ENHANCING THE EFFECTIVENESS OF PRINCIPALS IN IMPLEMENTING INCLUSIVE EDUCATION USING UBUNTU APPROACH

by

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DECLARATION

I declare that the dissertation, THE **EFFECTIVENESS OF PRINCIPALS IN IMPLEMENTING** *INCLUSIVE EDUCATION (IE) USING UBUNTU AS AN APPROACH,* hereby submitted by Charity Nombuso Masondo (Gugu) for the qualification of Masters of Education at the University of the Free State is my own independent work and that I have not previously submitted the same work for a qualification at another University. I furthermore cede copyright of this dissertation to the University of the Free State.

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June 2017

TO WHOM IT MAY CONCERN

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THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION, USING THE UBUNTU APPROACH

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ABSTRACT

This dissertation aims at formulating a strategy to enhance the effectiveness of principals in implementing Inclusive Education (IE) in four schools in the Amajuba District, KZN.The major focus of this dissertation was the effectiveness of principals in implementing inclusive education where a lack of such inclusivity resulted in learners being deprived of attending schools due to various learning barriers. Consequently, some of these learners are in special schools by default, while others are early school leavers.

The study included a team of stakeholders whose interest was enhancing principals' skills to effectively implement inclusive education. The stakeholders included principals of both primary and secondary schools, with and without knowledge of inclusive education, but with the intention and motivation to work together. Since education is a societal issue, community development workers were part of the team. The approach of Ubuntu was deemed appropriate for the study because it expresses compassion, justice, caring, kindness and solidarity. In order to achieve this, the following specific objectives were formulated to direct the study:

- To explore the challenges faced by principals in implementing IE;
- To analyse the components of the strategies that have been formulated and used to date to enhance the effective implementation of inclusive education by principals;
- To understand the necessary contextual conditions for the effective implementation of these strategies;
- To anticipate the threats to emerging strategies with the intention of formulating a risk management system; and
- To test emerging strategies in order to discover whether they achieve the intended aim of enhancing the effectiveness of principals in implementing IE, using Ubuntu as an approach.

The theory of Ubuntu is used as the theoretical framework in order to conduct an in-depth study on the effectiveness of principals in implementing IE. Its suitability as a theoretical framework is grounded in its recognition of values that appreciate, respect and promote social justice, bring peace, give hope and emancipate the less

fortunate. Participatory Action Research (PAR) is an approach that recognises the fact that the person being studied must participate in the design by being engaged in meetings and discussions with the aim of sharing, and empowering one another. Therefore PAR was used as a methodology to address the needs of the communities that require IE in their schools. This method was used because it is democratic, equitable, liberating and life-enhancing. In addition, PAR assisted the team by reshaping its members' knowledge of how political, social and economic factors impact on their daily lives, as knowledge assists in redressing problems in the community.

During the study, the findings and recommendations revealed that, in order for IE to be effective, there is a need for a dedicated team to support principals. This team must have a shared vision, a strong support system and strong, committed leadership. This is instrumental to successful networking, advocacy, capacity building, training, strengthening inter-sectoral collaboration and stakeholders' engagement. Many findings led to the conclusion that in order for IE to be effectively implemented by principals, collaborative strategies need to be implemented which included building a strong support team, exchanging knowledge, providing advisory assistance, raising awareness on IE practices, aligning with policies, increasing parental involvement, preventing institutionalisation, early identification of threats, categorising schools, sharing of resources and working together. Critical Discourse Analysis (CDA) was used to analyse the data since it facilitates the use of text by co-researchers.

Key terms: Inclusive Education, Participatory Action Research, Critical Discourse Analysis, Ubuntu, Effective implementation of IE by principals.

OPSOMMING

Die verhandeling ten doel om die formulering van 'n strategie om die doeltreffendheid van skoolhoofde in die uitvoering van I E in vier skole by Amajuba Distrik KZN verbeter, die groot toestemming van hierdie verhandeling was die in doeltreffendheid van skoolhoofde in die implementering van inklusiewe onderwys wat gelei het tot leerders ontneem in die bywoning van skole as gevolg van die verskillende hindernisse leer, sommige van hulle is in spesiale skole by verstek en ander vroeë skoolverlaters. Die studie geformuleer 'n span van verskeie belanghebbendes met 'n belangstelling op die verbetering van skoolhoofde om inklusiewe onderwys effektief te implementeer. Diegene belanghebbendes ingesluit hoofde van beide primêre en sekondêre skole, met kennis en sonder kennis van inklusiewe maar met 'n voorneme om saam te werk. Sedert onderwys is 'n maatskaplike kwessie gemeenskap sontwikkelingswerkers was deel van die span. Die benadering van Ubuntu goedgevind vir die studie, want dit gee uitdrukking aan deernis, geregtigheid, omgee, liefde en solidariteit. Ten einde dit te bereik, is die volgende spesifieke doelwitte geformuleer om die studie te rig:

- Om die uitdagings wat skoolhoofde in die uitvoering van IE te verken;
- Om die komponente van die strategieë wat geformuleer en gebruik tot op datum met die effektiewe implementering van inklusiewe onderwys deur skoolhoofde verbeter analiseer;
- Om die nodige kontekstuele voorwaardes vir die effektiewe en suksesvolle implementering van hierdie strategieë te verstaan;
- Om die bedreigings vir opkomende strategieë met die bedoeling van die formulering van 'n risikobestuurstelsel vooruitloop nie; en
- Om opkomende strategieë te toets ten einde vas te stel of hulle die beoogde doel van die verbetering van die doeltreffendheid van skoolhoofde in die uitvoering van IE gebruik van Ubuntu as 'n benadering te bereik.

Ubuntu teorie word gebruik as die teoretiese raamwerk in die studie om diep navorsing oor die doeltreffendheid van skoolhoofde in die uitvoering van IE. Dit is die beste teoretiese raamwerk vir hierdie studie as gevolg van sy erkenning van waardes wat waardeer, respek, te bevorder sosiale geregtigheid, vrede, gee hoop en ook bevry die minderbevoorregtes. Deelnemende Aksie PAR is 'n benadering wat

erken die feit dat die persoon wat bestudeer het om deel te neem in die ontwerp deur wat betrokke is by vergaderings en samesprekings met die doel om te deel, te bemagtig mekaar. Navorsing (PAR) is gebruik as metode om die behoeftes van die gemeenskappe wat IE nodig het in hul skole aan te spreek. Hierdie metode is gebruik, want dit is demokratiese, regverdige, bevrydend en lewensverrykende. PAR sal ek en my span te help om ons kennis van hoe politieke, maatskaplike en ekonomiese ten einde probleme reg te stel in die gemeenskap waar dit 'n impak ons daaglikse lewe te hervorm. Tydens die studie was daar bevindinge en aanbevelings aan die lig gebring dat ten einde vir IE effektiewe daar 'n behoefte vir 'n toegewyde span om die skoolhoofde ondersteun word, moet die span 'n gedeelde visie, 'n sterk ondersteuning stelsel en 'n sterk toegewyde leierskap het is belangrik in die netwerk, voorspraak, kapasiteitsbou, opleiding, bevordering intersektorale samewerking en belanghebbendes betrokkenheid sal wees belangrike dinge vir sy sukses. Baie bevindings het gelei tot die gevolgtrekking gekom dat IE effektief geïmplementeer word deur skoolhoofde saamwerk strategieë nodig om gebruik te word soos die bou van 'n sterk ondersteuning span, die uitruil van kennis, bied raadgewende hulp, bewusmaking oor IE praktyke, in lyn met beleid, verhoog ouerbetrokkenheid,, verhoed dat institusionalisering, vroeë identifikasie, kategorisering skole, deel van hulpbronne en saam te werk. Kritiese diskoersanalise is gebruik om data te ontleed omdat dit toelaat dat die gebruik van teks deur mede-navorsers.

Sleutelterme: Inklusiewe Onderwys, deelnemende aksienavorsing, kritiese diskoersanalise, Ubuntu, Doeltreffende implementering van IE by die skoolhofder.

LIST OF ABREVIATIONS

ACE: Advance Certificate in Education

ATP: Annual Teaching Plan

BA: Bachelor of Arts

BED: Bachelor of Education

CAPS: Curriculum and Assessment Policy Statement

CBO: Community-Based Organisation

CBST: Circuit-Based Support Team

CDA: Critical Discourse Analysis

CDC: Curriculum Development Centre

CDW: Community Development Worker

DBE: Department of Basic Education

DBE: Department of Basic Education

DBST: District-Based Support Team

ECD: Early Childhood Education

FBO: Faith-Based Organisation

FSS: Full Service School

HOD: Head of Department

HONS: Honours

ICT: Information Computer and Technology

IE: Inclusive Education

KPA: Key Performance Areas

KZN: KwaZulu-Natal

LSE: Learner Support Educator

LSEN: Learners with Special Needs

MEC: Minister of Education

NDP: National Development Plan

NEPA: National Education Policy Act

NGO: Non-Governmental Organisation

NPPR: National Promotion and Promotion Requirements

OSS: Operation Sukuma Support

PAM: Personnel Administration Measures

PAR: Participatory Action Research

PR: Participatory Research

RCL: Representative Council of Learners

RSA: Republic of South Africa

SA: South Africa

SAALLED: Southern African Association for Learning Education Difficulty

SACE: South Africa Council of Educators

SADEC: Southern African Development Community

SASA: South African Schools Act

SBST: School-Based Support Team

SGB: School Governing Body

SIAS: Screening, Identification, Assessment and Support

SMT   School Management Team

SSRCs: Special School Resource Centres

STD: Secondary Teacher's Diploma

SWOT: Strengths, Weaknesses, Opportunities, Threats

TB: Tuberculosis

TLS: Teaching and Learning Services

TRC: Truth and Reconciliation Commission

UFS: University of Free State

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organisation

USA: United States of America

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CHAPTER 1 : OVERVIEW OF THE STUDY

1.1 SYNOPSIS OF THE ENTIRE STUDY

This study aims at formulating a strategy to enhance the effectiveness of principals in implementing inclusive education (IE), using Ubuntu as an approach. Farley (2000:21) state that, as leaders, principals have to provide quality education to all children, and their attitudes, knowledge, and actions determine the success or failure of IE in their schools. Gous, Eloff and Moen (2002:22) contend that IE is about acknowledging that all children need support and care based on physical, emotional and psychological needs. Ainscow and Booth (2004:537) concur that IE is an approach that addresses the learning needs of children, youths and adults; focus was on those who are vulnerable, marginalisation and excluded. The objective of the study was to use Ubuntu as an approach to enable principals to implement IE effectively through collaboration, morality, interdependence and human dignity. Hargreaves (2004:306) argues that for IE to be a success, an effective principal who has a firm belief in the value of inclusive school, considerable knowledge and understands the services regarding IE, is required. The Department of Education [DoE] (2001: 21) suggests that principals must ensure that policies, practices, programmes, care and support, are associated with school improvement efforts, and create a conducive and welcoming school environment. Thus, it was imperative to formulate a strategy to enhance the effectiveness of principals in implementing IE.

According to Smith and Colon (2002:21), several challenges are experienced by principals in South Africa (SA) and Africa: currently, principals lack exposure and capacity (see 4.2.6), resist change, and fail to adequately implement policies and create a safe, friendly and welcoming school environment. Additional challenges include inappropriate training for principals, and negative attitudes towards diversity and IE (see 4.2.10) Gous, Eloff and Moen (2002:22) contend that there is no compulsory certificate for IE teachers who are willing to apply for principalship in inclusive schools. The shortage of professionally-qualified educators in the area of special need education is a challenge in sub-Saharan Africa (Chitiyo, 2007:65). A study conducted in Western Australia shows that a lack of co-operation, resistance to change, and lack of democratic leadership and management present challenges

when implementing IE (see 4.2.5) (Engelbrecht, Oswald & Forlin, 2006:125). Based on the above challenges, this study focuses on creating a positive attitude towards IE among principals, using the Ubuntu approach.

The Department of Education has established Special Needs Education Services (SNES), which is a support mechanism whose primary function is to put in place a co-ordinated school, learner and educator support service, as core elements to assist in the implementation of IE in schools (White Paper 6, 2001). District support teams have conducted training sessions focused on policy, legislation and the role of school-based support teams. According to Heystek, Nieman, Van Rooyen, Mosega and Bipath (2013:175), even though the South African Department of Education has attempted to develop principals by introducing the Advance Certificate and Continuous Professional Teacher Development, IE is not part of these programmes. Similarly, the Curriculum Development Centre (CDC), under the Ministry of Education in Zambia, has developed a framework which emphasises the importance of awareness, sensitivity and accommodation of learners with diverse needs within the curriculum, and the onus is placed on all teachers to adapt their teaching methods accordingly so as to accommodate the strengths and weaknesses of all their learners (Muwana, 2012:9). Teachers has to acquire skills and knowledge as a priority concerning the educational, social and emotional needs of all learners engaged in inclusive experiences (Chitoya, 2007:86). Therefore, it is the responsibility of the principal to monitor the implementation of all-inclusive (and IE) policies in schools.

According to Oswald and Forlin (2006:43), for conditions to be conducive to the effective implementation of IE, principals must become agents of change and increase the inclusion ethos in their schools' development plans. To initiate these conditions,

The Ubuntu approach should prevail among all stakeholders. District officials must fully support all their needs. However, schools in the district felt that district officials were the only monitors with regard to the implementation of policies (Engelbrecht & Green, 2007:45). Consequently, this study aimed at formulating effective strategies to enhance the effectiveness of principals in implementing IE, using the Ubuntu approach.

Some school principals resist change. As a result, this poses a threat to the implementation of government policies. (Zollers, Ramanathan & Yu, 2000:199) state that inclusion success depends on the attitudes and actions of school principals, as well as those of all stakeholders in creating the culture of the school. There is a need to provide schools with adequate resources (see 4.3.5) to ensure that vulnerable children are not left behind (Chitiyo, 2007:66).

Both South Africa and Africa support the conversion of schools into resource centres in order to support the inclusive educational system, workshop for the stakeholders by giving learning materials and ways of assessing learners. Kristensen, Omagor-Loican, Onen and Okot (2003:20) alludes that for principals to implement IE effectively, they should be trained and supported by means of workshops and seminars. Gouws (2007:13) agrees that principals require a special type of preparation in order to work collaboratively with parents and teachers for the success of IE. Kim's (2013:79-81) study shows that in Korea, after 35 years of practising IE, there is still inadequate understanding with regard to active participation by principals of regular schools, which acts as one of the barriers to inclusion. Teachers and parents indicated that principals need strong leadership qualities for the effective implementation of IE (Mertz & Barret, 2011:65). Furthermore, we must ensure that all learners with disabilities are afforded similar, appropriate and effective services to those of their peers without disabilities (Muwana, 2012). Similarly, Mthethwa (2008:103) states that once principals and teachers possess adequate knowledge and a positive attitude towards IE, where schools become centres of support and care. I agree that IE's success is on principals understanding of all the elements of IE and look beyond a learner's disability.

1.2 RESEARCH PROBLEM

Presently, South African school principals are experiencing problems with regard to the IE implementation due to inadequate exposure, inadequate formal training and understanding in terms of the complexity of IE, failure to adequately implement policies, and negative attitudes towards diversity.

1.3   THEORETICAL FRAMEWORK

This study used Ubuntu as a theoretical framework as it emphasised the idea of power- sharing among stakeholders. Ubuntu originated in the southern part of Africa; it appeared in South Africa as early as the mid-nineteenth century and became known as a specific kind of African humanism (Van Deventer & Kruger, 2010:71). In Zimbabwe, Ubuntu was presented as a political ideology used to gain independence, and later became a guiding ideal from apartheid to majority rule (Mucina, 2013:21). The term has been used in the epilogue of the interim Constitution of SA (1993) in emphasising change. The objectives of Ubuntu emphasise trust, compassion, altruism, kindness, oneness, solidarity and humanity, all of which can be obtained through generosity, understanding, mutualism and community commitment. Forlin (2004:99) adds that a positive, collaborative culture of Ubuntu is achieved through strong leadership, mutual respect between principal and staff, shared vision, identification of issues that need addressing, community problem solving, effective planning, co-ordination, organisation and care.

Letseka (2011:48) argues that Ubuntu has normative implications in that it encapsulates morals norms and values such as generosity, benevolence, courtesy, respect and concern for others. That emerged from a political period that was marked by civil strife, racial segregation, discrimination, subordination and exclusion. The co-researchers and I collaborated and discussed the issues at hand, and together we identified problems and came up with solutions. The co-researchers were treated with respect and a relationship was built in consideration of the above objectives (Broodryk, 2006:7). According to Himonga (2013:173), Ubuntu has key interrelated attributes which are embedded in the principles of community, solidarity, responsibility, interdependence, dignity, and striving for communality.

According to Gouws (2013:538), the task of the principal is to get people to fight injustices and working together towards transformation. Thus, the principal need to focus on making sure that inclusion in schools is implemented. Ubuntu espouses the ideal of interconnectedness among people. For this reason, certain stakeholders were identified in my team (Msila, 2014:173). This study aims at enhancing the effectiveness of principals in implementing IE, using Ubuntu as an approach, propelling the co-researchers and me to come up with strategies for inclusion.

1.4   RESEARCH QUESTIONS

Based on the above, this study seeks to answer the following research questions:

- How can principals implement IE effectively, using Ubuntu as an approach?
- What are the challenges facing principals in the implementation of inclusive education?
- What are the important aspects of the strategies which can be used to help them overcome these challenges?
- What contextual factors need to be considered for the effective implementation of these strategies?
- What risks need to be mitigated to effectively implement the emerging strategies?
- How will we know when the strategies work effectively in response to the challenges?

1.5   AIM AND OBJECTIVES

1.5.1 Research aim

The aim of the study was to formulate a strategy to enhance the effectiveness of principals in implementing IE, using Ubuntu as an approach.

1.5.2 Research objectives

The aim of the study was subdivided into the following manageable objectives:

- To explore the challenges faced by principals in implementing IE;
- To analyse the components of the strategies that have been formulated and used to date to enhance the effective implementation of IE by principals;
- To understand the necessary contextual conditions for the effective implementation of these strategies;
- To anticipate the threats to emerging strategies with the intention of formulating a risk management system; and

- To test the emerging strategies in order to discover whether they achieve the intended aim of enhancing the effectiveness of principals in implementing IE, using Ubuntu as an approach.

1.6   RESEARCH DESIGN AND METHODOLOGY

In order to formulate effective strategies, I used Participatory Action Research (PAR). The co-researchers were given the opportunity to acknowledge the existence of the problem, and to analyse and design ways in which to address it. In addition, PAR provide means of accessing unquantifiable facts about the actual people researcher observe and talk to (Mason, 2007:17). PAR is a qualitative technique that allow the researcher to share in the understanding and perceptions of others and to explore how people structure and give meaning to their daily lives by emphasising participation and action (Ferguson, 2004:47).

1.7   DATA COLLECTION

The information gathered was audio-taped after collecting the consent of the co-researchers. Later, it was transcribed and analysed to give it meaning and structure. The focus was on the strengths, weaknesses, threats and opportunities related to the implementation of IE. I used the SWOT analysis process to organise information and do strategic planning based on the data that had been collected. During this process, areas of concern were identified and listed according to their priorities. Activities based on the findings and resolutions were performed on the dates agreed upon in these sessions. During these sessions, the team formulated detailed priorities to be addressed within eight months, and these included the activities to be performed, dates of action, the resources needed, people responsible, monitoring, timeframes and reflection on what had been done, as well as the involvement of district officials.

1.8   RESEARCH PARTICIPANTS

Apart from myself, the team consisted of twenty members, including four principals, one Deputy Chief Education Specialist, one learner support educator serving all the schools in the area, four School Governing Body members, four Community Development Workers, and four learner and educator support educators from the four schools. All co-researchers were given the task of collecting qualitative data on the common vision and mission of the schools. I informed the co-researchers beforehand about the nature of the discussions and their respective roles in order to ensure that they were comfortable with regard to what was expected of them. Data was generated through group discussions, meetings and forums. I adhered to the values of Ubuntu that is respect, social justice, peace and hope throughout the research process.

1.9   DATA ANALYSIS

Critical discourse analysis (CDA) was used to analyse the data, as advocated by Van Dijk (2009:78) guided by the objectives of the study. The information gathered was outlined by the literature. The data that had been collected was analysed using the Text, Discursive and Socio-Cognitive Approach to give it meaning, and all interventions were based on the available information.

1.10   VALUE OF THE RESEARCH

This study will benefit the DoE since the principals will be exposed to the best practices regarding IE. These inclusive practices will promote equity, collaboration, oneness and being responsive to individual needs, in embracing diversity, bearing in mind that all learners who experience difficulties will benefit from them. The stakeholders and the community involved will benefit because all schools will be centres of care and support promoting education for all, irrespective of diversity.

1.11   ETHICAL CONSIDERATIONS

The directives laid by the University of the Free State in terms of respect were observed. Permission was sought from the KZN DBE for conducting research at the identified schools. The principals, SMTs, parents and SGBs were informed of the nature of the research and were requested to participate in the study. All co-researchers signed consent forms, assuring them of the confidentiality of the information they would share and the steps taken to ensure anonymity, including the use of pseudonyms. They were knowledgeable of their right not to respond or to withdraw from the study at any time. The co-researchers were treated with respect.

1.12   LAYOUT OF THE STUDY

The study consist of five chapters as follows:

Chapter One provides an overview of the study and includes an introduction, literature overview, problem statement, theoretical framework, design and methodology, value of the research and ethical considerations.

Chapter Two provides the theoretical framework and literature review, and places emphasis on the theories informing the definitional concept with a focus on the challenges facing principals with regard to enhancing the effective implementation of IE, using the Ubuntu approach.

Chapter Three outlines the research methodology and design employed in pursuing the study, with a focus on qualitative research methodology, the principles of PAR and their relevance to the study.

Chapter Four provides an analysis of the data by presenting and interpreting the findings in respect of the strategies, their components, the conditions conducive to their successful implementation, as well as risk assessment.

Chapter Five includes the strategies for the effective implementation of IE, using Ubuntu as an approach.

CHAPTER 2 : LITERATURE REVIEW

2.1   INTRODUCTION

This study aims to enhance the effectiveness of principals in implementing Inclusive Education (IE), using the Ubuntu approach. This chapter presents the theoretical framework, namely Ubuntu as an approach that underpins the study in relation to its aim. In doing so, it reviews the relevant literature on Ubuntu. Operational concepts in the context of the above, namely the effectiveness of principals in implementing inclusive education and the strategies to be implemented are defined and discussed in detail. Moreover, reasons are given for employing Ubuntu rather than positivism.

Consequently, the above discussions inform the choice of theoretical framework in which inclusive education and its implementation by principals are located. This study examines other best practises in the South African Development Community (SADEC), the African continent and internationally with regard to the way in which they effectively implement inclusive education. All of this is done in the context of the five objectives of this study: to explore the challenges faced by principals in implementing IE; to analyse strategies that have been formulated and used to date to enhance the effective implementation of inclusive education by principals; to understand the necessary contextual conditions for the effective implementation of these strategies; to examine the best practices; and, subsequently, to formulate the best strategies to assist school principals.

2.2   THEORETICAL FRAMEWORK

This section focuses on Ubuntu as an appropriate theoretical framework for this study and as an analytical tool. It considers and argues for the choice of Ubuntu based on the historical background, objectives, formats, nature of reality, epistemology and adaptation of the Ubuntu principle as a mechanism for the formulation and enhancement of the effectiveness of principals in implementing Inclusive Education (IE), using Ubuntu as an approach. Entwined in this is the relationship between the researcher and the co-researchers, values, and the language used by Ubuntu users, a definition and discussion of operational concepts,

as well as related literature. The following components encompass the theoretical framework for this study:

2.2.1 Historical Origin of Ubuntu

I used the principles of Ubuntu as a lens through which to examine the strategies to enhance the effectiveness of principals in implementing Inclusive Education. Ubuntu is deemed appropriate for this research because it expresses compassion, reciprocity, social justice, harmony, dignity, humanity and hope in the interest of building, emancipating and empowering the oppressed, as well as maintaining and strengthening the community (Lesteka, 2012:54).This framework helped me to achieve valuable experiences which paved the way for developing school principals to embrace inclusivity.

According to Gade (2011:4) "Ubuntu" appeared in writing for the first time in 1846-1980 in the southern part of Africa. Gade further states that Ubuntu was used in South African writing at a conference held in Durban in 1960. Lodge (2002:52) explains that Ubuntu was given a systematic written exposition in the published writings of Jordan Kush Ngubane, in the African Drum Magazine in the 1950s.

Ubuntu has its roots in political ideology from the mid-nineteenth century and was advocated by Kwame Nkrumah (Ghana), Julius Nyerere (Tanzania), Robert Mugabe (Zimbabwe), Leopold Sennghor (Senegal), Obafemi Awolowo (Nigeria), Kenneth Kaunda (Zambia), Ahmed Sekou Toure (Guinea) and Nelson Mandela (South Africa), all made a call for Africanisation and attempted to formulate a foundation of politics that consisted of socialist values or traditional humanist. President Kwame Nkrumah (1957) argues that politics should be inspired by the philosophy of consciencism. In South Africa, the term "Ubuntu" was adopted because of apartheid which deprived Africans their resources, dignity and culture (Msila, 2013:8).

According to Philos (2011:311), Ubuntu first appeared in the South African Interim Constitution in 1994. Nelson Mandela stressed the need for understanding rather than vengeance, and reparation rather than retaliation. He said that there was a need for Ubuntu rather than victimisation; these encompass some of the objectives of Ubuntu. Van Binsbergen (2001:82) alludes that the first-known publication on

Ubuntu is the "Samkanges", "Hunhuism" or "Ubuntuism".It was a Zimbabwean Indigenous Political Philosophy because Zimbabwe was oppressed by the white minority. For this reason, they adopted Ubuntu as their ideology. It also contributed to the building of a new Zimbabwe. West (2010:14) argues that Ubuntu is inclusive and best realised in deeds of kindness, compassion, solidarity, caring, sharing and sacrifice. Gianan (2011:63-82) explains that Ubuntu means expressing humanity to others. He further states that it is conceived as a philosophy that is universal and universalisable. Ubuntu can also be observed in politics, in the corporate world, as well as the business world.

I agree with Motsie (2015:10) who views Ubuntu as an ideology that could assist in rebuilding within and amongst different communities since Ubuntu is committed to transformation. Knowing about the origin of Ubuntu helps to create an understanding of its purpose, particularly since the study needs to formulate strategies to enhance the effectiveness of principals in implementing inclusive education, using Ubuntu as an approach.

Swanson (2007:53) states that Ubuntu is of the philosophy that community strength comes from the community support, dignity and identity which are achieved through mutualism, generosity, empathy and community commitment. The objectives of Ubuntu include compassion, kindness, altruism and respect. That "it takes a village to raise a child" is aligned with the spirit and intent of Ubuntu. Yin (2002:4) states that it is also appropriate to use an interpretive approach such as Ubuntu because it accesses reality through social constructions such as language, consciousness and phenomenology.

Letseka (2012:7) emphasises that an Ubuntu-orientated framework could be the engine and elixir for transformation, particularly if a clear methodology existed for the integration of its principles into a national system of education and training. The DoE Report states that Ubuntu expresses the concept of mutual understanding and the active appreciation of the value of human differences (DoE, 2001:3).Ubuntu posits that from the values it incorporates, the aspect of human dignity should flow from practising compassion, kindness, altruism and respect, which are at the very core of making schools places where the culture of teaching and learning thrives (DoE, 2001:14). According to Bennett (2011:14), Ubuntu involves equal treatment for all. It

also gratifies the individual "to give the same respect, dignity, value and acceptance to each member of [the] community". More importantly, it regulates the exercising of equal rights by means of the emphasis it places on sharing, co-responsibility, and the mutual enjoyment of rights by all. Gianan (2011:66) further states that the Ubuntu philosophy turns away from any depersonalised way of thinking, and emphasises that human beings must be treated with value, respect and dignity, irrespective of colour, race, belief, worldview or disability.

