
deur, deur 'n lees, Engelse leesboekies aan hulle kinders te lees, saans, woordeskat, uhm, flitskaartjies in hul huise op te sit, met met woordjies op en dat die kinders dit elke keer sê of noem, reg, maar dan is dit ook 'n probleem dat ons kry nie die swart ouers by ons se skole nie, omrede dat hulle werk laat saans en hulle, uhm, het probleme met hulle vervoer en hulle bly ook dan in gevaarlike, uhm, areas. So, uhm, ek voel eintlik dat daar moet 'n oplossing gevind word.

E Is daar enige iets anders wat u aan kan dink?

S Ag nee, juffrou, ek dink ek het nou amper alles gesê wat ek wou gesê het. Baie dankie.

E Uhm, juffrou, baie dankie vir u tyd wat u aan my afgestaan het vandag, asook vir die waardevolle inligting wat u aan my verskaf het. Ek glo ek sal dit goed kan gebruik. Nogmaals dankie. Ek waardeer dit.
E  Ek wil u bedank dat u vandag ingestem het dat ek ‘n onderhoud met u kan voer. Ek weet ons is almal baie besig en het nie altyd tyd om mekaar te help nie en daarom waardeer ek dit ontsettend baie. Ek gaan ‘n sentrale vraag aan u stel wat ek baie graag wil hé u moet vir my beantwoord naamlik: Wat is die persepsies, ondervindings en behoeftes van u as ‘n onderwyser of opvoeder met betrekking tot inklusiewe onderwys en die implementering daarvan?

S  Baie dankie vir die geleentheid om ook my insette te lewer en my persepsies te gee met betrekking tot hierdie baie belangrike, uhm, saak in ons onderwys. Ek is op die oomblik, ek is ook ‘n onderwyser. Ek gee onderwys in Schauderville-woonbuurt. Ek is nou al 25 jaar betrokke in die onderwys. My behoefte wat hierdie onderwysmanier betref, is dat die Departement van Onderwys baie werkswinkels sal moet hou om ons op hoogte van sake te kan hou. Ek is ook baie bekommer oor ons ouers se betrokkenheid wat selfs nie weet soms wat verkeerd is met hulle kinders nie. Dit sal baie goed wees as ons ook gebruik kan maak van spesiale dienste, maar die terapeute moet daagliks beskikbaar wees vir ons by die skool. Want wat gebeur, is dat ons hulle net periodiek sien en een keer per jaar miskien, en nooit en nooit weer nie. As ek nou verder hieroor moet gesels, is dit vir my ‘n groot bekommerinis, want omdat ons nie opleiding ontvang nie, is ons almal maar nog, soos ons maar sê, in die pos. As dit kom by, as ons praat van die infasering van die OBE. Ons onderwysers sukkel nog baie daarmee om dit onder die knie te kry en op die oomblik is daar te veel veranderinge binne die onderwys wat op dieselfde tyd plaasvind en vir ons as onderwysers of vir my as ‘n onderwyser om nou weer so ‘n groot paradigmaskuif te maak, om weer al hierdie veranderinge te ondergaan, sal, dink ek, sal dit vir ons as onderwysers en leerlinge baie van stryk bring en dit sal vir ons baie moedeloos maak om dit nou weer aan te pak. Ons in die kleurlinggemeenskap se skole is glad nie so groot nie. Ek is byvoorbeeld by ‘n skool wat aanvanklik gebou was vir 250 kinders en op die oomblik akkommodeer ons 520 kinders. Die skole is glad nie ingerig vir hierdie tipe onderwys nie en ons sal nooit al hierdie tipe gestremde kinders kan akkommodeer nie. As ons dink aan die gehoorigestremdes, nie een van ons as onderwysers of baie min van ons onderwysers ken sign language en nie een tot op hierdie oomblik word
onderwysers daarin opgelei op kolleges nie. As ons dink aan serebraalgestremde kinders waar daar met rolstoele beweeg sal word en waar kinders op ramps moet op en af beweeg, beskik ons skole net nie oor hierdie gerief nie. Die visueel gestremde kinders het, moet gebruik maak van Braille. Daardie apparaat, weet ek nie waar sal ons dit kry nie, want so ver dit my kennis strek, ry mense kilometers ver om by die biblioteek in Grahamstad uit te kom om van daardie boeke in die hande te kry sodat mense wat swaksiende is of selfs blind is hierdie boeke kan lees. Hoe gaan ons selfs hierdie kinders by die skool kry? Dan sal vervoer ook seker later 'n probleem wees. Baie min van ons onderwysers is ook opgelei in remediërende opleiding en baie van ons kinders is leergestremd en as ons kyk na, in my persoonlike geval, is ons kinders se ekonomiese maatskaplike omstandighede van so 'n aard dat baie min van hierdie apparaat of vir hierdie kinders beskikbaar sal wees en dat ons as skole sal, ook nie sal kan bekostig nie. Daar is baie onkoste, of daar sal eintlik baie onkoste betrokke ook wees by al hierdie veranderinge, en as ons maar dink aan die Departement wat self nie eers geld het om nou veranderinge aan te bring nie, waar sal die skool nog hierdie finansies kry? Hierdie veranderinge sal baie groot veranderinge te meebreng, want ons klasse sal definitief baie groter wees en as ons kyk na ons omstandighede waar die skoolfooie so min is en waar ons so baie skoolfooie in, sal ons skole net nie daarby kan kom nie, want baie van ons skole oorleef dit maar net-net om die noodsaaklike dienste te verskaf en aanvullende apparaat vir ons leerders te koop, maar as ons moet inklusiewe onderwys moet inkorporeer, sal dit veel meer onkoste wees en ek weet nou al dat die Departement van Onderwys met al die beloftes wat hulle alreeds gemaak het, ook nooit by hierdie beloftes sal kan uitkom nie. Op die oomblik, soos ek alreeds genoem het gaan, dat ons sukkel met die, o m OBE relevant te maak, om OBE, uhm, te laat realiseer sal daar definitief curriculum-aanpassings gemaak moet word om hierdie tipe leerders ook te akkommodeer. Ons sal definitief as onderwysers baie tyd aan hierdie leerders moet spandeer in die klas. Ons werkskedules sal baie moeilik wees om uit te werk, want ons sal nou moet vir drie of vier tipe leerders, uhm, werk moet voorberei en take wat gedoen moet word. Dit sal definitief baie meer werk vir die onderwyser wees. Nie dat ons nie alreeds te veel het nie. Die normale leerder in die klas sal ook baie uitmis, want die onderwyser sal automaties baie meer tyd aan die ander leerder wat gestremd is,
bestee. Ek dink persoonlik sal dit ook 'n vermorsing van die normale kind se tyd wees in die klas en dit kan ook meebring dat ons met die ouers gaan bots as die kind se tyd gemors word. 'n Groot bekommernis is ook dat die ander leerders, die ander tipe leerder wat gestremd is, sal ook uitgebuit voel en miskien ook vir die ander leerders 'n bespotting wees en hulle sal altyd anders voel, uhm, in die klas. Op die oomblik ondervind ons ook baie probleme met die taal, nie die onderrig daarvan nie, maar as die taal waarin daar geonderrig word en hoe meer, uhm, gestremdes ons in die klas gaan het wat se huistaal miskien nie Afrikaans is nie of Engels is nie, hoeveel meer probleme sal ons dan nie, uhm, ondervind nie? 'n Baie groot kwelpunt of 'n bekommernis vir my is dat ons onderwysers baie, baie onkundig ook is oor hierdie, uhm, inklusiewe onderwys.

