

**IMPROVING THE IMPLEMENTATION OF POLICY ON SCREENING, IDENTIFICATION,
ASSESSMENT AND SUPPORT WITH TEACHER TRAINING**

by

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DECLARATION

I, the undersigned, hereby declare that this Thesis: Improving Identifying, Screening, Assessing, Supporting, Policy Implementation, submitted in the application for Doctorate in Education Psychology the University of the Free State, is my own original work and that I have not previously submitted the same work for another qualification at any institution of higher learning. I further declare that all the sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

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LIST OF ABBREVIATIONS/ACRONYMS

ASHA	American Speech-Language-Hearing Association
ATA	Alberta Teachers' Association
CAPS	Curriculum and Assessment Policy Statements
CDA	Critical Discourse Analysis
CES	Chief Executive Specialist
CM	Circuit Manager
CPTD	Continuing Professional Teacher Development
CRC	Child Rights Classroom
DA	Dynamic assessment
DBE	Department of Basic Education
DBST	District Based Support Team
DDA	Disability Discrimination Act
DH	Departmental Head
DOH	Department of Health
EDHR	Education for Democracy and Human Rights
EFA	Education for All
EWP 6	Education White Paper
HOD	Head of Department
ILS	Inclusive Learning Support
INSET	In-service training
ITP	International Training Programme
LP	Learner profile
LSA	Learning support advisor

LSEN	Learners with special education needs
LTSM	Learning and teaching support material
MKO	More Knowledgeable Other
NCSE	National Council for Special Needs
NEEDU	National Education and Evaluation Development Unit
NEPI	National Education Policy Investigation
NSW	New South Whales
NTIP	New Teacher Induction Programme
PAR	Participatory action research
PLC	Professional learning communities
PRESETT	Pre-Service Teacher Training
SA	Subject Advisor
SACE	South African Council for Education
SAHRC	South African Human Rights Commission
SAPS	South African Police Services
SASA	South African School's Act
SBST	School Based Support Team
SDT	Social Development Theory
SEN	Special education needs
SGB	School Governing Body
SHCRD	SH College Research and Development Unit
SIAS	Screening, Identifying, Assessing, Supporting
SMT	School management team
SNA	Support needs assessment

SYRAC	Sports, Youth, Recreation, Arts and Culture
TA	Teacher assistant
UK	United Kingdom
UNESCO	United Nations, Scientific and Cultural Organisations
UNICEF	United Nations Children's Emergency Fund
USA	United States of America
ZPD	Zone of proximal development
ZPTD	Zone of Proximal Teacher Development

ABSTRACT

This study aims at improving implementation of Screening, Identification, Assessment and Support (SIAS) policy with teacher training at selected schools, where challenges have been identified. The challenges surrounding the implementation of SIAS policy include support to learners and teachers, teacher training in SIAS policy, knowledge and understanding of SIAS, attitudes towards SIAS, involvement of other officials in SIAS have been identified. These challenges surrounding the implementation of SIAS policy have led to infringement on the educational rights of many learners, especially at numerous disadvantaged schools. These schools end up being categorised as under-performing schools, due to the poor results of learners. Effective schools are educationally inclusive schools, in which the teaching, learning, achievements, attitudes and well-being of every person matters. This is shown not only in their performance, but also in their ethos and willingness to offer new opportunities to learners who may have experienced previous difficulties.

This research is underpinned by the Social Development Theory (SDT). SDT is suitable for this study as it provides orientation to the epistemological and methodological choices that will help improve implementation of SIAS, so that teachers might be able to address the barriers which thwart the learning of LSEN. The SDT suggests that teachers should take part in developing themselves further, in order to fill the gaps that may be found to hinder the performing of their roles and responsibilities. Therefore, in order for them to improve or gain knowledge on how to implement inclusive policies, social interaction with their leaders, supervisors or advisors is required.

Participatory Action Research design has, thus, been employed in this study, with the selection of three schools of Motheo District. What yielded the data for this study was the utilisation of focus group discussions with teachers and School Based Support Team (SBST) co-ordinators, as well as group discussions with district officials, including the Learning Support Advisor (LSA) from the District Based Support Team (DBST), the Subject Advisor (SA) and the Circuit Manager (CM).

The key finding of this study is that Inclusive Education policies, SIAS in particular, are not effectively nor successfully implemented because the SAs and CMs are not involved as Curriculum, Governance and Management officials. This renders teacher training from Inclusive Section a futile exercise because there will never be effective implementation thereafter, because teachers are not accounting to Inclusive Section Officials.

As such, this study strongly recommends participation and involvement of SAs and CMs in the implementation of SIAS policy, and the best way to do that is to train teachers together with LSFs from the Inclusive Education Section.

Keywords: Inclusive Education, screening, identification, assessment and support

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CHAPTER 1 :

THE ORIENTATION TO AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Literature emphasises the importance of training teachers for implementation of Inclusive Education policies in mainstream schools because they are the key role-players in teaching and learning (Mbelu, 2011:4). Although other role players are from School Based Support Teams (SBST) and District Based Support Teams (DBST), teachers are key in the sense that they are specifically the ones assigned tasks or functions within the process and programmes of teaching and learning (RSA DBE, 2014). Thus, Inclusive Education is now compulsory component in Initial Teacher Education (ITE) programmes to be implemented by teachers (Walton 2017). For the implementation of Inclusive Education in South Africa, teachers are required to follow the process of screening, identification, assessment and support (SIAS), which was the strategy for Education White Paper 6 (EWP 6) (RSA DBE, 2001). After a number of researchers proving the failure of the EWP 6, SIAS was then introduced as the policy in 2014, with the hope of effecting improvement of Inclusive Education (RSA DBE, 2014). However, teachers seem to be challenged by the implementation of SIAS due to alleged inadequate teacher training.

To investigate the cause of the latter challenge, this chapter discussed the background and related review of literature. Problem statement and the theory guiding the study have also been highlighted. Thereafter follows the main research question, the aim, subsidiary questions, and objectives of the study. The research design and methodology followed has been discussed under qualitative research method, research paradigm, participatory action research (PAR), selection of participants, data collection, research instrument, data analysis and trustworthiness. Lastly, the chapter discussed the value of the study, ethical consideration and layout of the chapter.

1.2 BACKGROUND AND RELATED REVIEW OF LITERATURE

This study aims at proposing an approach to improve teacher training for effective implementation of SIAS at selected schools of Motheo District. According to Majoko

and Phasha (2018:70) teacher training is the only component that can induce success for teachers with regard to inclusive teaching and learning. Other key success factors for Inclusive Education at schools are a committed school, district manager and leaders, as well as the involvement of parents and other members of the community. Committed SMT members have been able to dismantle exclusion and foster the culture of inclusion by mobilising human and material resources (Majoko & Phasha 2018:70). However, that is not the case with other schools where inclusive policies should also be implemented, as with the selected schools of Motheo District.

The implementation of Inclusive Education in South Africa began more than twenty years ago by appointing a National Commission on Special Needs Education and Training (NCSNET) and National Committee on Education Support Services (NCESS) in 1987 (Geduld, 2009:41; Knesting, 2008:266; Englebreght, 2006: 255; Mbengwa, 2007:4; Hodgson & Khumalo, 2016:10). Education White Paper 6 (EWP 6) was then released in 2001, with the purpose of building an Inclusive Education System (RSA DBE, 2001; Englebreght, 2006:255; Mbengwa, 2007:4). Recently, in 2014, the SIAS policy has been released, and it was the strategy used to implement EWP 6 (RSA DBE, 2014:1). In the first orientation programme of Training Manual of RSA DBE (2015:5), SIAS is defined as the policy that provides standardised procedures for supporting all learners to ensure that they all access quality education and achieve to their best of their ability. To support that, Majoko and Phasha (2018:52) mention the purpose of SIAS as providing policy framework for the standardisation of the procedures and programmes of all learners who need additional support.

The policy outlines the support needs of learners that should be identified and how they should be supported in the education system (RSA DBE, 2015:5; Majoko & Phasha, 2018:52). One of the crucial objectives of SIAS policy is to identify learners with special education needs (LSEN) as early as in the Foundation Phase, and follow the process as required (RSA DBE, 2014:1). Following the process of SIAS requires specialised training to enable teachers to embrace, value and respect diversity in the classroom (Ntseto, 2015:80; Mbelu, 2011:4; & RSA DBE, 2011:34). Embracing diversity means acknowledging that learners come from diverse backgrounds including socioeconomic, linguistic, cultural, ethnic, racial and in terms of ability, which must be considered during teaching and learning to accommodate all learners (RSA DBE, 2013:7).

However, most teachers seem to be unable to accommodate all learners and support LSEN because, seemingly, they are not properly trained to follow the SIAS process, which is what motivated this study (Lehlola, 2011:2; Ntseto, 2015:38; Hodgson & Khumalo, 2016:10). The gap identified is the knowledge and understanding of curriculum differentiation that should be applied to support LSEN. Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs (RSA DBE, 2011:7). It involves modifying, changing, adapting, extending and varying teaching methodologies, teaching and assessment strategies and content of curriculum. It takes into account learners' levels of functioning, interests and backgrounds (RSA DBE, 2014:8; Engelbrecht, Swanepoel, Nel & Hugo, 2013).

The implementation of inclusive policies is hampered by lack of teacher's skills and knowledge in differentiating the curriculum to address a wide range of learning needs (Dalton, Mckenzie & Kahonde, 2012:27; Hodgson & Khumalo, 2016:10). To continue, teacher training programmes do not appear to be adequately addressing the need for curriculum differentiation, resulting in stress for teachers and lack of progress (Dalton, Mckenzie & Kahonde, 2012:2). The latter situation happened in Mozambique, where SIAS is guided by a policy called Support of the National Institute of Education Development Mozambique. It is grouped into four sections, namely Participation, Protection, Promotion and Provision (Anderson, Linck, Leo, Rasmusson, Wickenberg & Bryngelson, 2013:101). All modules of the Curriculum Plan of Training Course for primary teachers have to discuss the transversal themes. However, those modules failed to train competent teachers who can organise and manage complex learning situations to ensure education for LSEN (Anderson *et al.*, 2013:02). What could be missing in teacher training is the fifth P (Practicality), where teachers need to practically protect, promote and provide support to LSEN after participation. Also, in South-Eastern Europe the implementation of theoretical knowledge and skills for Inclusive Education from training is mostly inefficient (Anderson *et al.*, 2013:8; Gunden, 1999:21; Lacey & Lomas, 1993:172). To continue, teachers have accepted Inclusive Education, but still require guidelines on how to identify special needs because they feel they lack expertise in Inclusive Education.

Contrary to what happens in those countries, implementation of SIAS in the USA, under the Public Law 94-142, known as the Education for All Disabled Children Act,

1975, is successful due to teamwork, provision of information and advice, sharing, planning and organisation of educational work (Dalton, *et al.* 2012:2). However, countries like Botswana are silent about inclusive policies, but succeed in identification and support of LSEN with the service known as Education Support Services (Mbengwa, 2007:82). The other project that influenced the government in securing facilities that provided for the needs of LSEN is UNESCO (Kalunga & Fourie, 2011:31). In Lesotho, since 1990, Inclusive Education developed without a wealth of resources. However it succeeded because of interaction between government, schools, NGOs and partnership with the local communities (Nel, Tlale, Englebrecht & Nel 2016:3).

Coming back to SA, one of the Learning Support Advisor (LSA) testified that working collaboratively as a team with other district officials from other sections of the education department has benefited her circuit schools with the implementation of SIAS (Khanya, Vancalster, Huysmans, 2019:36). She acknowledged that officials, including Subject Advisors (SAs) and Circuit Managers (CMs), seem to have developed a deeper understanding of what it takes to best support teachers and SMT members in operationalising inclusivity in the classroom. They have also developed more empathetic attitudes towards teachers and SMT members attempting to respond to learner diversity (Khanya *et al.* 2019:36)). In Limpopo, teachers are willing to act as change agents and adopt their pedagogy for inclusive practice (Mahlapahlapa & Hlabathi 2018). They show more resilience when they work together and embrace communities of practice and training in theory. However, that is not the case at the selected schools of Motheo district and other countries.

Literature (Anderson *et al.*, 2013:8; Shabani 2016:5; RSA DBE, 2014; Colvin 2007:16 Dekker & Lemmer, 1993:450) confirms that effective implementation of SIAS by teachers requires the development of knowledge, understanding and a whole set of new skills which can be acquired under the guidance and training of a District Based Support Team (DBST), School Based Support Team (SBST), Subject Advisors (SAs) and Circuit Managers (CMs), working collaboratively as a team. Shabani (2016:5), therefore, regards training as one of the models of professional development of teachers where DBST, SBST, SAs and CMs can collaborate as a team of presenters to transfer concepts and expertise of curriculum differentiation. Involvement of SAs and CMs in teacher training of SIAS is crucial because of their curriculum and management expertise needed for curriculum differentiation. According to the

guidelines to compiling professional development portfolio (RSA DBE 2004:22), teachers need support from Curriculum Support Staff as their development, mentoring and support within the Integrated Quality Management System (IQMS).

1.3 PROBLEM STATEMENT

Provision of support in the form of curriculum differentiation by teachers to learners with barriers to learning seems to be the problem. According to Dalton *et al.* (2012:1), the implementation of Inclusive Education policies is hampered by teacher's lack of skills and knowledge in differentiating the curriculum to address a wide range of learning needs. Supported by Dixon and Verenikina (2007:197) the in-service teachers do not have the skills needed to provide for LSEN in their classrooms. That may well be caused by the fact that teachers have not been trained to implement inclusive policies, like SIAS. It is difficult to implement Inclusive Education in classrooms by untrained teachers (Ryan (2006:3; Majoko & Phasha 2018:70; Hodgson & Khumalo 2016:10). Teacher's efficacy in terms of classroom skill becomes low and the cohort with the least training demonstrates a negative attitude to Inclusive Education (Majoko & Phasha, 2018:70).

In the same way, Dixon and Verenikina (2007:193) reaffirm that teacher training for the implementation of inclusive policies has faced difficulties due to a policy/practice divide. There is a severe division of policy and practice in special education, specifically regarding the conduct of teachers towards Inclusive Education policies and not having confidence, skill and knowledge in providing for LSEN (Shaddock, 2005; Hodgson & Khumalo, 2016:1).