Therefore, once educators, principals and all staff members embrace Ubuntu, utterances such as "I don't care", "you don't belong here", and "you must go to a special school", will be minimal or not used at all. According to the definition of "Inclusive School" as emphasised by the Department of Education, inclusive schools should strive to achieve access, equity, quality and social justice in education, and all schools must embrace the vision of a society for all, based on the United Nations Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities.

2.2.1.1   Aspects of Ubuntu: compassion, kindness, caring and sharing

Stubbs (2011:2) emphasises the primary leadership values of Ubuntu and love (Romans, 12:9) argues that Ubuntu values are friendship-orientated, altruistic, and morally "right", which mutually benefits between people; in this case, it will benefit the principal, as well as the entire school community.

According to Du Plooy (2014:85), compassion can be traced back to various religious, spiritual and philosophical traditions of humanity, and has been found to be one significant thread that runs through all human and religious traditions. According to the African understanding of compassion, Ubuntu means humanness (in the Nguni languages) and is associated with the phrase "umuntu ngumuntu ngabantu", which can be translated as "I am a person through other persons". Nussbaum (2003:2) expresses compassion in the interest of building and maintaining community with justice and mutual caring. *A Charter for Compassion*, presented by Armstrong in 2009, which aims at moving, reminding, guiding and creating a global compassion movement, provides guidelines for practising compassion. This charter can benefit all schools and communities in all spheres of society because it brings

the humanist concepts of rights and responsibilities under the umbrella of compassionate action. While the positivist ideology does not emphasise caring, sharing, kindness or compassion because humans are treated as molecules in a laboratory with no life, whereas Ubuntu says that one must be able to walk in another person's shoes, listen with compassion and be empathetic towards ones fellow human beings.

According to Greek translation, love is translated as Agapao love which means having or doing things right, for the right reason, and loving someone like a friend. This implies that in schools where inclusive practices are adhered to, there will be harmony, and everyone will hold fast to what is good, show compassion, and accept those children who are vulnerable and different. The spirit of brother- and sisterhood will be encouraged in the school community as a whole. The slogan, "I am my sister's keeper" or "I am my brothers' keeper" will be practised. All these will be possible when principals become visible, vocal advocates of inclusive practices which foster collaboration and inclusivity.

2.2.1.2   Socially, solidarity and sacrifice

According to Cornell and Van Marie (2003:3), Ubuntu always require a social bond which is shaped and shared by the people living in that particular place in this instance it will be shaped and shared by the principals in embracing solidarity and sacrifice in implementing IE effectively in schools. They further state that Ubuntu talks about how human beings are intertwined, how they perceive the world and how they must live harmoniously with others. Thus, Ubuntu also acknowledges both the rights and responsibilities of every citizen in promoting individual and social well-being that is why it is relevant to this study. Whitworth and Wilkinson (2013:20), and Midgley (2016:264) emphasise that Ubuntu embraces relational ties of family, community and society; Ubuntu sees the community as providing the relational context and support which individuals develop. Ubuntu also emphasises the values which forge bonds and build networks, solidarity and sensitivity.

Hailey (2008:18) emphasises the "shadow side" of Ubuntu which relies on authoritarian practices and ideals that seem like communalism, and social harmony. When this emerges, it can lead to oppressive, blind loyalty, totalitarianism, resistance to change, a shunning of differences, tribalistic exclusion, an intolerance of individualism, shaming and harsh punitive measures. All these are currently being observed in our schools which do not want to embrace the Department of Education's policies.

According to Hartung, Kappos, Lublin and Mertz (2005:538), solidarity refers to the fact that people must engage in mutual acts, and act in a way that is reasonably expected and which will benefit others. He adds that it is a matter of having a good attitude which includes emotions and good motives toward others, and being able to sympathise and assist others in times of need; if this is not embraced, hostility and cruelty surface. In some cases where there is no solidarity among the principal and members of the SMT and SGB, conflict arises and the main goals of the organisation, i.e. quality of equity and social justice, will be compromised. I chose Ubuntu as the best theoretical framework for fighting social injustice, and reforming education. Thus, the aim of this study will be achieved if schools can adopt a holistic, flexible and accommodating approach to developing and upholding a spirit of collaboration among all of the above-mentioned members of the school community. Everyone will embrace solidarity and unity in the fight against exclusion. Everyone will be valued and treated with respect and dignity, and there will be no exploitation or intimidation.

Positivists engage in a paradigm which emphasises the scientific method, statistical analysis, and generalisable findings. Therefore, it is appropriate to use Ubuntu as it go beyond understanding human beings as mere speaking subjects (Myers, 2004:111). Myers (2013:4) concurs with Enslin and Horsthemke (2004:57) in that Ubuntu provides the best theoretical framework that fighting for social justice and educational reform. He made an important contribution to critical pedagogy, and achieved success in putting theory into practice, believing that poverty and illiteracy are directly associated with oppressive social structures and unequal exercise of power in society. Metze (2007:57) reiterates that Ubuntu is fundamentally a matter of reverence of human life. Lesteka (2011:48) further argues that Ubuntu is at the heart of South Africa's educational policy framework, which requires the schooling system

to promote it. The kind of learner envisaged by South Africa's educational policy framework is one who will act in the interest of society based on respect for democracy, equality, human dignity, life and social justice. I also strongly believe that Ubuntu's role in the Inclusive policy initiatives cannot be overemphasised.

Bennett (2011:14) agrees that Ubuntu helps educators to understand school and classroom practices, as well as political, social, and economic issues underlying their social world. He further argues that Ubuntu attempts to explain the origin of everyday practices and problems in education. It is not simply explanatory but is committed to enabling change towards better relationships, and a more just and rational society. I personally agree that Ubuntu articulates social interdependence or deep-rootedness in the community. Ubuntu has been described as a way of life, a universal truth, and an expression of human dignity, and underpins the concepts of open society. Cilliers (2005:1) argues that African humanism, trust, helpfulness, respect, sharing, caring, community and unselfishness stem from the belief that one is a human being through others.

2.2.2 The Objectives of Ubuntu

The theory of Ubuntu emphasises the notion that people need to be empowered and emancipated, especially those who were marginalised, discriminated against, excluded and deprived. Thus, this study aims at enhancing the effectiveness of principals in implementing Inclusive Education, using the Ubuntu approach. This study will benefit all learners because they will be included in all school activities.

Letseka (2011:48) argues that Ubuntu has normative implications in that it summarises moral norms and values such as "altruism, kindness, generosity, compassion, benevolence, courtesy and respect and concern for others". He further submits that the promotion of Ubuntu through education is critical for South Africa given since the country recently emerged from a political period marked by civil strife, racial segregation, discrimination, subordination, domination, and exclusion (Philos, 2003:402). This research aims at enhancing the effectiveness of principals in the implementation of IE, using Ubuntu as an approach. This will permit the co-researchers and me to come up with strategies to include everyone. This will focus on the deep learning experience where all members of a dynamic learning

community can enjoy. This is unlike positivism which investigate, confirm and predict law-like patterns of behaviour, and which is used to test theories or hypotheses (Taylor & Medina, 2013:2). As an Educational Value, this approach posits that out of the values of Ubuntu and human dignity flow the practices of compassion and kindness which are the core of making schools centres of care and support (DoE, 2001:14).

2.2.3 Formats

Ubuntu raises awareness with regard to the equal treatment of people as it emphasises humanity and equality for all. According to Himonga (2013:173), Ubuntu has key interrelated attributes which include elements of community, dignity, interdependence, solidarity, responsibility and ideals, gender equality, disability, race, socio-economic status and religion.

2.2.3.1 Community and Communality

Ubuntu emphasises the concept of a community where a delicate relationship exists in the community and all individual members sharing values and common practices, with the notion of the common goal, irrespective of whether or not it has a shared language (Goanan, 2011:85). Interdependence is evident from an expressions of Ubuntu "umuntu ngumuntu ngabantu" in Isizulu which differ from person to person."Umuntu ungumuntu ngabanye abantu" is IsiXhosa for "each individual's humanity is ideally expressed in relation to others; or a person depends on other people to be a person". "Motho ke motho ba batho ba bagwe" is the SeSotho version of this expression (Makwanyana, 1995:308) which emphasises the communality of the concept of Ubuntu which needs to be shared and valued by all; that is why the principals in order to implement IE effectively they need to include the community since these learners with challenges are from the community. I, too, concur with Goanan (2011:86) who emphasises that human beings should not be treated in isolation, but that they should be recognised as people because of others, and collective participation. Thus, it is communal. Once that is practised, people living

according to the philosophy of Ubuntu will practise peace, tolerance, love and harmony.

2.2.3.2 Human Dignity

In terms of human dignity, Ubuntu emphasises the essence of being human as recognising that human being should be "valued and respected for their own sake" regardless of their social status, race, gender or their intellectual, mental capacities, making moral choices of shaping our identity, resisting injustices and participating in shaping of the society"(Rosen,2012:46). In the state of being, "all people have dignity". The Constitutional Court also considers Ubuntu as encompassing respect for humanity. The Declaration of Human Rights is clearly outlined in Article No.26:293 which states:

> *Everyone has the right to education. It shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms (Lohrenscheit, 2002:134). Education shall promote understanding, tolerance and friendship among all. Parents have a prior right to choose the kind of education that shall be given to their children.*

2.2.3.3 Solidarity

According to Himonga (2013:179), the format of solidarity necessitates people to shun individualism and selfishness, and be in solidarity where one should be able to count on the support of others. I concur with Broodryk (2006:85) that one cannot be a human alone. Cornell (2005:206) explores Ubuntu's notion of responsibility, caring, respect others. The responsibilities that include helping others who are in distress, showing concern for the needs and welfare of others, and valuing the concept of doing no to harm others. Ubuntu is considered to be an ideal in the sense that it should be understood "as a vision for the good society" (Naicker, 2011:458). This ideal provides a natural connection to the discussion of Ubuntu in more abstract terms as a constitutional value under Section 1 of the Constitution. Other formats of Ubuntu, as discussed in the Bill of Rights in Chapter 2 of the Constitution of South Africa (1996), are equality, freedom, race, socio-economic status, social justice and

security of the person, freedom of religion, belief and opinion.in implementing IE effectively principals should consider solidarity in working together with the other stakeholders in caring for the learners with special needs.

2.2.3.4   Gender Inequality, Race and religion

According to Niewenhuis and Smith (2012:164), gender inequality is found in social, economic, religious, educational, and political spheres. Critical theories and feminism accept that equality is associated with power, freedom, oppression, emancipation and liberation. It is true that men and women are not seen as equals in society, churches, workplaces and schools (Parvikko, 2000:91). I agree with Gans (2003:166) who emphasises the three aims of equality: both men and women should have equality of opportunity, equality of results, and equality of treatment. This implies that that there should be no job reservations for men, even as far as sports, churches, and choice of subjects are concerned. Women must be given the same opportunities, from becoming a pilot to canvassing for the presidency. Presently, prevalent religious and cultural practices exist such as forced marriages and discrimination against the sexes. Women are not allowed to engage in family planning as sterilisation and abortion require the husband's consent. According to the Universal Declaration of Human Rights Article 18 of 1948, everyone has the right to freedom of thought and religion. This right includes the freedom to change his/her religion or beliefs. However, according to Addai (2000:328), following marriage, 99%of women are forced to follow their husband's religion.

Based on the above arguments, I agree that for principals to implement inclusive education effectively, they need to form collective partnerships as one of the cornerstones of an inclusive school community, and establish collaborative partnerships with other Principals of Full-Service Schools as well as with other departments, parent bodies (SGB) and communities (see 4.3.4). The reason for this is that effective inclusive education requires interdependency, which is one of Ubuntu's attributes. It is necessary to understand that individual humanity is expressed in relation to others, particularly as learners with diverse needs come from the community in which they live. To prevent exclusion from community activities, the adage "it takes a village to raise a child" (Swanson, 2007:54) or the fact that we need

one another and depend upon one another must be applied. Thus, it is everyone's responsibility to embrace others.

2.2.4 Nature of Reality

According to Du Plooy (2014:84), it is evident that South African school educators lost their sense of Ubuntu during the apartheid regime when they were fighting for liberation and survival. This is obvious in the cruel acts of educators when exercising discipline, as well as in bullying among learners, racial practices and xenophobic acts. According to Du Plooy (2014:83), Ubuntu is an ethical, moral theory, as well as a public policy which emphasises peace and harmony among people by placing compassion at its centre. Generally, principals who did not value inclusive schooling because of stereotyping, negative attitudes, and a lack of exposure due to lack of knowledge of Ubuntu, directly or indirectly created communities which were not unified, resulting in the goals of education being neglected.

Using Ubuntu as an approach in this study instils these values of dignity which will be displayed by all when applying inclusive practices with regard to health, welfare, love, and development which extend to a collective contribution, solidarity, acceptance, stewardship, hospitality, legitimacy, and trust all these are supported by scholars such as Du Plooy (2014:85).

Ubuntu provides a lens through which to challenge effective practice and ensure additional support from all the stakeholders. This study will analyse, examine and challenge the daily experiences of principals in schools. The commitment of the principal to school reform and inclusion are momentous to success. Forlin (2004:98) further states that a positive, collaborative culture in a school is achieved through strong leadership, mutual respect between principal and staff that share vision and able to identify issues that need to be addressed, having the ability to solve problems together, effective planning, co-ordination, organisation and support as, supported by the principles and values of Ubuntu (Pearce & Forlin, 2005:99). The challenge faced by principals (see 4.2.5) is that of how to create an inclusive environment in schools that embraces educational changes (Hargreaves, 2004:306).

2.2.5 The Epistemological Stance of the Theory of Ubuntu

According to the theory of Ubuntu, in order to achieve knowledge, one has to learn from those who possess knowledge. The process of achieving knowledge begins when Ubuntu addresses the marginalised, when they become conscious of their social situations then they begin to make their voices heard. Critical pedagogy, such as that espoused by MacLaren (2000:21), claims that knowledge is relevant when it begins with the experiences of co-researchers from the surrounding culture. This may be problematic when these become racist or sexist. It is transformative only when co-researchers begin to utilise the knowledge to help empower others, including individuals in the community. Principals must be able to juxtapose the relationship between themselves and learners experiencing barriers in order to create a conducive teaching and learning environment that promotes a new respect for the subjugated and the knowledge they produce. Ubuntu researchers are concerned about the knowledge that people possesses which needs to be shared (Kincheloe, 2013:19).

An Ubuntu approach enabled me and the co-researchers to gain an element of power and control over knowledge as they also became knowing subjects of the concepts. Ubuntu emphasises the interconnectedness of human freedom and the unpredictability of human action. If it were to be completely removed from the human experience for as long as specific circumstances relating to human knowledge, then familiarity rather than identity, remains intact. This shows that human experience is bound by space and time (Philos, 2003:405).

According to Broodryk (2002:56), Ubuntu is an art of being human, and is based on the values of intense humanness, caring, respect, sharing and compassion. Moreover, it is associated with ensuring a happy and qualitative community life in the spirit of family unity. The importance of the philosophy of Ubuntu is reflected as Human Rights in the Constitution of South Africa (1996), Ubuntu is part of the vision and mission of the transformation of the new public service in the spirit of Batho Pele (People First).It is also the philosophical framework of the National Moral Regeneration Movement of SA.

Ubuntu is an expression of African epistemology which is in communion with the others. There is a link between religion and Ubuntu. Ubuntu and African humanism

are resiliently religious. According to Louw (2002:15), Ubuntu embraces reciprocal relations which emphasises a shift from solitary to solidarity, from independence to interdependence, and from individuality to community.

As far as educational conceptualisation is concerned, Ubuntu is about transformation, nation building and promote the discourse of human rights (Dieltiens, 2005:23).That is why Education White Paper 6 came up with goals which state clearly that there must be special emphasis on the redress of educational inequalities among those who have suffered particular disadvantages, or who are vulnerable, including street children, illiterate women, rural communities, and squatter communities (Notice 196 of 1995, DoE White Paper on Education and Training). Even now, we still find that societies are faced with social inequalities and injustices. However, through Ubuntu, all these challenges can be redressed. Thus, Ubuntu serves as a point of inquiry into an unjust social system.

Van Binsbergern (2001:70) criticises the fact that the experts on Ubuntu are in remote places of social practices, end up talking about Ubuntu in their cosy "cocoons" and air-conditioned offices rather than experiencing it. It is for this reason that the study intends to enquire about the experiences first-hand by involving principals and stakeholders because they know what is happening in their schools. Padgett (2016:298) emphasises that the success and failure of inclusion is based on the collaborative social systems accomplished by school systems, teachers, learners and communities. She further emphasises that active engagement and knowledge developed by social groups which are centred on personal, subjective knowledge and the nature of knowledge are of vital importance in knowing about the live experiences.

In this study, the application of Ubuntu theory will involve all the stakeholders, including principals and educators, in creating a process of re-evaluation which will engender collaborative power relations. Ubuntu theory assumes that everyone needs to be emancipated and, once emancipated, they will be well-equipped to analyse society and transform people's perceptions. It also emphasises practical over theoretical aspects Mentz (2009:58). In my opinion, once one is excluded due to race, colour or disability that is inhumane that is why principals should consider implementing IE effectively in schools where no one will be excluded. According to

West (2013:51), Ubuntu scholars develop value systems that are similar to Christianity, communism, liberalism, socialism and democracy.

2.2.6 The Role of the Researcher

Based on the above information, it is my contention that Ubuntu is underpinned by principles that are essential to working towards enhancing the effectiveness of principals in the implementation of IE. The theory of Ubuntu is collaborative since it ensures that a researcher and the co-researchers take part in the process of bringing change. Metz (2007:240) argues that valuing human life or "thinking of others" is part of loving others or promoting harmony, the researcher values the researchers and their contribution to change.

As researchers, we should share a sense of solidarity where one begins to gain understanding of inclusive policies, practices, programmes and ethos of the school to establish a centre of learning, care and support. I identified the team that work together with all the stakeholders concerned. Harding (2004:7-8) calls for the researcher to be genuine, thus adhering to ethical issues and in establishing mutual trust among the co-researchers. She believes that the researcher should be empathetic, accepting and mindful of the issues with which communities are faced, allowing co-researchers to voice these issues in a manner that is convenient to them. She also maintains that the researcher work *with* people rather than *on* people, therefore allowing them to be more human while developing the aptitude to listen and respect one another.

The researcher brings the world into play and understands that the set of scholarly practices are not neutral. Jenkins' (2006:8) practice and method of enquiry are informed by a particular paradigm and ways of seeing the world, as well by the cultural or positional identities one has in relation to his/her experiences. This maintains reflexivity and humility among co-researchers.

I will be engaged in the process of developing new innovative strategies to be employed by principals in implementing inclusive education. Thus, principals must be able to advocate inclusive policies, and they need to understand the type of learners, educators and communities they serve. This is also supported by "Radical views of

Education" which says that the needs of learners determine education priorities; and the task of education is to provide learners with equal education and to ensure equity (Nieuwenhuis, Beckman & Prinsloo, 2012:6). In order to achieve the objectives of the study, Ubuntu is the most appropriate approach as it sees the community as providing support, where individuals are developed by building understanding, networks, sharing, compassion, reciprocity, kindness, solidarity and sensitivity. That was evident in the study between me and the co-researchers, where individuals are seen as being related to and dependent on each other, meaning that there is interdependence even among stakeholders in schools.

2.2.7 The Relationship between the Researcher and Co-Researcher as Presented by Ubuntu

The study is grounded in the theory of Ubuntu because, within this approach, a researcher is never alone; the co-researchers know the problem and the site of the research. Ubuntu affirms that the research is always collaborative and defined by negotiation and communicative spaces among researchers and co-researchers. It is assumed that this approach is best suited to the effective implementation of inclusive education

The relationship between the researcher and co-researchers is one of respect and camaraderie where participants are called co-researchers and are to be treated with respect Mahlomaholo and Nkoane, (2002:80); there must be justice and they must not be manipulated by the researcher since working as a team to come up with strategies is of paramount importance. According to Broodryk (2006:4), both the researcher and co-researchers must possess the virtues of Ubuntu so that the objectives of the study are achieved, which means that both parties should be kind, generous, modest and helpful. All of the above-mentioned virtues serve as criteria for effective practical leadership which principals must possess for the effective implementation of IE in their schools. The main task of the researcher during preparatory sessions includes obtaining consent from the various stakeholders. This includes co-researchers' informed consent for their voluntary participation, outlining the scope of work with regard to the study through the formulation of the research question and objectives of the study collaboratively.

2.2.8 The Language/Rhetoric Used in a Study

The co-researchers in this study, which is couched in the philosophy of Ubuntu, used language that respected others as human beings with reciprocal effect. In this study, participants are called co-researchers because they are the ones who are experiencing the day-to-day life of being principals. A feeling of togetherness will be created once inclusive policies are practised.

A sound relationship is built based on trust, humility, caring, compassion and oneness. A language of respect, where the majority feel comfortable, should be used so that the co-researchers will feel part of the research. Other aspects of Ubuntu such as equity, equality, solidarity, oneness, humanity, unity and humaneness are the cornerstones of this relationship (Swanson, 2013:13).

According to West (2013:47), Ubuntu is characterised by a communitarian philosophy that emphasises virtues such as compassion, tolerance and harmony. Scholars of Ubuntu often note how the concept cannot be easily translated into English, however, the concept is variously translated as "African humanness" (Broodryk, 2002:13) explains that it is difficult to translate Ubuntu into western language, it speaks of the very essence of being human. When we want to give high praise to someone we say, "Yu u nobuntu" ("Hey, so and so has Ubuntu"). Then you are generous; you are hospitable; you are friendly, caring and compassionate.

Furthermore, Ubuntu emphasises responsibilities and obligations towards a collective well-being as it offers hope and possibility in its contribution to human rights, not only in the South African and African contexts, but across the globe. Bessler (2008:43) argues that in South Africa, the culture of Ubuntu is the capacity to express compassion, justice, reciprocity, dignity, harmony and humanity in the interest of building, maintaining and strengthening the community; it articulates our inter-connectedness, our common humanity and the responsibility to each that flows from our connection. Nkondo (2007:94) confirms some of the values that are implicit in Ubuntu: altruism, kindness, generosity, benevolence, courtesy and respect for others. Lesteka (2011:57) highlights the kind of learner envisaged by South Africa's educational policy framework as one who will act in the interest of a society based on respect for democracy, equality, human dignity, life and social justice. In this regard, the schooling system is required to create a learner who is confident and

independent, literate, numerate, multi-skilled, and compassionate with the ability to participate in the society as a critical and active citizen.

Understanding the kinds of learners requires transformative leadership which will focus on social justice, redressing wrongs, bring hope and ways to intervene in educational processes in ensuring equitable use of power and widespread empowerment. According to Gouws (2013:538), the task of the principal is to get people to recognise injustice and work together to change them. He/she should focus on pursuing inclusion in schools as well as in communities. He further states that the principal should be able advocate inclusion, educate participants, develop critical consciousness, nurture dialogue, emphasise student learning and classroom practice, and adopt inclusive decision and policy-making strategies while incorporating the whole-school approach culture, thus producing inclusivity. I strongly believe that collaborative partnerships are interconnected dimensions that create inclusivity.

2.2.9 Evidence of Ubuntu Practices

According to Broodryk (2006:6), only when the following values are visible can we say that we have achieved our objectives which can be observed by principals' positive actions at schools: togetherness, brotherhood, unity, solidarity, cooperation, commitment, supportive attitude, equity, sympathy, sharing, empathy, compassion, respect, humanness, harmony and redistribution.

Facilitating togetherness: This has been evident in schools when principals began to be proactive and constructive in facilitating relationships and supporting networks between schools, NGOs, CBOs, DPOs, other government departments, staff members, and parents/families with a view to addressing barriers to teaching and learning and, above all, having a spirit of commonness, thus creating a feeling of togetherness (Lindblad, Holritz-Rasmussen & Sandman,2007: 240) in addressing the low staff morale (see 4.2.11), which is one of the challenges in most of the schools. Togetherness can improve teamwork and create a positive atmosphere which will boost staff morale.

Implementing brotherhood: This has been evident when there is collaboration and teamwork, i.e. collaboration between educators and school management with respect to forming strong co-operative relationships. Collaboration between learners, promotion of peer tutoring, collaboration with parents/caregivers, and collaboration with schools in the neighbourhood, including cluster schools, all lead to a support system that uplifts each other (Stockdale, Parsons & Beauchamp, 2013:95). All members of the group work together as a collective to solve individual problems. All be committed and contribute clear, compelling goals, educators begin to identify, screen and support learners with appropriate individual support and remedial programmes.

Support equality: when we began to see schools as centres of care and support. No learner, staff, or parent was unfairly treated in terms of race, gender, social origin, language, colour, culture, age or disability (Osgood, 2008:123). The schools becoming safe, friendly and welcoming where everybody is treated with respect no teasing or bullying of learners because of the challenge they have.

Endorsing sharing: Utilising individual strengths which include encouraging, assisting, and supporting those who are vulnerable (Miles and Ahuja, 2007:139). Further argue that coaching and mentoring practices among educators, together with staff development programmes, are ways of sharing knowledge, skills and experience. For learners, an "incubation" period focused on peer tutoring. In addition, resources were shared and clubs were formed to support each other.

Practising empathy: according to Runswick-Cole (2008:175). This was evident when principals, educators and staff members performed their duties with kindness and generosity, were mindful of the circumstances of others, including their needs and special requirements, and identified vicariously with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care. This resulted in a peaceful environment where everyone felt important and loved.

Showing respect, tolerance and harmony: All learners in the school will respect each other, and educators and management will be actively involved in helping learners to overcome prejudice among (Hui, Tsang & Law, 2011: 2268). The school atmosphere reflect a culture of respect for all people in the school and those in the community,

including parents. The schools embraces a vision of a society for all based on the United Nations Declaration of Human Rights which states that all people are born free and are equal (Donnelly, 2013:29).

Redistributing wealth: Principals and teachers will be knowledgeable, capacitated and empowered through on-going staff development programmes. Goal no. 26 of The Action Plan to 2019 –Towards Schooling 2030, will be achieved when the number of schools that effectively implement the inclusive education policy increases. It will be achieved when centres that offer special services are accessible, especially when transformative leadership and good governance are displayed in all schools.

In the circuit where the study was conducted, the co-researchers displayed respect, tolerance, humility and caring. This should be embedded within everyone in performing everyday   duties, by being open and valuable to others, affirming others without feeling threatened, belonging to a greater whole, recognising that they are all bound together in ways that are visible to the eye, and recognising that we achieve our individual potential by sharing with others and caring for those around us.

2.3   DEFINITION AND DISCUSSION OF OPERATIONAL CONCEPTS

In order to understand the concepts and develop the constructs used in the study, it is imperative to define and discuss the following operational concepts:

- Enhancing the effectiveness of the principal;
- Implementation of Inclusive Education; and
- Ubuntu

2.3.1 Principal

As a leader, the principal in a school has to provide quality education to all children, and develop their attitudes, knowledge, and actions as these determine the success of a school. According to Gouws (2014:538), the principal is needed in the implementation of inclusive education in a school and is therefore important in managing the paradigm shift that is necessary to transform schools so that they are

inclusive. Further explains that transformative, rather than transformational, leadership focuses on social justice, redressing wrongs, and ways to intervene in educational processes to ensure equitable use of power and widespread empowerment.