E  Kan u vir my sê wat, uhm, bedoel u weer, meneer?

S  As ek nou gou moet dink, dan sal ek sê dat, uhm, daar word niks werkswinkels op die oomblik aangebied om vir ons as onderwysers in te lig omtrent inklusiewe onderwys nie. Baie van ons onderwysers hoor van die implementering, ons hoor van die, hoe die tipe onderwys gaan werk, maar al wat ons hoor is dit wat ons hoor deur middel van die media. Selfs by ons skole word daar nie eens daarvan gepraat onder onderwysers nie. Ek dink teen hierdie tyd behoort die administrasie alreeds al ver op pad te gewees het met 'n ..........kissieprogram sodat hulle ons as onderwysers deeglik kan voorberei om met hierdie tipe onderwys of om van eintlik om van hierdie tipe onderwys 'n sukses te maak. Op die oomblik en as 'n mens onkundig is, dit is wat ek eintlik wou sê, as 'n mens onkundig is en jy weet nie hoe om iets te doen nie, dan gaan jy baie gou frustreerd word, jy gaan baie gou tou opgooi en op die oomblik is die onderwyser se moraal baie laag. Van ons, ek praat uit ondervinding, het baie min geduld met die kinders waarmee ons nou werk en om leerders met leerstoornisse ook in jou klas te hê en wat gestremd is, sal definitief vir ons ook 'n uitdaging wees, maar die onderwyser sal definitief eers bemagtig moet word om hierdie mylpaal te behaal en om hierdie sukses te behaal. Wat, ek is ook baie bekommerd oor die dissipline en leerders wat gestremd is of wat leerprobleme het, raak baie gou frustreerd en hulle verloor gou belangstelling in die klas. Baie van hulle kan nie lank konsentreer nie en hulle aandag dwaal gou, aandagspanning is baie kort en
baie keer voel hulle hulle behoort nie daar in die klas nie, en baie keer voel hulle omdat hulle altyd die minste punte kry, omdat hulle nooit kan antwoord nie, dat hulle die gek van die klas is en dan vang hulle onverantwoordelike dinge aan net om aandag, aandag te soek, en dit veroorsaak steurnisse en baie keer moet ‘n mens Job se geduld het om al hierdie dinge te kan akkommodeer. Onderwysers weet baie min hoe om hierdie tipe kinders ook te stimuleer, omdat ek alreeds gesê het, omdat ons nie opleiding het nie, weet ons glad nie hoe om hierdie kinders besig te hou in die klas nie en omdat daar ook nie juis ruimte in die klas is nie en baie kere sit onderwysers sommer maar die kinders uit die klas uit omdat hulle ‘n steurnis is, omdat hulle nie weet hoe om hierdie kinders aan die gang te hou nie. Daar gaan van onderwysers verwag word ook om al hierdie tipe kinders, hierdie verskillende tipe kinders oor dieselfde kam te skeer as dit kom by dissipline. Daar sal geen bejammering moet wees nie, voortrekkery gaan ook ‘n probleem skep, want die een kind moet dieselfde behandel word soos die ander een en hoe op aarde gaan ons dit regkry om kinders wat gestremd is dieselfde te behandel as dit kom by dissipline soos die ander? – en kinders gaan dit nie verstaan as hy anders behandel word as die ander kind nie. As ek dink aan ons se ouers wat ons nou al reeds mee probleme het, met kinders wat normale leerders is en waar ons ouers nie eens by die skool kan kry om oor hul kinders se probleme te praat nie, hoe te meer met die ander tipe kind? Somtyds het ons ouers geen benul wat met hulle kind skort nie en veral as kinders gestremd is, baie wil nie glo dat dit so is nie, daarom is dit belangrik dat ons ons ouers eers self moet oriënteer, en wie dit gaan doen, dit weet ek nie en in baie gevalle kan ons ouers nie ons kinders self, uhm, tuis, tuis help nie. Nie eers met die gewone kind nie, en hoe te meer die kind wat gestremdheid onder vind?

