THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMTs) IN RENDERING LEARNING SUPPORT IN PUBLIC PRIMARY SCHOOLS

BY

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DECLARATION

I, the undersigned, hereby declare that this dissertation-The Role of School Management Teams in rendering learning support, submitted for the degree Magister Educationis (M-Ed) at the University of the Free State, is my own original work and that I have not previously submitted the same work for another qualification at any institution of higher learning. I further declare that all the sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

Researcher's name...

Rachel M. Ntseto

Signature.......................   Date................................

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ABSTRACT

The education environment in South Africa is characterised by diverse layers of complexity and there is recognition by education practitioners, scholars, and researchers world-widethat schools require effective leaders and managers if they are to provide the best possible education for their learners. The term learning support is commonplace in the education provision of learners with special education needs and barriers to learning. In this regard, learning support is critical to these learners to achieve academically. The South African Ministry of Education recognised that the success to the approach to address barriers to learning effectively lies with education managers and education cadre (EPW 6 2001:29).

Effective schools are educationally inclusive schools in which the teaching and learning, achievements, attitudes and well-being of every person matter. This is shown not only in their performance, but also in their ethos and willingness to offer new opportunities to learners who may have experienced previous difficulties. This study aims at highlighting the challenges that SMTs of clustering primary schools face as well as their roles in rendering effective inclusive learning support to SEN learners.

The theory underpinning this research is the ecosystem theory which the researcher regarded as the most suitable to address learners with barriers to learning and development. In an education system characterised by inclusion, the ecosystem perspective suggests that inclusive learning support should not only be directed at an individual learner but that it should be extended to all systems that surround the learner. Employing a qualitative interpretive design, the study utilised a case study where of four clustering schools in the Motheo schools district

were purposefully selected. Utilising focus group interviews, group discussion and semi-structured interviews as the research tools, the target population comprising of SMTs, SBSTs, SGBs and educators, the study yielded the data for this study.

A key finding of this study revealed that SMTs of the public primary schools researched in the Motheo District cluster are not fully attentive to the value of their roles as mangers in rendering of effective ILS.

This study recommends that it is crucial for SMTs in conjunction with relevant stakeholders (District Based Support Teams, School Based Support Teams, School Governing Bodies and educators and Government departments) to create a conducive environment for the promotion of ILS.

Key terms: Inclusive Education, School Management Team, Inclusive Learning Support, Management Tasks, Clustering public primary schools.

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DIAGRAMS:

ABBREVIATION AND ACRONYMS

ATA: Alberta Teachers' Association

CAPS: Curriculum and Assessment Policy Statements

CASS: Continuous Assessment

CDF: Constituency Development Fund

COLTS: Culture of Learning and Education Services

CPTD: Continuing Professional Teacher Development

CRC- Child Rights Classroom

DBST: District Based Support Team

DDA: Disability Discrimination Act

DoE: Department of Education

DOH: Department of Health

ELSEA: Elementary and Secondary Act

ESS: Education Support Services

EWP 6: Education White Paper 6

FET: Further Education and Training

HOD: Head of Department

IDEA: Individuals with Disability Education Act

IE: Inclusive Education

IHDC: Institutes for Health and Development Communications

IL: Instructional Leader

ILS: Inclusive Learning Support

INSET: In-service Training

ISP: Individual Support Plan

LSF: Learning Support Facilitator

LTSM: Learning and Teaching Support Material

MGSLG: Matthew Goniwe School of Leadership and Governance

NCLB: No Child Left Behind

NCSE: National Council for Special Needs

NCS: National Curriculum Statements

NGOs: Non-Governmental Organisations

NEPI: National Education Policy Investigation

NQF: National Qualification Framework

NRCI: National Resource Centre for Inclusion

OBE: Outcomes Based Education

PWGs: Professional Working Groups

RSA: Republic of South Africa

SA: South Africa

SAHRC: South African Human Rights Commission

SHCRDU: Sacred Heart College Research and Development Unit

SAPS: South African Police Services

SASA: South African School's Act

SBST: School Based Support Team

SEN Special Education Needs

SENCO: Special Education Needs Co-ordinator

SENDA: Special Education Disabilities Act

SGB: School Governing Body

SIAS: Screening, Identification, Assessment, Supporting

SYRAC: Sports, Youth, Recreation, Arts and Culture

TA: Teacher Assistant

TL: Transformational Leader

UK: United Kingdom

UNESCO: United Nations, Scientific and Cultural Organisations

UNICEF: United Nations Children's Emergency Fund

USA: United States of Americ

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CHAPTER 1

BACKGROUND AND ORIENTATION

1.1. INTRODUCTION

Literature abounds highlighting the importance of education management and leadership in the 21st century. Bush (2007:391) mentions that the concept of management overlaps with that of leadership, a notion of great contemporary interest in most countries in the developed world. Brauckmann and Pashiardisas cited in (Grobler, Bischoff and Beeka 2012:42) advocate the use of various leadership styles within a holistic leadership framework and conclude that leadership is a complex mixture of the five styles they explored. Furthermore, the authors contend that the various sets of leadership perceptions, behaviours and practices influence the main purpose of a school's mission, which is enhancing learner achievement.

Contemporary South African discourse reflects the importance of sound leadership practices with the establishment of the Matthew Goniwe School of Leadership and Governance (MGSLG) in 2003 and in the title of the Advanced Certificate in Education: School Leadership, a national qualification for school principals, piloted in 2007. Despite these developments management, however, remains the dominant term in the debate about aspects of school organisation (Bush 2007:391). Moreover, the educational leader has a multitude of goals that he or she has to strive towards with the primary goal being that of "teaching and learning" (Grobler *et al.* 2012:42).

In transforming South African schools, the quest for attaining quality in teaching and learning and the significance of School Management Team members (SMTs) is highlighted as imperative in

improving learner achievement. According to Rayner (2007:43) the role of SMTs is linked to the potential for inclusive, transformative development, which implies that there is potential for SMT to engage in inclusive and enabling transformative development. The SMT members should aim at improving the quality of teaching and learning and creating conducive conditions for all learners (Mojaki 2009:43 and Tondeur 2008:5). The SMT is responsible for the on-going evaluation of a school's performance and for its continuing development and improvement, the creation of safe nurturing and supportive learning environment, which enables effective teaching and learning (RSA DoE 2007:162). The word effective means being successful or productive in producing desired intended results, providing fruitful or functional solutions to environmental problems (Oxford Dictionary 2014). Teaching and learning therefore require effective execution of the management tasks and skills of planning, problem solving, decision making, policy making, organising, coordinating, delegating, leading and controlling of school activities or events (Pugh 1980:3; Van der Merwe, Prinsloo and Steinmann 2005:66).

Effective managers are capable instructional leaders and skilled site based managers, who take responsibility for ensuring that each individual within his or her department succeeds and that the team or business unit achieves results (Tulgan 2014:5; Haney 2014:4; Thomas and Dipaola 2003:6). In other words, their leadership is pivotal for the improvement of educational opportunities for all learners, especially those with unique learning needs. Leadership is, however, a crucial attribute that many managers lack, despite their job title (Tulgan 2014:5).

Sound leadership and management practice is essential for inclusive education as SMTs ensure that schools are well supported and develop networks between schools and other sectors or departments (RSA DoE 2002:51).

The balance between instructional leadership and management responsibilities present challenges for SMTs and because management tasks are more explicit and procedural, compliance is a priority for the district, instructional leadership may be neglected (Ruairc, Ottesen and Precey 2013:16). These tasks are performed in relation to people, outcomes and resources available at a school and they allow SMTs to fulfil the primary need of education (Van der Merwe *et al.* 2005:75). The SMT members of certain public schools do not perform the essential leadership tasks effectively for the success of ILS, because almost all School Based Support Team (SBST) functions, including those which have to be performed by SMT members, are performed by Remedial or ILS educators alone. The SBST is the compulsory support structure that should support learners and educators with physical resources, material resources and professional development at school level (RSA DoE 2001:26).SBST should comprise of school managers, specialist educators and other staff members who might be helpful to the process (RSA DoE 2002:74 & Gibson 2004:9). In the case of SMT members there must be a co-ordinator, known as a Special Needs Co-ordinator (SENCO) or Inclusion Manager in the United Kingdom (UK DoE 2013:2). The co-ordinator should take day-to-day responsibility for the operation of the Special Needs Policy (SEN) which translates into EWP 6 in S.A. The SENCO should co-ordinate the provision made for individual children with SEN, working closely with staff, parents and other agencies. The SENCO should provide professional guidance to colleagues, with the aim of securing high quality teaching for children with SEN (Gibson 2004:2).

SMTs as instructional leaders need to be the educational visionaries, offering direction and expertise to ensure that learners learn and teachers teach (Hoer 2007:84-85). In addition, the onus is on the principal as instructional leader to build and

guide educators on how to teach, a competency which will stand them in good stead in an inclusive classroom setting.

The Education White Paper 6 (EWP 6), the most recentinitiative for the transformation of the education system to ensure quality education for all learners, ratified South Africa's answer to the global call for inclusion in education (Department of Education [DoE], 2001). Inclusion is not only a special education issue, but has broader implications. Inclusive schooling is part of school change and effective school leadership programmes. Inclusive schools try to provide complete education to all students who are enrolled (Dixon and Verenikina 2007:193).

The researcher is an inclusive learning support educator supporting learners from Grades 1 to 7 and also SMT member heading two learning areas, namely,Setswana and Natural Sciences.The learning support educator is employed to ensure that learners with mild learning disabilities achieve maximum proficiencies in literacy and numeracy before leaving the primary school (Scotens 2008:12). In addition, according to the New South Wales (NSW) Department of Education, the role of the learning support educator within the school's initiatives is to improve outcomes for learners with additional learning and support needs (NSW DoE 2014:1).

According to Sittert (2011:7) control in ILS is an important aspect of total quality management. It is done for quality assurance where resources and other assistive devices, if any, are controlled to ensure that learners with learning barriers and development utilise them optimally. In ILS, control has to be done by the co-ordinator, who should be an SMT member (DoE 2010:28 & Sittert 2011:5). This is supported by theDoE (UK), which indicates that the SENCO, with support of the head teacher and colleagues, should seek to develop effective ways of overcoming barriers to

learning and sustaining effective teaching and learning. This should be done by analysis of and assessment of learners' needs, by monitoring the quality of teaching and standards of pupil's achievements and by setting targets for improvement (DoE 2011:17; United Kingdom DoE 2013:2;Thomas & Dipaola 2003:18). Therefore, to achieve all of the above, the detailed control process should be followed (Banerjee 2012:4).

1.2. THEORETICAL FRAMEWORK

This study was grounded inthe ecosystem theory. The ecosystem theory is a way of seeing case phenomena (the person and the environment) in their interconnected and multi-layered reality, to order and comprehend complexity and avoid over simplification and reductionism (Mattaini and Meyer 2008:1). It is a way of placing conceptual boundaries around cases to provide limits and define parameters of practice with individuals, families, groups and communities. The ecosystem theory also shows how the individual and groups at different levels of the social context are linked in dynamic, interdependent and interacting relationships, such as that what happens on one level of the social context affects all other levels.

This research, by means of a literature review, addressed the paradigm shift in inclusive educationinternationally and in South Africa inparticular. The empirical research investigated the eco-system management role of SMT members and the challenges they face in rendering ILS to learners experiencing barriers to learning. The eco-system used is Bronfenbrenner's ecological systems, including the micro-system, the meso-system and the exo-system (Ryan 2006:3) and discussed in chapter four. This theory looks at the learner's development within the context of the relationships that form his or her environment. It is against this

background that the ILS rendered by SMT members as inclusive leaders was investigated. The role of the SMT is, however, also influenced by the roles of other stakeholders from different structures like theSBST, SGB and educators. Their support roles are categorised into five levels of support discussed below.

The learners' school environment was explored with the help of the SMT members, SBST members, SGB members and educators. According to Kalunga (2010:27), the research base in South Africa is relatively small and quiet in its management and leadership of inclusive education. It tends to support the continued need for special education and its particular focus on individualized teaching, while showing the positive benefits of inclusion.

Inclusion is another way that learners with learning barriers can experience social justice (Ryan 2006:3). Those who promote inclusion believe that social justice can be achieved if people are meaningfully included in institutional practices and processes. Models of inclusive leadership, borrowed from management studies by educators, promoted and adopted organisational arrangements that invested particular individuals with power. The reason was that the latter would be able to force, motivate or inspire others in ways that would help the schools achieve the comparatively narrow ends of efficiency and productivity (Ryan 2006:3). In the next section a discussion of the problem statement is presented.

1.3. PROBLEM STATEMENT

Inclusion can only be successfully implemented if it is seen as a whole school endeavour in which the principal and management team of the school play a central leadership role (RSA DoE 2001:46). The SMTs should take a lead in changing the attitude of all stakeholders. The SMTs also take a lead in encouraging active

parental participation in the school and learners' education. They also need to take a lead in forming networks with existing community resources, such as SGB, caregivers, families, disability organisations, health and social services, NGOs and Higher Education Institutions (RSA DoE 2010:28)

In order to perform few of the latter tasks, the SBST should be established where one of the SMT members co-ordinates support for all learners in the school by meeting regularly, giving guidance to teachers and tracking support. The former Minister of Education, Kader Asmal (RSA DoE 2001:4), however, acknowledged that building inclusive education is not an easy task, but what will be required is persistence,commitment, co-ordination, support, monitoring, evaluation, follow-up and leadership. Leadership is a crucial attribute that many managers lack despite their job title (Tulgan 2014:4). Furthermore, it is a common practice for institutions to promote employees with the best results, but sometimes the best salesman does not make the best manager. Kgothule (2004:2) acknowledges that there is a lack of suitable leadership skills, knowledge and understanding of managing inclusive education by SMTs in public schools.

According to Rayner (2007:49) managing inclusive education is still a challenge, irrespective of the location. Mbelu (2011:8) mentions that inclusive education requires the changing of the culture and organisation of the school (Whole School development) and demands that school managers possess knowledge and skills in educational change and school reform. Engelbrecht (2006:257) identified a need for SMTs to be capacitated on inclusive education to improve those skills and knowledge which are lacking in learner support. According to Knesting, Hokanson and Waldron (2008:266) middle educational settings have established practices more developmentally responsive to the unique needs of early adolescents. Widespread

implementation and management of high quality practices has, however, not been realised. Therefore additional research is necessary to determine how schools may meet the diverse needs of learners.

What has been said above is the perceived situation with regard to rendering ILS by SMT members of Motheo public primary schools. According to the researcher's experience, there seems to be a great need for skills improvement and knowledge development among SMT members with regard to ILS at certain public primary schools. In order thatILSat these schools may be effective, SMT members need to be conscientised about their role in this regard, because even those forming the SBST do not seem to perform their role in ILS as they do in normal teaching and learning. The reasons for this could be the alleged lack of knowledge and understanding of inclusive policies and application of suitable management skills in inclusive learning support.

The researcher has also observed this from other SMT members of clustering schools during the SMT Professional Working Groups' (PWGs) meetings. A school cluster can be defined as a process of organising geographically contiguous schools into a mutual support network (Giordano 2008:2). From that cluster about half of the SMT members were asking how they can support learners with barriers to learning and development. It stands to reason from the latter exposition that there seem to be concerns related as to how SMTs understand, interpret and implement policies and systems that guarantee success of learner support. These concerns have motivated the researcher to investigate the role of SMTs in managing ILSand suggest guidelines that can improve skills, knowledge and understanding needed for the effective rendering of ILS.

1.3.1. Research questions

This study addresses the following key questions:

- What does inclusive learning support entail in the South African schools' context?
- What is the role of SMT members in facilitating and rendering ILS?
- What are the issues and challenges facing SMT members in managing ILS in primary schools?
- What guidelines can be suggested for rendering ILS in public primary schools?

1.3.2. Primary objective

The primary aim of this study may be operationalized as follows:

To investigate the role of the School Management Team (SMT) in rendering Inclusive Learning Support (ILS) in public primary schools.

1.3.3. Secondary objectives

- To define inclusive learning support in the South African context.
- To determine the role of SMT members in facilitating and rendering ILS.
- To determine the issues and challenges faced by SMT members in rendering inclusive learning support.
- To propose guidelines for rendering ILS in public primary schools.

1.4. RESEARCH DESIGN AND METHODOLOGY

This study was framed within an interpretive research design, which according to McMillan and Shumacher (2001:409) is a hermeneutic cycle whereby what is learned is informed by what is already known, reading of literature, experience in field, data framing and analysis as well as interpretations. The interpretivism paradigm uses subjective meaning with the aim of interpreting the reality of the phenomenon from others (Mc Millan & Schumacher 2001:398). Therefore, through the hermeneutic circle the researcher was able to understand and interpret the parts which ultimately led to understanding the whole (Creswell, Ebersohn, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterson, Plano and Van der Westhuizen 2010:59). The intention was to search for valid and reliable evidence in terms of management issues in learner support.

1.4.1. The interpretive design

The interpretive perspective allowed the researcher to generate an understanding and insight into how the participants related to and interacted with each other and how they derived meaning from the phenomena under study (Creswell *et al.* 2010:75).

1.4.2. Case study

In this study the researcher utilised a case study design, which is usually used in qualitative research in order to understand the phenomenon in depth, regardless of the number of sites or participants of the study (McMillan & Schumacher 2001:398). Rule and John (2011:14) mention that the purpose of a case study is a key factor in determining the case. Therefore the researcher was

interested in the application of the key management tasks, i.e. planning, organising, controlling and leading in educational support. Attempts at rendering learning support seemed not to be as effective as it should in some public primary schools, because the SMT members did not consider it when performing management tasks. Therefore, the researcher wanted to better understand the reasons why and how this impacted on learning support. For this reason, the SMT of PWG of selected schools within the cluster were selected and used to investigate the case. The cluster of schools and PWG provided the researcher with free access to conduct her investigation. By virtue of being a support educator, the researcher has experience of the issues and challenges in establishing forums for learning support. The researcher was able to study the phenomenon in depth so that she could understand the issue at hand (Rule and John 2011:7).

The qualitative method was followed to search for evidence that was valid and reliable and to prove the existence of the phenomenon, because data was presented as narration of words from the participants (Mc Millan & Schumacher 2001:15). The qualitative design assisted the researcher in the development of guidelines for rendering ILS in public primary schools. Mc Millan & Schumacher (2001:395) mention that the qualitative design is important in theory generation, policy development, educational practice improvement, illumination of social issues and action stimulus. This method was used because the strategies were flexible. Therefore the researcher could use various combinations of techniques to obtain data. The researcher also immersed herself in the situation and phenomenon studied and assumed interactive social roles in which she was able to record observations. The researcher had enough time to collect data at the sites. The intention was to use context bound generalisations for the participants, interested readers or other researchers in subsequent research (Mc Millan &Schumacher 2001:396).

1.4.3. Sampling

Purposive sampling was used in this study, because the researcher was searching for information-rich informants or groups from which to select subunits for more in-depth study. Purposeful sampling is defined as the strategy used to choose small groups or individuals likely to be knowledgeable and informative about phenomenon of interest and who are most likely to yield data about the evolving research questions ((Mc Millan & Schumacher 2001:433; Rule & John 2011:63). Creswell *et al.* (2010:79) state that participants are selected because of their characteristics that make them holders of the data needed for the study. The focus was on key role players within the groups identified, including both males and females, above 18 years of age.

Participants were drawn from four of the eight clustering schools where a case study was conducted. A single case is accepted as the object of the study and such singularity is characterised as the concentration of the global in the local (Creswell *et al.* 2010:76). All those schools were selected based on the fact that they rendered ILS support. The participants were members of the PWG of which five were SMT members, five educators, five SBST members and three members of the School Governing Body (SGB) from the parent component. The SMT was purposely selected because of their management and teaching and learning knowledge and experience. Educators were selected because of their teaching and learning experience and SBST members because of their learning support experience. The parent component was selected because of their interest to represent all parents at schools.

Therefore, as defined earlier, their characteristics, relevant knowledge, interest and experience in relation to the case, allowed them to answer questions and provide more information

with regard to learning support at their school and how it is managed. Through purposeful sampling the researcher was able to increase the utility of information that would be obtained from small samples ((Mc Millan & Schumacher 2001:401).

1.4.4. Data Collection

Focus group interviews were conducted with five SMT members (refer to Annexure E), five SBST members (refer to Annexure F) and five educators (refer to Annexure G) from each of the four schools. Group discussions (refer to Annexure H) were conducted with three members of SGB from the parent component of each school. Interviews usually imply one-on-one discussions between the researcher and participants, a sort of guided conversation with semi-structured interviews involved a set of pre-set questions, which initiated the discussion, followed by further questions which arose from discussion (Rule & John 2011:64). Semi-structured questions were used to corroborate data emerging from other sources (Creswell *et al.* 2010:87). This procedure was followed, because it saves time and requires participants to answer predetermined questions, and in that way consistency was ensured. The researcher was able to identify, explore, probe new emerging lines of inquiry that were related to the phenomenon (Creswell *et al.* 2010:87).

Semi-structured questions were used for focus groups with SMT members, SBST members and educators as well as for group discussion interviews of the SGB parent component attached to four schools. The researcher engaged participants from the same school with the use of a set of questions to initiate discussion. Focus groups and group discussion were useful for gaining a sense of the range and diversity of views, of whose views were dominant and marginal in the group (Rule & John 2011:66). The

advantage of using a small group of participants was that they perceived each other as being fundamentally similar and they spent less time discussing the issues (Niewenhuis 2007:91).

They were able to build on each other's ideas and comments to provide an in depth view not attainable from individual interviews. Unexpected comments and new perspectives were explored added value to this study (Creswell *et al.* 2010:90). In the focus groups, debate and conflict was encouraged and group dynamics assisted in data generation (Creswell *et al.* 2010:90).

The researcher was the research instrument, as according to Creswell *et al.* (2010:79), qualitative studies accept researcher subjectivity as something that cannot be eliminated and see him or her as the research instrument in the data gathering process. The researcher asked permission from the principals to interview the selected groups (refer to Annexure C). The researcher established their research roles in the first contact with them when requesting an appointment and explaining the purpose and confidentiality of the research. The interviewees selected the time and place of the interview, as suggested by (Mc Millan & Schumacher 2001:435).

1.4.5. Data analysis

Data was analysed in coding topics and categories which Mc Millan & Schumacher (2001:467) define as the process of dividing data into parts by a classification system. The researcher logically grouped codes into categories, which were given names as analysis proceeded as Rule & John (2011:77) state that codes emerge from data during the coding process. Coding provided the researcher with a good opportunity to get close to the data and enabled her to generate findings, develop explanations and come

to a conclusion, theorise and suggest recommendations (Rule & John 2011:77).

After the researcher had completed this coding process, she then followed the next stage, which involved concept and thematic analysis, which meant working with codes to identify patterns, such as similarities and differences (Rule & John2011:78). As this process is said to be time consuming (Rule & John.2011:77), the researcher collected data from individuals and focus groups on different days and organised it into themes with the computer programme involving loading the files and file management (Rule & John 2011:77). It was also important to sort data into different themes and break it into small chunks that were manageable.

1.5. SIGNIFICANCE OF THE STUDY

This study may contribute by improving the perceived lack of and ineffective management of learning support at Motheo clustering schools, where inclusive education is apparently practised. It also aims to conscientise SMT members of clustering schools and PWG members where inclusive education is not implemented and on their role with regard to supporting learners with barriers to learning and to stimulate the establishment of support classes. It may also be an eye opener to the Free State Department of Education that there is a great need for public primary school SMT members to be trained and capacitated on how to manage learner support. To achieve this, a suggested Management Framework for Learner Support will be put in place.

1.6. ETHICAL CONSIDERATIONS

The researcher obtained ethical clearance from the Faculty of Education at the University of the Free State where the researcher

is studying (refer to Annexure A), ethical clearance number: UFS-EDU-2013-064. The researcher also asked permission from the principals of the four clustering schools to conduct interviews with the structures including SMT, SBST, SGB and educators (refer to Annexure C). The reason for asking permission was because research had to be conducted in an ethical manner to enhance validity and trustworthiness (Rule & John 2011:111).

After obtaining permission from the Department of Education (refer to Annexure B) to conduct research in the field, the researcher tried to alleviate or eradicate feelings of betrayal and deception by assuring the principal, SMT members and educators of confidentiality and anonymity with the use of coding as mentioned earlier and described the purpose of the study Mc Millan & Schumacher 2001:421). Rule & John (2011:112) state that research ethics' requirements flow from three principles, which are autonomy, non-maleficence and beneficence. Therefore the researcher ensured that the participants' rights were respected and protected, described the intended use of the data and informed them of their choice to participate and to withdraw from the study.

1.7. KEY CONCEPTS

- **INCLUSIVE EDUCATION:** Inclusive Education and training is a system organised so that it can provide various levels of support to learners and educators. The system provides opportunities for all students to become successful students in ordinary schools which serve their community. Inclusion means that all educators are responsible for the education of all learners and the curriculum must be adapted to cope with diversity, both in mainstream and specialised schools (DoE

2001:16; Soodack 2013:327; Knesting *et al.* 2008:266 Lomofsky & Lazarus 2010:5).

- **SCHOOL MANAGEMENT TEAM:** The school manager may be the principal, executive director, chief or other kind of leader. The School Management Team is one of the teams falling into the category suggested by Van Wyk and Marumoloa (2012:101) as work group. According to the Business Dictionary (2015) the School Management Team is a group of administrators assembled to work on a particular project or to perform a particular function within an organization, i.e. a school. Team management typically involves setting team priorities and performance objectives, receiving performance and methods employed and spearheading the team's decision making process.

- **INCLUSIVE LEARNING SUPPORT (ILS)** is a specialised early intervention programme aimed at providing support to learners with special education needs (SEN) that is, with weak literacy and numeracy skills (Singapore Ministry of Education 2013:2). ILS is also defined as a specialised support which has recently become a growing need for SEN learners. It involves all learning activities which increase the capacity of a school to respond to learner diversity (Briggs 2005:51; Lacey & Lomas1993:11; Lomofsky &Lazarus 2010:5). Ruairc *et al.* (2013:9) define ILS as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities and reducing exclusion within and from education.

- **CLUSTERING SCHOOLS:** The classic model for clustering involves bringing schools together to form a cluster or network. Usually a larger and better equipped central school

acts as a lead school or 'core' school of the cluster. Clustering or neighbouring schools can facilitate administration and supervision of schools that are spread out over a large territory. Schools maybe organised in clusters, clusters organised in districts, and so on (Giodano 2008:23).

- **MANAGEMENT TASKS:** Management tasks are simple operational or routine pieces of work or chores that managers can do or undertake in minutes, hours, a day or two at the most (Oxford Dictionary 2012). Management tasks can also be defined as processes of managing a task through life cycle and it involves planning, testing, tracking and reporting. Management tasks help individuals achieve goals or groups of individuals collaborate and share knowledge for the accomplishment of collective goals

1.8. DIVISION OF CHAPTERS

CHAPTER 1: Background and Orientation

CHAPTER 2: Inclusive learning support in the South African context

CHAPTER 3: The role of School Management Teams (SMTs) in renderingInclusive Learning Support (ILS)

CHAPTER 4: Research design and Methodology

CHAPTER 5: Data analysis, findings and interpretations

CHAPTER 6: Findings, recommendations and conclusion

CHAPTER 7: Suggested guidelines for school management teams in rendering inclusive learning support

1.9. CONCLUSION

Post-apartheid policy was intended to transform the education system to a cultural and structural level from one that was discriminatory, bureaucratic, conservative, disempowering with a lack of ownership to one that was transformative, democratic, empowering with member ownership, open and inclusive (Oswald &de Villiers 2013:2). The Salamanca Statement signed in 1994 by South African representatives shifted the focus for inclusion to the mainstream school and classroom (United Nations Educational, Scientific and Cultural Organization (UNESCO 1994). The mainstream school in future had to become an inclusive site for transformation, which accommodates the diverse learning abilities and needs of all learners. Thus, inclusive education requires a system-wide approach dedicated to making schools accessible and amenable for all learners. This will require deep changes in what goes on in South African classrooms, staffrooms and playgrounds. "In the final analysis, policy and practice in inclusive education requires a focus on an enabling and nurturing environment that supports the learner, rather than on a learner who must fit into an exclusionary environment" (Peters *et al.* 2005 as cited in Oswald 2010:1).

Inclusive education should be established as the main policy imperative with respect to children with special education needs (SEN) and championed to remove barriers to learning, improve outcomes and remove discrimination of all learners (Lindsay 2003:3; Thomas & Dipaola 2003:1). Learning support should enable the school to respond to diversity by using resources like teaching materials, special equipment, additional personnel and teaching approaches in mainstream schools and classrooms where learners who require low intensive level of support would receive it (Colleja 2006:307; Booth 2007:73; DoE 2002:72 & Saravia-Shore 2008:1). The range and effectiveness of support in this

sense is crucial to create schools in which a diversity of learners would be enabled to learn.

For learning support in South Africa a wide range of educational support services was created in line with learners with barriers to learning and organised so that it could provide various levels and kinds of support to learners and educators (EWP 6 2001:16 &Mbengwa 2007:8). The first task in building effective support should be to mobilise the resources that already exist in and around the school to meet the needs of learners with barriers to learning. In particular, it could be impossible to decide what additional support would be needed unless the resources already available in school are used to their best effect (RSA DoE 2002:72). Building effective ILS involves ensuring that all support team members have skills and knowledge to perform effectively. It also involves maintaining a reasonable workload and workflow, setting appropriate expectation, ensuring knowledge transfer and hiring the best personnel to get optimal results. Walter (2009:1) agrees that to achieve greatest results in ILS, SMT members need to tap the knowledge, experience and alternative perspectives of colleagues.

Therefore, as the focus of this study was on rendering learner support, SMT members are perceived as resources already there to be used to their best effect. Schools have SMT members who may have time for more than administration. They may be counsellors or guidance staff who may be able to access health, social workers, voluntary and ordinary community workers to offer support needed by learners. Therefore the communication and negotiating on behalf of educators for learners with SEN needing assistance from those sectors should be evident (DoE, Open File in Inclusive Education 2002:28). Building of a level of support from SMT members and educators has strong effects on virtually all critical aspects of special education teachers' working conditions. The value and supportive actions of SMTs and general

educators influence special needs educators' sense of collegial support.

CHAPTER 2

INCLUSIVE LEARNING SUPPORT IN THE SOUTH AFRICAN CONTEXT

2.1. INTRODUCTION

Providing effective inclusive learning support in general is a contentious issue in IE. A lack of support for educators and learners in IE has dominated discussions on education (Mahlo 2010:5). A lack of collaboration and co-ordinated SBST involvement at the Motheo clustering schools is one of the reasons which led to this study. This chapter will pertinently address the historical development of IE, ILS in the South African context including support for inclusion and barriers to effective support and inclusive legislation and policies.

Inclusion is a process which recognises that impairment and disability are common to all and values the individual as a person, enabling access, equality and achievement (Mednick 2007:142). Inclusion does, however, not simply mean the placement of learners with disabilities in general education, but entails a process that should incorporate fundamental change in the way a school community supports and addresses the individual needs of each child (Schools for All, RSA DoE 2002:5). According to The Inclusive Schools Network (ISN), an effective model of inclusive education benefits all learners, including learners with disabilities and those who do not have disabilities (Equity and Inclusive Education Strategy, RSA DoE 2009:5). The Ontario Ministry of Education outlined its plan to create the best publicly funded education system in the world in which three core priorities were identified, namely an equitable, inclusive education system which is fundamental to achieving these priorities and is recognised internationally as critical to delivering a high quality education for all learners (Equity and Inclusive Education Strategy, RSA DoE

2009:5). Inevitably, this creates an environment in which all the learners have the opportunity to achieve academically, especially learners with learning and development barriers, signifying that a radical shift of emphasis in management and policy must ideally take place (Mednick 2007:142). The reason being that inclusion is about a whole school policy where the community accepts and values diversity. It is a whole school issue, aimed at supporting the development of more inclusive systems in the school rather than merely helping individual learners (Briggs2005:51). Therefore the need to incorporate change in the way the school community supports and addresses the needs of special education learners (SEN) is what the researcher has identified at the Motheo clustering schools with regard to ILS.

The National Council for Special Education, NCSE (RSA DoE 2001:38) states that learners should have access to a range of teaching approaches and learning programmes to meet their individual needs. Educators play a key role in this regard as they should assess, support and teach learners in need of special education (RSA DoE 2011:34). Giving support to both learners and educators can be done by offering advice and skills to aid the integration and general education of learners with learning and development barriers (Singapore Ministry of Education, DoE 2013:2; Clough 1991:30; Lacey & Lomas 1993:11). Special education (SE) is a specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. SE is in place to provide additional services, support, programmes, specialised placements or environment to ensure that all learners with educational needs are provided for (Webster 2013:1). For educators to be successful in providing learners with special education, they should be supported and assisted in their work, for instance by providing necessary resources and ILS educators in creating greater flexibility in their teaching methods and assessment. They should also be provided with illustrative

learning programmes, learning support materials and assessment methods.

The motivation for this study is precisely the lack of support experienced by SEN learners and educators at the Motheo clustering schools.It is the researcher's experience, as a member of the SMT at one of the Motheo clustering schools, that there is no control of the work of both learners with SEN and ILS educators at primary schools. It stands to reason that control, as a management function of SMTs, may be considered as crucial to the successful execution of ILS in the Motheo clustering schools.The rationale for undertaking the study is to provide a focus on the role of SMT members in rendering ILS at public primary schools which are categorised as mainstream schools.

To ensure that Motheo clustering schools experience well-managed support for their related duties, the SMT members are tasked to ensure that the support services fit together and service providers work within a clear, well organised plan of action. Well-co-ordinated ILS at the Motheo clustering schools should be evidenced by the provision of physical and material resources as well as professional development by SBST co-ordinators to learners and ILS educators (Building District Based Support Teams, RSA DoE 2001:26). Gibson (2004:2) concurs with this statement and indicates that in the UK, the Special Education Needs Co-ordinator (SENCO) or Inclusion Manager should provide professional guidance to colleagues, with the aim of securing high quality teaching for learners with SEN (UK DoE 2013:2). The next section outlines the theoretical framework for this study.

2.2. THEORETICAL FRAMEWORK: ECO-SYSTEM THEORY

In order to understand the role of the SMT in rendering ILS in public primary schools, Bronfenbrenner's eco-systemic framework

was adopted. This framework focuses on the explanation of systemic influences on child development. The development of learners is, however, influenced by various features, which Bronfenbrenner divides into five systems (Geldenhhuys *et.al.* 2013:3). The micro-system which represents an individual's immediate context is characterised by direct, interactional processes, such as familial relationships and close friendships (Dueden and Witt 2010).

The meso-system comprises the interrelations between two or more settings in which the developing person actively participates. In terms of learners, this refers to relations between settings, such as the home, school, neighbourhood and peer group). The meso-system can therefore be described as a set of micro-systems that continually interact with one another.

The exo-system includes those environments or contexts in which the learner is indirectly involved as an active participant, but may influence, or be influenced by contexts having proximal contact with her/him (Donald 2005:52-53 & Landsberg 2005:11). The exo-system involves the SMT members, the SBST, DBST and the SGB. If there is no link or chain at this level, each and every structure is likely to experience challenges. The eco-system model emphasizes the importance of interrelated different levels of the whole social context or environment.

The macro-system involves dominant social structures, as well as beliefs and values that influence and may be influenced by all other levels of the system. Macro-systems are equivalent to the social system as a whole (Donald 2005:53 & Landsberg 2005:12). These social systems should be guided by policies so that sound relationships can be formed and effective teaching and learning at school can take place. South Africa's educational past makes it consequently ideal for social justice teaching with its focus on improving the life chances of all children, teaching for diversity,

multicultural education, anti-oppressive education and addressing generic issues influenced by privilege and power (Donald 2005:52 & Landsberg, 2005:11). Social justice for SEN learners can be promoted by policies, including the Constitution of South Africa, The South African School's Act (SASA), EWP 6 and Curriculum and Assessment Policies. Learners are likely to be affected by these systems due to challenges indicated in table 2.1. (Geldenhyus *et al.* 2013:7).

The chrono-system represents the changes that occur over a period of time in any one of the systems (Geldenhuys *et al.* 2013:4).

Bronfenbrenner's framework, (1979) as cited in Geldenhuys *et al.* 2013:4) thus allows an exploration of IE as being about the development of systems and the development of individuals within these systems. By identifying their interconnectedness within and between these systems, it facilitates a better understanding of IE Geldenhuys *et al.* 2013:4).

The empirical research for this study examined, by means of the literature review, the role of SMT members in rendering ILS in public primary schools. The unpacking of the systems of this theory is significant as these systems contribute to a deeper understanding of the challenges facing SMTs at these schools. A case study at four clustering schools will be conducted where the learners' school environment will be investigated. Participants included all the school structures that should be involved to support all learners, especially learners with SEN.

That means understanding the origins, maintenance and solutions to barriers to learning and development cannot be separated from the broader social context and the systems, including the individual (Mbengwa 2007:54). Therefore within inclusive learning support the RSA DoE (2008:14) calls for SMT members at school level to realise their role and be firm in setting the tone for the

implementation of inclusive practices, ensure that decisions are made, challenges met and processes supported in line with the philosophy of inclusion. In the next section, the historical development of ILS is explored.

2.3. THE HISTORICAL DEVELOPMENT OF ILS

Providing inclusive learning support in order to address barriers to learning in the South African education system necessitated the implementation of relevant policies. Since 1994, when democracy was established in the country, there has been a radical refurbishment of government policy from an apartheid framework to providing services to all South Africans on an equitable basis (Dalton, Mckenzie and Kahonde 2012:1). According to the report of the National Education Policy Investigation (NEPI 1992 as in Engelbrecht 2006:253) the African National Congress initiative, which is the demand to meet special needs of all children with provision of support services on an equitably basis was great. The reason for this demand was because between 40 to 50% had needs that required ILS beyond which was traditionally available in the classroom of ordinary South African schools (Knesting, Hokanson and Waldron 2008:266). In addition, in the majority of cases, teachers have had to cope with multiple and diverse learning needs with no support and where support was provided, it was for minority groups, but not for the majority of black learners (Lomofsky and Lazarus 2010:307). Therefore then, the need for parity in all aspects of education was thus a necessary imperative in a new democratic education system. This development was captured in the commitment to equity and redress as cornerstone principles of all education policies and the commitment to bring South Africa in line with international standards of the recognition of human rights (Englebrecht 2006:253)

The NEPI was guided by the following principles: the protection of human rights; values and social justice; a unitary system; non-discrimination; non-racism and non- sexism; democracy, redress of educational inequalities and cost effectiveness of rendering learning support (Engelbrecht 2006:253). With the implementation of a transformative post-apartheid policy in the South African education system, an empowering, open and inclusive agenda was the aim (Oswald & de Villiers 2013:2). Therefore in an ILS context Beckette (2008:1) states that inclusive education should be viewed as a moral position which values and respects every individual and which welcomes diversity as a rich learning resource.The framework for an inclusive education system is laid out in the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (RSA DoE 2001). The policy asserts that in order to make inclusive education a reality, there needs to be a conceptual shift regarding the provision of support for learners who experience barriers to learning (Dalton *et al.* 2012:2). The role of SMT members in transforming their schools to inclusive schools and implementation of inclusive policies is critical (Colvin 2007:16).Significantly, the SMT members of Motheo clustering schools should understand that their schools need to be conversant with these inclusive policies and implement them so that their schools could be transformed to those which are democratic, open and inclusive. The aim is to enable the SMT and other stakeholders to protect and respect the rights of SEN learners to achieve the objective of inclusive education, which is to remove discrimination from all learners (Lindsay 2003:3 & Ruairc *et al.* 2013:10).

Thus, to promote social justice, democracy and transformation at schools, the leadership role is vital, because building level-support from the SMT has strong effects on virtually all critical aspects of educators' working conditions (RSA DoE 2008:13 & Colvin 2007:16).In the same way tolerance, respect, listening,

clarifying language, being comfortable with differences and ambiguity are key aspects of inclusive leadership (Ruairc *et al.* 2013:2).The SMTs leadership will direct those educators' actions to render equitable inclusive learning support to learners and motivate them to realise the school's stated outcomes (Prinsloo 2005:140). The need for leaders as inclusion personnel to take full account for the socio-cultural context within which inclusion is framed and delimited will be the key focus for this study.

Over the past 37 years, the United States has experienced significant changes in its system of education for learners with disabilities. Prior to 1975, little attention was paid to meeting the needs of learners with disabilities within a general education environment (Dalton *et al.* 2012:2). Following the implementation of US Public Law 94-142 (Education for All Handicapped Children, Act 1975) learners have been included increasingly in the education system, but not with difficulty as the system came into question as being insignificantly inclusive (Reynolds,Wang and Walberg 1987 as cited in Dalton *et al.* 2012:2). With the signing of the No Child Left Behind Act 9 (NCLB, 2002:12) the government declared that it will"judge schools by one measure alone: whether every boy and every girl is learning- regardless of race, family background, or disability status" (Burkhardt, Obiakor and Rotatori 2004:95).

One measure used to distinguish if learners within general education are learning, the curriculum goals and objectives outlined by either state departments of education or local agencies, are the focus. In addition, the USA, in recognising the need to safeguard the educational rights of all learners, had been addressed in the federal legislation known as the Individuals with Disabilities Education Act (IDEA) of 1997, which specifies that learners with disabilities must have access to the general education curriculum and participate in assessment (Thomas & Dipaola 2003:5 & Soodack 2010:327).

In Botswana, ILS had been the responsibility of the Non-Governmental Organisations (NGOs), the Red Cross and donor agencies, prior to and post-independence (Mbengwa 2007:82).The support service provided to learners with disabilities, called Education Support Services (ESS), can be traced back to 1969 when the Dutch Reformed Church established the first centre for the blind at Lichwe Primary School in Mochudi. It was then followed by the founding of schools for learners with intellectual and physical development problems. The Botswana government became more involved with ESS in the early 1990s after the UNESCO Project Seminar that was held in Gaborone in 1985. The main aim of the seminar was to sensitize African countries on the educational needs of learners with learning and development barriers. The UNESCO Project played a pivotal role in influencing the government towards provisioning facilities for learners with learning and development barriers. Therefore the researcher regards involvement of other departments, such as NGOs as crucial, because education for all is the responsibility of every citizen and all departments (Kalenga and Fourie 2011:31).

In the United Kingdom (UK), the development of policy towards inclusion is well advanced, but is not all encompassing, if traced back at least three quarters of a century ago. The recent post-1997 Labour Government and Employment Act (1997) has however, accelerated the policy of its Green Paper (Department of Education and Employment 1997) and Special Needs Act Programme. This development lead to the Revised Code of Practice and Guidance, which explains the policy of inclusion and how it might be implemented (Lindsay 2003:16).According to Englebrecht (as cited in Mojaki 2009:12) this corresponds with the Salamanca statement on Principle, Policy and Practice, which was established by 92 countries.

The NCLB and the IDEA support the belief that SEN learners should have access to a generalized curriculum (Burkhards *et*

*al.*2004:96). In proving the success of this belief and federal legislation, a large percentage or number of learners with learning barriers and development are being serviced within general education settings for a large percentage of school days. The number of learners with learning barriers and development are being served by public schools. During the 1999-2000 school years the number of all learners was 5,666,415. Over half of these (2,861,333) were served under the disability category of specific learning disabilities. This number has grown by 300% since 1976 (President's Commission of Excellence in Special Education 2002:16) & RSA DoE 2001:17).

It is evident that the move towards inclusive education, as supported by the IDEA and the NCLB, shows the social and academic benefits of inclusion for learners with or without learning barriers in general or mainstream classrooms (Soodack 2010:327 & Knesting *et al.* 2008:266).The initial movement focused on reducing segregation of learners with severe disabilities and has grown to include all learners (Gibson 2004:5 & Knesting *et al.* 2008:266). Oswald *et al.* (2013:3) concur that to realise the value of inclusion there has to be a shift from a more segregated approach to an enabling and nurturing environment that supports the learner.

In South Africa, a shift from a more segregated approach to an enabling and nurturing and supportive learning environment will require deep changes in these classrooms, staffrooms and playgrounds. Mbelu (2011:8) states that inclusive education requires the changing of the culture and organisation of the school (Whole School Development). The implication is that the onus is on SMT members to possess knowledge and skills in educational change and school reform in order to provide equal prominence to leadership and management practices (Bush 2010:391-392) for their schools to render effective ILS support.

Section 2.4 outlines inclusive learning support in the South African schools context.

2.4. INCLUSIVE LEARNING SUPPORT IN THE SOUTH AFRICAN CONTEXT

Within the South African context, the understanding of inclusion and the social and political structures through which it is delivered must be seen against the background of the historical antecedents that have shaped the development of post-apartheid education policy (Engelbrecht 2006:256). The history of education reflects extreme neglect and lack of provision for a large majority of learners. Special needs education was fragmented by legislation and policy that separated ordinary "learners" from learners categorized as having "special needs". Then in South Africa came the release of Education White Paper 6 (EWP 6) on Special Needs Education (SEN). Building an Inclusive Education and Training System (2001) has heralded a new approach towards organising learner support within a single, integrated education system (RSA DoE 2002:1; Lomofsky & Lazarus 2010:305).The two central shifts of EWP 6 relate to the move from using categorizing of learners as an organizing principle to support and understanding of learning breakdown as a product of systemic individual barriers (RSA DoE 2002:2; Englebrecht 2006:255; Lacey & Lomas 1993:11).

The supportive principle calls for the removal of all sorts of barriers to learning instead of removing the learners themselves and establishes the level of support they require (Clough 1991:1; Lomofsky & Lazarus 2010:305). The nature and form of support as well as the levels of support learners need should also be established to address barriers that exist, depending on various factors and resources needed (Thomas & Dipaola 2003:6). This is

because ILS involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range (Ruairc *et al.* 2013:10).The implication is that learning support comes in many different forms and for it to be most effective it needs to permeate all areas of school life (Briggs 2005:51). The ideal is that learning support may come from teaching assistants and other adults; other learners; educators offering a variety of teaching styles; visual and other sensory supports; information technology; resources and outside agencies (Briggs 2005:51). Although the author includes other adults and resources, he is not explicit as to who this category refers to and by implication the role of SMT members whose support is crucial for the success of inclusive learning support, is not mentioned.

A discussion of support for inclusion in special schools and mainstream schools is presented in the next section. As the main focus is on mainstream schools, the discussion will be subdivided into levels of support, the compositions and roles of the SBST and DBST.

2.4.1. Support for inclusion

Support within the inclusive system does not confine itself to the learner only. It is extended to the social context and this is due to the notion that a child is not complete without his/her social context (Mbenwga 2007:53).A learner, like a teacher also functions within a dynamic interconnected constellation of micro-, meso- and macro systemic relationships and this relational context impacts on learners' roles, identity and experiences. Thus, how learners think, feel, behave and develop as persons are linked to the social structures, forces and relationships that make up their environment (Lehlola 2011:2). In an ILS context

policy and practice require a focus on an enabling and nurturing environment that supports the learner, rather than on a learner who must fit into an exclusionary environment (Oswald 2013:1 et al.). Inclusive education requires a system-wide approach dedicated to making schools accessible and amenable for all learners. Project Four of Strengthening Special Schools (RSA DoE 2004:4I) states that the special schools were strengthened and improved with the purpose of responding to the principle of equalization of opportunities for all learners. Additionally, special schools were improved and equipped to be resource centres for mainstream schools, which should also admit all learners, including those with learning disabilities or with development barriers.

The role of SMT members in making the Motheo clustering schools accessible and amenable for learners with learning barriers is also critical. Without a doubt, the SMT members of mainstream schools should take the responsibility for seeking professional support from special schools on behalf of educators and learners.In this way the professional support they will receive from special schools may assist them to manage ILS effectively at their schools. Section 2.4.1.1 offers a discussion on special schools and mainstream schools focusing on how and why special schools were converted to resource centres to mainstream schools in South Africa.

2.4.1.1. The special schools as resource centres

The former and existing special schools were improved and integrated into the district based support teams so that they can provide quality support to the learners they serve. Improved quality includes provision of comprehensive education programmes that provide life-skills training and programmes to

work linkages (RSA DoE 2001:21), which were also converted to resource centres that provide professional support to mainstream neighbourhood schools.

The role of special schools is to provide critical education to learners who require intensive levels of support and accommodate learners who require less support and should ideally be in mainstream schools (RSA DoE 2001:21). Additional roles are to provide particular expertise and support, especially professional support in curriculum, assessment and instruction, as part of the district support team to mainstream schools, especially 'full service' schools (RSA DoE 2001:21).By operating as resource centres, for example a special school has specialised skills available among its staff and has developed learning materials to specifically assist learners with visual impairments, there maybe facilities for Braille and professional staff at this school, can workshop mainstream educators in the district on how to provide additional support to learners with visual impairments (RSA DoE 2001:21). In recent decades, in terms of special schools in the UK and Australia, (Knestin *et al.* 2008:266) middle schools were introduced to address the developmental needs of early adolescent learners, which the high schools were unable to meet.These middle schools established the developmental responsive approaches which demonstrated social and academic benefits for learners, including interdisciplinary team teaching; flexible scheduling; exploratory learning opportunities and teacher advisory periods (a consistent time that a group of learners meets with an assigned teacher). Providing integrated support to schools is to support the development of effective teaching and learning, where barriers to learning are identified and addressed in the local context (Booth 2000:73 cited in Knesting *et.al*). The role played by mainstream schools in rendering learning support becomes important and in the next section an exposition thereof is provided.

2.4.1.2. Mainstream schools

The introduction of inclusive education emerged from a dual system of mainstream and special needs education where support has been provided on the basis of category of disability and race (Da Costa 2003:23 cited in Mbelu 2011:4). According to Mbelu (2011:4) mainstreaming is about getting learners to fit into a particular kind of system or integrating them into this existing system: (a) giving some learners extra support so that they can fit in or be intergraded into normal classroom routine, (b)assessment of learners by specialists who diagnose and prescribe technical intervention, such as placement of learners in a programme, (c) educators practising different principles, such as the principle of totality, which signifies the practice of developing the learner as a whole, taking into account his or her potential, life experiences, capabilities as well as background (Mbelu 2011:4).In the same vein, the focus in mainstream education is on the learner with particular focuson changes that need to take place within learners so that they can fit into these schools (RSA DoE 2002:7).

Mainstream schools are the site for transformation to accommodate the diverse learning abilities and needs of all learners with the purpose of ensuring that the learning environment is as conducive and stimulating for all learners, particularly SEN learners (UK DoE 2013:11). Clause 5 of the Salamanca Statement states that mainstream schools with inclusive schools are the most effective measures of combating discriminatory attitudes; creating welcoming communities; building an inclusive society and achieving education for all; providing an effective education for the majority of the children and improving the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO 1994).According to Colvin (2007:17) school improvement will depend on aschool's SMT members to

foster the conditions necessary for sustained educational change in a complex, rapidly changing society.

In line with the suggestion by Colvin (2007:17) for schools to transform their learning experiences for ILS, the researcher also deems SMTs as playing a critical role in creating the learning environment that is conducive and necessary for the successful implementation of ILS in mainstream schools. According to Mbelu (2011:8), successful implementation of ILS in mainstream schools requires the changing of the culture and organisation of the school (Whole School Development) and demands that SMT members possess knowledge and skills in educational change and school reform.

According to Mednick (2007:146), the organisation framework of ILS should be clear and consistent, because the way support is organised and implemented underpins whether learners will succeed or fail. It has been mentioned in chapter one that the success of ILS lies with SMT members (RSA DoE 2001:7). Therefore then,within the mainstream education, the general orientation to the inclusion model is on the introduction of management, governing bodies and professional staff and targeting early identification of the range of learning needs and interventions. In particular, identification is significant in the Foundation Phase, as early as grade R (Reception), because Early Childhood Intervention is one of the strategies with which ILS is meant to promote better education for all learners, principally learning and development for those learners with learning barriers (Mbengwa 2007:78). Early childhood intervention is a broad term that refers to the processes oriented towards facilitating optimal early childhood development (Landsberg 2005:46).These processes focus on preventing developmental problems in young learners as well as minimizing the impact or impairments once they are identified. Early identification of the problems at Grade R level is imperative because learners'

problems may begin early or may emerge over a period of months (Spinelli 2002 & Landsberg 2005:46).

According to Schools for All (RSA DoE 2002:42), appropriate early intervention will have a much greater impact and may be more cost-effective than prolonged interventions later in life. The reason is to prevent impairment from becoming more severe, because the earlier the intervention, the greater the impact on the child's future development.

Screeningis the first in the overall assessment process with the purpose of collecting data to determine whether more intensive or additional assessment should be conducted by educational, psychological or medical specialists (Spinelli 2002:5; Lacey & Lomas 1993:23). This form of assessment consists of group testing that is administered to an entire population of learners to determine their basic abilities and skills to succeed in a general education setting. For these assessments, school districts usually use a set of cut-off scores that serve as the criteria for qualification for support services or to determine whether further more comprehensive evaluation is needed (Spinelli 2002:5). The researcher's experience reflects that although some of the SEN learners at certain of the Motheo clustering schools receive support after these assessments, the majority of them are just placed in support classes without being tested. According to the researcher, the reason for this could be lack of understanding of referral procedure by both educators and SMT members.

It is crucial that SMT members of the Motheo clustering schools realise the importance of their roles with regard to ILS. Realising their role in ILS will necessitate them to build level-support from SMT, because it will have strong effects on virtually all critical aspects of special education and teachers' working conditions. The value and supportive actions of SMT and general educators influence special educators' sense of collegial support (Spinelli

2002:6 & RSA DoE 2008:5).A foundation for all learning and development is the creation of an inclusive value system in the school: a secure, accepting, collaborating and stimulating community in which everyone is valued (RSA DoE 2008:13). The inclusive principles guide decisions about policies and moment-to-moment practice. This means that inclusion needs to be at the heart of the development process and should guide all policies so that the learning and participation of everyone in the school community is enhanced (RSA DoE 2008:14). Gibson (2004:3) supports this by stating that the significance of the 1994 Code Of Practice (COP) was to enhance the role of the classroom teacher, middle and senior managers in assessing, documenting, providing for and regularly evaluating the needs of learners with learning barriers.

Policies related to behaviour management, assessment procedures, organisations of support, professional development need to reflect the school's responsibility toward learning and development of learners and support for teachers. For the success of ILS at the Motheo clustering schools, the SMT members need to ensure that the latter activities feature at their schools, because there are some of ILS activities that are considered to increase the capacity of the school to respond to diversity (RSA DoE 2009:1). Following this is the discussion of levels of support in responding to diversity as suggested by the Department of Education (RSA DoE 2009:1).

2.4.1.3. Levels of support

Every learner needs support, but some, for whatever reason, may require additional support for learning. Additional support needs can arise depending on barriers to learners and development experienced by learners (RSA DoE 2014:6). Therefore, for public schools to address these learning barriers and development the

S.A. DoE provides different levels of support including level 1-2, the day to day low level of support in the classroom, level 3 is the moderate or middle level of support, which involves educators, SBST and parents and level 4-5 is the high level of support, which involves educators, parents, SBST, DBST officials and specialists. The reason for this discussion is to show the importance of all the individuals and team members involved in supporting SEN learners (Geldenhuys *et al.* 2013:4). There has to be collaboration among team members from level one to level five at the Motheo clustering schools in addressing barriers to learning (Mbengwa, 2007:76).

2.4.1.3.1 Levels 1-2

The day-to-day low level of support in the classroom is where resources will be located and co-ordination of support is done by the SBST at school level. This level combines the first two levels of the SIAS strategy. The classroom educator requests for collegial assistance (problem solving intervention) by bringing forward individual learners' needs to the SBST co-ordinator (RSA DoE 2014:7).The initial referrals are screened by the whole team, which should assess the discrepancy between the learner's current performance level and the teacher's expected performance level for the learner. Relevant classroom variables are analysed as they affect this discrepancy between actual and desired learner achievement. Then teaching strategies are proposed, resources suggested, alternatives presented and this is professional and collegial consultation where intervention is designed collaboratively with the referring educator (RSA DoE 2004:4).The next level of support is level three, the moderate level of support.

2.4.1.3.2 Level 3

Moderate levels of support indicate support where the role players are the SBST, parents and the DBST. At his level the second step of the SIAS strategy overlaps to the third step, where the Learning Support Facilitator (LSF) as DBST member is consulted about unresponsive cases. The LSF evaluates the problem and the initial intervention strategies, then decides whether to give additional suggestions for further classroom intervention or consult with other members of the DBST, based on the nature of the problem. The assigned DBST member, for example LSF or Social Worker will support the classroom educator and progress will be monitored.If successful the process ends here, if not the next stage follows. The DBST is a group of departmental employees whose job is to promote inclusive education through training, curriculum delivery distribution of resources, identifying and addressing barriers to learning, leadership and general management (DoE 2004:5).

To promote inclusive education the SBSTs of the Motheo clustering school will also be required to co-ordinate all the ILS activities and consult with the DBST where there is a need for training and support with regard to curriculum delivery, distribution of resources and the SIAS process.

2.4.1.3.3. Level 4-5

High levels of support include decision making, which will include the DBST, the SBST and referring educator and parents after collecting previous data on collegial assistance, consultations and effectiveness of interventions have been shared through a meeting. Feedback will be solicited from team members and a decision made to either continue with or modify interventions, refer the learner for psycho-educational assessment or

consideration for special education eligibility (DoE 2004:4). The assessor will then use the data collected thus far and it will assist in decision making and guide the selection of assessment strategies.

The implication of the above is that, whatever final decision is taken about the learner, SMT members need to ensure that parents are being involved from the initial stage, because involvement of parents at the latter two levels is crucial and beneficial (Sage 2004:14 & Colvin 2007:154). Parent involvement is crucial in the sense that it is their democratic right to be involved in the education of their children. Parental involvement regarding the education of a learner is vital in school related matters, because uninvolved parents are the main reason for poor academic performance among learners (Fon 2011:56). Parental involvement and participation show accountability and their choice of education to meet their children's needs more successfully (DoE 2004:6; Colvin 2007:154; Joubert & Prinsloo 2003:173). In addition, parental support helps to provide opportunities even for those learners from the most disadvantaged backgrounds. Being involved in school-family programmes, like drug and alcohol abuse, teenage pregnancy, crime, etc. have positive effects. Finally, as resources, they provide unpaid staffing and funds for schools (Colvin 2007:154).

Since the focus of this study is onthe role of SMT members in managing ILS in schools, it will be important to reflect first on the implementation of ILS policy. The policy implementation is the manner in which policy is carried out, that is all actions by individuals or groups that are directed at achieving objectives (Mbelu 2011:15).At each link in the chain, the policy implementer needs to ascertain who the stakeholders are and how long it will take those stakeholders to act. Faulty implementation occurs when the objectives between each causal link are not met and this

could be because of the lack of funds; the lack of political will; the lack of capacity to carry out policy aspirations; an inappropriate policy and the causal chain being too long, which leads to unpredictability in implementation (Mbelu 2011:16).

Management of the school within mainstream education plays a key role in the inclusion model and as such, EWP 6 fits in with various approaches to school management and curriculum development. In particular, it fits in with the move towards the school based management approach outlined in the South African Schools Act (SASA) where the capacity of schools is developed so that they can take responsibility for responding to local needs (RSA DoE 2002). Therefore the Ministry of Education realised that the success to the approach to address barriers to learning lies with education managers and the education cadre (RSA DoE 2001:29). Table 1 shows different forms of support applied in other countries to support educators.

Table 2.1. Different Forms of support in Other Countries

Country	Types of professional support services
Australia	Support is mainly provided by specialist teachers from special schools or from visiting services. They support both the class teacher and the learner. Classroom and specialist teachers work as a team, sharing the planning and organisation of educational work. Professionals from visiting services may offer temporary direct support to included learners with specific disabilities.
Belgium	Support is mainly provided by specialist teachers from special schools and from centres for Pupil Guidance. They provide information, advice and support to the class teacher. It is possible to find remedial teachers working as a school staff member. They mainly support learners presenting short-term difficulties, but more and provide direct support to class teachers and the school, trying to co-ordinate provision of support, working with

	methods and educational programmes.
England	All schools have a member of staff who is the designated special educational needs co-ordinator, with a wide range of responsibilities, articulated in Special Educational Needs Code of practices, including overseeing of provision, monitoring pupils' progress, liaising with parents and external agencies and supporting colleagues. Support is also provided by external agencies (specialist support services from the education department and health authority), colleagues in other schools and other LEA personnel. Peripatetic staff works increasingly with teachers, in order to develop teaching approaches and strategies within the school, rather than directly with pupils.
France	Support is mainly provided by specialist professionals from various services. The support includes learners on a short or long term basis. They also help the class teacher and the school staff. Specialist teachers from special support networks also provide support to pupils presenting temporary or permanent learning difficulties
Netherlands	Support is mainly provided by a support teacher from a special school. They work with the class teachers to develop educational programmes, to prepare and provide additional materials to work with learners individually and contact parents. Support may also be provided through mainstream schools with experience in inclusion, focusing on information to teachers, assessment and providing teaching materials.

Spain	Support is mainly provided by a specialist support teacher working as a school staff member. They work in primary or secondary school and play an important role with the learner and the teacher, planning curriculum differentiation and implementation together. Another type of support is a remedial teacher for learning support, present in all primary schools. Support can also be provided by local psychological pedagogical support teams, who are responsible for the assessment of learners and advising teachers on measures to be taken, following learners' progress and involving families.

(Mbelu 2007:62)

This table provides evidence that countries differ in terms of supporting educators so that they may provide support to learners with SEN. When comparing the above table with the levels of support discussed it is still evident that collaboration between the different levels is the ideal to be achieved in order for ILS to be successful.

The lack of ILS, especially at school level is one of the challenges faced by the researcher at one of the clustering schools in the Motheo district. What will be discussed below are the functions and compositions of the SBST and the DBST. From the SIAS strategy (RSA DoE 2014:1) is evident that either the classroom or inclusive learning educator should not be alone in supporting learners with barriers to learning and development, but he or she must be supported by the SMT, SBST and the DBST as well as other professionals working collaboratively as a team. It is evident that the SBST at school level is crucial and it has to function effectively to ensure that learners with learning barriers and development problems as well as their educators receive the relevant support they deserve.