Shaddock (2005) and Hodgson and Khumalo (2016:1) concurs that there is a severe division of policy and practice in special education, Majoko and Phasha (2018:70) also believe that, if Pre-Service Teacher Training (PRESETT) is inadequate, the graduate teachers cannot meet the needs of diverse learners. Being unable to meet the needs of diverse learners with SIAS policy has also been revealed by one of the Motheo District LSAs after monitoring SBSTs in her circuit (Khanya *et al.* 2019:38). It became clear that the SBST members are not functional and the indications were incorrect composition of the team, insufficient referrals of learners to SBST or DBST and a lack of Individual Support Plans (ISPs).

Based on her experience as the Remedial Educator, School Management Team Member (SMT) and School Based Support Team (SBST) member, the researcher realised the challenge begins after screening and identifying learners in need of additional support. Teachers at selected schools of Motheo District are required to support LSEN with curriculum differentiation before they can refer them to the SBST, but that is challenging to them due to an alleged lack of knowledge and understanding.

Teachers, therefore, find it difficult to fill in the Support Needs Assessment 1 (SNA1) form, if their observations show that a learner has additional support needs (RSA DBE 2014:2). They have to capture information that will be needed for support requested from SBST. Thereafter, SBST completes the SNA 2 form in consultation with the teacher, and this is the shortest form compared to SNA 1 (RSA DBE 2014:7). If the SBST needs support from DBST it will then complete form DBE 120 to refer LSEN to the DBST accompanied by Learner Profile (LP), SNA 1 and other supporting documents as evidence. The latter process seems to be the most challenging for teachers, especially where evidence of curriculum differentiation has to be produced. Hence the need to involve other sources of support like SAs and CMs to help improve implementation of SIAS, with their curriculum and management expertise. Their involvement is crucial because during their monitoring at schools, they always want evidence of intervention strategies and curriculum differentiation for Learners at Risk or LSEN. They also expect teachers to master curriculum coverage and SMT members to manage curriculum.

1.4 THEORETICAL FRAMEWORK: SOCIAL DEVELOPMENT THEORY

This study is grounded in social development theory (SDT), developed for special education and psychology by Psychologist Lev Vygotsky from 1896-1934. SDT is one of the foundations of constructivism - a theory, according to which the ability of knowledge and learning categories are created by social relationships and interactions (Vygotsky, 1978:35; Shabani, 2016:1; Fani & Ghaemi, 2011:1550). Social constructivism accepts that there is an objective reality, with ontological and epistemological principles on social theory and on knowledge developed (Fani & Ghahaemi, 2011:1550; Berger & Luckman, 1966:77).

SDT suggests that knowledge is something people do together in communicative practice, a social process of constructing reality, and that it is not just possessed in the field. Therefore, SDT stands in an epistemological position that psychological constructs of mind, self and emotion are built, socially, in the head. Although the latter are socially constructed processes, they need to be removed from the head and placed within a social discourse realm (Gergen, 1985:270 & Shabani, 2016:1). In addition, Shabani (2016:1) concurs that SDT rests on the notions of social origin of mental functions, unity of behaviour and consciousness, mediation, and psychological systems that can help attain a more vivid understanding of the professional growth of teachers in their work places. Professional growth of teachers should be through a development process which provides them with a chance to gain new knowledge and expertise, as well as to deal with educational problems by forming groups, having collaboration with peers and engaging in discussions (Shabani, 2016:1). Therefore, Vygotsky SDT is influenced by seven models of professional development, including training, mentoring, observation or assessment, scaffolding, inquiry or action research, individually guided activities, study groups and involvement in development process (Shabani, 2016:1; Fani & Ghaemi, 2011:1552). These models will be discussed in the next chapter.

SDT is, therefore, relevant to this study, because the focus is on improving SIAS implementation with teacher training as part of professional growth. For example, most of the teachers have been trained on SIAS policy implementation, however the training is alleged to be inadequate because, after training, they find it difficult to implement the policy effectively. The identified knowledge gap is evident where teachers have to support LSEN with curriculum differentiation. Improvement of SIAS with teacher training can, therefore, be effected by the involvement of SAs and CMs who will share their curriculum and management expertise with the DBST and SBS.

According to Shabani (2016:2), the model of professional development based on training implies that teacher development occurs through presentations, practicum and internship. The trainees receive ample ready-made-experience from the trainers. That means the in-service training of teachers should involve presentations and practicum where they receive ready-made experience of curriculum differentiation from curriculum specialists, meaning SAs in collaboration with DBST, SBST and CMs. To fill the knowledge gap of teachers Vygotskian thinking indicates that the origin of

knowledge construction should be sought in the social interaction co-constructed between a more and a less knowledgeable individuals (Shabani 2016:2 & McLeod, 2018).

Social interaction and socio-cultural mediation are thus crucial among DBST, SBST, SAs and CMs who are more knowledgeable, to develop strategies of filling up the gap together. The latter is based on Vygotsky's perspective, featuring two terms; the first being "more knowledgeable other" (MKO), meaning anyone at a higher ability level and has a better understanding of guiding and training the learner. Thus, MKOs including SBST, DBST, SAs and CMs are the skilful partners relevant to train teachers to improve SIAS implementation, so that teachers can also guide and support LSEN (SHCRD, 2008-2010:5).

The second and major one is zone of proximal development (ZPD). The ZPD is defined as the primary activity space in which learning takes place, the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Shabani, 2016:1; Kgothule 2014:64, Fani & Ghaemi 2011:1549). Considering the fact that this study is about teacher learning, it then means collaboration with more capable peers and guidance from their supervisors are what might improve their challenging situation. Therefore, the idea of Vygotsky's ZPD has recently been used in teacher education and contextualised to the L2 learning context, where many learners are adults, although it was designed for the development of learners (Warford 2011; Fani & Ghaemi 2011:1551). For teacher learning and development, the ZPD is adapted to Zone of Proximal Teacher Development (ZPTD), described as the distance between what teachers can do without assistance, and at proximal level they might attain through mediated assistance from more capable others (Warford 2011 & McLeod 2018).

The ZPTD in this study implies, teachers performing other SIAS policy processes, such as screening, identifying and assessing, but still have to learn about support which includes other tasks, such as curriculum differentiation (Warford 2011). Curriculum differentiation is, therefore, another task of support involving processes and concepts of SIAS policy which are too complex for teachers, but can be mastered and accomplished under the guidance and training from MKOs (Vygotsky, 1989).

The latter background can be summed up with the core principles underlying Vygotsky SDT as learning precedes development; language is the main vehicle (tool) of thought; mediation is central to learning; social interaction is basis for learning and development and ZPTD is the primary activity space in which learning occurs (Shabani, 2016:2 & McLeod, 2018). Therefore, because learning and development of teachers happens at the ZPTD, that is where the latter principles and the identified components should relate, and the implication is: social interaction should lead to teamwork, professionalism and commitment for mediation, and the language used during training should be understandable in order to impart and gain in-depth knowledge of SIAS policy implementation.

Thus, this research addresses the implementation of SIAS with adequate teacher training, for effective inclusive education in South Africa, by means of international literature review. Empirical research was, therefore, investigating the SDT for Inclusive Education as a promising paradigm by which to overcome the challenges facing educators with the implementation of SIAS policy, even after training.

1.5 RESEARCH QUESTION

1.5.1 Primary Question

- How can improvement of SIAS policy implementation with teacher training at the primary schools of Motheo District be effected?

1.5.2 Secondary Questions

- What implementation challenges are facing teachers, as key role-players after being trained on SIAS?
- What are the most effective components of improving the implementation of SIAS with teacher training?
- How to overcome the challenges facing SIAS implementation?
- What are the indicators of improved SIAS implementation after teacher training?
- How to approach the improvement of SIAS implementation with teacher training?

1.5.3 Aim of the study

The aim of the study is to improve implementation of SIAS policy with teacher training at public schools.

1.5.4 Objectives

- To identify training needs/challenges facing SIAS implementation.
- To discuss the most effective components of improving implementation of SIAS.
- To suggest possible solutions to overcome the challenges facing SIAS implementation.
- To discuss the indicators of improved implementation of SIAS with teacher training.
- To suggest an approach toward improving SIAS implementation.

1.6 DESIGN AND METHODOLOGY

Participatory Action Research (PAR) has been used as the design of this study. PAR is a qualitative research with democratic, equitable, liberating and life-enhancing characteristics (MacDonald, 2012:34; Baum, MacDougall & Smith, 2006:854). As action research, PAR is concerned with an agenda for social change that embodies the belief of pooling knowledge to define a problem, in order for it to be resolved (MacDonald, 2012:34; Stake, 2005:446). PAR is also characterised by shared ownership of research projects, community-based analysis of social problems and orientation towards community action, social transformation and social responsibility programmes (Stake, 2005:446.). Baum *et al.* (2006:854) shortly defines PAR as seeking to understand and improve the world by changing it.

PAR is relevant to this study because of the social change needed by pooling the knowledge of the teachers, SBST, DBST, SAs and CMs, to define the problem in teacher training in terms of SIAS policy implementation. PAR has also been used because it is aligned with the theoretical framework of this study, SDT, as it provides an inside-out approach to professional development by placing the teacher at the heart

of the teaching enquiry (Shabani, 2011:5). To continue, PAR is an active way to develop teachers' professionalism and as a site for self-exploration and self-improvement. PAR is based on reflection, data collection and action, with the aim of improving the situation through the involvement of people who, in turn, take actions to improve their situation (Baum *et al.*, 2006:854; MacDonald, 2012:34) Participation is regarded as central to improvement and a means of overcoming professional dominance (Baum *et al.*, 2006:855).

The active participation of teachers, SBST co-ordinators, DBST represented by LSF, SA and CM from three schools and Motheo District, served as a wake-up call for them to be aware that teacher training for SIAS implementation needs to be improved. Active participation of teachers and SBST co-ordinators at school-level gave them the democratic right, equal opportunity and the liberation of expressing themselves concerning the challenges facing them in terms of SIAS policy implementation. Equally so, it also made them conscious of how they have been failing LSEN by not supporting them with curriculum differentiation. Active participation of SBST co-ordinators and LSA for DBST, benefitted the study because their knowledge of SIAS policy has been shared with other participants who lacked SIAS knowledge.

Active participation of CES, on behalf of SA and CM helped them to be aware of the need for them to be involved in the implementation of SIAS, as they also have a role to play. They also managed to share their curriculum, management and government expertise, as well as their challenges in supporting the schools. Finally, all participants agreed that there is a great need to change the way teacher training of SIAS had been administered. PAR has, therefore, been used as an attempt to transform and develop selected schools in the Motheo District for the improved teacher training for implementation of SIAS. Active participation of the researcher and participants led to informed decision-making on aspects of the research process, with the purpose of imparting social change. The decision made, concerning the approach to improve teacher training for implementation of SIAS policy, was made together with the participants.

PAR has the spiral phases, including planning, acting and observing, reflecting, re-planning, reacting and re-observing, and it is rigid but flexible (Stake, 2005:446; Baum,

Mac Daugall, Danielle & Smith, 2006:854). The detailed discussion of these phases has been done later in chapter four.

1.6.1 Data collection

Group discussions and focus groups will be used as the designated methods for data generation. Group discussions include few participants – to the maximum of three – which means they will be conducted with three officials, including a DBST member, SA and CM (Rule & John, 2011:66). Furthermore, participants perceive one another as being fundamentally similar, and less time is spent on discussing issues. Focus groups include participants from at least four or more participants, so they will be conducted with an SBST member and three teachers. They also save time and encourage debates and conflicting perspectives, which make them useful for the researcher to gain an insight into the diversity of the views which are dominant or marginal (Rule & John, 2011:66; Kritzinger & Barbour, 1994:4). Focus groups allow all groups to meet for collective discussions and decision-making, meaning all the groups will finally meet to discuss the approach of teacher training to improve SIAS implementation (Kritzinger & Barbour, 1994:4).

Although they differ, both give priority to participants, provide them with a sense of security, acclimatise to the preferred words spoken by participants about sensitive issues, and prevent the researcher from prematurely closing the discussion off with her own interpretation (Kritzinger & Barbour, 1994:4; Rule & John, 2011:66; Niewenhuis, 2007:91; Creswell *et al.*, 2010:90). In avoiding individual interpretation, focus group discussions were concluded by teachers and SBST co-ordinators at school level with words spoken from their teaching experience and the implementation of SIAS policy. Then the group discussion was closed off with DBST, represented by LSA, with words spoken from Inclusive Education experience and the implementation of SIAS and SA, as well as the CM with words spoken from their curriculum, management and governance experiences. In supporting the latter, Baum *et al.* (2006:854) agree that PAR affirms that experience can be the basis for knowing and that experiential learning can lead to a legitimate form of knowledge that influences practice. Therefore, the new knowledge of curriculum differentiation and its

management that can influence and improve teacher training for SIAS policy implementation can be acquired from SAs and the CMs.

1.6.2 Selecting participants (TABLE FORM)

The study will be carried out at three schools in the Motheo District. The selection of participants will purposely be carried out as follows: One SBST member is to be selected from each of the three schools, preferably a co-ordinator representing the SMT, due to being responsible for the operation and co-ordination of SIAS policy. The SBST co-ordinators should also work closely with teachers and other stakeholders, so as to provide guidance to colleagues to ensure quality teaching for LSEN (UK DoE, 2013:19; McMillan & Schumacher, 2001:396). Three educators are to be selected from the Foundation, Intermediate and Senior phases, based on their teaching interests and experience, so as to enable them to mention and describe challenges faced, regarding the implementation of SIAS (Gibson, 2004:2). Three officials are to be selected, including a DBST, SA and CM from each section of the Motheo District, as they are at governance, management or leadership level in working with the relevant curriculum, policy implementation skills and knowledge needed for training and guiding teachers (Creswell *et al.* 2010:59; Rule & John, 2011:63; McMillan & Schumacher, 2001:396).

1.6.3 Data analysis, interpretation and reporting

Data analysis will be carried out by following Critical Discourse Analysis (CDA). CDA is an approach with many different methods to the study of discourse that views spoken language or text as a form of social practice to reveal the discursive sources of power, dominance, inequality and bias (Vibhute, 2016:724; Wodak, 2001:5; Sheyholislami, 2001:1). CDA attempts to interpret and understand spoken or written language, and its relationship to society, through study and analysis (Yin, 2014:83). According to Vaara (2015:1), CDA's origins lie in applied linguistics and was developed amongst others by scholars such as Fairclough, van Dijck, van Leeuwen and Wodak. Additionally, CDA is a methodological approach that gives one an

opportunity to examine the constitutive role that discourses play in contemporary society (Vaara, 2015:1).