2.3.2 Enhancing the Effectiveness of Principals

To enhance means to increase the value of something (Dictionary.com). Based on this definition, once principals are enhanced, they will be effective. According to Marks and Printy (2003:375), the effectiveness of a principal who has been transformed can be categorised in three areas:

(a) Mission-centred: "developing shared vision for the school, building consensus about school goals and priorities";

(b) Performance-centred: "holding high performance expectation, providing individualised support, and supplying intellectual stimulation; and

(c) Culture-centred: "modelling organisational values, strengthening productive school culture, collaborating with other cultures, and creating structures for participation in school decisions".

According to York-Barr and Duke (2004:288), enhancing the effectiveness of principals can assist schools in reaching certain goals such as improving teacher quality; improving learning; ensuring that educational policies work; and recruiting, retaining, motivating and rewarding deserving teachers. Providing opportunities for growth extends the principal's capacity and creates a democratic school environment.

In combining what other researchers are saying and examining the role of the principal in promoting inclusive school requirements, it is clear that there is a need to enhance the effectiveness of principals in implementing IE.

2.3.3 Implementation

The Merriam-Webster Dictionary (2008) defines "implementation" as the action for the desired results to what actually happens. Implementation means putting

something into action in order to produce the intended results. They will be able to put theory into practice and produce the desired outcome. In other words, IE will be effectively implemented.

2.3.4 Inclusive Education

According to Donald, Lazarus and Lolwana (2002:23), Inclusive Education is an education policy based on inclusion; a policy that ensures that the full variety of educational needs is optimally accommodated and included in a single education system. They further argue that this policy involves different ways of meeting the diversity of learning needs, including what might be the special needs of children who experienced different barriers to learning and development. The emphasis examine the needs of the child to be treated as normal and inclusively rather than the child being separated, excluded, or in any other way discriminated against.

The Encyclopaedia of Diversity in Education (2012) defines Inclusive Education as a way of structuring educational services so that all students, regardless of labels or putative disabilities, are educated together in a shared community. Inclusive Education is not only an administrative arrangement but also an ideological and philosophical commitment to a vision of schools and societies that are diverse and non-exclusionary. It can be viewed as a civil rights issue, aiming to end racial segregation in schools. Inclusive Education is grounded in the principle of "normalisation" which avows that individuals with disabilities have a right to be included.

According to Myers and Bagree (2011:3), Inclusive Education means that all people have the right to education. There is no single model for ensuring that education is inclusive, and approaches continue to evolve. Inclusive Education is an approach that ensures the presence, participation and achievement of all students in extra-curricular clubs and humanitarian camps (Ainscow, 2005: 110). It often involves working to change the structure, systems, policies, practices and cultures in schools and other institutions responsible for education so that they can respond to the diversity of students in their locality. Inclusion emphasises opportunities for equal contribution, but with options for special assistance and facilities as needed and for differentiation within a common framework.

2.3.5 Ubuntu as an Approach

Lesteka (2011:48) believes that Ubuntu has a significant role to play in order to achieve South African goals as embedded in the Constitution to liberate those who were marginalised, deprived, excluded, and discriminated against. Given the fact that Ubuntu seeks co-operation, participation and collaboration among individuals, it is best suited for this study which intends to enhance the effectiveness of principals in implementing inclusive education in their schools. My engagement with my co-researchers allowed us to come up with solutions as well as a strategy to assist principals in developing a firm belief in the value of inclusive schooling and being able to put the concepts into practice. Together with my co-researchers, we learned to appreciate the diversity of all learners, and an emphasis on the needs of children who are vulnerable to exclusion and marginalisation.

I strongly agree with Lesteka (2011:56) that an Ubuntu-orientated framework must be an engine for educational transformation because the values of Ubuntu lead to best practices such as solidarity, compassion, kindness, altruism and respect; all of which can make our schools inclusive if these are embraced by all.

2.3.6 Legislative Imperative and Policy Directive on the Concept of inclusion

According to the Constitution of South Africa,1996(Act 108of 1996):The policy requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

Education White Paper 5 on Early Childhood Education (2001) provides for the expansion and full participation of five-year-old children in pre-school, reception, and grade education by 2010, and for an improvement in the quality of programmes, curricular- and teacher development for teaching children from birth to four years of age, as well as children from six to nine years of age. It encourages educators to identify such learners early on so that they can receive timeous support.

Education White Paper 6 on inclusive Education (2001): The intention of the DoE is to implement inclusive education at all levels of the system by 2020. This inclusive

system facilitates the inclusion of vulnerable learners and reduces barriers to learning, and provides targeted support structures and mechanisms that aim at improving the retention of learners, particularly potential early school leavers.

Education White Paper 7 is about e-education and revolves around the use of ICT to accelerate the achievement of national education goals. This will assist learners who experience barriers of any kind and provide support for learning.

Screening, Identification, Assessment and Support Policy (SIAS) 2008, 2015: The aim of this policy is to strengthen the implementation of White Paper 6 on Inclusive Education, and provide for the standardisation of the procedures to identify, assess and provide programmes for all learners. Moreover, it aims to provide learners with additional support to enhance their participation and inclusion in schools. It also aims at improving access to quality education for learners who experience barriers to learning, e.g. learners in mainstream schools who are failing to learn due to family disruptions, language issues, poverty, and learning difficulties. The last category to benefit will be learners of compulsory school-going age and youths, but who may be out of school due to barriers to learning or related issues.

Other related policies include:

- The Integrated School Health Policy (2012) which aims to establish a system of early identification and effective intervention to minimise learning breakdown and potential dropouts;
- The Admission Policy for Ordinary Public Schools(Gen 2432 in GG19377 of 19 October 1998);
- Section 22 Learners with special needs: Schools are required to admit learners with special education needs where practically possible. Schools are encouraged to make necessary arrangements as far as practically possible to make their facilities accessible to such learners; and
- The KZN Circular No. 24 of 2013: Concessions for Learners with Barriers to Learning and Assessment.

With the present interventions, policies and initiatives, we cannot say that we have achieved the desired outcomes through strong leadership because in reality this is

not implemented that is why there is a need to implement IE effectively in schools by the principals as leaders. .

2.4   RELATED LITERATURE

2.4.1 Challenges to the Effective Implementation of Inclusive Education in South Africa, Jamaica, Namibia, the USA, and Australia

According to the Department of Education White Paper 6 (2001), the role of the principal and the School Management Team are crucial. The study conducted by the Department of Education (2005) reveals that South African principals have not recognised their role in setting the tone for the transformation process in ensuring that decisions and processes are supported in line with the philosophy of inclusion (Engelbrecht, 2006:255). Schools are still struggling to address the needs of all learners due to following the language of learning and teaching, non-recognition and non-involvement of parent (see 4.2.7).

The other challenges faced by principals include a lack of exposure, and failing to embrace democratic leadership and share power (see 4.2.5). According to Engelbrecht (2006:260), school communities find it difficult to establish democratic leadership policies and challenge the role of school principals as being conservative and authoritarian. She further states that due to the lack of institutional capacity in administration, as well as that of suitable leadership, a culture of mutual support, and collaborative partnership, nothing is happening with regard to inclusion. Principals are not equipped with the necessary skills to deal with the diverse school populations to effect the responsibilities outlined by the Department of Education and thus have a negative attitude towards diversity and therefore resist change.

The study conducted in Zimbabwe and Botswana reveals that most of the principals had degrees in education management rather than in special education (Hailey, 2008:69). Many Principals objected to the inclusion of learners with sensory disabilities in the same classes as learners without disabilities. In both countries, they expressed their preference for learners with disabilities over those with any other disability.

The study conducted in the USA reveals that a lack of exposure to special education issues was found in principals' support across all schools due to the fact that special education was not part of their course work – a similar situation experienced by principals in South Africa (Ainscow, Dyson & Weiner,2013:49). Furthermore, it reveals that 3.5% of principals' training was excellent which means that special education had been included in their coursework, while 52% indicated that their training had been adequate, and 44.5% indicated that their training had been adequate and that they had numerous other studies such as education management. They perceived themselves as being unprepared, ill-equipped and inexperienced to provide effective leadership in special schools. It was discovered that by 2000, 40% of the principals had never had any formal training on special education. In South Carolina secondary schools, 75% of principals had no formal training in special education, 128 principals in Texas had little to no background in special education. In 2004, Hargreaves conducted a study in Canadian secondary schools and discovered that principals are still faced with challenges of creating an inclusive environment, and developing and implementing educational change (Hagreaves, 2004:57). In both Jamaica and South Africa, they have demonstrated a commitment to inclusive education at the national, legislative and policy levels but implementation poses a challenge at school level (Barret & Mertz, 2011:44).

Thus, the aim of the study is to enhance the effectiveness of principals in implementing Inclusive Education. During my engagement with my co-researchers, other challenges were discovered while conducting the study such as: Lack of a dedicated team, lack of vision by the team, poor planning, lack of exposure, failing to embrace democratic leadership and power sharing, poor administration, lack of parental/community support, inadequate resources, negative attitude towards diversity, resistance to change, failing to implement policies, low staff morale and political interference in schools.

2.4.2 Solutions and Conditions

According to Forlin (2006:267), Australia took a stance following the Salamanca Statement (UNESCO, 1994) when it was found that by 2004, many special schools had closed down and that remaining students had been transferred to existing

special education facilities and regular schools, and that mainstream schools were accepting children with higher support needs. Since receiving support from the government, pre-service training offered by universities has included compulsory units of work on inclusive education. Even though much has been done in Australia, principals still perceive inclusion differently because of the complexity of schools. The lack of leadership and commitment were found to be the main challenges, and they suggested that principals be given the freedom to lead by freeing them from less educationally-productive and more bureaucratic responsibilities. Many principals voiced their concerns that inclusion was tied up with funding and saw a diagnosis-dependent relation to individual deficit which had serious implications that led to citing the lack of support from parents. The study reveals that there is still a significant gap between the vision and reality, especially in government schools. The findings show that principals who have formally trained as special educators show favourable attitudes towards inclusion.

In South Africa, the structure has been formed, i.e. the School-Based Support Team (SBST) of which all SMTs (School Management Teams) are members, and in which the principal is supposed to take the lead. The SNES (Special Needs Education Services) are continuously capacitating the SBSTs of schools in terms of their roles and responsibilities, and implementing the SIAS (Screening, Identification, Assessment and Support) policy and others relating to inclusive education. All of these attempts aim to assist schools in implementing inclusive education effectively (White Paper 6, 2001:13).

In Jamaica, schools are administered by Boards of Management answerable to the Minister of Education and Culture supported by regional administrators who monitor the management of the system at a school level, whereas the South African principal of the school is responsible for the management of teaching and learning processes (Barret & Mertz, 2011:38).

In Mali, they have established an inclusive education committee, including parents of disabled children to participate in decision-making, which helps to share information, thus sensitising parents, children and the wider community to human rights and inclusive education principles; and this involves parents in monitoring their children's experiences. Other stakeholders are influenced to understand the value of inclusion

by networking with a range of actors involved in policy and programme work (Myers & Bagree, 2016:11). Myers and Bagree (2016) further suggest that National Governments must make commitments towards inclusive approaches by: eliminating legislative or Constitutional Barriers concerning disabled people; ensuring that one ministry and school system working collaboratively are responsible for the education of all children and adults; initiating and facilitating consultative processes informed by international research; involving disabled children, adults and parents, as well as marginalised groups in developing and monitoring education plans; developing campaigns which increase community and family involvement in school management committees and district education offices; transforming existing special education institutions into resources to assist the mainstream system; providing pre- and in-service training to teachers so that they can identify and respond to the needs of each child; training and orientating educational administrators, school leadership and support staff, as well as communities on the rights of disabled children to education and on good practice in Inclusiveness; ensuring that schools are accessible and fair for all; investing in programmes that include disabled children; promoting school health programmes; developing mechanisms to monitor exclusion and progress against equity; supporting the development and utilisation of an education management information system; and employing an inter-sectoral approach ensuring links between educational institutions and social protection, health and community-based rehabilitation, including adequate funding for education.

2.4.3 Evidence

After the first democratic election in South Africa, there was a national policy on IE (White paper 6,2001) which envisaged inclusion and support centres, and structures for support were constituted by the DBST (District-Based Support Team), the CBST(Circuit-Based Support Team), and the SBST (School-based Support team) to support inclusion in schools. The SGBs (School Governing Bodies)and SMTs were trained on inclusion, and were given information on the policy for assessment (CAPS) to allow for concession and early identification which emphasises curriculum differentiation, policy for equitable provision (2010) of buildings to be more

accessible for schooling, and mobilisation of school learners, including targeting children who are out of school. The strengthening of district staff and recruiting of additional staff who had been placed as school councillors and learner support educators were part of the process of inclusiveness. Special schools have been transformed into resource centres to support highly-intensive support needs and to act as a resource facilities to educators. Full-service schools have been established to support schools, and staff members have been capacitated. The adoption of the National Policy on screening, identification, assessment and support (SIAS) provides guidelines on the assessment of the level and extent of support needed to maximise learners' participation in the learning process. The policy on inclusive learning programmes, which provides guidance for teachers, administrators and other personnel on how to deal with diversity in the classroom, has been introduced (DoE, 2001;2005).

In Australia, the principles of inclusive education are being embraced because mainstream schools are becoming multifaceted by including children with diverse needs (Stofile, 2008:59). In Namibia and Jamaica, they have taken on the responsibility to include all with special needs by having public education to sensitise the public to better appreciate the unique capacities, gifts and talents of children with disabilities.

2.5   SUMMARY

Ubuntu approach as a theoretical frame work is suitable for this study as it embrace unity and solidarity in effectiveness of principals in implementing IE in schools. The setting up of rehabilitation centres to foster re-integration into society was a step in the right direction. Coupled with this, came special legislation which interacted with the rights of all learners with challenges (Barret & Mertz, 2011:42). Learners with disabilities need to be included in public schools not to be neglected as ubuntu emphasises. Ubuntu not only seeks to go beyond analysing and describing the role played by principals in the schools and communities which they serve, but also emphasises structuring, transforming and shaping positive knowledge by including all learners irrespective of their background, thus promoting cultural tolerance and appreciation of difference (Lestenkof, 2011:56).

CHAPTER 3 : RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The aim of the study was to design a framework to enhance the effectiveness of principals in implementing inclusive education, using the Ubuntu approach. This chapter focuses on the methodology and design that were used in generating data with the co-researchers to formulate strategies to assist principals in the effective implementation of IE at Full-Service School in the Amajuba District. This chapter integrates the theoretical concepts developed in Chapter Two, and attempts to answer the research questions, using PAR as an approach. The challenges facing principals will be explored and, together with the co-researchers' inputs, solutions will be sought while considering suitable conditions for implementing the plan to be successful and which justifies the research design and methodology used to achieve the aim and objectives of the study. In this chapter, I will examine PAR as a methodology by taking the following into consideration: comparing PAR and functionalism, its historical background, justification of PAR, critics of PAR, cycle of PAR, forms of action research, objectives of PAR, formats of PAR, ontology, epistemology, role of the researcher, relationship between the researcher and co-researchers, rhetoric/language constituting co-ordinating, intervention strategies, common vision, SWOT, priorities, strategic planning, implementation plan and summary.

3.2   PAR AS AN APPROACH

The PAR approach has been used as a means to obtain information. According to Koch and Kralik (2006:4), PAR is a qualitative inquiry that is equitable, emancipatory, democratic, liberating and life-enhancing. Thus, the philosophy of PAR examines the concept that people have the right to determine their own development, and recognises the need for local people to participate meaningfully in the process of analysing their own solutions which they share and over which they have power and control, in order to achieve sustainable development (Attwood, 1997:2). MacDonald (2012:37) defines PAR as an action for change, a process of fact finding, action,

reflection and leading to further inquiry. Marshall and Rossman (2006:69-70) state that PAR is a dynamic approach to social investigation and taking action to redress a problem or engaging in social action. PAR focuses on knowledge development with its mandate to remain a collective reflective inquiry for the purpose of improving a situation (Koch, Selim & Kralik, 200:8). The main goal of PAR since it is participatory is to interpret and document the entire phenomenon from an individual's point of view. Mason (2006:17) explains that PAR is from the people who experience challenges similar to those of the principals of full-service schools. Consequently, PAR aims to discover a deeper truth while aiming to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning that people bring to them. MacDonald(2012:34-35)further states that PAR focuses on the whole human experience and meaning, permitting information-sharing between the researcher and co-researcher, thus giving them both the opportunity to share and collaborate. The use of PAR may lead to the formation of public spaces where the co-researcher and researcher can reshape their knowledge of how political, social, and economic factors can be influential in redressing a problem or two, especially in communities where the impact is felt in daily life (2002:45).

In addition, PAR emphasises the roles played by the researcher and co-researchers (Gibson, 2002:16). It is an action research which involves the systematic collection and analysis of data for the purpose of taking action and bringing about change by generating practical knowledge (Gillis & Jackson, 2001:264). It is a powerful approach that includes terms such as participatory action research, participatory research, community-based participatory research and other forms of participatory inquiry (MacDonald, 2012:35). Action research seeks full collaboration by all co-researchers engaged in socio-political changes by maintaining commitment to local contexts rather than the quest for the truth. Furthermore, PAR liberates research from conventional prescriptive methods and seeks to decentralise traditional research. When comparing PAR with functionalism, principals who have been at a full-service school for more than ten years will be sharing their experiences with other principals who have been at such schools for five years or less with the aim of enhancing the principal, the members of school governing bodies, community development workers and other co-researchers to effectively implement IE, using Ubuntu as an approach.

The aim of collaboration is to share and learn from one another with the intention of enhancing the principal's effectiveness in implementing IE, using the Ubuntu Approach. This should cascade into others who will share good practices as well as their expertise. The main focus of collaboration is on experiences, knowledge and coming up with solutions, as well as formulating strategies to enhance principals' knowledge to effectively implement IE, using Ubuntu as an approach.

3.2.1 Participatory Action Research (PAR) Versus Functionalism

According to Nelson, Ochocka, Griffin and Lord (2000:88), Participatory Research is an approach that involves maximum participation by stakeholders, especially those whose lives are marginalised, with the purpose of taking action and bringing about change. On the other hand, the functionalist approach proposes that the poor and the oppressed need not be changed for the better (Zinn, & Eitzen & Wells, 2000:3). The poor and the oppressed need opportunity rather than power, and there must be co-operation between the "haves" and the "have-nots". Yeich and Levine (2000:97) emphasise that Participatory Action Research aims at mobilising oppressed people in order to create societal-level change. In other words, the "haves" must only provide opportunity determined by existing power-holders.

Equity among people is a foundation principle of PAR, whereas a functionalist does not recognise equality. Since my topic deals with enhancing the role of principals in order to effectively implement inclusive education, PAR is more relevant because it is about capacity-building and -development, whereas functionalism criticises emancipation and liberation of people. Functionalists are of the opinion that actions of individuals are not to be explained by the immediate. Thus, it emphasises co-operation and centrality of individuals rather than social structures in seeking change as outlined by Brown, Tandon and Covey (2008:54). Bu contrast, PAR is a qualitative inquiry that is considered to be democratically equitable, liberating and life-enhancing. Functionalism uses the qualitative method that posits that society tends toward natural equilibrium and its division in addition to being highly-structured and seeking repeatability.

3.2.2 Historical Origin of PAR

The first advocate of action research in the English language was social psychologist, Kurt Lewin (1946) described action research as proceeding in a spiral steps, composed of planning, action, observation and evaluation of the results of the action. This is the first generation of PAR. It started as an Action research in Europe and the USA between 1940 and 1950. According to Loewenson, Laurell, Hogstedt, D'Ambruoso and Shroff (2014:16), the origin of PAR emerged from the aftermath of the Second World War as seen in the work of Kurt Lewin in 1948. The Industrial Democracy tradition and the Human Relation Movement were also part of this philosophy. Action research is used as a pragmatic approach where knowledge about or perspectives on a social or organisational system was gained by acting on that system through iterative cycles of problem definition namely, planning, acting and evaluating. Action research allows both researchers and co-researchers to nourish the learning and inquiry process, and bridges the gap between theory and practice. According to Issa and Isaias (2014:4), action research uses the positivist approach. Perry and Zuber-Skerrit (2002:2) have established that action research is more appropriate for developing management competencies as compared to the employment of positivist research. The action research methodology was advocated to resolve practical social problems. It is socially responsive and takes place in context. Knowledge gained through action research can liberate researchers and co-researchers, and enhance learning, teaching and policy-making.

The co-founder, Eric Trist, who was a member of the Tavistock Institute of Human Relations in London, was part of the second generation of PAR.

According to Koch and Kralick (1998:24), Participatory Action Research emerged in the latter half of the twentieth century with the work of Paolo Frere, with the aim of empowering countless impoverished and illiterate children. Action research addresses problems of segregation and discrimination, assists people in resolving issues and initiates change while studying the impact of those particular changes(Stringer,2004:122).Lewin suggests that action research is different from traditional empirical-analytic and interpretative research (MacTaggart, 1994:35).He adds that action research is a form of self-reflection enquiry undertaken by co-researchers in social situations in order to improve the rationality, justice, coherence,

and satisfactory use of their own social practices, including their understanding of how these practices are carried out. MacDonald (2012:37) argues that the development of critical consciousness requires the individual to be knowledgeable and to understand politics, social and economic contradictions, and to take action to change the oppressive elements of reality, thus liberating oppressed individuals. This study analysed power relations on the basis of inclusion of IE. By working together to achieve change and to understand what it means to change, involves planning action, implementing these plans in their own action, observing this process systematically and evaluating their actions in the light of evidence as a basis for further planning and action through self-reflection (MacTaggard,1994:317) .

The third generation of PAR was more critical of Action Research. It was followed by the fourth generation, which emerged from the connection between critical emancipatory reaction research and participatory action research. The fourth generation emerged as a connection between critical emancipatory and participatory action research which was championed by Paulo Freire, Orlando Fals Borda and Rajesh Tandon.

Participatory Research (PR) is an alternative philosophy of social research associated with social transformation in the Third World. It has its roots in liberation theology and neo-Marxist approaches to community development. According to Baum, MacDougall and Smith (2006:856), PAR is an integrated activity that combines social investigation, educational work and action which originates in the community or workplace. Its goal is to transform and improve the lives of those involved. The key features of PR include motivation, participation, emphasis on qualitative methods of data collection, a focus on collective analysis, networking among the have-nots, and the fact that it is an educative experience for those engaged in it. According to Chow (2007: 14), PAR and its ideology are mostly used by the voiceless, marginalised, poor communities and sexual minorities.

According to Jordan (2003:187), PAR originated in countries that were colonised in the early 1960s because they wanted to be liberated. PAR seeks to promote social justice by creating conditions that encourage empowerment (Langhout, 2010:2016). Gestettner and Altricher (1997: 48) from the University of Klagenfurt, postulated that action research has its origins in community activism, when they discovered that

Moreno was crucial for personal and social change (McIntyre, 2007:32). Loewenson, Laurell, Hogstedt, D'Ambruoso and Shroff (2014:1) claim that PAR has two features:

1) PAR transforms the role of participants – they are subjects of research rather than active researchers and agents of change; and

2) PAR involves developing, implementing and reflecting on actions as part of the researchers' knowledge generation process. Kemmis and MacTaggart (2000:295) further state the key elements of PAR: planning a change, acting and observing the process and consequences, reflecting on these processes and consequences, followed by re-planning, acting and observing – a cyclic process that continues (Wallerstein & Duran, 2006). Thus, PAR leads people to have control over their lives and change. In other words, PAR is a social process, participatory, practical, collaborative, emancipatory, critical, reflective, and aims to transform both theory and practice.

Freire (2000:30) emphasises that PAR empowers the poor and marginalised members of the society about issues pertaining to literacy, land reform analysis and community. He further emphasises the importance of critical consciousness to social change relationships in education that were based on dominance and power. He also suggests that reflection is necessary for emancipation from oppressive social structures, whereas Tandon and Kak (2007:4) identify participatory knowledge as the basis of power and control. McIntyre (2007:24) and Mills (2003:6) declare that PAR has the goal of liberaton through knowledge gathering. MacTaggart (1991:16) views PAR as a means for improving and informing social, economic and cultural practice which, in principle, is a group of activities in which individuals with differing power, status and influence, collaborate in relation to thematic concern. Milliler and Marguire (2008:1) explain that PAR has been shaped by three trends, which include the post-colonial re-conceptualisation of international development assistance, the refraining of adult education as an empowering alternative to banking education and critiques of positivist social science research, and its claim to supposedly value-free knowledge production.

3.2.3 Objectives of PAR

According to Loewenson, Laurell, Hogstedt, D'Ambruoso and Shroff (2014:15), the main objective of PAR is to involve communities as co-researchers to carry out qualitative studies, making them transformative as well as emancipatory. Consequently, PAR is influenced by change (Kemmis & MacTaggart, 2000:285). Also, PAR helps co-researchers to develop new capacities and is thus empowering. It is also critical because it helps people to interact with others and to investigate reality in order to change. According to Freire (2000:5), PAR facilitates the transformation for those who are excluded or not involved.He further states that it uncovers vested interest and paves the way for the emergence of new and creative solutions.

Of significant consequence is that PAR tends to be life-enhancing, aiming at changing individual and collective practices, social structures and social media which maintain irrationality, injustice and incoherent and unsatisfying forms of existence (Kemmis & McTaggart, 2000:498).It provides participants with useful knowledge, and frees the oppressed through collective efforts and equal participation. Its processes are democratic, liberating and life-enhancing. Gill and Johnson (2010: 36) add that PAR is an approach taken to address problems, and liberates yet seeks collaboration by all participants. It values participants as social beings who are active contributors to research throughout, thus capacitating, empowering and developing them. The following PAR objectives will help me to fulfil my studies: transformative and emancipatory objectives.

3.2.3.1 *Transformative*

According to Ozanne and Saatcioglu (2008:13), there are issues at the foreground of a transformative research agenda. As a researcher, I need to assume that my relationship to the co-researchers will change their lives for the better. PAR is seen as a transformative process in which researchers and co-researchers co-create knowledge while developing a sense of community, educating each other by negotiating meanings and raising consciousness (Kemmis & MacTaggart, 2000:44).

3.2.3.2   Emancipatory

It is evident that PAR assists researchers in recovering and releasing them from the oppression, injustices that hinder self-development, and actions that prevent self-determination. This process will enable the researcher and co-researchers to develop together, acquire better knowledge from their experiences, and be in a position of freeing them from oppresssion as a result of lack of knowledge and exposure (MacDonald, 2012:35).

3.2.3.3   Empowering

According to Kemmis and MacTaggart (2000:46), participatory action research is empowering as it promotes capacity development and -building of those involved in the research. Co-researchers contribute their ideas and opinions to the study which, in turn, capacitates individuals to gain power and develop the ability to partake and work with others collectively and co-operatively. According to Wallerstein (2000:30), empowerment is a conscious activity practised by a social group for positive change in their lives. Many researchers emphasise that participatory action research is aimed at empowering those with little to no power to control their lives, or to amplify their "voices" and expand their "choices" (Park, Brydon-Miller, Hall & Jackson, 2003: 4). Ristock and Pennell (2006:5) explain that PAR also gives co-researchers the opportunity to become involved in the community and make changes, which can lead to feelings of empowerment. According to Duguany (2012:27), feelings of empowerment may influence the quality of life and allow co-researchers to become more involved and proficient in their contributions to the PAR process.

3.2.3.4   Life-enhancing and Democratic

Due to the fact that PAR focuses on social change, the community that changes may include those who were oppressed and deprived. According to Hyde and LaPrad (2015:2), democracy contains few basic principles that often create tension, which Gutman (2009:23) describes as fundamental principles of democracy which include non-discrimination and an absence of repression. All of this implies that within PAR, participatory and associative democracy will be used. Thus, plurality, equity, patient

attention, care for the self and others with the aim of reducing oppression, injustice and suffering will be observed throughout the research process.