The SBST is an important strategy for delivering support to learners in their local school therefore addressing their barriers to learning within their learning environment (Mbengwa 2007:76). SBST avoid the need to refer learners outward for specialist services. Instead they can be supported in their ordinary schools and classrooms (RSA DoE 2002:74). In this way, the government's cost will be reduced, because the duplication of services will be avoided (Mbengwa 2007:76). That is why the first task of SBST is to find ways of changing what is happening in the classroom so that the learner can be maintained where she/he is (RSA DoE 2002:75). Mbengwa (2007:76) continues to mention that through SBST, parents, learners and administrators are able to acquire useful skills of addressing barriers to learning. Therefore the SBST should not be quick to assess and refer learners.

In the researcher's experience, educators at her school are quick to refer learners without even following the SIAS steps mentioned previously learners are referred to the learning support educator, because other SBST members complain of time, workload and other responsibilities.

The SBST functions will be discussed below, because it is the structure that should feature strongly in each public school to link the school with the DBST and other relevant sectors (RSA DoE 2008:9). The core functions of the SBST (RSA DoE 2001:29, 2004:1, 2008:10 & Mbengwa 2007:76) include identifying institutional needs and, in particular, barriers to learning at learner, teacher, curriculum and institutional levels and learner development by organising programmes and new teaching strategies to address these needs. These functions include the following:

- Co-ordinating all learner, educator, curriculum and institution development support in the institution.

- Drawing in and facilitating the sharing of the resources needed, (human and material resources: teaching methods and teaching aids) from within and outside of the school and encouraging teachers to share ideas to address the challenges.
- The in-service training of teachers, the identification, assessment and support of all learners including those who experience barriers to learning.
- Planning preventative strategies of child abuse, drug abuse, malnutrition, etc.), and establishing networks that promote effective communication between teachers and parents, the health and justice department as well as non-governmental organisations.
- Monitoring and supporting learner progress and evaluating the work done by the SBST (the educator provides regular feedback on progress made to the SBST).

The composition of the SBST will be discussed, because it has to provide holistic, collaborative and integrated support to the school (RSA DoE 2010:12). The composition of the SBST depends on the size and needs of the school as well as the number of educators available (RSA DoE 2001:29 & Gibson 2004:9) and may include:

- Educators with specialised skills and knowledge in areas such as learning support, life skills,guidance or counselling(e.g. a learning support educator who is competent and innovative and possesses collaborative skills);
- The referring educator (usually the learning area or class teacher);
- An elected educator (depending on the needs of the learner, e.g. a lower grade teacher who is good at teaching; reading if the learner experiences a reading problem);
- The principal should be involved on a part-time basis;

- Non-educators from the institution, including care taking staff; a learner support material representative;
- Any co-opted member from outside depending on the needs of the learner (e.g. an occupational therapist or psychologist);
- The parent of the learner; the learner and the scribe (RSA DoE 2001:29 & Gibson 2004:9).

The SBST is composed as such, because the primary focus is on the identification of and addressing learning barriers as well as to pool support from the community. The referring educator will, for example identify learners with learning barriers and refer them to a specialist educator who must receive support from the principal and SBST as well as the other parties mentioned above, depending on the barrier or problem (Landsberg 2005:66). The support provided to the learner is done in consultation with the parents, if there is a need for further referral, which needs professional input.

As such, it is the parent's responsibility to assist the school to take the learner there. The SBST of the researcher's school is composed of the principal, deputy principal as co-ordinator, the researcher as learner support educator, three educators, each with expertise in English, Setswana and Mathematics. According to the researcher, the SBST of her school is not as active or functional as it should be. As indicated earlier, after educators have referred learners to the learner support educator, then the remaining part of SIAS processof ILS will be left with the learner support educator. Further referrals to the DBST will be done by the learner support educator.

The DBST provides indirect support to learners through supporting educators and school management, focusing on curriculum and institutional development to ensure that the teaching and learning

environment is responsive to the full learning needs. A secondary focus would be to provide direct learning support to learners where necessary and possible and where the SBST is unable to respond to particular needs (DoE 2002:15).

According to the Developing District Support Team's Guidelines for Practice (DoE 2002:14) the core purpose of the DBST is the development of effective teaching and learning in schools through identifying and addressing barriers to learning at all levels of the system. Additionally, the primary focus of the DBST is the development and ongoing support of the SBST, with the key focus area being the capacity building of the schools. In the same vein, it becomes important for the Motheo clustering schools to consult with the DBST to render assistance in identifying learning needs and learning barriers as well as identifying the support needed to address these challenges.

The core functions of the DBST will be discussed below, because it is the district based level structure that needs to work very closely with the SBST to address barriers to learning at schools (RSA DoE 2008-10:8). The core functions of DBST are outlined below:

- To overcome barriers that prevent the system from meeting the full range of learning needs by identifying and prioritising them and provide support needed to address them by strategic planning and management framework in the district.
- To serve as consultant mentors and develop an ongoing support by monitoring and evaluating the SBST, SMTs, SGBs and educators with the aim of building the capacity of schools to recognise, accommodate and address a range of learning needs.

- To work very closely with SBST with regard to providing expert advice and services, (e.g. medical, psychological, or particular therapy where needed), indirect support to learners through supporting teachers and school managers.

- To provide direct interventionist programmes to learnerswhere the SBST is unable to respond to particular learning needs.

- To provide illustrative learning programmes, learning support materials and assessment instruments to educators and diagnose their effectiveness, then suggest modifications.

- To assist educators to be flexible in their teaching methods, adaptation of curriculum and assessment (RSA DoE 2001:29, 2004:1, 2008:8 & 2009:2).

The adaptation of support systems should be available in the classrooms to overcome barriers that prevent the system from meeting the full range of learning needs. Through learner support, the DBST will provide direct intervention programmes to learners in a range of settings and serve as consultant mentors to school management teams, classroom educators and school governing bodies (RSA DoE 2001:29). Through supporting teaching, learning and management the DBST will build the capacity of schools to recognize and address severe learning difficulties and accommodate a range of learning needs (RSA DoE 2009:5).

The composition of the DBST discussed below will be affected and influenced by local needs and it needs a flexible approach. Thus it will differ according to the needs of the school(s) (RSA DoE 2008-2010). The composition of DBST is outlined below:

- Support personnel currently employed by the Department of Education, such as therapists, psychologists, learning

support teachers, experts on specific disabilities as well as other health and welfare professionals.

- Curriculum specialists, who provide general and specific curriculum support to teachers and schools.
- Management specialists to provide guidelines on management to schools.
- Administrative experts, who provide administrative and financial management support to schools.
- Specialist support personnel from existing special schools and other education institutions, such as higher and further education institutions.
- Other government professionals, such as local government structures. Office of the Status of Disabled Persons, Health, Social Welfare, Justice, Safety and Security, Sports and Recreation etc, which can be used depending on the particular needs and availability of resources in that district.
- Community role-players, such as parents, grandparents and other caregivers, NGOs, disabled people's organisations, members of the school governing body, teachers and learners(RSA DoE 2004:4 & 2008:6).

A representative in the DBST needs to address any type of learning barrier, be it extrinsic or intrinsic. Extrinsic and intrinsic barriers are two main types of barriers to learning and development: intrinsic barriers are factors "inside" the learner and extrinsic are factors "outside" the learner, which may impede achievement (RSA DoE 2008:7 & Mbengwa 2007:4). The SMT and educators of the Motheo clustering schools receive limited support from the districtto address barriers to learningas challenges in terms of collaboration remain. For example, the Motheo District officials from the inclusive section are no longer providing support services as required to schools with regard to supporting learners with SEN. They complain of being under-staffed, and as is the case, one official is allocated many schools, e.g. between 1-20

schools to service. They also complain about transport and petrol, which the DoE is no longer providing for them to service schools. Therefore, the district officials are not prepared to use their own transport to do the work for the DoE, particularly of supporting SEN learners and their educators.

The challenges which remain regarding the provision of effective ILS from the district and school level will be discussed under the heading: barriers to effective ILS, barriers to learning and development, policy and legislation challenges as well as key leadership and management challenges and challenges facing the DBST and SBST members and educators.

2.4.2. Barriers to effective inclusive learning support

According to Lehlola (2011:9), implementation of ILS that is not well carried out will result in perpetuating the inequalities that exist in society. If teachers are not properly trained they may not be able to accommodate diversity, resulting in many learners requiring support being left shorthanded. Another key challenge facing Motheo clustering schools in particular is the number of learners in one classroom. Consequently, educators are not able to reach most learners who may ultimately drop out of school.

As indicated earlier, a key function of both the DBST and the SBST is to identify and address barriers to learning with the purpose of supporting the development of effective teaching and learning, in order to devise appropriate strategies to address these barriers. In the next section the main challenges relating to understanding and responding to the needs of learners and educators will be highlighted. A discussion on the barriers to learning and development precedes this discussion.

2.4.2.1. Barriers to learning and development

Barriers to learning and development are things that can make it difficult to learn, which can originate within the education system as a whole, the school or the learner him/herself. They prevent access and maximum participation to learning and development of an individual (RSA DoE 2002:6, 2008:7, 2010:28 & Mbengwa 2007:4). They are difficulties that arise within the education system as a whole, the learning site, within the learner him/herself, which prevent both the system and the learner needs from being met (RSA DoE 2005:5). When based on objectives evaluation made by an educational authority, it is ascertained that teaching and learning are hampered where such needs are not met, educationally sound measures must be applied. Factors causing barriers to learning and development and their examples are discussed below:

Examples of factors caused by the system are lack of basic and appropriate learning materials, assistive devices, inadequate facilities at school and overcrowded classes, lack of human resources, unqualified/under-qualified educators.

- *societal factors:* examples of societal factors include severe poverty, socio-economic background, late or early enrolment at school, alcohol and other drug abuse, discrimination
- *pedagogical factors:*examples of pedagogical factors include insufficient support for educators, inappropriate teaching methods and strategies, unfair assessment procedures, a mismatch between the Language of Learning and Teaching (LoLT) of the school and the Home Language of the learners, negative attitude, unfair assessment methods
- *factors within the learner:*examples include disabilities, which include physical, neurological, sensory, cognitive or

other conditions, e.g. disease, foetal alcohol syndrome, chronic illness, trauma, allergies and reactions,

Those barriers should be addressed with resources like teaching materials, special equipment, additional personnel and teaching and learning (RSA DoE 2002:72 & Mbengwa 2007:4). If not, they affect learners' physical, mental, social and spiritual development negatively, leading to academic failure and emotional problems.

Figure 2.1 Illustration of the possible cause-and-effect between experiences of failure and emotional problems (DoE 2008: 2010:13).
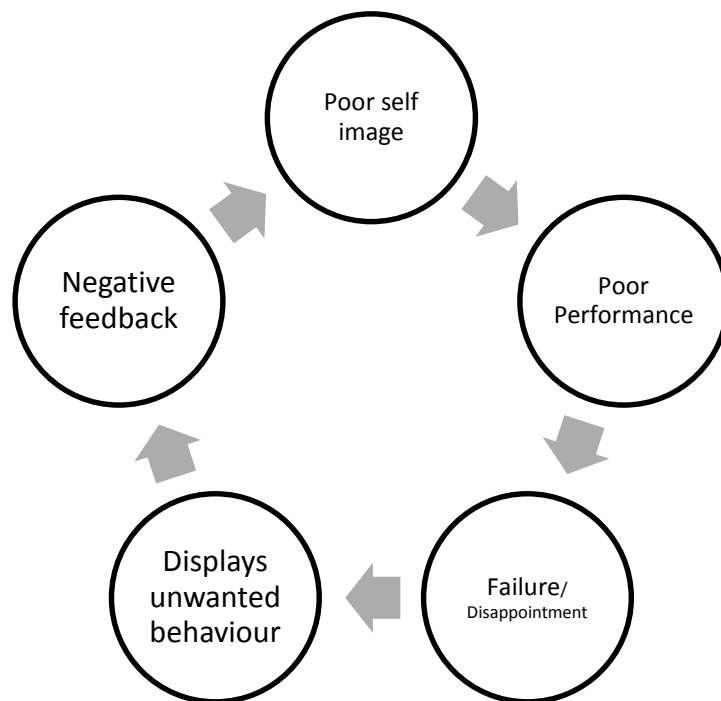
(*DoE 2008-2010:13*)

The above diagram illustrates how both extrinsic and intrinsic barriers to learning can affect learners academically and emotionally. In the case of learners with SEN who are affected in this way, they develop a poor self-esteem because of the negative feedback or criticism they receive and end up having a poor self-

image, which inevitably leads to poor performance. Poor performance can lead to disappointment, which may give rise to displaying negative attitudes. The table below presents both intrinsic and extrinsic barriers to learning, their causes as well as who should address it (Mbengwa 2007:4).

Table 2.2: Intrinsic and extrinsic factors as barriers tolearning

FACTORS/CAUSES	EXAMPLES	TO BE ADDRESSED BY
Systemic	Lack of basic and appropriate learning materials, assistive devices, inadequate facilities at school and overcrowded classes, lack of human resources, unqualified/under-qualified educators.	• Support personnel employed by DoE • Specialist support personnel • Curriculum Specialists • Management Specialists • School Based Support Teams • Psychologists
Societal	Severe poverty, socio-economic background, late or early enrolment at school, alcohol and other drug abuse, discrimination	• Social workers
Pedagogical	Insufficient support for educators, inappropriate teaching methods and strategies, unfair assessment procedures, a mismatch between the Language of Learning and Teaching (LoLT) of the school and the Home Language of the learners, negative attitude, unfair assessment methods	• DBST • SBST • SMT • SGB
Within the learner	Disabilities include physical, neurological, sensory, cognitive or other conditions, e.g. disease, foetal alcohol syndrome, chronic illness, trauma, allergies and reactions	Psychologists School nurses Occupational Therapists (OTs) Physiotherapists Neurologists

(*Mbengwa 2007:4*)

Table 2.2 shows learning examples of extrinsic and intrinsic barriers to learning (Mbengwa 2007:4). According to the information in table 2.2, systemic barriers to learning should be addressed by support personnel employed by Department of Education, specialist support personnel and curriculum specialists (Mbengwa 2007:4).Extrinsic barriers to learning with regard to factors caused by pedagogical barriers should be addressed by DBST, SBST, SMT and SGB members. Then intrinsic barriers to learning with regard to factors caused by barriers within the learner should be addressed by Psychologists, School nurses, Occupational Therapists (OTs), Physiotherapists and Neurologists.

The discussion above indicates the importance of the eco-system theory of ILS where all the parties involved need to collaborate and form a link for the effective implementation thereof. It is evident that that process which has to be followed by the schools, particularly the Motheo clustering schools, is the problem solving process by: identifying the problem; building an understanding of the problem; identifying the interventions or forms of support needed to address the problem; identifying who could provide support, considering all resources inside and outside of the school; providing the support needed and evaluating whether the support was successful or not. The evaluation of the success of the problem-solving may initiate a new cycle of problem-solving (Developing District Support Teams: Guidelines for Practice DoE 2002:17). Following this is the discussion of challenges with regard to policies and legislation.

2.4.2.2. Challenges with regard to policies and legislation

Despite the commitment to transformation and inclusivity amongst policy makers, as well as the wider societal level, conservative

attitudes and practices still prevail at the school and classroom level (Engelbrecht 2006:260). Many schools realise that a lot of their learners need support, but they feel that it can be very hard work to support learners with learning barriers (DoH 2006:9). The rights of children are enshrined in the South African Constitution and are also infused in the curriculum, but unfortunately some of the educators do not take them seriously (Anderson, Linck, Leo, Rasmusson, Wickenberg and Bryngelson 2013:122). A flourishing democracy involves acknowledging the rights of all previously marginalised communities and individuals as full members of society and requires the recognition and celebration of diversity, reflected in the attitudes of its citizens and in the nature of its institutions (Engelbrecht 2006:254). The implementation of inclusive education ten years after the publication of the Salamanca Statement (UNESCO 1994) and the establishment of democratic government, however, remains a challenge.

In many countries educational policies and legislation act as a barrier towards effective provision of ILS (Mbengwa 2007:69). Some countries do not have policies with regard to the provision of ILS. In the Manifesto on Values, Education and Democracy (RSA DoE 2001:34) Kader Asmal asserts that "unless a value system is nurtured in schools that is workable, owned by everyone, and in line with the principles not only of the Bill of Rights but all curriculum and school governance policy and legislation, there is a dangerous risk of turning those schools' classrooms into a battleground between an anarchic freedom that masquerades as 'human rights 'and authoritarian black-lash that masquerades as moral regeneration. The mission should be to find a path towards freedom that is not anarchic; a path towards good citizenship that is not totalitarian; and that path in embracing a culture of human rights".As an imperative, this study calls on all stakeholders, particularly SMT members of the Motheo

clustering schools to embrace the culture of human rights within ILS.

To achieve this mission in ILS the demand for the 'special needs' of all learners with provision of services on an equitable basis should be met (Knesting *et al.* 2008:266; Lomofsky &Lazarus 2010:305). The two primary ways in which human rights culture and child centred education can establish mutual respect between teachers and learners, is the inculcation of human rights and responsibilities in learners as set out in the Constitution (RSA DoE 2001:35). The first has to do with what is taught- the curriculum- and the second is how it is taught, which is often referred to as "the hidden curriculum".The National Curriculum Statement (NCS) (RSA DoE 2010:36) states that the issue of human rights and inclusivity have to be infused throughout the curriculum and across the entire education environment. The NCS even provides guidelines on how infusing human rights and inclusivity in the curriculum can be achieved.

As a signatory of United Nations Conventions on the Rights of Children, Malawi recognises the child's right to education (Anderson *et al.* 2013:87). Their goal of Education for All by 2015 is challenged by the indiscipline of learners, which hinders others from accessing quality education and successfully completing their studies. Teacher learner contact time is reduced because teachers are using learning hours to settle discipline cases. This may take a day or two if it requires hearing and investigation. Again the learning process is interrupted, because sometimes internal punishments are administered to the culprits during class time while their friends are learning. Based on this scenario, it is evident that those who need extra time for learning support do not get enough time for quality support they are entitled to.

In Lesotho the government has developed clear and comprehensive policies where it promises to provide free and

compulsory primary education to all Basotho people as well as learners with barriers to learning and development (Lehlola 2011:45). Johnstone (as cited in Lehlola 2011:45) states that there is currently no law that requires learners with disabilities or learning barriers and development to receive their education in regular schools or to be provided with appropriate support services.

In South Africa there is notional commitment to inclusion with policies that are being created at national level and at local level in schools' policy documents, yet these commitments are made inside a larger political and policy context that many would interpret as antithetical to inclusion (Thomas & Dipaola 2003:94). There is inconsistency between the two sets of beliefs, which according to Maurice Kogan as cited in Thomas& Dipaola2003:94) once argued policy is the authoritative or authoritarian allocation of values, then this assertion has resonance for special education. To a large extent, the history and immediate trajectory of special education is bound up with the policy interventions that help shape its form and content. Inclusion cannot be effected simply on the basis of the way that teachers and academics conceptualize difference; it is part of a complex wider picture.

There are a number of key challenges facing the DBST and the SBST. The discussion of challenges facing these teams is also important, because they are the support service providers at district and school levels, whereas the SBST is the support structure at school level. The core purpose of the DBST is to foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels. The SBST should be established by all the public schools to provide support together with educators involved and the ILS educator (RSA DoE 2008:10). Therefore, the DBST and the SBST are the key teams which must ensure that the ILS

policies are implemented at all levels. If they are not fully involved in servicing and supporting the schools to render ILS, then it means then the negative criticism of the DoE policies are likely to continue (Engelbrecht 2006:254). Following this is the discussion of the challenges facing the DBST.

2.4.2.3. The key challenges facing the DBST and SBST

A recurring theme throughout the literature on ILS is that of promoting teamwork in inclusive education. According to Thomas and Vincent, as cited in Groom &Richard (2005:21), overcoming teamwork challenges can be achieved by using three models. The first model includes classroom management, where each member, educator and Teacher Assistant (TA) plays a distinct role during the lesson. The second is the role of activity manager who manages the rest of the class organised in small groups. The third is the zoning, where each adult is allocated an area of the classroom and manages everything that happens within this zone. For this approach to work effectively, each individual has to have complete confidence in his or her partner, because this session is dependent on team work (RSA DoE 2002:24).

The following key challenges exist:

- Ensuring that all the DBSTs understand the challenges involved in identifying and addressing barriers to learning and developing an inclusive education system.
- Being unable to identify who should be involved in what and when. This includes the need for an integrated approach to support provision, where the traditional psychological and special needs services, including special schools, work together with administrative, curriculum and institutional development support staff to provide a holistic and comprehensive service.

- Developing clear procedures and processes for including the human and other resources in the special schools in the pool of district support.

- Being unable to link the district support strategic plans to regional, provincial and national plans and priorities.

- Learning to work well as a team.

An inclusive school has to encourage collaboration among SMTs, educators and parents for the purpose of planning, teaching and supporting learners with learning barriers (Groom *et al.* 2005:24 & Soodack 2010:329). Working collaboratively as a team will enable schools to (a) identify what is needed and who is available to address the needs; (b) identify the co-ordinator; understand and pursue the processes to be followed to draw in the appropriate people; (c) ensuring that schools recognise and appreciate inter-sectoral work; (d) ensure that the material resources, including budget needed to pursue this work are available and used to the optimal effect; (f) learn the language of the different sectors and professions; (g) try to develop common understandings of the problems and challenges and (h) develop team skills to assist in working with others (Lehlola 2011:24; Mbengwa 2007:74 & DoE 2002:23). Therefore, through collaboration between SMT, SBST, SGB and educators support will be strengthened for both learners and educators.

In the same way, education support service providers also need support, which implies that they also need specific training with regard to general insight, knowledge and skills required for them to be able to support the schools. The insight, knowledge and skills acquired by DBST will make it easy to provide a well-coordinated and collaborative support to schools. Soodack (2010:329) and Englebrecht (2006:158) reiterate that adequate support and collaborative teaching undoubtedly leads to positive outcomes for learners in heterogeneously grouped classes. The

prospect of any general education system being geared up in terms of staff, expertise and facilities to cater for every kind of disability as an integral part of its provision, is something of an utopian ideal (Cigman 2007:9). An example is the inefficiency and ill-preparedness of an education system in developing countries, like Lesotho, where a lack of facilities and expertise would help make the implementation of ILS a success (Lehlola 2011:9). Following this is the discussion of challenges faced by educators.

2.4.2.4. Challenges facing teachers

Teachers in ILS classrooms assume an ever-widening range of responsibilities, for example identifying learners' special needs or possible symptoms of child abuse or identifying and investigating learners' unexplained absences. These responsibilities coupled with covering a set curriculum, preparing learners for external assessments, trying to develop their autonomy and teaching for understanding, complicate teachers' work (Lehlola 2011:23). To continue, some educators have not been trained for ILS and for them to carry out all those tasks will increase their workload. Teachers also have to be aware at all times of what is happening with the learner, monitor and report his or her progress (Lehlola 2011:23)

Educators are also responsible for the interaction of all learners, particularly learners with or without disabilities. They have to thoughtfully intervene and actively facilitate the acceptance of learners with disabilities in the general education classroom (Erickson, Welander and Granland 2007:20). Learners with learning barriers need a greater amount of time to perform some school activities and they are mostly less popular among their peers without disabilities. Regular educators are faced with extra work of having to accommodate a diversity of learner needs. As

this is the situation at the Motheo clustering schools, learning support educators need to do collaborative work with other professionals to ease the burden of their work. In this way, regular educators will accept the perspectives of others and not only listen to them, but also embrace other ideas and viewpoints (Tannock 2009:20)

Attitudes of educators are one of the key factors in the successful implementation of an inclusive system of education (Mbengwa 2007:107). Educators' attitudes to ILS are affected by several factors, including concept of special needs, experience, available support, personal ideology, social norms and interactions (Rayner 2007:42; Clough & Lindsay 1991:134). Then negative attitudes will be a threat and a barrier towards effective provision of ILS. Furthermore, educators lack of effective preparation to accommodate the unique individual needs of learners has been identified as the most stressful, including administrative issues, support, the behaviour of learners, the educator's self-perceived competence and lack of collaboration with parents and other sectors *or* departments (Englebrecht 2006:257). Some educators and principals believe that it is not the main work of the school to support vulnerable learners, who end up experiencing barriers to learning and development (Department of Health, DoH 2006:12), but that it should be the responsibility of the Department of Social Development and the Department of Health. Although these are the main departments responsible for supporting vulnerable children, the government recognises that supporting these learners is also important work for schools. For this reason, some of the Motheo clustering schools do not have a SBST. Addressing barriers to learning due to social factors at the researcher's school are, for example separated from addressing barriers to learning due to academic factors. Barriers to learning due to social factors are addressed by one educator, previously functioning as a guidance educator. Barriers to learning due to

academic factors are addressed by the learning support educator. Therefore networking and collaboration with regard to addressing the above mentioned types of barriers are separated. It is interesting to note that according to the EWP 6 policyall barriers to learning need to be addressed by the SBST, with all co-ordination being the responsibility of the co-ordinator.

In addition, ILS educators leave their jobs because of a lack of administrative support (Thomas & Dipaola 2003:14). In Malawi ILS is, for example almost at a stand-still due to a lack of expertise as almost all educators who were responsible for running it, have left the country (Mbengwa 2007:71). In South Africa the provision of in-service training for educators tends to be fragmented and short term, lacking in-depth content knowledge.These in-service training programmes do not take into consideration the unique contextual influences that have a bearing on the way in which schools function (Englebrecht 2006:257).

Schools with teacher assistants (TAs) also experience problems of off-target behaviour, attention seeking and emotional disturbance of learners which lead to TAs being frustrated and unable to have the desired outcomes rendering support to SEN learners (Groom & Richard 2005:27). Therefore, the role of TAs in supporting learners with learning barriers is seen as a challenging one because they require appropriate support and training. This involves a range of supportive tasks, both inside and outside the classroom, based upon the TA establishing a positive and trusting relation with the pupil (Groom& Richard 2005:28). Educators, who have received specific professional development in classroom management, are better placed to manage pupils with challenging behaviours than TAs who have often received little training (Groom & Richard2005:28). To this end, trained educators are better equipped to manage the behaviour of learners whilst a learning support assistant deals with less challenging groups.

In terms of rendering ILS at Motheo clustering schools, it is possible if the DBST of Motheo district provides appropriate training support to the SMTs as well as educators, particularly regarding skills needed in supporting SEN learners. Without the necessary skills, learners with barriers to learning and development at the Motheo clustering schools will continue to be excludedfrom being supported.It stands to reason that for the successful implementation of ILS to be effected at these schools as a whole school endeavour in which the principals and management of the schools play a central leadership role, it will go a long way in changing the attitudes of all stakeholders toward ILS (Lehlola 2011:24 & RSA DoE 2010:28).

2.4.2.5. Leadership and management challenges

Inclusion is increasingly seen as a leading challenge for all school leaders, whether they are working in mainstream or special schools (Rayner 2007:42; Thomas & Dipaola 2003:13). Reasons for this could be that many other non-instructional responsibilities have been added to the work of SMT members (Thomas & Dipaola2003:14). Traditional responsibilities, such as ensuring a safe environment, managing the budget and maintaining discipline are time consuming.

In the context of ILS, Qeleni (2013:5) reports that SMT members experience a feeling of uncertainty in providing adequate services, the search for qualified staff, the lack of training and time and space to conduct inclusive practices. It also places additional responsibilities on SMT members to ensure that policies and structures are in place for the smooth running of communication, the availability of appropriate support and learner-centred decisions (Schmidt and Venet 2012:10). Furthermore, SEN learners are often not socially included as they

are less popular, have fewer relationships and participate less often as a member of a sub-group (Frostad and Flem 2008 as cited in Qeleni 2013:5).

In addition to this some educators and principals believe that it is not the main work of the school to support learners with learning barriers, and this discourages educators to further their studies on special needs education (DoH 2006:12). Without a doubt, the shortage of well prepared, competent SMT members has the potential to exacerbate the current nationwide shortage of special educators in South Africa (Thomas & Dipaola 2003:14). The SMT has managers, who need to ensure that they recruit ILS educators and also motivate educators to improve their knowledge and skills in ILS.

In order to achieve the objective of executing a comprehensive approach to the management of diversity, SMT members of the Motheo clustering schools may be required to generate new meanings to diversity, promote inclusive practices and build connections between school and communities (Rayner 2007:42). Rayner (2007:42) comments that research into inclusive leadership across three national contexts also revealed how a collaborative culture is the hallmark of an inclusive school culture. Leaders' practice of positioning and modelling collaborative practice in their everyday interactions with staff constructively develops formal and informal opportunities for staff to collaborate with one another.

Friend and Bursuck (as cited in Soodack 2010:329) offer strategies to support collaboration, such as developing and adopting a set of rules, responsibilities and privileges pertaining to collaboration; providing educators with designated time for co-planning and reflection and offering pre-service and in-service training in collaboration with staff members. Collaboration may therefore be regarded as a key component to achieving an

inclusive school community for the successful implementation of ILS. To this end, collaboration will be discussed in detail together with the role of SMT members in chapter three. Section 2.5 outlines the policies in inclusive education.

2.5. POLICIES IN INCLUSIVE EDUCATION

New legislation introduced for ILS in September 2002 has brought profound changes in duties placed on South African schools. The SEN Disability Act (2001), known as SENDA, amended Part 4 of the Disability Discrimination Act 1995 (DDA) to include schools and educational services (Briggs 2005:1).The move towards inclusive education is supported by legislation, such as the Individuals with Disabilities Education Act Amendment (IDEA) of 1997 and research showing that inclusion benefits both children with or without disabilities (Soodack 2010:327). In the same vein, managing the Development of Inclusive Policies and Practices (RSA DoE 2003:30) outlines four main roles of legislation which include the following:

- The articulation of principles and rights in order to create a framework for inclusion;
- The reform of elements in the existing system, which constitute major barriers to inclusion, e.g. policies which do not allow children from specific groups;
- The mandating of fundamental inclusive practices, e.g. requiring that schools should educate all learners in their communities and
- The establishment of procedures and practices throughout the education system which are likely to facilitate inclusion, e.g. the formulation of a flexible curriculum or introduction of community governance (RSA DoE 2003:30).

The above-mentioned roles of the legislation on inclusive learning support will be discussed in detail under Education White Paper 6 (EWP 6) the Bill of rights, within which EWP 6 is framed and the South African School's Act (SASA) as one of the supporting policies. EWP 6 has introduced key initiatives which will be discussed later and which include the following: The Culture of Learning and Teaching (COLTS), The National Qualification Framework (NQF), The Outcomes Based Education (OBE), The New Language Policy and the Curriculum Assessment Policy Statements (CAPS) (Lomofsky & Lazarus2010:308).Following this will be the discussion of the Constitution and the Bill of Rights as covering the rights of SEN learners.

2.5.1. Constitution and the Bill of Rights

The South African democratic elections of 1994, heralded a new era of possibilities for inclusiveness in the process of developing societal and educational transformation (Loebenstein 2005:16; Lomofsky & Lazarus 2010:303). After that, the final adoption of the Republic of South African Constitution in (1996) emphasised the new democratic government's commitment to restoring the human rights of all marginalised groups.The rights of all South Africansto basic education and access to educational institutions, regardless of race, gender, sexual orientation, disability, religion, culture or language, are entrenched in the Bill of Rights (Engelbrecht 2006:254; RSA DoE 2013:6; Lomofsky & Lazarus 2010:306).

With regard to the right to education Chapter 2, Section 29of the Bill of Rights (RSA 1996:11) states that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning (Gibson 2004:1; 2013:8; Lindsay 2003:3 & Ottesen *et al.*). These rights

include equality; human dignity; environment; social security; language and culture, just to mention but a few (RSA 1996:5-11). These rights should be well recognised as they also fall under factors of barriers to learning, which will be discussed later in this chapter. The Manifesto on Values, Education and Democracy (DoE 2001:13-20) simplified and addressed these rights through the ten fundamental values as enshrined in the Constitution.A discussion of these values, relevant to this study is outlined in the next section.

2.5.1.1. The Fundamental Values

The values that will be discussed here include education, equality, human dignity, social justice and reconciliation to show their relevance to ILS and how they can improve the implementation or if they are promoted and practiced. They are democratic values through which the divisions of the past are healed.

2.5.1.1.1. Education

The previous system of education was regulated through democracy, which in turn must promote education. Democracy is the first step of the fundamental values which is relevant to education (Fon 2011:25). Education is essential in equipping society with the ability to act responsibly (RSA DoE 2001:3).It also empowers people to exercise their democratic right in responsible ways, thus ensuring a better future (RSA DoE 2001:12), which involves fairness and equality amongst them. Examples of democratic rights of SEN learners are their right to enjoy basic education and the right of their parents to elect the SGB and to serve on the SGB.Therefore, through education, the

democratic schools will give all learners the tools to participate in public life, think critically and act responsibly (RSA DoE 2001:13).

According to Joubert & Prinsloo (2003:78), Article 29 of the Convention on the Rights of the Child establishes that all learners enjoy the right to education. It specifies the following goals of education including firstly, the development of the child's personality; talents, mental and physical abilities to their fullest potential; the development of respect for adults; his or her own identity, language and values of the country and civilizations different from his or her own; the preparation of the child for responsible life in a free society; the promotion of the spirit of understanding, peace, tolerance, equality of sexes and lastly the promotion of friendship among all the people of ethnic, national and religious groups and people of indigenous origin (Joubert & Prinsloo 2003:78).

The Schools Act 84 of 1996 provides for compulsory school attendance from 7 to 15 years and prohibits admission policies in public schools which discriminate unfairly (RSA 1996:11). Therefore, to recognise and promote the right to education, the global call for inclusion of all learners in education was answered by EWP 6, where the South African Ministry of Education committed itself to provide educational opportunities for all learners, particularly for those with learning and development barriers (RSA DoE 2001:17 & Oswald *et al.* 2013:3). There are, however, still challenges with regard to implementation and management of ILS in South African schools.

According to sub-section 29 (2) of the Bill of Rights (1996:11), every learner has the right to be taught in the official language of his or her choice in public schools. The schools must, however, consider all reasonable educational alternatives, including single medium schools, in order to ensure the effective access to and implementation of this right.The alternatives to be considered

include (a) equity (b) practicability and (c) the need to redress the results of the past racially discriminatory laws and practices (RSA 1996:11). Therefore, the rule of law is incorporated here as one of the values that promote and protect the SEN learners right to education.

South Africa is founded on the value of "the supremacy of the Constitution and the rule of law" (RSA DoE 2001:18). Within schools, the rule of law is the guarantor of accountability, for it holds all stakeholders to a common code of appropriate behaviour. Therefore, without the rules and regulations the idea of accountability would lose meaning (Fon 2011:27). Within schools, the rule backs up accountability, for it maintains a universal code of appropriate behaviour. This code of appropriate behaviour is maintained by internal rules of law, called the code of conduct for educators and learners that must be adhered to. The main focus of the code of conduct must be to promote acceptable behaviour and assist useful learning (RSA 1996b: Section 1(4).

With regard to learner behaviour the right of a learner to have education cannot be taken away when the learner is expelled from a school. It becomes HOD's responsibility if the learner is still of a school-going age to find another school or learning institution (RSA 1996b: Section 4(7.2). According to the researcher's experience, grade six and seven SEN learners are, for example mostly involved in misconduct activities and they tend to disrespect educators. The question could be, is it lack of tolerance of learning disabilities of SEN learners by educators, or do these learners misbehave because of their learning disabilities? The researcher's view on SEN learners' behavioural problems at school could be made worse by lack of dissemination of information on children's rights accompanied by responsibilities and the implementation thereof.

Accountability is one of the values which need to be promoted by paring it with the right to education of SEN learners to ensure that they enjoy this right responsibly. Accountability means that all stakeholdersare responsible for the advancement of our nation through education and through our schools. It also means that we are all responsible, too, to others in our society, for our individual behaviour (RSA DoE 2001:17). There can be no rights without responsibility (RSA DoE 2001:4). These sentiments call on institutions of learning and its communities to take responsibility in order for it to survive and prosper.If voting is for example the right to grant power to citizens, then the need to hold the powerful to account is the responsibility that gives that right meaning (RSA 1996a: Section 19(3)).

In education, accountability is a way of establishing this responsibility according to codes of conduct. During school hours learners are the responsibility of educators, who are accountable to SGBs and educational authorities, which are accountable to the broader community of the democratic society. The responsibility of protecting all learners, including SEN learners, is placed on the SGB, because it represents all parents, including parents of SEN learners (DoE 2006:14). Every child has the right to education (RSA 1996a: Section 29), but it is the responsibility of his/her parents to ensure that they attend school regularly and that the school work is completed.

To promote the value of accountability at the Motheo clustering schools, SMTs should institutionalize their responsibility according to codes of conduct and meeting formal expectations.

2.5.1.1.2. Equality

Equality means everyone is equal before the law and may not be unfairly discriminated against on the basis of race, gender, sex, pregnancy, social origin, sexual orientation, age, disability, religion, belief, culture and language (RSA DoE 2001:14). The value of equality is another value upon which the democratic state is founded and becomes evident through equal participation of all rights and freedom (RSA 1996a: Section 1). In education it relates to the access that the South Africans have with regard to schooling (RSA 1996a: Section 29). Equality ensures that no child is unfairly discriminated against (RSA Section 9), thus children are free to attend any school they wish, thereby allowing the children equal access (RSA DoE 2001:3).Due to equality in education the rights of teachers and learners are respected. In the context of ILS, it implies that SEN learners may not be unfairly discriminated against.

Non-racism and non-sexism is the value where Affirmative action policies flow from to ensure dealing away with discrimination against all learners, including learners with SEN (RSA DoE 2001:15). This value promotes practices that treat everyone as equals and redressing the past imbalances where people were oppressed because of their race or their gender. To apply this value effectively, the SMT of Motheo teachers and all learners, particularly female teachers and learners, as well as SEN learners have to be taken into consideration

For ILS to be successful at the Motheo clustering schools, the teaching and learning environment should be conducive for SEN learners, because every learner has the right to an environment that is not harmful to their health or well-being. Therefore, effective or quality inclusion should be based on creating an environment that supports and include all learners, because inclusion is not merely determined by learners' placement (Soodack 2013:328). Rayner (2007:43) links the role of SMTs to

the potential for inclusive, transformative development, supported by the RSA DoE (2007:162) who reiterates that the SMT is responsible for the on-going evaluation of a school's performance and for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning support. By promoting the equality clause at Motheo clustering schools, tolerance and respect for SEN learners and their educators will be promoted.

A discussion on the value of human dignity follows in subsection 2.5.1.1.3.

2.5.1.1.3. Ubuntu (Human dignity)

Human dignity has a particularly important place in the value system, for it derives specifically from African mores: "I am human because you are human" (RSA DoE 2001:16). Ubuntu embodies the concept of mutual understanding and the active appreciation of the value of human difference. It requires one to know others if one is to know him or herself and to understand your place and others within a multicultural environment. Ultimately, Ubuntu requires one to respect others if he or she is to respect him or herself.

Respect is also one of the values regarded as an essential precondition for communication, for teamwork and for productivity (RSA DoE 200:19). Respect is implicit in the way the Bill of Right governs the Government's relationship with the citizens as well as the citizens' relationship with each other. In the education system the public schools are legally bound to commit themselves to the value of respect and responsibility (RSA DoE 2001:19). That means education should be directed to strengthening the development of respect for learners, learner's parents, his or her

cultural identity, language and the national values. Effective teaching and learning cannot happen if there is no mutual respect between educators, parents and learners. Mutual respect is important in the management of schools. SMT members show respect of diversity by considering ILS during performance of their management tasks, which may be spontaneous from educators and other learners, particularly for SEN learners.

Compassion, kindness, altruism and respect for learners with SEN should be practiced at the Motheo clustering schools because it is out of these practices where the values of Ubuntu and human dignity flow. Consequently, it is the responsibility of SMT members of the Motheo clustering schools to ensure that SEN learners are treated with compassion, kindness and respect. The latter practices are at the very core of making their schools places where the culture of teaching and learning thrive, particularly in the ILS classrooms (Gibson 2004:1). Education should also direct itself to prepare all learners, particularly learners with SEN, for responsible lives in a free society, in the spirit of understanding, peace, tolerance and friendship between learners, educators and parents.

 A discussion on the value of social justice and equity follows in subsection 2.5.1.1.4.

2.5.1.1.4. Social justice and equity

The right to social justice and equity allows all learners under the age of eighteen access to basic nutrition, shelter, basic health care services and social services; and to be protected from maltreatment, neglect abuse or degradation (RSA DoE 2001:14). Therefore, as government institutions, social justice clauses commit the Motheo clustering schools to ensure that all learners

have equal access to the schooling. The access to Motheo clustering schools should be in learners' mother tongue, if they so desire. In SASA compulsory exclusion has been abolished and Section 5 (1) states that the public schools must admit learners and serve their educational requirements without unfairly discriminating in any way. The implication for the SMT, educators and SGB at Motheo clustering schools is therefore that they ensure that all the school policies are designed in such a way that SEN learners are protected and enjoy equal opportunities as learners without learning barriers.

Combating discriminatory attitudes against SEN learners was one of the aims of the Salamanca Statement, signed by 92 delegates at the World Conference on Special Needs Education (Lindsay 2003:3; Lomofsky & Lazarus 2010:306). Other aims of the Salamanca Statement include creating welcoming communities; building an inclusive society and achieving education for the majority of children and improving the efficiency and effectiveness of the entire system (Gibson 2004:1 & Ruiarc *et al.* 2013:8). Thus, any education system should be designed and education programmes implemented to take into account the wide diversity of characteristics, interests, abilities and learning needs. Those with SEN should have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting their needs.

The imperative for the SMTs and the SBSTs of Motheo clustering schools is to ensure that ILS policies and strategies used to support vulnerable learners cover the social and health factors which could cause barriers to learning. As public schools, the Motheo clustering schools should have a social worker, a nurse, a police officer and a pastor to work with in order to provide learners in need of such services as learners have the right to health and social services, including social security (RSA 1996:

10). It is the responsibility of the SBST co-ordinator to collaborate or network with those sectors, in the cases where the barriers to learning and development are caused by health or social factors (RSA 1996:10).Therefore, an open society is one of the values that can break the silence of and reveal such factors that can be promoted to further promote social justice.

Democracy and openness are interchangeable and interdependent values (RSA DoE 2001:17). Being a democrat in an open society means being a participant rather than an observer; talking, listening and assessing at all times; being empowered to read and to think; being given the opportunity to create artistically; being given access to as wide a range of information as possible through as wide a range of media as possible and also being given the tools to process this information critically and intelligently. Therefore, the SMT members of the Motheo clustering schools should ensure that educators involve all learners, particularly SEN learners, in dialogue and debate activities. In addition, a culture of discussion should also be encouraged, because the values and priorities are perpetually being evaluated and reassessed.

In addition, according to SASA (1996a) if a learner is not enrolled or fails to attend a school, the Head of the Department may investigate the circumstances of the learner's absence from school or take appropriate action to remedy the situation and failing such a remedy, issue a written report to the parent. Thus, parents of learners with SEN have the right to a choice of placement and they should be given the opportunity to collaborate in decision making about the placement, instruction and related services provided to their children (Soodack 2010:329).

In supporting the researcher's experience, the Indonesia Report states that common reason, which hinders the implementation of Children's Rights in the Classroom (CRC), is the lack of

knowledge and understanding of the law and how to materialise it into practice. The dissemination of child rights in Indonesian schools focuses more on the cognitive domain. The CRC report states that in everyday life there are obstacles due to systemic, social, rural, political and economic reasons. Education on children's rights in school systems through civic education tends to portray children as passive objects, indoctrinating them with the obligation to obey government, parents and other adults (Anderson *et al.* 2013:66). With regard to ILS, to create a welcoming and supportive environment, SGB members should develop an admission policy and a safety policy and adopt a code of conduct for learners, after consultation with learners, educators and parents (RSA 1996b: Section 8(1) & Joubert & Prinsloo 2003:118).

It remains essential for all the stakeholders of the Motheo clustering schools to know and understand ILS policies that protect the rights of learners with SEN (Gibson 2004:1) Therefore, the role of SMT members is imperative to ensure that the codes of conduct for educators and learners are clarified and implemented at the Motheo clustering schools. In addition, internal rules of law at the Motheo clustering schools, which all participants are subjected to, should also state that SMT and educators may not defraud school funds for personal gain, they may not physically or sexually abuse learners, learners may not carry illegal weapons, possess illegal narcotics, trash school property and intimidate teachers.

A discussion on reconciliation follows in subsection 2.5.1.1.5.

2.5.1.1.5. Reconciliation

Reconciliation values difference and diversity as the basis of unity (RSA DoE 2001:20). Since South Africa is made up of people with different cultures, traditions and different experiences of what it means to be South African, many people's rights' experiences of reconciliation have been in conflict and their rights violated. Therefore, the Constitution prescribes the pursuit of national unity, the well-being of all South Africans and peace to be based on reconciliation. The conditions of peace, of well-being and of unity adhering to a common identity, a common notion of being a South African flows naturally from the value of reconciliation. To promote the value of reconciliation in schools among all the stakeholders, the Bill of Rights calls for transformation and "unity in diversity", because there can be no reconciliation without transformation (RSA DoE 2001:20; Joubert & Serakwane 2009:56). The aim for promoting reconciliation at schools is to reconcile SMTs, educators, parents and other learners with SEN so that ILS can be effective and successful.

In the ILS context, the value of reconciliation should aim at reconciling all the stakeholders with learners with SEN. The manner in which inclusion is mediated by the Motheo clustering schools should be a key element in the drive towards inclusion. It is important to recognise and explicate particular practices, processes and images and culture that facilitate and nurture this type of school (Sage 2004:15).Therefore, with this study the researcher will be encouraging the SMT members and educators of the Motheo clustering primary schools to align themselves with the Bill of Rights in order to protect and promote the educational rights of all learners, particularly learners with SEN.

The reason for this is that the situation in Indonesia could be the same as these clustering schools, because the SMTs are also perceived as lacking knowledge and understanding of how to implement inclusion education policies. This means the rights of

learners with learning barriers are not respected and promoted as the law demands. It means there is a need for change in these clustering schools, with the focus on motivating and improving participation and to transform the school environment in a Child Friendly Way (RSA DoE 2013:11). In addition, educators and SMTS should realise that there is a need for change and to transform their schools so that they can accommodate the diverse learning abilities and needs of all learners with the purpose of creating conducive and stimulating learning environment (Mbelu 2011:8). Therefore, as custodians of the rule of law at schools, SMT members are required to apply the law even-handedly, fairly and proportionately for both regular and learning support classrooms. For if they do not apply the rule they too are in contravention of the rule of law.

2.5.2. The Education White Paper 6 (EWP 6)

EWP 6 is the most recent initiative for the transformation of the education system to ensure quality education for all learners, particularly for learners with learning barriers (RSA DoE 2001:4).It is a landmark policy that has cut the ties with the past and recognises the vital contribution that people with disabilities are making and must continue to make. It is framed by the Constitution of South Africa and supports and expands on all other educational policies, including the Department of Tirisano (which means working together), and the South African Schools Act (SASA) Act, Act 84 of 1996 (Engelbrecht 2006:256; DoE 2002:11; Lomofsky &Lazarus 2010:208).

The department of Tirisano (RSA DoE 2001:5) introduced the Manifesto on Values, Education and Democracy and this title calls for all South Africans to embrace the spirit of democratic, non-racial and non-sexist South Africa, which are three of the ten

fundamental values found in this Manifesto and have already been discussed in the Bill of Rights above. Democratic governance brought new perspectives on how schools should provide for an environment that is conducive to teaching and learning (Fon 2011:29). Therefore, this study will also make the SMT members of the Motheo clustering schools aware of the importance of having this Manifesto at their schools if they want to transform their schools to democratic ones. They can also use this Manifesto to entrench the ten fundamental values during assembly.

The SASA has also been established with the main purpose of transforming education and creating and managing a new national school system that should give every learner an equal opportunity to develop his/her talents (Joubert & Prinlsoo 2003:125). The SASA provides for national uniformity with regard to the organisation, governance and funding of schools (Joubert & Prinlsoo 2003:125). It is through SASA, which encourages shared responsibility between all stakeholders that a platform for the creation of the School Code of Conduct came about (RSA DoE 2001:27). SASA also provides guidelines for governance and professional management of public schools (RSA 1996b: Section 20 and 21). The content of the SASA also includes stipulations, such as admission to public school, ages for compulsory attendance, language policy, freedom of conscience and religion and also for discipline.

The SASA has committed this country to an educational system that would: redress the past injustices in educational provision; contribute to the eradication of poverty and the economic well-being of society; advance the democratic transformation of society; combat racism and sexism and all other forms of unfair discrimination and intolerance; protect and advance the diverse cultures and languages of all South Africans (RSA DoE 2001:7). In

the context of ILS, the SASA is one of those policies that already provided the basis for the establishment of inclusive education systems (RSA DoE 2001:27). The SASA supports the aim of EWP6 of ensuring educational rights of all learners through inclusive education, regardless of their individual characteristics or difficulties, in order to build a more just society (RSA DoE 2002:21). Therefore, particular focus for inclusive education is mostly on those vulnerable groups, learners with disabilities, special educational needs or learning and development barriers, who have traditionally been excluded from educational opportunities.

In order that Motheo clustering schools achieve those aims, SASA places the responsibility of promoting and protecting all learners' rights, first and foremost, on the SGB. This is because the SGB represents all parents, including parents of SEN learners (RSA DoE 2003:B-15 & DoH 2006:14). For the rights of SEN learners to be promoted and protected at Motheo clustering schools, membership of their SGBs may include educators at school; staff members, who are not educators; experts in appropriate fields of SEN; the principal in his or her official capacity and if applicable, grade 8 learners, as SASA suggests (RSA DoE 2003:B-15). Membership may also include representatives of sponsoring bodies and of organisations of parents of learners with learning barriers, disabled persons and their organisations' representatives. The manner of election and the number of members will, however, depend on the number of SEN learners, as determined by the Member of the Executive Council (RSA DoE 2003:B-15).

In addition to policies and legislation within South Africa, EWP6 reflects and supports international movements and conventions. In particular, it draws from the Salamanca Statement of 1994, which reflects an international commitment towards inclusive education

and the International Convention for the Rights of the Child. The convention emphasizes the best interest of a child and therefore, children's rights need to be valued (Anderson *et al.* 2013:128). According to Lomofsky & Lazarus (2010:308), EWP 6 has also introduced the following key initiatives:

- **The Culture of Learning and Teaching Services (COLTS),** which aims to restore respect for diversity and the culture of teaching and learning which has been severely eroded in schools;

- **The National Qualifications Framework (NQF)** (Department of Education 1995b) designed to give recognition to prior knowledge and concept of life-long learning. This intergraded approach to education and training aimed to build a just, equitable and high quality system;

- **The Outcomes Based Education (OBE)** which was designed to respond to diverse learner needs and has declared national policy in South Africa (Department of Education, 1997a).The system was based on the belief that all learners can achieve success and their individuality should be respected. In contrast to the traditional curriculum, OBE developed teachers' capacities to respond to the diversity in learners' styles and rates of learning. In accommodating a diversity of learner needs, OBE was 'inclusive' by nature and it focused on the processes necessary to achieve the desired outcomes. The Continuous Assessment System forms the integral part of OBE.

- **The New Language Policy,** which included recognition of 12 official languages, including Sign Language and

- **The National Curriculum Statements (NCS),** which provides guidelines on how issues of human rights and inclusivity can be infused throughout the curriculum and across the entire environment of education.

The aim of EWP 6 is to ensure the educational rights of all learners through inclusive education, regardless of their individual characteristics or difficulties, in order to build a more just society (RSA DoE 2002:21). Particular focus for inclusive education is mostly on vulnerable groups, learners with disabilities, special educational needs or learning barriers and development, who have traditionally been excluded from educational opportunities. Furthermore, they have traditionally experienced exclusion, discrimination and segregation from the mainstream and from their peers (Anderson *et al.* 2013:128). The convention and charter established policies, legislations, services, resources and administrative reform to accommodate the rights of all learners including those mentioned above. Since then, the rights of the children, particularly, those with learning barriers and development have, however, been and are still being violated. Despite these significant steps taken, realizing learners' rights fully is far from being a reality in our communities and schools in particular. At the Motheo clustering schools, SMT's roles should be clearly defined so that they are aware of their roles in inclusive educationin order to ensure that the SBSTs are functional and effective in order to assist learners with poor Literacy and Numeracy skills.

In comparison, the Special Educational Needs Act Programme (Department for Education and Employment 1998) in the U.K., leading up to the revised Code of Practice and guidance explains the policy of inclusion and how it might be implemented. The guidance indicates that a child may not be included when he is a threat to others or is taking up a disproportionate amount of teacher's time. According to Lindsay (2003:5) most recently, the Special Educational Needs and Disability Act of 2001 has taken development another step further by clearly moving towards an increasing emphasis on inclusion. The three caveats whereby non-inclusion may be justified have been reduced to two and require

that a child who has learning barriers must be educated in a mainstream school. Non-inclusion of the learner can happen if it is the wish of the parent.

This review is essential for all the stakeholders, including educators, parents, SGB and SMT members, particularly of Motheo clustering schools to know and understand ILS policies. Gibson (2004:1) notes that SMTs need to understand the laws that protect the rights of learners with disabilities. Soodack (2010:328) mentions that a review on SASA in 2003 revealed that the SGB and the SMT should take steps to manage the effects of poverty on learners, for example learners coming to school hungry, dirty, without a uniform or stationary; or who come to school emotionally distressed, need to be given extra support so that they can learn. In this way, the membership of learners with learning barriers will be promoted, meaning their right to belong to and to have access to the same opportunities and experiences as other learners will be satisfied

The SIAS strategy (RSA DoE 2008:5) that addresses the process of enabling the accessing opportunities through support at different levels will be discussed in the next section. After establishing levels of support, then everyone's role should be identified. Within the SIAS strategy, all the stakeholders' roles are, for example emphasised, including the learner, educator, parent, SBST, DBST and external services from other sectors (Sage 2004:12; Clough 1991:1 & RSA DoE 2008:5). The SBST co-ordinator must ensure that the application of the SIAS strategy is effective and successful.

2.5.3. Screening, Identification, Assessment and Support (SIAS)

In South Africa the National SIAS strategy addresses the process of identifying individual learner needs in relation to the home and school context and to establish the level and extent of additional support that is needed. The SIAS strategy addresses the process for enabling the accessing and provisioning of such support at different levels (RSA DoE 2007, 2008:14 & 2009:1). According to this strategy, educators need to develop a profile for each learner from grade R-1 in order to have a holistic impression of a learner and learner's progress and performance. This will assist the next grade or school to understand the learner better and respond appropriately to his or her support needs (RSA DoE 2009:1 & 2011:20).

The SIAS strategy emphasises the central role played by parents and teachers in the assessment of learner needs (RSA DoE 2008:15 & Sage 2004:14). Parents' involvement during the process of this strategy is important because it is their democratic right and their participation ensures accountability (Sage 2004:14). Decision on how support can be brought to the learner is taken after the parents have been consulted. In all support provision, the starting point is the learner. The teacher has to see each learner as an individual coming with his own strengths, hopes and dreams, experiences and possible specific barriers. No assessment of learners' needs can be made before actual teaching and learning has taken place. The teacher has to know the learner. Once the teacher has observed the learner in the teaching situation, she/he can start identifying the barriers that the learner might be experiencing through classroom-based and teacher driven processes (RSA DoE 2008:15 & Spinelli 2002:7). The process involves a designing of an Individual Support Plan (ISP) by the teacher. The ISP will be followed by support packages, support provision and support programmes based on

the decision taken by the lead professional after assessment made at school level by SBST. In discussing the SIAS process of addressing individual barriers to learning and development the following six stages will be addressed: request for collegial support; collegial support; external consultation, conference or meeting; formal referral and formal programme meeting.

2.5.3.1. Stage 1: Request for collegial assistance

This is the first step where the classroom teacher requests consultation (problem solving intervention) from colleagues and the SBST co-ordinator after self-reflection. The teacher then consults and involves the parent, because according to IDEA regulations, when individual learners are screened parental involvement and consent are required. Contextual factors are identified and academic, behavioural, social and emotional problems, as well as personal and environmental factors inhibiting classroom adjustment, to determine which types of instructional materials and methods are most effective. The teacher then plans the learning and teaching environment. He or she identifies whether an improvement in school effectiveness, provisioning, planning and collaboration will not improve teaching and learning to the benefit of all learners and then identifies community resources.

2.5.3.2. Stage 2: Collegial assistance

The teacher, who becomes a member of SBST because of the learner's case, presents the learner's individual needs to the SBST. The SBST assesses the learner's needs based on his or her current performance level and the teacher's expected performance. In addition, the SBST reviews the impact on the

school's and teacher's work; analyses the school's capacity within existing resources to meet the needs and achieve school improvement; assesses learner support needs in consultation with the parents; then applies additional resources in the form of training, assistive devices and motivation for access to alternative specialised programmes at any site which is accessible to the learner.

The SBST proposes teaching strategies, suggests resources and presents alternatives. Then an intervention is designed collaboratively by the referring teacher and the SBST. Follow up and review sessions are always built in.

2.5.3.3. Stage 3: External consultation

This step is taken for unresponsive cases at school level. The SBST co-ordinator should consult the Learning Support Facilitator (LSF), who is the DBST member about unresponsive cases. The LSF evaluates the problem and the initial intervention strategies, and then decides whether to give additional suggestions or further classroom intervention. The LSF, together with other members of the DBST should verify whether all the avenues have been exhausted and in what way support can be provided in the most cost-effective and appropriate way with the least possible disruption for the learner. This will be done as soon as the external support is recommended by the SBST. For the success of ILS at Motheo clustering schools, the SMT members need to ensure that this step is not jumped or ignored, but followed as described above.

2.5.3.4. Stage 4: Conference or meeting

A meeting is held by sharing previous information of collegial assistance, consultations and effectiveness of intervention. A decision is made to continue with interventions as implemented or to modify interventions. The learner is then referred to psycho-educational assessment if needed. Then accessibility in a special school or mainstream school with ILS class is considered, with the parents being part of all decisions. If needed, the LSF consults with other members of DBST who should take appropriate action. The class teacher is supported and learning progress monitored. It has already been mentioned that lack of support and control of ILS at the researcher's school is what led to this study. Therefore, this step is also a wake-up call to the SMT and SBST of the Motheo clustering schools to ensure that the support educator and SEN learners are supported and progress of ILS monitored.

2.5.3.5. Stage 5: Formal referral

This is the final leg of the assessment and review process for continuous improvement. A formal referral is made for psycho-educational assessment of the learner, if appropriate. The evaluator must use information collected from stage one to four. No renewal may be done if outcomes of the previous intervention have not been reported and recorded as a basis for subsequent applications.

2.5.3.6. Stage 6: Formal program meeting

Relevant members of the DBST meet to discuss the results of the psycho-educational assessment. Information from stages one to five is shared and alternative plans are also discussed. If

appropriate, the team develops goals for an ISP. The DBST determines whether alternative specialised programmes are necessary or whether intervention in the regular classroom will be sufficient. After the decision has been made, the LSF takes the report to the school to inform the parents about the decision. The DBST leader becomes responsible for placing the learner. Learners must return to the local school as soon as they have achieved maximum benefit from the external programme. Support programmes must be adjusted to focus on support within the classroom, mainly in the form of curriculum differentiation (DoE 2008:16).

The SIAS strategy is also referred to as the pre-referral model and the aim is to provide interventions at the most important point of the process called initial referral (RSA DoE 2004:1). The pre-referral system is based on the ecological model of viewing the learner problems in the context of classroom, teacher, curriculum, social and learner variables and attempting appropriate interventions focusing on the learner and the whole system. That means the adoption of an ecological perspective of viewing learning barriers in the classroom, thus numerous factors affecting learning are assessed, analysed and taken into account in intervention planning. Indeed the issue of diversity should be considered when planning for intervention, because SMT members and educators at Motheo clustering schools, to be specific, are now faced with the increasing number of diverse learner population.

As the diversity of the learner population increases, so do the culturally based conflicts that are exacerbated by differences in language, culture, ideological beliefs and other characteristics of learners in the mainstream learner population (Barton 2009:116). Once limited to the instruction of customs and languages of different ethnic groups around the world, diversity and inclusion in

education are the order of the day. Diversity and inclusion are now a necessary component of building safe and academically successful schools, amidst growing pluralism of Motheo clustering schools. It is evident the SMT members of the Motheo clustering schools need to ensure that educators and the SBST members are conversant with the SIAS process so that they can respond to learner diversity. Following this is the discussion about the Guideline for responding to Learner Diversity as suggested by CAPS (RSA DoE 2013:26).

2.5.4. Responding to learner diversity

One of the dilemmas of SEN learners mastering the special education curriculum has been an issue for over a decade, because special education services and programmes are not aligned with that of the general education curriculum (Burhardt *et al.* 2004:96). According to the researcher's experience, this is true, because since 2008 as support educator the researcher has never had a prescribed learning programme that is aligned to curriculum for SEN learners. When asking for a prescribed learning programme from DBST, the only reply is that the researcher should go to other mainstream schools with inclusive education and ask for assistance. It is, however, still the responsibility of the support educator to modify and differentiate the curriculum, because the same goals of general education also apply to SEN learners (RSA DoE 2013:6 & Burkhardt *et al.* 2004:96).

The curriculum should therefore be differentiated so that it can be relevant to the life experience and level of competence of individual learners (RSA DoE 2013:9). According to the Sacred Heart College Research and Development Unit (SHCRDU) (2008-2010:16) a differentiated curriculum allows teachers to be flexible

in planning for the different aspects of the curriculum, e.g. learning and teaching materials, teaching strategies, content of the curriculum, assessment and methods. That means support educators are required to have Individual Support Plans (ISPs) in order to meet the individual needs of SEN learners (SHCRDU 2008-2010:150). ISPs enable educators to view each child as an individual, coming with his own strength, hopes and dreams, experiences and possible specific barriers. In other words, no assessment of learners' needs can be done before actual teaching and learning has taken place and the educator has got to know the learner.