Is daar enige iets meer wat u wil sê?

Ek dink een van die, van die eerste dinge wat, uhm, gedoen moet word as hierdie inklusiewe onderwys dan op ons afgeforser gaan word, dat daar bykomstige personeel aangestel sal moet word deur die Departement by al ons skole om die onderwysers te assisteer, want behalwe onderwys gee in die klas, sal die onderwyser nou baie ander bykomstige takies moet verrig. Daar sal nou byvoorbeeld spesiale sportafrigting moet wees, daar sal moet gehelp word met
die leerders tussen die periodes wat byvoorbeeld met rolstoele moet beweeg en
selfs ander gebreke, kinders wat swaksiende is sal ook moet gelei word na die
ander klasse en om al hierdie kinders te akkommodeer, sal daar enorme
apparaat gedoen, gemaak moet word en die onderwyser alleen, vir hom sal dit
hopeloos te veel wees. Ek dink ook dat die Departement, in my 25 jaar van
onderwys is die Departement nou eintlik besig om hulle verantwoordelikheid oor
te skuif na die skool of meer na die onderwyser. Daar is baie spesialiste
daarbuite op al hierdie gebiede van gestremdheid. Op die oomblik is daar min
instansies om almal te akkommodeer. Daar, so ver dit my kennis strek, is daar
seker net een, een skool in die hele Port Elizabeth wat leergerstersdae kinders kan
huisves en hierdie skool is ook hopeloos te klein. Onderwysers is gevra om by
skole ondersteuningspanne te vorm in samewerking met spesiale dienste.
Omdat die werklaading alreeds so baie is, het onderwysers glad nie tyd hiervoor
t onderwysers is gevra om by
skole ondersteuningspanne te vorm in samewerking met spesiale dienste.
Omdat die werklaading alreeds so baie is, het onderwysers glad nie tyd hiervoor
nie. Baie van hierdie spesialiste is ook nou geherontplooi na ander
onderwysdienste, en dit maak dit nou nog veel moeiliker vir die onderwysers,
want hierdie spesialiste is nie meer so maklik beskikbaar nie en as daar probleme
ondervind word, moet die onderwysers maar mekaar ondersteun om kinders wat
dan hierdie gestremdheid en hierdie leer ..... ondervind te probeer help, maar ek
dink ons is hopeloos te onervare en alhoewel ons baie jare se
onderwysondervinding het, het ons te min ervaring van hierdie soort kinders en
iemand wat my ouderdom is, met my ervaring, sal seker eers met hierdie tipe
onderwys sukses kan behaal teen die tyd as ons uit die onderwys uit moet tree.

E    Voel u dat u alles gesê het wat u wou sê, meneer?

S    Ja, juffrou, ek, ek voel ek het alles gesê. Ek voel ek het baie gesê, maar
persoonlik dink ek dat inklusiewe onderwys sal net nie werk vir ons nie en dit wat
u nou so pas by my gehoor het is, is die realiteit. Daar sal ook sommer baie
water in die see moet loop voordat ons hiervan ‘n begin kan maak.

E    Meneer, ek wil vir u sê, baie dankie vir die tyd wat u aan my afgestaan het
vandag asook vir die waardevolle inligting wat u aan my verskaf het. Ek
dink ek het sommer wonderlike inligting vanaf u ontvang en ek glo ek sal dit
goed kan gebruik. Nogmaals baie dankie.
**INTERVIEW 5**

E Thank you very much for being so willing to participate in this research study. I know that you are very busy. I will ask you one question which I would like you to answer and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to inclusive education and its implementation?

S I have been in the teaching profession for a long time and I doubt that inclusive education will work at this juncture. Reasons being: the majority of teachers received no training with regard to learning children with different barriers to many in their classes. When I started teaching and long into my teaching career, I did not know that, the way at special schools for such children. Different children were sent to the same school, but did not benefit from the mainstream. There are no facilities for these learners, the physically disabled learners need special toilets, special chairs, wheelchairs, et cetera. If we look at the hearing, hearing impaired, they need hearing aids. We have have active children who need to take medication. Schools do not have the necessary social support services. Parents cannot even afford to provide the children with the necessary apparatus needed for them. Visually impaired also need also special equipment. The intellectually impaired need special trained teachers as well as the, as the learner. All of this could be costly. Schools are under-staffed. It will be time consuming, because you will have to attend to them individually. Your lesson planning will also be complicated. The morale of the teachers will be very low, as they will not be able to cope, especially with the big numbers in our classes. I cannot imagine having, if the learner if a normal learner who is able to grasp information quick and a learner with various, to learning in what class, as this may lead to disciplinary problems. To worsen the situation, the school in the townships do not have specially trained people.

E Can you elaborate on that?

S Neither do we have occupational therapists to assist with activities or speech therapists to help those with special problems or to assist the deaf, psychologists or even school nurses when children have emotional or health problems, social workers for learners with social problems and behaviour al problems. Those are
the people we need to be able to teach effectively in their in an inclusive setting. Some people have never ............... attitudes towards learners with barriers. There are no playgrounds, even for normal schools, for normal children in our schools, things will be worse when they are inclusive. The curriculum also need to be adapted with the cost. Mentally handicapped children will need to do special lessons like hand, handwork. The teacher will have to be trained for such skills. Will the Department have money? The Department, the Department is not doing their job properly. Teachers do not hear anything about inclusive education. It has not been brought to our attention. No teachers have been notified or consulted. There is a need for the Department to do their jobs and some consent monitoring. They have to give guidance. They have to develop teachers through teacher training programmes.