3.2.3.5   *Equity Builds Capacity*

While participating in the study, the co-researchers will be treated fairly. All co-researchers will be included. This means that personal or socio-economic circumstances such as gender, ethnic origin or family background will not be an obstacle to the research process (Wallestein & Duran, 2010:42). Participating in the research makes active co-researchers gain self-confidence. Co-researchers will learn appropriately by incorporating and re-interpreting the knowledge; thus new knowledge is gained and capacity is built (Minkler, 2000:191).

3.2.3.6   *Liberating*

Participatory Action Research liberates researchers from conventional prescriptive methods, and seeks to decentralise traditional research. It liberates the minds of the researchers by helping them to reflect on their situation and thus regain vital capacities. According to Marshall and Rossman (2006:36), PAR liberates the researcher from conventional prescriptive methods, and seeks to decentralise traditional research. Thus, it is considered to be an alternative approach to traditional social or scientific research where the researcher participates actively in the research with the intention of helping the co- researchers.

3.2.3.7   *Reflective*

Kemmis and McTaggart (2000:273) emphasise that PAR is a deliberate process by means of which people transform their practices through a spiral of cycles of critical and self-critical action and reflection. Thus, after participating in the study, the co-researchers will be able to reflect on past practices by looking at reality and becoming empowered to change.

3.2.3.8   Networking

Duguany (2010:26) argues that networking with a variety of people gives you the opportunity to learn about more specific issues being researched. He further states that networking with others is a skill that can be acquired and refined as one participates in the research. It also allows co-researchers to gain experience in communicating with a variety of people as this builds confidence and professionalism. Conducting this research will benefit my co-researchers because they will have an opportunity to network with other co-researchers who are implementing IE or who are somehow involved in IE.

3.2.3.9   Advocacy

According to Watters, Comeau and Restall (2010:9), the PAR process will translate into capacitating co-researchers in their everyday lives. In turn, this will translate into supporting change based on their research findings. One of the aims of the process is to influence and create an awareness of the issues being studied so that the objectives of the study will be achieved.

3.2.3.10   Societal Benefits and Social Change

Scholars such as Freire and Dewey (2000:35) emphasise that gathering information and seeking to improve issues within a community lead to greater understanding and knowledge of that community. They further state that involving communities in the process can lead to greater cohesion and collaboration among stakeholders. They also state that social change requires working with others, usually in the form of some real, external action. I therefore agree with Freire and Dewey that for IE to be successful, collaboration with different stakeholders is necessary. Therefore, my team comprised of many stakeholders in the community.

3.3   FORMATS OF PAR

The formats of PAR include equality; human dignity; freedom of religion, belief and opinion; and race and cultural forms (RSA Constitution Chapter 2 of 1996).

3.3.1 Equality and Human Dignity

Sections 9 and 10 of the Bill of Rights state that everyone is equal before the law and has the right to equal protection. They emphasise that people must not be unfairly discriminated against, either directly or indirectly, on any grounds including race, gender, sex, ethnic or social origin, disability, language and birth. They further state that all human beings need to be respected and protected. In this research, equality and human dignity will be promoted. During this exercise, the researcher and co-researches will be treated as equal partners, with respect and dignity. Furthermore, their identities will also be protected.

3.3.2 Disability

In our societies, people with disabilities experience discrimination and are excluded from pursuing their individual lifestyles. However, PAR encourages collaboration, equality and empowerment. Radermacher (2006:16) states that, in most cases, people with disabilities are pitied, and that people feel compassion for them rather than caring for and helping them by creating charities to respond to their circumstances.

3.4 CHALLENGES OF PAR

This approach of PAR needs participants who are committed because it takes time. Thus, if participants are people who are busy, then scheduled meetings will not be honoured. Also, PAR does not solve problems, but aims at improving situations that need attention. Thus, PAR poses a great challenge to novices and may also deal with sensitive issues which the community is not willing to expose or discuss. It can cause conflict among participants due to disagreements and wrong questions asked, thus leading co-researchers to respond incorrectly. MacDonald (2012:40) emphasises that employing PAR might be difficult for the researcher if he/she is an outsider. The researcher might experience feelings of not being accepted by the community, and he/she will have to work harder to gain their trust. The community

can lose interest if the researcher is controlling. Sometimes transferring power and control from researchers to co-researchers can be a challenge. According to critiques of PAR, there is no neutrality in participation which is orientated toward the practice of freedom.

3.4.1 Meaning and Use of Terms

MacDonald (2012:40) emphasises the challenge relating to the diversity in meaning of PAR, and the interchangeable use of terms, which may confuse researchers and co-researchers. Greenwood and Levin (2008:40) state that there is a lack of access to a sufficiently comprehensive and balanced way to learn about the diverse origins, theories, methods, motives, and problems associated with this complex form of research (PAR).

3.4.2 Lack of Commitment and Time

PAR requires time, as well as people who will sacrifice and commit to honouring appointments and meetings. This is reiterated by Gillis and Jackson (2002:40) who emphasise that in research, we find that community members who are involved in the research may struggle to maintain their commitment over time since PAR requires time, knowledge of the community, and sensitivity on the part of the researcher with regard to the participants' agendas.

3.4.3 Level of Motivation and Handling Conflict

The process of transferring power and control can be a challenge due to the level of exposure if social groups have been oppressed or marginalised as this result in individuals struggling with issues of low self-esteem, ultimately impacting on their motivation to participate in the research. This is supported by Rosenthal (2010:25) who says that "The most vulnerable groups are least accessible for and involved in processes that generate new knowledge".

Wadsworth (2000:40) notes that the lack of agreement regarding the direction and overall purpose of the inquiry can lead to the wrong questions being asked or the wrong direction being taken, resulting in irrelevant data collected.

3.4.4 Understanding, Managing Cultural Diversity and the researcher

Managing cultural diversity poses challenges to the researcher if coming from the outside. One might experience difficulties in understanding the cultural diversity of his/her co-researchers and thus mistrust, power dynamics, refusal to participate and engage with social experiences, and realities within the communities including working with indigenous knowledge might be a challenge.

A researcher can be a challenge if he/she is not familiar with the community and if he/she is unfamiliar with open-ended research design and PAR methodologies (Kemmis & MacTaggart, 2000:145).

3.5   ONTOLOGY

According to Murray and Ozanne (2009:12), society is a human construct to be critiqued and changed on the basis of a more-inclusive interest. Conveniently, PAR is subjective, co-created and can be observed through subjective experience and action. This is because PAR increases the relevance of research as it focuses on the problems in the community. Research becomes meaningful and minimises challenges, yet empowers those involved. Thomson (2009:34) states that participatory action researchers are more hopeful that inclusive, power-sensitive, and reflective methodologies can lead to improvements in communities' welfare. In reality, many learners are denied access or are expelled from school. Using PAR as an approach in my study will assist me in achieving the objectives of the study, as Gaventa (2003:4) states that PAR heightens consciousness because co-researchers may begin to challenge expert or dominant ideas and thus empowerment is fostered.

Feminist theorists believe that people have potential, but are unaware of such potential which limits their freedom. It is true that action research focuses on people who are marginalised and powerless. Unlike critical theory, where reality is shaped

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by social, political, and economic factors, which can be clarified over time, participatory reality is subjective and co-created. Positivists believe that there is one objective reality which is observed by an inquirer. According to Maree (2007:53), the positivist perspective is based on the ontological assumption which emphasises that the social world is external to individual cognition; this view describes that society is made up of structures, concepts, labels and relationships which can be investigated through scientific means. In contrast, PAR focuses on the social construction of people in that reality as portrayed by qualitative research tends to follow the constructivist cue, where researcher and co-researchers cannot be separated.

Subjective: According to Napolitano and Jones (2006:20), PAR knowledge is subjective as it is built on the collective comparison of subjective, context bound, normative, and importantly always political. Carr and Kemmis (2003:73) state that knowledge is built on the collective comparison of the subjective experience of reality by groups of people commonly exposed to acting on first-hand experiences of that reality.

Co-created: Since PAR focuses on social construction, it asserts that findings are created rather than discovered. Consequently, Pring (2004:54) perceives that the positivist and qualitative approaches are opposites.

3.6   EPISTEMOLOGY

Epistemology looks at how reality is known, the methods for coming to know reality, and how one becomes aware of such reality; thus, a relationship between the knower and the known is very important. Even though a positivist believes that knowledge can be revealed or discovered through the use of scientific methods, PAR will enable me to achieve the objectives of my study that are supported by the interpretative perspectives which assume that the research techniques that I will apply will help me to understand how co-researchers interpret and interact within their social environment. This exercise will allow all of us to gain insights into meanings and thus improve our understanding of the purpose of the study. In PAR, people are emancipated (as employed in my study) and supported by critical theories that assume that social reality is created and produced by people, its related conditions of the status quo, which seeks to emancipate people in societies.

According to Herr and Andersoisn (2005:58), PAR researchers' knowledge is generated to provide solutions to problems and, as such, is negotiated among the interest of stakeholders with different power and resources –unlike positivists who seek to generate nomothetic statements that can be generalised across time and context (Hirschman 2002:14). According to Yeich and Levine (2002:887), PAR focuses on useful knowledge, problem solving and social change. The results are used to build socially-constructed knowledge for transformation. All publications based on the research, are owned by collaborators and accepted by community members. According to Lewis (2001:7), knowledge is disseminated in different forms including songs, dance and drama. Robenson-Pant (2005:91) argues that knowledge for the sake of knowing is de-emphasised; it must be linked to a concrete action.

3.7   THE ROLE OF THE RESEARCHER

The role of the researcher is crucial in the sense that, as a facilitator, a researcher needs to be knowledgeable in order to balance indigenous and theoretical knowledge. The researcher and co-researchers have to identify issues to study. The researcher must have respect, be approachable, and sensitive to diverse value systems in order to gain trust from co-researchers. The researcher has to work closely with the co-researchers as:

Facilitator: As a researcher, it is important to delegate power and responsibilities among members, and to facilitate that process without forcing the co-researcher, but doing so through consultation, using the democratic process.

Mentor and action orientated: The researcher's role is only to focus on co-researchers to solve practical problems which can lead to the generation of practical knowledge.

Mediator: Denzin and Lincoln (2008:14) state that in qualitative research, the researcher is an instrument of data collection which means that data is mediated through this human instrument. In this study, it means that my role will be to take all the findings and analyse them after asking probing questions, listening, thinking and mediating, using a variety of sources.

Interpreter and analyst: As a researcher, one has to interpret information from a variety of sources. I agree with Greenbank (2003:27) that it is important for the qualitative researcher to keep a researcher's journal.

3.8 THE RELATIONSHIP BETWEEN THE RESEARCHER AND CO-RESEARCHERS

The relationship should be built on trust, respect and empathy. The co-researchers will own the study, and the researcher will provide them with a consent form which will clarify what the study is about and the procedures involved. This gives the co-researchers the opportunity to freely voice their opinions based on the study; in other words, democracy will be practised where everybody is free to engage openly in the discussion without any fear of reprisals. According to Whyte (2012:20), co-researchers participate actively with the researcher throughout the process from the initial stage to the final presentation of results. As a result, there must be a close relationship based on trust, respect and mutual understanding, notwithstanding the fact that the researcher must be emotionally intelligent. Argyrus and Schon (2009:86) add that co-researchers give and receive valid information to make free and informed choices, which generates internal commitment to the results of inquiry. Therefore, the researcher must be reliable, committed and treat co-researchers as equal partners. The researcher must be trustworthy and credible so that he/she gains the confidence of the co-researchers and ensures that the data is authentic.

3.9 RHETORIC/LANGUAGE

The language used incorporates the following core terms: conscientisation, useful knowledge, control and emancipation, outsiders as facilitators, action-orientation, a vehicle for change, liberate, empowerment and commitment. While engaged in the research process, the co-researchers and researcher develop mutual understanding and gain the capacity to act on improving reality as well as obtaining knowledge to solve their problems. This also liberates the mind because it allows the co-researchers to reflect on their situation which assists them in regaining their capacities, analysing and examining their reality, and rejecting dominance by

oppressors. Being part of the study increases the sense of ownership in co-researchers, thus, they learn to take responsibility for their own learning. Co-researchers are empowered in terms of three dimensions: personally developing a sense of self, individual confidence and an ability to participate; negotiating and influencing the nature of relationships and the decision made; and collectively working together to achieve an extensive impact. For this purpose, PAR is more based on critical theory and aimed at empowerment. Collaboration and co-operation through equal participation are some of the ways in which PAR can succeed.

3.10   INTERVENTION

This was the first meeting with the co-researchers in which introductions were made. This constituted a conceptual phase in which the problem was identified and tabled. Roles were clarified and ethical issues discussed. Participants were heard, and inputs welcomed. The researcher was flexible and open-minded. During this preparation phase, we became acquainted with one another's skills, knowledge and expertise.
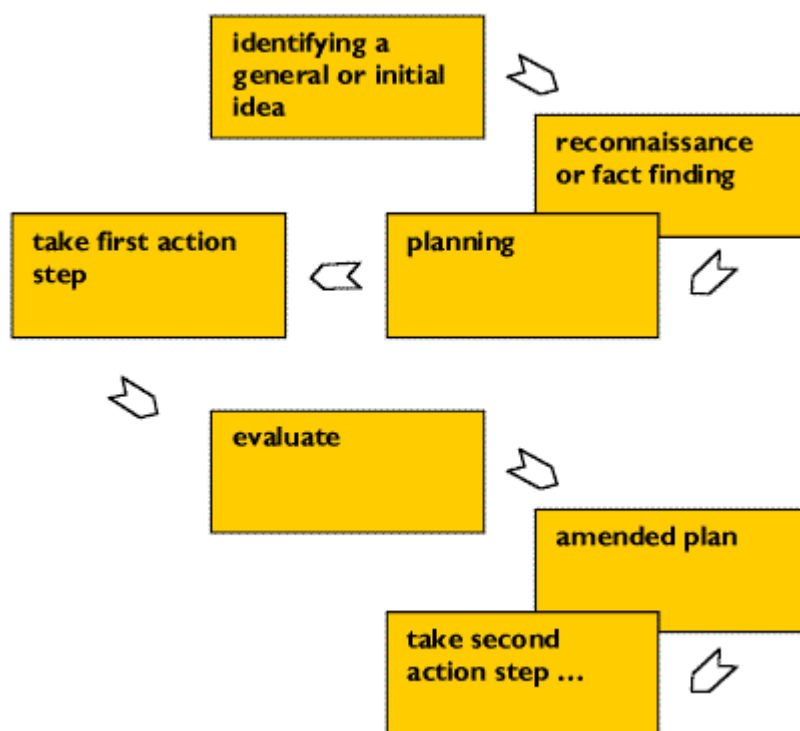
Figure 3.1: PAR spiral cycle

According to Leedy and Ormrod (2001:9), the research process is cyclical. The steps of PAR are as follows: preparation, planning, implementation, reflection and research methodology. Each step includes aspects that need to be addressed. Preparation is the first step during which the team conceptualises ideas through discussions, dialogues, negotiating meaning, debating issues, and using literature readings. During this step, it is very important that communication skills are emphasised (listening, reading, speaking, and writing, including brainstorming). The second step entails planning. Here, the team collectively plans activities. The third step involves implementation. This entails collective feedback on the progress made with regard to actions and plans that have been agreed upon. During this step, the team might encounter challenges to be solved and negotiated in a democratic way. The fourth step requires the team to reflect on the project by examining its aims and objectives, coming up with plans, steps, and remedial actions to be followed.

3.10.1 Ethical Considerations

All the directives laid out by the University of the Free State in terms of co-researchers being treated with respect at all times will be observed in accordance with the following: permission will be sought form the KZN DoE for conducting research at the identified schools; the principal, SMT, parents and SGB will be informed of the nature of the research and requested to participate in the study; all co-researchers will sign informed consent forms, assuring them of the confidentiality of the information shared and the steps taken to ensure anonymity, including the use of pseudonyms; and they will be informed of their right not to respond or to withdraw from the study at any time should they feel the need to do so.

After receiving the letter of permission from the DoE, the researcher then gained access to the schools by producing a letter to be signed by the principal and SGB of the selected school. A meeting with all principals and SGB members was held for the sake of clarity regarding all research issues including ethical considerations. A date for the next meeting was set and the venue, time and agenda were agreed upon.

3.10.2 First Meeting

As part of the initial planning process, the roles of the team were identified. The team members shared their roles and expertise, and were given an opportunity to deliberate on certain issues such as how conflicts would be resolved.

3.10.3 Putting the Team Together

The team consisted of twenty members: four Principals, four SGB members, one Deputy Chief Education S1 Learner Support Educator working with schools in the Circuit, four Community Development Workers (CDW),learners and four Educator Support members from each School(see 4.3.1) We began the meeting by introducing one another and setting ground rules. I introduced the problem to the co-researchers. The co-researchers were given time to discuss problems and ways to assist in solving the challenges, including details regarding the venue and duration of each meeting, in smaller groups. They democratically elected a team leader, scribe and time keeper.

3.10.4 Team Members' Credentials

Principals were included in the study because of their expertise, while others were included because of the types of schools they were managing and their engagement in good practices. As members, they formed the Institutional Learner Support Team. They were expected to ensure that all efforts to address school policies, improvement plans, programmes and ethos were developed in a manner that reflects inclusive practices. The principals needed to ensure that an SBST was set and that it was functional.

(a) The Principal of Mqoshula FSS School: The Principal of Mqoshulu FSS School holds a Diploma in Primary Education and a BA degree in Psychology and Education. She also possesses a Certificate in Inclusive Education, and attended conferences on special education. She has been a member of the SBST who obtained the first position as KZN's finalist in the National Teacher Awards Ceremony in 2006.She started out as an educator, Head of

Department, and Deputy Principal and is now the Principal of the school. She intends to complete a B.Ed Honours in 2017.

(b) The Principal of Skhushukhushu Primary School: He started teaching at the school in 1992.The school is a former Model D school and was the first to enrol learners from the former KwaZulu-Natal Department of Education (KZNDEC). The school comprises of a racially-mixed group of teachers. The learners at the school are all African Zulu-speaking learners. IsiZulu is offered as a mother-tongue language (HL) and English is the First Additional Language (FAL). The school starts from Grade R and goes up to Grade 12.Since its inception, it has obtained a 100%matric pass rate. The principal possesses a Senior Primary Teacher's Diploma, a Higher Education Diploma and, he recently received his Honours Degree in Education Management. He came into the school as a PL1 educator, was promoted to the position of HOD, then deputy principal, and is currently the principal of the school. He intends to complete his Master's Degree in 2017.

(c) The Principal of Ntobosi FSS School: The principal obtained the following qualifications: STD, BA degree (sociology, English, IsiZulu), and a B.Ed. Honours Degree in Leadership and Management. She has been the principal of the school since 2015 (she started out as deputy principal in 2000). The school is a mainstream school from Grades R to 4.Ten per cent of the learners experience intrinsic, extrinsic and socio-economic barriers.

(d) The Principal of Ndaweni School: The principal of Ndaweni High School possesses a Primary Teacher's Diploma. He advocated for the school to become inclusive by including all learners, and has initiated diverse activities which embraced all types of abilities. He is currently being recognised nationally as the best IE initiator given the fact that he is passionate and vocal about inclusive practices.

(e) School Governing Bodies: School Governing Bodies were included as governors, policy-developers in schools, and as the voice of parents. According to SASAs20, SGBs must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. They are expected to understand and value

principles of inclusive education, and support its ongoing implementation within schools.

(i) SGB Chairperson of Ntobosi School: The chairperson of the school governing body is the principal of a high school. He possesses a BA, an Advanced Certificate in Education (ACE), and has been a union chairperson.

(ii) SGB Chairperson of Skhushukhushu School: She has been an educator, and is currently a subject adviser. She is knowledgeable with regard to education policies and supports all school activities and initiatives.

(iii) SGB Chairperson of Ndaweni School: He is physically challenged, well-educated and has knowledge and personal experience regarding the treatment of people with disabilities.

(iv) SGB chairperson of Mqushulu School: She is a teacher by profession, and has a child with learning disabilities.

(f) Deputy Chief Education Specialist (DCES): Mrs Mofokeng, the DCES in Inclusive Education possesses an B. Ed. Honours degree in guidance and counselling, with Psychology and History as majors, a Further Diploma in Early Childhood Development, and certificates in Human Resource Management (HRM) and Adult Basic Education (ABET).

(g) Community Development Workers: Miss Myeni is employed by the Department of Co-Operative and Traditional Affairs. The role of the CDW is to enable communities to make better use of government services and benefits to foster community development in order to improve the quality of life of citizens. One of the objectives of this programme is to support participatory democracy. Therefore, Miss Myeni was included in the study. Most of the time, she brings learners who are out of school (due to different reasons) which requires my intervention and placement of such learners in schools. She advocates inclusion in the community, and is a mouth-piece for the community in the ward where the study was conducted.

(h) School counsellor: Mrs Makhombothi was included in the study because she was appointed to provide support to educators, learners and parents with regard to social, emotional and behavioural functioning within the ambits of

the Institution, Circuit and CBST where the study was conducted. She is expected to build capacity in schools in the circuit and introduce effective counselling and behavioural intervention strategies. She has occupied this post since 2010, and is familiar with every detail of the challenges encountered by the school with regard to the implementation of IE. She is currently doing her Master's Degree, and her study focuses on the implementation of IE in schools.

3.10.5 Information Sessions

In our meeting, we had to establish a structure which included myself as facilitator, principals, SGBs, CDWs, deputy education specialists, school counsellor educators and learner support educators from the identified schools. The meeting took two hours, with the first fifteen minutes having been devoted to introductions and information on each person's profile, followed by each role-player's area of expertise, and each co-researcher's experiences regarding IE. The research topic was explained to the co-researchers, and the aim and objectives of the study clarified. The co-researchers were given an opportunity to ask questions for the sake of clarity. An opportunity was given to decide whether or not they were willing to participate. The letter that gave me permission to conduct the study was shown and read to all, and each participant was given a copy thereof. The co-researchers were then given letters of consent to fill out, which clearly stated the co-researchers' understanding of the study, expectations and other logistics. After the filling out and signing of the consent forms, they were collected. The remaining hour was used for group discussions and brainstorming with regard to their understanding of IE, and the role of school principals in the school. During the last 30 minutes, Mrs Makhombothi, who is a member of the DBST and Deputy Education Specialist in the District, was asked to share her knowledge with the Team regarding IE, the role of SBSTs, and White Paper 6. The meeting took longer than expected. We agreed on the date of the next meeting.

3.10.6 Developing of Mission and Vision of the Team

A researcher has to ensure that all co-researchers have a common understanding of the goals of the research project and that these goals are attained collectively. Once a common understanding of the goals of the research was developed, we developed a vision and mission statement, identified outcomes and the strategy for achieving these. The team developed a vision and set about prioritising our aims and objectives to achieve these goals (Kemmis, 2008:345).The co-researchers agreed that the vision and mission statements should incorporate the following: "Empower principals on the effective implementation of inclusive education using Ubuntu as an approach". The next meeting was chaired by the elected chairperson who divided us into four groups of five. She wanted the two groups to come up with the vision statement, and the other two groups to come up with the mission statement. Each group reported back and points were debated and consensus was reached. Thus, we reached a shared vision and mission statement.

Second meeting: Working out the policy of the team

All co-researchers who had returned their consent forms were present during the second meeting. We assigned portfolios democratically. The chairperson, deputy chairperson, secretary, and deputy secretary were elected for the meetings. It was agreed in the meeting that we needed a deputy for each portfolio in case members were absent. We agreed that members would serve in their portfolio for two months, after which we would have re-elections so that everyone would have a chance to be capacitated. The action plan was drafted, and all dates and times for meetings were set. In the meeting, aspects such as attendance, time-keeping, co-researchers' conduct, respect, behaviour, and recording were agreed upon, and systems were set to address these. We all agreed that our meetings would be two hours long and would be held on Saturdays from 15h00 to 17h00 each month.

Third meeting

Phase 2: SWOT

In this meeting, the chairperson changed the groups, and teams were set as school-based support teams. Each team was given the task of examining its strengths, weaknesses, threats and opportunities, and of choosing a reporter, time-keeper and scribe.

What were the strengths? Most of my co-researchers are qualified and had a vast knowledge of Inclusive Education. Some of them would be working with learners with barriers. They are familiar with inclusive terms because of knowledge gained from attending workshops. Some of the SGB members had learners who were experiencing barriers to learning, and thus they were passionately interested and wanted solutions.

Our weaknesses: Saturday was not ideal for most of the team members due to commitments beyond their control, e.g. family engagements and funerals. Some of our team members either could not stay for the whole duration of the session or sometimes failed to keep to the specified time. Due to previous workshops that had been conducted, my team members knew concepts but failed to put these into practise.

Threat: Due to a variety of reasons and the invidious position of my team, some of the members failed to express their opinions openly and felt intimidated; for example, educators exposing principals and principals exposing officials, and so forth. Time was also a threat as we had a great deal of information to disseminate within a limited time.

Opportunities: Members of the team had an opportunity to learn from one another's experiences and good practices. There was a change in attitudes among teams towards stereotypical beliefs. Networking and sharing of resources, as well as capacity-building in the team became the order of the day.

Such engagements led to observing gaps and areas of concern; such concerns were listed, ranked and prioritised by consensus.

The team set priorities and developed a strategic plan, followed by the research cycle which began by formulating a detailed action plan. An action plan detailing our five priorities on the effectiveness of principals in implementing IE, using the Ubuntu Approach, was formulated as follows:

Priority 1: Our first priority was to train the School-Based Support Teams, which was facilitated by an official from the District. It was agreed that her talk should emphasise the ethos and principles of Inclusive Education and the Ubuntu Approach, as well as "Inclusive Education versus Inclusive School". An official from the Teacher Development Department took over and delivered a brief talk on the role and responsibilities of the school management team in an inclusive school. Finally, there was a motivational talk from one of the SGB members on the role of SGBs in schools.

Priority 2: Our second priority focused on the support for teachers and school communities. The co-researchers all agreed that institutional teams in a school should be members of school management teams, and the principal must take the lead. Members of ILST (SMT) should divide roles accordingly, such that there must be an educator who will support educators by concentrating on their development, capacity-building, providing continuous support, and motivation. Such a person or support educator would also be supporting learners in classrooms by seeing to their well-being, providing continuous support, and tracking and monitoring progress. It was agreed that all the ILSTs of these schools should enrol with the Embury Institute for Teacher Education, which offers a Practising Inclusive Education short course. Embury is a Private Higher Education Institution in KZN, focusing on CPTD short courses, a category A provider and is SACE endorsed. The principal was responsible for obtaining information and enrolling the team at this institution (see 4.3.2). It was agreed that the enrolment fee would be budgeted under the staff development fund approved by the SGB.

Priority 3: The next priority centred on the collaboration of stakeholders and teamwork. During the meeting, the District chairperson of Sukuma Sakhe (a structure for provincial government and an initiative of the KZN Premier) addressed the team about the aims and objectives of Sukuma Sakhe. Team members were encouraged to attend War Room meetings. The person responsible for such a

meeting was a Ward Councillor. The chairperson of Sukuma Sakhe was tasked with informing all other departments of their role in schools, i.e. the Department of Health, the Department of Social Development, SASA and the SAPS (see4.3.6).

Priority 4: The fourth priority focused on the training programme (SIAS – Screen, Identification, Assistance and Support). During this meeting, relevant policies to be developed by schools were identified. Timeframes were set and each school had to develop such policies while taking into account their context. The school governing bodies were urged to consult with their school communities before it was adopted. The principal and chairperson of the school governing body were given the task of monitoring the process.