Data analysis in this study followed Fairclough's three dimensional model which originated from the critical linguistics developed at the University of East Anglia, in the 1970s (Yin, 2014:85). The three-dimensional model of CDA used in this study, consists of three levels, including text, discourse practice and socio-cultural practice, that can be analytically separated (Yin, 2014:85; Ravn, Frederiksen & Beedholm 2016:2). Vibhute (2016:726) explains that the first dimension, i.e. a text, can be any object of analysis, e.g. verbal, visual or verbal/ visual texts. Discursive practice is the second dimension, described in terms of production and reception of a text in a particular context. The context can be situational as well as inter-textual. Situational text focuses on the time and place of text production while inter-textual context focuses on the producers and receivers of the discourse. The third dimension refers to the social practices, operating behind the entire process and governing the power relations in discourse.

To cover all three dimensions in this framework, analysis focused on: (i) the linguistic features of the text, i.e. text analysis, (ii) processes related to the production and consumption of the text, i.e., discursive practice, and (iii) the broader social practice Ravn *et al.* (2016:2). According to Liu and Guo (2016:1078) this approach to discourse analysis, text is the production of communication process that includes the production, distribution and consumption throughout discursive practice, which are all influenced by social practice. Liu and Guo (2016:1078) also note the three stages within these three dimensional frameworks, namely: description stage, the interpretation stage, and the explanation stage. When doing Fairclough's CDA, the description of formal and structural characteristics of the text comes first, second is the interpretation of the connections between text and interaction, and the explanation of connections between interaction and the social context comes last.

Frisby *et al.* (2005:378) noted that data analysis is a complex and challenging phase in research process which requires knowledge of data analysis procedures. To add, engaging all the research participants in this phase may not always be possible because participants may not have the necessary knowledge in using various data analysis procedures. The researcher in this study analysed the data and shared the

preliminary findings with the research participants who were asked to make their inputs on those findings before the final report was written. At a textual analysis level, the researcher analysed the data generated by performing text examination of grammar and vocabulary used in the discussions between participants. Words and wording used by participants were analysed when making reference to: (i) the problem of the study, (ii) possible challenges facing implementation of SIAS policy (iii) components relevant to approach teacher training for implementation of SIAS, (iv) success indicators of improved teacher training of SIAS, (v) an approach for improving teacher training for implementation of SIAS.

At a discursive practice level, focus was on how texts were produced, distributed, transformed, and on how they were consumed by the research participants. The researcher focused on how texts produced, drew from other texts or influenced other texts. At the social practice level analysis focused on the links between texts and the broader social practice, which influence them with a view of understanding the possible reasons for the production of such texts and the way in which they are interpreted.

1.7 VALUE OF RESEARCH

This study may contribute to the Education System after identifying the challenges and suggesting solutions that can improve teacher training for implementation of SIAS policy at selected schools in the Motheo District. The discussion of components for improving teacher training, aims to render teachers and other role-players, including SMTs, SBSTs, DBSTs, SAs and CMs more conscientious about their roles in Inclusive Education. The indicators will also give a clear picture to all the DBE and involved stake-holders what makes the success of inclusive policies, SIAS in particular.

Finally, it may be an eye-opener for the DBE that there is a great need for the training of teachers in the support section of the SIAS policy, in the form of curriculum differentiation. To achieve this, a suggested approach to train teachers for the implementation of the SIAS policy will be put in place.

1.8 ETHICAL CONSIDERATIONS

The researcher applied for ethical clearance from the University of the Free State (UFS). Ethical clearance has been granted with ethical clearance number [UFS-HSD2018/0060] in order to conduct the study in an ethical manner, so as to ensure that validity and sense of trustworthiness are enhanced (Rule & John, 2011:111). Participants' feelings of betrayal and deception were avoided, and they were also assured of confidentiality and anonymity, after the researcher received permission from both the DBE and the principal, to conduct research in their school (McMillan & Schumacher, 2001:421). Data has been gathered by recording on audio tapes and diaries, and safely kept confidentially at the researcher's residence in a lockable cupboard. Electronic Information is stored on the password protected laptop.

As the accountable Head of Department at one of the Motheo District Primary Schools, the researcher committed herself to account for any risks, harm or side effects to the potential participants. However, the latter were quite impossible because the researcher is the one who went to the participants.

1.9 KEY CONCEPTS

Inclusive Education is defined as acknowledging that all learners can learn, with respect to the differences based on class, age, gender, language, ethnicity, disability or infectious disease (RSA DBE, 2001; Da Costa, 2003:29). Allowing all learners to participate optimally in the teaching and learning process of educational institution, and to identify and address barriers to learning by giving learners support (i), portraying positive attitudes and behaviours, and changing of teaching methods, curriculum and environment, to meet the needs of all learners (ii), and acknowledging that learners can also have formal and informal learning at home and from community members (iii).

Screening is a form of assessment, consisting of testing learners to determine their basic abilities and skills in an educational setting, using a set of cut-off scores, which serve as the criteria to qualify for support services (Ntseto, 2015:38).

Identification involves finding gaps in knowledge and skills caused by barriers which thwart learning and development (Walsh & Jaye 2013:9; RSA DBE, 2001:8).

Assessment refers to the act of judging and deciding the amount, value, quality and importance of the decision made (Cambridge Dictionary, 2017). Support means removing barriers to learning, instead of removing the children themselves, as well as establishing levels of support required by learners (Englebreght, 2006:255; Lomofsky & Lazarus, 2010:305).

1.10 LAYOUT OF CHAPTERS

Chapter 1: Introduction and Background to the Study

Chapter 2: Literature Review

Chapter 3: Theoretical Framework

Chapter 4: Research Design and Methodology

Chapter 5: Presentation of Data and Analysis

Chapter 6: An Approach for improving implementation of teacher training for SIAS policy

Chapter 7: Conclusions and Recommendations

1.11 CHAPTER SUMMARY

Chapter one discussed the background of the study, the problem statement and SDT as theoretical framework. Primary and secondary questions as well as the objectives of the study were also attended to. The discussion of research design has also been done on how data will be collected, analysed, interpreted, reported, and how participants would be selected. Finally, the discussion also includes the value of the research, ethical considerations, and the layout of the chapters, including chapters one to seven. The theoretical framework of the study will be discussed in the next chapter.

CHAPTER 2 : LITERATUREREVIEW

2.1 INTRODUCTION

The aim of this chapter is to present social development theory (SDT) as a theoretical framework underpinning this study. This provides a firm conceptualisation of this intellectual piece, thus focus is on the evolution of the theory. Furthermore, a philosophical viewpoint of Social Development Theory's ontology and epistemology is discussed. The chapter also discusses models of professional development, as well as stages involved in SDT and how these stages assist in the achievement of objectives.

2.2 THEORETICAL FRAMEWORK: SOCIAL DEVELOPMENT THOERY (SDT)

SDT is the well-established theory in developmental psychology, offering the most robust account of mental development (Shabani, 2016:2). SDT, as developmental theory, features three seminal ideas: (1) an emphasis on developmental or generic analysis as a means to understand certain aspects of mental functioning, (2) the claim that individual mental functioning has social origins and (3) an emphasis on the mediated nature of human action (Shabani, 2016:2). The implication of the latter Vygotskyan concepts should be understood as knowledge and learning, that should not be sought in the mind but in the social interaction co-constructed between an individual and more knowledgeable others (MKOs). Moreover, knowledge is a socio-culturally mediated process affected by the physical and psychological tools and artefacts (Shabani, 2016:2; Dixon & Verenikina, 2007:202). Socio-cultural mediation is, therefore, crucial between teachers and their MKOs for knowledge construction, which is not achievable with their own minds.

The major theme in SDT is the zone of proximal development (ZPD) which was created by Vygotsky with the child in mind (Fani & Ghaemi, 2016:1549). ZPD is defined as a level of development attained when children engage in social behaviour. Full development of the ZPD depends upon full social interaction, and the range of skill

that can be developed with adult guidance or peer collaboration exceeds what can be attained alone (Fani & Ghaemi, 2016:1550; Dixon & Verenikina, 2007:202). Then, for this study, the learner is the teacher who has to be trained for curriculum differentiation to support LSEN. Based on the latter reason, the idea of ZPD changes to ZPTD the recent idea used for teacher development (Fani & Ghaemi, 2016:1549).

Another major concept of SDT is the notion of unity in behaviour and in consciousness because it defines what constitutes human development (Shabani, 2016:2). Then Vygotsky (1987) made a clear distinction between biological forms of development and socio-historical forms of development. He argued that biological maturations that unfold with time do not constitute development *per se*, they should lead to new forms of behaviour or social interaction. Whereas, according to Forrest (2013:3), in SDT, the discernment is made between the natural development and planned development. Natural development manifests from the unconscious behaviour of persons acting on their own. Natural development is unconscious because people achieve the results without being fully aware of how that achievement took place (Asokan, 2006:3; Forrest, 2013:7). Thereafter, planned development is conscious because it includes developmental and governmental programs that promote the development process. Planned development also succeeds because it has the ability to enhance the success of natural development. For example, Inclusive Education South Africa (IESA), in partnership with DBE and the European Union developed the New Teacher Induction Program (NTIP) to promote inclusion and to support new teachers to respond to diversity in the classroom (Muzingwa, 2018:5). The induction programme provides the teacher with three types of support: personal, social and professional. Majoko and Phasha (2018:18) agree that the successful implementation of Inclusive Education depends on teachers and other stakeholders demonstrating positive attitudes to inclusion and working together to ensure that all learners receive quality education. To continue, in order to improve the implementation of inclusive policies and practices in SA, the focus should be on raising the capacity within the education system by addressing teacher proficiency, both at the PRESETT and CPD levels (Majoko & Phasha, 2018:18). Thus, for the improved and successful teacher training for implementation of SIAS policy at selected schools of Motheo District, there has to be a collaborative, planned development by SBST, DBST, SAs and CMs. Then, the next discussion is about the historical background of SDT.

2.3 EVOLUTION OF SOCIAL DEVELOPMENT THEORY

Social Development Theory (SDT) was developed for special education, by Psychologist Lev Vygotsky, from 1896-1934 (Shabani 2016:1). Vygotsky began to work in psychology shortly after the Russian Revolution, where Marxism replaced the rule of czar (Fani & Ghaemi, 2011:1553). The new philosophy of Marxism emphasised socialism and collectivism, where individuals were expected to sacrifice their personal goals for the improvement of the larger society. Sharing and co-operation was encouraged and the success of any individual was seen as reflecting the success of culture (Fani & Ghaemi, 2011:1553). Vygotsky's call for inclusion to be based on positive differentiation is what linked his SDT to special education practice (Dixon & Verenikina, 2007:201). He recommended what is now called the "Full Inclusion Model" as he was against the exclusion of LSEN from mainstream schools (Brewer & Gardner, 1996:85). He later indicated the importance of different and conducive learning environments, where all teachers concentrate on the individual needs of the learners (Kgothule, 2017:64; Dixon & Verenikina, 2007:201). That does not imply changing the school setting, but changing the methods of teaching. Maintaining learners in social and cultural environments is another way in which secondary disability may be prevented or remediated (Vygotsky 1993). SDT also influenced the policy and practice of Inclusive Education in Australia and in New South Wales Schools' DET (NSW DET), where many of the theoretical concepts are consistent with recent IE policies (Dixon & Verenikina, 2007:2003; Van der Veer & Zavershneva, 2011:460).

One major aspect of Vygotsky's SDT is the idea that potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behaviour (Fani & Ghaemi, 2016:1550). Full development of the ZPD depends upon full social interaction and the range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. According to Vygotsky (1978) two learners might exhibit the same IQ score, supposedly indicating that they had achieved the same developmental level and thus readiness for instruction, but one of them might well be able to perform more complex tasks under someone else's guidance than the other

could with the same assistance. This difference between actual and potential IQ has been referred to by Vygotsky as the ZPD (Fani & Ghaemi, 2016:1550).

Vygotsky's aim of introducing the ZPD was to criticize the psychometric-based testing in Russian schools, where the traditional testing reflected only the current level of the learner's achievement, rather than the learner's potential for development in the future. The zone of actual development (ZAD) does not sufficiently describe development, but rather describes what is already developed or achieved (Fani & Ghaemi, 2016:1550). The level of assisted performance in ZPD highlights the potential for emerging behaviour and "tomorrow of development" (Vygotsky, 1978 cited in Fani & Ghaemi, 2016:1550). Vygotsky, as Russian developmentalist and active scholar of the 1920s and 1930s, unfortunately died at the age of 38, before his work was complete (Kgothule, 2014:64). Nevertheless, he left us with much food for thought by insisting that cognitive growth occurs in socio-cultural context influencing the form it takes. In addition, many of learners' most noteworthy cognitive skills evolve from social interactions with parents, teachers and more competent associates (Kgothule, 2014:64). This leads us to models of professional development

2.4 OBJECTIVES AND STAGES OF SDT

SDT objectives and principles have been collapsed in this section and discussed under the four stages through which they will be realised. The first objective is to inform the practice of Inclusive Education policy and enhance its implementation. Secondly, to provide background on how people relate throughout the process of development. Thirdly, to find and fill the gap at the ZPTD and lastly to explain qualitative changes needed to establish new structures of thought (Van de Veer & Zavershneva, 2011:460; Fani & Ghaemi, 2011:1551). The principles accompanying these objective are that learning precedes development, language is the main vehicle (tool) of thought, mediation is central to learning and social interaction is the basis of learning and development (Shabani, 2016:2). Therefore, the objectives and their principles are discussed under the stages of SDT which lead to their realisation. The stages include the initial stages of the ZPTD: Self-and teacher-assistance (Stages 1 & 2) and advanced stages of the ZPTD: Internalisation and recurrence (Stages 3 & 4).

2.4.1 Initial Stage 1: Self-assistance

In the ZPTD the first two stages are reversed as teacher-assistance then self-assistance, due to the weight of prior learning experiences teachers bring to their teacher education programme and starts with reflection (self-assistance) on prior experiences (Fani & Ghaemi, 2011:1551). The distinction between self-assistance and teacher-assistance, from a teacher development perspective, is a point of emphasis, not an “either-or” phenomenon (Warford, 2011). The first initial stage is where SDT informs the practice and enhances the implementation of Inclusive Education policy. The principles accompanying this objective are that learning precedes development and language is the main vehicle (tool) of thought (Shabani, 2016:2). Therefore, teachers should initiate their development and be prepared to learn about the practice and implementation of inclusive policies, particularly SIAS.