E  Is there anything else that you would like to say?

S  I think it is not the right time to include, to have inclusive education now. ............ That the education system has has been put right and everyone is dedicated and committed to her effective teaching and learning in our schools. Thank you.

E  Thank you very much for your valuable information. I really appreciate it and I am sure I will be able to make use of it. Once again, thank you.
ONDERHOUD 6

E  
Ek wil jou bedank, uhm, dat u ingestem het dat ek ‘n onderhoud met u kan voer vandag. Ek weet ons is almal baie besig en het nie altyd tyd om mekaar te help nie, en daarom waardeer ek dit ontsettend baie. Ek gaan ‘n sentrale vraag aan u stel, wat ek baie graag wil hé u moet vir my antwoord naamlik: Wat is die persepsies, ondervindings en behoeftes van u as ‘n onderwyser of ‘n opvoeder met betrekking tot inklusiewe onderwys en die implementering daarvan?

S  
Ek is ‘n opvoeder vir die afgelope vier-en-twintig jaar by Greenwood Primêr. Volgens my mening sal inklusiewe onderwys nie werk nie. Ek kan die volgende redes aanvoer, naamlik: ‘n tekort aan onderrig, onderrigtoerusting en swak skoolfasiliteite. By die meeste skole in die Noordelike areas is daar nie genoegsame fasiliteite nie, vir die implementering van inklusiewe onderwys nie. Dit sal dus geweldige aanpassings kos om dié fasiliteite te hê wat nodig is daarvoor. Soos, byvoorbeeld, het ons skole die nodige onderrigtoerusting vir leerders wat gehoorgestrem is nie, byvoorbeeld gehoorapparate, soundproof klaskamers ensovoorts. Die skole het nie rolstoele, ramps of aangepaste toilette vir leerders wat byvoorbeeld fisies gestrem is nie. Ons het ook nie die nodige apparaat vir visueelgestremde leerlinge nie. Ons klasse is alreeds oorvol op hierdie stadium en dit is baie moeilik om leerlinge met diverse gestremdhede in een klas te hê sal uitsers stresvol wees. Hoe sal ons die leerders wat normaal is en die leerlinge wat byvoorbeeld leergestrem is, besig hou in een klas sonder om ‘n assistent of help te hê? Ek kan my voorstel hoe verwelg dit kan wees vir die normale leerlinge. Ek kan my voorstel hoe verwelg dit kan wees vir ‘n normale leerling en hoe moeilik dit sal wees vir die leergestremde leerling, aangesien die een gou leer en die ander een langer neem om iets te verstaan. Dit kan onder meer veroorsaak dat die leergestremde se selfbeeld aangetas mag word. Dit mag ook tot dissiplinêre probleme in die klas lei. Die verandering en vereistes ten opsigte van die Curriculum, hoe sal ons die, die onderwyser se uitdaging te bowe kom? Dit sal tyd neem om individuele werksaktiwiteite uit te werk, om te praat van leesbepalning nie. Ouers en autorteite mag ook dalk, ook hoë verwagtinge koester, wat dan die onderwyser se taak sal bemoeilik. Die normale kind sal automaties universiteitsopleiding ten doel hé, maar wat van die leergestremde
wat nooit eers universiteitsmateriaal sal wees nie. Die onderwyssisteem het ‘n tekort aan spesialiste.

E  Kan u vir my uitbrei hierop? Net ‘n bietjie meer sé omtrent dit?

S  Die inklusiewe onderwys in die, om inklusiewe onderwys in te faseer sal vereistes, sal vereis dat die skole sielkundige arbeidsterapeute, spraakterapeute, skoolverpleegsters en sosiale werksters hê. Ons sal ook assistente in die klaskamers nodig hê. By ons skool is daar geen fasiliête om ons by te staan nie en dus sal dit ‘n duur storie wees om al hierdie mense by die skole aan te stel. Ons ouers is ook baie keer nie betrokke by die skoolaktiwiteite nie. Ouers is werkloos, baie van hulle is alkoholiste en is deurmekaar met dwelms en het ‘n baie, het in baie gevalle nie die geld om self skoolfooeie te bekostig nie. Hulle is ook soms ongeletterd en weet dus nie om hulle kinders te stimuleer of motiveer nie. Daar is egter uitsonderings. Onderwysers self is nie opgelei om al hierdie verskillende leerders in een klas te akkommodeer nie. Die Departement sal sy kant diep in die, sy hand diep in die sak moet steek om onderwys, om onderwysers op te lei en toe te rus vir die taak. Die Departement lig ons nie eers op hierdie oomblik in omtrent inklusiewe onderwys nie. Mense met hoë poste in die Onderwysdepartement maak besluite, maar die onderwysers wat in die klas is, wat die uiteindelike werk sal moet doen, word nie ingelig oor wat gaan gebeur nie. Ons voel onseker oor die toekoms. Spesiale onderwysers het ‘n voorsprong. Hulle weet hoe om met byvoorbeeld outistiese leerders, verstandelike gestremde leerders, ensovoorts, te werk, maar as van ons, ons dalk ons werk verloor in die toekoms wanneer die Departement weer met een van sy rasionalisasieprosesse begin. Dit is ook ‘n probleem. Ek voel aan dat ons regtig ‘n gebrek aan ondersteuning vanaf die Departement beleef. Dit sal goed wees as hulle persone aanstel met werklike kennis van die inklusiewe en spesiale onderrig sodat ons behoort lid opgelei kan word.

E  Is daar enige iets anders wat u wil sê?