Priority 5: The fifth priority focused on the principals as drivers of inclusive schools to establish whether they were familiar with the SIAS programme. This was done by putting theory into practice by giving them case studies on which to work. It was agreed that there would be continuous development by SNES (Special Needs Education Services). Networking with principals from other provinces who were practising inclusive education was encouraged. Schools were encouraged to become affiliated to NGOs that focus on Special Education such as SAALLED and SANASE. It was agreed that each principal would mentor one principal in the circuit on inclusive education. A magazine on theoretical and practical ideas by each school team was to be submitted to the district with a column of comments from parents from each school to be done on a quarterly basis. This exercise brought excitement, enthusiasm, creative ideas in the team, and they were excited to embark on the next step.

Phase 3

3.11   DATA GENERATION

The chairperson shared with the team different ways of data generation as recommended for PAR. The main emphases were on emancipating, empowering, and achieving social change while promoting equal participation for all.

Instrumentation methods and techniques used in generating data: In all our sessions, I took notes, recorded all proceedings and captured non-verbal cues. The

collaboration established appropriate methods of data generation which addressed issues of inclusivity to be included in the findings. The team agreed on the use of an appropriate method.

Phase 4

The team met to reflect on an action cycle and to evaluate its effects on the effective implementation of IE by principals, using the Ubuntu Approach. During this process, we focused on the following areas of concern:

- What are the challenges facing principals in the implementation of inclusive Education? What are the important aspects of the strategies which can be used to help them overcome these challenges?
- What contextual factors are needed for the strategies to be effectively implemented?
- What risks need to be mitigated for the emerging strategies to be implemented effectively?
- How will we know when the strategies work effectively in response to the challenges?

3.12   DATA ANALYSIS

As a researcher, I accepted the responsibility of analysing data that had been generated, using Critical Discourse Analysis (CDA) by Van Dijk. Information was generated in the form of voice recordings, social networks, and minutes of meetings, SMSs and emails. According to Maree (2007:78-79), qualitative research is carried out in a real-life situation and not in an experimental situation. Voice recordings were transcribed as this considers the societal influence (Mahlomoholo & Nkoane, 2002:6.)

3.12.1 Analytical Phase

Textual analysis: I used evidence of recorded spoken words by the co-researchers. The analyst analysed the data, using two procedures, namely transcriptive and

descriptive. The transciptive method was used for spoken words, whereas the descriptive method was used for non-verbal cues (Van Dijk, 2009:70).The translated data was categorised according to the objectives of the study.

Discursive Analysis: Since it is known that speaking is a reflection of our practices (Shangase, 2013:60), I concluded that what the co-researchers had demonstrated and voiced were what they had experienced, practised and understood.

Socio structure: According to Mahlomoholo and Nkoane (2002:5), society influences what we say. As an analyst, I linked society with what they said. The ideas and beliefs of the co-researchers regarding inclusion were of greater use in providing solutions to the study.

3.13   SUMMARY

This chapter dealt with the collaborative way in which principals find solutions and formulate strategies to effectively implement inclusive education, using the Ubuntu Approach. Using PAR and Ubuntu in the study enabled me to be in the position of a learner, a participant, a facilitator and an analyst in the research process. The inputs of the co-researchers will bring change to the lives of the vulnerable, especially learners, who are denied access due to various reasons. The process was concretising, empowering, and life-enhancing to the co-researchers. The co-researchers gained knowledge and skills with regard to the effective implementation of inclusive education, using the Ubuntu Approach.

CHAPTER 4 : DATA ANALYSISAND DISCUSSION OF RESULTS

4.1   INTRODUCTION

The aim of this study was to formulate strategies to enhance the effectiveness of principals in implementing inclusive education, using Ubuntu as an approach. This chapter analyses the data, and presents, interprets and discusses the results towards formulating strategies for the effective implementation of Inclusive Education (IE), using Ubuntu as an approach. In order to achieve the above, this chapter categorises the data into five objectives as a starting point. As the researcher, I then focused on the sub-heading constituting each objective, starting with the challenges and then repeating the process. In similar fashion, I will explain each of the remaining four objectives of the study. Each of the sub -headings which unpacks and constitutes different challenges within the broad category of objective one, is identified from the empirical data collected and categorised under the challenges. Each sub-heading is viewed against the construct that emerged from the Literature Review (Chapter Two) so that appropriate sub-headings are formulated and used for analysis in this chapter. An opening paragraph which takes into account what the responsive policies, relevant theories, and prior supportive research says, is formulated to advance the argument that the respective challenge is really a challenge and, as such, comprises the respective objective of the study.

Pursuant to this, relevant extracts from the proliferation of empirical data are cited to further support the above argument. To deepen the meaning and discussion of the emerging findings, the text of the extracts is used as the first level of CDA analysis, followed by an even deeper focus on the discursive practices informing the text; and, finally, the social structural level of analysis is considered to conclude the understanding in the context of the challenges. The analysis is then further synthesised by using the theory of Ubuntu to consider meaning, analysis and discussion in terms of liberation, compassion, social justice, dignity, harmony, humanity, emancipation and empowerment of principals in order to effectively implement IE.

During various meetings, the co-researchers voiced their concerns about the serious need for principals' skills and knowledge in IE to be enhanced. Emphasis was thus placed on ensuring easy and effective implementation of Inclusive Education by principals of schools. This chapter also presented actions, strategies and priorities to achieve the objectives of the study.

4.2 THE NEED TO FORMULATE A STRATEGY TO ENHANCE THE PRINCIPAL IN IMPLEMENTING INCLUSIVE EDUCATION, USING UBUNTU AS AN APPROACH

This chapter brings together all of the data relating to the challenges facing principals, and comes up with strategies that will enhance the effective implementation of IE. The challenges identified reveal the need for a dedicated team with a vision that will lead to the implementation of IE. Due to the absence of a dedicated team, there was nothing guiding the school collaboratively on how to handle learners who experience barriers to learning. Other challenges that were faced include the following:

- Lack of vision by the team dedicated to assisting the principal in the effective implementation of IE;
- Lack of exposure and inability to handle a variety of special educational issues;
- Failing to embrace democratic leadership on sharing of power;
- Lack of institutional capacity in administration;
- Lack of parental and community support to assist the principal;
- Lack of resources in enabling the principal to play an important role in implementing IE;
- Lack of professional development and appropriate training of principals to become effective leaders in IE;
- Failing to implement policies of IE; and
- Low staff morale and political interference in the school.

All these challenges are presented, analysed and discussed below.

4.2.1 Lack of a Dedicated Team to Enhance the Role of the Principal in the Effective Implementation of IE

During our discussions, it became apparent that the school under investigation had no dedicated team to support the principal in implementing Inclusive Education.

According to White Paper 6 of July 2001, the effective implementation of policies and guidelines (in White Paper 6) emphasises the establishment of teams from the school, circuit, and district, e.g. the school-based support team (SBST). It is the role of the principal to form a team that is responsible for the implementation of IE. The team has to clarify ways of working together by fostering flexibility and responsiveness, promoting a sense of achievement, motivating a willingness to achieve a common goal, tracking learner support, keeping records of meetings, and providing information on learner achievements. The team also needs to support provisioning, and ensure that all efforts of addressing the school policies are adhered to, improve on planned programmes, and develop a school ethos in a manner that reflects inclusive practices. All team members must have clear roles and responsibilities which have been delegated in a fair and equitable manner.

Stoerger (2008:5) alludes to Collaborative Theory as a learning situation which involves two or more individuals with shared common educational experiences that collaborate, co-operate, compliment and encourage teamwork.

According to Mullins (2004:527), certain tasks are better performed through the combined strengths and efforts of individuals working together in sharing a solid commitment to performance. In addition, teamwork is a better way of working if it is well managed by the principal. Below is evidence of the learners' quarterly performance in the school under study, and is used to illustrate the above.
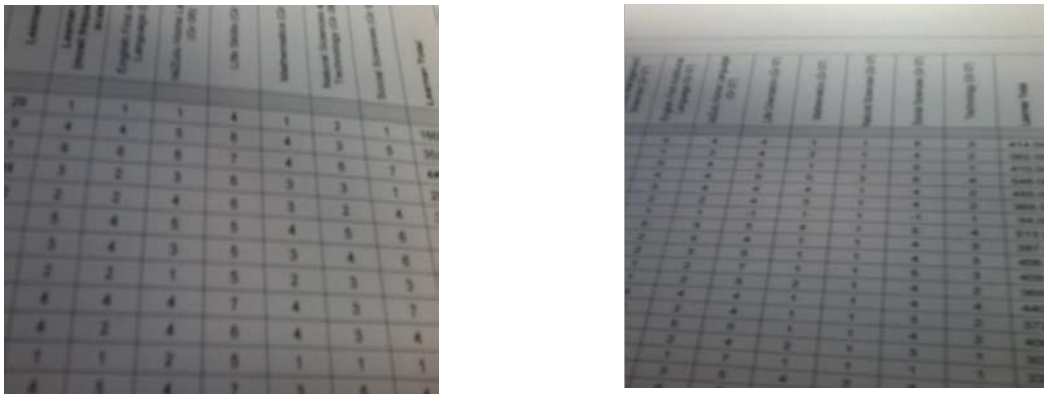
Figure 4.1: Learners' quarterly performance (Grade 7A on the left; Grade 7B on the right)

In the school under study which had a Grade 7 class, there were two sections or divisions (A & B) with two educators responsible for teaching and supporting learners. Both sections had learners who were repeaters. As one of the strategies to improve learner performance, educators were required to devise each subject's improvement plan at the beginning of the year. One of the strategies was to examine each learner's performance and to come up with an Individual Support Plan for those who were repeating Grade 7.Learner performance was to be tracked and monitored on a quarterly basis. At the end of the first quarter, performance was checked and it was discovered that learners in one section (Grade 7A) had improved in terms of their performance. In the other section (Grade 7B), however, learner performance showed no improvement, and the performance of repeaters was lower than that of learners enrolling for the first time. Following this comparative analysis, it was clear that learners in these two sections did not receive individual support and the principal does not emphasise the importance of inclusivity for learners with challenges.

This shows that in one class, the educator had not embraced inclusive practices, and that there was no collaboration between staff members. The SBST (School-Based Support team) neither supported the principal in tracking learner performance nor assisted learners who experienced barriers. Individual strategies and good practices were not shared. The roles and responsibilities of team members were unclear, and had not been fairly and equitably distributed the principal is not doing justice. Thus, this team did not promote a sense of achievement. Learners who performed badly were the same learners who were repeating, which showed that there was no shared

commitment in class B. In other words, the team failed to co-operate and encourage teamwork among the staff members because they were not working together. The team did not address the overall implementation of inclusive practices across the entire school. The team made no effort to address the school policies; nor did they develop improvement plans and programmes in a manner that reflected inclusive practices.

Mrs Makhombothi, the school counsellor, commented:

> *Learners with challenges need support from us all; let us pass the buck.*

Mrs Makhombothi's utterance of the words "*need support*" indicates that there is no dedicated team that supports the principal in the effective implementation of IE. "*Passing the buck*" indicates that there is no collaboration or teamwork. From what Makhombothi said, it is clear that the role of a dedicated team to assist the principal is crucial because it inculcates the importance of working together in enforcing inclusivity. Makhombothi thinks that support is needed for the effective implementation of inclusive education. Makhombothi is from a society that believes in unity.

As there was no team to assist the principal in implementing IE, he/she failed to provide learners experiencing barriers to learning with access to quality education as informed by the SIAS policy; this is in contrast to the principles of Ubuntu. This led to the principal having failed to manage and support teaching and learning processes for learners who experience barriers to learning within the framework of the National Curriculum Statement. In addition, he/she failed to transform his/her staff towards an inclusive education in line with the Education White Paper 6 on Special Education. He/she failed to foster flexibility and encourage responsiveness among the entire staff. As the team was not encouraged to work as a team, there was no collaboration among the staff. The team had failed to track support on learner performance which resulted in learners failing yet again. Learner support in the other grades was also not provided as learners were failing for the second and third time. The team failed to adhere to policies, and thus developed an ethos that did not reflect inclusive practices. Based on the above, it became clear that learners are still deprived of gaining equal access to quality education, and for such learners who experience

barriers, hope for a better future is fading quickly seeing that democratic values, social justice and fundamental rights are being violated.

The literature reveals that the primary purpose and function of the team is to discuss the needs and challenges experienced by the teachers in a school. The team is expected to draw up individual support plans with specific activities, including timeframes, support strategies, and success indicators that support learners to achieve the desired outcomes. Quarterly learner performance results in this school showed that even though plans had been drawn up, there was no monitoring, tracking or reviewing of such plans. The team neither promoted nor protected the principles of inclusivity such as diversity, individual needs, social integration, access and collaboration (Niewenhuis, 2012:132). Regular consultation, collaboration, sharing, networking and commitment by the team that supports the principal in the effective implementation of inclusive education by using Ubuntu is essential. Teamwork will strengthen principals to embrace the vision of a society for education for all (Donald, Lazarus& Lolwana, 2002:28).

4.2.2 Lack of Vision by the Team Dedicated to Assisting the Principal in the Effective Implementation of IE

According to SASA (Act 84 of 1996, Section 29), PAM (Personnel Administrative Measures) and White Paper 6, 2001, the principal should demonstrate positive and clear leadership in directing the school. Performance Standard No. 9 of the Integrated Quality Management System (IQMS) expects the principal to manage and develop personnel in a way that the vision and the mission of the institution are accomplished. Deventer and Kruger (2011:24) emphasise that besides modelling, the principal has to work with the school community in developing a shared vision. The school benefits from having a team with a clear vision as this will create a feeling of solidarity that is mutually shared. A team that understands the vision will be able to lead and work with people, as well as plan strategically and develop personnel. A shared vision creates an orientation for the team members and acts as a strong driving force for continuous and systematic development (Mullins, 2004:524).

For the principal to implement IE, he/she needs to provide direction for the school, ensuring that everyone knows where the school is going and how to take the school through various activities that will propel it in the right direction (see 3.10.6). The school needs to have quality development and improvement plans in place derived from the school policies and procedures. The principal needs to acknowledge the role of leadership support in IE and find collaborative strategies for such initiatives. The implementation, effectiveness of the school's mission statement, aims and goals need to be a collaborative process which relies heavily on the principal. The role of the governing body members in providing the school with strategic support is essential and critical. The effective implementation of IE depends on the efficiency of quality systems, use and securing of resources, networking and advocacy (Mullins, 2004:795). The best theory to overcome the above challenges is the transformational leadership theory because it implies that a team inspires vision by motivating all the stakeholders to achieve it by creating a strong team for improving education in a school (Mullins, 2004:301). The vision for education, training and innovation thus places a visionary leader at the top with the aim of leading the school in order to provide learners with excellent education. The self-evaluation tool (shown below) was used by the team representing various schools to rate the leadership and management of the school.

Table 4.1: Self-evaluation tool for principals

Leadership and management	School				
	1	2	3	4	5
1.Clarity of direction for the school	X				
2.Quality of the school development plans	X				
3.Quality of the school policies and procedures for the implementation of IE	X				
4.Effectiveness of the principal and other team members in the implementation of IE	X				
5.Effectivenessof the school's mission statement, aims and goals	X				

KEY: 1 – Very poor; 2 – Poor; 3 – Satisfactory; 4 – Good; 5 – Excellent

The team was required to use a rating scale of 1 to 5 on the following:

- Clarity of direction for the school;
- Quality of school development plans;
- Quality of the school policies and procedures;
- Effectiveness of the principal and other team members in the implementation of IE;
- Effectiveness of others in leadership roles; and
- Effectiveness of the school's mission statement, aims and goals.

The results were as follows:

The overall results deduced from the findings indicate that in this particular school, the principal does not clarify direction as based on the following evidence:

There are no quality school development strategies or improvement plans in place. The school does not have quality policies, procedures or systems for the implementation of IE. The principal is not effective in supporting the implementation of IE, and there is no effectiveness in terms of the school mission statement, aims and goals, in assisting the implementation of IE. The SGB does not provide strategic direction to the school to assist the principal, the resources are not effectively and efficiently utilised, and are not secured properly. There is no networking and advocacy programme to assist the school in promoting inclusivity.

Zuma, a learner-support educator of Mqoshula FSS School, commented that:

> *Inclusive education needs principals with vision and clear direction.*

It was clear from this comment that the principal lacked direction as no operational plans are being followed on a daily basis. Other leaders at the school are uncertain of their roles. When Zuma said "*IE needs principals with vision",* this indicates that the school does not have a mission statement and plan, including goals and objectives. The traits displayed by the principal in his leadership style shows that he follows a *laissez-faire* approach in that he hesitates to make decisions, does not pay attention to policy-making, and is passive. The above comment evidently comes from a person who belongs to a disciplined community. Below is the graph indicating

the percentage of principals' attendance of meetings called by the circuit manager and their age group.
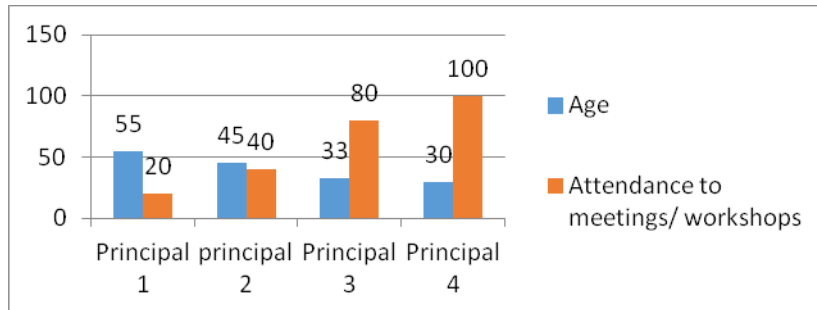
Figure 4.2: Attendance of the meeting

From the above evidence and the behaviour of the four principals in the study, it is evident that age, attitude and performance work hand-in-hand, since principal number 1 does not attend the meetings as he thinks that he is well-versed in the duties of principalship because he has been in the system for too long. The performance of the school is dropping; there are no recognised academic or other achievements attained by the school as it has no collaborative vision. This has affected the enrolment of learners because the principal is not adhering to prescribed policies. It is evident that he is from the old school of thought where authority was vested in one person.

Broodryk (2006:3) reveals that the philosophy of Ubuntu is reflected as part of the vision of the transformation of the new public service in the spirit of Batho-Pele, and further states that dedicated teams need a clear and compelling vision, as well as goals in order to succeed. The principal of the school has an attitude of "*I don't care*" which is contrary to the philosophy of Ubuntu which emphasises the values which bind and build solidarity, freedom, hope and social justice. It is evident in this school that, due to weak leadership, there is no equity; the school community is still deprived; and there is no hope for the marginalised community. Parents are not willing to send their children to a school where leadership lacks direction. If the team can embrace Ubuntu, they will have a brotherly attitude, be responsible, and do the right things by having clear direction.

The evidence also reveals that the team did not assist the principal, and was not operating on the same level. According to Brubaker (2013:85), as leaders, principals are holders of an idealised vision. Some members of the team were unclear as to what their respective roles were, especially with regard to the reasons for implementing IE. Thus, how to support learners with barriers was foreign to them. It is evident that the principal was not sure what role to play as a leader. Following deliberations, the team agreed that principals need to be capacitated to understand how the SWOT analysis processes work which will lead to effective strategic planning.

4.2.3 A Need for SWOT Analysis and Strategic Planning to Assist the Principal to Play His/Her Role in Implementing IE

The National Policy on whole-school evaluation (Government Gazette Vol.433, No. 225, 12 of July 2001) emphasises the right of all to quality education which addresses the discriminatory, unbalanced and inequitable distribution of services for a world-class education system to meet the challenges of the 21st century. It further emphasises that the principal is responsible for carrying out an internal evaluation of the school in line with the requirement of this National Policy and Guidelines on Whole-School Evaluation so that a strategic plan is developed. Ansof (2004:159) refers to the SWOT analysis processes of organisations which help in the formulation of objectives which lead to strategic change. The main purpose of doing a SWOT analysis is to assist an organisation to plan properly because the school will understand the issues affecting the organisation; if the school is not doing this, it will not know its weaknesses and will not be able to develop strategic plans as a SWOT analysis provides the school with the opportunity to acknowledge the achievements of a school and identify areas that need attention. In addition, it enables the school to look continuously at ways of improving its standards. The main purpose of doing a SWOT analysis is to improve the educational achievements so that the principal and his/her team can identify the extent to which the school is adding value to learners' prior knowledge, understanding and skill. It makes all members of the community responsible for the quality of the school's performance. Furthermore, it enables the contribution made by the stakeholders to improve their own school, and school

performance to be properly recognised. It also promotes collaboration and openness (see 3.10.6). Lastly, goals and strategic plans are developed and updated with the full participation of stakeholders.

The strategic theory is appropriate as it serves to describe an organisation's sense of purpose, plans and action for its implementation. It also emphasises the need for the people to co-operate in order to achieve the benefits of mutual reinforcement (Stieglitz & Heine, 2007:10).

Pearce and Forlin (2005:98) assert that major changes, reform and strong leadership committed to inclusion provide schools with the opportunity to become more inclusive. The team performed a SWOT analysis and came up with the following:
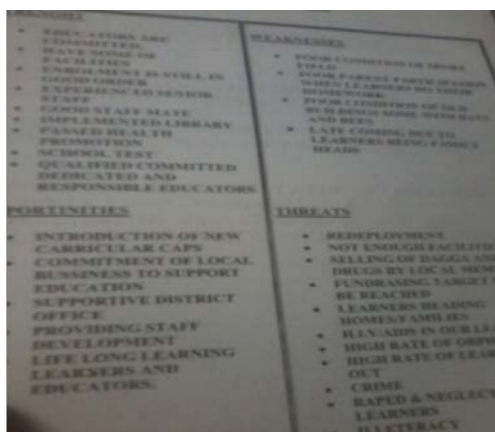
Figure 4.3: SWOT analysis

Judging from the above evidence and the participation of the team during this exercise, it can be seen that a hot debate ensued that nearly ended our discussion. It shows that not all team members were used to this exercise. There was no cohesion to promote solidarity in this team. It was clear that it was the first time that they had focused on SWOT and thus did not understand the issues affecting the smooth functioning of the school. It was not easy for them to plan properly. They were unable to acknowledge their achievements and areas that needed their attention. Stakeholders were not given responsibility for the quality of the school's performance. The principal of Ndaweni High School who had chaired the session commented:

Doing self-reflection is the key success for growth. It is very important that we engage in such discussion so as to promote collaboration, openness, and encourage participation of all stakeholders because education is the societal issue.

These comments clearly come from a very straight-forward person. She believes in personal and individual growth, as well as organisational growth, which are the keys to success and which are not evident in schools. The co-researcher's comment indicates that there is no promotion of collaboration or openness, and that not all of the stakeholders are involved. Education is not a priority in this community.

The heated debate which nearly ended our session shows that some members were not tolerant, did not show respect, are were not humble or caring. This shows that there is little hope for societal transformation; the community will not benefit; and that there is a lack of freedom, social justice and equity practice. All that was happening was contrary to Ubuntu because Ubuntu emphasises that a person should share ideas, expertise and help where there are individual weaknesses.

The literature reveals that where there is no solidarity in the organisation, there will be strife and intergroup conflicts which will retard progress. However, in a school where solidarity is emphasised, no-one will say "It is *my* school". Instead, it will be regarded as "*our* school" because success depends on unity and solidarity (Cramm, Strating & Nieboer, 2013:569).For an organisation to succeed, objectives and policies have to be formalised in a strategy which describes an organisational sense of purpose, including plans and actions for all to benefit.

4.2.4 Lack of Knowledge and Experience of the Team Assisting the Principal in the Implementation of IE in Dealing with Inclusivity

One of the challenges was the lack of knowledge and experiences on the part of the team and the principal in dealing with inclusivity. According to the White Paper on Education 6(2001), the principal must take the lead, promote the view and have an unwavering belief in the value of inclusive schooling, including possessing knowledge and skills for moving from theory to practise. According to Resolution 8 of 2013 in White Paper 6, everyone is responsible for his/her own development in order to grow academically, in leadership aspects, as well as gain more knowledge on

policies and their implementation. According to Section 16A(3), the principal is responsible for the professional management of a school, implementation of all educational programmes, policy implementation and participation in professional committees in order to be keep abreast of legislation and policies as a lifelong learner. Staff development includes developing a culture of collaboration and peer coaching (Government Gazette, 12 February 2016:3.2.4).When the principal participates in development programmes such as INSET (In Service-Education for Teachers), he/she will be exposed to learning and networking with colleagues who are also doing more or less the same work(Personnel Administrative Measures [PAM] Annexure A7-32-35).

The developmental theory emphasises that principals must be exposed to and learn from others. Ramanathan and Yu (2000:199) state that successful inclusion depends on the attitude and actions of the principal. The path-goal theory is suitable because it emphasises that subordinates observe how leadership behaves, and can be motivated by what leaders do (Hick, 2004:299). In this case, if the principal and the team are exposed to inclusive practices and networking, and then come back and implement innovations and strategies, it is likely that educators will follow suit. According to Deventer and Kruger (2011:140), expert power, which is based on knowledge and expertise, plays an important role in education. Thus, subordinates are dependent on their superiors' knowledge and experience; and, because of this specialised knowledge, educators and parents are prone to respect the leader.

In one of our meetings, the DCES from SNES, Mrs Mofokeng, commented:

> *For inclusive education to succeed, it needs people who has knowledge of inclusive education and have passion.*

Mbuyiseni interrupted by saying that*:*

> *Knowledge is power.*

In the above discussion, the word *knowledge* indicates that a lack of exposure is merely caused by the fact that special education is not a pre-requisite when applying for a principal's post. Special education is not part of the coursework for those aspiring to become principals, and there is no formal preparation of principals regarding special education issues. Thus, the principal feels unprepared, ill-equipped

and inexperienced to provide effective leadership on inclusive education. There is a ubiquitous indication that Education Law and the Advanced Certificate in Education are perceived as essential elements in the preparation of educational leaders; however, principals dismiss the responsibility to understand special education law unless they have a passion for inclusive education. It is clear that to be able to implement inclusive education, one must be willing to be transformed, be clear on policies, be able to lead, have empathy, value and respect people, be caring and love other people, have passion and be able to apply knowledge for inclusion.

Sbo, an LSE from Ntobosi FSS School, interrupted the discussion as follows:

> *Principals can benefit from knowing God's limitless love and following Jesus' example of leading out of love.*

Sbo emphasised that without *God's love,* compassion and tolerance, you will not be able to work with children who have challenges. One needs to be exposed to such matters because you must be able to feel, walk in the person's shoes, and be interested in what he/she says in order to listen without being judgemental and, at the same time, accept and empower others. Sbo's comments show that she has a Christian background and comes from a Christian family. Sbo's comments mean that, as a principal, one has to know who those children who are considered to be vulnerable are and how they can be identified and best assisted.

From the above comments, it is clear that the team and principal are not mindful of the circumstances of others, their needs and special requirements as emphasised by the Ubuntu Approach.

If the principal is unable to embrace inclusivity due to a lack of exposure, it means that there is no hope for the community he/she is serving, no freedom for the marginalised, no social justice or equity. The KwaZulu-Natal Department of Education adheres to the values of professionalism with the emphasis on improving co-operation through shared mental models which encourage every educator at all levels to be life-long learners, especially principals and members of management teams. Stubbs (2011:6) posits that Ubuntu and Christianity share similar values which focus on loving one's neighbour. He also states at the heart of Ubuntu is a system of good works, which encourages people to share knowledge and discourages greed.