The general curriculum goals and objectives also apply to ILS, as there should be a balance or alignment between curriculum and ISP (Burkhardt *et al.* 2004:94 & SHCRDU 2008-2010:20). For this balance to occur, education stakeholders should be more responsive to legislative actions by implementing programs that are in concert with the spirit of the law; modify and adapt curriculum and instruction at its broadest level; implement effective instructional and modifications in every classroom and ensure that these changes take place now and in future. From this perspective, guidelines follow that should be followed by public schools in responding to the diverse learning needs found in classrooms as suggested by the Curriculum Assessment Policy System (CAPS) RSA (DoE 2013:26).

2.5.4.1. CAPS Guidelines of responding to diversity

The CAPS suggests that there must be programmes or interventions to take care of other categories of barriers. The aim of CAPS with guidelines is to ensure that inclusivity is "everybody's business", that requires an integrated approach (RSA DoE 2013). The sub-headings that will be discussed under

this heading are:(1) content, (2) teaching methodologies (3) learning environment and (4) assessment as they are aspects of the curriculum to be differentiated as suggested by CAPS guidelines. The CAPS guidelines were developed to facilitate and support curriculum differentiation in the classroom in order to respond to and seek to reduce Pedagogical (curriculum and assessment) barriers to learning.

2.5.4.2. Differentiated Content

Content is what and how new information is presented to learners. Content needs to be modified and presented at varying degrees of complexity, abstractness and variety. It is differentiated in order that all learners gain access to learning, all learners experience success in motivating learners and building their self-esteem and to promote effective learning for all learners (RSA DoE 2013:11). To add, the U.S Department of Education states that in order for SEN learners to have access to the general curriculum, (a) high expectations for learner achievement and learning must be promoted (b) systematic and appropriate assessment and instructional accommodations must be used (c) and a full range of primary education curricula and programmes must be ensured (Burkhardt *et al.* 2004:98). The first step to assist SEN learners in achieving these goals is to assess what type of curriculum content is being implemented with regard to the individual learner.

When taking the first step, Burkhardt *et al.* (2004:98) suggest that there are two curriculum frameworks that the schools with ILS can use, namely Subject-Centred and Learner-Centred Curriculum Frameworks. The subject centred curriculum places emphasis on the content of the subject areas being taught rather than the learner. The focus of this framework is on the cognitive development and learner's acquisition of knowledge, emphasizing

group learning, and relies heavily on textbooks and curriculum guides as the only source of instruction. In contrast the learner-centred curriculum emphasizes the learner, recognizes the individual needs of each learner, takes into account the social and personal issues confronting learners and reinforces independence and self-determination within the context of instruction. In addition, the learner-centred curriculum allows for learner input on the content to be taught.

It is therefore evident that when selecting content for the SEN learner in ILS, the learner-centred curriculum is most suitable, because it acknowledges individual differences. The learner-centred curriculum is one of the approaches to improving tolerance and sensitivity to individual differences through diversity education (Barton 2009:116). To improve tolerance and sensitivity to individual differences for ILS at Motheo clustering schools, it is critical that general and learning support educators address the individual needs of the learner with the development of a learner individual education plan (IEP) (President's Commission on Excellence in Special Education 2002:17). The aim of IEP is to preserve basic civil rights and promote achievement of SEN learners.

2.5.4.3. Differentiating Teaching Methods

Differentiating teaching methods is an important part of providing support (SHCRDU 2008-2010). Aspects that need to be differentiated include learning materials, methods of presentation, learning activities and lesson organisation (RSA DoE 2013:21 & SHCRDU 2010:16). The purpose of differentiating teaching methods is to ensure responsiveness to different levels at which learners operate, to maximise participation of learners in learning activities and achieve balance between meeting individual needs

while maintaining assessment validity (RSA DoE 2013:15-21; Da Costa 2003:23 & SHCRDU 2010:20). When developing different learning activities it is important to identify the purpose of activity and tell learners what they are expected to achieve at the end of the lesson; determine the assessment standards which will determine the learners' method of practice, e.g. the Grade 3 use the Grade 1 assessment standard (Burkhardt *et.al* 2004:105 & RSA DoE 2013:21). In this way learners are allowed to demonstrate their skills, knowledge, values and attitudes in terms of their own abilities. According to Burkhardt *et al.* (2004:101), both learners with and without learning barriers recognise and appreciate educators who slow instruction down when needed, explain expectations clearly, use different materials and techniques to assist everyone in learning.

In the context of ILS, methods of presentation must be determined, because lessons cannot be presented in one way to all learners (Sacred Heart College Research and Development Uni, SHCRDU 2010:19). Methods of presentation should therefore consider the learning styles, levels of thinking and levels of participation. Based on what has been discussed, what is also more important is that for differentiated methods to be effective at the Motheo clustering schools, educators must plan their instruction, present new materials and provide guided practice, provide new opportunities for independent practice and evaluate learners' performance (Burkhardt *et al.* 2004:101).

2.5.4.4. Differentiating Learning Environment

Any environment the learner is placed in needs to be appropriate to the learner's motivational needsso that he or she can act on his or her environment (Mednick 2007:91).To address SEN learners' motivational needs, the learning environment should be

differentiated and this will assist educators and SMTs to pay attention to psychological, social and physical factors. The learning environment is said to be two dimensional, psycho-social, which are psychological and social factors which have a bearing on the satisfaction, well-being and ability to perform effectively. Physical factors are classroom space, arrangement, displays and resources (RSA DoE 2013:13-14 & Da Costa 2003:23).

As compared to the above exposition on the differentiated learning environment, according to Burkhardt *et al.* (2004:100), successful ILS classrooms are firstly characterised by administrative support at both the building and district level. Administrative support allows for positive attitudes for inclusion to grow as well as resources being allocated to these efforts. For the same reason the human resource development is also the essential aspect of the successful implementation of ILS (Da Costa 2003:23). Secondly, there is the support from special education for general personnel. Support here is classified as assistance with planning, instructional adaptations, co-teaching, and classroom assistance with paraprofessionals. Thirdly, teachers who have inclusionary classrooms provide an environment in which individual differences are accommodated. Fourthly, ILS classrooms present appropriate curriculum in a highly interactive context. The fifth, sixth and seventh characteristics include effective general teaching skills, peer assistance and disability specific teaching skills. These three characteristics are no doubt the cornerstone of implementing effective instruction and modifying curriculum and classrooms for SEN learners. These characteristics lead to further discussion on other aspects that should be differentiated in ILS and they are differentiated teaching methods and differentiated assessment.

2.5.4.5. Differentiated Assessment

Differentiated assessment means rethinking the conservative practice of assessing all learners using the same assessment tasks at the same time. It also means using an assessment approach and plan that is flexible and accommodative of a range of learner needs. The primary purpose of assessment is to assist in designing intervention strategies (Mednick 2007:91). For the same reason, the purpose of differentiated assessment is to inform instructional planning; inform instruction; evaluate effectiveness of teaching for all learners; assess learning; identify learner needs and strengths and evaluate achievement against predetermined criteria for grading and reporting (DoE 2013:23-25 & Burkhardt *et al.* 2004:101).

The research findings proved that effective approaches for the assessment of learners with SEN consist of both visible and explicit components (Burkhardt *et al.* 2004:101) In supporting this, different authors reported that learners with SEN made the greatest academic achievements when teachers (a) made efficient use of time; (b) had good relationships with learners; (c) provided substantial amounts of positive feedback; (d) maintained a high success rate; (e) provided supportive responses to learners in general and (f) offered supportive responses to low-achieving learners (Burkhardt *et al.* 2004:101). For the success of ILS at Motheo clustering schools, SMT will have to encourage educators to also apply these effective approaches.

In addition to the above approaches for effective and successful ILS the DoE has put in place the Assessment Guidelines for Inclusion (RSA DoE 2011:27), which suggest that educators should be able to answer questions about the concepts, skills and knowledge to be assessed; reasoning, memory or process; the level at which the learners should be performing; whether all learners are treated fairly; assessment practices are not

discriminatory, but aimed at increasing participation and minimising exclusion; assessment approaches attempt to minimise categorization of learners; ranges of assessment are used to allow all learners to display their skills and the environment influences, such as trauma and poverty have been taken into account during assessment processes.

According to these guidelines, educators and SMT members of Motheo clustering schools need to understand that learners come from different backgrounds. Therefore every classroom has inherent differences along socio-economics, language, culture, ethnicity, race and ability that should be embraced, valued, respected and be used positively (Barton 2009:116). Because of these differences, learners display different learning styles of learning and needs. These styles and needs include learners with multiple intelligences; hearing, speech, visual, and co-ordination difficulties; poverty; health, emotional and behaviour difficulties; struggling to remember what has been taught; requiring assistive devices and adapted materials and difficulty in reading and writing.

For effective implementation of all of the above guidelines at the Motheo clustering schools, leadership of the SMT will be highly needed. The SMT members, particularly the principal needs to realise their role in setting the tone for the implementation of inclusive practices. Playing their role will ensure that decisions are made, challenges met and processes supported in line with the philosophy of inclusion. Thus, leadership at Motheo clustering schools is needed to ensure that teachers and learners, particularly support educators and SEN learners, are supported in teaching and learning. As indicated earlier, support should be done through skills development, mentoring, material and resource provision and if needed, through external services (RSA DoE 2008-2010:14).

2.6. CONCLUSION

In terms of inclusive learning support in South Africa, a wide range of educational support services was created in line with barriers to learning and organised so that it could provide various levels and kinds of support to learners and educators (RSA DoE 2001:16). The first task in building effective support should be to mobilise the resources that already exist in and around the school to meet the needs of learners with barriers to learning. In particular, it could be impossible to decide what additional support would be needed unless the resources already available in school are used to the best effect (RSA DoE 2002:72).As the focus of this study is on managing learner support, SMTs are perceived as resources already there to be used to their best effect. Schools have SMT members who may have time for more than administration.They may be counsellors or guidance staff, who may be able to access health, social workers, voluntary and ordinary community workers to offer support needed by learners (Gibson 2004:9). They will be communicating and negotiating on behalf of educators for learners in need of assistance from those sectors (RSA DoE 2002:28).

Even the South African Ministry of Education realised that the success of the approach to address barriers to learning lies with education managers and the education cadre (RSA DoE 2001:29). Since the focus of this study is on the role played by SMTs for the success of inclusive learning support, co-ordination and collaboration as key components of ILS will be interwoven in planning, organising, leading and controlling as key management.

In the next chapter the role of the SMT in rendering inclusive learning support will be discussed.

CHAPTER 3

THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMTs) IN RENDERING INCLUSIVE LEARNING SUPPORT

3.1. INTRODUCTION

This chapter seeks to answer the second research question: What is the role of SMTs in rendering inclusive learning support? The question will be answered under four main headings, namely school effectiveness, management of change, nine skills required for effective management and the four key management tasks applicable to the learning support environment. The concepts *rendering* and *managing* inclusive learning support will be used interchangeably in this chapter.

SMTs are responsible for the on-going evaluation of a school's performance and for its continuing development and improvement, the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning (National Council for Special Education, NCSE, RSA DoE 2011:12). In order that effective teaching and learning takes place at the Motheo clustering schools, SMT members are required to focus on instructional issues, demonstrate administrative support to special education and the provision of quality professional development for educators to produce enhanced outcomes for SEN learners (Mojaki 2009:46; Thomas & Dipaola 2003:9). This is because the extent of SMT members' administrative support affects the extent to which teachers and specialists develop and implement interventions to assist teachers and school based structures in rendering ILS and, as such improve learner achievement.

Improved learner achievement will enable a school administrator, who is also a SMT member, to promote the achievement of

learners, including SEN learners. Colvin (2007:17) posits that as administrative support is deemed necessary for effective school improvement, it is also necessary for the rendering of effective ILS.

From the above mentioned it is clear that rendering ILS should be a major goal in education reform and a key aspect to school improvement at the Motheo clustering schools (Rayner 2007:99). As already indicated in chapter two, the SASA regards the significance of SMT members as imperative to improving school and learner achievement.

Significantly, the role of the SMT is to ensure that the policy is implemented and maintained (Colvin2007:16). The implementation of relevant policies is evidenced by SMT members supporting educators and providing them with resources needed, e.g. common planning time, manageable teaching schedules, heterogeneous classroom roster, professional development opportunities and skilled paraprofessionals to perform their duties well (Botha 2010:4 & Colvin 2007:17).

A major gap at mainstream schools is the establishment of ILS classrooms with an effective and functional SBST. The effectiveness and functionality of the SBST will depend on the role played by SMT members who need to ensure that inclusive policies are implemented and maintained (Colvin 2007:17).

In order to implement and maintain inclusive policies for effective ILS, there has to be co-ordination between SBST and DBST done by the SBST co-ordinator (RSA DoE 2001:16; DoE 2013:2 & Gibson 2004:2). It stands to reason that the SMT of the Motheo clustering schools are required to make efforts in their tasks to promote inclusive cultures or practices in their schools and build positive relationships outside the school. In so doing educationally inclusive schools where teaching and learning, achievements, attitudes and the well-being of all learners are

ensured. According to Rayner (2007:107), educationally inclusive schools are educationally effective schools.

The researcher's aim in this chapter is to determine the role of SMT in rendering ILS so that their schools can be effective. School effectiveness can therefore, be regarded as a distinct characteristic of an effective school (Botha 2010:1).

The next section is devoted to a discussion on school effectiveness as well as the characteristics of effective schools as well as those of ILS. The aim of separating the effectiveness of 'just' the school and the school with ILS is to show that their characteristics differ with regard to performance, ethos and willingness to offer new opportunities for SEN learners (Rayner, 2007:107).

3.2. SCHOOL EFFECTIVENESS

Effectiveness is defined as being successful in producing a desired intended result and effective solutions to environmental problems. In this study environmental problems could be barriers to learning and the role played by the SMT in addressing them effectively as far as ILS is concerned, (Fon 2011:56; Botha 2010:4 and the Oxford Dictionary 2014) becomes all-important.

3.2.1. The concept of school effectiveness

School effectiveness signifies the manner in which the school as an organization accomplishes its specific objectives (Botha 2010: 1). In addition, school effectiveness is evidenced by effective leaders and managers, who provide the best possible education for all learners (Bush 2007:391-392 & Clough 1991:105). The concept school effectiveness could also indicate how well the

school is managed and how well parents and the school community are involved in the schools' activities. Aspects, such as marketing and the role of parents and school community are dominant factors in counteracting the dominance of the government's view of the management of the school (Fon 2011:56 & Botha 2010:4).

Furthermore, an effective school is characterised by professional leadership that is purposeful and participative; a shared vision and goals reflecting unity of purpose and collaborative practices; a learning environment reflecting an emphasis upon teaching and learning; purposeful teaching reflecting efficient and effective organization; high expectations and positive reinforcement in response to success and failure; monitoring; evaluation and practice-based data management; emphasis on pupil rights and responsibilities and working home-school partnership as a key aspect of the learning community (Botha 2010:2; Bush 2007:392 & Rayner 2007:107).

Consequently, for the Motheo clustering schools to render effective delivery of ILS, the leadership and management of these schools will inevitably reflect the above-mentioned characteristics. Botha (2010:4) reiterates that one of the factors that need to be studied in depth is leadership and its role in the development of these practices, if schools are interested in moving towards inclusive practices. Section 3.2.2 outlines the characteristics in detail.

3.2.2. Characteristics of an effective school

Eight characteristics apply directly to schools to implement ILS effectively and will be discussed, including professional leadership that is purposeful; shared vision and goals reflecting unity of purpose and collaborative practices; a learning

environment reflecting an emphasis upon teaching and learning; purposeful teaching reflecting efficient and effective organisation; monitoring, evaluation and practice-based management; emphasis on child rights and responsibility; home-school partnership as a key aspect of the learning community.

3.2.2.1. Professional Leadership that is purposeful and participative

For the researcher, the criterion of team capacity refers to the degree of professional is executed by SMT members and the manner in which the principal co-operates and exchanges ideas and information with SMT members. If the principal does not believe that the team members are in control of their environment and capable of solving problems effectively, it is unlikely that they will relinquish their decision-making powers. In this regard, (Botha 2010:9) deems the role of the leader regarding purposeful and participative professionalism and team capacity as one of the criteria in assessing school effectiveness. It is crucial for SMT members to establish a decision making process in order to reach closure regarding some aspects of reaching the goals of the school (Colvin 2009:33).

It is evident from the above that school effectiveness is based on two distinct discourses, namely leadership and management (Morley and Rassoo 1999 as cited in Botha 2010:4). Therefore, for Motheo clustering schools to be effective schools, effective and professional leaders and managers are a prerequisite. In the context of ILS, effective leadership and management are needed from SMT members for its success (Bush 2007:391-392). The nature of the shared vision required by SMT members and educators is discussed in the next section.

3.2.2.2. Shared vision and goals reflecting unity of purpose and collaborative practices

Scholars agree that SMT members usually support the notion of quality leadership and management. They are however not willing to change their management practices on the basis improving school effectiveness (Swartz and Oswald 2008:98 as cited in Shelile 2010:27). A leader sets a new visionary direction and a manager produces creative ideas to ensure the vision is realised (Myers 1995:3). The vision will be realised if the leader facilitates a new direction through team discussion and wins the commitment of a team towards a defined goal (Murray 2014:7). If the SMT members are not committed to ILS, they will not be able to define its goal (Shelile 2010:27). Commitment is defined as a psychological state in which SMT members desire to learn and experiment (Steyn 2009:267). Any change process may give rise to distressing feelings, such as panic, fear, inadequacy, frustration, loss, anxiety, sadness and incompetence, thus dealing with these feelings appropriately leads to learning (Swartz & Oswald 2008:98 as cited in Shedile 2010:27).

One of the components through which SMT members can be successful in affecting change and improving school effectiveness is team cohesion. Team cohesion is characterised by co-operative, competitive and autonomous goal interdependence (i.e. a common purpose and a sense of interdependence) and productive controversy (i.e. pitching views against each other or learning to fight over issues) (Botha 2010:9 & Lehlola 2011: 13). In the researcher's experience, team cohesion involves the SMT's ability to deal with conflict situations and suggest members' perceptions of team goals and the degree to which they experience co-operative, competitive or autonomous goal interdependence. In this regard, pitching views against each other happen between educators and SBST at the researcher's school.

This will enable them to relate positively to each other and view their goal and rewards as the same.

Qeleni (2013:8) reiterates that for the effective implementation of ILS, the role of SMT members is crucial in providing a vision, leadership and administrative authority. That means they need to challenge the traditional approach to teaching, inspire a clear vision and inspire staff through co-operative team-work.

There can never be effective teaching and learning if educators are not committed (Shelile 2010:27). The researcher supports the notion that educators are generally committed to deliver quality teaching and learning. They are, however often not willing to change their teaching practices to those which will accommodate SEN learners. In this way they will believe the importance of inclusion, followed by influencing the formation of a school vision that will direct the Motheo clustering schools towards embracing ILS goals. It also implies that the reconstruction of a school system will require the SMT and other staff members to work as a team that will commit themselves to the effective of implementation ILS (Qeleni 2013:9). The importance of a learning environment reflecting an emphasis upon teaching and learning cannot be negated. In section 3.2.2.3 this notion is explored.

3.2.2.3. A learning environment reflecting an emphasis upon teaching and learning

The traditional classroom is characterised by an educator who is located in one enclosed room with a group of learners for whose teaching he or she is responsible (Lehlola 2011:23). In this way, the traditional classroom environment plays a big role for content knowledge of ILS to be imparted effectively. However, activities in these classrooms are unlikely to motivate learners with learning

barriers or provide them with appropriate opportunities to develop and achieve academically (Mednick 2007:144).

As the learners in the ILS classroom are affected by various barriers, the school must make improvements and adaptations to its environment in order to overcome those barriers (Rayner, 2007:107 and Botha 2010:6). Improving the quality of teaching and learning in the ILS classroom will be achieved through an inclusive environment, which gives learners with SEN and peers the opportunity to learn about and from each other (Mednick 2007: 142). Learners are therefore able to achieve academically and socially, because teaching standards and learning approaches are more diverse and benefit all of them (Soodack 2013:27).

To improve the quality of teaching and learning and create a classroom environment conducive for learning to take place at the Motheo clustering schools, it is imperative that SMT members take their classroom organisation into consideration. They also need to ensure that their schools become beneficial places for all learners, SEN learners in particular, to develop their competence, interest, talent and creativity through participation in the classroom (Tondeur 2003:5; Sage 2004:15; Kalenga & Fourie, 2011:36).

Previous studies have shown that another way of creating a conducive atmosphere for all learners that promotes inclusive education is teaching in an informal learning environment (Angelides and Karas 2009; Angelides and Avraamimou 2010 as cited in Angelides 2012:29). An Informal learning environment often means an environment outside the traditional area of schools (Dierking 2003). One of the objectives of teaching in an informal learning environment is to provide equal opportunities to all learners. The findings of four schools where Angelides (2012) conducted research about forms of leadership that promote ILS in order to provide equal opportunities to all learners reveal that

some learners get bored and tired in the classroom (Angelides 2012:29). Support from SMT members when educators take initiatives that have to do with innovative ways of teaching and learning, gives them the freedom to decide for themselves on how to teach a subject. If teachers, for example organise their teaching process around school visits, such as those to archaeological sites, museums, parks, churches and lakes, they should experience due support from the SMT members at their school.

Section 3.2.2.4 outlines the next characteristic, namely purposeful teaching, which is reflective of an efficient and effective organisation.

3.2.2.4. Purposeful teaching reflecting efficient and effective organisation

The organisation of the school often has a predestined structure, prescribed by education authorities. Some of the barriers experienced by SEN learners arise from the structure of the education system (UNESCO 2000:126). It is, for example usual that the way and the style of teaching through which the curriculum is delivered and assessed become increasingly rigid as learners progress through the education system. In particular there is often a marked break between Foundation and Intermediate Phases, or between Intermediate and Senior Phases, which is made difficult by the need to change the Phases.

The National Curriculum Statement (NCS) (RSA DoE 2011:22) spelt out the minimum requirements for assessment, progression and recognition of competence for Grades R to 12 learners and may not be compromised. Within ILS the NCS, however, allows for a flexible learner-based and learner-paced curriculum in order for SEN learners to achieve their full potential. The three types of

alternate assessments of content, concepts and skills for ILS learners are:

- Alternate Assessment Based on Alternate Attainment of Knowledge.
- Alternate Assessment Based on Modified Attainment of Knowledge.
- Alternate Assessment Based on Grade-level Attainment of Knowledge (RSA DoE 2011:22).

The application of the above alternate assessment methods in ILS at the Motheo clustering schools may reflect purposeful teaching with effective and efficient classroom organization. The ILS classroom, organised with the use of such alternative and adaptive methods provides flexible and individual oriented learning (UNESCO 2000:126; SHCRDU 2010:20 & RSA DoE 2011:22). The above range of alternative assessments provides a mechanism for SEN learners to demonstrate whether they have attained knowledge, concepts and skills. It also provides a mechanism that ensures that SEN learners are included in an educational accountability system (RSA DoE 2011:22). Significantly, the role of the SMT is to monitor if the preparation or planning of the learning support educator includes the above mentioned alternate assessments for purposeful teaching that reflect effective and efficient ILS classrooms.

Certain major physical dimensions have to be changed in order to remove barriers to learning. All barricades in the physical space of the classroom should be removed to make the classroom accessible for all learners, especially those with physical impairments. Access to the classroom is the most important prerequisite to learning in the ILS classroom (Loreman, Deppler and Harvey 2005:178). It is the responsibility of the class teacher to ensure that learners are able to access the classroom and communicate any required modifications of the structure to the

SMT members. Some of the modifications will include the installation of ramps in areas where there are stairs.

As indicated earlier, classroom organisation is an important aspect to consider for teaching to be purposeful and reflecting efficient and effective organisation (Shelile 2010:39).There are many ways of organising and grouping learners in the classroom. Learners may be expected to work individually or in groups. Learners may be grouped into mixed or homogeneous groups, depending on the kind of learning that is expected. Homogeneous groups are often used to assist learners with a common special educational need. These groups are, however, expected to be flexible and not fixed in ILS classroom (Shelile 2010:39).

The effectiveness of the school could be improved by the government with the use of an evaluation tool, such as checklist and inspection, which may not necessarily enhance effectiveness, but seek to determine learner attainment (Rayner 2007:107 & Botha 2010:4). According to Cheng (1996 as cited in Botha 2010:4), school effectiveness in this sense means the ratio of "output to non-monitory inputs" or processes including the number of textbooks, classroom organisation, professional training of educators, teaching strategies and learning arrangement. If these processes are in place beforehand, this shows planning has been done. Then the likelihood of success of implementing the plan is much better (Colvin 2007:37).

To implement the plan at school level it is the responsibility of the co-ordinator to ensure that the SBST plan for ILS aligns itself with the DoE's plan. The co-ordinator can also use the checklist, as mentioned above, to monitor the above mentioned aspects or areas as mentioned by Cheng (1996 as cited in Botha 2010:4). To achieve this aim for the ILS plan the co-ordinator needs the co-operation of other stakeholders in order to maintain the standard of inspection as set by DoE. Colvin (2007:37) insists that there

are many stakeholders in school operations within the school, the district and the community, who have the responsibility to implement the plan for the success of teaching and learning. Each of these stakeholders needs to know his or her roles and responsibilities so that everyone is on the same page with the plan. That is, if all the stakeholders are not working together with the system, then the plan will fall or show minimal results. In this regard, Colvin (2007:33) suggests that careful attention needs to be given to developing a workable process for getting started, implementing and maintaining a school-wide plan. Therefore, a checklist for team-based leadership processes is suggested as evidence that will indicate that the school and district benefit considerably from adopting the plan.

3.2.2.5. Monitoring, evaluation and practice–based data management

Monitoring means controlling educators' and learners' work, using methods of preparation, presentation, evaluation and formal meetings (Rayner 2007:107 and Van der Merwe *et al.* 2005:132). Control of work in ILS needs to ensure teachers have planned for differentiation of activities, adaptive methods as well as the flexibility thereof. The reason for this is that teachers are dealing with learners experiencing different learning barriers; therefore planning should accommodate all of them. In most cases teachers will have to plan for individual learners, depending on the individual needs of the learner. Material and activities need to be carefully selected to meet individual learner needs. Critical to the success of ILS classroom is preventative instructional planning. Careful planning can eliminate a great deal of misbehaviour and increase learning (Chaote, Enright, Miller, Poteet and Rakes, 2004:425).

3.2.2.6. Emphasis on child rights and responsibilities

Children' srights came into being as a result of inequalities in society, which sparked a move towards education for all (Botha 2010:5 & Rayner 2007:107). A move towards education for all in South Africa came through the development of a new democratic education system (Englebrecht 2006:253). Within this new system, the need for parity in all aspects of education became a necessary imperative. The new democratic education system committed itself to equity and redress as cornerstone principles of all education policies with the aim of bringing South Africa in line with international standards (Englebrecht 2006:252; Sayed 2000:15 & RSA DoE 2001:7). The principles include the protection of human rights, which go together with responsibilities; social justice; a unitary system; non-discrimination, non-racism and non-sexism; democracy; redress of educational inequalities and cost effectiveness (NEPI 1992 & Enlgebrecht 2006:253).

To be effective, schools are expected to incorporate the above principles in their policies with the aim of emphasizing educational rights and responsibilities of all learners, including SEN learners. Gibson (2004:1) asserts that SMT members need to understand the laws that protect the educational rights of learners with disabilities so that they can promote education of all learners in order to produce good results. One of the touchstones for effective schools is the impact on learners' outcomes, i.e. test or examination results obtained during formal assessment (Botha 2010:1 & Rayner 2007:107). In this regard, an effective school is defined as "a school in which learners progress further than expected" (Botha 2010:1 & Rayner 2007:107).

Botha (2010:3), however, mentions that there is a long-standing problem to find ways to measure SEN learner achievement that identifies the school's contribution separately from other factors, such as learner ability, background and the socio-economic

environment. It the researchers' view that SEN learners may not progress as required before the outcry of educators about children's rights and their responsibilities stops. Educators complain of children's rights being overemphasised, with the responsibilities accompanying these rights being forgotten. They believe this is the cause of the increasing number of SEN learners, because they do not do their school work. They also complain of a lack of discipline as the main factor causing barriers to learning and development, but not considering other various factors which could be the cause (Botha 2010:3).

De Klerk and Rens (2003:259), as cited in Fon (2011:54) accentuate the rights of the individual is one of the reasons why South African society fails to eliminate discipline problems. Erasmus cited in Fon 2011:54) endorses this, stating that the government can be blamed for creating problems by overemphasizing learners' rights. It is the opinion of some educators and parents that the abolishment of corporal punishment has resulted in learners losing respect and being disruptive (Fon 2011:54). De Klerk & Rens (2003:354) argue that the overemphasis of democratic values seems to be taking precedence over discipline values, such as respect and honesty, which are not stressed adequately. According to Joubert and Serekwane (2009:134), discipline is not achievable without the introduction of values that cultivate personality and allow the learner to differentiate between what is correct and incorrect.

Therefore values, such as responsibility will inspire learners to be and act responsibly towards others and their school work (Joubert and Prinlsoo 2004:85). Educators should, when disciplining a learner, take into account the value of respect for learners as well as their human dignity, so that learners will then experience the values validated in the lives and attitudes for their educators towards school and others (Joubert & Prinlsoo 2004:85).

3.2.2.7. Working home-school partnership as a key aspect of the learning community

Most strategies for building partnerships between school, families and communities focus on finding ways in which communities can support the school (UNESCO 2001:92). The school can, however, also act as a resource for the community by providing services and facilities which promote the life of the community. For example, the South African Human Rights Commission (SAHRC) in Bloemfontein (area where the clustering of schools is situated) has introduced a system of working with schools to address issues related to human rights, particularly children's rights. One of the projects they have introduced is a gardening project, where they encourage the schools to involve parents to work in collaboration with the school to start gardening in schools. With this project the SAHRC is trying to address the right of learners' to basic food and also assist those families affected by unemployment. Another example is in Western Cape Province where disadvantaged communities have established community learning centres, based in municipal libraries to assist learners with illiteracy and developing other basic skills (UNESCO 2001:91).

Therefore, for the SMT of Motheo clustering schools to manage ILS effectively, considering the issue of parent and community involvement is vital. The aim is for parents and the community to work closely with the SMT and educators in all aspects of learners' lives who should be successful in education (Mednick 2007:155 & Mbengwa 2007:74). It is in this way that they will form a team and be able to draw on everyone's skills and strengths for the benefit of learners. In the previous chapter it was. for example mentioned that working together as a team will enable them to identify what is needed; who is available to address the needs; who the co-ordinator is; understand and pursue the processes to be followed; recognising and appreciating inter-sectorial work;

draw in the appropriate people and develop team skills to assist in working with others (Mbegwa 2007:74 & RSA DoE 2002:23).

Networking in this way will assist in the reduction of drug abuse, which could also be a barrier to learning and development in schools' Child Rights Classroom (CRC) and School Management (2011:115).After the United Nations Convention on the Rights of the Child (CRC), for example in South Africa different intervention strategies were put in action to address the problem of drug and alcohol abuse at two primary schools and two secondary schools. One of the strategies was meeting with Love Life, Non-Governmental Organisations (NGOS), South African Police Services (SAPS), Health and Social Departments and inclusive education representatives. One of the schools was chosen to involve learners in activities, like drama competitions, speak out competitions, chess, boxing, football, netball and other activities organised by provincial and national departments. According to the results learners' behaviour and attitudes changed tremendously. They showed keen interest and they were always positive about what to contribute to make projects successful. Other stakeholders also showed interest in the project and indicated that they were willing to assist the schools as far as possible. Through the project, the school identified learners, who were mostly troublesome and involved in dagga, were over aged. Through inclusive education an initiative was taken to refer them to Adult centres and further Education and Training Colleges. Therefore, the role of SMT in ILS will assist SEN learners to be correctly placed through networking and collaboration (Gibson 2004:9).

According to Barton (2009:92), family and community partnerships can be extremely useful when implementing peer mediation programmes. Mediation is a process through which learners and adults attempt to support other learners or to resolve their conflicts with the assistance of a trained third party. As neutral

third parties, mediators create an environment of support and confidentiality, which helps parties discuss their problems and reach a mutually beneficial solution. Mediation programmes implemented in a classroom or school can help resolve learner interpersonal conflict, learner-teacher conflict and conflict between adults. Mediation is, however, not a recommended form of conflict resolution programming for learners younger than seven years. The reason for this is that learners of this age have cognitive and communication limitations that prohibit the successful use of mediation process (Barton 2009:92).

Regarding discipline and learner academic achievement, mediation and parental involvement in school related matters are also vital aspects (Fon 2011:58; Lethoko, Heystek and Maree 2001:316). Parental involvement regarding a child's formal education needs to be strengthened by inviting parents to school functions and meetings (Fon 2011:58). Parental involvement has a positive influence on improving learners' academic achievements and behaviour (Eriendsdottir 2010:38). On the contrary, Mampane and Bouwer (2006:443) mention that poor parental involvement is a significant obstacle to effective teaching and learning. Parenting measures are blamed for discipline and the poor performance or failure rate of their children (Masitsa 2008:239). To support this, Wyk (2001:198 as cited in Fon 2011:59) adds that parents may add to the disciplinary and academic problems of their children, because they lack the required psychological and social skills they should convey to their children (Lethoko *et al.* 2001:316).

According to Joubert &Prinsloo (2004:85), learners who come from homes where ill-discipline is customary are those that cause discipline problems and perform poorly at school. Fon (2011:56) confirms this by stating that educators blame discipline problems on an undisciplined home environment, where there is little or no parental supervision. In chapter two Anderson *et al.* (2013:87) reported that in Malawi the goal to educate all learners by 2015 is

challenged by ill-disciplined learners. They hinder others from accessing quality education and successfully completing their studies. This is because teacher-learner contact time is reduced by teachers using learning hours to settle cases. In the same way, educators at the researcher's school complain about time wasted by settling cases of the very same SEN learners, who are ill-disciplined. In the researcher's experience, it may be that SEN learners' behaviour account for the frustration due to their poor academic achievement, a lack of home-school partnership, SMTs lack of management skills for implementing ILS and an ineffective SBST.

Interviewing SEN learners' parents is important, because parents will provide useful information about their children to make it easy for SBST to render appropriate support to SEN learners (Mojaki 2009:21). This is because parents' information about their children influence how they should be supported as learners at school. Furthermore, parent knowledge of learners' educational curriculum and how it is managed may ensure school-to-home continuity so that many skills can be enforced in both settings (Vaughn, Bos and Schum 2007:38). One other way of involving parents is through a Code of Conduct where the development of school rules is done in collaboration with parents, learners and other stakeholders (Smit 2010:48). A code of conduct is crucial for the establishment of a disciplined learning support environment.

3.2.3. Effective Schools with ILS

Effective schools' ILS recognise and respond to the diverse needs of their learners, accommodating both different styles and rates of learning and ensuring quality education for all through appropriate curricula, organisational arrangements, teaching strategies,

resource use and partnerships with their communities. Effective schools with ILS are schools that produce learning outcomes that are above typical expectations. Such schools do not settle for average performance, but take action to ensure that their teaching and learning environments and programs are highly responsive to the needs of all learners, including SEN learners.

SEN learners' learning is affected by variables in the context of the ILS school, which may either enhance or hamper their learning. These variables include the school culture, teacher collaboration and the school environment. The school culture refers to the things that are done in a particular school. A positive school culture is required for a successful and effective ILS, otherwise precious time and resources would be spent on minor growth among learners (Steyn 2009:270). The culture influences and shapes the way the educators, learners and SMT members think, feel and act. A positive culture builds commitment; strengthens motivation and improves effectiveness and productivity (Steyn 2009:270).

In addition, educator collaboration is also an important aspect. Collaboration implies working together. For educators to be able to work together, the SMT members take the lead in changing their attitudes (Shelile 2010:28). This is because educators of traditional classrooms tend to have negative attitudes towards learning support educators. At the Motheo clustering schools, it is evident that those educators who are SBST members do not support and work together with the learning support educators. Furthermore, the SMT members are also expected to provide opportunities for collaborative decision-making and team building among educators (Somers and Sikorova as cited in Steyn 2009: 269). This is because the effectiveness of ILS is determined by the SBST, co-ordinating support for all learners in the school by

meeting regularly, giving guidance to educators and tracking support (RSA DoE 2010:28 & Sage 2004:12).

For a school with ILS to be effective and inclusion to be successfully implemented, inclusion should be seen as a whole school endeavour in which the SMT plays a central leadership role and displays positive attitudes towards inclusion (Qeleni 2013:9: RSA DoE 2010:28 & Shelile 2010:28). Therefore, the RSA DoE (2008:14) calls for SMT members at school level to realise their role and be firm in setting the tone for the implementation of inclusive practices, while ensuring that decisions are made, challenges met and processes supported in line with the philosophy of inclusion. Leadership at school level is needed to ensure that educators and learners are supported in teaching and learning, e.g. through skills development, mentoring, material provision and if needed, through external services (Lehlola 2011:10; Soodack 2010:329; Englebrecht 2006:158 & RSA DoE 2002:23).

Quality leadership implies that the SMT members are involved in the learning process, which requires reflection on teaching and learning practices (Steyn 2009:268). SMT members require an understanding of context, clarity of purpose and appropriate application of knowledge and skills that will enable them to perform essential SEN leadership and organisation tasks (Rayner 2007:43; Thomas & Dipaola 2003:11). These tasks are performed in relation to people, outcomes and resources available at a school and they allow SMT to fulfil the primary need of education (Van der Merwe, Prinsloo and Steinmann 2005:75). Therefore the quality of leadership and the relationship with colleagues are the major factors which positively or negatively influence educators to assist SMTs to fulfil the primary function of education.

SMT members should therefore, place learners' learning as the primary focus for all improvement efforts and endeavour to change

the attitudes of all stakeholders (Thomas & Dipaola 2003:16). It has been indicated in the previous chapters that the composition of the SBST should include a co-ordinator, who should take responsibility for the day to day operation of ILS. The nomination of co-ordinator is the responsibility of the principal and the co-ordinator should preferably be an SMT member for effective management and implementation of ILS (RSA DoE 2001:29; Trickey 2010:191 & Gibson 2004:9). The co-ordinator should co-ordinate the SBST by handling and filing case referrals, scheduling meetings, consulting with referring educators, recording recommendations and taking action on each case and ensure that follow-up takes place (Gibson 2004:9; RSA DoE 2004:2 & Sage 2004:12). According to the declaration of Salamanca (UNESCO 1994) the primary goal of schools should be to offer equal opportunities in education in order that ILS can be effective. The best way to achieve "education for all" is to give mainstream schools an inclusive orientation and ensure that learners are included in all aspects of education delivery (Angelides 2012:21).

3.2.3.1. Choice of learners

The effective inclusive school is one that takes into account the basic right of every learner to access education in an accepting and non-discriminatory environment (Lehlola 2011:10 & Mednick 2007:142). Engaging learners with and without obvious disabilities in a single education system is in line with the eco-system framework. Within the eco-system framework learners as a community value one another and they become valued members of their families and communities (Mbengwa 2007:54). In addition, schools that effectively include all learners, promote neighbourhood learner membership, because they educate all learners by assigning them to classes heterogeneously within

those schools and avoid policies and practices that exclude learners from programs, settings or events (Soodack 2010:328). Consequently, the SASA is implemented, which legislates for the admission to a non-discriminatory environment and compulsory education for all learners, including SEN learners (DoE 1996:2; Lomofsky & Lazarus2010:304).

Thus to protect the rights of all learners, including SEN learners effective schools admit learners for compulsory education starting from age seven of primary age and a further two years in secondary schools as SASA requires (Lomofsky & Lazarus 2010:304). In chapter two it was mentioned that SGB is responsible for developing an admission policy (RSA DoE 2003:B-15). The rights and wishes of parents, however, override SGB admission policy. That means that the schools' admission policy may not exclude SEN learners, because their parents have the right to a choice of placement, instruction and related services provided to them (Soodack 2010:329). Quality inclusion is, however, not merely determined by learner placement, but is based on the creation of an environment that supports and includes all learners (Soodack 2010:328).

Thus, the motive behind the introduction of mainstreaming and integration was improving support to learners with learning barriers, even though they still did not lead to effective provision (Mbengwa 2007:30). The ecosystem model was encouraged by the dissatisfaction caused by the medical model, which was criticised because of categorizing and labelling learners according to their problem areas. This dictated a particular educational placement of learners and excluded others from the learning process (Mbengwa 2007:30). This kind of placement was considered inappropriate, because it occurred through the attachment of a label rather than the educational needs of the learner. Therefore, a paradigm shift was required that involved a refocusing away from the specialness

of learners and special forms of provision they were seen to need towards the removal of stumbling blocks within society and participation of all the people, especially those with differences in the everyday life. For effective provisioning of ILS, schools need to realise and reach the ultimate goal of making it possible for every child, whatever their special needs may be, to attend their neighbourhood mainstream school (Mednick 2007: 144).

In section 3.2.3.2 a discussion on the ideal of co-operative attitude that should exist amongst learners, is presented.

3.2.3.2. Co-operative and collaborative activity amongst learners

Inclusive schools or classrooms are places where all learners are integral members of classrooms, feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive the collaborative support to succeed (Barton 2009:124 and Mednick 2007:142). In addition, Lehlola (2011:21) mentions that inclusive classrooms offer unique opportunities for adjusting to the larger social world and they can also improve the social status of SEN learners, as there is greater opportunity for positive interaction with peers. Learners with and without obvious disabilities benefit by learning with their peers, but if they have to attend school far away, this might have an adverse effect on their social contacts in their own neighbourhoods (Lehlola 2011:80).

According to Hay (2007:25), peer-assistance can be helpful in supporting the needs of learners with sensory or physical disability and in reinforcing learning through tutoring or group learning processes. Barton (2009:124) mentions that research supports the use of cooperative learning groups within diversity education as it helps to build positive interactions among learners of different races, ethnicities, genders and abilities. Hodges

(2001:51) remarks that children are valuable, but often under-used resources in education. In the same vein, peer assistance tutoring is also defined as child-to-child methodology, which can be used by educators as resources in education, particularly in ILS to effectively mobilise SEN learners' participation (Hodges 2001:51). In the researcher's experience, this method is highly effective as it actively involves learners in such a way that they challenge negative attitudes toward disability SEN learners in their communities towards disability. They will also identify children who are excluded from school and carry or push learners with physical disabilities to school, type Braille notes for the hard of hearing learners in the class and tutoring learners with physical disabilities in their homes.

Collaborative efforts, such as these may assist schools to consider issues that may impede learning and participation and for schools to explore possibilities to minimize barriers and increase the involvement of learners (Engelbrecht 2006:258). Schools with effective ILS, where there is co-operation and collaboration amongst learners are supported by policies and practices at school and classroom levels seem to implement ILS effectively (Soodack 2010:328).

3.2.3.3. In-class support arrangements for educators and learners

The establishment of a successful ILS classroom depends on the SMT members committing themselves in developing attitudes and behaviours that promote inclusion of SEN learners (Angelides 2012:23). According to Qeleni (2013:11) learning is not the result of saying things; rather SMT members must support new meanings by acting on structures and routines that will enhance teacher learning. A classroom learning climate consists of collective

attitudes, beliefs and behaviours contained within walls (Lehlola 2011:23). The attitudes of educators may positively or negatively affect the process of teaching and learning, particularly in ILS (Chaote *et al.* 2004:426) where behaviour management of learners has replaced academic instruction as the classroom goal; disorder and disruption are common in the classroom; achievable goals have not been established; learners simply give up when frustrated and learners complain that work is too difficult. It is the responsibility of SMT members to change such attitudes and behaviours so that the academic knowledge and skills of learners are imparted in ILS classrooms (Shelile 2010:28). The values, expectations and beliefs of teachers and learners must be carefully considered in the ILS program. Teachers need support from SMT members, who not only believe in the philosophy of inclusion, but who can motivate them to build inclusive classrooms (Qeleni 2013:1). The support from SMT members may help teachers with the creation of a classroom climate that may also support and honour academic achievement of SEN learners (Chaote *et al.* 2004:426).

As the Ministry's commitment to honour the academic achievement of SEN learners is in the form of policy, it means it has to be implemented at school level. Policy implementation is viewed as occurring and being altered or adopted at the levels of subordinates, that is, at school level by educators (Mbelu 2011:19). According to Parsons (1995:469 as cited in Mbelu), educators are regarded as public servants who interact directly with public, that is learners, and thereby influence how policy is implemented. Lipsky (1980 as cited in Mbelu 2011:19) refers to public servants, policy implementers as street-level bureaucrats. Street-level bureaucrats are characterised by their direct interaction with citizens, meaning educators are directly involved with SEN learners (Mbelu 2011:19). Educators have discretionary power as they are the ones who choose what to teach and how to

teach it. Parson (1995:469) argues that public servants or street-level bureau-crats impact greatly on how policy is implemented, for example where teaching methods and the curriculum may be adapted to the needs of all learners in order that they all succeed. According to Mbelu (2011:20), teaching in an inclusive environment requires educators with positive attitudes and strong beliefs that every learner is educable and can achieve certain goals in life through proper guidance and support. By supporting educators SMT members will be motivating teachers to also create a positive classroom atmosphere where individual differences will be accepted (Hay 2007:25).

Thus, the creation of a positive ILS classroom atmosphere can be achieved by support from SMT members and special education personnel for ILS assisting educators with planning, instructional adaptations and co-teaching. It is the responsibility of the SBST co-ordinator as SMT member to arrange with neighbouring special schools to assist educators with planning and instructional adaptations. The SBST co-ordinator needs to ensure that educators are supplied with appropriate curriculum materials. Curriculum materials should be reflective and emphasize, to the extent possible, meaningful and concrete application of the content to be learned (Hay 2007:25). Therefore, administrative support, both at district and school, and building level of positive attitudes and resource allocation are also needed.

SMT members of the Motheo clustering schools will have to provide conditions necessary for the education of SEN learners. More so, as school leaders are expected to take pro-active stances in assisting classroom teachers to create inclusive classrooms, especially when insufficient training is provided by the government (Qeleni 2013:1). Developing a clear picture of what inclusion is in the minds of educators and support them in teaching SEN learners will help SMT improve their attitudes towards ILS (Angelides 2012:23).

3.2.3.4. Active learning emphasizing learner responsibility

According to Lehlola (2011:21), all learners need to be sensitised about the process of inclusion. The major reason for learner preparation is that, unlike when learners were only responsible for their own learning, in inclusive schools, learners assume greater responsibility for their own learning and for that of their peers. Inclusive education means there is no longer separate education, but one education system; this having the effect of confusion among the learner population. A single system therefore means that both learners with and without disabilities have to be properly informed about the process and its vision for an inclusive society. Proper education, prior to the implementation of inclusive education, that will elicit responses from all learners will have to be carried out to get their views. These views can inform policy and improve practice. Improvement of practice will be enhanced by effective general teaching skills (Hay 2007:25). These are the skills that ensure that all learners are reached, like structure, clarity, redundancy, enthusiasm, appropriate pace and maximised engagement. In supporting this, Qeleni (2013:10) mentions that engaging learners in higher academic levels and improving their performance will require teachers who develop new capacities for understanding the subjects they teach and pedagogical decisions that must be made to teach effectively.

By teaching effectively the teacher will be proving himself or herself to be having on-going concern for the process of learning (Soodack 2010:327).

In order for educators to show on-going concern for the process of learning at the Motheo clustering schools, SMT members need to be concerned about staff development (Shelile 2010:28).To show concern for staff development, SMT members will maintain a collaborative professional school culture and involve staff in collaborative goal setting (Shelile 2010:28 & Steyn 2009:269).

Most of the South African schools' educators perceive IE as placing additional demands on them and causing stress, which impacts negatively on the progress of all learners (Engelbrecht 2006:257). SEN learners are identified as the most stressful and point to a lack of effective preparation by teachers to accommodate their unique individual educational needs in their classrooms. These are administrative issues, support, learners' specific behaviour, the educators' self-perceived competence and lack of collaboration with parents. In order to deliver ILS effectively, schools should be at the centre of support that focuses on increasing the individual school's capacity to support the participation and learning of an increasing diverse range of learners (Engelbrecht 2006:257).

3.2.3.5. Concern for formative and authentic assessment rather than standards:

Formative assessment is referred to as assessment for learning process (RSA DoE 2008:22). That means learners have to be engaged in various activities to achieve learning outcomes before it can be said that he or she has achieved something. Therefore, formative assessment needs to be authentic. According to the National Curriculum Statement (NCS) (RSA DoE 2003:33), assessment that is formative and authentic is an ongoing assessment that takes place whenever possible and when a suitable situation arises. Authentic assessment is real or genuine, meaning it is diagnostic and able to identify strengths and weaknesses of individual learners. Authentic assessment leads to the process of evaluating the effectiveness of teaching, which will consider methods, style and content and inform everyone involved about the progress of learners (Mednick 2007:92). Therefore formative and authentic assessment provides

a constant review of learners' learning and how progress can be evaluated.

From the above exposition it is evident that assessment should be continuous so that it can be used to support learner development and to support individual learners with SEN. Continuous assessment (CASS) is a process of gathering valid and reliable information about the performance of the learner on an on-going basis, against clearly defined criteria, while using a variety of methods, tools, techniques and contexts (RSA DoE 2003:32). According to the National Protocol for Assessment (RSA DoE 2011:22), every learner should have access to the standard of assessment that is suited for his or her needs. According to Kalenga *et al.*(2011:35), there will never be a talk about ILS when the educators are looking for ways of getting rid of SEN learners, because they do not cope well. There must be strategies in place to accommodate such learners, instead of pushing them out of the system. Therefore, the ideal is that no learner should be disadvantaged by the system in as far as there will be a lowering of expectations or he or she is not assessed at all. Therefore, there must be various assessment opportunities to accommodate learner diversity at schools (RSA DoE 2005:6 & Lehlola 2011:84). SMT members need to determine if educators give SEN learners multiple opportunities and engage them in various activities before they can say they have achieved (Sacred Heart College Research and Development Unit (SHCRDU) 2008:22).

The role of SMT members at the Motheo clustering schools will be to ensure that educators are flexible in the choice of tasks in order to address certain barriers to learning that learners may experience. The SMT members also need to ensure that educators assess SEN learners continuously in order to support their growth and development, provide constant feedback and gather evidence of their achievement with regard to assessment standards of

learning outcomes. One of the ways in which the SMT can do that is through control or monitoring of both educators' and learners' work.SMT members need to create an enabling and supportive environment through changing of school ethos, teaching practice and flexible curriculum and by so doing provide help and support to educators to achieve ILS goals.

3.2.3.6. Stake-holders engagement and participation:

The aim of stake-holders' engagement and participation is to put all the systems that need to be in place for the success of ILS (SHCRDU 2010:5). According to Mojaki (2009:17), the success of ILS depends on the involvement of personnel who are well informed and knowledgeable about their individual responsibilities. That means they need to be conversant with EWP 6, because it is the policy that makes provision for support through a system approach and collaboration between these systems (RSA DoE 2008:6). In the context of this study, the systems in EWP 6 are from the National Department of Education, nine Provincial Departments of Education, Free State Department of Education, which is divided into five Districts, namely Motheo, Fezile Dabi, Thabo Mofutsanyana, Lejweleputswa and Xhariep, which are sub-divided into District Based Support Teams (DBST) which are also subdivided into School Based Support Teams (SBST) (SHCRDU 2010:6)

The last two systems, DBST and SBST have already been discussed in chapter two as the two teams that should collaborate for effective ILS at school level. The relevance of DBST and SBST in this chapter is that their engagement and participation in ILS is vital and to make the Motheo clustering schools aware of their role. The DBST core support service providers include support personnel; curriculum specialists; management specialists;

administrative specialists and government professional and community role players (RSA DoE 2008:7). In order to draw in the latter support service providers at school level for SEN learners, there must be collaboration between SBST and DBST (Mednick 2007:15). Therefore, working together as teams may lead to effective ILS, because the core purpose of DBST is the development of effective teaching and learning (RSA DoE 2002:14). The development of effective teaching and learning in ILS depends on identifying and addressing barriers to learning at all levels of the system. Engaging the DBST in ILS at school level is beneficial, because the primary focus of the DBST is the development and on-going support of the SBST, with the key focus area being capacity building of the schools (SHCRDU 2010:8).

The above discussion outlined that the role played by SBST acts like a mediator between the school and the district, from where the school receives professional support (Mbengwa 2007:76). Engaging other stakeholders, including SMT, SGB members, parents and educators is beneficial for ILS, because they will work together as a team (Mednick 2007:155). Consequently, working together as a team may lead to the effective implementation of ILS, because it is in this way that the team is able to draw on stakeholder's skills and strengths for the benefit of SEN learners.

Parent participation is another way of engaging parents in enhancing the ILS of their children (Fon 2011:58). Parent participation regarding learners' formal education comprises parents attending school functions (Bhengu 2003:10). Parent participation in supporting their children at school is the best way, because parents know their children better than anyone else (Vaughn *et al.* 2007:38). Parents are in the best position to provide the school with important information needed about the learner. Parents also have the right to be informed about the

decision making process regarding their children (Mednick 2007:154). Both parents and learners should, for example be involved in drafting the Individual Support Plan (ISP) to ensure that the plan can be most effective. The ISP needs to be reviewed on a regular basis in order to keep parents informed as part of an on-going process rather than on a 'crisis basis'. The role of SMT members here is to control that educators and learners work to ensure that the ISP plan is effective.

The engagement of SGB members in ILS is also crucial so that the SBST can to work closely together for the success of ILS (Fon 2011:58). Working together with SGB members will promote ownership and enable members to carry out their roles and responsibilities according to the policy (Mednick 2007:155). SGB members will, for example consider SEN learners' rights as far as policies, like the admission policy, language policy and others are concerned. The expectation is that these policies are developed in alignment with EWP 6.

.A classroom becomes inclusive only when the structures from the government, school administration and community to the classroom are well organised and working towards a common goal. All partners have to work together and be informed about the changes in order to make inclusion a success (Thomas & Loxley 2007:103). Therefore, SMT members of Motheo clustering schools should clarify inclusion policies to all the stakeholders for effective implementation. Clarity of policy on inclusion will ensure that the schools become the primary change agents and this will, in turn, help in the way schools are run or organised (Lehlola 2011:11).

3.3. MANAGEMENT OF CHANGE

Change as a process may be regarded as inevitable for institutions servicing diverse learners. According to Johns (as cited in Geduld 2009:42), change is an implementation of a programme or plan to move an organization and/or its members to a more satisfactory state. Then, with regard to management of change, the research report of Angelides (2012:28) of the Head-teachers of four schools evidently shows that leadership and management practices should not be static, but should constantly change. The study revealed that leaders who appeared to have inclusive practices were those who did not have fixed leadership strategies. Their leadership strategies changed and were adjusted to the prevailing circumstances in their schools. Those leaders also had the ability to understand the local context and shaped their ability accordingly (Angelides 2012:28).

According to Rayner (2007:11), effective managers require an understanding of local context, clarity of purpose and application of knowledge and skills to perform essential ILS leadership tasks. Without a doubt, school managers play a critical role in creating the kind of school environment necessary for school or for school improvement plans to be effectively implemented (Colvin 2007:16). School improvement plans will depend on managers who can foster the conditions necessary for sustained educational reform in a complex and rapidly changing society (Colvin 2007:16). As mentioned earlier, for SMTs to be successful in affecting change and improvement in schools, high quality leadership is needed and there has to be team cohesion at schools, because one school leader in one school cannot make a difference in the overall bigger picture (Botha 2010:9; Ryan 2006:17 & Ruairc *et al.* 2013:16).

The task of the SMT is to assist the principal with his/her management task and to share the management responsibilities

more widely in the school. This is of cardinal importance if the school is to become more democratic, inclusive and participatory (Geduld 2009:40). Therefore, for change and positive impact on the school improvement of Motheo clustering schools, there has to be leadership distribution (Ruiarc *et al.* 2013:16). Compromise, mediation and coalition building are also required for SMT members of the Motheo clustering schools if they want to bring change to ILS at their schools. They will also have to change their attitudes and actions, beliefs and behaviour (Geduld 2009:42). Their models of leadership need to promote and adopt organizational arrangements that invest particular individuals with power, so that the latter would be able to force, motivate or inspire others in ways that would help schools achieve the comparatively narrow ends of efficiency and productivity (Ryan 2006:3). Based on the latter statement, two models of leadership, transformational leadership and instructional leadership for ILS will be outlined in the next section.

3.3.1. Transformational Leadership (TL)

According to Bush (2011:84), transformational leadership assumes that the central focus of leadership ought to be the commitment and capacities of organisational members. Higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. To reach the latter goals, the present policy encourages a team approach with the formation of an SMT, which comprises the principal, deputy principal and heads of departments (DoE 2000 cited in Kgothule and Hay 2013:34). Since the 1994 elections, the idea of what it means to be a school leader has changed (Kgothule & Hay 201:34). This shift involves changes on many different levels, from policy and

structural levels, partnership to the level of school leadership (Strogilos 2012 as cited in Kgothule & Hay 2013:34).

In this regard, Angelides (2012:22) states that as the world changesthe role of leadership inevitably has to change, which in the recent past has been differentiated to a great degree. There is a call for transformational models of leadership that distribute power and empower educators, in contrast to the transactional models, which sustain traditional and bureaucratic concepts of hierarchy. TL does not provide leadership alone. Instead they share their responsibility with others (Halliger 2010:4).When providing leadership for inclusive change, school leaders using the TL model share their responsibility with other educators through delegation of responsibilities, such as to team leaders.

Leithwood (as cited in Bush 2011:84) conceptualizes transformational leadership according to the following eight dimensions:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
- Offering individualized support
- Modelling best practices and important organizational values
- Demonstrating high performance expectations
- Creating a productive school culture
- Developing structures to foster participation in school decisions (Leithwood as cited in Bush 2011:84)

The implication of the above to the ILS is that TL are motivated by the importance of individualized support, intellectual stimulation, and personal vision by supporting teachers through competence building that will enable them create inclusive classrooms (Qeleni 2013:4).By this they encourage collaboration to stimulate thinking and promote learner learning. Furthermore transformational

models of leadership have significant effects on organizational conditions and on learners' engagement with schools (Qeleni 2013:4 & Angelides 2012:22). At the same time they are grounded in understanding the needs of individual teachers, rather than controlling them to meet desired outcomes as they seek to influence people by building from bottom-up rather than top-down (Halliger 2010:4).

According to Geduld (2009:42), the research of Booth (2003) has shown that schools that move successfully towards inclusive ways of working disclose a shift in thinking about management. The disclosure involves an emphasis on what has been called "transformational" approaches, which are intended to distribute and empower, rather than "transactional" approaches, which uphold long-established concepts of chain of command and control. This concept encourages management to foster a realization and recognition that individuality amongst educators and learners need to be respected and celebrated (Geduld 2009: 42). Wallace and Hall (1994 as cited in Geduld 2009:42) reiterate that transformational inclusive leadership rests on consultation, teamwork and participation, but the most important single factor is the quality of leadership of the principal (Geduld 2009:42).Thus inclusive leadership should be seen not in terms of positions or individuals who perform certain tasks, but as a collective process in which everyone is included or fairly represented.

To successfully implement inclusive transformational leadership practices, SMT members may petition the social skills of team building and inspiration without dominion. To effect inclusive transformational leadership, implies that modelling best practices of ILS, and important organizational values, such as: continuous professional development of teachers; shared decision making and leadership; experimentation; teacher reflection and building relationships with learners, families, school and the community

are all required areas to be considered (Qeleni 2013:4 & Sage 2004:4).

To achieve all of the above, SMT members of the Motheo clustering schools need to be effectively involved in the school administration, the curriculum, leadership relationships, human relationships and working relationships (Qeleni 2013:4 & Sage 2004:4) In addition, they need to be conversant with and apply the so-called *Batho Pele Principles* (people first). *Batho Pele Principles* are ideals of the South African Constitution (SA, 1996): and Public Service and Administration, including: consultation; setting service standards; increasing access; ensuring courtesy; providing information; openness and transparency, redress and value for money. These principles have their roots in a series of policies and legislative frameworks provided by Section 32 of the Constitution of South Africa (SA, 1996) and the White Paper on the transformation of the Administrative Justice Act of 2000. This legislative framework seeks to transform a culture of citizens at the centre of service delivery (Grobler *et al.* 2012:41). For schools this service delivery is the inescapable practice of having sound teaching and learning principles and execution of goals to ensure learner achievement.

3.3.2. Instructional leadership (IL)

Instructional leadership involves setting clear goals, managing the curriculum, monitoring lesson plans, allocating resources and evaluating educators regularly to promote learning growth. It also involves setting the direction and providing high quality instructions in all settings (Waldron, McLeskey and Redd 2011:54). Instructional leadership requires SMT members to wear many hats of being administrators, managers, diplomats, teachers and curriculum leaders. Instructional leadership is a balancing

act that requires SMT members to be proficient in all the latter areas and be able to fluidly move from one role to another. As mentioned earlier, the critical role played by SMT in instructional leadership creates the kind of environment necessary for school change or for the improvement plans to be effectively implemented (Colvin 2007:16). The author further emphasises that for SMT members to effectively implement improvement plans they should possess the following essential Instructional leadership skills (Colvin 2007:16):

- **Effective use of resources;** meaning SMT members should be ready and prepared to provide staff and all learners with specific resources that can benefit them, because teachers thrive on being appreciated or acknowledged for their performance.
- **Communication skills;** the success of instructional leadership depends on SMT members being excellent communicators. SMT will inspire trust, spark motivation and empower teachers by communicating the benefits pertaining to education, including the conviction that every learner is capable of learning
- **Serving as instructional resources;** SMT members need to be resources of information related to effective instructional practices and current trends in education, because teachers rely on them
- **Being visible and accessible**; the presence of SMT members should be a positive, visible and vibrant one. Modelling behaviour of learning, focusing on learning objectives and leading by example are crucial to the success of an instructional leader (Colvin 2007:16).