S  Genoegsame workshops moet ook, moet plaasvind deur kenners op die gebied en nie deur leke aangebied word nie. Hoe kan mense wat nie ervaring het
workshops aanbied? Dis verregaande. Indien ons betrokke, opgelei sal word, mag dit ons oortuig dat inklusiewe onderwys dalk net mag werk.

**E** Is daar nog iets wat u wil sê?

**S** Nee, ek dink ek het alles gesê wat ek wou.

**E** Uhm, baie dankie vir die tyd wat u aan my afgestaan het, juffrou, asook vir die waardevolle inligting wat u aan my verskaf het. Ek voel ek sal dit goed kan gebruik. Nogmaals, baie dankie.
INTERVIEW 7

E Thank you very much for being so willing to participate in this research study. I know that you are very busy and I appreciate the fact that, uhm, you are here today. I will ask you one question, which I would like you to answer and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to inclusive education and its implementation?

S I am ..................... I am at a school in Motherwell. I am of the view that inclusive education will not work. Firstly, schools have no facilities, as schools are under-resourced. Most schools don’t have wheelchairs for physically impaired children. There are no toilets adapted to them, no hearing aids, tape-records are not available and equipment for visually impaired children is also not available. Most schools don’t have sickbays available. Second reason, there are no properly trained and skills and skilled teachers. Most teachers are trained for mainstream education. No trained teachers for deaf and blind learners. There is no Braille training. There is no training to integrate retarded and disabled learners with the normal learners. There is a stigma attached to schools with special needs and teachers from mainstream schools and those from special schools do not interact with one another. It will be difficult to integrate learners from mainstream schools and those from special schools.

E Can you, uhm, explain this to me?

S Those learners from mainstream schools will be bored and those from special schools will need more attention. There will be no technique to address this challenge and this will lead to behavioural problems. There will be a lot of pressure put on teachers and this will lead to stress of more educators. Preparations will be problematic. Teachers already have low morale and this will lead to lower morale than it is. School will cease to be centres of learning, but just safe havens to keep learners away from crime. Fourthly, there is lack of trained personnel.
E Can you elaborate on that for me?

S Most schools don’t have psychologists on full-time basis. There are also no trained nurses attached to schools. There are no social workers attached to schools and most schools don’t have speech therapists. Government Departments work independently and do not complement one another, for example, health department problems may be obtained in schools which falls under Education Department and there will be no timeous intervention by the Health Department. The fifth reason is that most schools are overcrowded. Schools are already overcrowded, and instead of employing more teachers, teachers are being rationalised. There is not sufficient space for learners, so there will be no proper attention given to learners and it will be worse with learners with disabilities and this will make things difficult, as they will need individual attention. This will lead to further lowering of standards in schools. This will also lead to more disparities between formerly advantaged and disadvantaged schools. Schools with more facilities will be able to maintain the standards and those schools that come from disadvantaged communities will .......... than they do. The sixth point being that funds will be needed most. The Department of Education will have to organise intensive in-service training and workshops. This will lead to a situation whereby budget for education will have to be re-adjusted and most funds will have to be spent on personnel, as opposed to what the Government intends doing now.

E Is there anything else that you would like to say?

S One last thing is the community involvement. There is a view from the Department that the community must assist with funds in schools. It will not be easy for the community to assist. This is because most parents are unemployed, and currently there is lack of job opportunities, and this will lead to more members of the community being reluctant to take part and contribute financially. All the above reasons are a test for, testing .......... That this particular inclusive education will not work for schools. Thank you.
So thank you very much for your valuable information. I really appreciate it and I am sure I will be able to make use of it. Once again, thank you.
INTERVIEW 8

E  Uh, thank you so much for taking part in this research study. I really appreciate it. I will ask you one question, which I would like you to answer, and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to inclusive education and its implementation?

S  Uh, thank you very much for interviewing me. I am Theo Thomas. I teach at Erica Girls Primary School and I have been a teacher for twelve years. On inclusive education: the perception of teachers, basically I would say is that most teachers fear the thought of having to implement inclusive education. Reasons for that is at the moment we spend so much time and effort in dealing with RNCS, IQMS and just the day-to-day problems that come with teaching and then also still having to deal with inclusivity, that probably implies having a x-number of children with differing learning problems and special needs, having to cope with that and include them in your normal day-to-day teaching. Teachers have not been trained for inclusive education, uhm, and that is one of the biggest problems at the moment, because it is something that has to be done in such a way that teachers are qualified to deal with the problems that inclusive education will render. Also, managers have not been prepared to manage their schools to include learners with special needs. Other problems are that we, our infrastructures of most schools, perhaps eighty percent of the schools in South Africa of public schools, ninety percent, even more. The infrastructure is not, uhm, at the level of being able to include, uhm, learners with special needs.

E  Can you, uhm, elaborate on that for me?