Obviously there is some mediation provided by the teacher training, even at this self-assistance stage, but emphasis is on setting the field by promoting reflection on one’s experiences and tacit beliefs with regard to teaching and learning. According to Van de Veer and Zavershneva (2011:460), this is the physical phase which is dominated by the physical element of the human personality.

2.4.2 Initial Stage 2: Teacher-assistance

This second initial stage is regarded the as physical phase, whereby the objective of providing background on how people relate in the process of development through direct or indirect engagement to share in the academic field, is realised (Warford, 2011; Van de Veer & Zavershneva, 2011:460; Fani & Ghaemi, 2011:1551). The principles matching this objective are that mediation is central to learning and social interaction as the basis of learning and development (Shabani, 2016:2). For example, at school level, teachers are directly involved with the SBST and with SAs at district level. Then, teachers are indirectly involved with the DBST and CMs at district level, however direct involvement among all of them is very crucial for teacher training of SIAS, as the process of development.

At the initial stages, society is preoccupied with base survival and sustenance, meaning the human personalities are such that they still continue in their roles,

irrespective of the challenges (Asokan, 2006:2; Kgothule & Hay, 2013:33). In addition, Kgothule & Hay (2013:33) believe that, at this stage, roles are followed traditionally, with little or no innovation and change. Consequently, lack of innovation, change and knowledge are what hinders the implementation of inclusive policies and also puts them into a challenging situation (Kgothule & Hay, 2013:33). For example, educators at selected schools of Motheo District seem to continue in their traditional teaching and learning methods, without being innovative about curriculum differentiation to support LSEN.

Improving teacher training seems to be the best way to overcome the latter challenges, which will be discussed under the components related to Vygotsky's major concepts of Inclusive Education approach and terminology (Dixon & Verenikina, 2007:197). This brings us to discussion of the next advanced stages, including the internalisation and recurrence stages.

2.4.3 Advanced stage 3: Internalisation Stage

This is the stage that aims to achieve the objective of finding and filling the gap between the performance of the task under guidance of the supervisor and the ability to solve the problem individually (Fani & Ghaemi 2011:1551). The principle matching this objective is that Zone of Proximal Development is the primary activity space in which learning occurs (Shabani, 2016:2). At this advanced stage, the ZPTD progresses toward the internalisation and repeated application of the pedagogical concepts teachers have learned (Fani & Ghaemi, 2011: 1552). As internalisation grows, teachers demonstrate their capacity to use pedagogical knowledge and skills espoused by their particular program. The internalisation and recurrence stages are followed co-currently because they are both also regarded as the mental phase, where society is filled with dynamism, change, curiosity, innovation and shift from interacting with the physical environment to interacting socially (Noble *et al.* 2012:2). These are the stages wherein knowledge and reality are developed psychologically and emotionally, then taken from the heads of teachers and discussed in social discourse (Bakewell, 2010:694; Maton & Moore, 2010:24). However, much happens at the fourth stage, the recurrence stage, as discussed below.

2.4.4 Advanced Stage 4: Recurrence Stage

The recurrence stage aims to explain qualitative changes needed to establish new structures of thought (Van de Veer & Zarveshneva, 2011:460). The recurrence stage may be described as the “theory into practice” stage, as teachers prepare to confront the dichotomy of theory and practice in all its intensity (Fani & Ghaemi, 2011:1552). This stage or phase is characterised by practical, social and political application of the mind. Practical application generates creativity, leading to more new and effective types of social organisation seen at the inner circle of the ZPTD, where the trainee already knows something and finds other new things by social interactions (Vygotsky, 1989; Bakewell, 2010:1694).

The trainee learns about innovative tools and techniques from the program, and lets go of more traditional variants that are much more familiar and natural by comparison (Bakewell, 2010:1694; Fani & Ghaemi, 2011:1552). In addition, Maton and Moore (2010:24) concur that, through innovative thinking, teachers will be able to find new and experimental approaches to the teaching and learning process, which are acceptable and beneficial in preventing them from doing things traditionally. This means teachers in the selected schools of Motheo District should learn innovative tools and techniques of curriculum differentiation through programmes of in-service training in SIAS to improve the implementation thereof. Their innovative thinking should allow them to experiment by differentiating curriculum and should keep them from traditional teaching and learning. Demand for knowledge rises at this stage, and has the capacity to rise above the social conditions under which it is produced (Maton & Moore, 2010:24).

According to Causton and Theoharis (2013:15), without appropriate knowledge and support, inclusion of LSEN can be disrupted by following traditional “remove and remediate” philosophies. They suggest that a team approach to supporting learners in the classroom is necessary, however, it is impossible without appropriate knowledge and skills. To improve SIAS implementation with teacher training of SIAS at selected schools of Motheo District, there has to be acquisition of new knowledge that would allow them to change their traditional teaching and learning approaches, and find new ways of differentiating curriculum to cater for LSEN. The social characteristic of the recurrence stage, or mental phase, historically applies to all societies as an escalating

movement, full of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment (Fani & Ghaemi, 2011:).

The escalating movement takes place in the outer circle of the learner, who cannot learn or achieve on his or her own, but can do so through social interaction with the skilled MKOs. Thus, teacher training for SIAS implementation should bring the upward movement from classroom level to district level, with the above-mentioned features. During training, background should be given on how role players are related, as well as their direct and indirect involvement in the process of SIAS policy implementation. Then, Noble *et al.* (2012:2) claim that, at the advanced stage, society is bound to formal rule of law, which provides for a secure and safe environment in which to perform roles and responsibilities. Therefore, SDT informs the practice and enhances the implementation of SIAS policy, which is also the formal and binding rule of law where roles and responsibilities of all role players are stipulated.

The political feature transforms systems politically, to empower people to freely and democratically exercise their human rights as identified by the Constitution of South Africa (RSA 1997:5). What empowers teachers emotionally and nervously, pushes them towards accomplishing and expressing themselves by interacting directly with other stake-holders (Noble *et al.*, 2012:1). Vygotskian approach, therefore, embraces conflict as a catalyst of developmental change, rather than avoiding or dismissing discrepancies between pedagogical values in the academic field (Van de Veer & Zavershneva, 2011:460; Fani & Ghaemi, 2011:1552). The teacher is, therefore, expected to be a cultural mediator and teacher-researcher who investigates learning during their professional preparation (Shabani, 2016:3; Fani & Ghaemi, 2011:1551).

Ideally, this disposition towards investigative learning should be supported through the first year of teaching, with the extension program that continues to classroom-centred questions. Reflection at this stage promotes equilibration, the process of accommodating new information into conceptual understanding, which necessarily entails discomfort, stress, conflict, sadness and loss (Fani & Ghaemi, 2011:1552). This emphasises the relevance of political and human rights here, because there are specific human rights required to bring qualitative changes to selected schools of Motheo District for the implementation of SIAS. The human rights required include equality, human dignity, freedom and security of the person, freedom of expression,

freedom of association, labour relations, environment, social security, education and access to information (Lomosfky & Lazarus, 2010:303).

Maton and Moore (2010:26) believe the organisation is the mental invention, which should formulate a great number of organisational innovations; networks and communications to connect the schools with other departments or organisations; telecommunications; reporting and information. Furthermore, thinking is comprised of coalitions of the mind, is internalised by social networks, and is encouraged by the synergies of social interactions (Fani & Ghaemi, 2011:1552; Maton & Moore, 2010:26). Thus, in order to change the selected schools of Motheo District into inclusive schools, there has to be practical application of mind, political application of human rights and social interactions by everyone involved in SIAS policy implementation.

2.5 RATIONALE FOR SDT AS A THEORY OF CHOICE

SDT, as an Inclusive Education theory, is relevant in this study because SIAS is an Inclusive Education policy. SDT is the development theory involving the improvement of greater society. The aim of this study is also to improve SIAS policy implementation by training teachers as members of society, motivated by the knowledge gap identified. SIAS policy is also a well-planned policy that involves the development of the role players, and one of the support organisers is the training of teachers (RSA DBE, 2014:23). As per the indication that differentiation is what linked SDT to special education practice, curriculum differentiation is also required, in SIAS policy, to accommodate LSEN (Dixon & Verenikina, 2007:201; RSA DBE, 2014:8 & Angelides, 2012).

However, differentiation does not imply changing the school setting, but rather changing the methods of teaching content, assessment and environment, and this is also the case with SIAS policy (Dixon & Verenikina, 2007:201). Both the SDT and SIAS policies indicate the importance of different and conducive learning environments, where all teachers concentrate on the individual needs of the learners (Kgothule, 2017:64; Dixon & Verenikina, 2007:201). Maintaining learners in social and cultural environments is another way in which secondary disability may be prevented or remediated (Vygotsky, 1993). The major aspect of Vygotsky's SDT, the ZPD has also been identified in SIAS, as teachers seem to exhibit a knowledge gap in regard to

supporting LSEN through curriculum differentiation (Fani & Ghaemi, 2011:1550). Then, in order to fill in that knowledge gap, teachers will have to be involved in social interactions with their MKOs and peers. Thereafter, SDT will be relevant to this study because it assumes the teachers at Motheo District are learners who should acquire new skills of supporting their students with curriculum differentiation by interacting with competent associates or MKOs.

In addition to the above, in order for teachers to acquire new skills, gain new knowledge and expertise in dealing with educational problems, they need to be involved in the development process by forming groups, having collaboration with peers and engaging in discussions (Shabani, 2016:1; Fani & Ghaemi, 2011:1553). New knowledge and expertise of supporting LSEN with curriculum differentiation should thus be gained by teachers at selected schools of Motheo District by sharing their problems in peer collaboration, discussions and attending teacher training for SIAS implementation.

The theoretical concepts of SDT has the potential to influence SIAS policy implementation as it influenced inclusive policies and practices in other countries, such as Australia (Dixon & Verenikina, 2007:2003; Van der Veer & Zavershneva, 2011:460). Provision of specialist staff to support mainstream class teachers is an important feature of SDT, in the NSW DET. The main role of specialist staff is to support teachers in enabling LSEN to access and participate in the same curriculum as learners who are achieving. Another key feature of educational policy for IE is where various individuals collaborate and co-ordinate support for LSEN. The latter key features are featuring SIAS as South African policy because it also calls for integrated community-based support provisioning, for learners with learning barriers and development. However, support should be directed to both learners and teachers at school level in order for it to be effective.

According to SIAS (RSA DBE, 2014:23) one of the roles of SBST and DBST, as specialists, is to provide teachers with support in order for them to teach LSEN. Then, because teachers who teach LSEN the same curriculum without differentiating are said to be challenged with curriculum differentiation as part of SIAS process, they need teacher training as professional development to overcome this challenge (RSA DBE, 2014:23; Groom & Rose, 2005:28). As mentioned earlier, the challenge can, therefore,

be overcome with the involvement of other MKOs, like SAs and CMs, during teacher training, by virtue of being curriculum and management specialists. SIAS also highlights collaboration with DBST, special schools and the Full Service Schools that are equipped with specialised skills and resources, to reach out to all regular schools in a district - as it should be with Motheo District.

Another example to prove that SDT is developmental, is where it led to the successful Green Revolution of food production in India, with evident results of planned initiative, as well as conscientious and well-conceived programmes. Adoption of SDT with the right approaches assisted in satisfying the needs and aspirations of the farmers (Maton & Moore, 2010:24). Thus, as a well-planned policy, the success of SIAS depends on educators' needs and aspirations, as was also the case with farmers. For educators to produce successful learners, and consciously conceive SIAS policy, there must be a well-planned development program for teacher training, hence the adoption of SDT as theory for this study (Maton & Moore, 2010:24; Groom & Rose, 2005:28). It is, therefore, crucial that this discussion includes the ontological and epistemological perspectives of SDT.

2.6 ONTOLOGICAL PERSPECTIVE OF SDT

Ontology studies the nature of being, and deals with the way reality is, as well as the system of belief reflecting an interpretation of an individual (Van de Veer & Zavershneva, 2011:460; Zhang & Wang, 2016:2). This study, therefore, seeks to consider the reality of teacher training as professional development, from the perspective of Vygotsky SDT. As training is about learning and development, the ontological perspective of SDT suggests that human development and learning should be specified under the value of social justice (Stetsenko, 2008:471 & Wertsch, 2005:145). SDT thus expects the cultural development of the learner to first function between people, meaning inter-psychologically (Shabanin, 2016:3). It must then also function within the learner, meaning intra-psychologically. That refers to discovering and developing new understandings of how learners should be curious and take active participation in their own learning.

Then, by curiously and actively taking part in teacher training for SIAS as cultural development, should lead teachers to their own learning and discovery of the whole

process, particularly support with curriculum differentiation. According to Shabani (2016:2), SDT represents a seminal, well-established theory in developmental psychology which offers the most robust account for mental development to date. Three seminal ideas which form the basis for SDT include an emphasis on development or genetic analysis as a means to understand certain aspects of mental functioning; the claim that individual mental functioning has social origin and an emphasis on the mediated nature of human action. Thereafter, (Stetsenko, 2008:471) mentions that the basic principle for learning and development, and the core of human nature is the intentional collaborative change of the world. Consequently, the process of collaboratively changing the world, in view of its goals and purposes, help people to know themselves, their world and, ultimately, become humane (Stetsenko, 2008:471).

In addition, the psychological processes themselves are human activities that contribute to collaborative, transformative practices that are contingent in both the past vision for the future and inspired with ideology, ethics and values (Stetsenko, 2008:471). Therefore, collaborative, purposeful and transformative practices that are inspired with ideology, ethics and values among educators, SBST, DBST, SAs and CMs, are crucial when it comes to teacher training for SIAS implementation. The latter concept, therefore, opens new avenues for overcoming the limitations of both individualistic views of positivist and humanist traditions (Holtzman, 2006:109). The views of positivist and humanist traditions assume the primacy of the individual as the foremost entity, preceding social practices. Once more, the views assume social reductionism of unidirectional, collectivist explanations that tend to exclude individual processes and human subjectivity (Holtzman, 2006:110).

The ontological perspective of SDT, therefore, invites us to envision the process of a unified human science, envisaging the process of becoming and knowing, as well as the values and commitment to transformation. Thereafter, Fani and Ghaemi (2011:1552) suggest that, in order to promote internalisation and deeper integration of learning experiences into larger ontogenetic frameworks of professional growth, writing increases in importance as a tool for weaving together personal, professional and theoretical narratives. For example, Mudzingwa (2018:5) states that the New Teacher Induction Programme (NTIP) provides personal, social and professional support to new teachers for professional growth. These are the types of support needed by teachers at selected schools of Motheo District so that they can

professionally grow in supporting learners with curriculum differentiation. Following this is the discussion of the epistemological perspective of SDT.