Peace and Forlin (2004:98) state that strong leadership is a positive, collaborative culture which will lead to more dynamic and inclusive schools. The literature has proven that principals with a history of exposure to inclusive education have a more positive attitude about inclusion than those with no exposure. It is evident in my study that if the principal is skilful in the correct systems, then policies and procedures will be in place. The study conducted by the Department of Education in 2005 reveals that South African principals have not recognised their roles in setting the tone for the transformation process in ensuring that decisions and processes are supported in line with the philosophy of inclusion. The White Paper on Transforming Public Service Delivery of 1997 encourages all schools to have a Service Commitment Charter, whereby all stakeholders are afforded the opportunity to participate in its crafting.

4.2.5 Failing to Embrace Democratic Leadership and Share Power

After the election of the democratic Government in South Africa, schools were expected to become democratic institutions (The Constitution of the Republic of South Africa, 1996). The South African Constitution emphasises the foundation for a democratic and open society in which the government is based on the will of the people. Good democratic practice will be observed if schools afford their staff the opportunity and the right to participate in a democratic process, giving access, encouraging involvement, and consultation at all levels. This includes recognising SGBs as the democratically-elected structure to govern the school. Niewenhuis (2012:104) defines democracy as power and distribution to the society, decentralisation where power is transferred and separated, and principles of social justice. Democracy allows for freedom of decision-making, including respecting values and the results of honest work. Democracy guarantees rights and ensures freedom of expression, freedom of association, the right to education, the right to personal privacy and to participate in economic and social life. Democracy promotes the principle that all citizens must share in decision-making, equity for all, and peace and stability (Mullin, 2004:214). The team will therefore promote togetherness where everyone will take ownership of decisions. School Governing Bodies will be given the authority to establish school priorities, develop policies, recommend the appointment

of educators, and ensure that quality education is provided for all learners at the school. They further have to support all school activities and make school buildings, property and the environment conducive to learning and development. The South African Schools Act (SASA) of 1996 gives parents the authority to elect members of School Governing Bodies.

Behavioural theory refers to various leadership styles which principals adopt and apply. The Commitment Theory will be applied as it enhances loyalty in the team, which will make them abide by rules and policies that foster growth in the school community.

According to Engelbrecht (2006:260), traditional, conservative attitudes and practices still prevail at the school-based classroom level. However, after this research (and its findings and recommendations),it is hoped that they will learn to be democratic whereby they will be capacitated on how to allow the team to provide input before making decisions. Moreover, they will be able to debate issues through consultative methods, allowing open communication and delegation of tasks, showing responsibility and authority.

This was evident in some instances during our engagements where we found that in:

- Group 1: The group managed to procure the co-operation of an inclusive co-ordinator and other team members so that the process proceeded with few obstacles.
- Group 2: In this group, of which the principal was a member, the principal ended up monopolising the meeting of the co-ordinating team, thus silencing the voices which made it difficult to get others to co-operate. They further stated that strong leadership committed to inclusion provides schools with an opportunity to become more inclusive to support all learners.

The leadership style of this principal prevented the school from embracing inclusivity. This is evident in the above discussion because Miss Myeni, the community development worker in our meeting, said:

> (Raising her voice) *Just because you have no idea of what the principal is doing in the school, you cannot raise your opinion against him. If it happens that you suggest something, they will force you to address that with the staff. As an official coming to*

assist the school, you end up going from pillar to post. The principal is shifting his responsibility and is not prepared to take what you are suggesting.

When the CDW raised her voice, this indicated that this issue made her emotional because of what she had experienced given the principal's attitude. However, her argument shows that she believes in power-sharing and delegation of duties so that people take ownership. She also mentioned that collective decisions make things happen. She has a love for the community and believes that social ills and challenges can be addressed collectively.

While listening to the above discussions, it became evident that in this school, the principal and other educators are not mindful of doing the right thing the first time around in discharging their duties with kindness and generosity. The behaviour and management style of the principal and staff are contrary to Ubuntu. Letseka (2000: 188) asserts that persons living in communities that embrace Ubuntu would be marked by a commitment to treating others with a sense of Botho or Ubuntu, which entails treating them with justice and fairness. The principal's leadership style does not promote equity or social justice. Autocratic traits are clearly visible when decisions are taken. Thus, democracy is not embraced. This prevents the staff from being free, which limits hope and prevents harmony and peace in the institution because their inputs are not valued.

Forlin (2004:98) states that a positive, collaborative culture in a team is achieved through strong leadership, mutual respect between principal and staff, and a shared vision. Strong leadership committed to inclusion provides schools with an opportunity to become more inclusive by involving all stakeholders in decision-making and shared responsibilities to determine goals and achieve them in a more democratic and inclusive manner. I agree with Ozanne and Saatcioglu (2008: 427) that "Education should pose a problem for people to solve, rather than give answers to memorise" which means that for inclusion to succeed, everyone needs to be involved, consulted, collaborated with and have a shared responsibility.

4.2.6 Lack of Institutional Capacity in Administration of IE by the Principal

PAM (Personnel Administrative Measures) defines the role of the principal as the one who has to see to it that the school is managed satisfactorily and in compliance with applicable legislation and personnel administration measures. Annexure A7 (PAM 32-A35) specifies that the principal must give clear instructions and provide sound guidelines in respect of administrative duties, comprehensive record-keeping and be up-to-date in terms of accepted practices. He/she must also ensure that information is brought to the attention of staff members and discussed in good time, ensuring that the context is understood. Furthermore, proper instructions and guidelines must be given with regard to the admission of learners; consequently, the school should liaise with relevant stakeholders concerning administration, and update statistics in respect of educators and learners. One of the policies to strengthen the implementation of IE is Screening Identification Assessment and Support (SIAS).

Administrative Management Theory emphasises formalised administration structure. This theory compels schools to design an organisation, using a formalised structure with clear lines of authority from the top down; a kind of hierarchical structure (Mullin, 2004:479). According to Westhuizen (2000:58), the principal is not an administrator or one who carries out policy, but one who has to spearhead the formulation of school policies and, administratively, the principal has to keep statistics, records and organise information. The literature reveals that school administration is the responsibility of the principal as they emphasise that he/she must supervise and direct the functioning of the office, and delegate office administrative tasks to the secretary (Deventer &Kruger, 2011:224). I agree that the principal must develop effective human relations with his/her office staff so that they can see their work as being essential and important –as is evident in my study.

During the research process and in one of the meetings, the school learner support teacher from Skhushukhushu Primary said*:*

> *Lots of forms needs to be filled; it starts on admission to the class educator and back to the office if amongst the team one is not taking adequate information, it won't be captured and children won't get support that they deserve. Individual educators are not doing their tasks on time and adhering to deadlines, the whole system will*

collapse. It ends up where sometimes we make up marks. Submitting false and send incorrect information.

There are no clear instructions that provide sound guidelines with regard to administrative duties when the relevant forms have to be filled out. If records are not updated in terms of accepted practice, there is a delay in giving information to the staff, and thus the information is not understood. If there are no proper control measures or systems in place, barriers are caused, leading to a lack of educator administrative skills and capacity, especially when no proper records are maintained and when circulars are often lost.

Below is a circular that indicates late submissions; and the school where this research was conducted is among the schools that did not submit the necessary documents. There were no concession application forms which needed to be submitted.
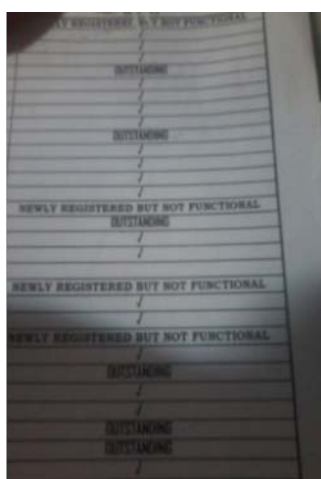
Figure 4.4: Circular indicating late submission

Making follow-up on why the school was among those who did not submit, I discovered that the principal had not given the educators the circulars on time. In some instances, circulars are merely distributed with no clear instructions. Thus, incomplete forms are returned. Records are not properly kept and the correct, relevant information cannot be retrieved. While listening to the comments, it became evident that departmental circulars are not brought to the attention of staff. In addition, no proper records are maintained and circulars are often lost. This caused

the school to miss the date of submission. Even when the principal was telephoned, it was found that he was not even aware of such a circular. There were no records for learners, and learner performance was not tracked from the beginning of the year. There are no proper lines of communication, and liaising with relevant stakeholders concerning administration is relatively non-existent. Statistics of learners with specific learning difficulties do not correspond with what appears in the SNAP Survey and SA-SAMS LURITS. Co-ordination of related system activities was not properly maintained. All of this has made it difficult for the school-based support team and relevant stakeholders to support learners.

From what has been observed, it is clear that there is poor administration in this school, as displayed by the delayed submission of reports and statistics, which could be construed as maladministration. This resulted in the school losing a number of staff members. The staff went from 59 to 36 educators; a loss of 23 educators. This compromises the values of Ubuntu. There is no equity because, in reality, there are many learners experiencing barriers but they are not properly identified or counted due to the lack of proper administration, and incompetence at all levels. Consequently, there is a lack of social justice because values have been compromised, and there is no hope for learners who are supposed to be assisted. Educators lack passion because of the attitude displayed by the principal; they lack commitment, honesty, and dedication towards promoting quality education (Tshishonga, 2014:316).All of this has deprived this vulnerable community, preventing freedom and maintaining inequalities of the past which are still not being addressed in this school.

The lack of institutional administration has implications on resources; staff establishment is affected; and allocation of resources is not equitably distributed; thus staff morale is lowered.

4.2.7 Lack of Parental/Community Support for the Principal in the Implementation of IE

In the State of the Nation Address in 2004, the President stated that education is a societal phenomenon and that parental involvement plays a vital role towards a learner's academic support. The extract from the Kliptown Pledges for the Code of

Quality Education states the crucial role of parents in improving education. Parental and community involvement will benefit the principal and the school when there is regular discussion about child-school matters as this cultivates a healthy open and co-operative relationship with the child's teachers. The South African Schools Act (SASA Act 84 of 1996) mandated SGBs to be a legitimate structure representing parents in schools. Section 20 of SASA emphasises that parents and the community must promote the best interests of the school, and strive to ensure the schools' development through the provision of quality education for all learners. Furthermore, according to Section 20 (h), SGBs must encourage parents to render voluntary services to the school, which means that parents will avail themselves and provide support for various activities such as curriculum development, reading activities, homework classes, extra-curricular activities, maintenance, renovation projects, skills programmes and fundraising projects. Parent-teacher relationships will eliminate some of the challenges faced by class teachers when information is required at school. The principal will have an opportunity to empower parents with regard to their roles so that their support as outlined in the Individual Support Plan (ISP) will ensure the effective implementation of IE.

The Social Capital Theory (SCT) has been used to explain a number of sociological phenomena such as political participation, neighbourhood effect, social inequalities and parental involvement. Guidelines on inclusive schools emphasise the consultation and involvement of parents as crucial to the success of inclusion. Schools are expected to make effective arrangements that involve parents in all aspects of their children's school lives.

Strategic Goal No. 6.3 of the Department of Education explains that a strong relationship that supports partnership with all education stakeholders should be developed. These stakeholders involve teachers, organised labour, learners, and community organisations, including faith-based organisations.

In order to assess parental and community involvement in the school, the following tool was given to the team during one of the meetings:

Figure 4.5: Tools for assessing parental involvement

On assessing the responses from the team, it was clear that most parents do not participate in school activities. Parent meetings are called but attendance is poor. Matters that cultivate healthy, open and co-operative relationships with the children's school matters are minimal.

Five parents of learners who needed support did not avail themselves when called to the school. There is no participation by parents in the SIAS process which makes it difficult for the school to offer support. Thus, relevant sections of the Support Needs Assessment Form are incomplete. The results show that there was only 10% parental involvement in the school.

This exercise was done to evaluate the extent to which the school encourages parental and community involvement in the education of the learners, and how it makes use of their contributions to support learner progress.

In our discussion, Jele voiced her frustration as follows:

> *Having to interview parents who see educators as strangers and don't trust them is frustrating; they don't want to reveal information about their children and situation they are living in, which makes it difficult to intervene appropriately. And in most*

cases, learners don't want to be seen as orphans; when asked to come with a parent, they take any adult from the street or who pretend to be a parent and, in most cases, we find a term rent a parent.

Miss Shozi,who was in agreement, said:

In most cases, parents don't come because they come late from work; others come home at the end of the month because they stay at work. What we should not forget is that social ills are the causal factor; most children don't have parents. They come from child-headed families.

The above discussions show the type of community from which these learners come, their level of education and other economic dynamics. Both co-researchers showed that they understand the family dynamics from which they come. They have empathy, tolerance and respect for parents.

These arguments show that parents do not promote the best interests of the school in all they do, and that they do not strive to provide quality education for their learners. They also do not render voluntary services, compounded by the fact that they do not avail themselves in supportive activities such as curriculum development, reading activities and fundraising projects. To get parents and communities to become involved is a huge task because of negative situations in and out of schools. The problem is exacerbated by Informal family structures that cause children to become vulnerable and feel isolated.

The above discussion shows that we need to develop the parent and the community in which the school is situated. What is happening at present are contrary to Ubuntu. Ubuntu regenerates morals by emphasising communal problem-solving when there was a problem at home or in the community (Geber & Keane, 2013:204). They used to sit down under the tree to resolve the matter together ("Injobo ithungelwa ebandla"). In this community, where families are broken or where children are left without parents, they (learners) are not taken care of. Principals who want to implement IE find it difficult to do so due to the lack of support from parents. Learners are being deprived of receiving equality education because no one is there to assist with schoolwork, and this leaves them feeling hopeless; thus social justice is not done.

The literature has proven that principals play an important role in creating the context for trust to develop between parents and the school, between the school and parents, and between the teachers and parents (Adam & Christenson, 2000:478). Research has shown that family involvement in a child's education leads to increased test scores, higher graduation rates and more opportunities for higher education (Nieuwenhuis, 2012:115).

4.2.8 Lack of Resources to Enable the Principal to Play His /Her Role in Implementing IE

The South African Schools Act 84 of 1996 (SASA) was created with the aim of redressing past injustices in educational provision and to eradicate poverty, including improving the economic well-being of society. When human, financial, and physical resources are available, the principal will have no problem in implementing IE. These resources need to be used optimally and creatively, and need to be aligned to the vision, mission and goals of the school. Records must be comprehensive and up-to-date; premises and building equipment need to be maintained; and learning and teaching support material should be purchased and used optimally. In addition, repairs and replacements should be effected promptly, and control and monitoring systems must be in place.

The Resource-Based Theory is relevant and appropriate as this will make the school self-reliant and allow for the identification and classification of resources; auditing and identification of the capabilities of resources; appraisal of the potential of resources and capabilities; selection of a strategy which best exploits resources and capabilities; the identification of resource gaps; and upgrading and improvement in order to be effective and competitive (Mullin, 2004:637). According to Engelbrecht, Oswald and Forlin (2006:121), the trademarks of inclusive education include the effective usage of existing resources.

Below is a circular that reprimanded principals who did not submit their snap survey document, and which stipulates the implications of non-submission.
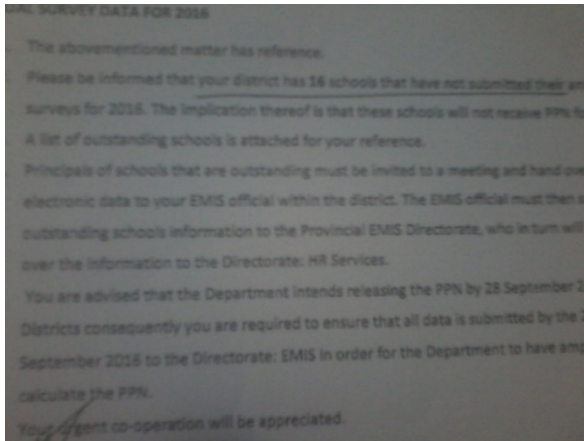
Figure 4.6: Circular reprimanding of snap survey

The above circular was issued because fourteen schools in the district did not submit the snap survey. These surveys assist schools in terms of allocating resources equitably according to the needs of the school. The circular makes it clear that if the correct data it is not submitted the school's allocation will be affected. Consequently, some schools suffer due to the ineffectiveness of teams and principals in implementing IE.

The Principal of Mqoshulu commented that:

> *If only the Department can look to and address the issue of resources, human and physical resources, inclusive will be implemented with ease. At beginning, the Department promised all Quintile 1& 2 schools, teacher aids, but nothing has happened. Even Full-Service schools were promised teacher assistance but up to now, no full-service has received any.*

From the above comments, it is clear that past injustices are still not being addressed; parents are dependent on Government subsidies; schools are still not self-reliant; they cannot even fundraise to maintain and improve school properties; parents are not motivated to pay school fees or make donations since it is a no-fee school. Educators in full-service schools cannot support learners who experience barriers due to a shortage of staff. Quintile 1&2 schools are still facing the challenge of multi-grading.

The following is a letter written by the school under study complaining about learner support material:
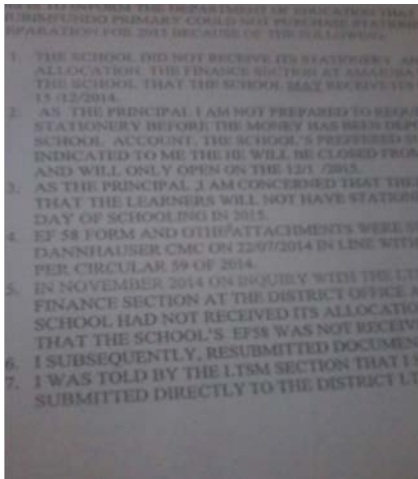
Figure 4.7: Letter of complaint for support material

The above letter from the school shows that the school did not receive its stationery due to the misplacement of orders. The school has to re-submit and is waiting for the stationery to be delivered. This complaint emerged during our discussion of the challenges faced by schools with regard to resources.

SNES DCES commented:

> *Recently, we have received a complaint from one of our schools. Apparently the school has 59 educators; in each class, there were two teachers with the aim of supporting LSEN learners but when PPN came, it reduced number of educators into half.*

The teachers have no understanding of the implications of not adhering to inclusive practices. Instead of identifying and supporting learners through individual support plans, they did not cater for the special needs of the children and the stats were wrongly captured. The team supporting the principal did not advise the educators and principal correctly on doing SIAS processes correctly, and has neglected the process. When PPN certificates arrived at the school, 21 educators had been declared as being in excess. Below is the evidence of a PPN certificate.
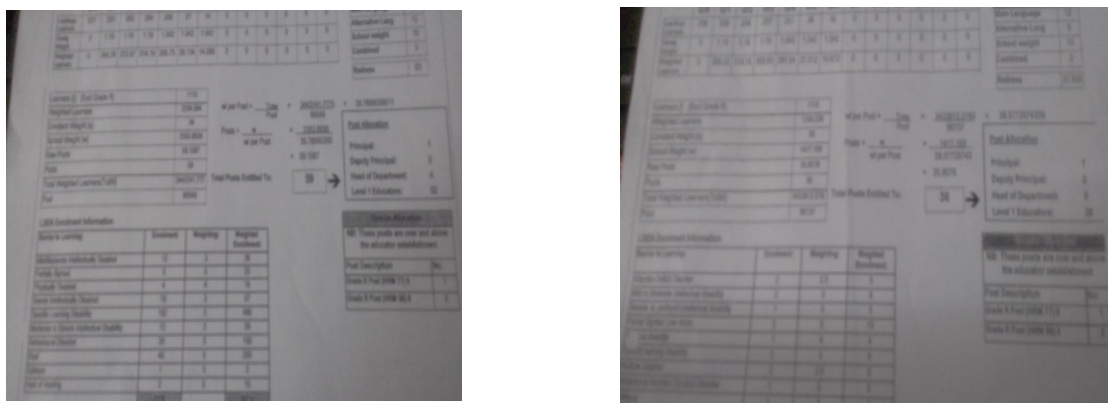
Figure 4.8: PPN certificate

From the schools' PPN it is evident that there is a lack of staff capacity, from the class educator, to the SBST co-ordinator, and the person working on the school's submissions when doing calculations.

What this means is that educators did not understand the status and that even the principal and her team did not do justice. The staff was neither supported nor guided properly, and the team that was supposed to assist the principal did not, which resulted in educators being declared as excess educators.

Funding also posed a number of challenges. In our discussions, the co-researchers voiced their frustrations with regard to the problems they encountered due to funding when trying to implement inclusive education. The school does not have a safe and accessible infrastructure due to a lack of funding. When they want to implement IE, there are a number of challenges that need to be attended to, such as the fact that they cannot even employ teacher assistants needed by the school to accommodate all of the learners. If the school admits learners with physical barriers, it needs to have a safe and accessible infrastructure for effective learning to take place. Schools need to have enough classrooms, suitable toilets for wheelchair-bound learners and ramps to accommodate all learners.

The content and implications of the circular show that the school had suffered due to irresponsible officials in the procurement section. As a result, the school was deprived. Resources were not equally distributed there was no equity. This practise deprived learners who are hopeless instead of giving them hope. Reducing the intake of learners meant denying access to learners, which is contrary to the

inclusive policy and Ubuntu. The principal has no right to decide on his own without involving his team. There was no cohesion or solidarity as promoted by Ubuntu as emphasised by Squelch and Lemmer (2004:17) who are of the opinion that sharing common aims and resources, as well as trust are characteristics of successful groups.

4.2.9 Negative Attitude towards Diversity and Resistance to Change

According to White Paper 6 of 2011, learners who experience barriers should be admitted to schools regardless of their diversity. The theories which are inseparable from this challenge are: planned behavioural theory, commitment theory, trans-theoretical theory and the change theory. Planned Behavioural Theory is best because of engagements with co-researchers that will make the principal engage in self-introspection, examine his/her attitude, behaviour and the way in which he/she perceives Inclusive Education. Engagement in the above theory will lead the principal to develop a positive attitude, take self-responsibility, speak about what bothers him/her and be able to take risks (Mullin, 2004:45). Commitment Theory will be appropriate because the principal will be obligated by decisions to implement policy as legislations. Trans-Theoretical Theory is also appropriate because in the self-contemplation phase, the principal will be aware of the problem. During the next phase, i.e. the preparation phase, he/she will intend to take action which will be followed by commitment and self-liberation (paradigm shift). Lastly, the Change Theory which implies that change can only succeed with the active involvement and support of the principal, and when the principal facilitates change, will also be appropriate. According to Gous, Eloff and Moen (2014:538), principals are important in managing the paradigm shift needed to transform schools into becoming inclusive.

Mrs Makhombothi, the School Counsellor in our meeting, pointed out that:

> *As a School Counsellor, when visiting some schools, I feel unwelcomed to the attitude of Principals. Principals see our visits as a waste of time.*

Based on Mrs Makhombothi's response, it is clear that there are still principals who resist change and discourage inclusive practices. The word "attitude" indicates that some principals have not yet been transformed. They think that implementing

inclusive policies is a waste of time and that the performance standards of learners will drop if they admit learners with barriers. As a counsellor, Mrs Makhombothi specialises in the psycho-social support of educators, learners and parents.

The study reveals that there is a disparity between the policy and what is actually happening in schools. This is illustrated by 260000-280 000 learners who are excluded from the South African education system due to principals who do not want to admit learners who experience barriers according to Education White Paper 6 of 2001 Policy.

Most scholars state that principals' attitudes and behaviour can directly influence not only the success of inclusive education but also how well inclusive education is accepted by the rest of the school community (Praisner, 2000:40).In many schools, teachers perceive that a lack of support by the principal is the primary reason for inclusive education not being practised in most of the schools where the study was conducted. I concur with Sirotnik and Kimball (2004:22) who argue that school principals play a critical role in schools and that it is of the utmost importance that they be prepared so that a vision, favourable to inclusion, can be sustained. The study also revealed that where there is proof of a successful inclusive programme, it is largely attributed to the principal's ability to create inclusion.

The following is a letter of complaint from the District sent by the grandmother of a child whom other learners are bullying.
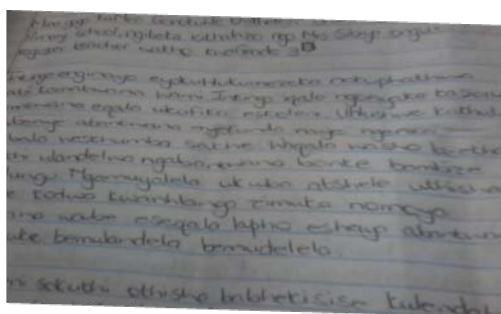
Figure 4.9: Letter of complaint by a parent

The above letter was shown by the District official in our meeting. From this letter, it can be deduced that the principal of the school was not practising IE because of the manner in which it was handled. Teachers were not empowered to handle cases of

exclusion and thus did not handle the matter correctly of a child that was bullied, ill-treated and alienated by others because of albinism and the teacher concern was not trained to handle the matter correctly this is an indication that the teacher was not supported by the principal.

The above comments show that change is a process in which one has to sacrifice, persevere, and tolerate in order to succeed, and I agree with experts in that inclusion is a process rather than an event as it needs a collaborative approach for it to work. Employing Ubuntu in all that we do will help the team to understand others instead of judging them. In addition, it will increase everyone's responsibility in terms of implementing inclusive education and encouraging tolerance. What is happening in this school is contrary to Ubuntu because there is no compassion or tolerance. The way in which the matter was handled indicated that social justice had not been practised (Lingard, Sellar & Savage, 2014:712), and the learner who was at risk was not given hope to pursue his dream because of the way other learners and teachers had treated him.

4.2.10 Failing to Implement Policies

In our encounter with the team, it became evident that a number of policies had been introduced to schools on paper, but had not been implemented practically. According to SASA s16 A (2), the principal undertakes professional management by carrying out duties which include the implementation of all educational programmes, policies and regulations, informing the governing body about policy and legislation, and assisting the governing body in its performance of duties as long as this does not conflict with legislation or policy. Participative Theory is best suited because, while developing policies, every stakeholder will participate rather than take decisions (Mullin, 2004:342). This theory seeks to involve other people, including subordinates and peers, thus collaborative decisions are made; it will thus be easier to implement policy where consultation took place as everyone will buy in. Another theory that will be implemented is the action learning theory which emphasises learning through advice and support from others. It is designed to assist and develop both the leader and organisation to find solutions to actual problems (Mullin, 2004:432).

The literature reveals that democratic leadership, policies and practices still pose challenges in schools (Mentz & Barret, 2011:43). This is supported by Gouws (2013:536) who says that there is disparity between what the policy contains and what is actually happening in schools.

During a meeting, the principal of Ndaweni High School said:

> If you want to implement policies in the department, you have to interpret and put them into practice – there is no one to learn from, especially in Inclusive Education – even from the White Paper 6 and NPPR Policy.

From what has been said by the above principal, it is clear that he is a good principal because he interprets policies and puts them into practice in context.

In our meeting, one of the principals explained the implications of the NPPR (National Promotion and Progression Policy): once the policy is out, it needs to be communicated to all stakeholders, then interpreted and implemented properly; in other words, advocacy needs to be done. Below is the table of progressed learners.

Figure 4.10: Table of progressed learners

The above table shows the number of progressed learners according to the policy on promotion and progression of learners. This shows that 43% of the learners who were progressed needed individual plans to address the challenges they experienced. They were progressed due to various reasons, including age or number of years in a particular phase. As a result of these gaps, their performance is not up to standard. This has resulted in the overall performance of the circuit being poor. This implies that schools had to persuade parents and learners to consider

modulisation as a way of assistance to complete matric within two years; in other words, it was straddling their learning load.