S  Well, our schools, learners have different, learners with special needs have different needs and if you think of children in wheelchairs. Do our schools have enough ramps for these children? Many schools have double storeys, even triple storeys, some of them. Do we have the finances to implement, to install, uhm, lifts, uhm, etcetera, uhm for the hearing impaired? Do our schools have, uhm, hearing devices, etcetera? And all this will affect or imply that schools need to have finances, enough finances to implement and to obtain all these structures. The finances will therefore have to come from the Government. Without these
facilities, uhm, they need to be, the Department I feel also has to be more involved, uhm, in the sense that we need more visible, uhm, officials who are more visible at our schools, so that they can come along and de brief us or brief us on the, the needs or the on, goings on, or policies within the Education Department, and this is at the moment null and void, not happening. Uhm, blind children need special, need special training from specialised teachers, uhm, Braille, sign language all that needs teachers with special training. Our normal ........ teacher these days has not been trained to deal with children with with special needs. Uhm, lesson planning, our our teachers, uhm, because they’ve not been trained, will be almost, it will be almost impossible for them to be able to plan lessons in such a way to include children with special needs. Although it is a fact that in the RNCS format, uhm, or preparation forms, there is a section that deals with barriers for learning. But still, one needs to be, have been trained, to know how to implement, how to cater for teachers for children with barriers to learning. Another important fact is that language barriers at the moment are already a challenge to most teachers. We have in our classes children, uhm, who have, the home language, children who come in as second language students or, uhm, need to be taught an additional language and the comprehension factor is a huge problem for teachers at the moment as it is and these are with children who do not have special needs. How much more will the problem not be, uhm, accentuated if we have children who have special needs and language problems? Uhm, that will make the problem so much worse or bigger for those teachers who are not trained to deal with them. At the moment our classes are huge, uhm, we’re sitting with averages of forty, fifty, sometimes even sixty learners in a class and more and to be, to add learners with special needs to those classes is an impossible and mammoth task, uhm, for the everyday teacher to deal with. Very few schools in South Africa have facilities for school support and intervention for learning support and intervention and, uhm, only the model, the ex Model C schools really have over the years, and even now have those facilities to, to deal with schools, with support and intervention.
E Can you tell me more?

S Well, at the school that I teach at, uhm, which is an ex Model C school, we at the moment have a psychologist who counsels children whenever there is a need. The teacher sees the need that the child has and simply then passes this child on to the counsellor and the counsellor then would give feedback to the teacher. It does it, the child, the child’s problem does not become the teacher’s problem, and that is a huge load off the teacher’s shoulder. So the teacher can continue with, uhm, her role of teaching and learning and we also have at our school OT specialists who come in on a private basis, but because our children or our learners are able to afford, or their parents are able to afford to send them to OTs, uhm, we can have that facility on a private basis. The difference between our school and many other schools and most schools in South Africa is that our learner base is not able to afford those kinds of extra, uhm, inter intervention. In the years gone by, we had a speech therapist. Because of the Department, uhm, placing so much pressure on the teacher role at the school with redeployment and so forth, we have now to spend more money on maintaining our normal teaching staff. So it is so much harder for us now to have extras, extra teachers, extra special teachers, such as the speech therapist, thus, we have lost our speech therapist, because of that reason. Even the ex-Model C schools are feeling the pressure of having, of maintaining financial pressure of maintaining all these specialised teachers and may I add that these teachers are extremely valuable to any school, and who loses out at the end of the day? The children! Another important point I feel is that if we are going to go the inclusivity route, we need to have parents who are a parent body who is very, very involved where teachers have the support of parents. As it is in our day-to-day normal, uhm, mainstream schools, it is becoming more and more difficult to attain that sort of involvement by parents as we used to have in the past. The reality of the situation is that because of the influx of more black pupils in the ex-Model C schools, which is a reality and which must not be stopped, because it is, uhm, the policy of our education and our government to move forward to a more inclusive, uhm, multi-racial system – nothing wrong with that – but the reality of the situation is that many of these children do not have the same kind of financial support from parents, because of single parenting, because of things like HIV/AIDS, uhm,
because of children not having, uhm, the same kind of, uhm, financial support, because of living with grandmothers, uhm, there are huge financial constraints and less parental involvement. The teacher will need more than what we have at the moment and more incentives from the Government, they will need more incentives and well-managed principles, they will also need more involvement from parents, and this is not the case at the moment. Another point of consideration is that when you have an inclusive situation where you have, uhm, children with special needs in a less, say in inverted commas a normal situation, uhm, these children want to be like or as good as the other children as far as their academic progress is concerned and even in their, in the social sphere, they want to behave like and be like the others and they cannot, and this puts an unfair pressure on these children, because they then feel less, of less worth, than the rest of the class, because they cannot attain the same levels. They, they are not able to socialise at the same level and this can then, because of the low self-esteem, this can then lead to behavioural problems added on to the already existing, uhm, special needs that they have. It is also difficult for those children, uhm, who have to now deal with a child and help the child who is in their group, for example, who has a problem. Instead of them being able to concentrate on their education and their progress, they have the added pressure of having to deal with those children in their group with special needs, because they will also need to help those children, which in a sense is a good thing, but then the education does not become about them, it becomes about someone else and the focus becomes about someone else in the class. So there is a negative, uhm, impact on both the special, the child with special needs and on the let’s say, inverted commas, the normal children in the classroom.

E  Is there anything else that you would like to mention?

S  At this stage, I think I’ve, I’ve mentioned all that I can think of. Thank you very much.

E  Thank you very much for your contribution. You furnished me with valuable information and I’m sure that I will be able to use it. Thanks once again.
E I would like to thank you for taking part in this research study. I really appreciate it. I will ask you one question which you have to answer and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to the implementation of inclusive education?