Without a doubt, if SMT members possess the skills outlined above, they may be effective instructional leaders described as skilled site based managers, whose leadership is pivotal for

improvement of educational opportunities for all learners, especially those with unique learning needs (Angelides 2012:23 & Ainscow 2010:9). In addition, instructional leaders are considered to be 'strong directive leaders', who act as the day to day managers of the school building, responsible for time-tabling teachers and evaluating them accordingly (Qeleni 2013:3). Furthermore ILs are culture builders who influence the school community in embracing inclusive attitudes and mindset (Halliger 2010:3).They are known to be important in schools, especially where leaders are expected to bring change (Qeleni 2013:3).

In schools that need to accommodate inclusive changes, instructional leaders would be appropriate, because they promote instructional time; promote professional development; provide incentives for teachers as well as learning (Halliger 2010:3). The school principal is a key participant in directing schools' change and creating schools that support teachers to meet the needs of all learners (Hoppey, McLeskey and Crocket 2013:245). In addition, Botha (2010:12) reaffirms that when promoting inclusive practices, changes will be based on school and teacher evaluation. The majority of evidence, however, suggests that principals, as ILs, are not well prepared to promote inclusive practices of addressing the needs the SEN learners in their mainstream schools. There is also little evidence to suggest improvement in principals' relation to lead inclusive schools and address instructional needs of SEN learners. Although there has be an increase in curriculum content in leadership preparation programs over the past two decades, leadership about special edition is not adequately addressed (Billingsley 2014:7).

If the SMT members of Motheo clustering schools want to be effective instructional leaders, who promote ILS at their schools, they need to be hands on managers, who are well versed with curriculum and instruction and role models, who are familiar with inclusive policies and practices .For SMT members to thrive in the

role of instructional leaders, they will have to work to liberate themselves from being mired in the bureaucratic aspects of teaching. They will have to redouble their efforts of improving teaching and learning methods, because improvement in instructional methods is a goal worth seeking. The successful implementation of instructional teaching and learning will allow learners and educators to create a more meaningful environment. Ultimately it will enable them to better their destiny (Billinglsley 2014:9).

3.3.3. Curriculum management

Curriculum management means ensuring that all learners will get the most out of their education. The more global goal of curriculum management is for learners to use all knowledge and skills they have learned to contribute to society in a meaningful and beneficial way (UNESCO 2000: 96).

The curriculum needs to be managed in such a way that it embraces all the learning experiences that are available to learners in their schools and communities (Mednick 2007:162 and UNESCO 2000:96). Curriculum management is also planning for teaching and learning opportunities which should be available in the ordinary classroom, i.e. the 'formal' curriculum of all schools (Barton 2009:17). The formal curriculum of a school delivers quality education, both in terms of level engagement as it generates the outcomes it produces. Above all, a well-managed curriculum will achieve its goals for all learners.

The formal curriculum has to be rigorous, but flexible enough to respond to the diverse characteristics of learners. That means teachers have the flexibility to plan their own scheme of work appropriate to the needs of all learners in the classroom (Mednick 2007:162). The Guidelines for Responding to Learner Diversity in the

Classroom through the Curriculum and Assessment Policy Statements (RSA DoE 2011) provide practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners. This document has recently been redrafted to incorporate curriculum changes in the Curriculum and Assessment Policy Statement (CAPS) and the revised document forms part of the CAPS orientation programme for teachers and education officials in the provinces. In addition, the Manual for School Management (RSA DoE 2007:24 as cited in Geduld 2009:40) states that SMTs should therefore, in order to effectively manage the curriculum, be aware of insufficient attention to learners with barriers to learning by suggesting a solution described within the framework of planning, implementing and monitoring. The implication of the above is that in an inclusive education system every learner has to have an opportunity to learn effectively without being barred by an inflexible curriculum (Lehlola 2011:14 & Da Costa 2003:58).

The curriculum has to change in order to accommodate the different learning styles and the learning pace of the diverse learner population. The curriculum needs to be less prescriptive and take into account the different learning needs of all learners. It has to be inclusive of all learners and in this way it will broaden the definition of learning used by teachers and decision makers in the education system. So long as learning is understood as the acquisition of knowledge presented by teachers, schools are likely to be locked into the rigid-organised curricular and teaching practices. Therefore the ILS curriculum should be based on a view of learning as something which takes place when learners are actively involved in making sense of their experiences. In other words, learners cannot simply be told what the case is; they have to find things out and understand things for themselves. (UNESCO 2000:96). This view emphasises the role of the educator as facilitator rather than instructor. This makes it easier for a diverse group of learners to work at their own pace and in their own way within a common framework of activities and objectives.

With regard to the curriculum in the U.S., the NCLB (2000) required teaching and learning standards be established for all learners. More specifically, the NCLB required that the standards be included in state-wide assessment, meet assessment standards and be supported by appropriate assistive technology to achieve this. As a consequence of the re-authorised special education law of 1997, and NCLB, U.S. systems of special education and mainstream education no longer follow parallel lines, but separate paths. All learners, including SEN learners, are expected to be taught, supported and assessed in the general education environment and curriculum to the maximum extent possible (Dalton, Mckenzie and Kahonde 2012:2). This means the curriculum in ILS can be single, as far as possible, accessible to all learners, includes activities that are age appropriate, but are pitched at a developmentally appropriate level (Mitchell 2008:30; Mednick 2007:159 & UNESCO 2001).

SMT members, especially the co-ordinators of the Motheo clustering schools, need to ensure that educators adapt the curriculum to the abilities of all learners. The National Curriculum Inclusion Statement (DfEE, 1999), a Handbook for Primary Teachers in England reaffirms that schools have a responsibility to provide a broad and balanced curriculum for all learners and that all learners are entitled to the National Curriculum as the basis of the school curriculum. The statement acknowledges that schools are also able to provide other curricular and therapeutic opportunities (such as mobility training or physiotherapy) to meet the individual needs outside the National Curriculum. The key principles of inclusion set out by this statement include setting suitable learning challenges, responding to learners' diverse learning needs and overcoming potential barriers to learning for individuals and groups of learners.

3.3.3.1. Setting suitable learning challenges

Teachers should not always expect all learners to do the same work, because some will find it too easy and they will lack motivation, become disillusioned and are more likely to be disruptive, whereas for some the challenge will be about right. To add to this, as the inclusive curriculum is based on a view that learning takes place when learners are actively involved in making sense of their experiences, they have to find things out and understand things for themselves (Da Costa 2003:56). SMT members of Motheo clustering schools need to ensure that teachers modify activities and resources to suit the individual abilities in order that all learners succeed (Lomofsky & Lazarus 2010:306). Qeleni (2013:8) supports this by stating that since teaching diverse learners necessitates competent teachers to provide an enriching and interesting curriculum, teachers will need leaders who will assist them in mastering the skills needed for building inclusive classrooms.

3.3.3.2. Responding to learners' diverse learning needs

When planning for diversity teachers need to be aware of the child's experience and interests, because each child brings his or her own individual strengths and interests that influence the way they learn. According to Fullan (as cited in Qeleni 2013:11), SMT members need to have knowledge of effective teacher training and how it works in schools. This implies that successful inclusion will necessitate a planned intervention that will provide the teacher and learners with necessary support and the best possible environment.

When planning for intervention, educators need to think of differentiation (DoE 2008:14 & Da Costa 2003:58). Differentiation

consists of recognising different learning styles, multi-level teaching as well as alternative and adaptive assessment. Looking at different learning styles is important, because an individual learner's style refers to the way the learner likes to learn. Learners come to schools with different likes and dislikes and different ways of doing learning tasks. It is therefore important for teachers at Motheo clustering schools to use different learning styles if they want to change and improve the implementation of ILS at their schools. Using different learning styles is a very effective teaching tool for curriculum adaptation from Howard Gardener's theory of 'Multiple intelligence' (Gardner 1983 cited in Da Costa 2003:58).

Intelligence, as defined by Gardner (1983) means the capacity to solve problems or to fashion products that are valued in one or more cultural settings. It recognises that all people, regardless of their academic capability, show intelligence in some area at least and that most people have the ability to develop skills in these areas. The Multiple intelligence theory therefore acknowledges that human talent manifests in different ways, which are equally valuable- we all are 'wired' differently so we learn differently. This means educators should use multi-activities to respond to diversity (RSA DoE 2008:14).

Multi-level activities refer to learning activities that allow learners to work at their own level through integrating assessment and instruction (RSA DoE 2008:14). Assessment is a very important part of multi-level activities and the focus is on a key knowledge component, skill, attitude or value. The teacher can also use different approaches, teaching and learning models and levels in the lesson. To be able to develop a multi-level activity the Motheo clustering school educators will have to identify the purpose of the activity (learning outcome) and then proceed to plan a variety of tasks, at different levels of difficulty, with different number of steps, with different ways for learners to learn the concept or skill

and with a choice of product that allows learners to show how they understand the concept.

Alternative and adaptive ways of assessment refer to any adaptation to the standard form of assessment or conditions relating to the assessment (RSA DoE 2008:19). The aim of alternative and adaptive assessment is to achieve the balance between meeting individual needs, while maintaining assessment validity and to allow assessment results to reliably reveal needs of some learners to be supported in the teaching and learning process. For effective assessment the SMT and educators at Motheo clustering schools will have to think about the following important things RSA DoE 2008:14):

- The concept, skill or knowledge taught is being assessed.
- The level at which learners are expected to be performing as well as the level at which the learner is actually performing.
- The type of knowledge being assessed: reasoning, memory or process.
- Fair treatment and non-discriminatory practices towards all learners, particularly SEN learners.
- Assessment approaches should demonstrate an attempt to minimise categorisation of learners.
- Environmental influences, such as poverty and trauma should be taken into account during the assessment process (RSA DoE 2008:14).

The Motheo clustering schools' SMT members need to ensure that the assessment strategies used by educators to support SEN learners are in line with NCS policies and guidelines. Educators should adapt assessment according to the level of support each learner needs. They should also use alternative methods of assessment to equalise opportunities that will enable learners to give a true account of their knowledge and skills.

3.3.3.3. Overcoming potential barriers to learning for individuals and groups of learners

SMT members need to be sure that inflexible systems do not create yet more barriers (Lehlola 2011:14; Da Costa 2003:58 & Botha 2010:8). Instead, they must take into account the type and extent of learners' difficulties when planning for curriculum and assessment systems. Planning an assessment tasks should be informed by assessment standards. The recording and reporting of learner's performance should be according to the assessment task. Learners with learning barriers will therefore need access to more specialist equipment or approaches, including: developing the use of symbol systems, an electronic communication device or using material and resources that pupils can access through sight, touch, sound, smell or taste.

Some of the findings of research done at Pilot schools from Mpumalanga and the Northern Cape provincial DoE, for example are that team-work is now more important than before and that educators should work hand-in-hand with SBST (Da Costa 2003:57 & Geduld 2009:40). Working together in this way, helps educators to overcome potential barriers by means of sharing strategies in order to help SEN learners. To develop effective inclusive practices at Motheo clustering schools, SMT members therefore need to make educators aware that sharing and solving learners' problems with SBST is essential, because SBST must assist them in finding relevant solutions for SEN learners.

Group and team work is another way of overcoming learners' barriers. Group work was highly recommended by OBE and is one of the key elements of inclusive education (Da Costa 2003:57 & Geduld 2009:40). That means educators have to teach learners how to go about it, and how to interact with each other. This process, however, still needs intensive and persistent leading by the educator, because not all learners participate and depend on

others to complete tasks. Educators from the Mpumalanga and Northern Cape pilot schools mentioned that they used social or heterogeneous groups to prevent learners from being stigmatised, also for learners to learn from each other (Da Costa 2003:57 & Geduld 2009:40).In that way learners are given responsibilities to monitor their peers by means of a chance to play a role, for example, group leader, time keeper, scribe, etc. In the researcher's experience, this method can increase the morale and self-esteem of SEN learners, because they will start to realise that they are also important, unique and as capable as other learners. SMT members of Motheo clustering schools should encourage educators to also use group work in their attempts to address barriers to learning.

3.3.4. Roles and responsibilities of managers in ILS

According to Thomas & Dipaola (2003: 7), as the principal's role changed in the ILS context, the term instructional leadership emerged to describe a broad set of roles and responsibilities that addressed many workplace needs of successful educators. If the schools are interested in moving towards inclusive practices, one of the factors that has to be studied in depth, is leadership and its role in the development of these practices (Angelides 2012:21). Leadership and management cannot be separated from each other. The table below differentiates between management and leadership (Myers 1995:1 & Murray 2014:2).

Table3.1: Difference between management and leadership

Management	Leadership
• Management controls or directs people or resources in a group according to principles or values that have been established. • Manages administers and imitates. • Focuses on systems and structures. • Has a short-range view. • Has his or her eye always on the bottom line. • Accepts the status quo. • Is the classic good soldier. • Does things right.	• Leadership is setting a new direction or vision of a group that they follow, i.e. a leader is the spear-head for that new direction. • Leader innovates and originates. • Inspires trust. • Has a long-range perspective. • His or her eye is on the horizon. • Challenges the status quo. • Is his or her own person. • Does the right thing.

Myers 1995:1 & Murray 2014:2

Table 3.1 indicates that the role of SMT members as instructional leaders is to focus on the people around them, their relationships, their values, beliefs, feelings and attitudes (Angelides 2012:22 & Van der Merwe *et al.* 2005:75). In the context of ILS the key roles of instructional leaders is to shape a positive school culture, producing inclusive policies, evolving inclusive practices and to be stewards and coaches in the development of ILS (Thomas& Dipaola 2003:7; Kgothule & Hay 2013:35). SMT members therefore play critical roles as facilitators in re-culturing efforts, which are recognised as the sine qua non of progress (Thomas & Dipaola 2003:3). They also need to maintain a clear focus on powerful academic outcomes for all learners.

As spear-heads of a new direction to ILS, SMT members need to lead other stakeholders by providing and selling ILS vision (Kgothule & Hay 2013:35). Mui (2008 as cited in Kgothul*e*& Hay 2013:35) defines a vision as "an ideal and unique image of the future". Mui (2008) further states that a vision is important for an

organisation and it is only effective if people therein share and agree with it. A vision should be held by leaders (SMT) and the group (staff members).

McKenna and Maister (as cited in Kgothule Hay 2013:35) indicate that the key point is to get people enthused, excited and energised. The SMT members may play a crucial role in promoting a vision by ensuring that the inclusion process is included as a point of discussion at most of the staff meetings. Mitchell (as cited in Kgothule & Hay 2013: 35) asserts that endorsing a vision involves defining the philosophy and goals and promulgating them wherever possible, for example in school publications, by talking to parents and the community, as well as in casual conversations. A conclusion suggested by the RSA DoE (2009a) is that the principal, together with his/her management team, should communicate unambiguously to staff members the expectation to establish the school as an inclusive ecological centre for learning, care and support.

In order for Motheo clustering schools to be able to achieve academic outcomes of SEN learners in ILS, SMT members will therefore need the co-operation of different stakeholders (Tondeur 2008:4; Lomofsky & Lazarus 2010:309). Co-operation of other stakeholders with SMT may lead to their commitment and leadership, which provide support and reassurance for educators, learners, specialists and others about the value of their efforts. They can reinforce the value of their stakeholders' efforts by addressing tough issues that arise and recognising their efforts. It is evident that what will be required for effective management of ILS at the Motheo clustering schools, are co-operation of different stakeholders, sharing of duties and encouragement of teacher leadership, team learning; flexibility and collegial self-governance, emphasis on innovation and professional growth (Tondeur 2008:4; Lomofsky & Lazarus 2010:309). To develop ILS schools there has to be a relationship between the roles of SMT,

which can be outlined as in the figure below as adapted from (Njeri 2013:26).

Figure 3.1: Relationship between the roles of SMT members in developing inclusive schools:

| Roles of SMT members. Procurement of teaching and learning resources. Improvement of physical facilities. SMT's mobilization of parents and community on sourcing for funds. SMT's use of communication channels. | → | Provisioning of Inclusive Learning support | → | Improved academic achievement. Increased social justice teaching. Improved learner achievement. |
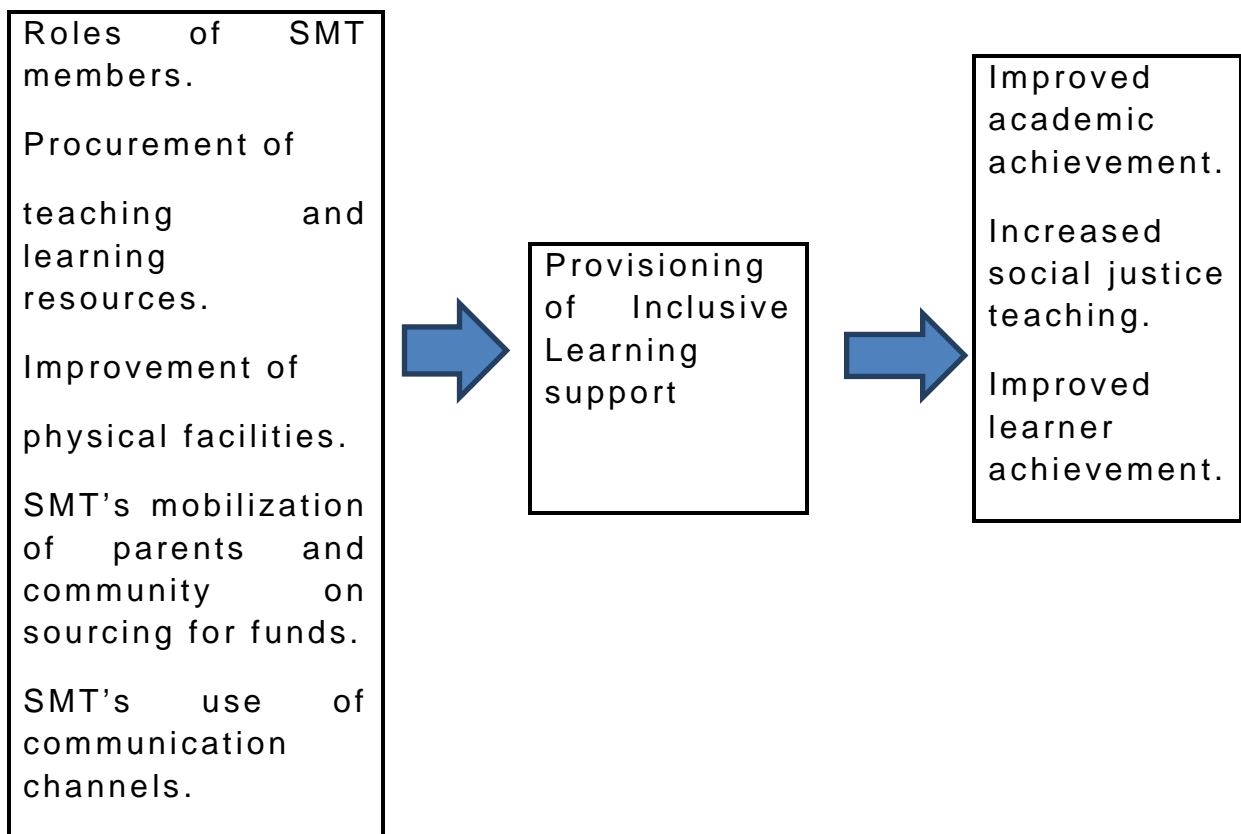
Adapted from Njeri (2013:26)

The conceptual framework presents inter relationships between variables for effective implementation of ILS.The role of SMT members to form procurement of teaching and learning resources, mobilization of school funds and use of communication channels comprise the inputs for effective ILS implementation and leads to high enrolment in the schools. There is also an expansion of inclusive education and performance examination (Njeri 2013:26).

According to (Njeri 2013:4), SMT members therefore have roles top lay in line with the Education Act of 2003 and education regulations. These include planning and procurement, supervision of construction projects in schools, mobilisation of parents and community and sourcing funds form project donors, such as parents, government and other constituencies. The projects they undertake include classroom instruction, classroom renovation, furniture, provision of water and electricity and hiring volunteer educators from the community when government educators are not enough (Kimu 2012 as cited in Njeri 2013:4).

A study by Fgatabu (2012:16) showed that learners with learning barriers find it extremely challenging to exercise their rights in education due to acute shortage of teaching and learning resources to cater for the learning disabilities of learners in inclusive settings. The environment these children are learning in lacks basic necessities in order to make it conducive enough for learning to take place. The structure of the buildings in schools lack adaptation of the physical facilities, like washrooms, the playground and ramps. Resource issues address physical aspects, such as inaccessible classrooms to students in a wheelchair, overcrowded classrooms and materials, such as Braille and large prints (Fgatabu 2012:17).

Thus, ILS is possible when all participants, government, NGOs, educators, learners, parents and communities take action and join their efforts. Then the goal of achieving equality of access and opportunities for children with disabilities start to become possible. The SMT members in public primary schools are mandated to undertake critical responsibilities in the proper management of the schools (Fgatabu 2012:17). To undertake these critical responsibilities for effective ILS, SMT members can apply the nine management skills discussed below. From the nine, the key four skills including planning, organising, leading and

controlling will be further discussed as management tasks, which can be applied by SMT members to perform their role in ILS.

3.4. NINE SKILLS REQUIRED FOR EFECTIVE MANAGEMENT

To manage ILS effectively, SMT members are required to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life (Tondeur 2008:5). For effective teaching and learning of ILS, SMT members are also required to perform management tasks and possess skills, which include planning, problem solving, decision making, policy making, organising, co-ordinating, delegating, leading and controlling of school activities or events (Pugh 1980:3 & Van der Merwe *et al.* 2005:56).

These nine management skills will be discussed below to show how they interrelate and how they can be applied by SMT members of the Motheo clustering schools to manage schools, particularly where ILS is being rendered.

3.4.1. Planning skill

Planning is the setting of a vision, mission, aims and outcomes as well as problem solving, decision–making and policy making. Through planning SMTs prepares the school for changes so that reactions to the environmental changes will be proactive (Van der Merwe *et al.* 2005:79) to include particular learners. The school as internal environment interacts with the external environment, like community, provincial and national departments. These environments in the South African education system are defined as the macro-environment. The National Department of Education is described in terms of the meso-environment and the nine provincial departments of education as the micro-environment,

such as a school (Mbengwa 2007:53; Lehlola 2011:7 & Van Der Merve *et al.* 2005:79). There can be environmental changes of the external environments, which might affect the school. The school has no control over the changes in the external that are the macro- and the meso-environments. Planning for ILS should be an attempt to prepare the school for such changes so that reactions to environmental changes will be proactive (Van Der Merwe *et al.* 2005:79).

The environments mentioned above are also referred to as Bronfenbrenner's eco-system models emphasizing learners and educators as eco-logically situated beings who cannot be detached from the social context (Lehlola 2011:7). Educators and learners are functioning within the dynamic interconnectedness of these systems, including the-micro system, the meso-system and the macro-system. The systems that are very close to the individual leaner are micro-systems and may include family, the school and peer group (Donald 2005:52 & Landsberg 2005: 11). At these systems, daily activities, roles and responsibilities occur and they directly involve the learner.

As a result of the interrelated levels of functioning of the above mentioned eco-systems models, there has to be planning so that they can function effectively (Donald 2005:52 & Landsberg 2005:11). Eco-system models should appear in the broad planning of the school, which is the responsibility of SMT members, especially the principal. In the context of this study, the SMT members need to ensure that this broad planning includes ILS so that it can be effectively rendered. If the SMT of the Motheo clustering schools want to become successful managers of ILS, then the planning thereof is one of the most important skills that they should master (Van Der Merwe *et al.* 2005:79; Calitz, Viljoen, Moller and Van der Bank 1993:13).

When planning for ILS SMT members should involve learning support educators and class educators, because planning for learners with multiple disabilities differs with planning for learners without disabilities (Mednick 2007:149). The question that SMT members need to ask themselves in advance when planning include: What are the needs? How to meet those needs? When and where those needs are to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed? (Van der Merwe *et al.* 2003:79 & Tondeur 2008:3). These questions will be discussed in detail later under the heading, planning for ILS. The next skill which SMTs should possess is that of organising and is discussed in the next section.

3.4.2. Organising Skill

Organising is the implementation of planning and involves developing actions that will contribute to the realisation of the schools outcomes. That means planning on its own cannot guarantee that the outcomes of the school will be accomplished (Van der Merwe *et al.* 2005:59). The power that ensures the realisation of planning is effective organising, delegating, co-ordinating and controlling. In addition, through organising SMT members are able to establish an organisational structure, delegate and co-ordinate and in so doing, co-ordination will enable SMT members to ensure if support services are provided in a well-managed, effective, efficient and economical way (DoE 2002:27 and Lehlola 2011:11) In this way, an intentional structure of roles will be established so that people can know what their tasks and objectives are, how these fit with those of others, how much discretion they have in making decisions to accomplish the desired results (Calitz *et al.* 1992:99). In the context of this study the desired results to be accomplished are ILS result. To accomplish the desired results in ILS, SMT members of the

Motheo clustering schools need to enhance the skills and knowledge of educators and create common clusters of expectations around implementation of those innovations (Lehlola 2011:11).

Thus, organising involves holding various components together in a productive relationship with one another and holding individuals accountable for their contribution to the collective outcome (Elmore 2000:18 as cited in Lehlola 2011:12). In the context of this study, components that need to be held together are the SMTs, SBSTs, SGBs, educators and learners. In order to contribute to the collective outcome, tasks should be carried out effectively by individuals to ensure the cultivation of teaching and learning (Van der Merwe *et al.* 2005: 110). The manner in which SMT members of the Motheo clustering schools distribute tasks and resources have to be based on four principles: specialisation and division of work, departmentalisation, organisational structures and the establishment of relationships, which will be discussed later under the heading principles of organising ILS.

Skillful SMTs nurture professional development of local facilitators, who understand effective instructional models, have effective teaching and management skills and are committed to sustain implementation of various innovations (Botha 2010:3; Colvin 2007:17: Thomas & Dipaola 2003:12).

3.4.3. Leading Skill

Leading is a form of dominance where the subordinates more or less have to accept the commands and control of another person. All theories of leadership contain authority and power (Prinsloo 2005:139 & Calitz *et al.* 1992:10). Authority is related to leadership and it is the right of a manager to enforce certain actions within specific guidelines (policy). It is also the right of

the leader to take action against subordinates who will not cooperate to achieve certain aims. In the school situation, the school principal is given authority by the head of provincial education to enforce his authority in the school. In this study, the aims that have to be achieved are ILS aims. Every SMT member, besides the principal, is therefore on occasion also a leader, who needs to ensure that sub-ordinates work together to achieve the stated outcomes of ILS.

According to Prinsloo (2005:140) subordinates give power to SMT members, they therefore exercise some form of authority and possess some sort of power in order to be called leaders. Thus, power is the ability to influence the behaviour of others and it has nothing to do with the hierarchical position the education leader holds. The effect of schools hierarchies on the procedure of negotiating the issue of ILS should, however, finally be considered, because hierarchies filter power downwards (Prinsloo 2005:140 & Calitz *et al.* 1991:74). Where power is devolved and delegated, there is still the need for upward referral for final approval. The implication on this study is that even if the principal may delegate the co-ordinating power of ILS to one of the SMT members, either the deputy principal or HOD, they still have to report about the progress thereof. The role of ILS may increasingly be concerned with the change of attitudes and the development of appropriate procedures. The approval of the principal as the head is therefore the prerequisite for any change to be considered, particularly with regard to ILS (Prinsloo 2005:140 & Calitz 1991:74). The principal's focus on change with regard to ILS needs to be on SEN learner's learning and educator development, by constantly defining and communicating the school's educational mission; managing curriculum and instruction; supporting and supervising teaching and learning; monitoring learner progress and promoting a learning climate (RSA DoE 2002:51; Angela 2013:1; Thomas & Dipaola 2003:8).

This should be the case, because his or her position of leadership needs to be deliberately people-driven actions in a planned fashion for the purpose of accomplishing his or her agenda (DoE 2004:11). The leader must therefore have personal characteristics that fit the leadership role. Effective leaders focus on learners' learning and educator development amid constantly practicing instructional leadership priorities, including: defining and communicating the school's educational mission; managing curriculum instruction; supporting and supervising teaching and learning; monitor learner progress and promoting a learning climate (Prinsloo 2005:13). According to the Alberta Teachers' Association (ATA) Other skills effective leaders need to display include communicating, motivating, conflict management negotiating (Hargreaves and Brennan 2012:28). These skills are discussed in detail below.

3.4.4. Communication skill

Communication serves as the cornerstone for efficiency and effectiveness of any multi-disciplinary team (Mojaki 2009:21). A multi-disciplinary team is constituted by practitioners from a broad range of professionals whose common ground is to assist learners experiencing barriers to learning and development (Fitzgerald as cited by Mojaki 2009:18). In order to offer high quality support to those learners, multi-disciplinary team members have to communicate with a diverse range of people involved in ILS. These include colleagues in the team and most importantly, parents. It is therefore crucially important that the team members share information and discuss how to handle the tasks. That means communication will help team members to be clear about the scope and boundaries within the team. This will help to avoid tampering with other professionals' territories and the team will work harmoniously.

Communication is necessary to communicate the value of achieving academic success for all to the internal and external audience, if they genuinely believe this is the school's mission (Mojaki 2009:18). Through communication, SMTs will be able to supervise and mentor competent individuals who are committed to academic excellence for all learners, establish and enforce academically focused policies and procedures, provide support for instructional efforts, create learning communities that encourage growth and professional risk taking. Also, for educators to be able to supervise and monitor learners with learning barriers and development, it is the responsibility of SMTs to ensure that educators attend in-service training and workshops on ILS (Mojaki 2009:46; Thomas & Dipaola 2003:18). The purpose should be to equip them with knowledge and skills, which they in turn can share with parents, who in turn will share with learners.

It is the responsibility of SMT members at the Motheo clustering schools to ensure that there is communication between the SMT, SBST, DBST, SGB, educators and parents for effective ILS. It has already been mentioned that the success of ILS lies with SMT members (RSA DoE 2001:29). For this to happen, these constituents need to be adequately motivated to execute their tasks.

3.4.5. Motivation skill

Motivation enables SMT members to direct peoples' actions and to motivate them to realise the schools stated outcomes (Prinsloo 2005:140). It is important to realise that the use or disregard of motivation as management skill can have a positive or negative effect on the performance, establishment and maintenance of the school. Staff development will need to be managed and led effectively to ensure that it has a positive effect (Bubb and Early

2009:17). A positive effect will be possible if the SMT members motivate educators to obtain skills in educational support and explore with the new technology to assist learners in need of support. For educators to show additional skills SMT members can introduce reward systems, which will be useful to sustain their commitment (Hodges 2001:52). Schools will therefore need to develop a learner-centred culture, for example there have to be resources to support learning, including shelves in the staffroom for publications, storing of resources and websites for useful links (Bubb & Early 2009:18).

Educators need to understand and accept that it is their responsibility to support SEN learners so that they can achieve stated outcomes (Hodges 2001:52). Motivating educators to take on this responsibility can be the key to success in the case of ILS. Once they are motivated, they will need regular and constructive feedback. Learning and development should be shared, acknowledged and celebrated for improvement to be sustained, for example individual achievement and staff reflection can be written on the staff notice board (Bubb & Early 2009:17). Being recognised as a creative educator and seeing SEN learners achieve is in itself reward for an educator. Bubb & Early *(*2009:17) also state that motivation and development inter-relate, meaning motivated staff is a developed staff. Staff development that involves discussing, coaching, mentoring, observing and developing others is highly effective. In the context of this study, educators need training about ILS principles to ensure that their attitudes and approaches do no prevent SEN learners from gaining equal access to the curriculum (Holdsworth 2000:61 & Hodges 2001:52). Positive attitudes of teachers allow them to listen, be consistent, patient and respect learners' individual learning styles (Holdsworth 2000:61). Motivated educators will also accept that learners learn at different rates and in different ways and so plan lessons with diversity and difference in mind.

In order for educators of the Motheo clustering schools to allow SEN learners gain access to curriculum, SMT members will therefore have to organise on-going in-service training of ILS provided in short courses or modules (Hodges 2001:52). The training can take place within the local school, preferably their own school. In this case the Motheo clustering schools can organise such training as a cluster and rotate among themselves. The advantage of this is that they will gain from each other, because educators need more opportunities to try, share ideas and observe other teachers using different methods. New methods learned by educators from one another will help them make classrooms more inclusive. New methods will reduce the impact of learning difficulties and make learning fun (Holdsworth 2000:52).

The other best method educators can use to make learning fun is the child-centred method. Child centred methods can encourage learners to play together and share responsibilities; prevent the development of difficulties in learning; incorporate the skills needed for everyday life into the curriculum; relate what is learned from school to daily life and home situations; vary the method and pace of teaching in order to maintain learners' interest and enable them to learn at their own speed; improve quality of relationships in the classroom and help teachers to improve their teaching skills (Holdsworth 2000:61).

3.4.6. Conflict management skill

Conflict is an inevitable feature of all organisational life. As a result of this, the ability to deal with conflict is a key aspect of managerial success (Murphy 1994:1 as cited in Van der Merwe *et al.* 2005:26). Conflict management entails the implementation of strategies to bind the harmful aspects of disagreement and to add the helpful aspects of disagreement (Thomas-Kilmann 2009:2).

One leadership function for ILS is managing conflict and other disturbances inside and outside the school. Managing conflict is necessary, because ILS is rarely a settled and agreed upon policy in many schools. Overt and covert resistance therefore has to be managed (Kgothule & Hay2013:36). According to Runde and Flanagan (as cited in Kgothule & Hay 2013:36) conflict management is further defined as any situation in which people have incompatible interests, goals, principles or feelings. These authors caution that this definition encompasses many different situations and ecologies, as do a leader's role and responsibilities. The conflict referred to in this study, is therefore one which may occur when changes during the implementation and management of ILS takes place.

The three strategies of conflict management as identified by Kruger & Van Schalkwyk as cited in Van der Merwe *et al.* 2005:33) include peaceful coexistence, compromise and problem solving. In order to manage conflict, a leader or manager must be able to think clearly so that those in conflict must be able to discuss the problem peacefully and want to reach a resolution. The successful option of solving problems peacefully is to avoid specific people, issues, styles or groups that may cause conflict (Murphy 1994:64 as cited in Thomas-Kilmann 2009:2). Conflict addressed in a peaceful way encourages either party to compromise. Compromise is the give–and-take exchange, resulting in neither party winning or losing. To handle conflicts regarding ILS at the Motheo clustering schools, SMT members therefore choose any style from the model called the Thomas-Kilmann model. This model was designed by two psychologists, Kenneth Thomas and Ralph Kilmann (2009:1). The conflict process followed is guided by the five principles, competing, accommodating, collaborating, compromising and avoiding:

- Competing means standing up for your own rights and defending what you believe is correct.

- Accommodating means that you yield to others' point of view.

- Collaborating means both sides are willing to co-operate and listen to each other.

- Compromising means both parties seek a better solution in the middle ground as one gives to another, while another takes.

- Avoiding means both sides do not co-operate and are assertive in order to solve their conflict. They would come out with a tragic result. Both sides would rather wait until they find a better solution or just avoid the situation (Thomas- Kilman 2009:1).

Handling conflicts fairly at Motheo clustering schools, particularly conflicts in ILS, the SMT members should therefore possess conflict skills that will enable them to consider the above mentioned principles. This implies that conflict management skills should enable SMTs to ensure that teachers are trained on inclusive practices to ensure that their attitudes and approaches do not prevent learners with learning barriers from gaining access to curriculum (DoE 2002:52; Wolfgang, Baker & Webster 2009:1). Staff development should also aim to encourage educators to meet on a regular basis to discuss their problems and develop confidence in their own abilities.

3.4.7. Negotiating skill

According to Prinsloo (2005:174), negotiations are common situations in which two or more parties with some common ground try to convince each other, using reasoning and argument, to agree to certain decisions. Barton (2009:123) defines negotiation as a useful and constructive method individuals use to accommodate differing interests and agendas and a primary tool in competitive situations, but is also used in cooperative

arrangements. Negotiation in ILS is necessary, because it will strengthen the collaboration and co-operation of all stakeholders in a school, between schools and other sectors, like Health, Social Service and the South African Police Service, who could play a part in the delivery of inclusive provision (Mojaki 2009:46; RSA DoE 2002:28; Lomofsky & Lazarus 2010:307). Through negotiating SMTs can also ensure that schools are well supported and can develop networks between schools (RSA DoE 2002:51). Thus, through negotiations the Motheo clustering schools need to negotiate amongst themselves first if they have a real desire to reach an agreement or jointly solve the problems about ILS (Prinsloo 2005:174). These negotiations must be done by SMT members. Matters regularly negotiated by SMT at school include the principal and the SGB, the principal and other SMT members and the principal and educators (Mojaki 2009:46).

3.4.7.1. The principal and SGB

Negotiations between the principal and SGB usually involve the selection and appointment of staff, renting out of school, services applied to the school, purchase of textbooks and educational material, maintenance and improvement to school property, school fees and drawing up the school budget, learners code of conduct, the effects of poverty on learner and so on (Prinsloo 2005:175; Institutes for Health and Development Communications (IHDC) (RSA DoH 2006:14). Negotiations about the latter aspects between SGB and the principal are an attempt at creating a supportive environment for SEN learners as required by SASA Act 84 of 1996. A review of this law in 2003 says the SGB and the school principal should take steps to manage the effects of poverty on learners. As already indicated in chapter two, poverty is one of the factors causing learning barriers.It means learners who come to school hungry, dirty, without a uniform or stationary:

or who come to school emotionally distressed, need to be given extra support so that they can learn (RSA DoH 2006:14).

In the context of this study, negotiations between the principal and SGB should be to make the SGB of the Motheo clustering schools aware of their role with regard to supportive activities for ILS. The supportive role of SGB in ILS could be to get those supportive activities started, co-ordinate and lead them. Examples of supportive activities by SGB include raising extra funds needed for vulnerable learners, meeting with parents and caregivers, encouraging other government departments to visit the school to offer support, helping in the school food-gardening or after-care activities (Barton 2009:123 & Prinsloo 2005:175).

According to the Joint European Union and Council of European Regional Support for Inclusive Education (2013:10) the SGB members represent the parents of all learners, including SEN learners. They can therefore, in collaboration with SMT and parents: organise workshops for parents to increase knowledge and understanding of inclusiveness and eliminate biases; offer support to parents through parent-parent models; raise awareness of inclusiveness in local communities and strengthen support to schools by local communities; involve parents and volunteers in organisation of extra-curriculum activities; provide support to families in need and organise humanitarian activities and donations.

3.4.7.2. The principal and other SMT members

The principal and other SMT members usually negotiate about learners' demands, disciplinary action against staff and learners, demands of religious groups, improving the quality of teaching, renewal in the school, utilisation of resources, rationalisation in the school and conflict between staff, parents and learners

(Prinsloo 2005:175). In the context of ILS, negotiations about the latter aspects need to involve the principal, the entire SMT and SBST co-ordinator. The principal and SMT members in collaboration with SBST co-ordinator need to identify behaviours that support stereotypes, biases and prejudices, which proves invaluable to them in choosing educational programming to decrease such behaviour (Barton 2009:122). Being successful in dealing with such behaviour makes conflict resolution's education become less, but more about creating an environment for sharing and understanding others. To create an environment of sharing and understanding others regarding ILS at the Motheo clustering schools, the principal, SMT members and SBST co-ordinators will therefore also have to exercise the mentioned negotiating aspects. Negotiating those aspects may improve the quality of teaching and learning in ILS.

3.4.7.3. Negotiation between the principal and educators

The principal and educators negotiations mostly involve the rights and concerns of educators as well as learners. These negotiations go to the extent of involving trade unions and the DoE (Prinsloo 2005:175). The rights of SEN learners have been mentioned previously and it should be reiterated that no one will promote the right to education of SEN learners better than educators. Specialist educators are, however, scarce for this job. Even at the schools where ILS is rendered by specialist educators, these educators do not receive support from both SMT members and the entire staff. Atypical example is the researcher's school. In supporting this Barton (2009:124) states that ILS does not yet have strong and consistent support for its use in classrooms across America. The reasons for lack of support are the changing definition of inclusion and few consistent, stringent experimental designs among implemented programs. It has been mentioned

earlier that there can never be successful implementation of ILS programs it educators are not whole-heartedly committed (Steyn 2009:267). Motivating educators to become committed to the implementation of ILS is the role of the principal and other SMT members. Successful motivation depends on the involvement of SMT members in the process of teaching and learning of ILS and continuous development of teachers (Fon 2011:28). According to Wolfgan *et al.* (2009:1) networking with other departments for other services required for ILS might develop ideal inclusive educators who are trustworthy and discreet, accountable, creative and resourceful. These educators will be committed to condition improvement, promote high expectations, accept and value diverse learners, use different learning styles and multiple intelligences.

To promote the SEN learners right to education at the Motheo clustering schools, educators therefore need to practice the different principles, such as the principle of totality and individualisation (Mbelu 2011:4) That means the learner should be taught as a whole, taking into consideration his other unique needs and individual abilities, potential life experiences, as well as background when teaching and learning is in progress. This will enable educators to collaborate with others, parents, caregivers, other teachers and support teams, to learn about inclusive teaching practices, assessment modifications and barriers to learning as well as to share time, resources and knowledge.

3.4.8. Problem Solving and decision-making Skills

Making things happen as we wish them to in a school, as well as preventing unwanted events, depend on the skill of solving problems by making decisions based on sound school policies

(Van Deventer & Kruger 2005:95). Problem solving and decision making are continuous management tasks that play a very important part in the management process. The quality of the manager's decision making skills will determine the effectiveness of his or her planning, organising, leadership style and of the controlling task. These four tasks are identified as focus areas of this study as far as managing ILS is concerned. All four tasks, planning, organising, leading and control involve decision on a problem that must be solved, or to address a situation that needs to be changed (Van Deventer & Kruger 2005:97). As indicated previously, the educators of the Motheo clustering schools are faced with problems regarding the implementation of ILS and SMT members with the management thereof. This means decisions need to be made on how to solve these implementation and management problems. Van Deventer & Kruger (2005:97) suggest the following decision making process.

Table 3.2: The decision making process

DECISION MAKING ACTIVITIES				
Determine	**Identify**	**State**	**Evaluate**	**Implement**
Determine the existence and importance of apparent problems.	Identify problems setting desired outcomes and getting all the facts and feelings	Stating the real problem and determining alternative solutions	Evaluating and choosing between alternative solutions	Implement the chosen solution

Adapted from Van Deventer and Kruger (2005:97)

Problem finding and determining the existence and importance of the apparent problems are the first principles of decision making where SMT members can ask questions, such when, where, how, and why the problem occurred or why is there a situation such as this? Before analysing the problem, the leader or manager should therefore start with himself or herself (RSA DoE 2004:13). The implication is that the leader should ask himself or herself if he or she has clearly communicated expectations to the staff; does the staff understand the task or the job that should be done; how does the leader treat the staff; are the leader's expectations of the staff output realistic; has the leader provided the staff with the resources they need to perform their job? Only after the leader has satisfied himself or herself that he or she is not the problem, can he or she start scrutinizing the problem.

The second step in the decision-making process is identifying problems, determining outcomes and setting all the facts and opinions. A problem is an obstacle that stands in a way of achieving outcomes. To overcome the obstacle and solve the problem SMT members therefore first have to know what the outcome is. Then they have to define the situation or problem in terms of the school's outcomes (Van Deventer & Kruger 2005:98). Possible problems to be solved in ILS include lack of clarity of objective; lack of commitment from other staff members; poor performance; heavy work load; poor prioritizing and bad working relations (Wolfagan *et al.* 2009:2).

One other key challenge faced by mainstream schools with ILS is the SBST to provide a holistic and integrated support service to the schools (RSA DoE, Developing Support Teams: Guidelines for Practice 2002:22). The support services at school level are usually uncoordinated to an extent of members not knowing who should do what. The support services need to fit together for schools to experience a well-managed support for their work and the service providers work within a clear, well organised plan of action. For a well-managed ILS at the Motheo clustering schools the SMT therefore needs to identify the problem with regard to the functionality of SBST.

The third step in the decision making processes is to state the real problem and determine alternative solutions (RSA DoE 2002:27; Van Deventer & Kruger 2005:98). Alternative solutions should be expressed in terms of what it is the SMT wants to reach at the end. To help establish priorities, it is useful to split the needs into categories. Prioritising needs is crucial, because the SMT cannot respond to all of them at once (RSA DoE 2002:27). The implication of this to this study is that after the SMT members have understood the whole picture in terms of needs they should then prioritise them and determine alternative solutions. Alternative solutions may include resources available to meet the needs of ILS and who is doing what in the SBST to address those needs.

The fourth step in the decision making process, is evaluating and choosing the alternative solutions to solve the problem (Calitz *et al.* 1992:20). Identifying and choosing different solutions will enable the SMT members to overcome the problem and achieve the result they want. Evaluation of solutions involving the team members who will actually do the work need to be done before deciding which solutions are best. In this study, the SMT members of the Motheo clustering schools will therefore have to involve the SBST when making decisions of solving the problems facing their schools with regard to ILS. The alternative solutions to solve ILS problems at their school may include: having a clear commonly understood strategic plan within which each role player understands his or her roles and responsibilities; link this plan with the DBST strategic plan and other levels of the system including regional, provincial and national levels, addressing gaps and overlaps in support being provided; rationalise structural arrangements within schools, identify the coordinator for SBST and leaders of other teams within the specific working groups and providing leadership and a clear vision that links the needs (RSA DoE 2002:27).

The fifth step in the decision making process is the implementation of the decision (Calitz *et al.* 1991:9; Van Deventer & Kruger 2005:99). It is important to inform the staff members who are likely to be affected by the decision to ensure effective implementation. The necessary guidance should be available to implement the decision. At this stage the leader is already dealing with other management tasks: delegating, coordinating and controlling. Since there is, however, no substitute for the personal presence of the leader, he or she will have to do some MBWA-Management, By Walking Around. In the context of this study the implementation of the decision with regard to ILS problems at the Motheo clustering schools will affect the SMT members, SBST, educators and sometimes, SGB members. The SMT will have to inform the latter structures about the decision and effective implementation thereof. Coordination and controlling of ILS activities are then delegated to the SBST coordinator. The coordinator should, however, also be guided by the principal to ensure that ILS is provided in a well-managed, effective, efficient and economical way (RSA DoE 2002:27).

A leader may find him-self or her-self solving either people's problems or problem people. People problems are problems that emanate from bringing people of different styles and approaches together, or are at times caused by human errors of omission, which can be rectified, once recognised (e.g. not agreeing on what a priority is). Problem people are people whose "modus operandi" presents a problem for people they have to interact with. Problem people have deep-seated issues that make it difficult for such people to work harmoniously with others (e.g. a staff member who opposes authority as a matter of personal style).

3.4.9. Control Skill

Control is one of the issues that led to this study and is regarded as the most important task that should be performed by SMTs as no teaching can be successful without control (Van der Merwe *et al.* 2005:1127 & Calitz *et al.* 1992:10). Control is defined as the process of monitoring activities to determine whether individual units and the organisation itself are obtaining and utilising their resources effectively and efficiently (Sittert 2011:8 & Calitz *et al.* 1992:10). For monitoring to be effective and efficient it can be done by controlling teachers' and learners' work with the use of the following methods, preparation; presentation; evaluation and formal meetings (Rayner 2007:107; Van der Merwe *et al.* 2005: 132 & Calitz *et al.* 1992:46).

Preparation for a lesson is the very important task of educators and it ensures that educators do not come to class unprepared (Calitz *et al.* 1992:46). SMT members can at most make class visits in an attempt to gauge the success of a particular educator's presentation (Sittert 2011:10). In evaluating the presentation of teachers, SMT members need to use educators' and learners' work including the written work of learners, mark sheets, tests and memoranda, reports as well as administrative duties (DoE 2003:64 & Prinsloo 2005:128). Administrative duties of educators/teachers that can be used to check if their work is up to standard include lesson plans, question papers, test and examination papers, memoranda. Then after checking these, a formal meeting can be used to measure the educator's knowledge and skills in his or her subject or field of experience. If this is lacking, the meeting can also serve as a corrective function for improving the quality of teaching. The reason for this is because the aim of control is to implement corrective measures if the objectives are not accomplished (Sittert 2011:8).

For the success of ILS support at Motheo clustering schools, SMT members will have to plan for control or monitoring. By using the methods mentioned above, they will be able to establish if the objectives of a plan have been accomplished. These can be done by following the steps including establishing standards and methods, measuring actual performance, evaluating performance and taking corrective action (Prinsloo 2005:130). These steps have been discussed in detail in Chapter one.

Through control, the co-ordinators of Motheo clustering schools will ensure that all activities at all levels of the school accord with school's outcomes, that quality of teaching and learning and client satisfaction is reached, that effort put in planning, organising and leading is worth-while (Van Deventer & Kruger 2005:127). Control is complementary to planning and it indicates to management whether activities are proceeding according to plan (Educators' Guide to School Management 2005:128).Planning is the first step in control, without control planning is pointless and without planning control is not possible. The success of ILS therefore depends on the application of the four key management tasks including planning, organising, leading and controlling (Sittert 2011:4-7 & Pugh 1980:44).

3.5. FOUR MANAGEMENT TASKS FOR ILS

Planning, organising, leading and controlling will be discussed as the key management tasks that should be performed by SMT members of mainstream schools in rendering effective ILS. These tasks are as much important in teaching and learning of ILS as they are in teaching and learning of the traditional classroom.

3.5.1. Planning for ILS

In the context of ILS, planning is also important in the sense that learners are subjected to a transition process occurring throughout their school and social lives, from primary to post primary, from post primary to higher education and adult life. If transition is planned in advance, it will be easier for learners to make it from one stage to another. According to the Singapore Ministry of Education (2013:44), the success of transition depends on the ability to share information about the child (Mednick, 2007:149).They support this by mentioning that the learner support file is a good method of co-ordinating and collecting work. This file could be in an A4 binder and include the following sections (Mednick (2007:149)

- General information, i.e. the names of the key worker and support teachers and other professionals involved;
- Medical and professional information, i.e. medical details or report, advice of psychologist, speech therapist, occupational therapist;
- Their statement of educational needs;
- Specific programmes, i.e. physiotherapy, speech therapy, toileting and feeding programmes;
- The action strategy plan outlining specific ways a learner can access the curriculum and environment;
- A timetable showing times when the child will receive support;
- Weekly support notes;
- An Individual Support Plan (ISP) and evaluation notes and Short-term planning record sheet and long-term planning notes (Mednick 2007:149).

It is the responsibility of SMT members of the Motheo clustering schools to ensure that all SEN learners have profiles with the

aspects mentioned above. Using this filing system will help the educator track the learner's achievements and be aware of progress or difficulties encountered. It will also facilitate organization problems and identify areas needing attention and further support or times when support can be reduced. The role of SMT members with regard to planning is to support ILS educators with resources needed, common planning time, manageable teaching schedules, heterogeneous classroom rosters and professional development opportunities to perform their jobs well (Tondeur 2008:5; Thomas & 2003:6). SMT members need to encourage other educators to support ILS educators because planning for ILS is time consuming (Barton 2009:8). Lack of support from other staff members may affect attitudes of educators negatively. Thus SMT members need to ensure that their attitudes and approaches do not prevent SEN learners from gaining access to the curriculum. This requires well trained educators in ILS, meaning planning for ILS needs to indicate the in-service training of teachers about inclusive principles.

Planning for control of educators will allow SMT members to check if there is curriculum adaptation and other aspects, like teaching and learning methods as well as assessment. According to Lomofsky & Lazarus (2010:312) one of the key characteristics of ILS is the provision of a flexible curriculum that can respond to the diverse needs of the learner population. Through planning SMT members will be helping educators develop a common set of instructional goals and objectives for all learners, so that the educational opportunities for learners with disabilities may be improved (Van der Merwe *et al.* 2003:79; Tondeur 2008:3; Thomas & Dipaola 2003:16).

SMT members of the Motheo clustering schools need to ensure that educators, when planning work for ILS start with the learner needs, built activities into the teacher's termly plan, plan activities as a timetabled part of the curriculum and consider

inclusion at every activity (Mednick 2007:150). If planning for ILS is to be truly effective, then SMT members need to allocate quality time on a weekly basis to learning support educators. The SMTs will plan for class visits, training sessions, networking and lobbying, and also for an open day where, for example assistive devices will be exhibited where applicable. The SMTs have to organise a centre for educators with the necessary equipment for staff development and reward them for dedication, skills and knowledge. They should apply their skills and knowledge to train other staff members on, for example adaptation of the curriculum and the like. SMTs should control assessment, take corrective action, supervise educators and take disciplinary measures where necessary (Sittert 2011: 4-7).

3.5.2. Organising

Organising is most visibly and directly concerned with systematic co-ordination of many tasks of the school and formal relations (Van der Merwe *et al.* 2003:109). The purpose of co-ordination is to synchronise people and activities to achieve set goals, develop team spirit and promote team work, ensure co-operation between educators and ensure that policy is uniformly applied (Qeleni 2013:9).

Inclusive schools are organised and managed through shared decision making structures, unlike the traditional hierarchical authority-based models so often observed in schools (Lehlola 2011:11). To add to this, ILS should be community-based and contextually relevant. This means each school has community resources, such as parents, community based organisations, departments, such as Social Development, Health, Labour, Transport, SAPS, etc., which need to be harnessed to add to the capacity to support SEN learners. When organising support for

individual learners, all the relevant parties should be equally involved in the process (RSA DoE 2001:1). There are no hierarchies, but everyone whose voice has to be heard should be involved.

3.5.2.1. The principle of specialisation and division of work

Specialisation is the way in which a task is divided into smaller units. The advantage of specialisation is that specialised knowledge or skills will improve the effective teaching and learning (Van Deventer & Kruger2005:110). Work distribution is necessary to maintain order in a school. It is carried out in a formal framework in which various activities are grouped. Each person's duties and responsibilities are clearly defined in terms of aims and outcomes of the school.

3.5.2.2. Departmentalisation

Departmentalisation entails forming departments, i.e. grouping activities that logically belong together, e.g. the grouping of Grades R-3 as the Foundation Phase, or the learning areas concerned with literacy, such as English with Setswana, which is the mother tongue (Van Deventer & Kruger 2005:110). Organising learners, staff and phases is an issue of prime importance for the smooth running of the school (Shelile 2010:37). There has to be departmentalisation of ILS as well for the smooth running of teaching and learning, thereof. The departmentalisation can be done by having extra classrooms, employing specialist educators and providing them with necessary equipment, teaching and learning materials and resources. The structure responsible for ILS departmental issues is the SBST with the co-ordinator being the SMT member.

3.5.2.3. Organisational structures

The creation of organisational structures is the process which analyses, groups, creates, divides, and controls the planned outcomes of the school (Van der Westhuizen, as cited in Van Deventer & Kruger 2005:110). Van Deventer & Kruger (2005:10) suggested three organisational structures, namely line organisational structure, line and staff organisational structures and a functional organisational structure.

The line organisational structure is the common form where the principal is the figure whose authority extends from the highest to the lowest level. In the line and staff organisational structure the line structure is expanded so that experts can give advice indirectly to those in line structure. This is useful when the people who have to carry out a particular task do not have knowledge or skills. Advisers have no authority, but only act in an advisory capacity. In the functional organisational structure the advisor has the authority to implement the advice by attending meetings or making formal visits (Van Deventer & Kruger2005:111). It is evident from the three descriptions that the best organisational structure for ILS is functional organisation, as ILS support demands constant advice from various experts, including members of the SBST. The principal therefore needs to create a conducive atmosphere for teamwork, which will be possible if every member in a team's role is clearly defined.

A classroom becomes inclusive only when the structures from the government, school administration and community, to the classroom are well organised and working towards a common goal. All partners have to work together and be informed about the changes in order to make inclusion a success (Thomas & Loxley2007:103). SMT members of Motheo clustering schools should clarify inclusion policies to all the stakeholders for effective implementation. Clarity of policy on inclusion will ensure

that the schools become the primary change agents and this will, in turn, help in the way schools are run or organised (Lehlola 2011:11).

The creation of organisational structures is the process which analyses, groups, creates, divides and controls the planned outcomes of the school (Van Deventer & Kruger 2005:100). According to Mednick (2007:146), the way the school is organised to support learners and how this support is implemented, underpins whether the learner will succeed or fail. Organizing classes in smaller numbers of learners with relevant support materials will enable SMT members of the Motheo clustering schools to render effective ILS (DoE 2010:23; Groom & Richards 2005:20). These organizational frameworks will need to be clear and consistent. To promote ethos of communication, particularly where there is staff changeover, and be informative, demonstrating pupil progression and difficulties, can be co-ordinated by the SMT member or support specialist.

3.5.2.4. Establishment of relations

The establishment of sound relations in a school is regarded as the utmost importance. The character and personality of the SMT members are very important in teaching and learning as they influence the relationships that are important for the job satisfaction of the staff and happiness of the school in general. The role of support services may increasingly be concerned with the change of attitudes and the development of appropriate procedures (Clough *et al.* 1991:74). These are fundamental aspects of school life, therefore the approval of SMT members will be a prerequisite if any change to ILS is considered at the Motheo clustering schools. Ideas and directives may become diluted and altered as they are passed through down to hierarchy for

implementation. Particularly when educators as those who will be implementing the decisions are unhappy, because they have not been adequately consulted and may be faced with more work.

To avoid unhealthy relationships it is important for SMT members to involve educators and other stakeholders in decision making of ILS. Multi-agency work is another way of working with other professionals, such as physiotherapist, specialist teachers and speech therapist to share advice and information (Mednick 2007:156). How the information is shared and disseminated from these agencies to school staff is vital. These professionals need to attend review meetings and their advice needs to be incorporated into programmes.

In order to render effective ILS at the Motheo clustering schools, SMT members need to ensure that classrooms are organised in a smaller number of learners, with relevant support materials (RSA DoE 2010:23; Groom & Richards 2005:20). In this way the co-ordinator will ensure if the learning support educator is not overloaded with work, but has everything needed. The co-ordinator must co-ordinate with DBST on behalf of SBST and organise teaching and learning in such a way that all learners can attain outcomes (RSA DoE 2010:23). The DBST should evaluate programmes, diagnose their effectiveness and suggest modifications as well as support teaching, learning and management in order to build their capacity to recognise and address learning needs (RSA DoE 2001:29).

To ensure that policy is uniformly applied, in this case EWP 6, the SBST members of the Motheo clustering schools has to put in place properly co-ordinated learner and educator support services, which will support the teaching and learning process by identifying and addressing learners, educators and institutional needs (RSA DoE 2001:29).

3.5.3. Leading in ILS

The leadership style adopted by the leader can have a positive or negative effect on effective aim, achievement, performance, staff development and job satisfaction in a school (Prinsloo 2005:142). Leaders must create strategies for performing the job, provide training and development of people who do the job, constantly improve the systems to be used and use the correct communication channels and distribute resources in an equitable way (RSA DoE 2004:13). Leaders must also create opportunities for SEN learners to learn from mainstream education (Shelile 2010:37). In order to accommodate SEN learners in mainstream classrooms it is important for leaders to know the changes that need to be made to the current structures of classes to make them accessible. That means school leaders need to be aware of the different ways in which ILS classrooms are structured so that they can assist educators in creating such classrooms. Successful leaders are those who attend to the broad moral, social and ethical issues in educating teachers (Steyn 2009:268). They encourage the development of communities of learning, supporting a strong, mutually supportive collective of ethics (Maclaughlin and Talbert 2001:18 as cited in Shelile 2010:28). They ensure that one supports the other, despite the tensions evident between their purposes. They form collegial relationships with staff and develop an appreciation for the value of working together and caring about each other. Such leaders are able to create conducive teaching and learning environments for both teachers and all learners, including SEN learners (Mbelu 2011:5 & Shelile, 2010:28).

Effective leaders focus on learners learning and teacher development, which make it possible for leaders to practice the following priorities (Prinsloo 2005:139 & ATA 2012:28):

- Defining and communicating the school's educational mission;

- Managing curriculum instruction;

- Supporting and supervising teaching and learning;

- Monitoring learner progress and

- Promoting a learning climate (Prinsloo 2005:139 & ATA 2012:28).

The leader has to choose the best people and resources for the job as well as when and where the job will be done. The implication of this with regard to ILS is that the principal needs to be sure when choosing the co-ordinator of SBST from SMT members, is someone to who a job like ILS can be entrusted to. The reason for this is that the co-ordinator will have to take day to day responsibility to ensure effective implication of inclusive policies (RSA DoE 2001:26 & DoE 2013:2). The co-ordinator should co-ordinate the provision made for individual SEN learners, working closely with teachers, parents, DBST and other agencies. The co-ordinator should also provide professional guidance to colleagues with the aim of securing high quality education for SEN learners (RSA DoE 2013 & Gibson 2004:2). The principals of the Motheo clustering schools need to ensure that SBST members, particularly the co-ordinators, are the best people who can co-ordinate ILS effectively and implement inclusive policies as required.

In order to be inclusive schools, the SMT members of the Motheo clustering schools need to take into account the basic right of every learner to access education in an accepting and non-discriminatory environment (Lehlola 2011:10; Soodack 2010:328 & Mbengwa 2007:30). In this way, the principal as a leader will be supporting and supervising teaching and learning of ILS as one of the priorities mentioned above.

With the use of right words at the right time, a leader will convince followers about what they need to know in order to believe in him or her. Leaders are expected to provide

opportunities for collaborative decision making and team-building among educators. It is also important for SMT members as leaders to provide appropriate support to teachers if they want to convince them as regards the establishment of ILS classrooms at mainstream schools (Somers and Sikorova, as cited in Steyn 2009:269). To convince all the stake holders about ILS at Motheo clustering schools, the SMT members should involve all the components of the school to attend to the conversation of the mind-set in ILS approach (Da Costa 2003:72). This is because traditionally, education was the concern of the educators only, whereas other stakeholders were just the on-lookers. Advocacy around inclusive education for all the stakeholders must be an on-going process rather than a once-off event. If all the stakeholders are informed about ILS, this will ease the resistance of transforming from the known to the unknown, fear of terminology, such as 'inclusive education' as well as the implementation thereof.