One member commented that White Paper 6 comes with so many new things that there is no time to implement all that is supposed to be done, especially when education is so unionised. However, as a principal, you need to stick to what the policy says, and then see how development takes place.

Mr Mqushulu said:

> *No ways! When you tell teachers to participate in individual support programmes, they tell you they can't, saying that when subject advisers come, they look at ATPs and count tasks you have covered. Subject advisors don't recognise the inclusive practices, yet our classes are too big and we cannot effectively group into ability levels to accommodate the remedial teaching, and scaffolding of work according to differentiation of assessment.*

One irate HOD showed us the IQMS scores of one of the teachers who had ignored policies but who had high scores.

Figure 4.11: IQMS scoring sheet

Looking at the above summary of learners' performance and the individual scores for educator performance, it is clear that there is no correlation as learners are performing below the expected outcomes, yet educators' marks are high. The input and output are not convincing, and this is caused by a lack of understanding of the IQMS policy and its purpose. This shows that the DSGs do not implement the policy correctly. The educator who has scored high marks in IQMS is the same educator

that parents complained about, claiming that this educator was calling learners names and applying corporal punishment.

The above evidence shows that educators are failing to implement policies due to a lack of understanding with regard to policies, resulting in the failure to implement IE effectively. Ubuntu emphasises that one has to empower (Nyengele, 2014:4), uplift so that we emancipate and liberate the communities in which we live, and implement policies to assist in achieving the above. What is happening at this school is contrary to Ubuntu.

4.2.11 Low Staff Morale

One of the principles of Batho Pele is encouraging innovation and rewarding excellence which emphasises that people who are excelling need to be rewarded – as the education mantra says, "…going beyond the call of duty". Heystek, Nieman, Van Rooyen, Mosego and Bipath (2012:126) cite that staff retention can be improved by giving employees enough recognition. The best theory to boost staff morale is the Y theory. Dumestre (2016:11) states that according to this theory, employees are visible and have traits of being eager to learn and work. They are self-disciplined and want to be developed (Mullin, 2004:456). These employees do not see payment as a reward. They believe in freedom and can perform well even when unsupervised. This means they are self-motivated. According to Kruger and Van Deventer (2011:148), motivation depends on aim-directed behaviour. In other words, people's needs determine the way in which they behave, including that which fulfils unsatisfied needs. They further state that the motivation of personnel is an important issue facing the principal in the current education environment. The principal has to support and respect the individuality of others and recognise the benefits of diversity of ideas and approaches. In addition, the principal has to ensure that staff-training and mentoring programmes are developed, implemented and evaluated. Moreover, the principal has to give direction to the staff in realising the school's strategic objectives, which includes inspiring and building commitment, and motivating educators through the use of intrinsic rewards and encouragement. However, this theory is diluted by the large staff turnover as many teachers resign due to unsatisfied needs such as financial considerations.

One principal commented:

Training educators cannot keep pace with the constant movement in and out of educators. Even transformation factors in the system lower the morale of educators and they tend to regress to their former exclusive attitude because of a lack of confidence and work-related stress.

The above evidence indicates that the staff has a low morale, and that they are neither motivated nor dedicated. While engaging in a deep discussion, one principal showed us the circular below which displays figures of educators who had resigned in the year 2015. In one school, eleven educators had resigned. This is why the Department now requires educators who have applied for termination of service to complete questionnaires or have exit interviews before resignation is finally accepted. The table below shows monthly stats for educators who had been absent from school.

Figure 4.12: Monthly statistics for educator attendance

From the above evidence, it is clear that the morale of educators is low, and may be the result of poor leadership together with the fact that educators are unhappy in their positions because of unfulfilled desires, unavailability of pastoral care for the staff and educator assistance programmes (EAP), lack of professional leadership within the school, ineffective staff- development programmes, and commitment and confidence not being encouraged at the school. As a result, staff become disgruntled, thus failing to perform and in the process negatively influencing other staff members.

Due to low staff morale, educators go to class underprepared, absenteeism is rife, late-coming is frequent and, consequently, teaching and learning are compromised.

This is contrary to Ubuntu because it deprives learners as social justice is not effected (Bodenheimer & Sinsky, 2014:575).

In the departmental school circuit where the study was conducted, 20% of the educators are on "incapacity leave" due to depression. In one school, eleven educators had resigned for different reasons. Both novice and experienced educators are demotivated. There is ample evidence when you constantly receive reports of educators not honouring their teaching responsibilities, non-submissions of marks and non-issuing of reports to parents. This took more time to discuss and record because all of the co-researchers wanted to voice their frustrations concerning the aforesaid. The best theory to use is Maslow's Hierarchy of Needs which explains the five levels of needs. Firstly, the physiological needs refer to the fact that educators must be paid on time and have a pleasant and conducive working environment. Secondly, safety need simply that educators have to be exposed to department benefits such as medical aid and housing subsidies. Thirdly, social needs refer to the notion that schools must be encouraged to have social activities which promote togetherness. Lastly, esteem needs include the fact that schools have to be constantly monitored, supported and exposed to activities that will provide individuals with opportunities to be creative in order to boost their morale and ego.

The literature reveals that there is a link between leadership and motivation. Thus, school principals should recognise staff differences, set realistic goals, communicate effectively, delegate duties and authority to competent people, attend to staff needs and listen with empathy, putting development first (Singer & Klimecki, 2014:872). In conclusion, principals must ensure that the principle of internal equity is honoured in the school's reward system. This entails being empathetic and approachable, and showing signs of Ubuntu that need to be embraced so that they make schools centres of care and support.

4.2.12 Political Interference

According to the Constitution of South Africa, education policy is located to express and promote socio-political goals and ideals. This has resulted in the Department of Education's policy (1996:1) which envisages all people as having equal access to lifelong education, freedom of association to any unions of choice, and training

opportunities in order to improve the quality of life, thereby building a peaceful, prosperous and democratic society. The best theory for this challenge will be the competence-based theory where the development of a list of abilities and competences necessary to perform successfully in a given job is weighed against the person's performance which can be assessed, using the necessary evaluation criteria. According to Swanson, the political context in an organisation helps to highlight a multitude of interrelated moral, ethical and ideological ideas faced in fieldwork experiences (2007:54).

During the meeting, Qwabe commented:

> *Nowadays, principals are faced by mandated programmes that meet the needs of their changing learners and teachers bodies.*

From the above statement, it is evident that teachers are bound by unions' contracts. Sometimes people are appointed because of union and political alignment, and school governing bodies misuse their power by making recommendations for appointments; these appointments usually affect human relations in a school if the person who has been appointed is from outside the school and it takes time for the staff to accept the appointment as in the meantime, human relations and service delivery are compromised. This is exacerbated by management decisions which are politically motivated where parent and community needs are not taken into consideration. In addition, unions monopolise decision-making processes which compromises quality teaching and learning.

Sobukwe added:

> *This makes it worse when educators are expected to do certain duties as per job description but simply don't take instructions, putting their rights forward.*

From the above comment, one learns that in schools where we see instabilities, 90% is caused by wrong appointments and putting rights before profession. Consequently, those teachers who think they deserve appointments withdraw their services with the aim of proving that the incumbent is neither capable nor deserving of the post.

The team cited the interference of politics as one of the challenges faced by schools as it stifles progress. This practice affects schools and makes it easy for

communities to influence the removal of school principals as they wish. This is happening in schools as well as in cases in which there are irregular staff appointments and ineffective education support teams. Officials are placed in positions yet they have no clue as to how to support the schools which require their skills and knowledge for them to function smoothly. To make matters worse, communities have been found to interfere in schools by using political agendas.

According to Bennet (2011:351), the communal ethic of Ubuntu denies individual autonomy. Ubuntu is a basic human right and the foundation of a more just society; it is a catalyst which brings change that is needed in education across the globe and aims at making education more accessible, participatory and meaningful to all children. Thus, there is a direct relationship or link between Ubuntu and IE in that IE aims at assimilating learners who were excluded, historically marginalised from mainstream schools and is aimed at empowering the marginalised, giving equal opportunity to all. According to Radermarcher (2006:16), in most cases, people who live with disabilities are pitied, whereas if we apply Ubuntu, deeds of kindness, compassion, caring, sharing, solidarity and sacrifice, giving equal respect, dignity, value, and acceptance, then our schools will become centres of care and support.

IE can be effectively implemented when there is a strong leader to plan, facilitate and monitor school programmes. The success of inclusive education depends on a strong leader (Gouws, Eloff & Moen, 2013:545) who implements IE for personal and academic reasons. Prior studies show that in schools where principals embrace IE, it is because of a willingness to take risks accompanied by humility. They further state that inclusion is personal, pragmatic, emotional, humane, and includes the will to take action.

4.3 FORMULATING EFFECTIVE STRATEGIES TO ASSIST SCHOOLS IN IMPLEMENTING IE

This section focuses on the solutions to the challenges identified in Section 4.2. These are the recommendations that will assist principals in the effective implementation of inclusive education:

- Establishment of a dedicated team who have a shared vision to support principals in implementing IE effectively;

- Having a plan of action, which is formal in nature and encourages continuous development, putting inclusion into practice;

- Commitment to strong leadership, devolution of resources, flexible curriculum, assessment, and structural change; and

- Developing sound relationships, collaborating, and employing teacher assistance.

These engagements were somehow emancipating, empowering and life-enhancing for principals who wished to implement IE effectively.

4.3.1 Establishing a Dedicated Team with a Shared Vision to Support the Principal in the Effective Implementation of IE

During our meetings, it became evident that for IE to be effectively implemented by principals, they need a collaborative, committed and dedicated team with a vision to support them (see 3.10.6). According to Gouws (2013:538), the team will address the overall implementation of inclusive practices across the entire school. Thus, it is very important that the team comprises of passionate and dedicated members. The members of the team must be experts on the curriculum and inclusive education because they will have to review practices and procedures to determine consistency within the school, ensuring that all staff members are in agreement concerning related matters of inclusive practices (Engelbrecht, 2006:260). Having a supportive team will make it easy to collaborate with parents, learners and all stakeholders, increase staff morale and prevent anyone from being isolated, therefore spiking productivity and quality of performance as all learners will be supported.

As part of the solution, we came up with a structure (see the table below) which shows the team needed to support the principal, with roles and responsibilities as terms of reference:

INCLUSIVE EDUCATION VEHICLE DELIVERY – CURRICULUM				
Principal-whole school development				

PRINCIPAL:				
• Leadership, Management and Communication • Governance and Relationship • School infrastructure • Parental and Stakeholder Involvement • Communication areas of specialisation to relevant sub-directorates				
	Deputy Principal 1 • Quality of Teaching and Learning • Educator Development • School Safety, Security and Discipline		Deputy Principal 2 • Curriculum Provision and Resources • Basic functionality • School Policies	
HOD-Grade R • SBST Co-ordinator • Learner Support • SIAS	HOD-Grade 1-3 • SBST Co-ordinator • Learner Support • SIAS	HOD-Grade 4-6 • SBST Co-ordinator • Learner Support • SIAS	HOD-7-9 • SBST Co-ordinator • Learner Support • SIAS	HOD 10-12 • SBST Co-ordinator • Learner Support • SIAS

Figure 4.13: Structure of team to support principals

The above-mentioned team has acted as a driving force and a vehicle for IE, and assisting the principal in the effective implementation thereof.

The team consisted of twenty members (see 3.10.1). The establishment of this team to assist the principal had an impact on the way in which the organisation was managed concerning issues of inclusive education. With its shared vision, this team has kept the school going and has acted as a driving force for ongoing and systematic practice development. A culture of SIAS implementation has been established and a great deal has been achieved. The team has helped the school to stay on track, set plans, and prioritise accordingly. It has assisted the principal to focus his energies and engage in the transformation practices of inclusion. With the

team's assistance, the principal can now maintain balance between transformation and relaxation.

The KZN programme of action for quality education (2014/2015KPA) ensures that there is good corporate governance, management and collaboration with other stakeholders in the mediation of barriers to learning as revealed in our meetings. Engelbrecht, Oswald and Forlin (2006:127) argue that collaborative partnerships are one of the cornerstones of an inclusive school community which means that principals need to establish partnerships and form networks with one another. The teams from Full-Service, Inclusive and mainstream schools will be the ambassadors of inclusive education, and will organise and exchange links in order to share ideas and promote good inclusive practices, thus fostering coaching and mentoring.

This was echoed by one of the principals from a Full-Service School (FSS) who said:

> *The School's success depends on a team that assists in the implementation, co-operation and commitment of all stakeholders. All staff members have to embrace inclusive practices. As a school, you have planned sessions where the team and staff members meet and discuss learner performance. This being successfully implemented, we have done the following: promoted peer education where learners sit in the afternoon in order to consolidate what was taught, use the incubation strategy where learners who experience barriers are assisted, and implementing the acceleration strategy which is used for learners who are excelling. We have identified NGOs and FBOs (as well as parent support groups) in the area who assist learners with homework because we believe that all learners can learn. It is very important for me, as a principal, to provide leadership and ensure that the school becomes an inclusive centre of care and support.*

The School Governing Body member of Skhushukhushu added:

> *As a school, we are working with all community-based ECD centres, together with the Department of Health, DOS, and the Operation Sukuma Sakhe (OSS) Structure.*

The above comments show that both principals believe in teamwork and working collaboratively. They believe in sharing good practices with others. This shows that the community from which they come is transformed. That is why they have embraced the OSS strategy which speeds up service delivery.

OSS is an initiative of KZN which was adopted by the KZN Provincial Government in April 2011 and it is one of the strategies that ensures that citizens fully engage in their own process of learning, growth and change as they are part of the process from the start. It further states that Departmental services through OSS are available to all vulnerable groups and that no individual or group will be denied access to services for any reason.

This strategy links well with Ubuntu. We, as a team, believe that Ubuntu builds the cultural ethos and policies of our schools which adds to inclusivity. It promotes participation by all learners by reducing exclusionary practices. As such, hope, equity, freedom and social justice are guaranteed (Goanan, 2011:86). The above will empower and enhance self-confidence, incorporate and facilitate togetherness, collaboration and teamwork among the principal and stakeholders (Pearce & Forlin, 2005:99).

The discussions that formed part of this study show that collaboration with stakeholders is the key to the successful implementation of inclusive education. The team responds to educators' requests and provides direction. However, there are other theories that assist and support teamwork such as transformation leadership and participative theory. A combination of these makes it possible to effectively implement IE.

4.3.2 Professional Training and Professional Support

As a team, we agreed that we would use Sparhawk's High-Impact Training Model as the first step, after which a tool as indicated below would be used. The High-Impact Training Model was used which emphasises Phase 1 as identifying training needs. Phase 2 focused on mapping the approach where objectives were set as a guide. Phase 3 involved the design of learning materials which are tailor-made for individual needs. Phase 4 involved training techniques such as coaching and mentoring. Phase 5 evaluated whether the objectives that had been set were achieved by looking at the outputs. Phase 6 will come into being when we see changes in our schools, i.e. when all become centres of care and support for educators and learners (Erasmus, Loedolf, Mda & Nel, 2006:18).
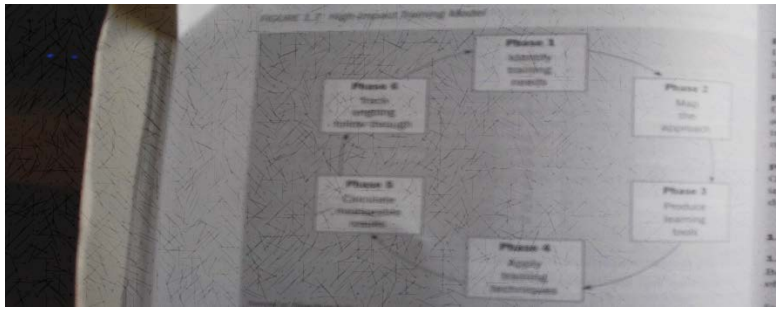
Figure 4.14: Sparhawk's High-Impact Training Model (Source: Sparhawk)

Figure 4.15: Tool with rating

Modes of training such as workshops in which experts present knowledge and skills to the group of principals were encouraged but we also suggested that we would decide on the content. The core team would attend seminars and conferences provincially, nationally and internationally, and would mentor principals and continuously involve itself in supporting strategies and peer-coaching. There would also be retreats every year to discuss further improvement strategies. The Department of Education and its wing, SNES, would ensure that adequate support and expertise in skills and knowledge are provided for training. The team agreed that all members would enrol for a short course on IE and that it would be one of the areas identified by the school for its School Improvement Plan.

The Department must provide training so that we can identify and respond to the needs of inclusivity, using peer-support and the activity-based approach to promote

diversity in the classrooms. We must ensure that adequate support and expertise in skills from various organisations, including the DoE, are provided for the training.

In our discussion, it clearly emerged that in order for inclusive education to be effectively implemented, the training of principals in order to understand barriers to learning and their implications on policy is essential. During our meeting, Mrs Mofokeng said:

> *Those who are enrolling in universities for the first time, should find inclusive education as part of every course. One of the solutions was that all universities should include inclusive education as part of the coursework which must be compulsory.*

It is clear that the School Development Plan (SDP) which is derived from Personal Growth Plans (PGPs) must address professional development and set goals that are appropriate to inclusive education. The school principal should be the one who develops staff and fosters professional development.

Miss Makhombothi interrupted the discussion by commenting that:

> *For those who are already in the field, Intensive Training of principals and of trade unions is essential.*

The learner-support educator from Ndaweni High School said:

> *For IE to be a success, training and development are essential at all levels. All role-players, including parents, educators, the principal as leader-initiator, and unions should be actively involved to bring about transformation to make IE a practical reality. I am a prime example of mentoring and training as a result of being sent by my school for a week to go and learn from those who had begun implementing IE in their schools.*

The above comments show that for IE to be effective, the principal needs to foster professional development among staff while he/she remains a lifelong learner. It is for this reason that in schools where inclusive education is practised, principals willingly send their educators to seminars and conferences in order to equip and expose them to best IE practices.

Training and pre-services will assist teams and principals in acquiring knowledge such that they will be able to share relevant information and facilitate Inclusive

Education effectively. This practice brings hope and social justice to the community and learners who were marginalised, which is in line with the spirit of Ubuntu. If everyone possesses knowledge on inclusion, it can be applied. There will be equity and learners will be treated fairly. There will also be solidarity because the team will engage in a way that is expected and which will benefit others (Metz, 2005:538). This theory will fight for social justice and reform schools.

4.3.3 Putting Inclusion into Practice

As a team, we agreed that an action plan should be drafted which will indicate the dates for learner-case conferences in which educators will obtain assistance and support from the team with follow-up sessions taking place on a monthly basis. This tool is part of SNA 2. (3) Individual Support Plan (completed by Class Teacher and SBST).
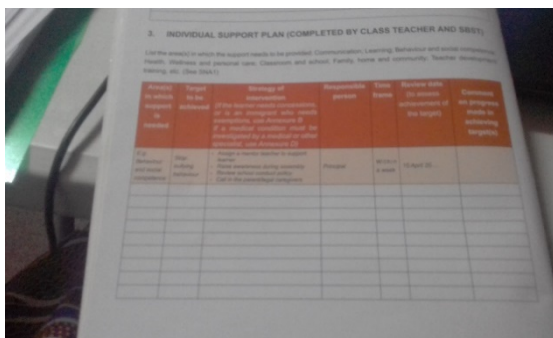
Figure 4.16: SNA 2 tool for individual support plan

It was also agreed that each member of the team would represent the school in the Circuit-Based Support team. This team will comprise of school ambassadors who will coach other teams in the circuit. The principals will be the school champions on IE. As champions, they will form a networking group, focusing on good practices found in schools in the district, province, other provinces and internationally.

During our discussion, Mathe commented:

> *That is how I started after receiving training and looking at community needs. I started implementing inclusive policies and that is the main reason why I am a*

champion for KZN in Inclusive Education, and in our school we have an ambassador who is an educator.

Based on what the above school is doing, it seems as though that team has adopted a strategy and used the same cascading model from each SBST. Below is a cascading model, indicating the connection and collaboration between principals and teachers.
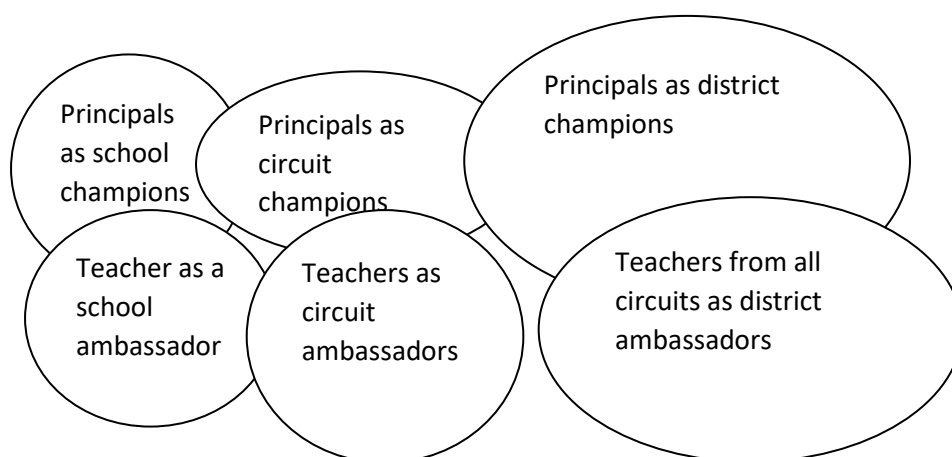
Figure 4.17: Cascading model of connection and collaboration between principals and teachers

4.3.4 A cascading model for IE

The use of this cascading model will allow schools to become centres of care and support. There will be collaboration among principals, as well as teacher and parent collaboration. Thus, all role-players will be sharing this model to gain expertise and work as a team. No learners will be denied access. This will contribute to solidarity, acceptance, stewardship, hospitality, legitimacy and trust (Du Plooy, 2014:85). Street children will be accepted, schools will be built in squatter communities, and social inequalities and injustices will be addressed.

4.3.5 Strengthening the Support System and Building Committed Strong Leadership

For success to be attained, every organisation must have strong support systems as well as committed leadership. All these structures have to be functional and effective. These structures include: SGBs, SMTs, SBSTs, DBSTs, RCLs and

committees, all of which must be able to speak in one voice while employing an integrated approach (Donald, Lazarus & Lodlwana, 2002:57).The principal from Sikhushukhushu provided clarity with regard to inclusion and support:

We work towards providing support to different stakeholders.

What this implies is that everyone must aim to provide education for all by finding ways, strategies and supporting inclusion. For example, SGBs in schools can promote the best interests of schools, striving to ensure development through the provision of quality education for all learners in schools (SASA, Section 20), and by being involved in setting realistic and manageable goals in making schools centres of care and support. Another example is that the SMT in the school could take the lead in ensuring that there are additional Individual Educational Support Programmes for teaching and learning to reach out to learners with learning difficulties. In addition, SIAS is effectively used, as there is continuous support and assistance after identification. Also, TLS, LSE co-ordinators, and teacher development sections (DBST) must assist educators in creating flexibility in their teaching methods and in the assessment of learning rather than merely focusing on where they need to equip, develop, support and monitor. Lastly, DBSTs must provide support programmes as a requirement for skilled personnel as specified by White Paper 6 of 2001. None of this can happen if there are no positive, supportive school environments in which principals, teachers, and learners respect each other and work collaboratively in order to learn in a social context as required by curriculum differentiations. Special Schools also provide support by sharing resources and exchanging knowledge and skills, including mentoring schools, providing advisory assistance, and sharing good practices.

In this study, Ubuntu will be seen as a means of providing support to learners and educators by building networks, sharing ideas, having compassion and being sensitive (Klimecki, Leiberg, Ricard & Singer, 2014: 65). It further illustrates that individuals co-exist by relating to and depending on other stakeholders (such as educators) for assistance from the SBST, the CBST, and the DBST. A spirit of commonness, and a feeling of togetherness will emanate, thus creating hope and freedom for the marginalised.

4.3.6 Devolution of Resources and Employment of Teacher Assistance

The large numbers of learners experiencing barriers warrants schools to have sound financial muscle so that it fulfils the inclusive mandate of employing teacher assistance to assist principals in the implementation of IE. The assistant teachers help in identifying barriers to learning, assess learner performance and keep track of such learners while working closely with the SBST.

One of the educators in the team commented*:*

> *I can attest to that as our school, we are a mainstream school and in 2013-2015 we were allocated 15-educators. In 2016 our School Based Support Team had been workshopped and we decided to partially implement IE by identifying learners with specific learning difficulties. To our surprise when PPN certificates arrived for 2017, we were given extra educators.*

From the above comment, we can see that the Department provides support with regard to human resources as well as additional funding for learners with specific learning disabilities provided that teams follow policy and do what they are supposed to do. By providing the correct data and implementing SIAS correctly, the school was able to gain more educators. Marginalised learners and communities benefitted as learners were supported by educators. These schools became centres of care and support to which no learner of a school-going age in the community was denied access.

Having additional members employed as teacher-assistants to help the schools to support learners with barriers proved to be a step in the right direction. Now educators are able to work collectively to solve problems of individuals, and no learner is treated unfairly. Also, individual strengths are shared and everyone is now performing his/her duties with respect, kindness and tolerance, thus promoting hope for the marginalised learners as their freedom will be restored.

4.3.7 Raising Awareness, Advocacy on Human Rights, and Inclusive Practices

As a team, we agreed that we would have advocacy campaigns, jamborees and invite all departments into the school to come and address the community and

provide services such as DoH-Screening for early identification, DSD grants, birth certificates and IDs, and that special days would be honoured such as Albinism or Disability Day. The team decided to call a planning meeting to discuss plans to advocate and raise awareness for inclusive schools in the community. One of the activities that was planned was visiting churches and malls to distribute fliers with information about IE. The attendance register below shows different stakeholders who had attended the meeting.

Figure 4.18: Stakeholders attendance register

The attendance register gives a clear picture of working together to raise awareness, and the level of attendance indicates the willingness of all stakeholders to be a part of development.

This is in line with the theory of Ubuntu as it emphasises that people's rights should be recognised, and reinforces the notion "you are because I am". When everyone is aware of IE and Human Rights, communities will feel free to embrace learners with challenges, and communities will overcome prejudice and stereotyping. They will adopt a culture of tolerance, respect and harmony in which everyone will be emancipated and will honour the principles of IE.

4.3.8 Increase Parental and Community Involvement

The principal of a successful Full-Service School shared with the group on how he has involved parents and the community in school activities. He said:

After the school was identified as a Full-Service School, collectively a parent development programme was introduced unpacking what the policy says, how is it implemented, its implications and the role of parent for it to succeed. The programme ran for three months and all parents were capacitated. We decided that every year such a programme will continue for new parents to know the ethos and culture of the school.