S I’m not really in favour of an inclusive education. Uhm, looking back over twenty-five years of experience, teaching experience, uhm, I know that to try and cope with the children that you have plus children with special needs will be really tiring on any teacher. Firstly, the majority of the teachers are not trained to, uhm, deal with a child who is deaf, to deal with a child who, uhm, is maybe visually impaired or any, any child, even remedial cases. The majority of teachers are not able to cope with that. Most teachers are sitting with very big classes and you want to give everything, as much as you can, to each child. The top children need to be enriched, the middle children and the children who are maybe a little bit below average need individual attention. To try and incorporate children with remedial problems and with other problems into your class situation is robbing the other children of the teacher’s time. The schools are not, uhm, the facilities are not always available at the schools. Ramps, toilets, things are not put in place, uhm, where at the school I teach, we teach children who are learning in their second language and those children need a lot of individual attention, a lot of time spent on each one of them, uhm, their phonics is developing, you’ve got to make apparatus for them, worksheets, flip-charts, cards, because their needs are so varied. Now to incorporate other children into the class who also need individual attention will be robbing the other children of the time that is allocated to them, that they need, that they are entitled to and, uhm, to me, that is not very wise. Besides that, there are already a lot of disciplinary problems in schools, because of the big classes and I think that this is going to cause even more problems within the class situation, because all the children want the teacher’s attention. Uhm, the special needs children need even more time spent on them and, uhm, I think teaching is going to become even more difficult, and almost impossible in some classes, if this is incorporated into our schools. Uhm, teachers are already overloaded with work. They’re trying to, uhm, establish a routine with the new curriculum. There’s a lot of paperwork to be done and it is taking away from the teaching time. Special needs children need a lot of practical work, they need
apparatus, they need individualised work cards. All this is got to be made by the teachers, because it is not supplied by the Department. Uhm, in many schools, in other countries teachers have a teacher’s aid to help them and, uhm, that we, we will we won’t see that in our country. So the teacher is got to cope with everything once again and any teacher aids will not be trained, so the teacher is going to have to do that training as well. The extra time, marking, assessing, creating things for the children, the teacher will just work non-stop and already teachers are working very hard. Uhm, special needs children, uhm, need their handwork, they need to develop life skills, and that’s a specialised area. It shouldn’t be, uhm, left to the teacher to try and cope with that. There should be teachers in place. There should be schools in place for the special needs children, uhm, children like that sometimes, feel embarrassed in a class when they can’t do it, they don’t understand it, it’s got to be repeatedly done with them, uhm, and very often I think that they’re happier separated from the mainstream. It’s going to mean that we’re going to have extra afternoon classes for those children and once again, your teacher is the one who is going to suffer. Uhm, all in all, I think that uhm it’s not going to be fair at all, at all fair on the teachers.

E  Is there anything else that you would like to mention?

S  Uhm, I think that, uhm, that one would like to know what kind of assistance you’re going to get. What kind of, uhm, what’s going to be supplied to the schools? What help are we going to get from the Department? Uhm, to me, that’s important, because otherwise I just don’t think that we’re going to cope.

E  Uhm, thank you very much for your valuable information. I’m sure I’ll be able to use it and once again, thank you.
INTERVIEW 10

E Thank you so much for taking part in this research study. I really appreciate it. I will ask you one question which I would like you to answer and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to inclusive education and its implementation?

S I've been in mainstream teaching for the past twenty-seven years. I am teaching at a school in the Northern Areas, which I view as a disadvantaged school. I am not in favour of inclusive education, and these are my reasons: First of all, the lack of facilities at our school. We will not be able to accommodate learners with disabilities, as our school does not have ramps. For learners with wheelchairs, we do not even have wheelchairs at our school. Toilet facilities are inadequate. The playground is not suitable, and even our walkways between classes are very narrow. We have no hearing aids for the hearing impaired. We also do not have any resources to accommodate the learners, for example, school buses to transport those learners. We also do not have a resource centre. We have a library, but books are outdated, as we are financially not able to buy books and the Department does not subsidise us. Secondly, the Department also do not enlighten us with regard to inclusive, inclusive education.

E Can you, uhm, tell me more about that?

S We hear about policies. Example: the White Paper 6. What is that? But we are still in the dark. The Department also do not have any workshops to gradually introduce inclusive education in our schools and because we receive no information on this matter, we are negative towards implementation. Therefore, I would also like to stress that teachers are not adequately trained. Here I can say that I have never envisaged teaching learners with special needs. When I trained as a teacher, as well as my colleagues, we were never even introduced to remedial teaching. I was therefore never trained to teach these learners. For example, how will I be able to use sign language for the hearing impaired if I do not even know it? How will I teach a visually impaired learner if I have no training in Braille? I do not even want to think about teaching the intellectually impaired. What a catastrophe! Could I be also put the blame possibly on the lack of life skill training? Our schools do not even have an occupational therapist to assist us
with activities for these learners. We do not have a speech therapist to assist learners with special impairments. We do not have a school nurse. We do not have a psychologist to assess the children. We do not have a social worker to evaluate their needs. We're already in need of all these support specialists, but I have to cope on my, my own. We cannot even rely on the parents. They are unemployed and cannot afford the services and the different therapists and psychologists. Most of the parents at our school are not involved in their children’s education. In their minds they believe that we as teachers are therapists, nurses, social workers and to say the least, solely for the children's education. We can also mention the community. They are also very negative towards special need learners and in many cases, there is a stigma attached. Will the community therefore be keen to accept these learners in mainstream schools, because the kids can be brutal? Here, I can also mention the classroom situation. The normal learner will be able to grasp easier or quicker in comparison with a intellectually impaired and that will lead to frustration and disciplinary problems in the class. Assessment will also be time-consuming and it will be difficult to assess them. It will also inhibit my classroom’s strategies. My lesson planning will now be affected and I will have to spent more time in planning my lesson. This will be stressful and will shorten my life, as I already suffer from high-blood pressure.

E  Is there anything else that you would like to mention?

S  Uhm, teachers’ morale will also be very low. I think I’ve said everything.

E  Thank you very much for your valuable information. I really appreciate it and I’m sure I will be able to make use of it. Once again, thank you.
E  Thank you so much for taking part in this research study. I really appreciate it. I will ask you one question which I would like you to answer and the question is: What are teachers’ or educators’ experiences, perceptions and needs with regard to inclusive education and its implementation?