As doers leaders cause things to happen. Leaders also cause self and others to exert more effort and resources to be mobilised. Causing things to happen can also be referred to as implementation (Mbelu 2011:15). Implementation refers to all actions by individuals or groups that are directed at achieving the policy objectives (Parsons 1995:462 as cited in Mbelu 2007:15). Policy implementation refers to the achievement of predicted outcomes (Pressman and Wildarsky 1973:15 as cited in Mbelu 2011:15). The argument here is that these outcomes are achieved by building links in a causal chain that will lead to the desired outcome. At each link in a chain of policy implementation, the leader needs to ascertain who the stakeholders are and how long these stakeholders will take to act. To avoid faulty implementation, but ensure effective implementation, one needs to go from the top of the chain leader's instructions down the chain of command and policy is carried out by relevant subordinates

(Mbelu 2011:16). For this to succeed, five conditions must, however, be met, namely (a) a highly structured organization with a well-defined chain of command is needed, (b) The organization must have a stable pattern of practice, (c) The members of the organization must carry out orders and instructions, (d) There must be no room for interpretations between links in the chain of command, (e) Time should not be a factor to delay the implementation process. These conditions, however, call for obedience or authority and perfect compliance, which is not easily achieved (Mbelu 2011:16).

It is evident from the above exposition that authority, obedience and compliance are at the order of the day for causing success of ILS at the Motheo clustering schools. As leaders, the SMT members of these schools need to play their role and collaborate with all the stakeholders. Their authority will have to be stamped in a manner that will allow the subordinates to carry out instructions obediently so that ILS can happen at their schools. By playing their role and being hands on in ILS, will cause staff members, SBST, SGB and others to also exert more effort in ILS. In this way, all the resources, including material, physical, financial and human resources will be mobilised.

3.5.4. Controlling in ILS

For effective teaching and learning in the ILS school, control has to be done by the co-ordinator. A co-ordinator needs to have control or a monitoring tool to monitor assessment, be able to take corrective action and apply supervision and disciplinary measures (Sittert 2011:8). In supporting this, Van der Merwe *et al.* (2005:129) state that the production of best results is determined by the ability of the co-ordinators to: measure performance, measure actual performance, evaluate performance

and take corrective measures. These have already been discussed in chapter one. This should be done by analysis of and assessment of learners' needs by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement (RSA DoE 2011:17, 2013:2; Thomas & Dipaola 2003:18).

For effective control in ILS, control should be exercised at strategic points, i.e. SMT should consider the school's resources like human, physical, financial, and information resources used to attain specific outcomes, especially those that revolve around teaching and learning (Van der Merwe *et al.* 2005:135):

Within ILS, the aim of human resource strategy was achieving fundamental changewhich translates the underlying educational and pedagogical theory into new assumptions, models, practices and tools (RSA DoE 2004:2). The intended paradigm shift was intended to take place on educators, education managers, officials at all levels, SGBs, parents and the community as a whole. This aim has, however, still not been yet achieved, particularly with regard to the involvement of SMT members.

Issues that need to be considered by SMT members when monitoring educators' and SEN learners' work are teachers' attitudes, teaching methods, the language of instruction and the relationship between the educators and learners (Miles, Miller, Lewis and Van der Kroft 2001:49). Educators need to learn how to listen, be consistent, patient and respect learners' individual learning styles (Holdsworth 2000:49). SMT members also need to ensure that educators make classrooms more inclusive by using active, learner-centred methods.

According to the Employment of Educators Act 76 0f 1998 (RSA DoE 2003:67) control is one of the core duties and responsibilities of SMT members that can lead to successful ILS. During control,

SMT members check the work of both educators and learners, including mark-sheets, tests and examination papers as well as memoranda, administrative duties of educators and whether reports have been submitted to the principal. The work of other SMT members, that is, deputy principal and HODs should be controlled by the principal.

Control of physical resources is the key responsibility of the principal which fall under his or her general administrative duties (RSA DoE 2003:65). Providing and making adequate resources available is an essential task, which underpins the work for the ILS's curriculum, because producing differentiated materials is time consuming and limiting for educators (Mednick 2007:154). According to the Disability Discrimination Act (1995) principals are required to make accessibility plans that must address physical improvements to increase access to education and associated services for SEN learners. These could include: mobility and transport issues and the physical accessibility of buildings (Miles *et al.* 2001:49).

Issues that need to be considered when planning for transport of SEN learners are long distances and poor roads, accessibility of public transport, road safety and vulnerability to abuse (Miles *et al.* 2001:59). It is the researcher's experience that consideration of these issues is important in that travelling to and from the school can be very difficult for other SEN learners and often used as an excuse for not sending them to schools. Local solutions could include road improvement, wheelchair, being carried or adult supervision of safety issues. This proves that the accessibility to the learning environment is crucial for SEN learners, so that they can also participate equally and be fully involved in mainstream education.

Except transport, which as one of the excuses often used for not sending disabled learners to school, there are other physical

resources like school buildings that need to be maintained and controlled. The principal has to make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is maintained (RSA DoE 2005:59). In the absence of the principal, the deputy principal should deputise for the principal and assist with the maintenance of school buildings, allocation of resources, the general cleanliness and state of repairs of school and its furniture. Then the H.O.D. can assist with control of stock, textbooks and equipment for the department. Controlled and maintained physical resources will ease the movement around teaching and recreation areas. Learning will be more accessible for SEN learners when they feel safe and comfortable (RSA DoE 2005:59).

SMT members of the Motheo clustering schools also need to consider issues, like physical access for SEN learners. The physical safety and comfort of SEN learners should be a concern for SMT members.

According to the Open File in Inclusive Education (RSA DoE 2001:110) the resources that are available for education vary enormously from country to country. Lack of funds is, for example one of the reasons why some countries have not yet been able to address basic education for substantial portions of the population. The same reason is also cited to explain why some learners, particularly SEN learners, cannot be educated in mainstream schools and have to be placed in segregated provision. All systems face a common problem of resourcing provision for SEN learners. However well-resourced the system may be overall, there is almost always a feeling that the resources are inadequate to meet the SEN learners' needs. This is because it is mistakenly assumed that meeting needs always demands extra resources and these resources always demand extra funding (RSA DoE 2001:110).

According to the researcher's experience as SMT member and learning support educator, the allocation of funds for SEN learners is a contentious issue. Funds are only allocated for post provisioning and not for materials and resources, particularly at mainstream schools. To prove this EWP 6 (RSA DoE 2001:38) states the current system of provision is both cost-effective and excludes SEN learners from the mainstream of educational provision. It is further stated that teaching posts will be allocated to all schools in terms of the existing post-distribution model. In filling these posts, SMT members are obliged to ensure that the learners, who generated the posts are adequately catered for through the appropriate and effective educational programmes (RSA DoE 2001:41).

Then to meet the challenges of provision with an inclusive system the White Paper proposed a mix of school's structures of district support systems incorporating special schools as resource centres and full-service schools (RSA DoE 2001:40) The funding strategy proposed in EWP 6 therefore puts emphasis on cost-effectiveness and exploiting the economies of scale that result from expanding access and provision within an inclusive education and training system. Effective control of school finances will therefore enable the SMT members of the Motheo clustering schools to align themselves with this strategy of cost-effectiveness. That means before the school's budget is drawn up, they should first draw up a strategic plan, including ILS so that allocation of resources will reflect the strategic priorities for the coming financial year (RSA DoE 2004:4). In order to align the processes of strategic planning and budgeting, it is important that once the strategic priorities are identified, the cost thereof be calculated, together with other non-financial resources that might be needed.

With regard to ILS, financial resources may not be used wisely, or indeed, at all, to make provision for SEN learners, particularly at mainstream schools if they are not carefully monitored. The

reason for this is that many countries tend not to have well developed systems for monitoring how schools use funds which are intended to support SEN learners (DoE 2005:118). Monitoring systems have, however, to be introduced at school level (UNESCO 2001). SASA (RSA DoE 2003:64) requires the principal to have various kinds of school accounts and records properly kept in order to make the best use of funds for the benefit of all learners, including learners with and without learning barriers. Control of Financial resources is the key responsibility of the principal. The deputy principal can, however, also assist the principal in controlling school finance, e.g. planning and control of expenditure, allocation of funds, etc. The H.O.D. can also assist with the budget for the department. SMT members of the Motheo clustering schools must ensure that the budget of their schools' include SEN learners. That means they need to budget for Learning, Teaching and Support Materials (LTSM).

Control of information resources is the key responsibility of the principal. Other SMT members should, however, assist the principal in this regard. Information resources involve communication, which implies that SMT members need to:

- Co-operate with staff members and SGB in maintaining an efficient and smooth running of the school;
- Liaise with the Regional Office, Supplies Section, Personnel Section, Finance Section, etc. Concerning administrative staff, accounting, purchase of equipment, research and updating of statics in respect of educators and learners;
- Liaise with relevant structures regarding school curricular and curriculum development;
- Meet with parents concerning learners' progress and conduct;
- Co-operate with the SGB with regard to all aspects as specified in SASA;

- Liaise with other relevant Government Departments, e.g. Health, Social and Welfare Departments, etc;
- Co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes and
- Participate in departmental and professional committees, seminars and courses in order to contribute to an update professional views and standards (RSA DoE 2003:C-64).

It is evident therefore that co-operation and involvement of SGB members will motivate educators as they will experience support from the SGB for ILS (Hodges 2001:52). Once teachers are motivated, they will need regular support and constructive feedback from SMT. According to Mednick (2007:164), educators need to give learning support educators work in advance so that they will have sufficient time to devise and differentiate materials.

SMT members need to share information of SEN learners with parents, other government departments and community organisations to address barriers to learning. This is to make the school aware of the learner's characteristics and needs Mednick (2007:164). It is also about taking a proper transition programme that prepares the learner, family and teachers for the start of schooling. Information sharing in this way will allow the schools time to ensure that human and material resources are available at the school when the learner arrives. This is very important if there is a need for special equipment and physical equipment. They allow time for additional staff to be hired and for staff training to take place. They also give SMT members and educators the opportunity to seek assistance or support for SEN learners from the relevant sectors or departments mentioned above (UNESCO 2001:74 & RSA DoE 2005:121).

Liaising with other relevant Government Departments, e.g. Health, Social and Welfare Departments is important, because in some

cases the learner, parent and educator may need additional advice and support in order to sustain him or her in ILS in mainstream education. SMT members can seek advice on behalf of them from the above mentioned examples of sources (UNESCO 2001:73). The Social Welfare and psychologist SMT members may, for example, seek advice with regard to referral in case of trauma or where complex learning, social or behavioural issues result in a breakdown of relation between the learner and his or her family or peers. Another example is for SMT members to involve Primary Health-Care workers, medical doctors or nutritionist in case of stunning, lack of sight, hearing, concentration or unidentified causes of behavioural and learning problems (UNESCO 2001:73).

Forming networks and collaborating with other sister departments and NGOs, like Love Life, Sports, Youth and Recreation, Arts and Culture (SYRAC) and existing community resources, such as SGBs, care-givers, families, disability organisations, Health and Social development, South African Police Services (SAPS) is important (Rayner 2007:75 & RSA DoE 2010:28). As indicated in chapter 2,networking and collaborating with the latter sectors will enable SMT members to understand and pursue the process to be followed; to draw in the appropriate people; to recognise and appreciate inter-sectorial work; to ensure material resources and budget to pursue this work are available and used to the optimal effect; to learn the language of different sectors and professions and try to develop a common understanding of the problems and challenges and develop team skills to assist in working with others(Lehohla 2011:24; Mbengwa 2007:74 & RSA DoE 2002:23).

Participating in seminars and courses of ILS SMT members will be able to bring information for support teachers on how to develop effective child-centred and inclusive teaching methods, materials and activities in the classroom (UNESCO 2001:73). According to Shelile (2010:23), Continuing Professional Teacher Development

(CPTD) is required for the success of ILS. CPTD has to a great extent become the vehicle for bringing about a planned change in education systems as witnessed in the world-wide movement towards ILS. Many of these CPTD programmes that were intended to promote ILS have, however, proven both inadequate and inappropriate, resulting in negative feelings towards the implementation of ILS (Shelile 2010:1).

Control of information resources as described above, will enable SMT members of the Motheo clustering schools to recognise the special needs of SEN learners. They will then ensure that SEN learners gain access to and receive education; training; health-care services; rehabilitation services; preparation for employment and recreation opportunities in a manner conducive to the learner's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development (UNESCO 2001:73).

3.6. CONCLUSION

It is clear that the practical competencies needed for SMT members as leaders and managers to fulfil their role include managing various teaching approaches in diverse contexts and with diverse groups of learners. SMT members working with colleagues in decision making with the aim of maximizing participation of learners, is equally important to ensure effective implementation of ILS in schools. Furthermore, creating an inclusive ethos in the school where learners, staff, parents and community members are valued and resolving conflicts in the classroom and school forms a key part of the role of the SMTs in public primary schools. In addition, supporting and facilitating the involvement of parents and the community and drawing on the human and material resources of the community through

promoting and supporting innovative practices inevitably leads to increasing the school's responsiveness to the provision of ILS.

Without a solid understanding of federal legislation, known as Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB), SMTs cannot administer special education programmes effectively (Thomas *et al.* 2003:11 & Webster 2013:2). In South Africa, SMTs therefore need a solid understanding of EWP 6 of Inclusive Education, framed by the constitution of South Africa, which supports and expands on all the education policies. EWP 6 fits in with various approaches to school management and curriculum development outlined in the South African School's Act (SASA), where the capacity of schools is developed so that they can take responsibility of responding to local needs.

Those are the new roles that therefore need to be embraced by the co-ordinator, who should be the SMT member. They are regarded as the key areas of SENCO in which they should demonstrate their knowledge and understanding and they are summarised as, strategic direction and development of provision in the school, teaching and learning, leading and managing staff and effective deployment of staff and resources (Mongomery 2007:46). It is therefore evident that the SENCO is the one who should be involved in a never ending process of pedagogical and organizational development which responds to learner diversity (Mongomery 2007:39). In fulfilling the goal of education for all, schools need to continually revise and improve their performance by being self-critical and understanding how people learn.

In the next chapter the research design and methodology for this study is outlined.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

The aim of this chapter is to briefly define research, which Costello (as cited in Kometsi 2015:109) sees as systematic, critical and self-critical enquiry, which aims to contribute to the advancement of knowledge and understanding. An insight is given to the terms regarding 'educational research' seen as critical enquiry aimed at informing educational judgements and decisions in order to improve educational action (Costello as cited in Kometsi 2015:109).This chapter gives an overview of the research design and methodology adopted in this of research study as well as the reasons why such design and methods were adopted. Aspects covered include the research setting in which the study was conducted; the general methodological approach and tools that were used to collect data; specific information around the collection of data-collection instruments; sampling; validity; reliability, trustworthiness, crystallisation, ethical issues and the analysis of the data.

4.2. RESEARCH SETTING

This study was conducted at the four Motheo clustering schools in the Mangaung district which is one of the five districts of the Free State Department of Education. Although there are special schools for SEN learners in this district, mainstream schools are also expected to provide ILS to learners experiencing barriers to learning before they can be referred and accommodated at special schools. It seems as if a high percentage of mainstream schools

in the Motheo District are, however, still challenged with providing effective ILS to SEN learners.

The four clustering schools were chosen to conduct research on the role of SMT in rendering ILS to SEN learners. The aim of the research was to investigate the role played by SMT and the challenges they were facing with regard to rendering effective ILS to SEN learners, with a view to suggesting guidelines for the improvement thereof. To achieve this aim, interviews were conducted with SMT members (cf. Annexure E), SBST members (cf. Annexure F) SGB members (cf. Annexure G) as well as educators (cf. Annexure H) from the four schools to provide answers to the challenges with regard to rendering ILS. In order to protect the identity of participants and their schools, the four schools were referred to as schools A, B, C and D. The next section outlines the research design and methodology for this study.

4.3. RESEARCH DESIGN AND METHODOLOGY

A research design provides direction to the whole study pertaining to the instruments that were used for data collection and how the data is analysed. Mouton (2009:19) defines a research design as a plan or blueprint on how to conduct research and it focuses on the end product of what kind of study is planned and what kind of results are aimed at. Kumar (2005:84) reiterates that research design is a procedural plan that is adopted by the researcher to answer questions of validly, objectively, accurately and economically. Mc Millan and Schumacher (1989:30) posit that the design describes the procedures for conducting the study, including when and from whom and under what conditions the data will be obtained. It ensures that the study adheres to certain standards in order to achieve quality by focusing on it. As

mentioned in chapter one the aim of this study was primarily on investigating the role of SMT members in rendering ILS. Therefore, the researcher did not approach this study with preconceived ideas of expected outcomes, but rather to discover the nature of the challenges encountered in rendering effective ILS at the Motheo clustering schools. Section 4.3.1 presents the rationale for choosing an interpretive design for this study.

4.3.1. Interpretive design

The research design reflects an interpretive design focus in its approach to the research questions, data collection procedures and later, data analysis (Mc Millan & Schumacher 2001:409).The interpretivism paradigm implies that meaning is subjective with the aim of interpreting the reality of the phenomenon from others (McMillan & Schumacher 2001:398; Denzin and Lincoln 1994:2).

The interpretive design recognises negotiation between researcher and researched to produce the account of the insider's perspective, so that both the researcher and researched are present. The data are accounts, which researchers then code for emergent themes, look for connections and construct higher order themes (Hanckock, Ockleford, and Windridge 2009:13).

In addition, Mc Millan & Schumacher (2001:409) define qualitative interpretive design as a hermeneutic cycle whereby what is learned is informed by what is already known, reading of literature, experience in the field, data framing and analysis as well as interpretations. Hermeneutics is the science of interpretation, concerned with analysis of the meaning of a text. Therefore, the basic question of a text is: what happens followed by why and how it happens and why it happens that way (Denzin & Lincoln 1994:3). Hermeneutic phenomenology is based on the capacity of the person's self-knowing. The researcher reflects on

her own understanding of motives and attitudes that influence behaviour. Hermeneutic phenomenology creates a safe milieu for participants to reflect on own experiences and understandings (Denzin & Lincoln 1994:2). Through the hermeneutic cycle the researcher was able to understand and interpret the parts which ultimately led to understanding the whole (Crewell *et al.* 2010:59). The intention was searching for evidence that is valid, reliable and trustworthy in terms of rendering ILS in public primary schools.

A research design minimises the possibilities of digressing and thus helps in answering the question raised in the study. Choosing an appropriate research design will help the researcher choose the right participants for the study, ask required questions and generally direct the study. In the next section the research methodology for this study is outlined.

4.3.2. The case study

The case study is a popular research design in the social sciences and has been defined by Robinson (as cited in Arthur, Waring, Coe and Hedges 2012:102) as "a strategy for doing research which involves an empirical investigating of a particular contemporary phenomenon within its real life context using multiple sources"..

The case study research design is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Creswell *et al.* 2010:75). Case studies are intensive investigations of individuals, organizations, communities and or social policies (Lindegger 1999 as cited in Mbelu 2011:32). The case study may be defined as both a process of inquiry and a product of inquiry (Mouton 2009:165). The case study strives towards a comprehensive understanding of how participants relate

and interact with each other in a specific situation and how they make meaning of the phenomenon under study Mouton (2009: 165).

The researcher used the case study design to understand the phenomenon in depth, regardless of the number of sites or participants of the study (McMillan & Schumacher2001:398). According to Rule & John (2011:14) the purpose of the case study is a key factor in determining the case. Therefore, the researcher was interested in the application of the key management tasks, planning, organising, leading and controlling by SMT members of the Motheo clustering schools when rendering ILS to SEN learners. Attempts at rendering ILS effectively at Motheo clustering schools seemed to be challenging, because the SMT were perceived to be lacking knowledge and understanding of how they should incorporate it when performing their key management tasks. Thus, the researcher wanted to understand the challenges facing the SMT members in rendering ILS. For this reason, the SMT members, SBST members, educators and SGB members of the Motheo clustering schools selected were used to investigate the case. The principals of the four schools also provided the researcher with free access to conduct the investigation.

The case study method offered the researcher a multi-perspective analysis in which the views, voices and perspectives of the individuals and relevant groups of actors and the interactions between them (Creswell *et al.* 2011:75) were considered. Therefore, the case study opened the possibility of giving a voice to the voiceless and powerless, e.g. dissatisfied and demoralised educators, uninvolved parents and marginalised groups. This was essential, because the researcher came to a deeper understanding of the dynamics of the situation, which was the salient feature of many case studies. The case study method was important because it offered the opportunity to learn (Stake 1973: 85).

4.3.3. Qualitative Research

Qualitative research seeks to provide in-depth, detailed information, which although not necessarily widely generalizable, explores issues and their context, clarifying what, how, when where and among whom behaviours and processes operate while describing in explicit detail the contours and dynamics of people, places, actions and interactions (Tewksbury 2009:50). According to Denzin & Llincoln (1994:3) qualitative research involves an interpretive, naturalistic approach to the world. This means qualitative researchers study phenomenon in the natural settings in an attempt to make sense of, or provide interpretations in terms of the meaning people bring to them. The outcome of any research study is not the generalisation of results, but a deeper understanding of experience or perspectives of the participants selected for the study (Merriam 2009; Mbelu; 2011:9 & Lehlola 2011:42).

Qualitative research methodology is important, because it describes data in words not in numbers. Qualitative researchers are therefore interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam 2009:13). The emphasis is more on the quality and depth of information and not on the scope and breadth of the information provided as in quantitative research (Niewenhuis 2007:51). The interpretive perspective of qualitative research allows the researcher to generate an understanding and insight into how the participants relate and interact with each other and how they make meaning of the phenomena under study (Creswell *et al.* 2010:75).Qualitative methodology enables the researcher to have an idea of the feelings and thoughts, as well as the meaning attached to the phenomenon in the context of the participants. It stresses the importance of the subjective experience of individuals in the

creation of the social world (De Vos 2002:80; Bray, Adamson and Mason 2007:40). The principal concern of qualitative research is an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself (Cohen, Manion and Morrison 2007:40 & De Vos 2002:80). Therefore, the researcher was mainly concerned with the human perspectives on the social world. The perceptions and experiences of individuals or groups with regard to their situation was the angle that the researcher was mainly interested in.

This study involved the clustering of schools from a district of education (a site where the implementation of ILS occurs or should occur) as the natural setting in which the investigation was rooted. Thus the underpinnings of the research design in this study were located in the "naturalistic paradigm" (Durrheim 1999 as cited in Cohen *et al.* 2007:40). This study aimed at explaining the reasons and meanings behind the social action of the people where the research took place.

The naturalistic enquiry was used to explain exactly what the SMT members did in rendering ILS by using the case study research method. Naturalistic enquiry is a non-manipulative, un-obstructive and non-controlling form of qualitative research that is open to whatever information emerges in the research setting (Durrheim 1999). Denzin & Lincoln (1994:6) support the fact that qualitative practitioners are committed to the naturalistic and interpretive understanding of human experience. They further indicate that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry (Denzin & Lincoln1994:6).

The researcher in qualitative research is the primary instrument for data collection and analysis. A qualitative researcher assumes the posture of in dwelling while engaging in qualitative research.

The qualitative researcher is therefore a part of investigation as participant observer, an in-depth interviewer, or a leader of a focus group, but also removes herself from the situation to rethink the meanings of experiences (Creswel*l et al.* 2010:90).

Section 4.3.4 presents a discussion of the advantages and disadvantages of qualitative research.

4.3.3.1 Advantages of qualitative research

Qualitative methods are about gaining true understanding of the social aspects of how research occurs in culturally-grounded contexts (Tewksbury 2009:38) Qualitative researchers are challenged to find meaningful ways to work with their data and identify patterns and trends in the data. Therefore the actual tasks and actions of data collection, analysis and interpretations require some degree of creativity and innovation (Tewksbury 2009:43). Moriatory (2011:14) and Hannock (2002:3) cited in Kometsi (2015:113) offer the following advantages of qualitative research:

- It is useful for studying a limited number of cases in depth;
- It is useful to describe phenomena;
- It provides information on a particular case or cases and
- It describes in rich detail the phenomena as they are situated in local contexts, which are the researcher's understanding of the meaning participants attach to their everyday life (Moriatory 2011:14 & Hannock 2002:3).

Furthermore, an aspect which was a definite advantage to the empirical investigation for this study was the fact that the researcher was omitted to dealing with the data in the 'ordinary language' of the participants, including nonverbal and verbal

formation of the language. This proved particularly beneficial during the data collection stage.

In the next section the disadvantages of qualitative research are discussed.

4.3.3.2. Disadvantages of qualitative research

Because interaction is at the heart of the qualitative data collection effort, researchers need to rely on those they are studying to agree to give their time and interactions to the researcher. Another problem is that when doing interviews and observations the researcher needs to rely on those being studied to show up, agree to talk with the researcher, stay for the duration of time required and to participate in ways that are productive (Tewksbury 2009: 49).

Qualitative research presents the following disadvantages (Moriatory 2011:14 & Hannock 2002:3 as cited in Kometsi 2015:112):

- Qualitative research generally takes more time to collect data when compared to quantitative research;
- This method of data collection is time consuming in the broader sense of gaining knowledge;
- Qualitative methods collect a much narrower information and superficial data set in more time;
- The results may be more easily influenced by the researcher's personal biases and idiosyncrasies and
- Knowledge produced might not generalize to other people, or other settings. It seems impossible to accurately generalize what is learned about one cultural settings to another cultural setting (Moriatory 2011:14 & Hannock 2002:3 as cited in Kometsi 2015:112).

In addition, qualitative methods of data collection and analysis incorporate a wide range of different techniques and epistemological assumptions and careful selection of appropriate qualitative methods is important (Willig 2001 cited in Tewksbury 2009:49)

4.4. DATA GATHERING METHODS AND PROCUDERS

What follows below is a description of the research tools that were devised and used, as well as the rationale for using these particular data gathering tools. The data collection tools included focus group interviews and group discussion, conducted with semi-structured questions (cf. Annexure E, F, G and H). Semi-structured questions were employed in this study and their sequences were determined in advance, while others evolved as the interview proceeds (Veluswamy 2014:331). Therefore the aim of researcher for using semi-structured questions was to assess beliefs, attitudes, values and knowledge of the participants surrounding the research topic. Another aim was to gain insight into their state of readiness to be involved in the implementation of ILS at their school. Finally the aim of using was to fulfil some of the objectives of this study as stipulated in chapter one.

Section 4.4.1 presents a discussion on focus group interviews and group discussions used in this study.

4.4.1. Focus group interviews and group discussions

Focus group interviews and group discussions are ways about collecting data simultaneously from several groups of people, usually those who share common experiences and who concentrate on their shared meaning (Payne 2013:10). They are both special types of group discussion with narrowly focused

topics discussed by a group of members of equal status (Payne, 2013:10). Focus group interviews are a data collection procedure conducted in a series of interviews with a minimum number of people from 4-8 members interacting between themselves, whereas the group discussion can involve 3-5 members (Rule & John 2011:66).

In addition, focus group interviews and group discussions are techniques involving in-depth group interviews and discussions in which participants are selected because they are a purposive sample of a specific population (Rabie 2004:656). Crucially, focus group interviews are distinguished from the broader category of group discussions by the explicit use of group interaction to generate data. Instead of asking questions of each person in turn, in the case of focus group interviews researchers encourage participants to talk to one another: asking questions, exchanging anecdotes and commenting on each other's experiences and points of view. At the very least, research participants create an audience for one another (Kritzinger and Barbour 2001:4). Group discussions are a way to gather many opinions from individuals within a group setting but are largely didactic between interviewer and each individual in the group (Arthur *et al.* 2012:186).

Focus group interviews and group discussions were useful for gaining a sense of the range and diversity of views, of whose views were dominant and marginal in a small group (Rule & John.2011:66). The role of the researcher in focus group interviews and group discussion was observing, listening, probing, moderating, analysing and understanding the thought processes of participants (De Vos *et al.* 2005:281 & Kumar 2005:120).

4.4.1.1. Advantages of focus group interviews and group discussions

According to Denzin & Lincoln (1994:2) the advantage of using group interviews, unlike individual interviews, is that more people are used at lower cost. On the other hand, Niewenhuis (2007:91) claims that the advantage of using a small group of participants is that they perceive each other as being fundamentally similar and they will spend less time discussing the issues. They will also be able to build on each other's ideas and comments to provide an in depth view not attainable from individual interviews (Babbie & Mouton 2001:292). Focus groups allow a space in which people may get together and create meaning among them rather than individually.

Rabiee (2004:656) mentions that one of the features of group interviews is in its group dynamics hence the type and range of data generated through the social interaction of the group are often deeper and richer than those obtained from one-on-one interviews. Group and focus group interviews allow diversity of opinions which stimulate new ideas and promote reconsideration (Denzin & Lincoln 1994:23). Another advantage of focus groups is their potential for change, whether during a group session or post sessions (Arthur *et al.* 2012:187).

4.4.1.2. Disadvantages of focus group interviews and group discussions

The disadvantages of focus group interviews as reported by literature are that samples are small and may not be representative. Moreover, all participants must meet in the same place at the same time, which is particularly difficult if potential participants live in a geographically distant region. (Creswell *et al.* 2010:91). In this study, the researcher targeted four schools and identified five SMT members, five SBST and five educators for focus group interviews as well as three members of the SGB

from the parent component to engage in a group discussion. The possibility was that not all the members would be available, i.e. the number of participants would decrease (Creswell *et al.* 2010:91).

Other disadvantages evident in group discussions are, less information per individual; conformity pressure where one person may dominate others and distort what they are willing to say; presence of high status participants causing fear of losing face and fear of appearing ignorant leading to silence unknown to each other or social anxiety as well as difficulty in recognising themes in individual responses. In addition, scholars argue that focus groups can also produce shallow or poor quality data thus reducing the quality of overall insight (Hopkins 2007 as cited in Arthur *et al.* 2012:187). Both the quality of the discussion and the usefulness of the information depend on the skill of the interviewee. Too much interviewer control means little is heard from participants' own perspectives. Too little interviewer control means less is being heard about the topic of interest. In the next section the semi-structured interview is presented (Creswell *et al.* 2010:91).

4.5. POPULATION AND SAMPLE

Blanche, Durrheim and Painter 2006 (cited in Sikosana 2014:159) indicate that sampling is the selection of research participants from the entire population, and involves decisions about people, settings, events, behaviour and social processes to observe. A sample is selected in a situation where it is almost impractical to involve all members of the population under investigation. The target population selected in this study included SMT, SBST, SGB members and educators of four schools from eight schools of the Motheo clustering schools to represent the entire cluster.

Effective sampling is one way of ensuring data quality (Sikosana 2014:159).

The researcher used sampling to ensure data quality. Purposeful sampling was used, because it is a means of seeking out participants with particular characteristics, according to the needs of the developing analysis and emerging theory (Sikosana 2014:159). In purposeful sampling, the researcher selected particular elements from the population that were informative about the topic of interest (Mc Millan & Schumacher 2001:175). Therefore the researcher knew which subjects should be selected to address the purpose of the research. The target population included both males and females above eighteen years of age. Purposive sampling was used to select four schools from the eight Motheo clustering schools. The schools were selected because they implement ILS. The target population drawn from each of these four schools were five SMT members, five SBST members, five educators and three SGB members from the parent component, depending on the number of members in each structure of each school. These schools were selected because they were clustered with the researcher's school. They were also neighbouring schools and it was convenient for the researcher to access them. The SMT members of these clustering schools formed part of what motivated the researcher to pursue this study, because of their commitment to improve ILS implementation.

As the purpose of this research was to investigate the role of the SMT in rendering effective ILS, the researcher interviewed SMT members from each school. Educators from each school were interviewed, because they were most informative about teaching and learning issues. Interviewing the SBST members provided the researcher with relevant information about the implementation of ILS, the challenges they are facing and suggestions on what can be done for the success thereof. The SGB members were

interviewed, because they represented all learners' parents, including learners with and without learning barriers and development. Therefore, they were also selected, because parents are holders of rich information about their children.

Therefore, the power and logic of purposeful convenient sampling is that a few cases studied in depth yield many insights about the topic (Mc Millan & Schumacher 2001:401). It is for the above reasons that purposeful sampling had been chosen for this study. A small sample was selected because they were knowledgeable and informative about ILS that was taking place at their schools. Therefore, the usage of focus groups and semi-structured interviews ensured depth of data generated.

4.6. DATA ANALYSIS

According to Ader (2008:15) data analysis is a process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis is also described as the process concerned with reducing the amount of collected data in order to provide meaningful statements of information (Hardy *et al.* 2004:4). Bogdan and Biklen (1998:69) refer to data analysis as a process of systematically searching and arranging the data collected in one study. In this study the data consisted of observation recording and interview transcripts. A distinction is generally made between primary and secondary analysis. The former is carried out by the researcher, while the latter entails analysis by someone else or for another reason (Fielding 2006:5). For this study primary data analysis was applied, because the researcher was actively involved in data collection. The researcher was also considered the primary instrument in qualitative data analysis. The subjective knowledge and

understanding of the researcher produce the analysis and sense making of data (Henning, Van Rensburg and Smit 2004:7).

Data was analysed in coding topics and categories which Mc Millan & Schumacher (2001:467) define as the process of dividing data into parts by a classification system. Coding is also defined as the process by which raw data is broken down, conceptualised and put back in new ways by formalising each category of interest in the text as a coding category (Niewenhuis 2007:107; Strauss and Corbin 1998:57). It is therefore the central process from which theory is built from data (Strauss& Corbin 1998:57). The reason for choosing this strategy is that it allows for the categories and patterns emerging from data to be decided on in advance. It facilitates the interpretation of smaller units since the analysis begins with the researcher reading all data to gain a sense of the whole (Bogdan & Biklen 1998:69). The coding process then allowed the researcher to firstly familiarise herself with the text in order to start making links by constantly asking questions about the data. The researcher immersed herself in the data, which included questionnaire responses, recorded observation and written transcripts of interviews in this study. Therefore, coding provided the researcher with a good opportunity to get close to data and enabled her to generate and draw up findings and conclusions, theorise and suggest recommendations as well as guidelines.

Data analysis involved two levels of coding. The first level of coding is called *open coding* where data was labelled or tagged. The second level entailed ascribing meaning to the data or making sense of the data (Denzin& Lincoln 1994:23). After labelling the data the researcher logically grouped these into *themes.* Thematic content analysis refers to the process of capturing relevant themes in the data through the coding procedure. Patterns that share similar characteristics, were also identified, a process

called *coding*. Rule & John (2011: 78) refer to this process as concept and thematic analysis, which means working with codes to identify patterns, such as similarities and differences. The researcher then reduced categories of data after familiarising herself with the data to make the data manageable (Rakotsoane and Rakotsoane 2007:28).

This was done, because qualitative data analysis was primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories (Mc Millan & Schumacher 2001:461). Therefore, the inductive data analysis was applied in this study, to allow the development of codes before analysis took place, thereby specifying the themes to receive focus (Nieuwenhuis 2007:107; Mc Millan & Schumacher 2001:461). The inductive data analysis is the top-down approach where the researcher makes use of predetermined categories to analyse the text. Finally the analysis leads to interpretation of the findings, which are a written account of the phenomenon under study, which frequently uses thematic categories from qualitative analysis as sub-headings. In this case the phenomenon under study was the role of School Management Team in rendering Inclusive Learning Support in public primary schools.

The recorded data interviews were transcribed verbatim, coded and thematically the content was analysed. Verbatim transcriptions used instead of a summary of the audio recordings, as the latter is subject to researcher bias (Nieuwenhuis 2007:104).

4.7. VALIDITY, RELIABILITY

Validity and reliability are constructed to parallel the conventional criteria of inquiry of internal and external validity, reliability and neutrality respectively. There can be no validity without reliability

(Creswell *et al.* 2010:80). In the next section a discussion on validity is presented.

4.7.1. Validity

Validity refers to the degree to which the explanations of phenomenon match the realities of the world (Mc Millan & Schumacher 2001:407). Reliability and validity do not apply to qualitative research, but they are specifically research instruments crucial in quantitative research. Validity of qualitative research is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher (Merriam 1998:206).

To ensure validity, qualitative researchers use multi-method strategies. According to Creswell *et al.* (2010:8) recording precise, almost literal and detailed descriptions of people and situations (low inference descriptors), also enhance validity. A tape recorder was also used to record participants to enhance validity. Therefore, the method that is used to collect data has got to be valid, meaning that it is supposed to measure what it is supposed to (Coombes 2001 cited in Creswell *et al.* 2010:80). It was for this reason that validity in this study was enhanced through a multi-method strategy of data collection.

Arthur *et al.* (2012:28) reiterates that specific threats to data analysis include:

- Unreliable data elements (which might include measurements, notations of occurrences from field notes, incorrect observations of participants. Often this will occur due to too few observations, too little time spent observing or poor choices of what to observe;

- Incorrect analysis, meaning an invalid summary of data elements (which could include the use of improper statistical methods, relying on impressions of memory when more verifiable means are available);
- Incorrect data elements (including using invalid measurements, focusing on data collection on wrong participants or being deceived by informants (Arthur *et al.* (2012:28).

4.7.2. Reliability

Reliability refers to the repeatability of the research results in other situations using similar instruments (Niewenhuis 2007:113). In addition, reliability refers to the consistency or stability of a measure (Kelliher 2005:123). Justification for the stability of the chosen research instrument is founded on Hill and McGowan's 1999work, which suggests that small company research may be best done using a qualitative approach including participant observation and case studies. Reliability is also the extent to which the findings can be replicated (Guba and Lincoln1989:243). In the case of qualitative studies, reliability refers to the dependability of results, or whether the results are consistent with data collected (Merriam 1998 cited in Kelliher 205:125). In her explanation of what constitutes reliability in qualitative research, Merriam (1998), however, refers to the terms consistency and dependability as coined by Guba & Lincoln (1989:243). When a valid measuring instrument is applied to different groups under different sets of circumstances and leads to the same results, it would mean that the particular instrument is reliable (Education Facilitators (PTY) LTD 1997).

To ensure reliability the researcher used semi-structured interviews as a measuring instrument to interview different focus

groups, including a SMT focus group, a SBST focus group, an educator focus group as well as a SGB group discussion from four clustering schools. Therefore, when qualitative researchers speak of validity and reliability, they are usually referring to research that is trustworthy (Creswell *et al.* 2010:80).

Section 4.7.3 contains a discussion on trustworthiness.

4.7.3. Trustworthiness

The notion of trustworthiness addresses both reliability and validity concerns (Stiles as cited Kometsi 2015:169 & Niewenhuis 2007:113) states that "Reliability is related to the procedural trustworthiness of observations or data, whereas validity relates to the trustworthiness of interpretations or conclusions" (Kometsi 2015:169). According to Niewenhuis (2007:113), trustworthiness is the test of data analysis, findings and conclusions. In looking at issues of standards of validity and reliability with respect to the researcher's own research, she has chosen standards of good practice by researchers using interpretive qualitative paradigms (Kelliher 2005:123).

Section 4.7.4 contains discussion on crystallisation

4.7.4. Crystallisation

Crystallisation is another measure that could be used as a strategy for improving the research findings (Creswell *et al.*2010:80). The aim of crystallisation is to engage in research that probes for a deeper understanding of a phenomenon and not to search for causal relationships. Rather than searching for observable features of a phenomenon, qualitative research sets out to penetrate human understandings and constructions about it

(Richardson 2000 as cited in Creswell *et al.* 2010:81). Crystallisation is also used, because what the qualitative researchers are dealing with is not so much an exact measurable finding, but an emergent reality that needs to be described and analysed.

Therefore crystallisation was relevant for this study as the aim of the researcher was to bring change and developments with regard to rendering ILS at the Motheo clustering schools. According to Richardson (2000:934) "crystals grow, change and alter but are not amorphous". Crystallisation therefore provided the researcher with a complex and deeper understanding of the role of SMT members in rendering and managing ILS at primary schools. To ensure validity, reliability and trustworthiness for this study multiple methods of data collection were followed. Crystallisation: information was collected from different sources, e.g. SMT members, SBST members, SGB members and educators using focus groups and semi structured interviews. Information from these sources was studied together with information from literature to investigate the link.

4.8. ETHICAL CONSIDERATIONS

Research ethics refers to the set of widely accepted moral principles and rules that guide research. Research ethics prevent research abuses by placing emphasis on the humane and sensitive treatment of respondents and participants (Strydom 2005:63). Qualitative researchers therefore need to be sensitive to ethical principles because of their research topic, face-to-face interactive data collection, an emergent design and reciprocity with participants. Criteria for a research design involve the selection of informant-rich informants, efficient research strategies and adherence to research ethics. Then ethical

guidelines include informed consent, confidentiality, anonymity, privacy and others (Mc Millan & Schumacher 2001:420).

As the research had to be conducted in an ethical manner to enhance quality and trust-worthiness (Rule & John 2011:111), the researcher had to apply for ethical clearance from the Faculty of Education at the University of the Free State and it had been approved. Ethical clearance number UFS-EDU-2013-064 was awarded. The researcher had also obtained permission from the Department of Education to conduct research at the four Motheo clustering schools (cf. Annexure B). Permission was also obtained from the principals of the four schools to conduct interviews (cf.Annexure C). Interviews were conducted with SMT focus group (cf.Annexure E), SBST focus group (Annexure F) Educators focus group (Annexure G) and Group discussion (Annexure H). The researcher then described the purpose of the study and tried to alleviate or eradicate feelings of betrayal and deception by assuring the principal, SMT members, educators, SBST members and SGB members of confidentiality and anonymity by the use of coding (Mc Millan & Shumacher 2001:421).

In short, the researcher negotiated consent and explained to all the above mentioned participants that confidentiality would be observed by not using their names, instead what will be used are letters of the alphabet and numbers. The names of the schools were withheld to protect their identities. Then lastly, the researcher asked the participants permission to use a tape recorder. This was particularly useful, because it allowed the researcher to concentrate on listening and prompting rather than trying to capture detailed data through taking notes. They were also promised that they could have access to the findings of this study and that they could contact the researcher if they had problems concerning the study. Research ethics requirements flow from the three principles, which are autonomy, non-maleficence

and beneficence (Rule & John 2011:112). It means the researcher had to respect and protect the participants' rights and had to describe the intended use of the data. They were also informed of them having freedom of choice between participating and not participating.

4.9. CONCLUSION

The main aim of this study was to investigate the role of SMT members in rendering ILS in public primary schools. Four Motheo clustering schools were chosen to conduct a case study by interviewing SMT members, SBST members, educators and SGB members. The main focus of this chapter was on collecting the datafor the investigation and mainly to outline the tools that were used as well as the methodology that was chosen to collect data. The researcher endeavoured to attain validity and reliability of the study. Data analysis for this study was described.

Since the successful and effective implementation of ILS depends on the role played by SMT members, the researcher will pay careful attention to the focus groups when responding to questions about their performance of the four key management tasks for their schools. Careful attention will be paid to whether their planning, organising, leading and controlling consider learners in need of support, i.e. SEN learners.

The findings will be analysed and discussed in the next chapter, chapter 5.

CHAPTER 5

DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

5.1. INTRODUCTION

The empirical methods that were used to gather data relevant to the research questions stated, are outlined in this chapter. Data analysis and findings are discussed in collaboration with the literature reviewed. Data analysis is described by Marlow (2005:125) as a way of giving meaning to the collected data. Ader (2008:15) defines data analysis as a process of inspecting, cleaning, transforming and supporting decision making. Data analysis isalso described as the process concerned with reducing the amount of collected data in order to provide a meaningful statement of information (Hardy and Bryman 2004:4).

In order for analysis to be meaningful, data had to be presented. The aim of this section of the study is to present, analyse and discuss focus interviews and group discussions. As indicated in chapter 4, the researcher decided to employ the use of a qualitative research approach to collect data in focus group interviews and group discussions.

The transcribed data was analysed by coding common ideas emanating from the interviews conducted with various participants (educators, SMT members, SBST members and the SGB parent component) and then grouping them into themes. Where applicable, literature was employed to contextualise the findings from transcriptions of the interviews. Firstly, the objectives of the empirical research were to determine the role of SMT members in rendering ILS in the primary schools and to suggest guidelines

that may improve their lack of skills, knowledge and understanding of ILS, will be discussed.

In order to distinguish between responses from the three focus groups of the four schools, letter codes "SMTA 1,2,3,4, SMTB 1,2,3,4, SMTC 1,2,3,4, and SMTD 1,2,3,4," were assigned to the SMT members; SBSTA 1,2,3,4,5, SBSTB1,2,3,4,5, SBST C 1,2,3,4,5 and SBSTD 1,2,3,4,5 for SBST members and EDUA 1,2,3,4,5 EDUB 1,2,3,4,5, EDUC 1,2,3,4,5 and EDUD 1,2,3,4,5" were assigned for educators respectively. For group discussions from four participating schools, SGB members were also assigned letter codes "SGBA 1,2,3,4 SGBB 1,2,3,4 SGBC 1,2,3,4 and SGBD 1,2,3,4. Some of the groups did, however, not have five group members or three group members as intended. Data collected through interviews, are now presented and analysed.

5.2. OBJECTIVES OF THE STUDY

In order to achieve the overall aim of the study, which is to determine the role of SMT members in rendering ILS in primary schools and to suggest guidelines that may improve their perceived lack of skills, knowledge and understanding of ILS, the empirical investigation was undertaken to gather the information on the following research questions:

- What does inclusive learning support entail within the South African schools context?
- What is the role of SMT members in rendering inclusive learning support?

- What are the issues and challenges facing SMT members in rendering ILS in primary schools?
- What can guidelines be suggested for rendering ILS in public primary schools?

5.3. SELECTION OF PARTICIPANTS

In qualitative inquiry it is not a common rule to use sampling in order to generalise, rather to explore or describe the diversity in a situation, phenomenon or issue. In this study, the researcher used purposive sampling in order to select information-rich participants (Neuman 2006:222). The target population were selected from 4 schools of the Motheo clustering schools. From each school, where feasible, 5 School Management Team (SMT) members; 5 School Based Support Teams (SBST) members; 5 educators and 3 parents from the School Governing Board (SGB), were selected to partake in this study.

5.4. PREPARING FOR THE EMPIRICAL STUDY

In preparation for the empirical study, the researcher delivered permission letters to school principals requesting the participation of specific individuals within specific structures. The researcher briefly explained the purpose of the research to the principals and assured them of the confidentiality and anonymity of the participants. The researcher also left the consent forms with the principals, so that the selected participants could read the contents before attaching their signatures. Prior to conducting the empirical study, the researcher explained the aim of the study to the individuals of the different participating groups. With the permission of all the groups of participants, an audio recorder was

used during interviews so that the data from responses of participants could be transcribed and reported verbatim. Focus group interviews lasted between twenty to sixty minutes and group discussions lasted between fifteen to forty five minutes, depending on the number of questions and the extent of the participants' responses.

5.5. DATA GATHERED THROUGH INTERVIEWS WITH SMTMEMBERS, SBST MEMBERS, SGB MEMBERS AND EDUCATORS

Some of the questions asked during focus groups and group discussions, overlapped. Some of these questions related to: questions about understanding the concept Inclusive Learning Support; SMT's support for educators and SBST; profound barriers to learning; identifying and addressing learning barriers; challenges faced in rendering ILS and suggestions to improve ILS in the Motheo clustering schools.

5.6. DISCUSSION OF RESULTS

Themes emerged from the interviews as data was coded and sorted to identify similarities and variations in the responses that interviewed participants had conveyed concerning the role of SMT members in rendering ILS. In this section, the researcher presents the data as it relates to the objectives.

The data with regard to the various participating focus groups and group discussions will now be presented and analysed below on Table 5.1..

Table 5.1.The biography of SMT members of schools A, B, C and D:

SMT members of schools A, B, C and D	Management Experience	Gender	Position	Qualification: Specialisation	Role on SMT
SMTA1	10 years	Male	Post level 2 HOD	Diploma in Education	Heading Technology & advising SMT members
SMTA2	11 years	Female	Post level 2	B-Ed Psychology	Assist Foundation Phase HOD with managerial tasks
SMTA3	14 years	Female	Post level 2 HOD	P.E.D., F.D.E. & B-Ed Honours	Leading and managing Foundation Phase
SMTA4	24 years	Female	Post Level Deputy Principal 3	B-Ed and P.G.D.E.	Advise & assist the principal
SMTB1	15	Female	Deputy Principal	ACE Education Management &BEd Management	Responsible for IQMS & SBST
SMTB2	7	Female	HOD	ACE Pre-Foundation Phase(F.P.)	Monitoring and controlling Foundation Phase
SMTB3	15	Female	Deputy Principal	P.G.D.E. Policy governance in education	Responsible for learner discipline
SMTB4	15	Male	HOD	H.D.E.	Responsible for Intermediate Phase
SMTB5	11	Female	Principal	BEd Leadership & Management, P.G.D.E. Policy &Governance	Oversees the winning of the school in all directions
SMTC1	20 years	Male	Principal	PTD, FDE, BA, BEd, B-Tech	Management and leadership of school

SMTC2	22 years	Male	Deputy Principal	UED, BA, BA Hons, B-Ed,, F.D.E.	Management and leadership of school. Advise the principal
SMTC3	15 YEARS	Female	HOD	UDEP, FDE (Remedial) ACE; BEd (Inclusive)	Teaching, managing and leading, Advise the principal
SMTC4	2 YEARS	Male	HOD	P.T.D.& BA	Manage and leading, Advise the principal on division of work
SMTC5	10 years	Female	HOD	UDEP	Management and control, Advise the principal on division of work.
SMTD1	1 year	Female	HOD	NPDE & ACE (Management & leadership)	Responsible for Intermediate and Senior phases & coordinates Life-Skills
SMTD2	1 year	Female	HOD	Remedial Diploma, B-Ed Honours (Educational Psychology)	Responsible for Foundation Phase
SMTD3	15 years	Female	Acting Principal	B-Ed Honours, (Educational Management)	Responsible for the whole school

5.7. DATA GATHERED THROUGH FOCUS GROUP INTERVIEWS WITH SMT MEMBERS (cf. Annexure H)

In this section of the chapter, questions 1 to 12 (see Annexure 1) were formulated to acquire SMT members' personal information regarding their gender; management experiences; position; qualifications and specialisations; role on SMT; conversancy with ILS and the underlying policies; the extent to which they are involved in ILS; the management support they give SBST and educators to render ILS; other stakeholders involved to enhance the success of ILS; the challenges; learning barriers which are more profound; the procedure of identifying and supporting

learners with learning barriers and development as well as challenges in rendering ILS.

5.7.1. Being conversant with ILS and the underlying policies

SMT members were expected to be leading all the stakeholders about being conversant with ILS and the underlying policies (cf.3.4.3). SMTA 3 & 4; SMTB 1; SMTC 2 & 3 and SMTD 2mentioned that the word inclusive meant including all learners in a mainstream school and the non-discrimination against any learner, irrespective of barrier to learning and development (cf. 1.2.2.2; 2.3; 2.4; 2.5 & 2.5.1). SMTB 1 mentioned:

"*From the word include itself, it means including all learners with different learning disabilities. And we are not allowed to discriminate against them*".

In supporting her definition SMTD 2 also used the word inclusive to define ILS and indicated that all learners should be included in mainstream schools (cf. 2.4.1& 2.4.1.3). She said:

"*By the word inclusive it simply means we are including a variety of learners with different levels of functioning in the same classroom*".

Inclusion means that all educators are responsible for the education of all learners and the curriculum must be adapted to cope with diversity, both in mainstream and specialised schools (cf. 2.4;1; 2.4.1.1; 2.4.1;2 2.4.1.3; 2.5.4; 2.5.4.1; 2.5.4.2; 2.5.4.3; 2.5.4.4 & 2.5.4.5).

SMTD 2 further explained ILS, the levels and the procedure of identifying and supporting learners (cf. 2.4.1.3.). These levels were important because they showed the roles of all the individuals and team members involved in supporting SEN learners. Collaboration was therefore, critical among the latter team members from level one to level five (Mbengwa 2007:76). Inclusive Education and Training as a system is organised so that

it can provide various levels of support to learners and educators. Therefore it aims to provide opportunities to all learners in becoming successful in ordinary/mainstream schools which serve their community (cf. 2.2.).

SMTA 4's understanding of ILS was captured as follows:

"What I know is that learners with learning abilities should be included in mainstream schools. In the past learners with learning barriers were strictly sent to special schools, but with inclusive they need to be accommodated and supported here in a mainstream".

SMTA 1, SMTA *2;* SMTC 1 and SMTB 4 aligned themselves with the DoE position and that of Clause 5 of the Salamanca Statement (UNESCO), which articulates the following issues: combating discriminatory attitudes; creating welcoming communities; building an inclusive society and achieving education for all; providing an effective education to the majority of children and improving the efficiency and ultimately the cost-effectiveness of the entire education system (Lindsay 2003:3).

In relation to the latter view, SMTA 1 stated the following:

"*To support what SMTA 4 according to what I know is that the DoE is no longer able to establish many institutions for learners with learning barriers. All those learning barriers need to be addressed in one institution. So what the DoE is trying to do is to minimise the expenses that it has by establishing so many different schools for SEN learners".*

SMTB 1 also defined ILS as the latter participants, who all mentioned that ILS meant the inclusion of learners with learning barriers or special needs at mainstream schools. She said:

"*ILS is a system where learners with different learning problems or disabilities must have a special class in a mainstream school ".*

SMTB 2 added:

"*ILS includes learners with special needs and they should be in mainstream schools".*

In addition to the definition of ILS, both SMTA 2 and B 4 added to the previous replies that the needs of SEN learners should also be

catered for at mainstream schools in a conducive atmosphere (cf.2.4.1.2.) SMTA 2 added:

"*Just to add on that I can say it is just to cater for all learners with learning barriers. For example we need to teach them from the known to the unknown. The atmosphere should be conducive for SEN learners to learn easily.*"

SMT B 4 also added:

"*And their needs should be catered for in a conducive atmosphere*".

Mainstream schools are the site for transformation to accommodate the diverse learning abilities and needs of all learners with the purpose of ensuring that the learning environment is as conducive and stimulating for all learners, particularly SEN learners (RSA DoE 2013:11).

SMTC 1 mentioned that that the infrastructure of an ILS school should be accessible to SEN learners (cf.2.4.1.2; 3.2; 3.2.2 & 3.2.3). He stated:

"*The infrastructure of the school must be such that it accommodates and caters for all learners and those with barriers*".

In defining IL, SMTA 3 indicated that SEN learners must be treated the same as learners without learning barriers. In this regard, she mentioned:

"*The other thing is, we as teachers we need to handle or treat all learners equally. We are also not allowed to diagnose the learner, but we are supposed to seek assistance from someone with expertise to test the learner and wait to hear what the results are*".

She further alluded to issues of communication and collaboration between mainstream and special schools for learners who could not make it at mainstream schools to be accommodated at special schools. She said:

According to me, going further I can say is when the SEN learners coming to our mainstream schools. This is a way of trying to solve their problems, if not they should also be placed in special school.

The role of special schools is to provide critical education to learners who require intensive levels of support, and learners who require less support should be accommodated in mainstream schools (cf. 2.4.1.1 & 3.4.4).

SMTA 1, SMTA 2, SMTA 4; SMTB 1; SMTC 2; SMTD 2 and SMTD 3 mentioned the underlying policies protecting the rights of all learners and prohibiting stakeholders to discriminate against SEN learners (cf. 2.4.1; 2.5; 2.5.1 & 2.5.2). SMTC 2 put it this way:

"With regard to policies, it means we are not allowed to discriminate against learners but include all of them, including those with learning barriers in their mainstream schools". SMTD 3 added: *"The Bill of Rights guarantee the rights of all learners".*

The above responses indicated that participants acknowledged that inclusive education as the main policy imperative to respect SEN learners, remove barriers to learning, improve outcomes, and remove discrimination. SMT members should commit themselves to a relentless commitment to equity, voice, and social justice (Lindsay 2003:3 & Rayner 2007:43). One way of doing this is to ensure that EWP 6 and other ILS policies are implemented and maintained at school level.

Three of the above participants mentioned that admission and language policies of the school should not discriminate against any learner whether he or she had a learning barrier or not. One participant mentioned Education White Paper 6 as the policy by government to recognise and promote the right to education. The global call for inclusion of all learners in education was answered by the Department of Education, which committed itself in providing educational opportunities for all learners, particularly those with learning barriers and development (EWP 6 2001:17; Oswald & de Villiers 2013:3). The responses of SMTA2 and SMTD3 matched the sub-section 29 (2) of the Bill of Rights (1996: 11) where it was stated that every learner had the right to be taught in the official language of his or her choice in public schools.

5.7.2. Ensuring the functionality of SBST

In order for ILS to be effective and educators to perform their duties well the SBST at school level need to be established by the principal (cf.3.1; 3.3.4; 3.4; 3.4.3 & 3.5.3). Building support from SMT and educators has strong effects on virtually all critical aspects of an ILS educator's working conditions (RSA DoE 2008:13). Co-ordination of ILS has to be done by the SBST co-ordinator, who should be a SMT member (RSA DoE 2001:16, DoE 2013:2 & Gibson 2004:2).

The responses of SMTA 1; SMTB 3, SMTB 4, SMTC 3 and SMTD 1 indicated participants' active role in ensuring the functionality of SBST by allowing co-ordination of ILS to be done by SMT members.

In ensuring the functionality of SBST, SMTB 4 proudly mentioned: *"SMT members make sure that the SBST members have necessary skills and qualifications. The leading role and co-ordination of ILS is done by the HOD".*

SMTC 3 also made a similar statement and said:

"We have SBST, divided in different pot-folios of educators, with co-ordinator who is the SMT member. To ensure the functionality, we need to have different didactic teams we have regular meetings with educators and we ensure that they apply didactic assistance before they refer learners to SBST. The didactic team report to the co-ordinator. We inform parents to sign consent before referring the learners SES. We receive report from the co-ordinator whether learners have received necessary support. The very same SMT must make sure that the SBST is providing report to the educators"

SMTB 3, 4, 5 and SMTC 1 indicated tasks, such as consultation and collaboration with all stake-holders, the DBST and personnel from other sectors or departments were as critical (cf.2.4.1.3 & 3.2.3.6). SMT B 3 responded by adding to what SMTB 4had said:

"SMT members ensure that SBST consult with DBST for the support and assistance needed to render ILS to learners. The principal ensures that the school budget include ILS to provide the ILS educators with necessary learning and teaching material".

Control of financial resources is the key responsibility of the principal (cf.3.5.4).

In addition to the involvement of parents, SMTC 1 indicated the involvement of other stakeholders, such as social workers, as critical to the functionality of SBST (cf.2.4.1.3 & 3.2.3.6). He mentioned:

"The other critical one is that of involving social workers. We invite social workers to address social problems, as you have seen her she is here to address some of such problems".

SMTB 5 and SMTC 1 mentioned that to involve other stakeholders, they themselves consulted with the DBST and other departments on behalf of SBST (cf.3.4.3 & 3.5.3). In this regard SMTB 5 proclaimed:

"SMT also assist SBST by calling the DBST officials to come and talk to educators just to give them word of motivation and encouragement".

The co-ordination between SBST and DBST indicate that inclusive policies are implemented and maintained for effective and successful ILS (RSA DoE 2001:16; DoE 2013:2 & Gibson 2004:2).

Moreover SMTB 1; SMTC 2, 3 and SMTD 3 indicated that SMT members held meetings with educators where they encouraged them to identify learners with learning barriers and for referral tothe SBST (cf. 2.4.1.3;3.3.3; 3.4.4 & 3.4.5). SMTB 1 remarked:

"To support and ensure the functionality of SBST, SMT members hold monthly site structure and staff meetings. We also ensure that educators identify learners with learning barriers and refer them to SBST".

Adding to what SMTC 3 said, SMTC 2 mentioned:

"Like she mentioned that SBST hold meetings, we are also holding meetings frequently to ensure that the teachers have files and we must be the source of information".

SMTD 3 alluded to the composition of their SBST, the term of office bearers and their interactions during meeting (cf. 2.4.1.3). She described the above as follow:

"The SBST has its own executive including the co-ordinator, the secretary and educators from different classrooms. The co-ordinator and the secretary are permanently the members of SBST and educators are just temporarily members because we are operating on Pull-Out System. Meaning they quit after their learners have been supported and improved. The SBST have drawn their itinerary where they meet at least twice or thrice per term. They would sit and discuss the progress of SEN learners, determining how many have passed and how many have failed and still need support."

SMTA 4 corrected SMTA 1 with regards to functionality of the SBST and made a related suggestion:

" If I can add, for me SBST to be functional it rests with all of us, educators, as well as SMT. To ensure that SBST is functional SMT must get information from the teachers. SMT need not concentrate on the ILS educator only, but also to educators teaching other subjects related to ILS like Life-Skills. SMT also need to have a plan where meetings are held at least once per term."

What she said is supported by DoE. Improved quality includes the provision of comprehensive education programmes that provided life-skills training and programmes -to work linkages (EWP 6 2001:21).

The above responses indicated that the majority of the participants acknowledged the need for ILS to be successful, educators to perform their duties and the SBST to be established by the principal (cf.3.1). The responses, however, also indicated that it was only at school B, C and D where the SMT members attempted to ensure the functionality of SBST as a means of support to ILS educators. The situation at school A was different from schools B, C and D. Although ILS was happening there, no

member appeared to be concerned about the functionality of the SBST.

5.7.3. The extent to which SMT members are involved in ILS

SMTA 1, 2, 3, 4, SMTB 3, 4 SMTC 1, 2, SMTB 3 and SMTD 1, 2, 3 highlighted the importance of being involved as SMT members in ILS matters. It is required by the RSA DoE (2008:13) that the principal and at least one SMT member, be SBST members and coordinators of such SBST activities (cf.2.4.1.3.). Participants' responses, however, indicated that there were differences in their levels of involvement.

SMTB 3 made the following statement in this regard:

"The principal, one deputy principal and two HODs are members of the SBST. They also assist teachers to identify learners with learning barriers and ensure that ILS educators have all the necessary learning and teaching support materials (LTSM).