2.7 EPISTEMOLOGICAL PERSPECTIVE OF SDT

Epistemology refers to the beliefs concerning the nature of knowledge (Van de Veer & Zavershneva, 2011:460). According to Vygotsky (1980), knowledge is something people generate together in communicative practice, and a social process of constructing reality. SDT constructivism accepts that there is objective reality and epistemological principle in social theory Maton & Moore, 2010:24). InSDT, knowledge and reality, created psychologically from mind, self and emotion, should be taken from the head and be handled through social relationships and interaction (Van de Veer & Zavershneva, 2011:460; Maton & Moore, 2010:24). Thus, knowledge is a socio-culturally mediated process affected by the physical and psychological tools and artefacts, co-constructed between a more and less knowledgeable person (Shabani, 2016:2).

According to Maton and Moore (2010:24), the two major principles of SDT are cognitive development and cognitive social development. Cognitive development is an important aspect of how the learner develops his or her thinking and learning, to a certain extent, within a certain range, at any given age. Cognitive social development is defined as the learner's development of social skills through social interaction with peers (McLeod 2018; Maton & Moore, 2010:24). The three themes into which cognitive development and cognitive social development are integrated include Social Interaction (SI), the more knowledgeable other (MKO) and the zone of proximal development (ZPD).

SI is necessary for the establishment of new structures of thought to qualify the subject as the complete being and symbolic apprehension, as he or she is directly in contact with others, for biology and culture to relate well (Bark, 2016:1 & McLeod 2018). Although culture affects and shapes cognitive development, SDT integrates the development of thought and biological nature to prepare for the roles that should be filled. The roles can be filled by inserting individuals in social development through SI, in order to achieve development, consciousness and cognition as the benefits of socialisation and social behaviour (Bark, 2016:1).

SI will be inserting educators, SBST, DBST, SA and CM in social development, to prepare them for the roles that must be filled in training for SIAS implementation. Preparation to fill the roles should be done by MKOs because they are at a higher ability level and have a better understanding of a particular task, concept or process (Shabani, 2016:5 & McLeod 2018). According to Shabani (2016:5), the trainees receive ample ready-made experience and gain more vivid understanding of the norms of educational practice from the trainers. For example, SBST, DBST, SA and CM are MKOs who can perform the task or process of guiding and training educators for the implementation of SIAS. They can also train and provide support to novice trainees, as in scaffolding, so that they can gain and increase their knowledge and understanding (McLeod 2018; Kgothule, 2014:65; De Souza, 2014:149; Shabani, 2016:5).

Scaffolding occurs any time at which the MKO adjusts his or her input to guide the trainee, who is at the ZPTD to a level of his or her capabilities. Scaffolding is, therefore, expected from SBST, DBST, SA and CM for educators who should be taken from their area of challenge, to the capability of implementing SIAS policy. The implication is that teachers are at the ZPDT, which Vygotsky (1978:86) refers to as the distance between the actual level of development and the level of potential development. The actual level of development is determined by independent problem solving and the level of potential development is determined through problem solving under the guidance of, or in collaboration with, MKOs or peers (Fani & Ghaemi, 2011:1550). Additionally, the ZPDT is the distance between the actual development level, as determined by individual linguistic production, and the level of potential development, as determined through language production collaboratively with MKO or peer (Kgothule, 2014:65; Fani & Ghaemi, 2011:1550).

In summing up the latter background, the gap between the trainees and the trainers of SIAS should be filled at the ZPDT because that is where learning takes place (Kgothule, 2014:65). Kgothule (2014:65) believes that, even though teachers are expected to solve the problems alone as trainees, there are tasks they need to perform under guidance of supervisors or trainers. Supported by Fani and Ghaemi (2011:1550) at the ZPTD, there is a range of tasks and processes that are not easy to be mastered as an individual, but require guidance and training from a more skilful partner, in order to be accomplished.

Thus, educators' knowledge gap of SIAS implementation, particularly regarding support with curriculum differentiation, should be filled by SBST, DBST, SA and CM as trainers and teachers themselves, as trainees. Teacher training should, therefore, be tailored in a way that will capacitate teachers to accomplish and master the required tasks and processes. The latter information about the ZPTD is presented below on Figure 2.1, by three circles:

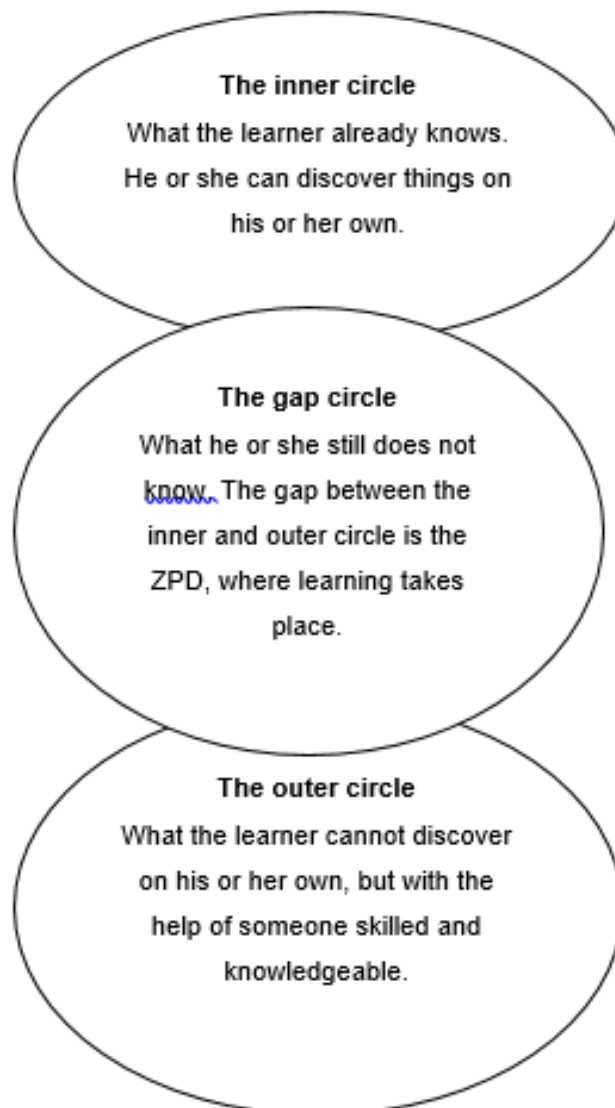


Figure 2.1: ZPTD circles

The ZPTD circles show the distance between the teachers' ability to implement SIAS policy under guidance of MKOs, or peer collaboration, and their ability to do it on their own. At the ZPTD, the MKO gives the trainee instructions and guidance, in addition to much encouragement for better learning and acquisition of skills (Bakewell,

2010:1694; Fani & Ghaemi, 2011:1550). That means improved teacher training should bring about the development of skills and speed up cognition that will allow educators to support LSEN with curriculum differentiation in the SIAS process.

2.8 MODELS OF PROFESSIONAL DEVELOPMENT

The improvement of teacher training for SIAS policy implementation can be approached by adopting SDT's seven models of professional development, recommended by Shabani (2016:3), and they are: training; mentoring; observation or assessment, scaffolding, inquiry or action research, individually-guided activities and involvement in the development process and study groups. The first model to be discussed is training.

2.8.1 Training

Training is the use of a presenter, or a team of presenters, to transfer its concepts and expertise through a number of activities, such as large group presentations and discussions, seminars, workshops, demonstrations, role-play, simulations, and micro-teaching (Shabani, 2016:4; Mudzingwa, 2018:5). The model of professional development based on training implies that teacher development occurs through presentations, practicum and internship. That means the in-service teacher training should involve presentations and practicum, where teachers, as trainees, receive ready-made experience of curriculum differentiation from curriculum specialists, meaning SAs in collaboration with DBST, SBST and CMs. To fill the knowledge gap present among teachers, Vygotskyan thinking indicates that the origin of knowledge construction should be sought in the social interaction co-constructed between a more and a less knowledgeable individual (Shabani, 2016:4 & Mudzingwa, 2018:5). Moreover, the construction of knowledge is a socio-culturally mediated process, affected by the physical and psychosocial tools and artefacts. The next model of discussion is mentoring.

2.8.2 Mentoring

Mentoring means interactions between an experienced and highly successful expert and a less experienced novice colleague (Shabani, 2016:4). A less knowledgeable person, more specifically the learner, novice or trainee, gets engaged in developmental changes through interaction with a more knowledgeable other who can be a mentor or trainer (Shabani, 2016:1; Fani & Ghaemi, 2011:1552). In the mentoring system, an experienced teacher is given responsibility for assisting the new teacher on a personal, social and professional level (Mudzingwa 2018:5). Here, the expert system can be applied with the use of input and advice from external experts, to expand knowledge and skills. This could take the form of seminars, professional learning communities (PLCs), participation in programmes, as well as accessing support materials, resources and guidelines (Mudzingwa, 2018:5).

The implication of the above exposition is that the MKO pushes the novice or trainee into the most proximal level of development while providing attuned assistance. However, the roles of both the trainee and the trainer are in the state of flux, that is the trainee can also become an expert by contributing his or her knowledge (Shabani, 2016:6). Then, to push teachers of selected schools of Motheo District to the proximal level of development, in terms of supporting LSEN with curriculum differentiation, SBST, DBST, SAs and CMs, as MKOs, can apply the expert system during training for the implementation of SIAS, as suggested above.

2.8.3 Observation or assessment

Is the form of professional development through which two colleagues learn from each other's observation and on-the-spot-feedback reports (Shabani, 2016:4). The observed teacher makes use of the observer's feedback to improve his or her teaching practice, and the observing teacher has the opportunity to closely examine and reconsider aspects of teaching neglected during his or her own teaching. Therefore, as novices, they learn from each other (Shabani, 2016:6). According to SACE (2003:31), teachers must interact with each other by participating in appraisal processes in order to review their professional practice, with the aim of improving their teaching, learning and management. Teachers are required to contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

Thus, another way they can achieve that is by observing and assessing each other, as suggested by Shabani (2016:6).

Mudzingwa (2018:5) refers to the observation or assessment of teachers as the peer system, because it gives them opportunities to work together and support each other. For example, in the Integrated Strategy Planning Framework for Teacher Education and Development (RSA DBE, 2011-2025), PLCs have been identified as instruments for strengthening teachers' inclusive teaching practices, and addressing pedagogical barriers. Therefore, PLCs are used as platforms for peer-learning in Inclusive Education between teachers from full-service and neighbouring schools. Therefore, during teacher training, teachers should be made aware of the importance of joining PLCs so that they can share ideas concerning curriculum differentiation by observing each other.

2.8.4 Scaffolding

When providing support or scaffold, the MKO is responsible for leading the trainee as novice to enter into the learning activity with the trainee passively standing to benefit only from support, but like "mother and child", both are actively involved (Shabani, 2016:6). According to Mudzingwa (2018:5), scaffolding is the personal support given to the new teachers to develop their professional identity as inclusive teachers by way of mentor or peer. The teacher is, therefore, supported in an environment where new skills can be developed into practice. In addition, Shabani (2016:6) claims that the type of scaffold offered depends on the quality of interaction between the expert and the novice or trainee. The novice makes the expert aware about his or her level of development, through dialogic negotiations, in an atmosphere of co-operation.

The idea that explains the dynamics of co-operative interaction between the novice and the expert unfolds in the form of "collective scaffolding". That is, each member or attendee may contribute partially in completing the task, but this partial knowledge from each member combines together under the expert's guidance to achieve complete understanding and accomplishment of the task. Therefore, the idea of collective scaffolding suggests that what a group of trainees can do together is much beyond what individuals can do alone. Contrary to the latter, Fani and Ghaemi (2011:1553) proposed that the ZPD should not only be understood as strictly

interpersonal space, but that the mechanisms may be more internalised over the course of development. Implicitly, literate adults are able to manage the ZPD and scaffold themselves as they interact with both other people and other L2 sources.

2.8.5 Inquiry or action research

Models of study groups suggest that cognitive development occurs in social interactions. According to Vygotsky (1975), concrete social interactions, which are embedded in purposeful activities and directed at achieving specific goals, result in higher social functions. The scaffolds received at the internal levels will later on transform into intra-mental functions (Shabani, 2016:6). This model is regarded as an effective way to develop teacher professionalism, and as a site for self-exploration and self-improvement. Through action research, the teacher is kept abreast with the state-of-the-art teaching; capacitated to test different teaching methods, activities and theories of language teaching and learning, to see if they work and finally get feedback from learners (Shabani, 2016:6; Fani & Ghaemi, 2011:1553). Action research can also provide the tool for the teacher to make a link between his or her theoretical and practical knowledge and step forward for the teacher. The latter discussion is supported by the South African Council for Educators (SACE) (2003:28), with one of the seven roles of educator being the scholar, researcher and lifelong learner. That implies the teacher has to achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in the broader professional and educational matters.

2.8.6 Individually guided activities

In this model, all human thinking processes are social in origin and occur primarily on the inter-mental plane (Shabani, 2016:6). Human consciousness is dialogic by nature, and then, through interactional activities, will become internalised. These activities result in self-analysis and personal reflection, with examples like audio/visual self-assessment, conducting personal histories and journal writing. Fani and Ghaemi (2011:1553) believe this is where the teacher can improve their ZPTD by analysing their teaching practice using demos, videos and field observations to reflect on what has happened in the class, and to think of other strategies. Mudzingwa (2018) refers

to individually guided activities as self-reflection systems because they encourage teachers to look closely at their own teaching practice and note where it is successful and where it needs improvement. That means, self-reflective practices will help teachers to critically evaluate their professional development.

The second role of an educator mentioned in SACE (2003:28) is for the teacher to be interpreter and designer of learning programmes and materials. That implies that the teacher has to understand and interpret the provided learning programmes, design original learning programmes, and identify the requirements for a specific context of learning and select suitable textual and visual resources for learning. Lastly, the teacher has to select, sequence and pace the learning in a manner sensitive to the differing needs of the learning areas and learners (SACE, 2003:28). The teacher will, therefore, be considering curriculum differentiation as the key strategy for responding to the needs of learners with diverse learning styles and needs (RSA DBE, 2014:8)

2.8.7 Involvement in development process and Study groups

Being involved in development process and study groups provides teachers with a chance to gain new knowledge and expertise, as well as opportunities to deal with educational problems (Shabani, 2016:6). That can be done by forming groups, having collaboration with peers, conducting research or engaging in discussions to provide the teachers with strengths and weaknesses and also aid them in whether they are on the right track (Shabani, 2016:6; Fani & Ghaemi, 2011:1553). If they are not on the right track then it means they will have to make modifications or change their teaching practice, meaning curriculum differentiation, in this context.