Based on what the principal had said, we, as a team, agreed to use the same strategy. In our school year plan, we added a resolution to honour special days, and that parents would be invited for motivational talks. We also agreed that we would provide training for young adults, and out-of-school youths who had been excluded in the past or who were early school leavers. This is an attendance register of one of the meetings we had with the team.
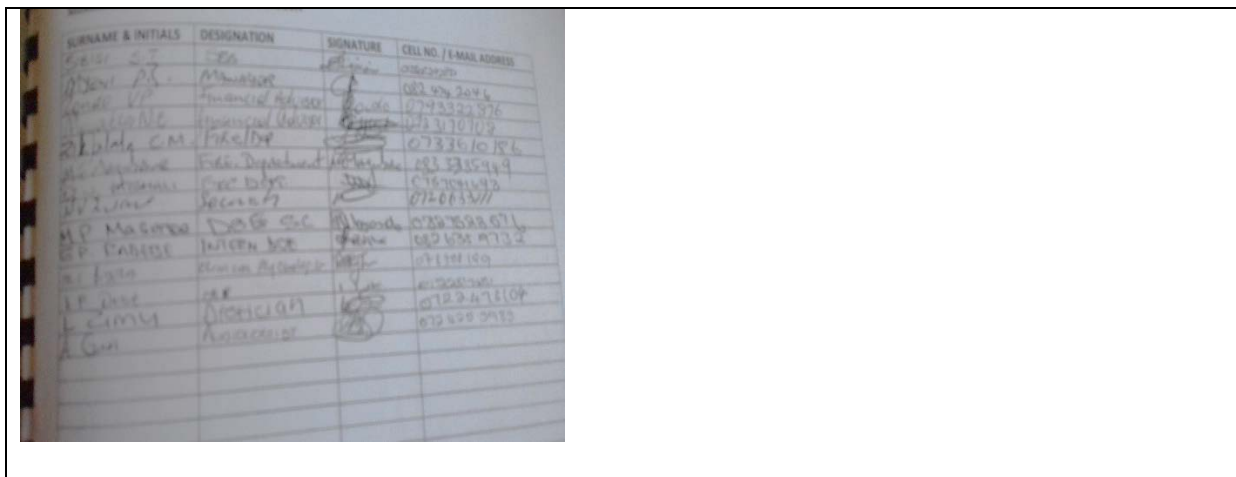
Figure 4.19: Parents attendence register

This practice supports Ubuntu, and the Bronfenbrenner ecological model illustrates this by using an analogy of a three-legged pot with one leg representing a parent, the other a teacher and the third a learner. If one leg is not on board then quality education is compromised. One way or the other, learners will suffer (Castro, Expósito-Casas, López-Martín, Lizasoain, Navarro-Asencio & Gaviria, 2015). Ubuntu says "it takes a village to raise a child". Inclusion emphasises a social model because every community member will be involved in facilitating participation, developing awareness programmes for the parents of learners, and programmes for learners themselves conscientising them about their rights. This will be the best

solution to effectively implement IE in schools as it will enhance sound family and community values while freeing, emancipating and giving hope to the marginalised.

4.3.9 Implementation of SA-SAMS as Administration Capacity

As a team, we agreed that we would encourage schools to utilise and implement SA-SAMS and Lurits for all school administration. It was agreed that administrative clerks in all schools would be trained on SA-SAMS so that the data collected in schools would be correct. Apart from the administrative clerk, the team agreed that each school would appoint an SA-SAMS co-ordinator who is also an educator; and it was also indicated that all principals are to attend workshops together with the two representatives from each of the schools.

Moreover, we agreed that the school would utilise SA-SAMS as the best solution to assist the school because the SA-SAMS's programme assists with the management of curriculum tracking; has an excellent learner tracking system; facilitates financial and human resource management, including all the school's administrative duties; enforces the implementation of the school year-plan; and feeds the assessment programme at the beginning of the year into the school improvement plan. This programme eliminates the changing of marks as it has a security system plan – even the details of the budget are captured into the SA-SAMS programme and thus the spending pattern is monitored. All particulars of learners are fed into this system; including those who are promoted, while those who need support can be tracked and supported. The system ensures that things are transparent and authentic. As a team, we agreed that the school would have an SA-SAMS co-ordinator who would be working closely with the School-Based Support Team co-ordinator.

The use of this programme encouraged honesty as the system is trustworthy and no one will be marginalised or excluded intentionally, as the information accessed will be truthful, and values of justice, freedom, and respect will be upheld.

4.3.10 Monitor Exclusion and Progress against the Equity Indicator

While examining challenges such as low staff morale as one part of exclusion, the team agreed that we would keep track of educators who are resigning or exiting the system by using the exit interview questionnaire. The questionnaire was designed by the KZN Department of Education to survey, analyse and understand the reasons for employees resigning. It also aimed at identifying factors that increase or decrease retention. The results of the questionnaire were used to improve recruitment and induction of new employees and for the training-planning processes.

This is the tool we used.
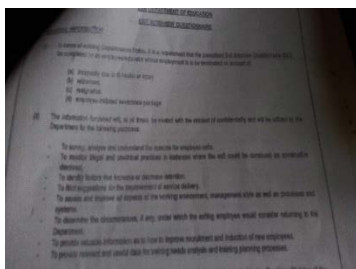
Figure 4.20: HRM Circular No.14 of 2015

Another solution that we came up with as a team was to recognise and reward excellence, and to acknowledge the contributions of staff by means of monthly, quarterly and annual awards functions. Below is an invitation from the team as its first initiative after the research.
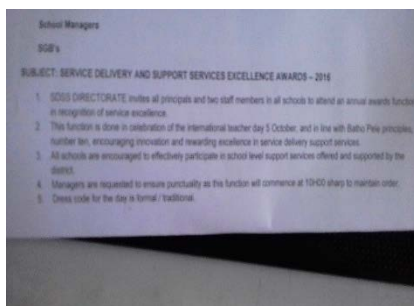
Figure 4.21: Invitation to initiate research

This will eliminate the exclusion of educators, and will decrease the number of educators exiting the system before retirement. It will also give the Department an

indication of how the working environment and service delivery can be improved. This exercise shows that the Department cares about its employees, which reflects the principles of Ubuntu.

4.4 FACTORS CONDUCIVE TO THE SUCCESS OF THE STRATEGY TO ENHANCE PRINCIPALS IN THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION USING THE UBUNTU APPROACH

The data collected outlined factors conducive to the success of inclusivity in teaching-learning environments as discussed in 4.3. This section focuses on the factors that enhance conditions that are conducive for the purpose of sustainable solutions, and outlines the conditions that enhance the formation and functioning of a dedicated team, conditions that are conducive to a shared vision, as well as those that support the effective implementation of IE.

4.4.1 Conditions that Enhance the Formation and Functioning of a Dedicated Team

The responsibility of the team is to ensure that policies are implemented and that functional structures are formed. According to Oswald and Forlin (2006:43), the conditions conducive to the effective implementation of IE include the team becoming an agent of change and increasing the inclusion ethos in school development plans. This strategy has been taken by a team which encourages principals of Inclusive, Special, and Full-Service Schools (and mainstream schools) to become ambassadors of IE in their areas. School principals, deputy principals and HODs are continuously trained and developed with regard to coaching and mentoring educators so that policies are correctly implemented in ensuring effective implementation of IE by all role-players.

Hence, the Learner Support Educator in our team member commented:

> There is nothing more important than having functional structures which craft, discuss, and consult policies before its implementation. It makes things easier for everybody to implement, monitor and manage.

What she meant was that it is very important for policies to be drafted, understood and implemented by all. Everyone needs to adhere to these policies.

It is evident that the above team is clear about the principles of Ubuntu which include interdependency, dignity, solidarity togetherness and stewardship. The effective implementation of IE requires passionate supportive stakeholders through collaboration, networking, and sharing with principals and teams, using good inclusive practices. Therefore, a dedicated team forms networks that exchange links, while sharing ideas and strategies with other team members. The team will be vocal and advocate the implementation of IE.

4.4.2 Categorising Schools

The team emphasised the importance of categorising schools so that IE is effectively implemented. Increasing the number of schools that cater for learners with special needs in various categories was one of the suggested conditions. The team made an example of these schools as alluded to by the Department of Education White Paper 6(2001). Mainstream schools catered for able-bodied and marginalised children who have low to moderate support needs. In this category, teaching is modified within the policy of reasonable adjustment. Full-Service Schools which cater for able-bodied children have mild to moderate support needs. These schools have facilities for therapists and cater for support-staff visits. Special Schools as Resource Centres catered for children who have high-level support needs. They have specialised teachers, therapists, and nurses on site. They also offer training and support to special and mainstream schools.

These schools established a mechanism to share and network good practices in each category which, in the end, would establish a forum that meets occasionally to assist each other. Twinning of these schools was one of the strategies the team suggested as a way of spreading IE in the circuit where the research was conducted.

4.4.3 Strengthening Inter-Sectoral Collaboration and Stakeholder Engagement

The team suggested that the school needed to strengthen inter-sectoral collaboration by effectively engaging stakeholders, including parents. These structures need to work collaboratively and speak with one voice (Phillips & Ansari, 2009:130). These would be the structures to advocate and inform communities about IE and its benefits. Stakeholder involvement would speed up the processes of SIAS and expedite processes such as service delivery which becomes guaranteed because everyone will participate in supporting individuals who need support, irrespective of who they are. The benefit of this collaboration is that if a problem is identified at school, it will be dealt with expeditiously, collaboratively and effectively regardless of the area of need, whether academic, emotional, behavioural, social, learning, vision, mobility or communication. Moreover, if a problem is identified at home, it will be addressed in the same manner as all services related to barriers to learning such as poverty, health, disability, and social issues, which will be identified early on so that services and assistance can be rendered as required.

4.4.4 Training, Capacity-Building, Mentoring, Networking and Coaching

According to Heystek, Niemann, Van Rooyen, Mosoge and Bipath (2009:180), training is a tool for translating development into action. They further state that there can be no development unless an employee engages in an activity that leads to the acquisition and application of new knowledge, skills and attitudes which they so desperately need. Thus, being actively engaged in training builds individual capacity.

The team suggested that principals attend workshops, conferences and seminars as part of their training to build capacity. Lee (2004:4) suggests another strategy for development   which includes study groups, networking, mentoring and coaching. As a team, we agreed that principals should be twinned, and mentor one another, and that experienced principals should assist newly-appointed ones. The principals of primary and secondary schools must be encouraged to organise themselves around the topic of IE, discuss the relevant literature and visit websites where good inclusive practices are practiced. The training of principals and teams will assist schools in implementing IE effectively. It is only when the principal takes a hands-on approach

and possesses knowledge and skills in the area of need, that he/she will be respected.

4.4.5 Change in Staffing Model

Post Provisioning Norms for learners with special needs were revised and aligned with the inclusive education policy. The Norms and Standards Policy will outline the cost-effective provision, utilisation of resources and personnel, services and facilities. All this will depend on whether schools have captured all learners and used the SIAS process correctly through SA-SAMS. The use of SA-SAMS serves as the sole data submission source as from 2014.The Revised PPN Policy weighs learners based on their curriculum, school phase and instruction media. Specific circumstances for specific learning disabilities have increased to between 0% and 20%. The ranking of schools into quintiles has benefitted needy schools by receiving allocation from the redress pool of posts. Incentivising educators who agree to be moved to other schools has motivated educators to be transferred to schools which require their expertise.

4.5 THREATS TO THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION

In Section 4.3, the constituent of the emanating strategy to assist principals in implementing IE effectively was examined. Discussions in this section will focus on threats to the effective implementation of inclusive education by the principals of schools. The constituents of a dedicated team with a shared vision will be discussed below.

4.5.1 Threats to the Dedicated Team

In our discussions, we identified support and monitoring as threats to the principal in the endeavours to implement IE. According to Performance Standard No. 9 of IQMS, it is the responsibility of the principal to develop personnel. The Policy on Screening, Identification, Assessment and Support of 2014 (SIAS) makes it clear that monitoring

in the application of additional support at a school level can be in the form of class visits, mentoring and consultation. It further states that support delivery can be efficient and cost-effective if it is based on inter-sectoral collaboration.

This poses a threat if the Dedicated Team is not supporting or monitoring educators in their phases. In schools where support and monitoring systems are not in place, the development of personnel will be minimal, and the school will have learners with special needs by default which defeats the aim of White Paper 6.

During our meetings, some team members pointed out that:

> *Some principals have no knowledge of the inclusive education policy, which makes it difficult to develop personnel as they are supposed to do. One cannot support and monitor what one is not sure of.*

The above comment suggests that for inclusive education to be implemented effectively, the principal and his/her team should have adequate knowledge of IE policies and strategies. The principal and his/her team must also have a passion and a vision so that he/she can provide clear direction to prevent threats. Thus, it will be easy to support and monitor its implementation.

4.5.2 Economic Status of Amajuba-Osizweni

According to the Amajuba District Municipality Growth and Development Plan Vision 2030 Final Composite Report (2015:91), Osizweni, which formed the focus of the research, is situated within the Dannhauser Circuit which, along with Utrecht serves as a secondary economic hub within the Amajuba District. Thus, the area is affected by extremely high levels of poverty, unemployment, inadequate skills and high levels of dependency on social grants. As such, families find it extremely difficult to provide additional support for building self-reliant and sufficient schools within the area. Consequently, schools are forced to utilise the resources (Norms and Standards Allocation)allocated to them by the Department of Education towards additional mandatory services such as hiring support staff, which is not   provided by the Department. Owing to the inability to collect additional funds from parents through school fees, services and resources are stifled.

4.5.3 Social ills

Schools are facing challenges due to social-ills such as HIV/Aids and TB which are affecting both educators and learners. Although there has been a decrease in the prevalence of HIV within the Amajuba District (46% in 2006 to 33.1% in 2012), as well as an increase in the early detection and treatment of TB, when undergoing treatment, learners and educators become ill which forces them to absent themselves from school. This affects learner and educator performance in school. In some cases, a learner is absent for a term, and educators are on long sick leave, leaving learners unattended.

In the case of educators who are in and out of hospitals, this causes a threat to the effective implementation of IE as learners are left without educators. If this is the case for less than a month, a school cannot get substitute educators. Principals are obliged to enforce rules from policies (no work, no pay) against such teachers which may be regarded as going against the spirit of Ubuntu.

4.5.4 Family Structures and Lack of Skills

According to the 2011 census conducted by the South African Government, the percentage of female-headed households within the Amajuba District has increased by 8.5% − from 39.1% to 47.6% between 1996 and 2011. This poses a threat to schools as mothers are forced to exit school without the adequate level of education that will assist them in providing support for their children; this includes the absence of homework supervision, and when children are left by themselves to navigate through their childhood and adolescent years which makes them vulnerable. Similarly, it has been reported that an estimated 76.3% of the population within the Dannhauser Region (Osizweni and Utrecht) have no fixed monthly income, with a further 15% of the population living on a monthly income of less than R1 600. Thus, there has been an increase in pressure directed towards government and the local municipality in providing social grants for the population within the region. Although a certain percentage of the population is employed, the lack of skills exacerbated by the limited level of education among the economically-active population, such as mothers within the female-headed household, further perpetuates the inability to attain better jobs and salaries so as to provide a better life for their families.

Furthermore, the pressure directed towards those learners within the child-headed households, robs learners of receiving the appropriate stimulation so as to facilitate and advance their learning. Learners are forced to adopt multiple roles within the household and, as such, become vulnerable as a result of the context in which they find themselves.

4.5.5 Hindrances Encountered in a Monitoring and Support Process

The lack of resources is one of the hindrances that the district faces, especially with the limited office-based personnel due to financial constraints and costs measures. Vacant substantive posts are not filled as there is a moratorium when it comes to the filling of vacant posts.

4.6   INDICATORS OF SUCCESS

In Sections 4.2, 4.3, 4.4 and 4.5 dealt with in previous sections, the processing of data, including administrative work, and developing principals in the effective implementation of IE, were discussed. The sections were as follows:

- The first objective examined the challenges that existed in the effective implementation of IE;
- The second objective of the study alludes to the components of the strategy;
- The third objective relates to the conditions warranting the implementation to be effective;
- The fourth objective focuses on the threats that hinder the success of IE; and
- The indicators of successful implementation strategies are discussed below.

4.6.1 Training and Capacity-Building

Continuous development was one of the indicators that showed that principals were capacitated. Principals were empowered through workshops and seminars. Principals who were implementing IE were skilled and appointed as ambassadors, and were tasked to mentor other principals. Principals were given opportunities to network and work collaboratively with other stakeholders.

4.7   SUMMARY

In this chapter, data was analysed, results interpreted, and findings discussed in order to come up with strategies for effective implementation of inclusive education, using the principles of Ubuntu.

This is what we achieved:

- Guidance was given to the team members to adhere to their roles and responsibilities in assisting the school principals to stay on track, set plans and priorities accordingly as warranted by White Paper 6;
- Established a team with a vision to assist the principal in the effective implementation of IE as a driving force;
- Built a strong support system, with the SMT working collaboratively with school-based support teams and other sub-directorates;
- Established a strong relationship with other inter-sectoral collaborators by sharing resources, exchanging knowledge and skills, mentoring schools, providing advisory assistance and sharing good practices;
- Extended consultation and collaboration with other government departments;
- Expanded the continuum of support services at circuit and district levels;
- Raised awareness on inclusive practices in the community;
- Increased parental involvement;
- Aligned with policies, conducted school readiness tests, authorised late admissions to schools, and prevented institutionalisation;
- Capacitated schools to strengthen administration by using SA-SAMS;
- Trained, capacitated, mentored, and coached principals and teams on IE;
- Motivated demotivated educators as well as principals through recognition, appreciation and awards systems; and
- Developed a cascading model.

CHAPTER 5 : FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1   INTRODUCTION

This chapter presents a summary of the findings of the study. These findings are organised into objectives, components, solutions for the challenges and recommendations for future research.

5.2   PROBLEM STATEMENT

In South African schools, principals are experiencing a problem with regard to the implementation of IE due to the following challenges: lack of a dedicated team to support them in the effective implementation of IE, lack of teams' vision, a need for SWOT analysis and strategic planning, failing to embrace democratic leadership and sharing of power, lack of parental and community support, lack of institutional capacity in administration, lack of resources – physical and human resources (staffing), no funding structure, negative attitude towards diversity and resistance to change, inappropriate training of principals, and lack of professional development compounded by low staff morale and political interference.

5.2.1 Research Question

How can principals implement IE effectively, using Ubuntu as an approach?

5.2.2 Aim of the Study

The aim of the study was to formulate a strategy to enhance the effectiveness of principals in implementing IE, using Ubuntu as an approach.

5.2.3 The Objectives of the Study

- To explore the challenges faced by principals in implementing IE;
- To analyse the components of the strategies that have been formulated and to enhance the effective implementation of inclusive education by principals;
- To understand the necessary contextual conditions for the effective implementation of these strategies;
- To anticipate the threats to emerging strategies with the intention of formulating a risk management system; and
- To test emerging strategies in order to discover whether they achieve enhancing the effectiveness of principals in implementing IE, using Ubuntu as an approach.

5.3 THEORETICAL FRAMEWORK

Ubuntu was employed as an appropriate theoretical framework for this study and used as an analytical tool. This study considers and argues for the choice of Ubuntu based on the historical background, objectives, formats, nature of reality, epistemology and adaptation of the Ubuntu principle as a mechanism for the formulation and enhancement of the effectiveness of principals in implementing Inclusive Education (IE), using Ubuntu as an approach. This includes the relationship between the researcher and the co-researchers, ethical values, language used by Ubuntu users, definition and discussion of operational concepts as well as related literature.

5.4 METHODOLOGY

The PAR methodology has been used a means to obtain information. According to Koch and Kralik (2006:4), PAR is a qualitative inquiry that is democratic, equitable, liberating and life- enhancing. Thus, PAR's philosophy examines the concept that people have a right to determine their own development and recognises the need for local people to participate meaningfully in the process of finding and analysing their own solutions which they share and have power and control over, in order for it to lead to sustainable development (Attwood, 1997:2). MacDonald defines PAR as a

process of fact-finding, action, and reflection, leading to further inquiry and action for change Macdonald (2012:37), while Marshall and Rossman expand on this by stating that PAR is a dynamic process, and as an approach to social investigation, it takes action to redress a problem or to engage in social action Marshall & Rossman (2006:69-70).

5.5 FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEACH

5.5.1 Lack of a Dedicated Team with a Vision

We discovered that because there was no collaboration and the staff were not working as a team, learners in one class did not receive the support that they were supposed to (see 4.2.1). The SBST did not keep track of learner performance. In addition, the team in the school made no effort to address inclusive practices (or a lack thereof) in the school.

5.5.1.1   Recommended strategies for the formulation of a team with a vision

From the findings of both the literature review and the empirical research, it is evident that employing the solutions below will assist principals in the effective implementation of IE in their schools, using the Ubuntu Approach. To assist principals, this research recommends that a dedicated team with a vision be established in schools. These teams will conduct SWOT analyses and come up with action plans that encourage formal and continuous development of the entire staff, including the principal (see 4.2.3). This will assist the entire school community inputting inclusion into practice and, at the same time, building and strengthening strong structures and committed leadership. Continuous development, pre- and in-service training and mentoring will lead to principals and the school community aligning systems and policies within their schools that will assist the DoE in distributing appropriate and relevant resources to schools. Educators will align their teaching and learning, and daily activities based on the policy and legislative mandate as outlined in the SIAS policy. This will be monitored and supported in curriculum delivery by all structures, including SBST, CBST and DBST. Leaders

aspiring to be principals must possess management and additional qualifications on education psychology or inclusive education or have an in-depth understanding of how to manage inclusive schools. Raising awareness and continuous advocacy, using inclusive ambassadors and champions, will also vocalise and thus entrench inclusive practices.

5.5.1.2   Recommended conditions for a dedicated team with a vision

We agreed that the team members would become agents of change and increase the inclusion ethos in school development plans. A resolution was taken that principals of Inclusive, Special schools, Full-Service Schools and mainstream schools become ambassadors of IE in their areas. School-Based Support Teams must continuously receive training. Study groups, coaching and mentoring of principals to ensure effective implementation of IE in their schools should be the norm (see 4.3.4)

5.5.1.3   Threats and risks regarding the creation of the dedicated team

Support and monitoring emerged as threats encountered by the principals in their endeavours to implement IE. In many schools, learners become "special needs candidates" by default due to the team not supporting or monitoring learner and educator performance.

5.6   PROFESSIONAL TRAINING AND SUPPORT

As a team, we agreed to identify training needs and continuously develop principals by employing other training techniques such as coaching and mentoring. In our engagement with the team, it was clear that the team had to attend workshops and seminars. All these were endeavours to assist teams and principals in developing and becoming equipped in terms of inclusive practices.

5.7   RAISING AWARENESS

As a team, we were able to raise awareness on inclusive practices by working inter-departmentally. By engaging with all stakeholders and strengthening inter-sectoral collaboration, all structures embraced IE (see 4.3.6).

5.8   RECOMMENDATIONS FOR FUTURE RESEARCH

Having discovered that one of the hindrances to the effective implementation of IE is due to a lack of monitoring and support processes at a managerial level, it was recommended that the office-based personnel responsible for SNES be capacitated in conducting assessments of learners with barriers and thus be able to come up with tangible individual support programmes to assist such learners early on in their chosen careers.

5.9   SUMMARY OF INCLUSIVE EDUCATION STRATEGY

The aim of the research was to formulate a strategy to enhance the effectiveness of the principal in IE. The study used Ubuntu as a theoretical framework while PAR was used to obtain information. In enhancing and advocating principals to effectively implement IE, some strategies have been developed. As challenges were identified and solutions unearthed to address these challenges, a dedicated team was being equipped to utilise some of the strategies. The team used the cascading model to reach out to other schools within a short space of time. Working with this team was an eye-opener as it revealed hidden good and bad practices, and different personality traits to revitalise the concept of Ubuntu; thus, all these schools see the need for developing their service-commitment charters as a requirement of Batho-Pele principles. This inter-relationship between Batho-Pele (whose slogan says "we care, we serve and we support"), is inextricably interwoven with the principles of Ubuntu; and, if sincerely and genuinely adhered to, will no doubt effectively promote IE.

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APPENDIX

Miss Shozi 'Kona kunzima ngoba kuyekufike umntwana onesimo esisabekayo ongenazandla,onesikhumba esisabekayo aphokuvele kuphele nasozwaneni'

Jele said that *ukuze akwazi ukumelana nalezimo kumele ubenoBuntu,Nozwelo.*

Hayi Bo Ngeke ukwazi uma ungenako ukukholwa, ufane noMsamariya Olungileyo.

Makhombothi said abantwana badinga sibasizwe sonke kungabi inkombankombane.

*Zuma (Learner support educator) interrupted inclusive education needs a principal with an inclusive vision.*umbono ohambisa nokuhleleka.

Jele said ngoba ngeke kukwazi ukwenzeka kuphumelele uma ngempela uprincipal engenavision

Ndaweni Principal said kuye kufanele ukuba senze inhlolovo ukuze sikwazi ukuthuthuka kuye kufanele ukuba sihlale sixoxe sivuleleke sithathe imibono njengoba imfundo eyethu sonke.

Mofokeng said ukuze i inclusive iphumelele kumele kube nabantu abanolwazi nothando

Mbuyiseni interrupted and said knowledge is power

LSE (Ntobosi) said oprincipal bangazuza ama bengalandela bazi uthando lukathisha wokuqala okunguJesu, ngaphandle kothando siyahluleka ukuzwelana nokubekezelelane yingakho singeke sikwazi ukubabekezel;ela abantwana abanezinkinga ezahlukene malungekho uthando

SGB member said ukuthi nina anazi ukuthi othishomkhulu benzani ezikoleni abenzi okufanele bakwenze uma uya khona bakushonisa le na le ungcine ungatholanga okufunayo futhi bengatholanga usizo

Teacher of Skhushukhushu nidlala kabi ngoba muningi nalomsebenzi okumele wenziwe wamaphepha yikho nje size singenzi kahle.

8 November 2015

Title: The effectiveness of principals in implementing inclusive education, using the Ubuntu Approach

Dear Prospective Participant

My name is Nombuso Charity Masondo and I am doing research with Mahlomaholo M, a professor at the Department of Education, towards an MA Ed at the University of the Free State. We wish to invite you to participate in a study entitled "The effectiveness of Principals in Implementing Inclusive Education, using the Ubuntu Approach".

WHAT IS THE AIM/PURPOSE OF THE STUDY?

The aim of this study is to enhance the effectiveness of principals in implementing inclusive education, using the Ubuntu Approach. I will be conducting this research in order to expose principals to the best practices with regard to inclusive education.

WHY AM I BEING INVITED TO PARTICIPATE?

You have been chosen because of your expertise, best practices and experience in implementing Inclusive Education.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY / WHAT DOES THE RESEARCH INVOLVE?

The participant will be part of the research and contribute by working in a team that deals with finding solutions to problems in the Amajuba District.

CAN I WITHDRAW FROM THIS STUDY?

Yes, you may withdraw from the study if you feel uncomfortable. Participation in this study is voluntary, and there is no penalty or loss of benefit for non-participation. If you do decide to take part, you are requested to keep this information sheet, and be asked to sign a written consent form .You will be free to withdraw at any time without having to provide a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Principals will be able use the strategies to enhance their effectiveness in implementing Inclusive Education. They will also be able to look for solutions collaboratively in case they encounter problems.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There will be no inconvenience or discomfort to the participant. Participants will not be harmed.

WILL WHAT I SAY REMAIN CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you provide. Your answers will be given a fictitious code number or a pseudonym, and will be referred to in this way in the data, any publication, or research reporting methods such as conference proceedings.

I will be the only person to have access to the data and I will ensure that I use a password-protected computer. All hard copies will be stored in a safe cupboard. I will maintain confidentiality by signing a confidentiality agreement. Your answers may be reviewed by those responsible for ensuring that the research is conducted properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to those working on the study, unless you give permission for other people to see the records.

HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard for future research or academic purposes, whereas electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment for participation in the study since there is no sponsor for the study.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of Education. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?

If you would like to be informed of the final research findings, please contact Nombuso Charity Masondo on 0722643999 or gugu.masondo@yahoo.com.The findings are accessible for the period of one year.

Should you require any further information or wish to contact the researcher regarding any aspect of this study, or should you have concerns about the way in which the research has been conducted, you may contact Prof.M. Mahlomaholo. His email address is mahlomahlolom@ufs.ac.za; his phone number is 0514012238.

Thank you for taking the time to read this information sheet and for participating in this study.

Thank you

_____

Nombuso Charity Masondo