SMTB 3 was also supported by SMTB 4 who regarded the HOD as the person who should play a leading role in SBST (cf. 2.4.1.3 & 3.4.3).

SMTA 1 reluctantly answered from what the researcher had wrapped up with regard to the involvement of SMT in ILS:

"What you have just said is the answer, it is functional. Yes the SMT members are involved, for example the deputy principal and you the researcher are members of SBST".

SMTA 4 seemed to come across confused and confessed the following:

"For me the SMT is not fully involved. It is true it is there but not functional because most of the problems are referred to me and solved by me.I will always go to the ILS educator for assistance or advices. The SBST is there

but it is not fully functional. We all need to be involved, especially the principal. If he can also be involved, it is then I can say SMT is involved. I have given the co-ordination over to the ILS because she is the one having expertise on inclusive education".

SMTC 1, highlighted SMT members' role on the SBST:

"We are also members of that committee myself and the HOD as co-ordinator".

SMTD 2 indicated that their school had been identified as a full service school and also articulated that there were special schools and other schools in town which had ILS where SMT and SBST members went for training in rendering professional support of the curriculum, assessment and instruction (cf.2.4.1.1). SMTD 2 voiced her view as follows:

"Either in January or February this year, after acting as HOD, I attended the workshop where all the SMT members where invited at one of the special schools for an ILS meeting. About two weeks back I also attended SMT meeting at one of the primary schools in Town, where our school has been identified as the Full-Service school for ILS".

SMTD 3 added to the above mentioned and highlighted curriculum management as one of their roles in ILS (cf. 3.3.3; 3.4 & 3.5). *She added:*

"Just to add on what SMTD 2 has said, normally at the beginning of every term the DoE expects all educators to analyse the exam or assessment results. The SMT members are the ones who give educators analysis forms to fill them in. They submit those forms to the SMT members. With analysing of results educators will then be able to identify those learners who need support".

When further asked if they did monitor ILS, SMTD 2 replied in this way:

"To be honest I do not monitor because I just thought it is not my jurisdiction. As SMTD 1 is responsible for both Foundation Phase and Intermediate I think she is the one who can answer the question".

SMTD 1 endorsed the importance of curriculum management, the application of management skills and the execution of management tasks, such as leading and control of ILS by SMT members as a way of supporting SEN learners (cf. 2.4.1; 2.4.1.3; 3.3.3; 3.4 & 3.5). She made the following comment:

"It is also the responsibility of the SMT members to see to it that learners are attending ILS class regularly and whether the ILS educator is doing her work, but not the ILS educator only also mainstream educators need to be monitored whether they also support SEN learners".

SMTA 3 only shared her sentiments on the importance of managing the curriculum for the Foundation Phase. The role of the HOD in ILS was to ensure that learners with learning barriers were identified and supported as early as possible (cf. 2.4.1.2). This is what she shared:

"The other thing is that at the end of every year we are sitting to discuss the results and the previous year we met with SMGD who insisted that I must be involved in ILS so that I can be able to account for SEN learners at the end of the year. I must make SBST aware of SEN learners and be involved as F.P. HOD".

The general orientation to the inclusion model within mainstream education relates to the introduction of management, governing bodies and professional staff in supporting learners with barriers to learning (Spinelli 2002:7; Mbengwa 2007:78 & RSA DoE 2002:42).

SMTA 2 only suggested that the principal should be involved as a SBST member instead of indicating how the SMT supported ILS educators (cf. 2.4.1.3). She suggested:

"The principal must also be involved and be part of SBST".

All of the above responses are supported by Booth (2000:73), who propagates the need for integrated support to schools as a

way of enhancing the development of effective teaching and learning, where barriers to learning are identified and addressed at the local context. It can therefore be deduced that learning barriers be addressed in a local context. If support can be rendered by the SMT to educators who might be in a position to perform their duties on the SBST at school level, they should be included (cf. 3.1). Finally, the composition of SBST should therefore include the principal and or another SMT member as part of the SBST structure.

5.7.4. Management support provided to ILS educators

For ILS educators to accomplish their goals they needed management support from SMT members. In answering this question respondents replied as follows below.

SMT A 1; SMTB 1, 4;SMTC 1, 2, 3 and SMTD 2 mentioned the important issue of providing the ILS educator with moral support and necessary resources, including material and financial resources. (cf. 2.4.1; 2.4.1.2; 2.4.1.3; 3.3.4; 3.4.3 & 3.5.3).

SMTA 1 highlighted the need for financial resources in this way:*"The resources that we must supply them with, for example by empowering them with finance, meaning providing them with necessary resources because dealing with SEN learners need funds".*

The DoE does not allocate funds for ILS, except for post provisioning - it is up to the SMT members to include ILS in their budget if they want to succeed (cf. 3.5.4).

SMTB 4 indicated that their principal ensured that ILS needs were included in the budget of the school (cf. 3.4.1; 3.4.3; 3.4.9; 3.5.1; 3.5.3 & 3.5.4) He said:

"The Principal as SBST member ensures that the budget of the school includes ILS".

SMTC 3 just made mention of some of their roles and responsibilities as SMT members in managing ILS (cf. 3.3.4 & 3.4). She mentioned:

"We SMT members need to ensure that the co-ordinator and ILS educator have necessary resources because we need to have resources to test learners and other educators. We must also ensure that educators apply didactic teaching to learners. We also provide them with a time table".

SMTD 2 indicated the SMT's vision to manage ILS in the future (cf. 3.4; 3.4.1; 3.4.2; 3.4.4& 3.4.5). She said:

"We had a meeting where we invited the Deputy Principal to discuss way forward for ILS. And we are in the process of designing a timetable which includes ILS.

What SMTD 2 and other SMT members did, is supported by Bubb & Early (2009:17). Educators needed to be included in the planning and decision making processes.

SMTD 1 supported SMTD 2 by saying:

"In that meeting all educators who have already identified learners had a lengthy meeting where we talked and assisted each other on how we can support SEN learners".

SMTA 2 & 3 and SMTD 1 &3 indicated the importance of their involvement as SMT members in all levels of ILS. SMTD 3 mentioned that:

"On the other hand, educators are also supported when going to workshops of focus areas related to ILS. We also invite SES from DBST to assist educators with ILS matters. There are also days where educators are individually sent to their respective Subject Advisors to assist them with teaching and learning matters as well as how to address challenges like those met in ILS".

SMTA 3just told the group about what the DoE had instructed them to do, meaning they had to go through levels of support and SIAS strategy (cf. 2.4.1.2; 2.4.1.3; 3.3.; 3.4 & 3.5). She said:

"One other thing is that, as SMT member I should ask educators to identify learners and we should also agree on how to assist them before we refer them. Like the DoE has instructed us to stay behind on Tuesdays and Thursdays we should try to stay behind with learners to give them didactic assistance.

The responses of SMT members from school B designated constructive support for the accomplishment of inclusive education goals. The responses of schools A, C and D indicated

the schools' intention of becoming fully involved in ILS activities and arrangements. SMT members from school A, however, highlighted the need to take the school forward with regard to the establishment of ILS.

To provide effective management support to educators, SMT members need to focus on learners' learning and teachers' development. This may be achieved by: constantly defining and communicating the school's educational mission; managing curriculum and instruction; supporting and supervising teaching and learning; monitoring learner progress and promoting an effective learning climate. Effective leaders need to display skills of communicating, motivating, conflict management and negotiating (cf. 3.4.3).

5.7.5. Encouraging mainstream educators to collaborate with, and support the ILS educator

When applying ILS activities at school level, there needs to be a form of collaboration and communication between mainstream and ILS educators so that ILS educators have a sense of the origin of learning problems and where to commence in applying ILS.

SMTA 1, 3 &4; SMTC 1, 2 and SMTD 3 stated that they conscientised mainstream educators, including educators of other learning areas to apply didactic assistance before referring them to the ILS class (cf. 2.4.1; 2.4.1.2; 2.4.1.3; 3.2.2; 3.2.3 & 3.3). SMTC 1said:

"We *make them aware of the importance of supporting the ILS educators and the need of supporting learners by firstly applying didactic teaching before they can refer learners to ILS educator".*

SMTC 2 supported SMTC 1 by saying:

"*We capacitate educators and make them aware of the importance of identifying and supporting learners".*

The SIAS strategy suggests that either the classroom or inclusive learning educator should assist each other in supporting learners with barriers to learning and development, but he or she must be

supported by educators, parents, SMT, SBST, DBST, SGB and other professionals, working collaboratively as a team (cf. 2.4.1.3).

SMTD 3 postulated the need for the SBST to operate as a team whilst they should also encourage other educators. Even those from other learning areas to also identify learners and render subject related support (cf. 3.2.2.1; 3.2.2.2; 3.2.2.3; 3.3 & 3.4). The latter position she viewed as follows:

"*Remember that we operate as a team and learners do different learning areas, although in ILS the focus is in Languages and Mathematics. Therefore, it is important that teachers of other learning areas be involved in ILS and they should also support learners because their learning areas involve language. In subject meetings, educators are urged by SMT members to also take responsibility of assisting and supporting SEN learners*".

SMT members are expected to provide opportunities for collaborative decision making and team building among teachers. It is also important for SMT members to provide appropriate support to teachers to continue developing new classroom habits of ILS (Steyn 2009:269).

SMTB 1 and SMTB 3referred to the spontaneous nature of collaboration between mainstream and ILS educators as being critical in identifying SEN learners referred by mainstream educators (2.4.1; 2.4.1.3; 3.2.1; 3.2.2; 3.2.3; 3.3; 3.4 & 3.5).

 SMTB 1 mentioned:

"*Mainstream educators are the ones who identify and refer the learners*".

SMTB 3 supported SMTB 1 claiming the following related view:

"*The educators in the mainstream frequently communicate with ILS educators and assist them with curriculum which must be taught at lower level. They also plan together. As we work on Pull-out System, learners return to their normal classes after improving.*"

SMTA 3 referred the group back to what she mentioned earlier:

"*Like I have mentioned before that the DoE has given us options like staying behind to assist learners, but it is up to an individual whether he or she*

does that because you cannot force a person to do what he or she does not want to do. However, it is the instruction from the DoE".

SMTA 4 supported SMTA 3 by saying:

"To support that we can also identify those learners who didn't do well and call their parents to discuss this with them. And organise extra classes for those learners only, because it will be futile exercise if we call all learners as it will always be learners without barriers who come to these extra classes". I think the educators in particular can informally meet with ILS educator and advice them on how to assist SEN learners. They should bring their problems to you to give them mechanisms and skills on how to address certain barriers. As a trained person you have those skills of how to help or assist them. We must just encourage them not to sit with problems but make sure that they seek assistance and support. Always encourage them to communicate.

What SMTA 4 mentioned indicated that she might be lacking knowledge and understanding of assisting educators in need of ILS assistance and suggested that educators with expertise should assist in this regard. Halliger (2010:4) supports SMTA 4's view by stating that transformational leadership should be the shared responsibility of all those involved. When providing leadership for inclusive change, school leaders using the transformational leadership model, share their responsibility with other teachers through delegation of responsibilities, such as team leaders. In addition, they are motivated by the importance of individualised support, intellectual stimulation and personal vision by supporting teachers through competence building that will enable them create inclusive classrooms (Qeleni 2013:4).

Based on what SMTA 4 had said SMTA 1 supported her idea of consulting with other educators for professional advice on how to handle cases beyond their control. He raised his concern about the misbehaviour of learners in his classroom:

"For example I have a learner in Grade 6 with unusual behaviour. He is having a serious problem of concentration and I don't know how to address that. I did not tell and seek advice from anyone, but according to what SMTA 4 has just said I now know what to do".

The response of SMTA 3 as a leader indicated that she would have to align herself with the view of Shelile (2010:28), who

suggests that successful SMT members are those who attend to the broad moral, social and ethical issues of their staff. They encourage the development of communities of learning; supporting a strong, mutually supportive collective service ethic; form collegial relationships with staff and develop an appreciation for the value of working together and caring about each other.

5.7.6. Planning to accommodate the different levels of support

It has been indicated that for ILS to be successful, the system as a whole needs support. All the different levels of support have to be accommodated when planning for ILS.

SMTA 1, 3 and 4 just indicated their intention of planning for SEN learners by going an extra-mile in supporting them after school. They also indicated the importance of meetings with parents of SEN learners to make them aware of the various instructions from the SMGDwith regard to learners with barriers to learning and development (cf.3.2.2.7 & cf.3.2.3.6). SMTA 1 regarded the involvement of parents as crucial (cf.2.4.2.4; 3.2.2.7 & 3.2.3.6). This is the issue he raised:

"Like this morning during assembly one parent came to me with a concern about her failed child. She wanted clarification then I referred her to the class teacher".

SMTB 3, SMTB 5, and SMTD 1 indicated the consideration of human, physical, financial and information resources when planning for ILS in the budget of the school. This should be viewed as a means of supporting the SBST and ILS educators with items, such as LTSM and other matters, such as the transport for both learners and educators.(cf.2.4.1; 2.4.1.2; 2.4.1.3; 3.2.2.3; 3.2.3.3; 3.3; 3.4 & 3.5). SMTB 3 described their planning for ILS as follows:

"There is a plan and funds available to take learners to the district office to be tested. The LSF is frequently invited to assist SBST and educators with lessons presentations, teaching methods of teaching SEN learners as well as other ILS issues. For learners with learning barriers not to feel isolated but accepted and motivated, they are allowed to interact with other learners and they are sometimes placed in mainstream classes for a certain period then taken back to their class after that. This is mostly done when the ILS educator is absent. There way our ILS educator is passionate about her work, she has also liaised with Motheo FET college for older learners who will be exiting end of the to arrange training of special skills they can learn there so that they must not be frustrated at home. We have also liaised with the Department of Health to assist us with health related problems, e.g. they have assisted us with a deaf learner and we were not aware of that problem. So we know how to assist the learner now.

SMTB 5 supported SMTB 3 by adding:

"To add on that, learners are also taken to special schools like Peligan primary, and we also visit and ask for workshops and trainings from other schools like Fauna to learn how they operate".

SMTB 3 and SMTC 1 & 3 shared the same view as the above participants and suggested the addition of specific days to the timetable for ILS as well as for holding meetings where ILS issues could be discussed. SMT members needed to ensure that educators had the support and resources needed, e.g. common planning time, manageable teaching schedule, heterogeneous classroom rosters, professional development and opportunities to perform their jobs well (Tondeur 2008:5). SMTB 3 continued to describe the school's plan for ILS, where the target was to be on the early identification of learning needs and intervention in the Foundation Phase (cf.2.4.1.2). In this regard she stated:

"In Foundation Phase there are days for didactics, usually on Tuesdays and Thursdays where teachers identify learners with learning barriers and teach them according to their abilities. They teach them the same curriculum but at different lower levels. Mainstream educators work hand in glove with ILS educators with regard to how far they are with curriculum. And ILS educators also advise mainstream educators on how they can assist SEN learners in their classes".

SMTC 3 also mentioned that there were specific days which ILS appeared on the timetable so that educators could take it seriously and she said:

"The first one is to put the time table in place. For example on Wednesdays and Thursdays they hold meetings, because if it is part of normal school time table educators take it serious".

SMTD 3 mentioned that they tried to support educators with the necessary resources and were exposed to professional development by conducting or inviting relevant people for workshops (cf. 3.5.1; 3.5.3; 3.4.7 & 3.4.8). She mentioned the following:

"By *conducting workshops, inviting relevant people and providing ILS educator with necessary LTSM".*

SMTC 1, 2, 3, and 4 also shared their views on involving other stakeholders when drawing up an action year plan that included ILS. The timetables should also include ILS support so that educators could recognise it as important (cf. 3.2.2.7; 3.2.3.6 & 3.4.4). SMTC 4 just said:

"All the stake-holders should be involved".

SMTC 3 mentioned that they also included ILS in the year plan and she said:

"*We usually include ILS on our year plan on which quarterly meetings appear. DBST is sometimes invited to come and capacitate teachers. The more we preach about ILS the more they see the importance of it.*

SMTC 2 supported her by adding:

"Not just plan, but action plan. And it must have priorities".

SMTA 3 repeated what she had said previously that the DoE had to give them the strategy of staying behind with learners after school as a plan to support SEN learners (cf. 2.4.1.3; 2.4.2.4; 3.5.1; 3.5.2 & 3.5.3) Her view was:

"Like I have mentioned before that the DoE gave us the strategy of staying behind and apply remedial assistance or support those learners. But I cannot force people who do not follow that.

In supporting SMTA 3, SMTA 4 added that the school should plan for extra-classes for learners who had not performed well during quarterly tests or examinations (cf. 2.4.1.3; 3.5.1; 3.5.2; 3.5.3 & 3.5.4).She said:

"I think we should make means of sitting and discussing about those learners who did not perform well and organise extra-classes only for those learners, excluding those who performed well. We also need to involve parents of the relevant learners. For example I went to the Principal with this suggestion so that it can be implemented".

The responses of all the participants indicated that when planning for ILS, SMT members should involve learning support educators and class teachers, because planning for learners with multiple disabilities differed from planning for learners without disabilities. During planning SMT members should have the following questions ready in their minds: What are the needs? How to meet those needs? When and where are those needs to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed (Van der Merwe *et al.* 2003:79; Tondeur 2008:3 & Mednick 2007:149).

5.7.7. Initiating ILS strategies in supporting educators, learners, parents and SBST members

SMTA 3, 4 and SMTD 2 regarded meetings as important, especially when progress reports were given to other stakeholders; the demonstration of didactic teaching and learning initiatives by expert educators and the type of strategies to support ILS were discussed. This duty was also regarded as the control of information, which was a key responsibility of SMT members (cf. 2.5.3.4; 3.2.3.6; 3.4.4 &3.5.4). SMTA 3 just suggested another view with regard to the latter mentioned:

"I think we should always meet for progress report".

As usual SMTA 4 supported SMTA 3 by also suggesting:

"I am just suggesting, because this is not what we are doing. After every SBST meeting, the SMT members should give the entire SMT feedback about what have been discussed. This is where we can come up with strategies if we have been given feedback. SBST meetings should always be

done. Although it is not always possible to stick to the plan but just try something".

SMTD 2 suggested ways in which they could possibly motivate educators for effective ILS (cf.3.4.5):

"If there is a teacher with certain expertise, for example, who is an expert in didactics, educators will meet as clustering learning areas for demonstration. There will also be a teacher from that TAT who will motivate educators. Now that we have identified learners we must now start supporting them. We will remain after school with those learners to render them support.

SMTB 3 and SMTC 1, 2 & 3 indicated that planning was one of the strategies they used to support learners, educators, parents and SBST (cf. 3.4.1; 3.5.1 & 3.5.4). Planning for the transport of SEN learners to be tested at District Office was one of the issues that needed to be considered for SEN learners (Miles *et al.* 2001:59). SMTB 3 proudly said:

"There is a plan when learners need to be tested at district. We make funds available for transport to take them there. We also frequently call SES to assist educators on how to teach SEN learners, methods of presentation and other ILS issues. Normally when the ILS educator has concerns, they are taken care of and she will be supported."

SMTC 1 also mentioned drawing up a plan as the best strategy where they revisited and set a vision, mission, aims and outcomes for proactive changes (cf. 3.4.1). He suggested:

"One of the strategies is to draw the plans, and show the goals because without a plan with goals there is no progress".

SMTC 2 supported SMTC 1 by also mentioning drafting a plan indicating the purpose and duties of the stakeholders:

"Draft Plan, show them their duties and the purpose of this plan".

In addition to what SMTC 1 said, SMTC 3 highlighted the importance of all four management tasks needing to be executed in ensuring the success of ILS (cf. 3.5.1; 3.5.2; 3.5.3 & 3.5.4). She added**:**

"To add on that, Managerial skills called POLC should be applied, we need to plan, to be organised, leading and we also need to control because we are in charge of whatever is expected to be done".

All of the respondents regarded a planning strategy as the most important management skill they had to apply for the success of ILS. Planning might drive them to organise, lead and control ILS support. As compared to schools B and D, schools A and C were, however, just suggesting strategies whereas Schools B and D mentioned the strategies they applied at the time for the success of ILS. According to Rayner (2007:107) educationally inclusive schools are educationally effective schools.

The SMT members of the Motheo clustering schools are required to make concerted efforts in their tasks to promote inclusive cultures or practices in their schools and build positive relationships inside and outside of their respective institutions. By promoting inclusive cultures or practices, SMT's might be engaging in building educationally inclusive schools where teaching and learning, achievements, attitudes and the well-being of all learners matter.

5.7.8. Other stake-holders involvement to enhance ILS

The success of the ILS depends on the involvement of all the stakeholders who should be well informed and knowledgeable about their roles and responsibilities (Mojaki 2009:17).

SMTA 1, SMTB 1, 3, 5; SMTC 1 and SMTD 3 held the view that various stakeholders, in collaboration with the DBST, should be involved in SBST activities to enhance the success of ILS (cf.2.4.1.3 & 3.2.3.6). SMTA 1, with the assistance of other participants, said:

"I can mention the nurses, social workers, Police, religious people or ministers, Safety and Security sectors some other parents who have qualities to address learners".

SMTC 1 held a similar view as SMTA 1.He replied:

"We have got a range and lot of them, we have Departments of Social welfare, Department of Justice, Health Department, SAPS, Love life, NGOs and parents are also involved. For now we do not liaise with special schools, we only do via DBST do not have direct.

SMTB 3 indicated that they involved the South African Police Services (SAPS) and the Department of Health to assist the school with the drug abuse problem (cf. 2.4.1 & 3.2.3.6.). She said:

"*We involve SAPS to address learners on the danger of drug abuse. One other thing our Special class educator is passionate about her work. She went extra-mile and has liaised with Motheo FET so that our outgoing learners can be accommodated there to be trained on special skills. Those learners do bring us their projects like chairs. We have also liaised with the Department of Health for learners in need of health assistance. For example we had a learner with whom we have tried everything to assist her, until we called nurses to come and check her. They found that she had hearing problem, which we could not identify. Therefore, they assist us to identify problems beyond our ability*".

Adding to what SMTB 3 had said, SMTB 5 mentioned the role of special schools in assisting learners who required intensive levels of support (cf. 2.4.1.1). SMTB 5 articulated the following opinions:

"*We also take our learners to special schools and visit other mainstream schools in town to learn how they operate*".

SMTB 1 supported SMTB 3 and SMTB 5 by just highlighting churches as one of the institutions they consulted to support the school with learners in need of spiritual intervention and revival (cf.2.4.1; 2.4.1.3; 3.2.3.6; 3.4.7; 3.4.8). She added:

"*We also involve churches*".

SMTD 3 described their relationship with the Provincial Departments and other community based organisations (cf. 2.4.1; 2.4.1.3; 3.2.2.7; 3.2.3.6). She articulated the following:

"*With regard to social problems we have a strong standing relationship with Metro Mangaung Police who will come once or twice a year to give our learners uniform. They will also give them moral talk. There are also instances when learners passed on we contact Mme Sisi Ntombela of Social Department to assist us with funerals. There was a time when SMTD1 invited. The Methodist church is also rendering our learners with services of giving them food, clothes and visit their homes to check their conditions under which they live. There is also a group of CRC youth who also address learners. Lastly we also have a parent. who wrote a letter of volunteering to assist learners. I took that letter to Life-Orientation (LO) teacher.*

All of the above responses indicated that one way or another engagement of stakeholders and personnel from other sectors or departments by the schools was spontaneous because of the challenges they were facing as a school or learning barriers experienced by learners (cf. 3.2.3.6). It was therefore evident that SMT members could not operate in isolation, but there seemed a need for support from other stakeholders who should also assist, depending on the challenges and learning barriers they were facing. The aim of stakeholders' engagement and participation is to put all systems in place for the success of ILS (SHCRDU 2010:5). Hay (2007:25) supports the latter view with the fact that ILS is an eco-system where support should not be directed at an individual learner, but it should be extended to all the systems that surround the learner.

Engaging other stakeholders, including the SMT, SGB members, parents and educators are beneficial to ILS (Mednick 2007:155). Working together as a team leads to effective ILS, because it is in this way that the team is able to draw on everyone's skills and strengths for the benefit of learners to barriers (cf. 3.1).

5.7.9. Monitoring the operations and activities of SBST members and educators

Planning is critical to the success of ILS and if precisely executed it can eliminate a great deal of misbehaviour amongst learners and increase their learning (cf.3.2.2.5; 3.4.1; 3.4.9; 3.5.1 & 3.5.4).

SMTB 1, 3; SMTC 2, 3 and SMTD 2, 4 indicated the manner in which they planned for monitoring and the use of monitoring tools. The minutes of each meeting were also kept and the log book signed by the LSF after every visit (cf. 3.2.2.5; 3.2.3.5; 3.4.9 &3.5.4). SMTB 1 stated that they included the monitoring of ILS as

part of the broad plan of the school. In supporting SMTB 1, SMTB 3 added and said:

"*There is monitoring tool to check both learners and educators work and progress. At times ILS educator voluntarily submits her work to be checked if she is still on track or not. She also submits the good and outstanding work done or designed by SEN learners*".

SMTC 3 indicated that they checked learner activities and whether learners were being tested-this according to SMTC 3 was to ensure that no learner was disadvantaged by not having been assessed (cf. 3.2.3.5). She gave her view:

"Learners activities *are monitored and whether they are tested. The learner will start from the class teacher, who is the didactic teacher and who should test the learner, who will refer to the Remedial teacher, who will also refer the learner further to the DBST after testing the learner. But we inform the parent before we can even refer him or her. We follow the procedure*"

SMTC 2 supported SMTC' 3 view and stated the need for assessment via the effective control or monitoring of ILS.

"*Through assessment we can identify which learning areas they need development on and we inform Subject Advisors to come and assist them. Hence that reading period, we have a specific reading period*" (cf.3.2.3.5).

SMTC 1 added to the view of SMTC 2:

"*We monitor through meeting minutes and visits by SES from DBST who will after that sign Logbook. Those are the evidences of monitoring*".

In relation to what SMTC 2 & 3 had said, SMTD 2 also highlighted the role of assessment:

"*As SMTD3 has already mentioned educators analyse the results each term and that is how they realise that certain learners need support. That is where SMT members are able to check which learners are performing poorly and in need of support.*

SMTD 1 articulated the role of parental involvement with regard to the performance of learners (cf. 2.4.1.3; 3.2.2.7 & 3.2.3.6). She explained:

"*We also have parent evenings where parents are invited to discuss progress of their children. Then we agree with them about how we can support those whose performance is poor*".

Parent involvement is crucial for the success of the Individual Support Plan (ISP)- both parents and learners should be involved so that the plan can be most effective (Sage 2004:14 & Colvin 2007:154).

SMTA 4 confessed to the lack of monitoring as one of the challenges SMT members faced and which was also perceived as a barrier to effective implementation (cf. 2.4.2 & 2.4.3.5). She confessed:

"I think there is no monitoring according to the way things are structured here at our school. Being the HOD you must be monitored by the principal. According to the set-up here there is no monitoring. And I don't know how the remedial teacher is going to take it if I offer myself to monitor her, you may feel offended. Even we other SMT members are not monitored. According to my experience Deputy must monitor the HOD. As long as our structure is not properly structured, thing are not happening as they should".

From the above responses, it was clear that there were variations in the monitoring of ILS activities at the different schools. SMT members needed to have a common understanding of the aspects (assessment, log book entries, Individual Support Plan, etc.).

5.7.10. Profound barriers to learning

SMTA 1, 3, 4 and SMTC 1 mentioned societal factors as more profound barriers to learning at their school (cf. 2.3.4.1).

SMTA 1 mentioned poverty and uninvolved parents as examples of societal factors impacting on ILS (cf. 2.3.4.1). He mentioned:

"Societal, poverty, and most of learners here receive grants, we are a no fee school, parents are not involved, they leave children with grandparents and come only to collect grants and leave them as they are"

In supporting SMTA 1, SMTA 4 added the following:

"The fact that our school is no-fee school tells you the kind of socio-economic background of our learners, Parental absenteeism. They do not stay with biological parents who just come to take the grant. Children need motherly love. And now that I work closely with these children it really touches me".

SMTC 1 also mentioned the socio-economic backgrounds as a challenge (cf. 2.3.4.1) He said:

"Socio-economic factors where learners come from poor families, learners who use drug, mentally challenged but we are not sure about HIV because we do not have statistics. Most learners are staying with single parents".

On the other hand, SMTA 3 recommended house visits (cf. 2.3.4.1) as a means of engaging parents. She recommended:

"*The other thing I have realised is if it was possible we should visit their homes. For example if you do, you will find that they also do not do homework because of the difficult conditions which we are not exposed to. The books get lost when given homework. At times you see the child neatly dressed not knowing that he or she is child is leaving under the difficult conditions*".

SMTA 1 supported SMTA 3'sopinion with regard to the conditions learners were exposed to and shared a previous experience whilst teaching at a farm school (cf.2.4.2.1). He commented as follow:

For example from the school I'm coming from, parents use learners covers for dagga smoking. When you want covered books the learner will tell you that his father used it to smoke dagga.

SMTD 3 alluded to another issue:

On the other hand others are orphans. About 30% of our learners are fostered but you will realise that they do not benefit from the foster grant they earn because of their appearance.

SMTB 1, 5, SMTC 3 and SMT 1 & 3 mentioned intrinsic factors as having a more profound effect on the creating of ILS at their schools (cf.2.4.2.1). SMTD 1 remarked:

"*Divorce and separation of parents also affect learners*".

In relation to SMTB 3, SMTD 2 mentioned the phenomenon of child headed families as affecting learners' learning abilities (cf. 2.4.2.1).

 This is how SMTD 2 emotionally made her statement:

"*Most of the learners stay with sisters and brothers, meaning child headed homes and they do not get love and care they need. I have a learner who was once withdrawn in the class and I followed this problem until she told me that she stay with her brother who does not take care of her.*"

SMTB 5 mentioned that most of the learners were affected by HIV/ AIDS and she put it like this:

"*We have most learners who are very sick, most are infected with HIV/AIDS and some are affected, and their parents do not want to disclose*".

SMTC 4 mentioned pedagogical factors like negative attitudes of educators as also having a profound effect on ILS at their schools (cf. 2.4.2.1 & 2.4.2.4). SMTC 4 made mention of:

"Pedagogical factors are more profound barriers due to teachers' attitudes as well as in-appropriate teaching methods. The curriculum is constantly changing".

According to SMTB 3 and SMTC 1, negative attitudes of educators caused by a lack of knowledge and understanding of inclusive education and barriers to learning might be a reason why it was difficult for her colleagues to change their inappropriate teaching methods (cf. 2.4.2.1; 2.4.2.3 & 2.4.2.4). SMTB 3 was furious when she lamented:

"Few educators are difficult to change their in-appropriate methodologies and negative attitudes. But we are trying to rectify that they are still working on that although "It is easy to develop a child unlike changing an adult".

It was clear from the above responses that all SMT members acknowledged that barriers to learning were prevalent at their schools. SMT members further acknowledged and admitted that as school leaders and managers, they needed to play a leading role in addressing barriers to learning and development. The effective application of the basic four management skills, namely planning, organising, leading and controlling, as well as involving all other stakeholders through collaboration, should be seriously considered by SMT members as a measure of addressing barriers to learning and promoting a conducive environment for ILS.

5.7.11. Procedures to identify and support SEN learners

SMTA 4 and SMTC 1 regarded informing learners' parents as crucial after identifying them as having learning barriers (cf. 2.4.1.3; 3.2.3.6). SMTA 4explained the procedure of identifying and supporting learners with learning barriers by saying:

"The first thing after you have identified the barrier to do as a teacher is to call the parent before you can do anything. Although we do not follow the right procedure but we do identify and support learners.

SMTC 1 also highlighted the importance of involving parents from the initial stage (cf. 2.4.1.3 & 3.2.3.6). He said:

"*It starts with the Educators who identifies the learners and try to support them. From there it moves to the SBST and parents should be involved before the learner is referred then we involve the DBST*".

SMTA4 and SMTC 1 views are supported by literature. SMT members needed to ensure that parents were being involved from the initial stage. The involvement of parents was crucial and beneficial, especially at level 1-2 and level 3 (Sage 2004:14 & Colvin 2007:154).

SMTA 1 supported SMTA 4 and said:

"*As SMTA 4 has said we usually do follow the procedure, we also follow these levels. Sometimes we refer them to the DBST*".

SMTC 1 just said they used SIAS without directly following the prescribed steps for referral. He said:

"*We do use the SIAS we follow all the steps until the child gets assistance*".

When they were further asked if they were conversant with the SIAS strategy, this is how the respondents replied:

SMTA 4 honestly said*:*

"*I am not so much conversant with the SIAS procedure I was conversant with the previous procedure which was done manually*".

SMTB 3 explained that she had heard about the SIAS strategy from the previous School Management and Governance Developer (SMGD). She explained:

"*I have just heard about this SIAS last term from our SMGD when he needed report from us. We invited him to come and explain it as we are not so much conversant with it*".

SMTB 5 mentioned that the ILS educator was very conversant with SIAS, because she was the one who completed the forms for learner assessment and referral (cf. 2.4.1.3). She said the following:

"*The ILS educator is very conversant with SIAS because she is the one feeling the forms as required by South African* Schools *Administration and Management System (SA-SAMS)*".

SMTD 3 remarked as follows:

We are conversant with SIAS because remember it is the system that determines whether we qualify for Remedial class or not. After capturing all, including learners with and without learning barriers we send the CD to the District Office at CR Swartz. Learners with barriers to learning will be captured with their K-numbers on that CD because if we do not do that the class will depreciate and withdrawn.

Emanating from the above mentioned, is came across that the responses of SMT members, in general, referred to a lack of knowledge and understanding of the SIAS procedures to be followed in identifying and supporting learners with learning barriers. SMTA 4 and SMTB 3 & 5 indicated that had a limited understanding of the application of the SIAS strategy. SMTD 3 appeared to be unaware of the implementation of the SIAS strategy, even though the school was classified by the Free State Department of Education, as a full-service school.

5.7.12. Issues and challenges facing SMT members in rendering ILS

SMT A 1, 2, 3, 4, STMTB 1, 2, 3, 4, SMTC 1, 2, 3, 4 and SMTD 1, 2, 3 indicated the challenges to effect ILS at their schools, such aspoor support service from the DBST; in-co-operative and denying parents; negative attitudes of educators; work-load; lack of official ILS classrooms and SEN learners being belittled.

5.7.12.1. Poor support service from the DBST

SMTA 3, 4 and SMTC 1 & 3 complained about poor service delivery from the DBST officials to the schools. SMTC 1 raised her view as follow:

"*Seemingly there is no co-ordination from our DoE. The Motheo DBST must support us, especially the LSF. If maybe they are few the DoE must increase or employ more Specialists. They must remove the criteria or long procedure of identifying SEN learners. The process of going to Mr Kock is controversial*".

SMTC 1 further indicated that most schools needed assistant teachers to assist with the alleviation of the workload and overcrowding (cf. 2.4.2.4) He said:

Even overcrowding is the cause. "The DoE should provide us with qualified Assistant Teacher because we also need one. All schools must have a Remedial class with qualified teachers because I do not think there is a school that does not have SEN learners".

In supporting SMTC 1 and SMTD 3 Assistant Teachers required support and training for a trusting relationship to be established between them and learners (Groom & Richards 2005:27).

SMTA 3 also remarked:

"They also do not hire more specialists to service us and monitor us to check if we are doing things correctly or render support effectively to all schools".

SMTA 4 raised her concern this way:

"*What I can say is that the DoE itself, they are the people who are supposed to train us when they introduced ILS they just did it without training educators, even the administration clerks as people working with these things are also not trained .They do not give us enough support and they complain of transport*".

From the above it could be deduced that poor service delivery from the District office effected the rendering of effective ILS to schools It was also evident that the DBST faced certain challenges with regard to providing schools with support and development for ILS (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4 &4.2.5).

5.7.12.2. Uncooperative and denying parents

Poor parental involvement was regarded as one of the causes of learners' poor performance. SMTB 1 raised her concern about parents who were not co-operative when their children had to go to the DBST for testing and she said:

"*Parents are not co-operative when their children must go for testing*".

SMTB 3 also added her view on parental involvement:

"*Parents should play their role in supporting their children at home- it can be left to us alone. They seem to be distant and in a state of denial. They think we as teachers can easily assist their children and that there are no challenges.*

5.7.12.3. Negative attitudes of educators

The negative attitudes of educators were also one of the causes of in-effective implementation of the ILS. SMTB 3 and SMTC 1 mentioned negative attitudes amongst educators as a key factor (cf. 2.4.2; 2.4.2.1 & 2.4.2.3). SMTB 3 noted the following:

"*Few educators especially in the Foundation Phase, where learners mostly need support are negative and in-co-operative. Amidst all the challenges, two learners willingly went to ISL class and they were supported by SMT and ILS educator and they are happy*".

SMTC 2 further raised his concern about teachers who were not able to identify learners with learning problems (cf. 2.4.2; 2.4.2.1 & 2.4.2.3.). He lamented as follows:

"*Teachers are not able to identify learners, maybe it is lack of knowledge. We had workshops where all educators where involved but they still don't want to identify learners, and I am not sure whether the reason is lack of knowledge. Is it not because of big classes and work-load. In our school, we do not have resources like other schools, for example, qualified teachers*".

As a way of assisting educators to be able to identify and support learners with barriers to learning, SMT's might introduce staff

development programmes, which are aimed at establishing a learner centred culture for ILS. Various forms of physical and electronic teaching and learning were needed for this purpose (Bubb & Early 2009:17).

5.7.12.4. Work-load

Workload was also stated as a barrier for SMT members to be fully involved in ILS. Various other non-instructional responsibilities had been added to the job of school leaders or SMT members (cf.2.4.2.5). SMTD 1 and 3 supported each other in this regard. SMTD 3 said:

"The bulk of work, by the time you make provision for SEN learners they would be exhausted. Probably, if there was a specific system for SMT members to assist them because their work involves administration and management. For example if we can have Assistant Teachers (ATs) to assist us".

What SMTD 3 said is supported by literature. ILS is increasingly seen as a leading challenge for all school leaders, whether they are working in mainstream or special schools. Many traditional responsibilities, such as ensuring a safe environment, managing the budget and maintaining discipline are time consuming (Thomas & Dipaola 2003:3).

SMT members reported that they lacked time to be effective instructional leaders, because they were overloaded with responsibilities- the demands placed on them had changed, but the profession had not changed to meet those demands and tension was starting to show.

SMTD 1 also indicated that other SMT members could not attend ILS training, because they were committed to other matters at school (cf.2.4.2.5). SMTD 1 said:

"With regard to training, all SMT members were invited but only one member attended because others had commitments".

Schmidt and Venet (2012:10) support SMTD 1 and SMTD 3 that ILS is placing additional responsibilities on SMT members- these individuals need to ensure that policies and structures are in place for smooth running communication, the availability of appropriate support and learner-centred decisions. Many traditional responsibilities, such as ensuring a safe environment, managing the budget and maintaining discipline are time consuming.

5.7.12.5. Lack of classroom space

Transport challenges faced by the DBST officials seemed to be negatively affecting the effective implementation of ILS at school level. SMTC 3 indicated that the poor and slow service from the DBST due to lack of transport could be what delayed them to have adequate classroom space in supporting learners with barriers (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4& 4.2.5). SMTC 3 lamented in this regard:

"Transport for DBST officials to provide us with support and development". We also do not have official ILS class and as you have indicated that the performance of the school is affected by learners with learning barriers also writing ANA and Common Papers".

5.7.12.6. Behaviour towards learners with barriers

Most SEN learners usually are uncomfortable in attending special additional needs classes. It appears that educators stigmatise these children and at times they even get belittled by other learners. In this regard SMTB 5 highlighted emotional and social factors affecting SEN learners (cf. 2.4.1; 2.4.2, 3.2.4, 2.4 &4.2.5).

"Few learners who are supposed to be in ILS class full time are in denial and forever running away from that class. This affects the smooth running of ILS, but I think it is because other learners laugh at them. One day I visited ILS class to observe what is happening there, imagine a 17 year old learner doing number 2 in the class".

Learners with barriers to learning were often not socially included as they were less popular, had fewer relationships and participated less often as a member of a sub-group (Frostad & Flem 2008 as cited in Qeleni 2013:5). Changing perceptions and attitudes about individuals with disabilities are needed by educators and learners (Shelile 2010:30).

SMTD 1 mentioned parents who were denying that their children were having learning barriers. The reason for this could be that parents were unaware about how people with disabilities were treated as mentioned above. He raised his concern:

"Parents who do not want to accept that their children have learning barriers, and they will preferably take them to other schools".

The success of ILS depends on the involvement of personnel who are well informed and acknowledgeable about their individual responsibilities (Mojaki 2009:17). School staff SMT's needed to be conversant with EWP 6 (RSA DoE 2008:6).

A discussion on SBST members' responses will now follow.

Table 5.2: The biography of SBST members for schools A, B, C and D:

SBST members of schools A, B, C and D	Teaching experience	Gender	Position on SBST	Qualification: Specialisation	Role on SBST
SBSTA1	37 years	Female	English educator	Senior Certificate NPDE	Support vulnerable learners
SBSTA2	32 years	Female	Setswana educator	P.T.C., P.E.D. & B.A.	Support SEN learners with literacy
SBSTA3	28 years	Male	Life-skills educator	S.T.D., ACE in Values & Human Rights	Provides support to SEN learners
SBSTA4		Female	Secretary	PTC, Diploma in Education	Support needy learners
SBSTB1	23 years	Female	Educator	B.A.	Grade representative
SBSTB2	26 years	Male	Educator	S.P.T.D.	Grade representative
SBSTB3	18 years	Female	Co-ordinator	BEd Honours (Special Needs)	SBST Co-ordinator
SBSTB4	22	Female	Educator	ACE: Special Needs	Grade representative
SBSTB5	20	Female	Secretary	ACE: Special Needs	SBST Secretary
SBSTC1	20 years	Female	Secretary	BEd Inclusive	SBST Secretary
SBSTC2	30 years	Female	Additional member	BTech	Foundation Phase representative.
SBSTC3	33 years	Female	Additional member	B.A.	Intermediate representative .
SBSTD1	24 years	Male	Member	BEd Honours	Intermediate representative
SBSTD2	21 years	Female	Co-ordinator	BEd Honours Inclusive Education	Co-ordinating ILS activities
SBSTD3	3 years	Male	Member	BEd Honours	Maths specialist

5.8. DATA GATHERED THROUGH FOCUS GROUP WITH SBST MEMBERS (cf. Annexure F)

In this section of the chapter, questions 1 to 8 (Annexure F) were formulated to acquire SBST members' personal information regarding their gender, management experiences, position, qualifications and specialisations; their role on SBST; understanding ILS, their roles and responsibilities in ILS; important tasks for the SBST in supporting educators and learners in the ILS classroom; SMT members supporting the SBST in rendering ILS, the nature of collaboration with DBST for ILS; SMT supporting SBST in planning, organising and monitoring of ILS activities and the specific challenges facing SBST (SIAS document, curriculum issues, types of learning barriers training needs).

Inputs and suggestions to improve ILS at the Motheo clustering school will be discussed in chapter six.

5.8.1. Understanding ILS

The main theme identified under the definition of ILS by participants included accommodating SEN learners in mainstream schools. ILS was defined as a system organised so that it could provide various levels of support to both learners and educators. Another aim of ILS was to provide opportunities to learners with and without learning barriers so that these individuals might become successful learners in mainstream schools, with an understanding of serving their respective communities (Briggs 2005:51; Lomofsky & Lazarus 2001:5).

Most of the participants mentioned the levels of support when defining ILS.

SBSTA 1,3,4 SBTSTB 1,4, SBSTC 2,3 and SBSTD 2,4 shared common a understanding of ILS as supporting learners with learning problems, learning barriers or learning disabilities in mainstream schools. SBSTB 4 defined ILS as accommodating both learners with and without learning barriers in mainstream schools as defined above (cf.2.4.1.3; 2.5.1; 2.5.2). SBSTB 4 defined ILS like this:

"I think ILS includes not only learners who are academically given, but those with learning barriers will be in mainstream schools. Their barriers or difficulties do not mean they should be in different school, but they should also be in mainstream".

SBSTC 2 articulated the arrangement with learners with barriers in the previous education system (cf. 2.3 & 3.3.3). She stated:

"In the olden days we used to separate the learners, put aside those with learning barriers. Nowadays we put them together, with or without barriers and teach them all".

SBSTC 3, SBSTD 2 and SBSTB 1 acknowledged that ILS was supporting learners, irrespective of gender, disability, age, language and so on (cf. 2.5.1). SBSTB 1 defined ILS:

"I think it should involve learners irrespective of their gender, capabilities, age, socio-economic background and so on".

Literature supports both SBSTB 1 and SBSTD 2.The rights of all South Africans, regardless of race, gender, sexual orientation, disability, religion, culture or language, to basic education and access to educational institutions are entrenched in the Bill of Rights (Engelbrecht 2006:254; RSA DoE 2013:6: Lomofsky & Lazarus 2010:306).

SBSTC 1 and SBSTD 1 acknowledged that support to learners had to start with the class teacher by applying didactic assistance before referring the learner (cf. 2.4.1.3.). SBSTD 1 said:

"The support is given to learners but staring from the concerned teacher, to the ILS via the SBST to the DBST".

SMTA 1, 3 and 4 defined ILS as level 1-2 support. This was in line with how SMTD 2 defined ILS (cf. 2.4.1.3.).

SBSTC 3 was of the view that ILS advice with regard to the infrastructure of the school, which was needed to accommodate physically challenged learners. Her view was experienced as follows:

"I think the infrastructure should also accommodate them, those who may be in physically challenged or using wheel chairs. We should also encourage other learners to help and support them".

SMTD 2 explained that ILS was about the levels or the procedure of identifying and supporting learners from level 1-5 (cf. 2.4.1.3). These levels are important, because they show the roles of all the individuals and team members involved in supporting SEN learners. Collaboration is therefore critical among the latter team members from level one to level five (Mbengwa 2007:76).

Furthermore, SBSTA 3 defined ILS as offering support to learners with learning barriers or who did not have support at home (cf.2.4.1.3). She said:

"Offer support to learners with learning problems or helping learners with lack of support at home".

SBSTA 4 supported SMTA 1 and SBSTA 3 view by saying:

"*Help learners with learning barriers*".

SBSTC 1 also defined ILS as level 1-2 support given to SEN learners who could not read and gave them didactic assistance (cf. 2.4.1.3). She explained:

"According to my understanding inclusive education is all about helping learners with learning barriers, therefore who cannot read. You must put extra effort. It is also offering them extra support so that they can achieve the set goals"

From the above participants' views, ILS is regarded a specialised support which has recently become a growing need for SEN learners. It involves all learning activities which increase the capacity of a school to respond to learner diversity (Lacey & Lomas 1993:11; Briggs 2005:51; Lomofsky & Lazarus 2001:5). UNESCO defines ILS as a process of addressing and responding to the diversity of needs of all learners through increasing

participation in learning, culture and communities and reducing exclusion within and from education (Ruairc *et al.* 2013: 9).

5.8.2. SBST roles and responsibilities

Sub-themes identified under this heading include rendering support; advising ILS educator and forming links with DBST.

5.8.2.1. Rendering support

The SBST is the main school based support structure, which should render assistance to both learners and educators so that educators can also support learners. SBSTA 3, SBSTA 4 and SBSTD 2 described their roles as identifying and dealing with barriers to learning as high quality support. SBSTA 1 confessed in this way:

"I am not sure about our roles and responsibilities as SBST because the SBST of our school is largely inactive. What I can say is that SBST is responsible to address particular problems of learners.

SBSTD 2 described their roles as follows:

"My responsibility is to render assistance to ILS learners. I am also SBST co-ordinator and I also work hand in hand with the educators, other SBST members, DBST as well as SEN learner's parents".

SBSTA 1, 4 SBSTB 1, 3, 5, SBSTC 3 and SBSTD 3 all shared a similar understanding of what support should entail. According to these participants, support commenced when referring educators, involved learners' parents before referring them to the SBST or ILS educator and eventually to the DBST. These participants further held the view that the DBST should test learners and provide the relevant support needed, depending on the problem diagnosed or identified. SBSTA4, however, indicated that he was

not sure about the roles and responsibilities the SBST, because it was not functional (cf. 2.4.1.3). He lamented about the following:

"As a member of the SBST we have not sat down to clarify our roles and responsibilities. We tend to operate in general terms. This is not good if we want to be effective"

5.8.2.2 Advise ILS educator

One of the roles of the SBST is to advice ILS educators on how to render support to SEN learners (cf. 2.4.1.3) this aspect was articulated by SBSTA 1, 3, SBSTB 3, SBSTC 3 and SBSTD 3. SBSTC 3 described her opinion in this way:

"One other role is for SBST to assist and advise educators on how to identify and support learners". They can support learners after school and if learners still need support, they are then referred to the SBST".

SBSTD 3 said:

"I am a member of SBST. For the mere fact that I am a teacher, I have to identify and support learners with learning barriers and ask assistance from ILS co-ordinator advices on what steps to take and the process that I must follow".

All of the above participants' views are supported by literature. The roles and responsibilities of SBST are to identify institutional needs, in particular, barriers to learning, the teacher, curriculum and institutional levels and the discussion of learner development by organising programmes and new strategies to address these needs (RSA DoE 2004:1, 2008:10, EWP 6 2001:29 & Mbengwa 2007:76).

5.8.2.3. Forming links with DBST

Forming links with the DBST is crucial if the SBST wants to draw in support service providers. Collaboration between the SBST and DBST is most critical. The DBST is in a position to organise core support service providers including support personnel, curriculum specialists, management specialists, administrative specialists,

government professionals and community role players (RSA DoE 2008:7 & Mednick 2007:15).

This was also acknowledged by SBSTA 1 and SBSTB 5. SBSTB 5 acknowledged:

"*We also form links with the DBST and help the school by referring those learners to the DBST and other relevant stakeholders*".

SBSTA 1 also said:

"*We seek outside advice for learners with learning problems and give educators of these learners feedback about the progress of the assistance provided to them. We are in constant contact with the DBST*".

To assist schools to overcome barriers that prevent the system from meeting the full range of learning needs, members of the DBST need to identify and prioritise those needs. The DBST should also work very closely with SBST with regard to providing expert advice and services, (e.g. medical, psychological, or particular therapy where needed), indirect support to learners through supporting teachers and school managers (RSA DoE 2004:1, 2008:8 & EWP 6 2001:29).

5.8.3. Tasks for SBST in supporting ILS educators and learners

The sub-themes that will be discussed below include: strengthening support for the ILS educator; communicating on behalf of the ILS educator; organising resources and feedback from stakeholders.

5.8.3.1. Strengthening support for the ILS educator

The SBST has to strengthen support for the ILS educator by co-ordinating all learner, educator, curriculum and institutional development support activities in the school (cf.2.4.1.3).SBSTA 3, SBSTC 1, SBST3 C 3 and SBSTB 4 mentioned that they should strengthen support for the ILS educator by encouraging mainstream educators to address learning barriers they could in the classroom and stop referring learners unnecessarily. SBSTA 3 mentioned:

"To strengthen support by encouraging educators to address some of the learning problems they can and stop referring all the learners problems to learning support educators".

SBSTB 4 mentioned the same thing as SBSTA 3. The SBST should assist educators with the necessary skills to apply didactic assistance to learners first before referring them (cf.2.4.1.3). She said:

"We also assist mainstream educators with skills on how they can support learners before they can refer them so that they can be helped as early as possible, because sometimes other learners may not have such extreme learning barriers in order for him or her to be referred further. For example in a case of deaf learner, the teacher can be advised to put the learner in front and always face him or her when he or she speaks in the class".

SBSTB 4 is supported by literature which refers to the SBST as a structure with specialised skills and knowledge in areas, such as learning support, life skills, guidance or counselling (RSA DoE 2001:29 & Gibson 2004:9).

5.8.3.2. Communicating on behalf of the ILS educator

Communication serves as the cornerstone for the efficacy and efficiency of any multidisciplinary team. It is therefore important for SMT members, as leaders, to communicate with and on behalf of staff members and other school structures (cf. 3.4.4; 3.4.5 &3.4.7).

SBSTA 2, SBSTA 4, SBSTC 1 and SBSTC 3 were of the opinion that SBST members should involve parents by communicating the problems of their children with them and to discuss ways in which parents can assist their children (cf.2.4.1.3; 3.2.3.6; 3.4.4; 3.4.5 & 3.4.7). SBSTA 4 indicated:

"*We at times communicate with parents of learners with learning barriers and discuss their problems, then decide how the learner can be assisted*".

Landsberg (2005:66) supports both SBSTA 2 and SBSTA 4 that the support provided to the learner should be done in consultation with the parent to ascertain if there is a need for further referral. Where the help of outside professionals is needed, the parent must be able to accompany his or her child to the facility.

SBST has tasks, such as planning preventative strategies for learners with learning barriers, abused children, drug abuse, malnutrition, etc. and establishing networks that promote effective communication between teachers and parents, health and justice department as well as non-governmental organisations (RSA DoE 2008:10 & Mbengwa 2007:76).

5.8.3.3. Organising resources

Part of the SBST responsibilities is to provide the ILS educator with the necessary resources, including learning and teaching materials and human resources so that he or she can render effective support to SEN learners (cf. 2.4.1.3).SBSTA 1, SBSTB 5 and SBSTC 3 and SBSTD 1 all acknowledged this aspect as crucial. SBSTC 3 lamented as follow:

"*To provide ILS class with necessary LTSM so that rendering support to learners with barriers can be easy*".

SBSTD 1 mentioned:

"One other task of the SBST is to identify SEN barriers to learning to find different solutions based on the nature of their problems and refer them further. Among other things is to organise, especially parents and involve them by educating them about ILS processes so that they can be on par. As to educators, it is our task again to educate them on those processes identifying and supporting learners with learning barriers and development.

A critical task of the SBST is the identification of institutional needs and, in particular, barriers to learning prevalent at learner, teacher, curriculum and institutional levels and discussing learner development by organising programmes and new teaching strategies as mechanisms to address needs (RSA DoE 2004:1; 2008:10 & Mbengwa 2007:76).

5.8.3.4. Professional advice

SBSTA 3 indicated that the SBST offered professional advice to the ILS educator where needed. SBSTA 3 stated:

"One of our key tasks as SBST is to *offer advice and suggestions to teacher, especially where professional support is needed"*

SBTA 1, SBSTB 3 and SBSTC 2 mentioned that the SBST needed to assist mainstream educators and encourage them to identify and apply didactic assistance before referring learners to the ILS educator. The SBST could also encourage collaborative learning or peer tutoring to learners (cf. 3.2.3.2). SBST C 2 advised:

"I don't know whether I am right or wrong if I say the classroom teacher must allow learners to assist each other because you may find that the teacher is having a 'hard-face' for learners and they are afraid of me. Then the learner may feel free and be able to do better if assisted by other learners".

From the above it is clear that professional advice could be offered by SBST to ILS educators with regard to a collaborative and co-operative learning activity among learners, the creation of

a classroom atmosphere where acceptance is instilled, so that all learners could feel like a valued member (cf. 3.2.3.2).

5.8.3.5. Feedback to stakeholders

SBSTA 4 and SBSTB 1 indicated that they assisted educators after identifying and seeking external advice and receiving feedback from parents (cf.2.4.1.3). SBSTB 4 said:

"*We assist educators by identifying learners' needs and to seek external advice. Give feedback to parents of affected learners*".

Feedback of the progress of support given to SEN learners is very important. The SBST co-ordinator must therefore monitor and support learner progress and evaluate the work done by SBST members (cf. 2.4.1.3).

The responses of the above SBST acknowledged the role of SBST to the success and effective rendering of ILS at schools A, B, C and D. The SBST co-ordinators with the support of other SBST members highlighted the need to support the ILS educators by co-ordinating all learner, educator and curriculum issues within the institutional development support in the institution. The in-service training of teachers, the identification, assessment and support of all learners, including those who experience barriers to learning, were also amongst the tasks of the SBST co-ordinator. The SBST should also identify institutional needs and, in particular, barriers to learning pitched at learner, teacher, curriculum and institutional levels; and discuss learner development by organising programmes and the introduction of new teaching strategies to address these needs. Furthermore, the SBST should also draw in and facilitate the sharing of the resources needed, (human and material resources: teaching methods and teaching aids) from within and outside the school and encourage teachers to share

ideas to address the challenges (RSA DoE 2008:10 & Mbengwa 2007:76).

All of the participants indicated that as SBST members, they had an idea of the steps that should be followed in identifying and supporting learners with barriers to learning (cf.2.4.1.3).

SBSTA 1 added to what SBSTA 3 had mentioned:

"*The role of the SBST is to seek outside advice and give feedback to referring the educators and SEN learners* (cf. 2.4.1.3).

In relation to the latter said, SBSTC 3 also indicated that the role of SBST was to assist educators with identifying assessment and support needs for learners with barriers (cf. 2.4.1.3; 3.4.3 &3.5.3) She said:

"it is our responsibility to assist educators who have identified learners with learning barriers and assist them with how they can support those learners"

The SMT, SBST and other professionals need to work collaboratively in supporting both educators and learners in ILS. The SBST is also regarded as the critical structure for delivering support to learners in the local school context. It is therefore important that the SBST co-ordinator, monitor and support learner progress and evaluate the work done by the ILS educator.

5.8.4. SMT support for the SBST

Themes identified under this heading categorised SMT members as supportive and others as unsupportive. The extent to which SMT's members rendered administrative support affected the extent to which teachers and specialists developed and implemented interventions to assist teachers and school based structures(SBST) in managing ILS, and as such improved

academic learner performance (Mojaki 2009:46; Thomas & Dipaola 2003:9).

5.8.4.1. Unsupportive tendencies

ILS could only be successful with the support provided by SMT members to the SBST. The RSA DoE (2001:29) acknowledged that the success of ILS lay on SMT members and education cadre.

The SMT members of schools A, C and D were regarded as unsupportive by SBST members in rendering ILS- this therefore seemed to affect the functionality of SBST. SBSTD 2 doubtfully said:

"Yes there is support but not full support. Truly speaking let me not lie there is no support".

SBSTA 1, SBSTA 2, SBSTA 3, SBSTA 4, SBSTC 1 and SBSTD 1 indicated that the reason for SMT members not to be involved and support the SBST in rendering ILS could be due to SMT's lack of knowledge and understanding of ILS. SBSTA 2 sourly said:

"I think SMT members are not involved because they lack knowledge and understanding of Inclusive Education matters. To add on what SBSTA4 has said, after introducing these policies our Department will just give us the so called "micro-oven" workshops and expect us to implement these policies effectively".

SBST D 1 emphasised that some educators and principals believed that it was not the main work of the school to support learners with learning barriers, and this therefore discouraged teachers to further their studies on special needs education (cf.2.4.2.5). SBSTD 1 emphasised this point as follows:

The reasons mighty be tricky because most of us at mainstream schools believe that SEN learners belong to special schools and not to mainstream schools. So people do not regard this as their duty to educate SEN learners not being aware that they also have capability to assist those learners for them to become better persons in life. One other reason could be the

teacher learner ratio, it is normally 1 is to 35, but in our situation you will find for example 1 is to 40 to 50, which will not allow us to identify SEN learners ".

5.8.4.2. Supportive tendencies

In the context of ILS, district administrators and SMT members should promote the success of learners to barriers in the school system (Botha 2010:3; Colvin 2007:17; Thomas & Dipaola 2003:16). The SMT members of school B were regarded as supportive by SBST members in rendering ILS to learners. These participants seemed to take a lead in the decision making and problem solving processes and provided leadership during support team meetings (cf.3.1). SBSTB 3 proudly said:

"*They ensure that we hold our meetings regularly and they also form part of the SBST meeting*".

The extent to which SMT members of school B were supportive of ILS their activities were endorsed by SBSTB 1, SBSTB 2 and SBSTB 4.These participants had a high regard for the actions of SMT members in assisting with the management and organisation of the SBST; the provision of resources for a safe, efficient and effective environment; collaborating with families and community members; responding to diverse community interests and needs and mobilizing community resources (Botha 2010:3; Colvin 2007:17; Thomas & Dipaola 2003:16). SBSTB 1 said:

"*They organise transport for us if maybe we have to be interviewed by Child Guidance Clinic or the DBST about learners*".

SBSTB 4 added by saying:

And if the learners' problems are so serious the SMT go to an extent of meeting the parent half way using their own transport to take learners to the DBST.

SBSTD 1 described what was required from SMT members and their duties (cf. 3.3.4). He said:

"*According to the requirements of the DoE, SMT members had to buy the equipment for ILS class. They also have to help with organising meeting for all the stake holders as well with referral of learners to the DBST, in short that is their duty*".

Both SBSTB 1 and SBSTD 4 were supported by SMT involvement in SBST activities. The supportive co-ordinator was the one who organised the systematic co-ordination of ILS tasks and formal relations with the SBST (Van der Merwe *et al.* 2005:109).

The SBSTA 4 acknowledged that the SBST of school A was just a name on paper and not as active and functional as it should be. The researcher indicated that after educators had referred learners for support to her, then the remaining part of SIAS process of ILS would be left with her (cf. 2.4.1.3 & 2.4.1).

SBSTC 1: *They do encourage teachers respectively. For example each term they expect teachers to analyse results and identify learners in order to support them. They also give educators some tips of how to render support to learners with learning barriers. Yes, with regard to planning of the term meeting they do include ILS matters. But on the issue of controlling is bad, there is no control of ILS.*

When asked further about SMT's role in organising, SBST C 1 said:

"*They do not organise. Everything is left with the SBST and there is nothing pushing us to perform better. That is the problem because some of poor educators will also do not know how to assist or support identified learners due to lack of skills'.*

What SBSTC 1 implied is that nothing motivated them to perform ILS as effectively as required, because the SMT didn't hold them accountable for not providing ILS. It therefore appeared that SMT members did not organise for ILS so that they could all contribute to the common goal (cf.3.4.2).