Being involved in development process and study groups will assist the teacher as the leader and manager in the class to make appropriate, informed decisions, manage learning and carry out administrative duties (SACE, 2003:28; Geduld, 2009:41). The South African Schools' Act (SASA) (RSA DBE, 1996:22) also emphasises collaborative and collective decision-making between stakeholders and promotes the concept of staff to continuously reflect on what they are doing. The aforementioned competencies should, therefore, be performed by teachers and other role players of SIAS policy in ways which are democratic, which support learners and colleagues,

and which demonstrate responsiveness to changing circumstances and needs (SACE, 2003:28; Geduld 2009:41; RSA DBE, 1996:22).

2.8. CHAPTER SUMMARY

This chapter presented the social development theory as a theoretical framework, guiding the study. The aspects discussed in this chapter included historical origins, models of the SDT, the objectives and stages of the theory, rationale for the choice of SDT for this study, as well as ontological and epistemological perspectives. The next chapter is a literature review, featuring the main components for the understanding of inclusive policies, in-service training and integrated and professional support. The literature is to be informed by the objectives of the study, with particular reference to challenges, solutions, the indicators of improved teacher training, and the recommended approach for improving SIAS implementation.

CHAPTER 3 :

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Chapter 2 dealt with the theoretical framework for improving implementation of SIAS policy with teacher training at selected schools of Motheo District. This chapter will, among other things, discuss contextual background to SIAS policy, various role players and their roles in implementation and teacher training (regarding pre-service and in-service training), the implementation challenges facing the role-players of SIAS policy, the components of teacher training for SIAS, the indicators of improved teacher training for SIAS policy implementation, and the pointing out of the approaches to improving teacher training for the implementation of SIAS.

3.2 CONTEXTUAL BACKGROUND OF SIAS POLICY

The report of the National Education Policy Investigation (NEPI), established in 1992, indicated that almost half of South African learners who required special needs, which could not be provided by mainstream schools (RSA DBE, 2014:7; Knesting, Hokanson & Waldron, 2008:266; Nel, Tlale, Engelbrecht & Nel, 2016:2). Teachers had to handle many cases of different learning needs, with no support, and most children with severe to profound disabilities are still excluded from education (Walton, 2017: Engelbrecht *et al.*, 2013:1; Majoko & Phasha, 2018:16; Lomofsky & Lazarus, 2010:307). For the latter reasons, South Africa is still failing to achieve its education goals, specifically where LSEN should receive appropriate support in a range of educational settings.

The need for equality in all aspects of education, in a new democratic education system, led South Africa to align itself with international standards of recognising human and educational rights. All education policies had to include the principles of social justice, equity and redress (Nel *et al.*, 2016:1; Englebrecht, 2006:253). The recognition of educational rights for LSEN came through EWP 6 in 2001 to combat discriminatory attitudes and achieve education for all (Majoko & Phasha, 2018:16). Addressing barriers advocates for an Inclusive Education approach and continuum of

support to be infused throughout the education system - in the form of support programmes and support provisioning (Nel *et al.*, 2016:5; RSA DBE, 2001; Majoko & Phasha, 2018:16). This includes the development of “full-service schools” and availability of teachers who are adequately trained to support all learners in schools. Furthermore, the National Development Plan (NDP) 2030 highlights the role of the education sector in building inclusivity for South African society (Majoko & Phasha, 2018:16). However, almost all Inclusive Education policies are still facing the practical implementation challenges, as mentioned previously.

SIAS policy was, then, established to support the main principles of EWP 6 (2001), with the aim of putting the systems in place, identifying barriers to learning and the support needs that arise from them, and developing the necessary support programmes (RSA DBE, 2015:9; & Geduld 2009:41). The aims, however, also seem unachievable, especially at the selected schools of Motheo District. According to a Participant Manual for Provincial and District Officials (RSA DBE, 2015:5), before SIAS became the policy, it was the Draft National Strategy where selected schools and districts had been participating in its subsequent orientation programmes, since 2006. SIAS became the final policy on 19 December 2014, after the observations and recommendations emerged from the incorporated implementation. Through a set of forms, SIAS outlines how support needs of learners should be identified and how they should be supported in the system of education (RSA DBE, 2015:5). Therefore, SIAS is a process that should be followed as defined on Section 3.2.1.

3.2.1 The SIAS process

The process of SIAS starts at classroom level and continues to the district level. The first leg of SIAS is Learner Profile, discussed as preceding all other forms.

3.2.1.1 Learner Profile

Learner Profile (LP) is the first and legal document in the process of SIAS, with the purpose of screening the learner by filling personal information; medical information; parent or guardian information and early intervention services rendered to learner (RSA DBE, 2014:1). This profile could be in an A4 binder, and must be completed in

print by the register teacher on an annual basis (RSA DBE, 2014:1; Mednick, 2007:149). The principal of the school from which the learner is transferred must make LP available to the principal of the school to which the learner is being moved (RSA DBE, 2014:1). This requires planning, because learners are subjected to transition process which occurs throughout their schooling and social lives (Ntseto 2015). Transition happens from Foundation Phase to Intermediate Phase, from Intermediate Phase to Senior Phase, from Senior Phase to Further Education and Training and adult life.

So, if transition is planned in advance, it will be easier for learners to make it from one stage to another. In addition to this, the Singapore Ministry of Education (Singapore DoE, 2013:44) agrees that sharing information about the learners makes transition easier and more successful. Thereafter, it is the responsibility of the SBST, especially the co-ordinator of selected schools of Motheo District, to ensure that all LSEN have LPs with aforementioned information. The use of LP helps teachers to track the learners' achievements and to be aware of the progress or difficulties encountered (Ntseto, 2015; RSA DBE, 2013:44). It also eradicates organisation problems and identifies areas that need attention and further support. LP also informs the planning of the new school, meaning the school will be able to plan support in advance, especially curriculum differentiation in the context of this study. The next step in the SIAS process is discussed in 3.2.2, where it involves the forms used at school and district levels.

3.2.1.2 Support Needs Assessment (SNA) 1, 2 and 3 Forms

SNA1 is the form filled in by the teacher from classroom level with the aim of observing the identified learner (RSA DBE, 2014:31; Geldenhuys *et al.*, 2013:4). The teacher describes areas of concern about the learner and informs the parents immediately, before proceeding with any intervention. After the parent provides written consent, the learner's strengths and needs are gradually completed in SNA1, with indication of teacher intervention. This is where the issue of curriculum differentiation comes in. If the intervention at classroom level fails, the learner should be referred to SBST.

SBST reviews the information provided by the teacher with supporting documents and verbal reporting. Case conference is then held by SBST and the teacher, with the use

of SNA2. If the SBST is satisfied and convinced with the support rendered, they design Individual Support Plans (ISP) together with the teacher. The SBST provides both the teacher and the learner with support needs, if that intervention fails, the learner should be referred to DBST by filling in the DBE 120 form, referred to as the Request for Support from the DBST (RSA DBE, 2014:1). The DBST at district level uses SNA3, referred to as DBST Intervention, to review the information, supporting documents and whether intervention provided at school level was appropriate.

DBST discusses the latter with the SBST, to satisfy themselves regarding identification. If satisfied, the guidelines for support needed will be determined and indication will be provided as to whether it is a low, moderate or high level of support, depending on the barrier (RSA DBE, 2014:31; Geldenhuys *et al.*, 2013:4; Hodgson & Khumalo, 2016:10). These levels of support are, therefore, discussed in table 3.1 below:

3.2.1.3 Levels of support for LSEN

Table 3.1: Levels of support for learners

	Low level of support	Moderate level of support	High level of support
Specialist Support	Provision of any specialist intervention from within the school by teacher/LST/SBST/DBST.	Provision of transversal teams (specialist support) from Circuit and District level.	Access to a range of support specialists, such as Occupational Therapist ,Nurse, Psychologist, etc.
Curriculum and assessment	Curriculum and assessment adjustments at school level.	Curriculum and assessment adjustments with inputs from SBST, DBST, SA and CMs	Standard provision of complex and on-going adjustment of the regular curriculum.
Specialist LTSM	Adapted or portable assistive	Specialised LTSM and devices	Specialised and individualised

	devices accommodated at school level.	accessed through FSS or Health Department.	assistive devices that are fixed or accessed through Special Schools.
Training/ Orientation of staff	Once-off or short term (fewer than 10 sessions) programme for management and staff on issues of support.	Short to long term sessions of 10 or more sessions, involving training and outreach programmes for management and staff on issues of support.	Intensive induction programmes for staff to master certain competencies. Ongoing specialist mentoring and training of staff needed.

The table above shows the importance of all the individuals and team members involved in supporting SEN learners (Geldenhuys *et al.*, 2013:4). The table also depicts the relationship of the role-player of SIAS policy, which is one of SDT objectives. Another aspect evident from the table is collaboration between team members at all levels, which is required at selected schools of Motheo district in order to render effective support to LSEN (Khanya *et al.* 2019:34 & Mbengwa, 2007:76). Collaboration will be possible if support can be rendered effectively at level 1 of the SIAS process, which is the initial stage of SDT. Considering the fact that implementation of SIAS begins at classroom, the teacher must fill in SNA 1 honestly and properly, with indication of intervention strategies. For intervention strategies, there are Guidelines for Responding to Diversity in the Classroom as related to SIAS policy (RSA DBE, 2011), and they are discussed in 3.2.1.4.

3.2.1.4 Guidelines for Responding to Diversity in the Classroom

As SIAS implementation commences in the classroom, teachers are required to acknowledge that learners come from diverse backgrounds, including socioeconomic, linguistic, cultural, ethnic, racial and ability-related, which must be considered during teaching and learning to accommodate all learners (DBE, 2011:7). According to Barton

(2009:116), once subjected to instruction of customs and languages of different ethnic groups in the world, diversity and inclusion in education are, therefore, necessary components of building academically and success schools. Majoko and Phasha (2018:16) add that integrated and blended inclusion is the kind where the classroom offers Inclusive Education, and that all stakeholders, especially teachers, are capacitated to facilitate education in an inclusive manner, so as to meet the diverse needs of learners. However, the attempt of responding to diversity with the implementation of inclusive policies is still challenging. Creating accessible educational framework with the implementation of inclusive policies is also inadequate because learners are hindered by an environment that is not responsive to their needs within a social model of disability (Majoko & Phasha 2018:16; Hodgson & Khumalo, 2016:1).

Guidance is needed by teachers of selected schools of Motheo District for them to respond to the need for support through curriculum differentiation (RSA DBE, 2014:2 & Khanya *et al.* 2019:36). Curriculum differentiation, however, seem to be challenging teachers of selected schools of Motheo District, hence the need for guidance of SAs as curriculum specialists and CMs to advise with regards to management and governance issues during teacher training of SIAS policy. The application of the SDT models of professional development through training and mentoring is relevant, here, to address the issue of curriculum differentiation (Shabani, 2016:4; Hodgson & Khumalo, 2016:1). The SBST, DBST, SAs and CMs, as MKOs, should then collaborate and plan for teacher training where they will be able to fill the knowledge gap that has been identified. To support that, Shabani (2016:2) mentions that to fill the knowledge gap demonstrated by teachers, the origin of knowledge construction should be sought in the social interaction co-constructed between more and less knowledgeable individuals.

Thereafter, SIAS policy (RSA DBE, 2014:4) requires DBST to have an action plan that can motivate and be used to determine the decision concerning support needed by LSEN. The plan of action in relation to the learner is carried out with the Form DBE 121, and the plan of action in relation to the school is carried out with Form DBE 122. Both forms include curriculum differentiation and teacher training as other strategies of support to LSEN. Curriculum differentiation is, therefore, discussed in 3.2.3.1.

3.2.1.5 Curriculum differentiation

Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs, and taking into account their levels of functioning, interests and backgrounds (RSA DBE, 2014:8). It involves the process of modifying, changing, adapting, extending and varying methodologies, teaching and assessment strategies, as well as content of the curriculum. Simply put, by a participant manual for Provincial and District officials (RSA DBE, 2015:33), curriculum differentiation is about matching the curriculum and instruction with learner achievement levels, interests, learning styles and levels of prior knowledge through various strategies and creative techniques. According to SAHRC (2012:51), an evaluation on National Education and Evaluation Development Unit (NEEDU) found that there was no differentiated teaching to address the learning needs of learners with different learning styles and barriers to learning. Inflexible and undifferentiated curriculum for learners with disabilities is one of the challenges appearing in Section 27 Report (Hodgson & Khumalo, 2016:1). The easiest method of differentiating curriculum is by carefully selecting the breadth and depth of the curriculum to suit learner needs, learner grouping, classroom management, as well as teaching and learning strategies (RSA DBE, 2014:8; RSA DBE, 2015:33; Engelbrecht *et al.*, 2013:179). Thereafter, the main aspects of curriculum that need to be differentiated include content, teaching methodologies, assessment and learning environment, and 3.2.1.5.1 discusses differentiating content.

3.2.1.5.1 Differentiating content

Content is what the teachers teach and what the learners are expected to understand, including facts, concepts and skills they should acquire within the learning environment (RSA DBE, 2015:35). Content differentiation gives learners the opportunity of starting at different places in the curriculum and proceeding at different paces (RSA DBE, 2015:35). The purpose of differentiating content is to provide all learners access to learning and success experiences, and motivating straddling learners and building their self-esteem (Engelbrecht *et al.*, 2013:179). Content should, therefore, be differentiated and modified at three levels, including abstractness, complexity and variety. Abstractness means teachers cannot assume that all learners can learn the

whole content abstractly. Accessing the content abstractly or concretely depends on the learners' levels of functioning (RSA DBE, 2015:35).

Complexity means other learners may find it difficult to understand certain aspects of the curriculum, which are more complex. Variety refers to expansion of curriculum in order to cater for learners' levels of functioning, prior to learning and their interests. For example, teachers at selected schools of Motheo District can use expanded opportunities to enhance the excellent skills of achieving learners by giving them new and varied material (Engelbrecht *et al.*, 2013:179; RSA DBE, 2015:35). Following this is the discussion of differentiating the learning environment.