S  Hallo, Evvie. Uhm, it’s a pleasure for me to help you to do this interview. Well, I’ve been in the teaching profession for about fifteen years now. I am currently teaching at .......... Primary, which is a school in the Gelvandale area in the Northern Areas and the school is situated in the predominantly disadvantaged community where poverty is very rife. But coming back to the topic, as far as I am concerned, inclusive education will not work if it should be implemented at our school, and I have a few reasons to substantiate my point of view. Well, firstly, our schools lack the facilities and at present we don’t even have sufficient facilities as it is. Our school does not have ramps and are not, uhm, wheelchair friendly. We also do not have rails and, you know, other equipment needed by the physically challenged learners. Uhm, wheelchairs will have to be provided by the Department, because as I said the school doesn’t have, have any funds and the renovations of the ramps and so on will also have to be, you know, catered for by the Department, which can also be a costly affair. The hearing impaired learners will have to be supplied with hearing aids, as well, and then again, it will also have to come from the Department. From my second point is that teachers are not, you know, trained and they lack the basic skills, for example, teachers are not adequately trained, they’re not prepared to teach these visually impaired learners, who, for example, need to read in Braille. Also, the hearing impaired needs specialised audio-visual equipment to aid them in knowing their learning process and this equipment is also very expensive. Teachers are also not trained to work with intellectual impaired learners and these learners need remedial training, which means that they need constant guidance, constant attention, constant assistance, uhm, which tends to take your focus away from from the other learners. Well, thirdly, finances can also be seen as as a stumbling block, because the Department is already so slack in providing the basic necessities at schools today, so how on earth can we imagine them, you know, coughing up money for this expensive equipment to make inclusive education work at our
schools? The Department also does not have workshops on inclusive education and the implementation thereof. We hear about White Paper 6 from our colleagues, now with the colleagues from the specialised schools only, but the Department, they don’t, they never do workshops at our primary schools. I suppose the excuse would be that it is it is printed in the Government Gazette. Well, teachers are therefore uninformed, they’re ignorant and they’re left, basically left in the dark and this creates a negative attitude towards inclusive education at our schools today. Another stumbling block is the parental involvement. Now, we’ll have to be realistic and quite honest with ourselves. We are not speaking about the parents who can afford to keep the children in Model C schools and so on. We are speaking about parents who are unemployed, who cannot even afford the basic needs of everyday live. So let alone the luxuries of life. Children of these parents are often deprived of many things, things in the school set-up, that is. So, due to the lack of finance, they are deprived of many things, such as sporting equipment and even going on tours and such. Now, these parents are often illiterate and they are very difficult to work with and also very difficult to approach and these people live in, in poverty beyond your imagination. They live in shacks, in sheds and some of them also and even live in caravans, and this in turn leads to many other socio-economic problems. Another point is alcohol, alcohol and drug abuse. It’s very rife in these areas and these parents often come to school in such a state, you know, wanting to speak to the principal and to address teachers on issues concerning the child. Well, a fifth point that I can also mention is that there is the problem of the specialised services in our schools. We have no psychologists, because the parents cannot even afford this luxury, you know, because their children and they don’t even have the basic needs as I already mentioned and these people have no medical schemes and, and such. We also have no occupational therapists who assist with the, the needs of the individual child. There is no speech therapist to assist with the speech impaired, no social workers to help with the barriers to learning, no school nurse to help with the epileptic seizures and here we can, we can also focus on especially the the mentally impaired child. The parents expect the teachers to be a psychologist, to be a therapist, to be a nurse and a social worker. No wonder the teachers are so burnt out. Community involvement is also a big problem. The community can make or break a school. Unfortunately
the parents from our community is, you know, inclined to stigmatise children with special needs. The children are non the better and these children can at times be very, very unsympathetic towards the special needs children. Coming back to the classroom situation, that also can be seen as a problem, you know, because the learners plan, plans will have to be reconstructed. The gifted child, for example, will grasp concepts far quicker than the normal child will be able to do, you know, and the intellectually impaired child will take much longer. Now this will result in the gifted child becoming bored and possibly becoming disruptive. So, discipline will become a problem in your class, because of the social economic problems, backlogs, and the learners, in fact, in our community, the, in our community they have the wrong role models and here specifically I would like to mention, you know, in our disadvantaged communities, children tend to rub up or to think that the role model is the gangster, you know, with his smart car and his, his money and so on, and this results in many children wanting to follow that route, seeing that the gangster is, is his role model. In fact, the children can only, uhm, fail once in a Phase according to the Department, so that means that the problem will now be created, but this problem can only be solved with the age .......... rule if and if it's implemented in our schools. Then another aspect is that the lesson will have to change. The language usage in your class will have to change. Time allocation, that means that the timeframes that you’re going to be working with in your class, that will also have to change. Assessment levels will be different for the different learners. The teachers will have to adapt, in fact, all teachers will have to adapt his or her method according to the learners' barriers to learning. Reading, we know, reading is already a great problem in our schools today, and this reading problem will just be escalated in our inclusive classes due to the lack of facilities, and the lack of specialised equipment, especially for the hearing impaired and the visually impaired learners.

E Is there anything else that you would like to mention?

S Well just in conclusion, uhm, inclusive education will push the already stressed teacher over the edge. That's in in my opinion, because teachers will be impacted on various levels. For instance, the teacher will be impacted by his learners in an, in this situation where we have an inclusive class. Teachers will
also have, or they will be impacted by their colleagues and this can change the climate at the school. It will also definitely have a negative influence on the immediate families of teachers, and ultimately it will have a negative influence on the health of the teacher, it also can then result in absenteeism, and this in turn can put extra pressure on the principals and at the end of the day, the morale of the school goes to the dogs. Well, that’s my opinion about inclusive education, and going back to my original statement, I don’t think that it will ever work at our schools. Thank you.

E Thank you very much for your time and also for your valuable information. I'm sure I'll be able to use it. Once again, thank you.