After the responses of SBST members of all four schools only the SMT, except that of school B, indicated that SMT members

supported them in rendering ILS to learners with barriers and learning. SMT members of A,C and D needed to manage and lead staff development effectively so that they could have a positive effect on rendering ILS (Bubb & Early 2009:17). The positive effect of ILS can only be felt if all staff members are motivated by the involvement and support of SMT members in rendering ILS (cf. 3.4.5.).

5.8.5. The nature of collaboration between SBST and DBST

The themes that will be discussed under this heading include good collaboration and poor collaboration.

5.8.5.1. Good collaboration

There has to be collaboration between the SBST and DBST, meaning they are working together as partners or teams with the aim of providing holistic comprehensive support to schools (cf.2.4.2.3). SBSTD 1 and SBSTD 2 reported that there was collaboration between the SBST and DBST at their school. SBSTD 2 explained:

"Yes, I work hand in glove with my LSF. When I am encountering any problem, I just calling her and she will advise me what to do. I do not have any problem with her. She is so nice, co-operative and make work easy for me. With regard to learners who should be placed at special school: I had such a case with one learner who was recommended for a special school. When the parents took the learner there they were told the learner cannot be accommodated because of language. My LF resolved the matter with the special school"

SBSTD 1 supported SBSTD 2 by saying:

"Fortunately as you are speaking eight educators, including two SMT members have been invited to an ILS workshop which will be in June this year. That is how we work with DBST which I believe is the light in the dark tunnel. They are now starting to give us the direction and we will be able to see where we are going with SEN learners".

The core purpose of the DBST is the development of effective teaching and learning in schools through identifying and addressing barriers to learning at all levels. Additionally, the primary purpose focus is the development and on-going support of the SBST, with the key focus area being the capacity building of the schools (RSA DoE 2008:8 & 2009:2). Working together as a team, enables both the SBST and DBST to: identify what is needed and who is available to address those needs; identify the co-ordinator; understand and pursue the processes to be followed to draw in appropriate people; ensuring that the school recognise and appreciate inter-sectoral work; ensure the availability of material resources; learn the language of the different sectors and professions; develop a common understanding of the problems and developing team skills (Mbengwa 2007:74 & RSA DoE 2002:3).

5.8.5.2. Poor collaboration

Poor collaboration posed problems like SBST teams being unable to identify who should be involved in activities. Psychological and special need services, including special schools, should collaborate in rendering administrative, curriculum and institutional development support to staff in a holistic manner (cf.2.3.4.2)

For Level 3 support to be effective, role players, teachers, SBST, SMT, parents and DBST must be involved- the second step of the SIAS strategy overlaps with level 3. The Learning Support Facilitator (LSF) as DBST member is consulted, butmost of the times the DBST was unresponsive to referred cases (cf. 2.4.1.3).

On that note SBSTA 1, SBSTA 2, SBSTA 3 SBSTA, SBSTA 4, SBSTB 4, SBSTB 5 and SBSTC 1 indicated poor collaboration between the SBST and DBST, as an issue that was caused by

alack of co-ordination and collaboration between educators, SBST, SMT, SGB and parents at school level. SBSTC 1 indicated that the DBST was eager to support them, but the problem lay with the school. She lamented:

"The DBST is eager to help and render support. Everything lies with us, educators, SBST, SMT and .One other thing is, I once organised necessary documents which I thought are enough to be produce. The LSF indicated that I still have to bring more documents.

SBSTA 1 shared almost the same concern as SBST C 1 and she said:

"*I think collaboration is not as good as it should be because the involvement of the DBST is limited. What I mean is that the DBST is not supporting the SBST enough to be able to solve problems of SEN learners as"*.

SBSTA 3 appeared to be uncertain about whether poor collaboration caused the dis-functionality of SBST or not (cf. 2.4.1.3; 3.4; and 3.5). SBSTA 3 stated the following in this regard:

"Although the whole of our SBST is not as functional as it should be, but what I know is that the ILS educator is collaborating with DBST. She refer cases further to DBST if needs be, however there is no follow up of such cases. I am not sure if the problem lies with the school or with the DBST".

According to SBSTB 4 and SBSTB 5 poor collaboration was affected by transport problems experienced by DBST officials, which led to the delay of SEN learners' results, especially after they had been tested at the district office. The latter situation seemed to be affecting learners negatively (cf. 2.4.2.3).SBSTB 4 made her statement:

"*DBST officials are also having problems because when we refer learners to them they would always complain of transport if they must come to address*

learners' problems. And this poses problems for learners and they end up being frustrated and lacking behind"

From the nine SBST members participating in the focus group interviews, 2 members indicated that there was good collaboration between SBST and the DBST, whilst seven indicated that their collaboration with the DBST was poor. To promote effective inclusive education in the Motheo clustering schools, the SMT needed to ensure that the SBST co-ordinator, co-ordinated all the ILS activities and consulted with DBST where there was a need for training and support with regard to curriculum delivery, distribution of resources and the SIAS process. An inclusive school had to encourage collaboration among SMT members, educators and parents for the purpose of planning, teaching and supporting learners with learning barriers (Soodack 2010:329; Groom & Richard 2005:24).

5.8.6. SMT supporting the SBST with planning, organising and monitoring of ILS activities

From the nine management skills mentioned in chapter three, planning, organising and controlling were the key tasks, the researcher had identified as the management tasks that could lead to the improvement and success of ILS at school level (cf. 3.5). If there was no or a serious lack of planning of ILS, then tasks such as organising and controlling, were highly impossible.

SBSTA 1, SBSTA 2, SBSTA 3, SBSTC 1, SBSTD 1 and SBSTD 2 confessed that SMT members were not supporting SBST members with planning, organising and monitoring (cf.2.4.1; 2.4.2.3 &2.4.2.2). SBSTA3 indicated that things were done haphazardly and he said:

"There is no evidence of SMT supporting the SBST, meaning there is no plan in place for organizing and monitoring or controlling. Things are not done correctly but haphazardly".

SBSTA 1 supported SBSTA 3 by saying:

"According to my experience, I have never seen aspects related to ILS in the broad planning of our school. Therefore, I agree with SBSTA 3 that there is no evidence of the SMT supporting the SBST through planning, organising and monitoring. ILS in our school is an individual duty between the teacher and learning support educator".

Through monitoring and evaluating, ILS SMT members of schools A, B, and D could ensure that teachers used time fruitfully and involved learners actively in lessons. SMT members might further support teachers to present lessons to groups and individual learners with carefully selected materials and activities relevant to them (cf.3.2.2.5). Mistakes and areas for development identified during monitoring and evaluation by SMT members had to be addressed in a formal meeting with the educators. According to the responses of the SBST members of the above three schools, monitoring seemed to be a serious challenge (cf. 2.4.2.1; 2.4.2.2; 2.4.2.4 & 2.4.2.5). As the ILS educator of SBSTD 2 lamented:

"I do not have such support. They do not plan and organise for me as well as they monitor and control my work as ILS educator".

In order for ILS educators to perform their jobs well, SMT members of the Motheo clustering schools needed to plan with the SBST as a means of supporting SBST's with the resources needed, planning, manageable teaching schedules, heterogeneous classroom rosters and professional development opportunities (Tondeur 2008:5; Thomas & Dipaola 2003:6). The SBST of school B seemed to be prioritising planning. SBSTB 5 put her statement as follows:

"There is a plan with dates of submission for control of ILS. The SMT do assist us and they also liaise with other schools to assist us".

Unfortunately, this seemed not to be the case with SBSTD 2. She said:

"I have my own time-table however I struggle a lot if I should get learners to render support to them".

In support of SMTD 2's statement, SBSTD 1 added:

"One other thing is ILS should also be included in the time-table because for now it is not included. The ILS educator will just come anytime to ask for learners, and when they go for ILS, they miss most of the work done in the mainstream class. It means if it is there on the school time-table, we would know how to avoid the situation of SEN learners missing some work.

It was clear from the above participant responses that the application of the four management tasks including planning, organising, leading and controlling of ILS was most prevalent in school B. In conclusion it was important for the SBST co-ordinator, as SMT member, to monitor or control ILS activities (cf.3.5.1; 3.5.2; 3.5.3 & 3.5.4).

5.8.7. Challenges facing SBST (SIAS process, curriculum issues learning barriers, training needs)

The key function of SBST and DBST was to identify and address barriers to learning for the purpose of supporting the development of effective teaching and learning. In this way, both the teams would understand the needs and problems so that appropriate strategies could be developed (cf. 2.4.2). There were, however, key challenges facing the Motheo clustering schools relating to understanding and responding to learner needs. The following sub-themes emerged as challenges: Pedagogical factors; systemic factors; parents in denial and emotionally disturbed learners.

5.8.7.1. Pedagogical factors

SBSTA 1, SBSTD 1, SBSTD 2 and SBSTD 3 complained about the Foundation Phase educators who failed SEN learners by not

identifying and giving them necessary support as required by EWP 6 (2001:7) that early identification of the range of learning was needed and intervention should be targeted at Foundation Phase (cf. 2.4.1.2.). SBSTD 2 lamented:

"One other thing is that Foundation Phase educators are well trained but Intermediate educators experience challenges with learners who were not identified and supported by them. The DBST LSF and other officials are always preaching to Foundation Phase educators to please identify and refer learners as early as possible because if not, that backlog will backfire at Intermediate Phase. That is the great challenge we are facing".

SBSTD 1 felt that SMT members should speak the same language as educators when identifying learners with learning barriers in the Foundation Phase. He put it like this:

"SMT members can sing the song day in and day out to the Foundation Phase educators, then they will always remember that the song of SEN learners is awaiting me at school. If it is in the heads of SMT members, automatically it will be the same with educators and other SBST members".

SBSTD 3 also acknowledged the need for appropriate early intervention to have an impact and be more cost-effective than prolonged interventions later in life. The reason was to prevent impairment from becoming worse, because the earlier the intervention, the greater the impact on the child's future development (cf. 2.4.1.2). SBSTD 3 said:

"Specifically for me, most of classes are having SEN learners with reading and spelling problems, their problems are even beyond the academic problems. For example we had a case where the learner had an accident which affected him mentally. The other two on my class cannot read .The other issue is, most learners are affected by socio economic background. Most of these policies bind us"

SBSTA 4; SBSTB 4, SBSTC 3 and SBSTD 1 subscribed to the notions of teachers lack of effective preparation in accommodating the unique individual needs of learners. This was the most stressful, including administrative issues, the behaviour of learners, teachers' self-perceived competence and lack of collaboration with parents (Englebrecht 2006:257). SBSTD 1 presented his story in this way:

"With regard to curriculum differentiation and method modification it is not always possible to do that we must be careful and honest. The situation of our classes does not allow us to always do that because of overcrowding. Also the number and different subjects with number of periods are in such a way that you do not know how you can differentiate the curriculum, even if you wished to do so.

SBSTB 4 revealed that they were unaware of involving learners in the same curriculum, even though it had to be changed. It also had to be flexible in accommodating all learners and take into account their different learning needs (cf. 2.4.2.1; 2.4.2.4 & 3.3.3). She uttered her grievance as follows:

"I think we do have problem with curriculum, it does not include ILS learners and it is more of mainstream activities because ISL educator must try to modify it. We do give her our own curriculum topics and concepts and she then modifies them".

SBSTC 3 further alluded to the shortage of qualified ILS educators. She said:

"We need a skilled, experienced and qualified ILS teacher who can teach ILS at our school. The administration and big class of learners needing support, motivate support educators".

5.8.7.2. Systemic factors

The sub-themes that will be discussed under this heading include policies; establishing a link between SBST and DBST and training and parents in denial.

- **Policies**

Policies and legislation are regarded as barriers towards effective provision of ILS by many countries (cf.2.4.2.2).SBSTD 1 and 5 mentioned systemic barriers as one of the causes of ILS not being successfully implemented. He mentioned policies as one of the barriers to effective ILS (cf. 2.4.2.2). SBSTD 1 mentioned:

"One other thing is the systemic barriers where the DoE bring so many things to us which make it difficult to identify learners earlier because of time and workload. We are only able to identify and address the problems in the second term, which is already late. And the policies and conditions of promoting learners to next grades fail us as educators because they will force learners to pass. This situation will backfire somewhere at Grade 12 educators where most of the learners will fail.

SBSTB 5raised SA-SAMS' timetable issue as a systemic barrier According to the participant, pressure by the DoE to submit the mark schedules and learners results, captured electronically on CD in time was frustrating to Learning Support educators (cf.2.4.2.1). She lamented*:*

"The other problem with SA-SAMS which must be submitted each term, this time frame issue does not allow us to cover the curriculum even though one has modified it. You have to submit the tasks you have covered as required but the time frame is a challenge to us whether we have modified the curriculum or not".

A value system in schools that is workable and owned by everyone, and which is in line with the Constitution will be most helpful for sound ILS policies (cf.2.4.2.2).

- ▪ **Establishing a link between SBST and DBST**

One of the challenges facing the SBST and the DBST was the in-ability to link the district support strategic plans to school, regional, provincial as well as national plans and strategies.

SBSTA 3, SBSTA 4 and SBSTC 2 complained of the DBST wasting time to test learners and delaying with learners' results after testing them (cf. 2.4.2.3). SBSTA 3 said:

"There is *no chain or link about SEN learners from Foundation to Intermediate and Senior Phases. Delayed support by the DBST for SEN learners because educators lack knowledge of the nature of support they need to render to them".*

SBSTA 4 added to what SBSTA 3 had said. She highlighted the following:

"DBST wastes time before addressing cases referred to them by the school. Chain breaks because of the issue of confidentiality".

The chain between the SBST and the DBST must be the strong one because they are the two teams on which all the levels of ILS are depending in order to address barriers to learning and challenges facing the schools.

- **Training**

One of the roles of the SMT is to ensure that the SBST is functional and effective in order to assist learners with poor Literacy and Mathematics (cf.2.5.2).

SBSTC 1 and SBSTD 1 mentioned Literacy and Mathematics as problematic learning areas for which educators needed training as a way of rendering support to learners with learning barriers. SBSTC 1 put it this way:

"We need training especially in Maths and Language or literacy. But I think if remedial can start at Foundation Phase. Foundation phase should lay the basis for everything.

SBSTD 1 further indicated that SMT members needed training, so that they could be well informed to motivate educators not to fear teaching subjects, like Mathematics and Literacy. He commented as follows:

"With regard to who must account around the table as educators. Unfortunately it is not all of us who are going there, only certain individual educators of specific learning areas as well as their HODs. Those of us teaching learning areas which do not subject us to account, will fear being allocated such subjects which need to be accounted for.

With regard to any training attended, SBSTD 1 explained:

"With regard to training, as I have said earlier on, the DBST has realised that educators and SMT members need ILS training. I think that will also help SMT members to be directly involved in ILS because I think they also want to see themselves coming out of that category of poor performing schools. So for them to come out of that category, they must sing the same song with same melody as educators and stop ignoring SEN learners. I am not sure if I am right, but I am saying it under correction the DBST will come at least twice at some intervals".

SIAS is the current S.A. strategy that addresses the process of identifying individual learner needs in relation to home and school context and to establish the level and extent of additional support that is needed (cf. 2.4.1.2). With regard to SIAS training there were still doubts from other SBST members, whereas others just indicated that they had not received training. When asked if they had received SIAS training, SBSTC 1 just said:

"No, never mind training, I need to get orientated on the policy first"

SBSTB 5 and SBSTD 2 *were* aware that the SIAS strategy was the current strategy linked with SA-SAMS where assessment results of all learners were recorded electronically. Then the electronic CD was submitted to the DoE from where it was determined if the school qualified for ILS class or not. SBST B responded by saying:

"The same SA-SAMS CD where marks of Languages and other learning areas are recorded. I don't know if you refer to forms that we once received to be honest we were not trained. We also went to Pholoho Special schools for clarification. We also do not receive feedback whether we are on the right track or not. By means of being quiet, seemingly we are on the right track because up to now they have not said anything. If we were not doing the right thing, they could have taken the class as they did with other schools. Our LSF promised us that he will organise someone who will train us".

SBSTD 2 further indicated that she had attended SIAS training previously. She still needed training, because she was not so well conversant with it. She defined SIAS as:

"Screening, Identifying, Assessing and Supporting. I have not yet started implementing it. Yes I have received training on SIAS last year in June but I am not up to standard. The last time I filled in the SIAS forms is last year, but this year I have not yet started filling them".

The above responses indicated that SIAS training was a need for all the stakeholders, especially all staff members, including SMT, SBST, educators and administrative clerks. Schools could lose ILS classrooms, if not following the SIAS process.

5.8.7.3. Parents in denial

Parental involvement is critical for supporting learners in school related matters. Uninvolved parents are the main reason for poor academic performance among learners (Fon 2011:56). The reason for parents of SEN learners to be in denial might be a lack of involvement or information about ILS and accompanying policies (Colvin 2007:154).

SBSTA 1, SBSTA 3, SBSTA 4, SBSTB 1, SBSTC 2 complained about parents who were denying that the children had learning problems and this could be of a lack of information. SBSTA 3 raised this concern as follows:

"Other parents are in denial that their children need support because they have learning barriers. I think this is because they lack information about ILS".

SBSTA 1 supported SBSTA 3 that parents were not transparent about the information their children needed and also the DoE was sometimes denying that learners were special school candidates. She complained:

"*Parents are not opened about their children's information that maybe the cause of learning barriers and deny that their children have learning problems. The DBST is sometimes also in denial that certain learners are special schools' candidates. After testing such learners they will insist that the learner be kept at mainstream school. Educators do not have enough time to give didactic support to SEN learners before referring them to ILS class.*

SBSTC 2 believed that parents would only accept and consider information about ILS if it was communicated by the DoE. She said:

"Even parents who are in denial, immediately you make them aware that your child is having problems they would shout you and deny that. They will only accept and consider that if the DoE can send someone special to educate them about ILS because they will not consider what we will tell.

Although SBSTB 1 did not say exactly agree with what was said above, she mentioned emotional disturbance as one of the

intrinsic barriers they sometimes experienced at school B. She mentioned the following:

"We experience them every day. For example today we were discussing one girl who is attention seeker, she takes advantage of the accident she had. No one must say anything to her, she would cry from each and everything when educators say or asks her. The other one is a sleep walker. She tends to be always in deep sleep".

SBSTB 1 said:

"*Parents who are denying that, their children have learning problems".*

SBSTC 2 said:

"I had the learner whose parents were willing to assist their child and they even involved the social worker whom I just saw and then he disappeared. Who knows that these parents only wanted the social workers to assist them with something small, but that was the learner who was supported by DBST because parents took him there themselves. The one who was referred with a serious problem did not receive support from the DBST".

All the above responses about barriers and challenges indicated that parents were the most important people to assist schools and motivate learners with barriers to learning (Sage 2004:14).

Table 5.3: The biography of educator participants for schools A, B, C and D

Educators of schools A, B, C and D	Teaching experience	Gender	Post Level	Qualification: Specialisation	Subject taught
EDUA1	2 years	Female	1	Diploma in Education	Grade 3 Life-Skills, English Setswana Maths
EDUA2	9 years	Female	1	N.P.D.E., ABET Certificate	Grade 4 & 5 Maths Natural Sciences & Technology
EDUA3	5 years	Female	1	Studying ECD Diploma	Grade R Setswana, Life-Skills & Maths
EDUA4	37 years	Female	1	P.T.C.	Grade 5-7 Maths

EDUA5	2 years	Female	1	Studying ECD	Grade R Life-Skills, Maths & Setswana
EDUB1	22 years	Female	1	BEd Honours	English, Social Sciences
EDUB2	20 years	Female	1	BEd Honours	NS & Tech Sesotho
EDUB3	24 years	Female	1	Diploma in Remedial & BEd Honours	Foundation Phase Learning Areas
EDUB4	20 years	Male	1	S.P.T.D.	Life-Skills & Social Sciences
EDUB5	26 years	Female	1	S.P.T.D., B.A., B-Ed	Foundation Phase Learning
EDUC1	25 years	Female	1	S.P.T.D. & ACE	English & S.S.
EDUC2	13 years	Female	1	J.P.T.D. & ACE	Foundation Phase
EDUC3	19 years	Female	1	J.P.T.D. & ACE	Foundation Phase
EDUD1	3 years	Male	1	B-Ed Honours	Sesotho & NS-Tech
EDUD2	26 years	Female	1	S.P.T.D, F.E.D.	Maths, Life-Sills, English, Setswana
EDUD3	23 years	Male	1	P.T.D., F.D.E. Remedial,B Ed Honours Management	Social Sciences, Sesotho, Creative Arts
EDUD4	23 years	Male	1	U.D.E. Sports & Develop-ment, BEd Honours Management	English, Life-Skills, Technology

5.9. DATA GATHERED THROUGH THE FOCUS GROUPINVOLVING EDUCATORS

In this section of the chapter, questions 1 to 6 (cf. Annexure G) were formulated to acquire educators' personal information regarding their gender, teaching experiences, position; qualifications and specialisations; understanding ILS; characteristics of a school which renders effective learning support; the way in which SBST supports educators when referring learners; educators' opinion about the role of SMT members in rendering ILS; extrinsic and intrinsic barriers to learning and challenges facing the school with regard to rendering ILS.

5.9.1. Understanding of ILS

The sub-themes that will be discussed under this heading include, identifying and supporting learners with learning barriers; stake-holders involvement and designing teaching according to abilities.

5.9.1.1. Identifying and supporting learners with barriers

ILS is defined as a system organised so that it can provide various levels of support to learners and educators with the purpose of providing both learners with and without learning barriers with opportunities to become successful in education (cf.1.2;2.3 & 2.4).

EDUA 1, EDUA 5; EDUB 3, EDUC 3, EDUC 4, EDUD 2 and EDUD 3 agreed that ILS was identifying learners with both extrinsic and intrinsic barriers to learning and a way of rendering support in their ILS class; or as the inclusion of learners with learning disabilities in the mainstream and their support (cf.1.2;2.3; 2.4 & 2.4.1.2). EDUA 5 defined it this way:

"It is the education of learners who have learning barriers in classes and should have another support class to support them".

EDUD 2 defined ILS almost the same as EDUD 5 by saying:

"It means the inclusion of learners with learning disabilities in the mainstream and their support"

Inclusion means that all educators are responsible for the education of all learners and the curriculum should be adapted to cope with diversity, both in the mainstream and specialised schools (RSA DoE 2001:16; Knesting 2008:266; Lomofsky & Lazarus 2001).

EDUB 3, EDUC 3 and EDUD 4 mentioned that the aim of ILS was to help, assist or support learners with the two main types of barriers to learning and development, which was extrinsic and intrinsic barriers (cf. 2.2.3; 2.4 & 2.4.1.2).

EDUB 3 said:

"I think he has answered the second part of the question, ILS is to assist learners with learning barriers in education whether extrinsic or intrinsic".

EDUC 3 just mentioned:

"I would say, ILS is helping learners with learning problems".

EDUD 4 defined ILS in this way:

"I think it is the support that is given to the learners who have learning barriers".

Although each of the above participants managed to say what ILS was, there was a need to understand that support should not target learners only, but educators and all other stakeholders involved. ILS was an eco-system issue that required the involvement of all stakeholders so that all learners, including learners with and without learning barriers could be successful in education (cf.2.2.3; 2.4; 2.4.1.2 & 3.2.3.6).

5.9.1.2. Stakeholders involvement

EDUA 1, EDUB 1, EDUB 3, EDUB 4 and EDUD 3 acknowledged that for ILS to be successful, it should be provided by all the stake holders who were well informed and knowledgeable about their responsibilities (cf. 2.4.1.3; 2.4.5.1 & 3.2.3.6).EDUB 4 thought like this:

"I think is the involvement of all stakeholders towards education".

Adding to what EDUB 4 said EDUB 3 mentioned:

"And all the parties should be involved as he has already indicated the teacher, the parent & all other stakeholders".

EDUB 1 mentioned that the involvement of all the stakeholders would make it easy to convince the parents who lacked information about ILS (cf.3.2.3.6). She said:

"I also think with inclusive education we should involve other external parties like psychologists and other relevant stakeholders. I think it should start from the school, if teachers, SMT and other stakeholders are involved then it will be easier to can talk to parents. Even the decisions will be easily made if we are all involved".

All of the above participant responses referred to the involvement of all stakeholders in rendering help to ILS. This involvement should, however, have been under the guidance and leadership of SMT members (cf. 3.2.3.6 & 3.3.2).

5.9.1.3. Designing teaching according to abilities

In mainstream schools, the design of educators teaching methods should take into account the abilities in ILS at levels 1 to 6 as outlined in the SIAS document (cf.2.4.1.3).

EDUA 1; EDUC 1 and EDUC 2 acknowledged the role of the referring educator in applying didactic assistance to SEN learners. EDUA 1 said:

"ILS means identifying learners with learning barriers and refer them to SBST. Education provided by ILS educator"

EDUC 2 described ILS as:

"Designing the teaching and learning to fit learners' abilities. When you organise task you have to do it according to the complexity of their abilities".

The definition of EDUA 1 and EDUC 2 was aligned to support level 1-2. The educator requested assistance from the SBST after applying didactic assistance to the identified learners (cf.2.4.1.3).

The definition of EDUC 1 and EDUC 2 was aligned to support level 4-5, which was the highest level of support. Decision making about SEN learners involved the DBST, SBST, the referring educator and parents (cf.2.4.1.3).

EDUC 1 stated the following in this regard:

"I can also add that the person who should render it should be someone with knowledge of ILS. It is very important that each and every educator should have the knowledge of ILS because normally in our schools you will find that in each and every class there are learners with different categories, some are able and some are not able. Hence I say it is important for every educator to have knowledge of ILS so that they can support learners with barriers to learning".

EDUD 3 said:

"According to me it means the slow learners, because you may sometimes find there is nothing wrong with the learner it is just that he or she is a slow learner. It should be rendered by educators, SMT members other stakeholders as well as personnel from other sectors like psychologists".

The way all the participants defined ILS indicated their acknowledgement that learning support comes in many different forms and sizes (Briggs 2005:51). ILS also involves changes and modifications in content, approaches, structures and strategies,

with a common vision, which covers all learners (Ruairc *et al.* 2013:10).

5.9.2. Characteristics of a school which renders effective ILS

The school that renders effective ILS is characterised by the commitment of staff members to the philosophy of inclusive education and the development of attitudes and behaviours that promotes the inclusion of learners with barriers (cf.3.2.3.1).

EDUB 2, EDUB 3, EDUB 4 and EDUC 2 regarded the school with ILS as the school which had all the necessary resources, like a classroom designed for ILS with a specialised educator. EDU C 2 said:

"*The school that has all the resources, most of the resources ILS learners need*".

EDUB 3 outlined his view of an ILS school (cf.2.4.1.3). He described it as follows:

"*The classroom has resources to assist both educator and learners. Before they are being referred by class educators they first support them and if there is no improvement they are then referred to special class. If there is no improvement they are further referred to the DBST. The LSF will come and test learners. Even the age counts also, before they reach age 13 the SBST organise and find special school for them where they can further acquire other skills*".

EDUA 4'sview was supported by the SIAS strategy on human resources. The classroom or inclusive learning educator should not solely support learners with barriers to learning and development, but that he or she should be supported by parents, SMT, SBST, DBST, SGB and other professionals, working collaboratively as a team (cf. 2.4.1.3).EDUA 4 said:

"*Team work of educators, support received from SMT Educators, parents are involved*".

The above responses indicated that SMT members of the Motheo clustering schools would have to ensure that ILS educators had the support and resources needed for the ILS classroom. Classrooms were organised with a smaller number of learners and the relevant material resources. SMT's should organise outside support from other departments and negotiate with other stake-holders on behalf of ILS educators (cf. 2.4.1.3; 3.2.3.6; 3.4.2.3; 4.3 & 3.4.7).

EDUA 4; EDUB 1 and EDUC 3 also acknowledged the role of the SBST in providing functional support to ILS educators. SMT's therefore needed to ensure that there was collaboration among the DBST, SBST, SMT members, parents and other departments (cf. 2.4.1.3). EDUC 3 said:

"*There must be a functional SBST because if the SBST is not functional if it is not everything will collapse*".

EDUB 1 indicated that the composition of their SBST included educators representing all the grades (cf.2.4.1.3).The composition of the SBST depends on the size and needs of the school as well as the number of teachers available (RSA DoE 2001:29 & Gibson 2004:9). EDUB 1 mentioned:

"*There is also a committee in which all the grades are represented by educators*".

EDUB 1indicated that the SBST of school B functioned effectively The SBST furthermore ensured that learners with learning barriers as well as their educators received the relevant support they deserved (cf. 2.4.1.3). She mentioned that:

"*SEN learners are also given K-Numbers after being tested so that they can move with them as they proceed to other grades or schools. After grade seven the SBST find suitable special schools for them*".

Therefore, the success of ILS at the Motheo clustering schools would also depend on collaboration between the SBST and DBST.

SMT members of schools A, C and D needed to prioritise tasks for ILS. School B appeared to promote inclusive cultures or practices. Educationally inclusive schools are educationally effective schools (Rayner 2007:107).

5.9.3. SBST support to educators

The role played by the SBST at school level is substantial because the SBST should act as a mediator between the school and the district, from where the school receive professional support (Mbengwa 2007:76).

5.9.3.1. Supportive SBST

A supportive SBST is a structure that is able of changing what is happening in the classroom. SBST educators, parents, learners and administrators are able to acquire useful skills of addressing barriers to learning (cf.2.4.1.3).

EDUA 4, EDUB 1, EDUB 3 and EDUB D 2 indicated that their SBST members were supportive because they assisted with all the criteria attached to referrals (cf. 2.4.1.3 & 3.2.3.6).

This is how EDUA 4 described SBTS support:

After the class teacher has identified learners we refer them to SBST which will refer learners further to relevant persons or sectors. SBST take further steps.

 EDUD 2 also *said:*

"They help us to refer learners to the special class and when the learner does not improve they further refer him or her to the DBST. They also supply us with consent forms and referral forms. EDUD they also help us to meet and discuss learners' problems with their parents and also consult with DBST and other external personnel from other departments".

Both, EDUA 4 and EDUD 2 were of the view that the roles and responsibilities of SBST were to assist educators with referral procedures from school level to the district level (cf. 2.4.1.3).

According to EDUB 3 ILS needs should be identified firstly, then SBST members should organise programmes and new teaching methods to address SEN learners' needs (cf.3.4 & 3.4.2).

She said**:**

They can give us method of assisting SEN learners because we educators have our own methods of teaching then you can change".

EDUB 3 supported EDUB 3 describing the support SBST members to educators, learners and parents (cf.2.4.1.3; 3.2.3.6; 3.4 &3.4.2). She described it in this way:

The role of SBST is to support the educators, learners and parents and to organise workshops and in-service training for both educators and ILS educator. Yes, they do support us because even last year in December they organised a workshop for us at another school where we learnt how to prepare lessons and other matters related to ILS.

As a way of achieving the stated outcomes, educators need to understand their responsibility in supporting learners with barriers to learning (Hodges 2001:52). Motivating teachers to take responsibility might be the key to the success of ILS. An ILS co-ordinator, being a SMT member would therefore be in the best position to motivate educators by organising workshops they need for the effective implementation of ILS (cf.2.4.1.3; 3.2.3.6; 3.4.1; 3.4.2; 3.4.3; 3.4.4& 3.4.5).

5.9.3.2. Non supportive SBST

The SBST could also be a barrier to rendering effective ILS by not being supportive to educators as well as ILS educators. This was acknowledged by EDUC 1, EDUC 2 and EDUC 3 who indicated

that their SBST's did not support them and therefore, they also couldn't render effective support to learners with barriers to learning. (cf. 2.4.2).

After hesitating to answer the question, EDUC 1 preferred to reply this way:

"*Sometimes you will find that learners come to school to do Grade 1 not being school ready. The other thing that SBST can do is to give them the lessons just to develop them because the more they go to higher Grades the more it becomes difficult for them. The other thing SBST can do is teach the basics, like sounds and operational signs and how they differ, so that when they go to the formal class they must at least be ready.*

EDUC 3 also indicated that the SBST was not supportive to educators because they did not supply them with materials and resources to render support to SEN learners (cf.2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4 & 2.4.2.5).

She lamented:

"*To add on that, our SBST say we must assist SEN learners without supporting and providing us with resources and materials or even activities to teach or assist them. The problem is we do not know how to do that, we only teach them the same way with the same methods".*

The responsibilities of the SBST is to draw in and facilitate the sharing of human and material resources needed from within and outside the school for educators to address challenges (RSA DoE 2008:10 & Mbengwa 2007:76).

When further asked to define the composition of their SBST, EDUC 2, doubtfully said:

"*I think someone from the management, the Principal and someone from SMT, the HOD and educators".*

EDUC 2 complained about the age at which Grade R learners were admitted at their school (cf. 2.4.2.2 &2.4.2.3.). She stated with concern:

"The *age of admission of Grade R learners should be six years but the department has sent us a reports which says the learner must be admitted at Grade R at age four and half years. We even argue with parents because*

of this, it places a burden on the learner because at that age the learner must be doing fine motor development, play and sleep to rest. However they expect us to implement what they think they have trained us on, and really it is difficult and not possible.

When further asked if they have received any training, which should be organised by SBST, EDUC 1 laughingly said:

"The problem with training is they do it in the afternoon when we are tired and expected to grasp everything said and implement it. Really is not possible. Even the duration of training is too short because it is just two hours training".

From the above, it was clear that educators did not receive adequate training in supporting learners with learning barriers and development (cf.2.4.2.2.). She is supported by Engelbrecht (2006:257) who mentioned that the educators' in-service training of ILF in South Africa tends to be fragmented, short term and lacking in-depth content knowledge.

5.9.4. Educators' opinion about the role of SMT members in rendering ILS

The role of SMT members is linked to the potential for transformative development and potential to engage in ILS. They are responsible for the ongoing evaluation of school's performance and continuing development and improvement, the creation of a safe, nurturing and supportive learning environment that enables effective teaching and learning (NCSE 2011:12 & RSA DoE 2007:162). Therefore SMT members should be as involved in rendering ILS as much as is possible. The responses of the participants, however, revealed two themes including, involved SMT members and uninvolved SMT members.

5.9.4.1. Uninvolved SMT members

One of the barriers to effective implementation is the SMT members who are not involved in rendering ILS in their schools (cf. 2.4.2; 2.4.2.4 & 2.4.2.5). It is therefore not possible for all educators to support SEN learners, because it is obvious that if leaders are not involved, nothing will force them to be.

EDUA 2, EDUA 3, EDUC 1, EDUC 2 and EDUC 3 have the same opinion that SMT members of their schools were not as involved in rendering ILS as they should (cf.2.4.2; 2.4.2.4 & 2.4.2.5).This is how EDUA 3 put it*:*

"Apart from the remedial educator herself, SMT is not supporting SBST. I don't think they are all involved because if it was, then the support class would be effective".

EDUA 2 supported EDUA 3 that SMT members were not involved, but the reason could be lack of knowledge and understanding of ILS (cf.2.4.2; 2.4.2.4 & 2.4.2.5). She said:

"I do agree that SMT members are not involved or play their role in ILS, but the reason could be that they lack knowledge and understanding of ILS".

EDUC 1 shared the same opinion as EDUA 2 that SMT lacked knowledge of ILS just like educators and their workload also did not allow them to be involved. They subscribed to a notion that SMT members at the Motheo clustering schools were perceived as lacking knowledge and understanding on how to manage ILS (cf.2.4.2). The reason could be that the inclusive policies were not clear on how to manage ILS successfully. The SMT members should be conscientised on of the importance of ILS policies. There was an urgent need for guidelines on how to apply management tasks for successful implementation of ILS in Motheo clustering schools.

She mockingly said:

"SMT is just like us because they are not well trained and they have their workload. So it is not easy to assist someone with something you do not know. Then now that they are aware about their role, they just instruct us to do that on their behalf. As you know supervisors have that tendency of delegating their duties or tasks, e.g. organising".

EDUC 3 shared the same opinion of workload as EDUC 1. She raised her concern this way:

"SMT members are busy with their things, so really if you can give them this role then you will fail the learners more". It also places additional responsibilities on SMT members to ensure that policies and structures are in place for smooth running communication, the availability of appropriate support and learner-centred decisions"

EDUD 1 subscribed to the notion that the principal and at least one SMT member should be SBST members. He mentioned that:

"The principal and one SMT member should be involved as SBST members".

Opinions of EDUB 1, EDUB 3, EDUB 5 and EDUD 2 about the role of SMT in rendering ILS differedfrom those of EDUA 2, EDUA 3, EDUC 1, EDUC 2 and EDUC3. EDUB 3 indicated that:

"The role of SMT is to support the teachers, learners and parents as well as to organise workshops and in-service training for both educators and ILS educator. Yes they do support us because even last year in December they organised workshop for us at another school where we learnt how to prepare lessons and other matters related to ILS".

EDUB 5 and EDUD 2 expressed feelings of appreciation, because they were led by SMT members who developed them through coaching, demonstration, discussion and mentoring and monitoring their progress (cf. 3.3.4; 3.4.4 & 3.4.5). EDUB 5 said:

"To ensure that things go well if there is a need for them to assist they do. They even demonstrate to us how to support SEN learners."

EDUD 2 shared the same experience as EDUB 5 that their SMT members went to the extent of demonstrating how to support SEN learners (cf.2.4.1). She exclaimed:

"Sometimes we educators do not know how to support learners, then SMT members assist us".

EDUB 1 added to what EDUB 3 and EDUB 5 had said by indicating that SMT members motivated other educators to collaborate with ILS educators (cf.3.4.5). She indicated that:

"To also involve other educators and make them aware that ILS is not only for ILS educator. We should all work together even in her absentia the class should be operational and not die as if she is the only one who should support SEN learners".

The above responses indicated that all participants of school B had the same positive opinions about the role of their SMT member. The opinion of EDUD 1 differed from EDUD 2, who also indicated that SMT fulfilled their role in rendering ILS at their school. As for schools A and C, participant responses indicated negative opinions about the roles fulfilled by SMT members. Participants, however, mentioned the lack of knowledge and understanding as well as increasing workload, as reasons for SMT un-involvement in rendering ILS support.

5.9.5. Extrinsic and intrinsic barriers to learning

Extrinsic barriers to learning are usually caused by systemic, pedagogical and socio-economic factors. Intrinsic barriers are caused by factors within the learner, including emotional disturbance, neurological problems or physical disability. Therefore, these barriers to learning will be discussed under the sub-themes: profound learning barriers and rendering and addressing barriers to learning.

5.9.5.1. Profound learning barriers

▪ **Socio-economic factors**

EDUA 1, EDUB 1, EDUB 3, EDUB 4, EDUC 1, EDUC 2, EDUC 3 and EDUD 2 acknowledged that, socio-economic factors were some of the causes of barriers to learning within most of their learners, which needed to be addressed with resources, like teaching materials, special equipment, additional personnel and teaching (RSA DoE 2002:72 & Mbengwa 2007:4). EDUA 1 highlighted the following in this regard:

"Most learners' performance drop because of emotional disturbance, some are from background of child headed families, unemployed parents, poverty etc".

EDUD 2 explained that the school had liaised with the Department of Social Development and NGO's to address barriers caused by economic factors (cf.2.4.2.1). She explained this issue as follows:

"Socio-economic background is the most profound barrier for most of our learners because most of them benefit from feeding scheme. They also receive donations from Municipality Speaker. They do this in collaboration with SMT and SBST".

The performance of emotionally challenged learners is negatively affected and therefore, such learners need intensive support, which is level 4-5. This involves the referring educator, parents, SBST, DBST other personnel from other sectors, like social workers and other professionals (cf. 2.4.2; 2.4.2.1 & 2.4.1.3).

- **Systemic and pedagogical factors**

The systemic and pedagogical factors identified as ILS challenges by educators from all four schools included, shifting blame, unfair treatment to learners with barriers, one class for two phases, work-load, learning problems amongst learners and too much paper work.

EDUC 2 indicated that educators were blaming each other at times for the incidences in learning barriers and that the DBST was also to be blamed for inconsistencies with regard to learners qualifying

for support (cf. 2.4.2; 2.4.2.1; 2.4.2.4). She presented her case as follows:

"As we all know that I cannot see through myself, we have a tendency of pointing fingers at others. But even now what about the kind of learner we have in Grade 2 who cannot write her name. Instead she draws only circles. Thinking that this is learner who needs support, the poor teacher referred the learner to the SBST.

EDUA2, EDUC2, EDUD 1 and EDUD 2 complained about the availability of classroom space causing overcrowding and possibly, the unfair promotion of ILS learners. These learners were just being pushed to higher grades, whereas other learners were laughing at SEN and at them, because they couldn't cope with the work there (cf. 2.4.2; 2.4.2.1& 2.4.2.4).

EDUA 2 raised her concern like this:

"One class is not enough for all learners. Parents taking advantage of their children's diseases and insist that they should be promoted to the next grade the following year. This increases the number of learners with learning problems because the work of the new grade becomes more difficult for them".

EDUD 1 sadly mentioned:

"The ILS classroom is too small and again, other learners are laughing at SEN learners thinking that they are mad or crazy".

EDUA 2, EDUA 4 and EDUB 4 identified workload and too much paper work as systemic factor causing barriers to effective ILS (cf.2.4.2.1). EDUA 4 just said:

Too much paper work. SEN learners must not write normal exam but be excluded from this. Other types of assessments should be used for them.

All of the above participants referred to examples of systemic and pedagogical factors, which caused barriers to the effective implementation of ILS. Therefore, the involvement of all the stake-holders including SMT, SBST, SGB parents as well as the DBST was crucial so that such barriers could be addressed (cf.2.4.2.3 & 2.3.6).

▪ **Intrinsic factors**

EDUA 1, EDUB 1, EDUB 3, EDUB 4 and EDUC 3 alluded to internal factors as the most possible cause for the most profound barriers at their school. EDU B 4 just said:

"Intrinsic ones are a big cause of barriers to learning. Lately, we have noted the increase in suicide attempts in the high schools which might be triggered by the conditions learners live in. I also think that the lack of proper nutrition play a role with learners intellectual and physical development. However in our case, it has never happened".

EDUB 1 also added her view to the latter response and she said:

"Fortunately poverty has never driven our learners to suicide because we give them moral talks and make them aware that the conditions they live under presently do not mean they will be there for the rest of their lives. They can change those conditions of their homes and families through education".

EDUC 3 mentioned the effect of another internal barrier:

"I think many of our SEN learners may have fatal alcohol syndrome. Alcohol abuse is rife in our communities. Other parents neglect their children".

From the above it was clear that the Motheo clustering schools needed to engage around the effect of internal barriers on learning and which creative approaches to use to support learners. (DoE 2002:17 & Henderson *et al.* 2012:3).

5.9.5.2. Rendering support to learners

According to the RSA DoE (2008:13) assistance to learners with learning barriers should be rendered via the SIAS level 1 to level 5 classification systems. These levels are divided as level 1-2 (low level of support) in the classroom done by educators; level 3 (moderate level of support) to be effected by the SBST, parents and the DBST and level 4-5 (high level of support) to be effected by the DBST, SBST, educators, parents and personnel from other sectors.

EDUA 4, EDUB 2, EDUC 3 and EDUD 2 mentioned the process to be followed after they rendered didactic assistance and it was unsuccessful. EDUB 2 explained how she and some teachers rendered support to learners with academic problems (cf. 2.4.1.3.). She said:

"*We do some extra classes. And if there is no improvement we then refer the learner to the SBST, and we try to inform the parent. Sometimes if the still does not improve we refer him or her further*".

EDUA 4 supported the view of EDUB 2 and also lamented the following:

"*We inform and involve the parent before referring him/her to the ILS educator, who will support the learner because she is the one more experienced to can handle learning barriers*".

EDUD 2 indicated that they worked collaboratively as a team to address the learner's problem (cf.2.4.1.3). She indicated the following:

"*We refer the learner to the SBST. Then the SBST in collaboration with the referring teacher and the parent will support the learner. For example, learners with sight and hearing problems we put them in front so that they can see or hear clearly. We also advise parents to take the learners for ear and eye testing so that they can get spectacles or hearing aids*".

EDUC 3 explained what she and some educators did when identifying the symptoms associated with some learning barriers and what was done to render support (cf.2.4.1.3). She explained in this way:

"*After identifying the learner we just concentrate on the problem. Maybe is something about the loss of the parent, we just try to support the learner. We just comfort him or her by words of encouragement. With regard to academic problemswe do address that problem- like I mentioned earlier, maybe the learner confuse letters. We do assist the learners in class but if it is worse and beyond our ability, we refer the learner to the SBST*".

EDUD 3 explained how she and her colleagues supported school initiatives which were aimed at establishing networks with NGOs and other organisations, such as the Department of Social Development (cf.3.2.3.6 & 2.4.1.3). She proudly said:

"In cases of poverty for learners who come to school without having eaten we have feeding scheme here at school. And with learners who need clothing we ask donations from NGOs and other companies".

The above responses indicated that educators were aware of the problems related to learners with learning and development in their classrooms. SMT members needed to be included in promoting ILS in schools. This aspect needs to be part of the school management tasks, besides only monitoring or controlling educators' and learners' work.

5.9.6. Challenges facing the school with regard to rendering ILS

The sub-themes that will be discussed under this heading include: infrastructure; uncooperative parents; lack of training; too much paperwork and the lack of communication.

5.9.6.1 Infrastructure

Infrastructure was also one of the challenges resorting under system barriers. EDUA 2, EDUC 2, EDUC 3, EDUD 1 and EDUD 2 raised their concerns about the availability of one classroom per school for all learners with barriers to learning and development. Some of the challenges prohibited them from rendering effective ILS were noted. EDUA 2 complained:

"One class is not enough for all learners. Parents taking advantage of their children's diseases and insist that they should be promoted to the next grade the following year. This increases the number of learners with learning problems because the work of the new grade becomes more difficult for them".

EDUC 2 raised her concern in this way:

"Overcrowding, especially in Grade 1 is problematic. It is so difficult to detect or identify learners with learning barriers. Sometimes you overlook those who are really having problems and mistakenly identify those who do not have them. Then those whom you were supposed to identify will be in Grade 2 and experience problems further. There are just too many learners and not enough space"

EDUC 3 added to what was said by EDUC 2:

"That was the problem from the SMGD who insisted that learners must be promoted to the next Grades. You will try to convince them that you have done everything to your level best to assist the learner but they want evidence".

The above participants 'responses alluded to some of the infrastructural challenges experienced in schools- this issue should be treated as a matter of urgency by SMT members of the affected Motheo clustering primary schools.

5.9.6.2. Uncooperative parents

EDUA 3, EDUB 3, EDUB 4 and EDUB 5 were blaming uncooperative parents as the reason why learners with barriers to learning were not receiving the support they deserved. Parenting measures were blamed for discipline and the poor performance or failing rate of their children (Masitsa 2008:239; Mampane & Bouwer 2006:443). With regard to the latter EDUB 3 remarked the following:

"Parents are not honest with us. If he or she realises that the child is referred, the parent will transfer the child from our school to another school".

EDUB 5 suggested that parents should be encouraged to sign consent forms (cf.2.4.1.3, 3.2.2.7 &3.4.4). She recommended:

"Parents should be motivated to support their children and they should also be encouraged to sign consent form". They should take more responsibility for their children and become much more involved.

EDUB 4 alluded to illiteracy as to why some parents might be un cooperative. He said:

"The other thing is illiteracy of the parents. You call the parent to address the problem, the parent will be drunk and there will be misunderstanding between you and someone who is under the influence of alcohol".

EDUA 3 added to what the previous speakers had said:

Sometimes parents of learners with learning barriers are in denial that their children have barriers to learning. One remedial class is not enough to cater for learners from all phases.

Parents might add to the disciplinary and academic problems of their children, because they lack the required psychological and social skills they could convey to their children (Van Wyk 2001:198 as cited in Fon 2011:316).

5.9.6.3 Lack of training

The lack of training for educators had been identified as one of the barriers to effect the implementation of ILS by EDUA 2 and EDUD 3. They indicated that educators needed to be trained in ILS so that they could teach learners with different methods and at different levels (cf. 2.4.2; 2.4.2.1; 2.4.2.3 & 2.4.2.3). EDUA 2 said:

"The level that the learner is taught need to differ. Mainstream educators are not supporting ILS educators as well as lack of training and workshops for educators".

EDUD 3 also said:

"Educators need training of ILS. All teachers, including the members of the SBST need to be trained".

5.9.6.4 Lack of communication

Good communication is a cornerstone for the efficiency and effectiveness of the multidisciplinary team (Mojaki 2009:21). For effective and successful ILS to take place there has to be

communication between all the stakeholders involved in rendering ILS (cf. 2.4.1.3 & 3.4.4).

EDUA 5, EDUB 3, EDUB 1 and EDUD 1 identified the lack of communication as one of the challenges facing schools with regard to effective implementation of ILS (cf. 2.4.2 &3.4.4). EDUA 5 lamented as follows:

"There is lack of communication between SMT, SBST and educators about ILS. If parents do not communicate learners' problems or barriers with educators it becomes difficult for educators to assist learners".

EDUB 1, EDUB 4 and EDUD 1 indicated that learners with learning barriers might refuse to attend learning support classes, because of being laughed at by other learners. The reason for this could be the lack of communication to all learners when ILS was introduced.

EDUB 1 suggested that ILS should be communicated to all learners by explaining the reason why other learners needed to attend ILS class (cf. 2.4.2; 2.4.2.1 & 3.2.3.2). EDUB 1 raised her concern:

"And I think another thing is maybe we should make other learners aware that these learners are not there because they are stupid. Other learners are afraid to go to that class because their peers laugh at them. Such learners must be made aware that most of the learners, even some of those who are laughing at SEN learners. And if they can all be put in that class, then it will be overcrowded. SEN learners are there because they have temporary problems and they will soon improve.

The above responses indicated an urgent need for communication between all the stakeholders, which should be initiated by SMT members. For educators to render ILS and encourage co-operative and collaborative activities amongst learners, SMT members needed to ensure that they attended ILS training and workshops. Being knowledgeable about ILS assisted the effective communication attempts with parents (cf. 3.2.3.2 & 3.4.4).

5.10. DATA GATHERED THROUGH THE GROUP DISCUSSIONSWITH SGB MEMBERS

A group discussion schedule(cf. Annexure H)making provision for the biographical and background information was used to collect information from a group of four SGB parent components of each school- this was to ascertain their knowledge and understanding of ILS and their views regarding the role of SMT's in ILS.

Table 5.4: The biographical and background information used to collect information from a group of four SGB parent components

SGB Group Members	Gender	Position on SGB	Professional or any other relevant training
SGBA1	Female	Member (Parent)	Typingand School Governance
SGBA2	Female	Deputy Chairperson	School Governance
SGBA3	Male	Chairperson	School Governance & Finance Management
SGBB1	Female	Treasurer	General Assistant
SGBB2	Male	Secretary(Parent)	Teacher
SGBB3	Male	Member (Parent)	Teacher
SGBC1	Female	Ex-chairperson Currently additional member	Community development
SGBC2	Male	Additional member	Community development
SGBC3	Male	Additional	Community

		member	development
SGBD1	Male	Chairperson	Protection Officer
SGBD2	Male	Member	General Worker

The key themes that will be discussed under this section include, an understanding of ILS; supporting learners with barriers to learning; SGB collaboration with the SMT; involvement in the planning and organisation of ILS; opinions about SMT; providing sufficient support; assisting the SBST & SMT and addressing ILS challenges.

5.10.1. Understanding ILS

A United Kingdom (UK) review on the Special Educational Needs Act Programme (1998) and the South African Schools Act allude to the involvement of all the stakeholders, including educators, parents, SGB and SMT members in inclusive learning policies. It is therefore important for SGB members to be knowledgeable about and understand ILS (cf. 2.5.2). The participants' responses of the SGB members with regard to their understanding of ILS are captured below.

SGBA 2, SGBB 2, SGB3 and SGBC 1 acknowledged ILS as the education of learners who had learning problems and needed support (cf. 2.4). They all had their own way of defining ILS and responded as follows:

SGBA 2 defined ILS as:

"ILS learners experience difficulty in understanding what they have been taught, therefore they need assistance and support".

SGBB 3 added, by saying:

"The word inclusive education is broader because it encompasses the holistic sphere of education. It means we need not be biased but

accommodate all learners in education system, including learners with learning barriers in order to balance the sphere of education".

Some of the participants mentioned that learners were not supposed to be discriminated against because of their barriers to learning and development, but should also be accommodated at mainstream school level (cf. 2.4.1; 2.4.1.2; 2.5; 2.5.1; 2.5.1.1; 2.5.2 & 2.5.3).

SGBB 2 further defined ILS as follow:

"To add, my understanding is that inclusive education accommodates each and every learner irrespective of whether they are regarded as normal or having learning barriers. Therefore we must not exclude other learners because of their barriers to learning".

SGBC 1 said:*"Inclusive education is to combine both disabled and non-disabled learners in one school. They should not be discriminated against".*

SGBD 2 added to the previous views:

"Yes, I know there is a class of ILS which is taught by SBST D 2 and they call it Remedial class. I have also heard about the structure called SBST".

SGBD 1explained his opinion as follows:

"I am newly elected SGB member, I am not so much conversant with ILS. What I can say is we were elected with the purpose of coming to support the school to improve the results because we were told as parents that our school is under performing. For example educators must be patient with slow learners".

SGBA 3 further articulated his view on what ILS was:

"It is Intelligence and they can remember things happened for the past five years. This class need to be supported".

The above responses indicated that SGB in general, had one or other understanding they attached to ILS and were also weary of its inclusion in the planning of school activities.

5.10.2. Supporting learners with barriers to learning

The role of the SGB in supporting learners with learning barriers is to create a welcoming, safe and supportive environment. SGB

members should develop the admission policy, language policy safety policy and adopt a code of conduct for learners after consultation with learners, educators and parents (Prinsloo 2005:118). The participants described their role as follows:

SGBA 1 suggested the type of support SGB members could receive from SMT members in order to fulfil their role in supporting learners with barriers to learning (cf. 1.2; 2.5.2 & 3.2.3.6). SGBA 1 said:

"*As SGB, we must come together and organise food parcels to support ILS learners coming to school with empty stomachs from poor home-background in order to let them feel accepted, cared and loved and not discriminated*".

SGBA 2 added to what SGBA 1 had suggested, by saying:

"*We as SGB, must ensure that ILS class is supported by encouraging parents of ILS learners to take education of their children into consideration by co-operating with ILS educator*".

Engaging other stakeholders including SMT, SGB members, parents and educators is beneficial for ILS, because these structures need to work together as a team so that there can be drawn upon everyone's skills and strengths for the benefit of SEN learners (cf. 3.2.3.6).

SGBB 2 indicated the importance of supporting the SMT in implementing ILS (cf.3.2.3.6). In this regard he said:

 "*The most important role of SGB is to help SMT to implement ILS so that they can also support SEN learners. For example our language and admission policies should be in such a way that they cover SEN learners. Also the SGB ensures that the infrastructure of the school caters for SEN learners or whether the school buildings are in line with ILS*".

SGB members must consider SEN learners' rights as far as policies, such as admission policy and language policy are concerned. They must develop these policies aligning themselves with EWP 6 (cf. 2.5.2 & 3.2.3.6).

SGBB 3 added to what SGBB 2 said by mentioning that:

"*The SGB does the recommendation from the DoE for support system, meaning hiring or employment of qualified educators. The SGB should also extend their hand or give extra support to SEN learners by assuring them that the school is there for them so that they should not feel isolated*".

SGBC 1 expressed the same feeling as SGBB 3. He stated that the SGB members should support both parents and their children by giving them words of encouragement.

This view he brought to the fore by saying:

"*Firstly our role as SGB is to talk to SEN learners' parents by encouraging them to stop denying and hiding their children from society if they have disabilities. They should bring their kids to school community who should accept and support them. Secondly we must also encourage other learners to accept SEN learners as they are and support them so that they must feel accepted and welcomed at their school*".

SGBC 3 shared the same sentiment as SGBB 2 and SGBB 3. She highlighted the following:

"*Our role is to support SEN learners with their barriers and encourage learners without barriers to also support and accept them as their co-learners. We also need to know from them and their educator about their challenges so that we can take active role in addressing those challenges*"

SGBC 2 supported 3 by sharing the same sentiment as SGBB 2 and SGBB 3. In this regard he stated:

"*It is true that we must assist SEN learners as you will find that some of them need love and warmth from the school because at home they are discriminated. Even at school we must ensure that there are resources and facilities needed for these learners, for example installing ramps for the physically disabled ones. One other thing, you will find that the learner is not slow learner as such. The reason could be that he or she does not understand the teacher*".

In order to supply and provide ILS educators and learners with the necessary resources and materials, the SMT should involve SGB members, because they are the ones with whom they discuss and decide about the budget of the school.

SGBC 2 reiterated newly elected SGB members' role in supporting the ILS educators with improvements to be made in all learners' performance, even those with barriers to learning (cf. 3.2.2.2; 3.2.2.7; 3.2.3.5 & 3.2.3.6). He stated the following in this regard:

"Like I have said that we are expected to assist in bringing the results up to standard. It means we have to support educator, SMT members, as well as ILS educator. We must also know the results of how many learners have passed and how many have failed. For example we must organise and a prize giving day to motivate all learners, including ILS learners with outstanding performance in certain subjects.

SGBD 2 indicated that SGB members should be involved in all school matters SMT plan for learners with special needs (cf. 2.4.2 & 2.4.2.3). He stated his case as follows:

"Elected members should bring changes as they might know more about special needs. All SGB members should be involved in school matters. There should be unity and collaboration- that is how we will know about the functionality of the SBST".

The responses of SGB members from schools A, C and D schools showed that they were not widely involved in supporting ILS in the school. The SGB members of school B sounded more satisfied with how they were involved in ILS matters.

5.10.3. SGB collaborating with SMT

A foundation for all learning and development is the creation of an inclusive value system in the school and a secure, accepting, collaborating and stimulating community in which everyone is valued (cf.2.4.1.3). SMT members therefore needed to collaborate with SGB members for the success of ILS. The SGB members replied as follows with regard to this aspect:

SGBA 3 said:

"In order to make ILS class a success, we can organise quarterly meetings and invite parents to discuss the problems and how do we solve them. There must also be workshop for us, especially structures which are not conversant with ILS so that we can assist in cases where learners are further referred to other sectors or department, for example, Child Welfare, Social Welfare etc"

.SGBB 3 added: *"I think the SMT are managers and SGB are governance, therefore SMT members need to guide SGB on what is needed, what to do*

and what not to do in ILS. SMT should also inform us on what is happening in ILS".

The responses of SGBA 3 and SGBB 3 indicated that SMT members needed to have SGB's attend workshops and then guide SGB's about ILS. The role and responsibility of SMT members was to ensure that all the stakeholders were well informed about ILS issues (cf.3.3.4; 3.4.2; 3.4.3; 3.4.4; 3.4.5 & 3.4.7).

SGBC 1, SGBC 3 and SGBD 2 indicated that there had never been collaboration between them and SMT for ILS (cf. 2.4.1; 2.4.2.1 & 2.4.2.3).

SGBC 1 shared her experience like this:

"*As far as I know at C school there has never been something like SMT involving SGB in ILS matters. SMT members do their things alone*".

SGBC 3 supported SGBC 1 and said:

"*I also agree with what she is saying, but I do not have much to add on that as she has clearly explained it*".

SGB D 2 also shared the same experience as SGBC 1 and 3 by saying:

"*No, we were not involved in ILS matter. We only knew that the class is there. Let me just interrupt you, there is one learner in grade 1, without any doubt, that learner needs to be placed at special school*".

From the above mentioned responses, it became evident that SMT's needed to establish initiatives aimed at developing and supporting SGB members in becoming involved in ILS matters.

5.10.4. Involvement in the planning and organising of ILS

SMT members and SGB members need to plan together for effective teaching and learning activities; the encouragement of participation and collaboration of ILS activities; the promotion of

continuous professional development for teachers and the strengthening of school self-management (RSA DoE 2002:15 &Tondeur 2008:5). Therefore an inclusive school has to encourage collaboration among SMT, educators, SGB and parents for the purpose of planning, teaching and supporting learners with learning barriers (Soodack 2010:329).

The situation at three out of the four investigated schools, however, revealed that there was no to very limited collaboration among the latter stakeholders of those schools. When asked about their involvement as SGB members, the response of school B was positive and those of schools A, C and D less encouraging.

SGBB 2 honestly replied:

"*To be honest, in each and everything that has to be done, especially the major ones which involve planning and organising, SMT involves us SGB members*".

SGBB 2 indicated that school B was aligning itself with SASA as they had the capacity of taking responsibility for responding to local needs where SMT members and SGB members planned together for effective teaching and learning activities and collaboration in continuous professional development activities for teachers. (RSA DoE 2002:15 & Tondeur 2008:5).

SGBA 3 made suggestions of what could be done in future to support the ILS**:**

"*During the drafting of strategic planning organised by the SGB, we must include ILS class and also ensure that it appears on the school time-table to be successful*".

SGBC 1 further indicated that SMT members seemed not to align themselves with the SASA guidelines for governance and professional management of public schools (RSA, 1996b: Section 20 & 21), because they did not involve SGB in planning and organising for ILS (cf.2.5.2).

"As I have stated before SMT members do not involve SGB in planning and organising of ILS".

SGBD 2 and SGBC 2 also revealed the same situation of what was experienced by members in schools A and C. According to them, SGB members were not really involved in school activities. This view was articulated by SGBC 2:

"During our term of office, we were never involved as SGB members in any planning and organising of this school".

SGBD 1 just added to the latter view by saying:

"The only thing that was happening is mismanagement of funds. For example we had an AGM meeting recently, we expected reports from each of the following members, chairperson, secretary and treasurer but none of them presented any report. A new executive committee was supposed to be elected there, but it never happened.

The above responses indicated that school B was progressive with the implementation of ILS. All SGB members seemed to be satisfied about the way they were involved. Further, it appeared that SGB members of schools A, C and D were not involved or had very limited involvement in school activities by SMT members.

5.10.5. Opinions about SMT

The school policies related to behaviour management, assessment procedures, organisations of support, professional development need to reflect the school's responsibility towards the learning and development of learners and support for educators (cf. 2.4.1.3). It should therefore be the responsibility of SMT members to ensure that there are such policies at their schools in order to provide the SBST and educators with the support they need to render ILS. The responses of SGB members with regard to the

latter indicated that there were supportive and non-supportive SMT members.