3.2.1.5.2 Differentiating the learning environment

A learning environment can be a classroom or any setting where learning occurs (RSA DBE, 2015:35). The learning environment has two key dimensions - the psychosocial and the physical - both of which can create barriers to learning. The psychosocial learning environment covers psychological and social factors that have consequences for satisfaction, health, wellbeing and the ability to perform effectively. Inclusive to the latter are classroom and school culture, interpersonal co-operation, effective communication, as well as protection against harassment and mental harm (RSA DBE, 2015:36). It is, therefore, imperative for the teachers of selected schools of Motheo District to differentiate the learning environment of their classrooms by paying attention to the psychological, social and physical factors.

The aim is to make the classroom environment conducive, encourage participation and stimulate learners. Practical strategies of differentiating the learning environment require the teacher to engage learners in collaborative learning and to get them to work in small groups of mixed ability that would allow lower achievers to benefit from peer support (RSA DBE, 2015:36; Mudzingwa, 2019:5; Engelbrecht *et al.*, 2013:179). Vygotsky also emphasises the importance of different and conducive learning environments, where all teachers concentrate on the individual needs of the learners (Kgothule, 2017:64; Dixon & Verenikina, 2007:201). Thus, SDT suggests that teachers acquire skills of differentiating the environment under the guidance of SBST, SBST, DBST, SAs and CMs during teacher training. Mudzingwa (2019:5) confirms that support and skills acquired in NTIP gave new teachers practical guidance in

implementing Inclusive Education strategies, which reduced their frustration in terms of dealing with diverse classes. However, their enthusiasm for staying in the teaching profession is dampened by persistent challenges like large classes and lack of classroom resources for the implementation of strategies. Following this is the discussion of differentiating methodologies.

3.2.1.5.3 Differentiating teaching methodologies

One other approach to responding to the diverse needs of learners is by differentiating teaching methods because learners come to their classrooms with different abilities, skills, knowledge, learning styles, socio-economic backgrounds and personalities (RSA DBE, 2015:37). The purpose of differentiating teaching methodologies is to ensure responsiveness to the different levels at which learners operate and to maximise their participation in learning activities. According to Vygotsky (1993), changing the methods of teaching and maintaining learners in social and cultural environments prevents and remediates secondary disability. Therefore, teachers should use a wide range of flexible learning materials, methods of presentation, learning activities and lesson organisation (RSA DBE 2015:36; Mudzingwa, 2019:5; Engelbrecht *et al.*, 2013:179).

Learning materials can be graded and provided to learners to cater for different learning styles, abilities and interests. Methods of presentation mean the use of a wide range of teaching methods to cater for the diverse needs of learners. That can be achieved by engaging learners in different types of activities, such as projects, games, co-operative learning and problem solving, and creative activities (RSA DBE, 2015:38). Other methods that can be used are scaffolding, flexible grouping and lesson organisations. Scaffolding, here, is referred to as the personal guidance, assistance, and support to the learner from the teacher or peer (RSA DBE, 2015:38; Engelbrecht *et al.* 2013:43; McLeod 2018). It involves knowledge, skills and concepts grouped and structured. Thereafter, it breaks down the tasks into steps, taken one at a time to extensively give guidance to LSEN who usually have difficulty in working independently. That means the learner is the ZPD, a level of development attained by engaging in social interaction to develop the range of skills under adult guidance or peer collaboration (Fani & Ghaemi, 2016:1550). Flexible grouping implies learners

being involved in different groups for different purposes, depending on the task at hand (RSA DBE, 2015:39). Supported by Engelbrecht *et al.* (2013:43) learners should not be seated in ability groups so that teachers can avoid self-labelling or being labelled by their peers.

Grouping learners differently can, firstly, be performed by enhanced or enriched learning, which allows learners to attain advanced skills, knowledge and concepts. The knowledge, concepts and specific skills of specific grade are, therefore, expanded. Second grouping is unmodified learning which allows learners to attain knowledge, skills and concepts which are appropriate to age, and grade. The third grouping is straddled learning, where learning can be attained at a lower grade or phase level. Here, learners work on the same thematic concepts, knowledge, and skills.

Lesson organisation refers to organising and planning of lesson activities in a number of different ways. Here, adaptation and presentation of activities takes into account learners' readiness, developmental levels, learning styles, interests, backgrounds and learning profiles. Therefore, the maximum involvement and participation of all learners is ensured (RSA DBE, 2015:41). When organising the lessons, teachers have to consider multiple intelligence-levels in order to respond to the learners' different strengths and learning styles. Multi-level-teaching is another method of organising lessons, as most classes have learners with different achievement levels, language competencies, interests, prior knowledge of the topic and skills (RSA DBE, 2015:42). Questions are answered at different levels of proficiency. Thus, teachers of selected schools of Motheo District should be trained on how to use multi-level teaching, so that they can motivate all learners. They will thus also allow learners to make continuous progress and to work at their own pace (RSA DBE, 2015:42).

3.2.1.5.4 Differentiating assessment

Differentiated assessment is an ongoing process of gathering information before, during and after instruction from multiple sources to identify learners' needs and strengths. It also means rethinking the traditional practice of assessing all learners with the use of the same assessment unilaterally (RSA DBE, 2013:15 & RSA DBE, 2015:37). Furthermore, it makes use of a flexible assessment approach and plan that

can accommodate a range of learner needs. In any class, learners differ in the ways and speeds at which they process new learning and connect it to prior knowledge and understanding (RSA DBE, 2015:43). They also differ in demonstrating their learning outcomes, which makes it crucial to consider their levels of thinking when planning for their assessment (RSA DBE, 2013:15; RSA DBE, 2015:37).

Therefore, teachers of selected schools of Motheo District should learn many ways of differentiating assessment at teacher training for SIAS policy implementation (Hodgson & Khumalo, 2016:1). There are many ways and strategies of differentiating assessment, however the three main strategies proposed by the National Protocol on Assessment are discussed below.

Alternate Assessment Based on Alternate Attainment of Knowledge: These include content, knowledge and skills for learners with significant cognitive disability (RSA DBE, 2015:48). The assessments are based on the grade level content covered by the general assessment, but reduced depth, breadth and complexity (RSA DBE, 2015:47). They also describe achievements based on what is determined as a high expectation for learners with intellectual disability enrolled in special and ordinary schools. For example, some strategies to differentiate the assessment include allowing the learner extra time to complete the task, and to pace or scaffold the activities.

Alternate Assessment Based on Modified Attainment of Knowledge: These include content, knowledge and skills for learners with disabilities working on grade-level content that is covered in the general assessment (RSA DBE, 2015:48). They may, however, require more time to master the content. They target learners with moderate disability, those who are deaf and some who are on skills programmes, then measure their mastery of grade-level. Examples of differentiated assessment strategies may include the use of technology, reader or audio-visual equipment and other special arrangement of individualising the timeline for completing the task at their own pace.

Alternate Assessment Based on Alternate Attainment of Knowledge: These include content, knowledge and skills for learners with disabilities or learning disabilities, who need testing procedures that provide them with equal opportunities to demonstrate attainment of content which is at the same grade-level as general

assessment (RSA DBE, 2015:48). Targeted learners are those who are blind, have communication-impediments, physical disabilities, dyslexia or hearing loss. Examples of differentiated assessment strategies may include application of accommodations and concessions where they would use Braille, extra time, reader or audio-visual equipment.

To conclude, it is evident that curriculum differentiation is necessary because it ensures that teaching is responsive to learner needs. It also leads to achievement of countering the impact of intrinsic and extrinsic barriers to learning and development experienced by LSEN. With curriculum differentiation a mismatch between the learner's acquired skills, competencies and learning activities designed for the class is prevented. Thereafter, all learners are respected, valued and affirmed and they can make continuous progress in learning. All learners can use current skills and competencies in the development of new skills.

3.3 THE CHALLENGES FACING SIAS IMPLEMENTATION

The identified knowledge gap of curriculum differentiation as part of SIAS policy implementation has led to identification of more challenges faced with SIAS policy implementation, and they are related to support for SIAS policy implementation; teacher training for SIAS policy; knowledge and understanding of SIAS policy; attitudes towards SIAS policy; involvement of other stakeholders in SIAS policy implementation (Mojaki, 2011:17; Lomofsky & Lazarus, 2010:307; Qeleni, 2013:13). The first challenge discussed below is support for SIAS policy implementation.

3.3.1 Support for SIAS policy implementation

Support in SIAS process is the first and foremost role and responsibility of all the role-players, hence discussed as the first challenge (Geduld, 2012:39; Hodgson & Khumalo, 2016:1). The history of education exposes that the majority of learners were extremely neglected and not provided with the support needed for them to achieve educationally. Meeting the needs of all learners and provide them with equal support services was too demanding, especially from mainstream classrooms (Knesting *et al.*, 2008:266). Many learners were excluded from support because the very teachers who

were supposed to handle cases of different learning needs were not fully supported as required (Lomofsky & Lazarus, 2010:307). Special Needs Education was fragmented by legislation and policy that separated ordinary “learners” from learners categorised as having “special needs” (Da Costa, 2003:7; Ntseto, 2015:33). Supported by Khanya *et al.* (2019:38) a lack of ISP for LSEN is one of the indications of SBSTs that are not functional at some of the schools. Additionally, DBE itself fails to offer DBST officials transport to visit the schools for support and monitoring. Inappropriate learner transport as support to learners with disabilities in Umkhanyakude District has also been reported as one of the challenges (Hodgson & Khumalo, 2016:1).

Those are some of the reasons behind the remodelling of apartheid-era government laws to provide equal support services to all South African learners, after the establishment of democracy in 1994 (Engelbrecht, 2006:256; Dalton, Mckenzie & Kahonde, 2012:1). The same situation is still evident to date because Engelbrecht, Nel, Smit and Van Deventer (2015) attribute the non-implementation of SIAS to insufficient professional development opportunities and support for teachers. However, there is evidence that universities offer modules and courses on Inclusive Education, and the DBE also provided workshops and other in-service learning opportunities at national, provincial and district levels (Waltons, 2017). That calls for much more research to be done, so as to understand why all the latter efforts seem futile.

In the context of this study, when referring to support for SIAS policy implementation, one should think of curriculum differentiation and teacher training. Support with curriculum differentiation should be given to learners by teachers, whereas support with teacher training should be given to teachers by SBST, DBST, SAs and CMS (Khanya *et al.* 2019:38). Thus, if teachers are not well trained on curriculum differentiation, learners experiencing academic barriers to learning will continue to suffer. Engelbrecht, Swanepoel, Nel and Hugo (2013:181) call for integrated and professional support with use of the cooking metaphor, the four legged ‘stove’, with the legs representing the four distinctive influences on the outcomes of the ‘cooking’ process. Leg 1 represents the learner’s strengths and weaknesses and his or her level of intrinsic motivation, leg 2 is the nature of intervention in the classroom by the teacher, leg 3 is the nature of contextual support and leg 4 is the nature of systemic support.

For integrated and professional support, the legs can be used to categorise the roles and responsibilities of all the role players of SIAS. Integrated support for teachers will be possible if SBST, DBST, SAs and CMs work as teams and realise their roles in SIAS policy implementation (DBE, 2014:63; Geldenhuys *et al.*, 2013:4; Mbengwa, 2007:76; Greasy, 2015:23). The four legged stove with four different pots is the strategy that can be used during training of SIAS for teachers to be aware that they can cook up a mess instead of a storm. When one support leg is shorter than the others, the content (learning content) of the pots will end up on the floor, instead of being digested by the learners.

Integrated support provisioning is, thereafter, recommended for SIAS implementation in all dimensions, by involving support staff from schools, inclusive section, curriculum section, management and governance sections and many more (DBE, 2014:18). According to Hay (2007:25), inclusive learning support (ILS) is an ecosystem, where support should not be directed to an individual learner, but should be extended to all the systems that surround the learner. In addition, the aim of stakeholders' engagement and participation in Inclusive Education is to put all the systems in place (SHCRDU, 2010:5). Involving SAs and CMs is like pulling in relevant support needed to cater for all learners, and for teachers to implement inclusive policies effectively and successfully (Mojaki, 2011:17). Their involvement will keep them well-informed and knowledgeable about their roles and responsibilities, particularly regarding SIAS policy (Geduld, 2012:39; Mojaki, 2011:17).

The Manifesto on Values, Education and Democracy (RSA DOE, 2001) distinguishes accountability or responsibility as the value that grants power to the powerful, and holding them accountable. To continue, there can be no rights without responsibilities. As leaders, SAs and CMs should, therefore, have acquired technical, human relations, conceptual and institutional skills, so that they can lead, communicate, plan strategically, transform, research and develop curriculum and staff (Government Gazette, 2016:A-36; Niewenhuis & van Rooyen, 2004:113). Ryan (2006:7) believes that inclusion of everyone in school and community life brings changes to the system, and it will best be achieved with contributions are made by everyone. Change at the selected schools of Motheo District regarding SIAS implementation, and improvement of teacher training, might be brought about by all role-players if they support each

other (RSA DOE, 2001). This brings us to teacher training as the second challenge, which is discussed below.

3.3.2 Teacher training for SIAS policy implementation

For teacher training, SIAS provides guidelines indicating three levels of training as low, moderate and high levels of support (Farrant, 1991:362; DBE, 2014:63). It also includes the protocol outlining the role functions of the staff appointed at both district and school levels. For school level, Qeleni (2013:13) recommends a personal plan of professional development with Inclusive Education issues, where principals lead their staff in a co-ordinated process of building inclusive practices. In contrast, Schmidt & Venet (2012:55) argue that school principals are faced with challenges, including feelings of uncertainty, recruitment of qualified specialist staff, lack of Inclusive Education training, as well as time and space to conduct inclusive practices. If school principals, who should lead and guide teachers, lack knowledge and understanding of inclusive practices, then implementing inclusive policies by teachers won't be easy.

To acquire skills and knowledge of inclusive policies, SIAS seems particularly inclined to require teachers who are life-long trainees (Walton, 2017). It is a great pity if teachers think they no longer have any need to learn once they have qualified (Farrant, 1991:220). Self-motivation is, therefore, needed from the teachers by preparing themselves psychologically, emotionally and socially, as well as physically, for in-service training to improve the implementation of SIAS policy. Lack of proper training on SIAS implementation has earlier been mentioned, with an indication that untrained teachers find it difficult to implement inclusive policies, and these policies face difficulties in terms of policy-practice (Walton, 2017; Ryan, 2006:3; Shaddock, 2005; Dixon & Verenikina, 2007:193). According to Walton (2017), in SA and internationally, lack of teacher training is often impeding the achievements of Inclusive Education because teachers just learn theory and not practice. Once more, the non-implementation of inclusive education is attributed to insufficient professional development (Hodgson, 2016:1; Walton, 2017).