5.10.5.1. Supportive SMT members

SGBB 2, SGBB 3, SGBC 2 and SGBC 3 indicated that SMT members supported the SBST through meetings where ILS matters were communicated to other team members. Educators were also encouraged to hold meetings where they could share information and discuss how to handle tasks (cf. 2.4.1; 2.4.1.3; 3.4; 3.5; 3.4.3; 3.4.4; 3.5.3 & 3.5.4). SGBB 2 stated the following with regard to the SMT

"*The SBST has meetings where they discuss ILS matters. SMT members give them opportunity to do so. And at times one SMT member will be part of that meeting to take the information to the management*".

SGBB 3 added to what SGBB 2 mentioned by saying:

"*Even the structure itself, is supportive*"

SGBC 2 highlighted his view about SMT support. He mentioned the following:

I think SMT supports the SBST because the principal pushes the members to support and assist the ILS educator.

SGBC 3 articulated the SMT's support with regard to infrastructural developments (cf. 3.4.4). He had the following to say:

"*It is true SMT supports the SBST because last time we had a meeting the principal said something about the very ILS where he indicated that school's new toilets have ramps*".

All of the above responses indicated that the SMT members of schools B and C did involve SGB members in resource planning activities and strategic meetings (Van der Merwe *et al.* 2005:135).

5.10.5.2. Non-supportive SMT members

According to Anderson *et al.* (2013:122), SMT members and educators of schools realise that their institutions have learners with learning barriers, but for one or other reason they don't seem to involve SMT in school initiatives. They responded as follow:

SGBA 1, SGBA 2 and SGBD 2 indicated that the SMT members were not supportive of educators and SBST in supporting learners with learning barriers (cf.2.4.2). SGBA 1 lamented regarding the latter as follows**:**

"*Like I said SMT members do not support and make follow-up of the progress of ILS class".*

SGBA 2 supported SGBA 1 by saying:

"*I also agree with her that SMT does not support SBST as well as ILS educator because they do not know what is happening in that class. They do not even collaborate with ILS educator to ask her how far are the learners if there is anything they can assist her with".*

If SMT members are not supportive, then the school is at risk losing specialised educators. ILS educators leave their jobs because of lack of administrative support in Malawi (Mbengwa 2007:71; Thomas & Dipaola 2003:14).

SGBD 2 gave the following opinion about the role of the SMT:

"*The structure called SBST is there only by name, but not functionally. ILS educator does not get any support from the SMT. My wish is that the stake holders should not expose their differences to outsiders, because everyone coming to this school can see the tension that is between them".*

SGBD 1 asked SGBD 2 whether the SBST was in existence:

"*Does the structure still exist? If it does it must have co-ordinator. So ILS educate must shout for help and we are here to support her. Can you please give me full information of SBST when you come next time because I want to conversant with the roles and responsibilities. I am here as SGB member, not as a member of another member of SGB, as that is what I have observed that there are Principal's members and Secretary's members.*

Although the above responses indicated that some of the SMT members were not supportive, there might been underlying motivation for this action. The lack of knowledge and understanding of whom, what and when to be involved in ILS mattes might be a reason as to why SMT's are not or partially supporting SGB members to get involved in ILS issues (cf. 2.4.2.5).

5.10.6. Addressing ILS challenges

A review in SASA 2003 says SGB members in collaboration with SMT members are expected to take a step to manage the effects of poverty on learners, for example learners coming to school hungry, dirty, without uniform or stationary or who come to school emotionally distressed need to be given extra support so that they can learn. With regard to how the SGB assist the schools to address such challenges they responded as follows:

SGBA 1, SGBA 2, SGBA 3, SGBB 2, SGBB 3; SGBC 1, SGBC 2, SGBC3, SGBD 1 and SGBD 2 all acknowledged that as SGB members they had to support all the structures of the schools, depending on how they were involved. There was therefore no way they could play their role if they were not involved and informed about school matters that concerned them.

SGBB 3described his support to the above mentioned structures and reiterated that parents should be encouraged to become involved in the education of their children especially those with barriers to learning and development (cf. 2.5.1, 2.5.2 & 2.5.3). SGBA 3 said:

"*I think we do, during parents meetings and other meetings we do plead with parents and make them aware about SEN learners so that they can also support them*".

Adding to what SGBB 3 has said, SGBB 2 highlighted the following:

"*During the budget meeting we endorse the fact that funds must be allocated for teachers to attend workshops so that they can be developed and gain experience in areas like ILS, so that they can be able to address SEN learners' challenges*".

SGBB 1 supported everything that had been said by SGBB 2 and SGBB 3: She stated the following:

"*I don't know what to say, but I agree with what the two gentlemen have said because what they have said is what is truly happening in our school*".

Working together as a team by engaging SGB members in ILS is crucial for the success of ILS and it promotes ownership and enables members to carry out their roles and responsibilities according to the policy (Mednick 2007:155 & Fon 2011:58).

SGBC 1 indicated that one of the SGB members was one of the SBST members. She remarked as follow to the latter:

"*We give support in the sense that one of SGB members is SBST member. We have also ensured that the ILS educator has necessary qualifications. And we also avail ourselves when we are needed*".

SGBA 3 suggested that the various stakeholders could form sub-committees (cf. 2.4.1; 2.4.1.3; 2.5.2 & 3.2.3.6). He put his view like this:

"*I think we SGB, SMT and SBST and parents must form sub-committee where we can address ILS challenges and visit other schools which render ILS successfully to learn from them how they operate so that support ILS educator*".

SGBA 2 added to what SGBA 3 had said:

"*We SGB members need to meet and discuss what challenges do ILS educator has and find a way of how we can assist and support her. We must also get feedback on the progress of ILS class*".

All of the above responses indicated that SGB members, whether involved or not involved, acknowledged collaboration or working together as partners or teams as crucial in supporting and

providing a conducive atmosphere for the promotion of ILS at school level (Lehlola 2011:24; Mbengwa 2007:74 & RSA DoE 2002:23).

5.11. CONLUSION

This chapter presented different options of three different focus groups including; SMT members, SBST members, educators and a group of SGB members. Different responses, though inter-related interview schedules were presented, analysed and reported. All the participants alluded to the issues and challenges facing their schools with regard to the rendering of effective ILS, the level of support provided by different stakeholders and the suggestions on how ILS can be improved at the Motheo clustering schools, so that some of these schools can no longer be regarded as poor performing schools. Each group highlighted challenges facing them as a group, although most of the challenges from all the schools are also inter-related. From all the four schools, only one school appears to be implementing effective ILS, because of the role played by SMT members. SMT members of the three schools need to do self-introspection on their role in rendering ILS at their respective schools.

CHAPTER 6

FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

The foregoing chapter gave an account of the discussion of results on responses from SMT members, SBST members, educators and SGB members. Conclusions and recommendations based on the literature and empirical study are discussed below.

6.2. RESEARCH FINDINGS

This study focused on guidelines that are suggested in order to improve the four key management tasks that SMT members are challenged with in rendering ILS at public primary schools in the Motheo cluster of schools. The findings are presented as they relate to the four questions below, namely: the meaning of ILS in the South African context; the role of SMT members in rendering ILS; issues and challenges facing SMT members in rendering ILS and suggested guidelines for the improvement of the four management tasks for SMT's in rendering ILS.

6.2.1. What does ILS entail in the South African context?

Pertaining to the above research question, the following findings emanated from the study:

- The literature consulted for this study together with most of the participants' responses defined ILS as a system of support for both educators and learners, with the purpose of providing opportunities to both learners with and without

learning barriers, so that they can be successful in their learning (cf. 7.1; 5.7.1; 5.8.1; 5.9.1 & 5.10.1)

- In their understanding of various definitions with regard to ILS, participants acknowledged that both learners with and without learning barriers should be included and accommodated in mainstream schools without being discriminated against. A few of the participants, however, mentioned that the inclusion of learners with barriers to learning in the mainstream was a cost-effective measure, which increased the workload of educators (cf. 1.8; 2.4.2; 5.7.1 & 5.8.1.)

- Learners with learning barriers were identified by class educators, who should apply didactic assistance to learners before referring them to the SBST (cf.2.4.1; 2.4.1.2; 2.4.1.3; 5.7.2; 5.7.12.4; 5.8.1 & 5101).

- In general participants were aware of the levels of support as proclaimed in the SIAS document (cf. 2.4.1.3; 5.7.1; 5.8.1; 5.9.1 & 5.10.1)

- Most of the SMT members, educators and SGB members were, however, not conversant with the content of the Screening, Identification, Assessment and Support (SIAS) strategy and its related process and procedures to be followed (cf. 2.4; 2.4.2; 5.7.11; 5.6 & 5.9.5.2)

- With regard to the empirical study only two out of the four schools had fully implemented the SIAS strategy (cf.5.7.11; 5.8.6 & 5.9.5.2)

- The responses of participants revealed that they were aware of the policies underlying ILS including, for example the South African Schools Act, Education White Paper 6, the Bill of Rights, admission and language policies (cf. 2.4.1; 2.4.2.2; 2.5.2; 5.7.1; NB

- With regard to who should render ILS, it was clear that all the stakeholders (the SMT, SBST, SGB, DBST, educators,

parents, health professionals, etc.) were aware of the fact that they had to support leaners with barriers to learning (cf. 2.4.1.3; 2.4.5.1; 3.2.3.6; 3.3.2; 3.4.3; 3.4.4; 3.4.5; 3.5.3; 5.7.6, 5.8.3.1 & 5.10.2)

- The Curriculum Assessment and Policy Guidelines (CAPs) suggested the establishment of programmes or interventions to oversee other categories of barriers to learning and development in mainstream schools (cf. 2.4.2; 2.5.4; 3.3.3; 5.7.3; 5.7.5; 5.7.6 & 5.7.8).

6.2.2. What is the role of SMT in rendering ILS?

Pertaining to the above research question, the findings emanated from the study are categorised and discussed under the eight management skills/tasks discussed in chapter three.

6.2.2.1. Planning

- Educators of schools A, C and D were in need of in-service training and long term workshops for ILS from the DBST. Through planning, SMT members prepared the school for changes so that reactions to the contextual challenges would be proactive (cf. 2.4.1.3; 3.4.1; 3.5.1; 5.8.3 & 5.10.4).
- All schools were required to make reasonable adjustments for learners with special needs by preparing and training educators to include learners with learning barriers to learning and development in mainstream classes. Therefore, the SMT needed to approach the DBST for on-going teacher training sessions and workshops earmarked for both educators and SMT members (cf. 2.4.1.3; 5.7.2; 5.8.4.2 & 5.8.4).

- One of the core functions of the SMT was to provide indirect support to learners through assisting educators and the SBST in implementing curriculum and institutional development initiatives. Teaching and learning activities and the school environment needed to be responsive to the full learning needs of all learners (cf. 2.4.1.3; 2.4.2; 3.3; 3.4.1; 3.5; 5.7.2; 5.7.4; 5.8.4; 5.9.4 & 5.10.5.1).

- Generally, a lack of planning, organising, leading and control by SMT members for ILS educators and learner activities were evident at schools A, C and D. It seemed that the SMT of school B involved their staff in planning activities. The researcher had identified planning, organising leading and control as the key management skills/tasks which could be applied by SMT members for the success of ILS (cf. 2.4.2; 3.3; 3.4; 3.5; 5.7.4; 5.7.6; 5.8.3.3; 5.7.9 & 5.10.4)

6.2.2.2. Organising

- The establishment of a functional SBST was the responsibility of the principal, who had to ensure that the co-ordinator was a SMT member (cf. 2.4.1.3; 3.2; 3.3; 3.4; 3.5; 5.7.2 & 5.8.4.2).

- It was evident that SMT members of schools A, B and D did not avail enough space and time for the organisation of ILS activities and initiatives (cf. 2.4.2.4; 2.4.2.5 3.3; 3.4; 3.5; 5.7.12.5; 58.7.1; 5.9.6.1).

- The classroom structures and infrastructure at schools at the time were not conducive for ILS. In general, SMT members lacked capacity in organising an appropriate learning environment for learners with barriers; adequate classroom space; clear arrangements for teaching and learning and the development of resources (cf. 2.4.2.4; 2.4.2.5 3.3; 3.4; 3.5; 5.8.7.1; 5.9.4.1; 5.9.2 & 5.10.5.2).

6.2.2.3. Leading

- SMT members of schools A, C and D seemed unaware of the type of curriculum taught to learners with barriers to learning. Only SMT members of A school appeared to oversee that learners with barriers were taught the same curriculum, whilst they also seemed to monitor to whether it was adjusted to suit the needs of learners. Aspects that needed to be differentiated in the curriculum were content, teaching methodologies, learning environment and assessment (cf. 3.2.2.5; 3.3; 3.3.1, 3.3.2; 3.3.3; 3.3 & 5.7.2)

- The ILS class at schools was informally taught by the educators who were not adequately qualified and experienced for the position. It was clear that SMT members needed to be trained and to become conversant with ILS policies (cf. 3.3.2; 3.3.2.1; 3.3.2.2; 3.3.2.3; 3.3.2.4; 5.7.7; 5.8.7.2 & 5.9.6.3).

- SMT members of schools A, C and D appeared not to be fully involved in assisting and supporting educators and SBST in ILS activities. Effective implementation of ILS required the SMT members, particularly the principal to realise their roles in setting the tone and ensuring that decisions were made, challenges were met and that processes were supported in line with the philosophy of inclusion (cf. 3.2.1; 3.2.2; 3.3; 3.4; 3.5; 5.7.4; 5.8.2; 5.9.4 & 5.10.4).

- SMT members of schools A, C, and D seemed not to take leadership on creating a conducive environment for ILS at their respective institutions (cf. 2.4.2; 2.4.2.1; 2.4.2.5; 5.8.4.1; 5.9.4.1 & 5.10.5).

- The SMT members of school B appeared to have made a concerted effort in involving educators and other relevant stakeholders in ILS matters. SMT members in conjunction with educators addressed gaps and overlaps, rationalised structural arrangements to be implemented in schools,

identified the co-ordinator for the SBST and seemed to provide clear leadership (cf. 2.4.1; 2.4.1.3; 2.5.2; 3.2.3.6; 3.3.2; 3.3.3; 3.3.4; 3.4; 3.5; 3.4.8; 5.7.8.5; 5.8.2; 5.8.6 & 5.10.4) and cf.

6.2.2.4. Communication

- SMT members of schools A, C and D appeared to be neglecting ILS classes (cf.2.4.2.1; 2.4.2.5; 5.9.4.1 & 5.10.5.2)

- The lack of collaboration and communication among stakeholders with regard to ILS at schools A, C and D, seemed to negatively affect the functionality and effectiveness of ILS. Communication and collaboration serve as the cornerstones for efficiency and effectiveness of any multi-disciplinary team. SMT members needed to ensure effective communication between SMT, SBST, DBST, SGB, educators and parents (cf. 2.4.2; 3.2.2.6; 3.2.2.7; 3.2.3.6; 3.3.4; 3.4.4; 5.7.5; 5.8.5; 5.9.5.2 & 5.10.3)

- In schools A and C, there seemed to be limited opportunities for open discussions about ILS. In school B, it appeared that all stakeholders met at regular intervals and appeared to be updated with ILS legislation and issues (cf. 2.4.2; 3.3; 3.4; 3.5; 3.2.3.6; 5.7.7; 5.8.7 & 5.10.3).

6.2.2.5. Motivation

- The SMT members of school A had for the duration of this study, not organised any ILS in-service training and workshops for educators. For educators to be able to supervise and monitor learners with learning barriers and development, the SMT needed to ensure that teachers attended in-service training and workshops on ILS (Mojaki

2009:46; Thomas & Dipaola 2003:18). The purpose should be to equip them with knowledge and skills, which they could in turn share with parents (cf. 3.2.2; 3.2.3; 3.3; 3.4; 3.5; 5.8.3; 5.8.4.2 & 5.9.6.3).

- The DBST provided insufficient and inadequate training to schools in general. Limited support was rendered to SMT members, SBST and educators with regard to illustrative learning programmes, learning support material, assessment tools etc. (cf. 2.4.2; 3.2.3.3; 3.4.5; 5.7.12.1; 5.8.7.2 & 5.9.6.3).

6.2.2.6. Negotiation

- SMT members of mainstream schools seemed not to take responsibility in seeking professional support from special schools as a measure of successfully managing ILS (cf. 2.4.1.1; 2.4.2; 2.4.2.5; 3.2.2.1; 3.3.1; 3.4;5.7.3; 5.10.3).

- SMT members of schools A and C appeared not to apply negotiation skills on behalf of all the stakeholders who were involved in rendering ILS to learners with special needs. SMT members of school B had negotiated with special schools, the Motheo FET College and the other cluster schools for assistance with professional development activities (cf. 3.2.2.6; 3.2.2.7; 3.2.3.6; 3.3.4; 3.4.4; 3.4.7; 5.7.8; 5.9.4.1; & 5.10.3).

- School D had, however, made a concerted effort to negotiate and liaise with the local Police Services and the Department of Social Development for additional support (cf. 2.4.1; 3.2.3.6; 3.4.4; 3.4.7 & 5.9.1.2).

6.2.2.7. Conflict management and problem solving

- The SMT members and educators who had received training from schools C and D still needed further training and more workshops. The lack of training seemed to affect the quality of teaching and learning as well as the overall performance of the schools (cf. 3.2.2; 3.2.3; 3.2.4; 3.2.5; 5.8.7.1 & 5.8.7.2)

- In general, SMT members seemed not to take the initiative to gather the follow-up results of learners who had been tested by the DBST. This seemed to be a common problem of the Motheo clustering schools (cf. 2.4.2; 3.4.8; 5.9.5 & 5.10.5.2) SMT members needed to apply their problem solving skills in this regard.

6.2.2.8. Controlling

- Schools A and B used their own means of transport to take learners to the DBST for testing. The reason for this seemed to be budgeting constraints experienced by the DBST officials (cf. 2.4.1.3; 2.4.2; 3.5.4; 5.7.12; 5.8.4.2 5.9.6).

- ILS classes of schools A and D did not appear on the staff establishment of the year in question due to the lack of monitoring of ILS activities by SMT members (cf. 2.4.1.3; 2.4.1; 2.4.2; 3.3; 3.4; 3.5; 5.7.3; 5.8.6).

- There appeared to be a lack of monitoring from SMT members with regard to the implementation of the SIAS strategy and the use of stipulated criteria in assessing learners with barriers to learning (cf. 2.4.1.3; 2.4.1; 2.4.2; 3.3; 3.4; 3.5; 5.7.9 & 5.8.4).

6.2.3. What are the issues and challenges facing SMT member in rendering ILS in primary schools?

6.2.3.1. District support

- Poor support service delivery from the DBST affected all four schools negatively because the LSFs delayed with the results after testing learners. (cf. 2.4.1; 2.4.2;.8.7.2; 5.9.6 &

- The rejection of learners with special needs from mainstream schools was a great challenge for SMT members, because they seemed to admit these learners at their schools. Poor academic performance impacted negatively on school results (cf. 2.4.1; 2.4.2 & 5.10.1).

6.2.3.2. Policy implementation

- The language issue was one of the reasons why most learners with special needs from all four schools could not be accommodated at special schools - this situation seemed to frustrate learners and demoralise all parties, including SMT members, involved in rendering support (cf. 2.4.2; 2.5 & 5.8.7.2). Too strict criteria set by the Free State Department of Education was viewed as one of the reasons as to why other schools did not have official ILS. The lack of training on the SIAS strategy seemed to affect the implementation of EWP 6 in schools A, C and D (cf. 2.4.1.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4; 2.4.2.5;5.7.11; 5.8.7.2 & 5.9.6.3).

- Overcrowding in classes especially where learners had to be identified, made it difficult for educators to identify most of the learners with learning barriers (cf. 2.4.1; 2.4.2; 5.8.7.2 & 5.9.6.1).

- SMT members were obligated to respond to issues of performance. The lack of organising for ILS by SMT members

in schools A, C and D might be a possible cause why ILS educators could not render ILS effectively, even with the availability of LTSM and resources (cf. 2.4.2; 2.4.2.4; 2.4.2.5; 3.5; 3.5.2; 5.7.7; 5.8.6; 5.9.3.2 & 5.10.5.2).

- The incapacity of leading educators and SMT members of in schools A, C and D seemed to be the reason why most learners were not identified for referral - educators needed guidance on how to follow the SIAS steps (cf. 2.4.2; 2.4.2.5; 3.5; 3.5.3; 5.8.7 & 5.7.8.1).

- The lack of monitoring of ILS support by SMT members might be the reason why educators did not modify or differentiate the curriculum to suit SEN learners (cf. 2.4.2; 2.4.1.3; 2.4.2.4; 3.5.2; 3.5.4 5.8.6; 5.9.4.1 & 5.9.3.2).

- ILS educators, who attempted to modify the curriculum to suit learners with barriers to learning, came across as being uncertain of how to do the modifications (cf. 2.4.2; 2.4.1.3; 2.4.2.4; 3.5; 3.5.2; 3.5.4; 5.8.7.1 & 5.9.6.3).

6.2.3.3. Training

- The lack of ILS training for both educators and SMT members seemed to be the reason for the ineffective rendering of support at schools A, B and C - this might be a possibility as to why SMT members did not involve all the stakeholders in rendering support to SEN learners (cf. 2.4.1; 2.4.1.2; 2.4.1.3; 2.4.2; 5.7.2; 5.7.12.1 & 5.10.5.2).

- Educators at some schools still had limited knowledge and understanding of identifying learners with learning barriers. Furthermore, it was observed that SMT members also needed training to acquire skills and gain knowledge of how to render support to the SBST and staff in general (cf. 2.4.2; 5.8.7; 5.9.4.1 & 5.9.6.3).

- Educators and SMT members from D school whom received training, still seemed to be struggling with class organisation and timetabling issues. In-service training programmes seemed not to take the unique contextual influences of the school into consideration (cf. 2.4.2; 2.4.2.5; 3.2; 3.2.1; 3.3; 4.4; 3.5; 5.7.4; 5.8.4.1; 5.9.3.2 & 5.9.4.1).

6.2.3.4. Attitudes

- Learners from mainstream classes came across as having been negative and intolerant to learners with special needs (cf. 2.4.1; 2.4.2 & 5.7.12.6).
- Negative attitudes of educators and SMT members towards ILS and resistance to change were found to be some of the reasons as to why it was difficult to identify learners with barriers to learning (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4; 2.4.2.5; 5.7.2; 5.8.7; 5.9.6.3 & 5.10.5.2).
- Educators and SMT members' attitudes to ILS were affected by several factors, such as the concept of special needs, experience, support available, personal ideology, social norms and interactions. These individuals tended to have negative attitudes which seemed a barrier towards effective provision of ILS (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4; 2.4.2.5; 5.7.10; 5.7.12.2; 5.8.7.1 & 5.97.1).
- SMT members tended to neglect ILS classes whilst it also seemed that educators shifted minor problem issues to the SMT members without taking responsibility to manage these challenges at classroom level (cf. 2.4.2; 2.4.2.4; 2.5.3; 2.5.3.1; 2.5.4; 5.7.10).

6.2.3.5. Co-operation and collaboration

- Uncooperative parents who appeared to be in denial of their children's learning barriers seemed to affect the staff of all schools negatively (cf. 2.4.1; 2.4.2; 5.7.12.2; 5.8.7.3 & 5.9.6.2).

- The lack of planning for ILS support by SMT members of schools A, C and D seemed to be the reason why ILS was not effectively rendered. For ILS to be effectively implemented, SMT members of the clustering schools should organise meetings where they plan together with their SBST members (cf. 2.4.2; 2.4.2.5; 3.2; 3.2.1; 3.3; 4.4; 3.5 & 5.8.6).

6.3. RECOMMENDATIONS

Challenges facing SMT members in rendering ILS at public primary schools seemed to be exhaustive and complex in nature SMT members should take leadership in coordinating and guiding ILS activities. This calls for all stakeholders in the education sector to strengthen envisaged intervention approaches and support techniques for learners with barriers to learning. The recommendations proposed below are aimed at assisting SMT members in understanding their roles and duties in rendering and establishing an environment for ILS in their respective schools.

The following are general recommendations made in respect of this study, namely

- The Motheo District should allow mainstream clustering schools to network with special schools - this should be viewed as an attempt to source and engage in professional development activities and to discuss issues, like the requirements for the admission of learners to special schools with SMT's (cf. 2.4.1; 2.4.2; 2.5; 5.7.12; 5.8.7.2; 5.9.5.1 & 5.9).

- The provincial Department of Education should provide mainstream schools with modified and differentiated curricula as a means of enhancing the effective rendering of ILS (cf. 2.5.3.6; 2.4.1; 2.5.45.8.7.1).

- It should be the responsibility of the DBST officials to administer learners referred to special schools. SMT's and the SBST should play a more prominent role in this regard (cf. 2.4.1; 2.4.2; 2.5 & 5.8.7.2).

- The Township schools should re-consider the issue of language, which seems to be a challenge for learners with barriers when they are accommodated at special schools in town. SMT members of all schools should come up with strategies that can solve this challenge (cf.2.5.2 & 5.8.7.2).

- The Free State DoE should appoint experienced and qualified office based specialists for the DBST to speed up the testing and feedback processes to schools and the respective SMT's (cf. 2.4.1; 2.4.1.3; 2.4.2; 2.4.2..3 && 5.8.7.2).

- The DBST and LSFs should demonstrate to educators how to present lessons for different groups of learners with learning barriers in one classroom (cf. 2.4.1; 2.4.1.3 & 5.8.7.2).

- The DoE should provide each primary school with at least two classes for the Foundation and Intermediate phases as a means of effectively supporting all the learners (cf. 2.4.1; 2.4.1.1; 2.4.1.2; 2.4.1.3; 2.4.2; 2.5.1.1 & 5.9.5.2).

- The DoE should build at least one special school in the township where learners with learning barriers from mainstream schools can be accommodated - special schools in town are inaccessible and jobless parents seem to be willing to arrange transport for their children (cf. 2.4.1; 2.4.2; 2.5.1 & 5.8.7.2). SMT's should capacitate educators and the SBST to handle problems they experience at classroom level (cf. 2.4.2; 2.5.3; 2.5.3.1; 2.5.4 & 5.8.3.1).

- It should be the responsibility of SMT members as leaders of the school to ensure that educators are trained and attend workshops on ILS matters and that advocacy around inclusive educational issues for all stakeholders are done on an on-going basis, rather than a once-off event. If all the stakeholders are informed about ILS matters, this might ease educators' resistance to inclusive education and the implementation thereof (cf. 3.2.2; 3.2.3; 3.2.4; 3.2.5; 5.7.4; 5841 & 5.9.1.2).

- The alternative solutions to solve problems, including those of transport and the delay of learners results from the DBST have to be facilitated through a clear strategic plan within which each role player, including the SMT's of all four schools, understand their roles and responsibilities. This plan should link up with directives at all levels of the system, including regional, provincial and national levels (cf. 2.4.2; 3.4.8 & 5.8.2.3 & 5.8.7.3).

- To solve the workload problem of SMT members and organise effective ILS it has been suggested that SMT members should delegate the co-ordination of ILS tasks and activities to learning support specialists or ILS educators. The SBST co-ordinator needs to promote appropriate organisational activities relating to ILS (cf. 2.4.2; 3.5; 3.5.2 & 5.7.12.4).

More elaborative suggestions on the role of the SMT's in rendering ILS are outlined in the form of guidelines (see Chapter 7).

6.4. LIMITATIONS OF THE STUDY

In conducting this research, the researcher came across some of the limitations for this study. The following are the shortcomings of this study:

- Although some of the Motheo clustering schools do offer ILS, most of them do not have an official ILS classroom, because of the current criteria used by the Free State Department of Education.
- Most of the staff establishments of the schools could not allow members of the focus groups to be five members, as originally decided upon by the researcher. Only one school had the targeted number of members.
- Focus group participants at some schools kept on postponing interviews due to reasons beyond their control.
- Participants in some groups were over eager to participate, whilst other participants showed a lack of interest to initially partake in the study - they appeared to be under the impression that the researcher was on a 'fault finding mission'.
- Some interviews had to be repeated due to problems with technical arrangements.

6.5. SUGGESTED FURTHER RESEARCH

When further research is undertaken on SMT members rendering ILS, special attention should be paid to the following:

- The effect of workloads on the rendering of effective ILS by SMT members.
- The influence of ILS training received by the SMT members in implementing ILS at school level.

- The impact of DBST service delivery on the rendering of ILS to mainstream schools.

The researcher has observed that most educators who have specialised in Inclusive education, Support or Remedial Education are not practicing their specialisation to the extent they should. There could be a study on how such educators can be encouraged and motivated to practice their specialisation to render effective ILS at their respective schools.

6.6. CONCLUSION

This study has revealed that the challenges facing the SMT's of mainstream schools with regard to the rendering of ILS to learners with barriers to learning will remain unsolved, if the DBST officials and special schools are not supporting mainstream schools as required by EWP 6. It is, however, the researcher's view that SMT members should be capacitated and provided with appropriate training by the district as a means of effectively facilitating and rendering ILS in their respective schools.

All in all, the researcher has observed that the majority of the participants in this study, have realised the importance of ILS - if they can be united and collaborate as stakeholders, then most barriers to learning can be addressed progressively for the benefit of all learners and for the improvement of better schools' results.

CHAPTER 7

SUGGESTED GUIDELINES FOR SCHOOL MANAGEMENT TEAMS IN RENDERING INCLUSIVE LEARNING SUPPORT

7.1. INTRODUCTION

This chapter seeks to respond to the fourth research question, namely: *What guidelines may be suggested for the improvement of the four management tasks for SMT members to render effective ILS?* The guidelines are formulated by incorporating a literature review, research findings and analysis. As the focus of this study is on the key management tasks, including planning, organising, leading and controlling, the guidelines will be subdivided as such.

7.2. GUIDELINES FOR SMT MEMBERS IN FACILITATING AND RENDERING ILS

7.2.1. Planning

The first thing SMT members should consider for their institutions is to plan effectively for the establishment of ILS. They can consult with special schools for professional advice on how they can go about executing ILS planning and which aspects should be included in their planning. When planning for ILS, SMT members should involve learning support educators and class educators, because planning for learners with multiple disabilities differs from planning for learners without disabilities (Mednick, 2007:149). When planning for ILS school arrangements, SMT members need to consider aspects, such as the school policy and the management plan, which need to be cognisant of the school needs and curriculum delivery processes (Mednick 2007:158).

7.2.1.1. ILS School policy

In formulating a school policy it is essential that SMT members and all individuals involved explicitly address barriers to learning. SMT in conjunction with the SBST and school staff need to develop a framework for developing a system in which comprehensive assessments can be conducted as a means of collecting and disseminating relevant and valid information. During strategic planning sessions, SMT's need to discuss ways in which communication can best be promoted across different professionals and stakeholders. Almost similar to the latter, the DoE (RSA DoE 2003:30) mentions four main roles of legislation, called *Managing the Development of Inclusive Policies and Practices,* which can serve as guidelines to SMT members with regard to ILS policy. These roles include:

- The articulation of principles and rights in order to create a framework for inclusion. Most participants, for example acknowledged that learners with special needs should also be included in mainstream schools without being discriminated against based on age, gender, sexual orientation, language, culture, etc.;
- The reform of elements in the existing system, which constitute major barriers to inclusion, e.g. policies which do not allow children from specific groups to be included in mainstream schools;
- The mandating of fundamental inclusive practices, e.g. requiring that schools should educate all learners in their communities. SMT members, especially of all the schools which experienced the challenge of learners with barriers, not being accommodated at certain special schools, should make a follow-up consultation with such special schools to find valid reasons why they do not accommodate those learners. If the SMT's are not satisfied with the reasons

given to them, they should take the matter to the DBST, which should ensure that learners are placed at such schools;

- The establishment of procedures and practices throughout the education system, which are likely to facilitate inclusion, e.g. the formulation of a flexible curriculum or introduction of community governance;

- In addition to these procedures and practices that have been suggested to facilitate effective and successful ILS, other strategies include meetings with various stakeholders, workshops, in-service training, consultation with the DBST, personnel from other schools and departments as well as NGOs.

The above mentioned roles of the legislation on inclusive learning support that have been discussed are framed under the Constitution and the Bill of rights, EWP 6 and the South African Schools. Therefore when planning for a school's ILS policy, SMT members and all involved, should ask themselves questions like: *Where are we now? Where do we want to be? What must we do? Who should do it? When should we do it?*

7.2.1.2. ILS Management Plan

As mentioned earlier, the school needs and curriculum delivery issues can be addressed through a management plan by answering the questions mentioned in chapter three about planning for ILS, including: What is needed? How do we meet those needs? When and where are those needs to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed (Tondeur 2008:3 & Van der Merwe *et al.* 2003:79). Table 7.1 below is an example of a suggested management plan:

Table7.1. ILS Management Plan

What must we do?	How to do it?	Time	Who will do it?	Why should we do it?
Plan to help educators develop a common set of instructional goals and objectives for all learners.	SMT meeting	Weekly	SMT members	To improve educational opportunities for learners with disabilities.
Organising meetings where SMT members plan together with their SBST members	Meeting with SBST members	Quarterly	SMT members	To identify common problems or challenges and suggest solutions of overcoming them.
Plan for class visits, training sessions, networking and lobbying and also for an open day where, for example assistive devices will be exhibited where applicable.	Meetings Organising Info or exhibition sessions	Quarterly	SMT members	For in-service training and to increase knowledge and understanding in meeting SEN learners' needs.
Provide ILS educators with appropriate curriculum	Meetings with ILS educator	Beginning of the year	Co-ordinator	To ensure that educators, when planning work for ILS start with the learner needs, build activities into the teacher's quarterly plan, plan activities as a timetabled part of the curriculum and consider inclusion in every activity.

(Own Construction Ntseto, 2015)

7.2.2. Organising

In chapter three, organising is described as the systematic co-ordination of many tasks of the school and formal relations. The purpose is to synchronise people and activities to achieve set goals, develop team spirit and promote team work, ensure co-operation between educators and ensure that policy is uniformly applied (cf. 3.4.2 & 3.5.2). SMT members should organise and manage ILS schools through shared decision making structures and ensure that ILS is community-based and contextually relevant (Lehlola 2011:11). Community resources, which include parents, community based organisations, departments, such as Social Development, Health, Labour, Transport, SAPS, etc. should be used in promoting ILS.

Organising ILS can be done based on the four principles including specialisation and division of work; departmentalisation; the functional organisational structures and establishment of sound relations. Each principle is discussed below:

7.2.2.1. Specialisation and division of work

- SMT members can divide ILS tasks into smaller units according to knowledge or skills, i.e. specialisation, in order to improve effective teaching and learning. Each person's duties and responsibilities should be clearly defined in terms of the vision and mission of the school (cf. 3.2.2; 3.2.2.1; 3.2.2.3; 3.2.2.4; 3.4.2; 3.5.2).
- SMT members should recruit educators who have specialised in ILS and appropriate subjects, like Language, Mathematics and Life-skills.
- For the SBST to be functional and implement inclusive policies effectively, the principals of the Motheo clustering

schools need to ensure that SBST members, particularly the co-ordinators, are the best people who can co-ordinate ILS. The reason for this is that the co-ordinator should co-ordinate the provision made for individual SEN learners, working closely with teachers, parents, DBST and other agencies. The co-ordinator should also provide professional guidance to colleagues with the aim of securing high quality education for SEN learners (cf. 2.4.1.3).

- The principal needs to ensure that the SBST includes specialised educators, who should be members on the basis of a long term plan to sustain its functionality.

7.2.2.2. Departmentalisation

- SMT members can form departments by grouping activities that logically belong together, e.g. the grouping of Grades R-3 as the Foundation Phase, or the subject concerned with literacy, such as English with Setswana, which is the mother tongue. Organising learners, staff and phases is an issue of prime importance for the smooth running of teaching and learning of ILS (cf. 3.4.2; 3.5.2 & 5.9.6.1).

- Departmentalisation can be done by having extra classrooms, employing specialist educators and providing them with necessary equipment, teaching and learning materials and resources (cf. 3.2.2; 3.4.2; 3.5.2; 5.7.7; 5.9.5.2 & 5.9.6.1).

- It has been suggested that schools must have two ILS' classrooms, one for Foundation Phase and the other for the Intermediate Phase (cf.5.9.5.2).

- The researcher's opinion is that an additional ILS classroom in mainstream can also be established for SEN learners who need intensive support to stay in that class longer. This

could solve the problem of overcrowding in the mainstream classrooms. It can also allow educators to identify other learners with mild learning barriers (cf. 577; 5.9.5.2 & 5.9.6.1).

- After establishing the above mentioned classroom, SMT members should recruit a specialised educator who can teach and conduct that class effectively and successfully (cf. 3.4.1; 3.4.2; 3.5.2 & 5.10.1).

7.2.2.3. The functional organisational structure

- The functional organisational structure is best for ILS, because it demands lots of advice from various experts as already indicated, and some of them are the SBST members (cf.5.7.2 & 5.8.3.4)

- When creating organisational structures, SMT members will be able to analyse, group, create, divide and control the planned outcomes of the school. They need to create a conducive atmosphere for teamwork, so that every member in a team knows his or her task or what his or her role is. In this way they will be able to create effective ILS classrooms (cf. 3.3; 3.4.2; 3.4.8; 3.5.2; 3.5.3; 5.7.2 & 5.10.1).

- For ILS to be effectively implemented, SMT members of the clustering schools should organise meetings where they plan together with their SBST members.During such meetings they can first identify common problems or challenges and suggest solutions of overcoming them (cf. 2.4.2; 2.4.2.5; 3.2; 3.2.1; 3.3; 4.4; 3.5; 3.5.1; 5.7.2; 5.10.3 & 5.10.5.1).

- For effective and successful ILS, SMT members should involve personnel who are well informed and knowledgeable about their individual responsibilities - this means they need to be conversant with EWP 6, because it is the policy that makes provision for support through a systems approach and

encourages collaboration between these systems (cf. 2.4.2; 3.3; 3.4; 3.5 & 5.7.2; 5.8.5 & 5.8.5.1).

- Arrangements of placements of learners with barriers to learning in mainstream schools are what SMT members should consider. Learners with special needs are usually supported in the afternoon when they are tired and lack concentration. For placement arrangements to be successful, SMT members need to ensure the following:

(a). Mainstream educators and ILS educators spend time together planning the placement and outlining the programme, aims, objectives and activities.

(b). Appropriate staff has specialised knowledge of learners with barriers and the activities and resources required for the placement to be successful.

(c). Planning has taken place and resources have been provided to facilitate ILS.

7.2.2.4. Establishment of sound relations

- The establishment of sound relations by SMT members in a school is regarded as of the utmost importance. SMT members' characters and personalities in teaching and learning should influence the relationships that are important for the job satisfaction of the staff and happiness of the school in general (3.4.4; 3.4.5; 3.4.6; 3.4.7 & 5.7.3).
- Organising meetings where SMT members plan together with their SBST members could ensure the effective implementation of ILS. During such meetings, the SMT and the staff should first identify common problems or challenges and suggest solutions of overcoming them (cf. 3.4.1; 3.5.1; 3.5.2; 5.7.3; 5.8.5 2 & 5.10.2).

- In order to change the negative attitudes and developing appropriate procedures, SMT members need to ensure that classrooms are organised in a smaller number of learners, with relevant support materials. In this way the co-ordinator might ensure that the learning support educator is not overloaded with work, but has everything needed (cf. 3.3; 3.3.4 3.4.2; 3.4.8; 3.5.2; 3.5.3; 5.7.12; 5.8.7.1 & 5.9.5.1)

- SMT members should provide ILS educators with a flexible curriculum that can respond to the diverse needs of the learner population (cf. 3.2.2.3; 3.2.2.4; 3.2.2.5; 3.2.2.6; 3.4.2; 3.5.2; 5.7.2; 5.8.4.2; 5.10.5.1).

- The SMT members can organise the Teacher Centre for staff development and reward educators for dedication, skills and knowledge. They should apply their skills and knowledge to train other staff members, for example the adaptation of the curriculum and the like. Co-ordination in this way allows SMT members to synchronise people and activities to achieve set goals; develop team spirit and promote team work; ensure co-operation between educators and ensure that policy is uniformly applied (cf. 3.2; 3.3; 3.4; 3.4.2; 3.5; 3.5.2; 5.7.3; 5.8.7.1 & 5.9.4.1).

- SMT members should organise information sessions, where they invite parents, with SEN learners' to educate them about the importance of ILS for their children. Such information sessions can also be organised for all the learners as to encourage collaborative and co-operative learning (cf. 3.2; 3.3; 3.4; 3.4.2; 3.5; 3.5.2 & 5.7.3).

- SMT should organise meetings with SGB members where they discuss policies, particularly those covering learners with disabilities as a way of strengthening the support rendered to them. SMT members should therefore clarify inclusion policies to all the stakeholders for effective implementation (cf. 3.4.2; 3.5.2; 5.7.3 & 5.10.3).

- The establishment of sound relations with neighbouring special schools, by including them in mainstream clustering schools, may assist SMT members and educators to have an opportunity to network and communicate with these institutions, especially with regard to professional support and guidance on managing and implementing ILS successfully (cf. 2.4.1.1; 3.2.2.1; 3.3.1; 3.4; 5.7.3 & 5.8.5.2).

- Through negotiating SMTs can also ensure that schools are well supported and can develop networks between schools (Schools for All 2002:51). SMT members can also strengthen the collaboration and co-operation of all stakeholders in a school, between schools and other sectors, like Health, Social Services, SAPS, special schools, FET colleges, etc., who could play a part in the delivery of inclusive provision (cf. 3.2.2.6; 3.2.2.7; 3.2.3.6; 3.3.4; 3.4.4; 3.4.7; 5.7.3; 5.8.5.2 5.9.1.4 5,10.3).

7.2.3. Leading pertaining to SMT members leading in rendering ILS the researcher and participants suggest that

SMT members should practice priorities of defining and communicating the school's educational mission; manage curriculum instruction; support and supervise teaching and learning; monitor learner progress and promote a learning climate (cf. 3.4.2 & 3.5.3). It has been mentioned several times that as leaders, SMT members should be able to *Choose, Create, Convince* and *Cause* ILS to happen in their schools. Guidelines with regard to leading can therefore be categorised under the latter four aspects as discussed below:

7.2.3.1. Choose

- The principal needs to be sure when choosing the co-ordinator of the SBST. The co-ordinator will have to take the day-to-day responsibility of ensuring the effective implementation and application of inclusive policies and EWP 6 (5.7.4 & 5.9.3.1).

- The co-ordinator should also provide professional guidance to colleagues with the aim of securing high quality education for SEN learners. He or she should, for example be able to encourage Foundation Phase educators to follow all the steps in rendering ILS (cf. 2.4.1.3; 3.4.3; 3.4.4; 3.4.5; 3.4.6; 3.4.8; 3.5.3 & 5.7.4)

- Choosing the most suitable person as co-ordinator will allow for good co-ordination between learners with barriers, teachers, parents, DBST and other agencies (cf. 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.4.3; 3.5.3 & 5.7.4).

- To support and supervise teaching and learning of ILS the principal as a leader needs to ensure that the other SMT members and educators take the basic right of every learner to basic education into account in an accepting and non-discriminatory environment (Lehlola 2011:10 and Soodack 2010:328).

7.2.3.2. Create

- As leaders, SMT members must create strategies for performing the job; training and development of people who do the job; systems to be used; communication channels and equitable way of distributing resources (cf. 3.4 3).

- The SMT members, especially the principals should negotiate with DBST to conduct ILS workshops and trainings - this can be an attempt to equip SMT, SBST and educators

with necessary skills to render ILS (cf. 3.2; 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.4;3.5; 5.7.8; 5.9.4.1 & 5.10.3).

- SMT members of the Motheo clustering schools need to create strategies for SBST members, particularly learning support educators and organise INSET as well as sending them to inclusive workshops, training or seminars for development (5.7.4; 5.8.7 & 5.9.6.3).

- SMT members, especially the principal must also create channels of communication and allow the SBST time to meet and discuss issues related to ILS. Lack of collaboration and communication among the stakeholders with regard to ILS at some of the schools negatively affected the functionality of ILS (cf. 3.2.2.6; 3.2.2.7; 3.2.3.6; 3.3.4 & 3.4.4).

- SMT members should create ways of distributing resources equitably, without discriminating against learners with barriers. SMT members of schools A, B and C should become fully involved in assisting and supporting educators, who have identified learners with learning barriers, SBST as well ILS educators (cf. 3.4.2 & 5.7.4)

- Effective implementation of ILS requires the SMT members, particularly the principal, to realise their role in setting the tone and ensure that decisions are made, challenges met and processes supported in line with the philosophy of inclusion. Leadership of SMT members is needed to ensure that teachers and learners, particularly ILS educators and SEN learners, are supported through skills development, mentoring, material and resource provision and if needed, through external services (cf. 3.2.1; 3.2.2; 3.3; 3.4 & 5.7.4)

- As leaders, SMT members should take the classroom environment into consideration. They need to be aware of the different ways in which ILS classrooms are structured so that they can assist educators create such classrooms (5.7.4 & 5.7.5).

- To be successful leaders of ILS, SMT members should attend to the broad moral, social and ethical issues in educating teachers (Stey 2009:268). They should encourage the development of communities of learning, supporting a strong, mutually supportive collective ethic.

- SMT members need to ensure that one supports the other, despite the tensions evident between their purposes. As indicated, SMT members of school A form collegial relationships with staff and develop an appreciation for the value of working together and caring about each other. Such leaders are able to create a conducive teaching and learning environment for both teachers and all learners, including SEN learners (Mbelu 2011:5 & Shelile 2010:28).

- Educators need guidance and motivation from SMT members, who need to adopt a positive leadership style effecting achievement, performance, staff development and job satisfaction (cf. 3.4.2; 3.4.5; 5.7.4 & 5.7.5)

7.2.3.3. Convince

- It is also important for SMT members as leaders to provide appropriate support to teachers if they want to convince them of the establishment of ILS classrooms at mainstream schools (cf. 3.3; 3.3.2; 3.3.4; 3.4.3; 3.4.4; 3.4.5; 3.4.7; 3.4.8; 3.4.9; 3.5.2; 2.5.3 & 5.7.12.3).

- SMT members should encourage all parents of learners with barriers to become effectively involved in their children's education (5.7.12.2 5.8.3 & 5.8.7.3).

- To convince all the stakeholders about ILS at Motheo clustering schools, SMT members must ensure that advocacy around inclusive education for all the stakeholders is an on-going process (cf. 3.4.3).

7.2.3.4. Cause

- SMT members should cause ILS to happen by exerting more effort and mobilising resources, including material, physical, financial and human resources (cf. 3.2.3; 3.4; 3.5 & 3.5.3).

- SMT members need to ensure that all the structures involved in ILS, receive training on the SIAS strategy so that their schools can qualify for ILS classrooms (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4 & 2.4.2.5).

- SMT members should engage in negotiating a second class for ILS. Foundation and Intermediate phase learners should have separate ILS classrooms (cf. 2.4.1; 2.4.1.1 & 2.4.1.2).

- SMT members should identify all educators in their schools who have specialised in Inclusive Education or Remedial Education, because most of these educators are reluctant to get involved in ILS activities (cf. 3.3; 3.4; 3.5).

- SMT members need to ensure the effective access to, and implementation of the right of SEN learners to be taught in the official language of their choice. All reasonable educational alternatives should, however, be considered, including equity, practicability, the need to redress the results of the past racially discriminatory laws and practices (cf. 2.4.2; 2.4.2.1; 2.4.2.2; 2.4.2.3; 2.4.2.4; 2.5 & 5.7.4).

7.2.4. Controlling

For control of ILS to be effective, it should be exercised at strategic points, i.e., SMT should consider the school's resources like human, physical, financial and information resources used to attain specific outcomes, especially those that revolve around teaching and learning. Guidelines about control of ILS can therefore be categorised as follows:

7.2.4.1. Human resources

- SMT members should plan time for controlling their educators' work - they might be in a position to check and cater for changes to curriculum adaptation, teaching and learning methods and assessment. By using differentiated assessment, educators might rethink the conservative practice of assessing all learners using the same assessment tasks at the same time (cf. 2.4.1.3; 3.2.2.5; 3.3.3; 3.3.4; 3.4; 5.7.9 & 5.8.6).

- SMT members should evaluate the presentation of teachers' lessons in ILS as to ensure whether class teachers efficiently schedule and manage time. This will encourage teachers to even plan for individual learners by carefully selecting material and activities that meet the individual needs of the learners (cf. 2.4.1.3; 3.2.2.5; 3.4.3; 3.4.9; 3.5.1; 3.5.4; 5.7.4 & 5.8.6)

- For effective teaching and learning in ILS school, control has to be done by the SBST co-ordinator. Control or monitoring tasks include monitoring assessment taking corrective action supervision and the application of disciplinary measures (cf. 2.4.5.1).

- Other issues that SMT members need to consider when monitoring ILS are teachers' attitudes, teaching methods, the language of instruction and the relationship between the educators and learners. Therefore SMT members also need to ensure that teachers make classrooms more inclusive by using active, learner-centred methods (cf. 2.4.2.3; 3.2.2.5; 3.4.7; 3.4.8; 3.5.4).

7.2.4.2. Physical resources

- SMT must follow up on what is happening in an ILS class by monitoring it, so that they can be able to detect what the

merits and demerits are as well as where support is most needed (cf. 2.4.1.3; 3.2.2.5; 3.4.3; 3.4.9; 3.5.1; 3.5.4). SMT members must therefore ensure that the classroom environment is appropriate to the learner's motivational needs, so that he or she can act on his or her environment (Mednick 2007:91).

- To make teaching and learning more accessible and ease the movement around the recreation areas for learners with barriers to learning, SMT members need to control and maintain physical resources. Principals must come with viable plans that must address physical improvements, so as to increase access to education and associated services for learners with special needs (cf. 3.2.2.5; 3.4.1; 3.5.1; 3.5.4; 5.4.10; 5.7.2 & 5.7.4).

7.2.4.3. Financial resources

- SMT members are obliged to ensure that learners, who generated ILS posts, are adequately catered for through appropriate and effective educational programmes. Effective control of school finances will enable SMT members to align themselves with the strategy of cost-effectiveness. That means before the school's budget is drawn up, they should first draw up a strategic plan, which includes ILS. The allocation of resources will reflect the strategic priorities for the coming financial year. In order to align the processes of strategic planning and budgeting, it is important that the strategic priorities are identified as well as resources that might be needed, are be catered for (cf. 2.4.1.3; 3.2.2.5; 3.2.2.6; 3.4.1; 3.4.9; 3.5.1; 3.5.4).

7.2.4.4. Information resources

- To ensure that the administrative work is up to standard, SMT members can provide educators with the question papers, tests and examination papers and memoranda. After tests or examination, educators need to do an analysis of results and set targets for improvement. The work of other SMT members, that is, the deputy principal and HODs, should be controlled by the principal. (cf. 2.4.1.3; 2.4.5.1; 3.2.2.5; 3.4.3; 3.4.9; 3.5.1; 3.5.4).
- The SMTs should plan for class visits, training sessions, networking and lobbying and also for an open day where, for example assistive devices will be exhibited where applicable. Planning in this way demonstrates a commitment to in-service training as a way of increasing knowledge and understanding around ILS issues.

From the above guidelines the researcher has developed an internal monitoring or control tool that can be used by the SBST /SMT co-ordinator to monitor or control the work of both the ILS educator and the academic work of learners with barriers to learning and development at school level.

Table7.2. SUGGESTED ILS MONITORING TOOL

ILS Monitoring Tool	Yes	No	Comments
School:_____ Educator:_____ Learning Area:_____ Phase:_____ Grades:_____			

1. Teacher'sPortfolio containing:			
1.1.EWP 6			
1.2.Curriculum policies			
1.3.CAPS Guidelines			
1.4.Learning Programmes			
1.5.Lesson Plans indicating:			
- Content differentiation			
- Methods differentiation			
-Environment Differentiation			
- Assessment Differentiation			
1.6.Assessment			
- Strategies/tools			
- Skills and concepts			
- Record sheets			
- Formal tasks recorded			
1.7. Evidence of control by supervisor			
2. Learners'Portfolios containing:			
2.1.Learners'Profiles			
2.2.Learners'formal and informal activities			
3. Classroom:			
3.1 Does the space allow effective teaching and learning?			
3.2 Is the environment			

conducive?			
3.3 Are there attractive pictures and charts on the wall?			
4. Internal Support from:			
4.1 SBST members			
4.2 SMT members			
4.3 Educators			
4.4 SGB members			
5. External Support:			
5.1 Parents			
5.2 DBST			
5.3 Other sectors or departments			
5.4 Other			
6. Monitoring Report Findings:			

(Own Construction: Ntseto 2015)

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ANNEXURES

ANNEXURE A

Faculty of Education **Ethics Office**

Room 12
Winkie Direko Building
Faculty of Education
University of the Free State
P.O. Box 339
Bloemfontein 9300
South Africa

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31 October 2013

ETHICAL CLEARANCE APPLICATION:

THE ROLE OF SCHOOL MANAGEMENT TEAMS (SMT'S) IN RENDERING LEARNING SUPPORT IN PUBLIC PRIMARY SCHOOLS

Dear Ms Ntseto

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research with the following stipulations:

- Will the applicant's school where she is employed be included? This raises some ethical issues, if so, and needs to be clarified.
- It is said that focus groups and semi-structured interviews will be used. No justification is given why these two approaches are going to be used and to what benefit. Also, the applicant GUARANTEES anonymity which is impossible when focus groups are conducted. Rather rephrase that all information will be dealt with confidentially.
- No information sheet to participants available. Will this information sheet and the informed consent forms be translated into other languages?

Your ethical clearance number, to be used in all correspondence, is:

UFS-EDU-2013-064

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

Andrew Barclay
Faculty Ethics Officer

ANNEXURE B

Enquiries: Motshumi KK
Reference:
Tel: 051 404 9290
Fax: 086 667 8678
E-mail: motshumikk@edu.fs.gov.za

education
Department of
Education
FREE STATE PROVINCE

OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY & RESEARCH

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17 March 2014

Mrs. Ntseto

RE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION:

1. This letter serves as an acknowledgement for receipt of your research request in the Free State Department of Education.

2. Research topic: **The role of the school management team in rendering learning support in the primary schools.**

3. Approval is granted for you to conduct research in the Free State Department of Education.

4. This approval is subject to the following conditions:-

    4.1   The names of participants involved remain confidential.

    4.2   The structured questionnaires are completed and the **interviews are conducted outside normal tuition time or during free periods.**

    4.3   This letter is shown to all participating persons.

    4.4   A bound copy of the research document and a soft copy on a computer disc should be submitted to the Free State Department of Education (Strategic Planning, Policy Development & Research).

    4.5   You will be expected, on completion of your research study, to make a presentation to the relevant stakeholders in the Department.

    4.6   The attached ethics document must be adhered to in the discourse of your study in our department.

5. The costs relating to all the conditions mentioned above are your own responsibility.

6. You are requested to confirm acceptance of the above conditions in writing, within seven days after receipt of this letter. Your acceptance letter should be directed to:

    DIRECTOR: STRATEGIC PLANNING, POLICY DEVELOPMENT AND RESEARCH,
    Old CNA Building, Maitland Street OR Private Bag X20565, BLOEMFONTEIN, 9301

Thank you for choosing to research with us. We wish you every success with your study.

Yours faithfully,

Mothebe MJ –Director: Strategic Planning, Policy & Research.

Directorate: Strategic Planning, Policy Development & Research - Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building, Charlotte Maxeke, Bloemfontein 9300 - Tel: 051 404 9283/ Fax: 086 6678 678   E-mail: research@edu.fs.gov.za

www.fslnc.fs.gov.za

ANNEXURE   C

REQUEST TO INTERVIEW THE SCHOOL MANAGEMENT TEAM, EDUCATORS, SCHOOL BASED SUPPORT TEAM AND SGB (Parent Component)

THE PRINCIPAL

(Name and address of the school)

Dear Sir/Madam

RE: Request to interview the School Management Team, Educators, SBST and SGB parent component.

I am a student at the University of the Free State. In partial fulfilment of the requirements of Masters of Education (Education Management), I have to do a research on the Role of School Managers in rendering Inclusive Learning Support (ILS) at Public Primary schools of Motheo District. I would like to ask for permission to have interviews with you, your SMT members, educators, SBST members and SGB members. I would like you to accommodate me in March/April 2015, at a time suitable for you.

Thank you

Yours sincerely

R.M. NTSETO

Signature. *Ntseto.R.M.* ....   Date ....

ANNEXTUXE   D

CONSENT FORM

To participate: Please print and sign your name in space provided before you participate in this study.

I..
voluntarily give my consent to participate in this study. I have been informed about, and feel that I understand the basic nature of the study. I therefore give my written consent to be interviewed by R.M. Ntseto on the following conditions:

- ➢ That my identity will not be revealed
- ➢ That I may withdraw from the study anytime without having to furnish reasons for such withdrawal
- ➢ That the interview may be recorded on tape and
- ➢ That I may have access to transcripts of the interview

....

Signature   Date

ANNEXURE   E

FOCUS GROUP INTERVIEW SCHEDULE: SMT MEMBERS

According to Education White Paper 6 (EWP 6) the success of Inclusive Learning Support depends on you as SMT members:

1. How conversant are you with inclusive education and the underlying policies which support it?

2. How do you ensure that the SBST of your school is functional and support your ILS educators?

3. To what extent are SMT members involved in rendering ILS at your school?

4. What management support do you provide ILS educators to accomplish inclusive education goals?

5. How do you encourage mainstream educators to collaborate with and support ILS educators?

6. There are different levels of support in Inclusive Education. Levels of support include, level 1-2 which is the day to day low level of support in the classroom, level 3 is the moderate or middle level of support which involves, educators, SBST and parents and level 4-5 is the high level of support which involves educators, parents, SBST, DBST officials and specialists:

6.1. How do SMT plan to accommodate the different levels of support needed for rendering ILS?

7. Describe the SMTs role in initiating (guiding/ leading) ILS at your school in supporting educators, learners, the parents and SBST members.

8. Which other stakeholders and sectors do you involve to inhance the success of ILS?

9. To what extent do SMT members monitor the operations and activities of SBST members and educators in rendering effective ILS?

10. Barriers to learning and development ar things that can make it difficult to learn, which can originate within the education system as a whole, the school or the learner him/herself.They prevent access and maximum participation to learning and development of an indivisual.**Extrinsic and intrinsic barriers to learning and development exist (be clear and explicit about what extrinsic and intrinsic barriers are-give examples to the group):**

10.1. Which barriers to learning and development are more profound in your school?

10.2. What procedure do you follow to identify and support learners with learning barriers and development?

11. What are the issues and challenges facing SMT members in rendering ILS in your institution?

12. What input or suggestions can you make to improve ILS at the Motheo clustering schools?

Thank you very much for your participation.

ANNEXURE   F

FOCUS GROUP INTERVIEW SCHEDULE: SBST MEMBERS

The following questions will be posed to SBST members to determine their experience and background awareness of ILS: The questions asked will be based on addressing barriers to learning and development by SBST at school level.

1. What is your understanding of ILS?

2. What are your roles and responsibilities as SBST especially in ILS?

3. What would you consider as important tasks for the SBST in supporting / to support educators and learners in an inclusive classroom?

4. How do the SMT members support the SBST in rendering ILS at your school?

5. Highlight the nature of your collaboration with the DBST at your school?

6. How do SMT support the SBST with planning, organising, leading and monitoring of ILS activities?

7. In your opinion, what specific challenges (SIAS document, curriculum issues, types of learning barriers, training needs) are facing the SBST in rendering effective ILS to SEN learners at your school?

8. What input or suggestions can you make to improve ILS in your school and Motheo clustering schools in general?

Thank you very much for your participation.

ANNEXURE   G

FOCUS GROUP INTERVIEW SCHEDULE: EDUCATORS

The following questions will be posed to educators to elicit information relating to ILS provision, their perception of ILS in their respective schools, ILS services provides as well as their recommendations with regard to reconsideration of ILS for a better support to SEN learners.

1. What is your understanding of ILS and who should provide it?

2. How would you describe the characteristics (features) of a school which renders ILS?

3. In cases where you refer learners to the SBST, in which way does this structure support you?

4. What is your opinion about the role of SMT members in rendering ILS at your school?

5. Barriers to learning are things that can make it difficult to learn, which can originate from the education system as a whole, the school or the learner him/herself. They prevent access and maximum participation to learning and development of an individual. Extrinsic and intrinsic barriers to learning and development exist (examples are given).

5.1. How do you render support to learners with learning barriers and development after you have identified them? How do you identify learners with learning barriers in your classroom?

5.2. Elaborate on the types of barriers which exist at your school and the types of ILS rendered by the SMT and SBST to address these barriers.

6. What challenges are you facing as a school with regard to rendering ILS?

7. What input or suggestions can you make to improve ILS at the Motheo clustering schools?

Thank you very much for your participation.

ANNEXURE   H

GROUP DISCUSSION SCHEDULE: SGB MEMBERS

The following questions will be asked School Governing Body (SGB) parent component, to determinr their knowledge and understanding of ILS as well as their involvement thereof:

1 What is your understanding of Incusive Education? (Special Needs Education)

2. Barriers to learning are things that can make it difficult to learn, which can originate from the education system as a whole, the school or the learner him/herself. They prevent access and maximum participation to learning and development of an individual. Extrinsic and intrinsic barriers to learning and development exist (examples are given).

2.1. What do you think is your role as SGB in supporting learners with barriers to learning?

3. How do you, as SGB collaborate or co-operate with SMT members with regard to ILS?

4. How do SMT members involve SGB members in planning and organising of ILS intervention strategies?

5. In your opinion, do you think that the SMT provides the SBST and educators with sufficient support to address learning barriers? Please explain your answer.

6. How do you support or assist SBST, SMT as well as educators to address those challenges?

7. In which way can the SMT members play a more active role in supporting educators, parents and SBST members rendering effective ILS?

Thank you very much for your participation.