The DBST and SBST are transversal structures responsible for maximising and leading support provision at school and district levels in the form of training, to ensure effective implementation of SIAS (DBE, 2014:1). The support provided as teacher

training for SIAS implementation at selected schools of Motheo District seem to be less than even the low level. The low-level support, as suggested, is a short term programme with a maximum of ten sessions for teachers (DBE, 2014:63).

For instance, in October 2018 teachers at the researcher's school were to attend SIAS training from the first to the fifth, meaning half of the sessions suggested by the low level support. Thereafter, teachers would be expected to implement the policy effectively. Ryan (2006:10) believes that overcoming challenges associated with inclusion requires everyone involved to acquire knowledge, understandings and attitude. That can be done by role-players assuming the role of both trainers and trainees, where those who have knowledge and understanding become trainers and those who lack knowledge and understanding become trainees (Ryan, 2006:10; Majoko & Phasha, 2018:16). That brings us to the discussion of the third challenge related to knowledge and understanding of SIAS policy.

3.3.3 Knowledge and understanding of SIAS policy

Role players of SIAS policy are required to display certain competencies, but teachers, as the main role players (DBE, 2014:10; Walton, 2017). They must display competence in collecting information and identifying learners who are at risk of dropping performance and out of school. In order to address the support requirements of the identified learners, provision of resources should be made to teachers as teacher-developed and classroom-based interventions. Supported by Walton (2017), the aforementioned competence allows teachers to respond to the legislative expectation of understanding diversity in SA context and teach in a manner that includes all learners.

However, teachers of the selected schools of Motheo District displayed incompetence in terms of the latter, due to the alleged lack of knowledge and understanding of SIAS process. Some of the teachers have attended SIAS training, however they are still unable to implement the policy due to alleged inadequate training. Literature also confirmed that untrained teachers find it difficult to implement inclusive policies and these policies faced difficulties, due to the policy-practice divide in mainstream schools (Dixon & Verenikina, 2007:193; Ryan, 2006:3; Shaddock, 2005). For effective SIAS policy-practice by teachers, there has to be formally and organised developmental

activities sustained over longer periods of time (Ryan, 2006:10; Walton, 2017). Among others, the distinct practices of inclusive leadership should include advocating for inclusion, educating participants, developing critical consciousness, nurturing dialogue, emphasising learning and classroom practice of the learners, adopting inclusive decision and policy-making strategies, and incorporating whole school approaches (Ryan, 2006:10). It is obvious that, to master the latter, there has to be continuous and adequate training.

Training of SIAS policy is, therefore, important because limited training and inadequate knowledge and skills have an impact on how teachers handle inclusive classrooms (Walton, 2017; Florian & Linlater, 2010:40). Teachers need to improve their skills and knowledge, and develop new ones to facilitate the process of SIAS (Timperly, 2011:13; Walton, 2017; Majoko & Phasha, 2018:77). Leaders and teachers who have acquired knowledge to build inclusive schools through teacher development have the potential of producing inclusive classrooms (Smidt & Venet, 2012:9; Majoko & Phasha, 2018:77). According to Qeleni (2013:10) with adequate knowledge of SIAS, school leaders can minimise negative attitudes among teachers, so that they can develop positive attitudes towards inclusive beliefs and practices. Walton (2017:108) confirms that, before the introduction of EWP 6, scholars indicated the need for teacher training in knowledge, skills and attitudes for the implementation of inclusive policies. Lack of knowledge and skills might, therefore, be the cause of negative attitudes towards SIAS, which is the next challenge to be discussed.

3.3.4 Attitudes towards SIAS policy

The aims of the DBE, as directed by Clause 5 of the Salamanca Statement (UNESCO), are to build welcoming communities and an inclusive society to achieve education for all children, as well as to eradicate attitudes full of discrimination (Lindsay, 2003:3). Inclusion fails because of negative attitudes of teachers, causing them not to plan effectively, not to access resources and not to gain skills and knowledge needed to support LSEN (Qeleni, 2013:9; Ryan, 2006:3; Engelbrecht *et al.*, 2013:62; Hodgson & Khumalo, 2016:1). Dekker and Lemmer (1996:409) reiterate that, if teachers behave in such a way, they ignore the written content of the curriculum, and then they are at the risk of compromising even the most relevant one. Relevant

curriculum, through which SIAS policy should be implemented currently by professional educators, is Curriculum and Assessment Policy Statement (CAPS) (RSA DBE, 2010).

Through CAPS, teachers can display flexible curriculum delivery, preparedness and creativity that collectively contribute towards maintaining a positive attitude towards the profession (Engelbrecht *et al.*, 2013:62). CAPS (RSA DBE, 2010), assumes an inclusive approach to teaching, learning and assessment, and provides guidelines on how to respond to the different needs of learners in the classroom. CAPS guidelines suggest inclusivity to be part of teachers' organisation, planning, teaching and learning (DBE, 2010:15; Dekker & Lemmer, 1996:41). When planning lessons, teachers should take into consideration the social, emotional, physical and psychological needs of learners (Dekker & Lemmer, 1996:41). They also need to be aware of anything that can hinder learning before and during lessons, so that assessment can accommodate and make provision for that. Thus, they must practice curriculum differentiation, and be evaluated if their attitudes, values and principles underlie their practice of curriculum differentiation (Engelbrecht *et al.*, 2013:62). Curriculum differentiation will, therefore, not be possible when approached in a negative attitude. Teachers who are positive and enthusiastic about teaching, learning and continuous professional development have the ability to influence learners to develop positive attitudes towards teaching and learning (Engelbrecht *et al.*, 2013:62).

Negative attitudes can be minimised by leaders and teachers who have acquired knowledge concerning the building of inclusive schools (Smidt & Venet, 2012:10). School leaders and managers who believe that inclusion is important are able to influence the formation of a school vision that will direct the school towards achieving inclusive goals (Ainscow & Sandill, 2010:53). Teachers' attitudes are influenced by leaders with adequate inclusive knowledge, positive inclusive attitudes, and a philosophy of inclusive beliefs and practices reflected in their articulations (Qeleni, 2013:10; Dekker & Lemmer, 1996:41). In most cases, with many schools, the only leaders who are knowledgeable about inclusive practices are the SBST co-ordinators. As such, the involvement of SAs and CMs is deemed crucial for teacher training of SIAS, because those are the two officials whom teachers and SMT, especially principals, are directly reporting to.

In that way, the SAs and CMs themselves will also gain knowledge about inclusive policies as leaders, and will be able to guide and speak inclusive language to teachers and SMT members. Inclusive language by principals should motivate teachers to attend teacher training of inclusive policies, and also accompany them if possible. The attendance of teacher training of SIAS by teachers of selected schools of Motheo District equips them to master and apply curriculum differentiation, and change their negative attitudes to positive ones.

3.3.5 Involvement of other DBST Officials in SIAS policy

DBST stands for District Based Support Team and, according to (Groom & Richard, 2005:21,) promotion of teamwork in Inclusive Education should be a recurring theme. The two teams involved in the implementation of SIAS policy are SBST at school level and DBST at district level. It is, then, evident that successful implementation of SIAS policy relies on teamwork and whoever involved should have developed team skills that will assist him or her to assist others (Lehlola, 2011:24; Mbengwa, 2007:74).

Equally important is that, if the teams at school and at district levels work together, they can develop common understandings of the problems and challenges, identify the needs and the persons to address them, identify the co-ordinators and appropriate people who will understand and pursue the processes to be followed, ensure that schools recognise and appreciate inter-sectoral work and understand how different sectors and professions operate, as well as ensuring the availability of budget and the material resources needed to pursue the work to the optimal effect (Lehlola, 2011:24; Mbengwa, 2007:74; DBE, 2002:23).

Based on the latter background, it has been discovered that other DBST officials, including SAs and CM from curriculum, management and government sections are not involved in the implementation of SIAS policy (Lehlola, 2011:24; Mbengwa, 2007:74; DBE, 2002:23). This has made teacher training for SIAS policy implementation inadequate because teachers seem not to be understanding what exactly is expected of them, as far as the implementation is concerned. Teachers should also be SBST members and they are also expected to work as a team with SIAS implementation, and this is challenging for them. For example, Soodack (2010:329) suggests that overcoming teamwork challenges at school level can be

achieved by using three models. The first model includes classroom management, where each member, educator and teacher assistant (TA) plays the important role of being activity manager during the lesson. Secondly, each activity manager has to manage the rest of the class by organising learners into small groups. The zoning is the third model, where each activity manager is allocated an area in the classroom and manages what is happening within this zone.

For this approach to work effectively, each individual has to have complete confidence in his or her partner, as this session is dependent on teamwork (DBE 2002:24). This approach may be beneficial for the implementation of SIAS policy, however, adequate training will be needed from the DBST. The DBST officials, including LSF, SA and CM will, therefore, also have to work as a team to train teachers in both the approach and SIAS policy. The success of this will be unobtainable if other DBST officials, including SA and CM, continue to be uninvolved during SIAS teacher training.

Literature disclosed that being unable to work as a team has given birth to other challenges, namely where other DBST officials lack understanding of the challenges related to LSEN and how to develop an Inclusive Education system (Lehlola, 2011:24; Mbengwa, 2007:74; DBE, 2002:23; Soodack, 2010:329 & Hodgson & Khumalo, 2016:1). They are also unable to identify what and who is needed to provide support services like assigned psychologists and special schools, who will be working together with administrative, curriculum and institutional development. They are also not conversant with the procedures and processes that should be followed, regarding human and other resources in the special schools of district support. All of those factors cause them to be unable to link their district-based support plans to regional, provincial and national plans and priorities (Lehlola, 2011:24; Mbengwa, 2007:74; DBE, 2002:23; Soodack, 2010:329).

The latter serves as evidence that all DBST officials, as education support service providers, also need support and specific training regarding general insight, knowledge and skills required for them to be able to support the schools (Soodack, 2010:329; Cigman, 2007:9; Lehlola, 2011:9). With their insight, knowledge and skills, they should provide a well-co-ordinated and collaborative support structure to schools. On the other hand, the likelihood of any mainstream school being geared to cater for LSEN as an integral part of its provision is impossible without teamwork, even if they

are armed with staff, expertise and facilities (Cigman, 2007:9; Lehlola, 2011:9). On that note, working collaboratively, as different sections at district level, will give birth to inclusive schools with SBST, SMT, educators and parents co-operating for the purpose of supporting LSEN (Groom & Richards, 2005:24; Soodack, 2010:329). The next discussion concerns the components of teacher training for SIAS.

3.4 COMPONENTS OF TEACHER TRAINING FOR SIAS

The components that should accompany integrated and professional support for improving SIAS through teacher training will firstly include teamwork, subdivided into team cohesion, team collaboration and team co-ordination. The second component is professionalism, subdivided into professional parameters, professional behaviours and professional roles and responsibilities. The third component is commitment, subdivided into commitment of SBST and DBST, commitment of SAs and CMs and commitment of teachers.

3.4.1 Teamwork

According to Radic-Sestic, Radovavovic, Milanovic-Dobrota, Slavonic & Langovic-Milicvic (2013:1) the word 'team' can be perceived as an acronym for the English word TEAM: Together, Everyone, Achieves, More. Annet and Santon (2000) define 'team' as members sharing the same set of interests and objectives which they have established in unity, in order to achieve them. Then Niewenhuis and van Rooyen (2004:106) state that the term is related to a set of structured interpersonal interactions among groups of people with complementary skills, committing themselves to the common goal and working together to solve problems mutually and responsibly. The purpose of teamwork is identifying the problems from various perspectives and sectors so that diverse standpoints and objectives of various experts are realised by all members working together (Kennedy, 2011:26; Radiac-Sestic *et al.*, 2013:2; Niewenhuis & van Rooyen, 2004:106).

3.4.1.1 Team cohesion

Botha (2010:9) defines team cohesion as featured by co-operative, competitive and autonomous goal interdependence, as well as productive controversy. Co-operative, competitive and autonomous goal interdependence is the common purpose and a sense of interdependence, whereas productive controversy means pitching views against each other or fighting over issues. Although teachers, SBST, DBST, SAs and CMs might have different and conflicting views about SIAS policy, they are inter-dependant on each other to reach a common purpose of improving its implementation. Supportively, team cohesion refers to the ability of team members to deal with situations where points of view are in conflict and then, whatever decision is made, brings quality and improvement (Botha, 2010:9; Lehlola, 2011:13). For example, if opposing views are between LSA and SA as to who should address the issue of curriculum differentiation at schools, cohesion will make it easier to understand the causes. Subsequently, integration of many ideas will occur, and decisions taken will be actively put into process.

The benefits of team cohesion is evidenced in America and Europe where the learners have slowly moved into the flow of the regular classroom, and that is “mainstreaming” (Da Costa, 2003:23; Radiac-Sestic *et al.*, 2013:2). That motivated mainstream and special school teachers to work together by combining their professional perspectives and skills (Radiac-Sestic *et al.*, 2013:2). Historically, in the 1980s, teachers were working in isolation in their own classrooms and LSEN in public schools were taught separately by their own teachers (Radiac-Sestic *et al.*, 2013:2). However, LSEN, who were admitted at mainstream schools, were only taught particular subjects because they were considered otherwise, or as lesser achievers. Now the philosophy is to include all learners in the same class.

Inclusion of all learners, including LSEN in mainstream schools, is also the ultimate goal of SIAS, although the goal seems far from being reached, due to ineffective implementation. As such, team cohesion for teacher training seems to be one of the components needed to improve its implementation. Through team cohesion SBST, DBST, SAs and CMs can incorporate a range of ideas from inclusive, curriculum, management and governance sections. This will enable them to relate positively to each other and view their goals and rewards as being the same (Niewenhuis & van

Rooyen, 2004:106). This renders two elements derived from team cohesion, including collaborative goal interdependence and productive controversy (Botha, 2010:9). They are both discussed under team collaboration.

3.4.1.2 Team collaboration

Team collaboration means communication and project management approach, emphasising teamwork, innovative thinking and equal participation to achieve objectives (Rouse, 2019). Consequently, collaborative goal interdependence is about teamwork, where members are co-operative and relate positively to each other because their goals and rewards are the same (Botha, 2010:9; Niewenhuis & van Rooyen, 2004:106). One person achieving goals influences other members of the team positively, and they might also try to succeed. One person's achievement motivates others to also try to achieve their goals, even though members' abilities differ. In the context of this study, the ultimate goal and rewards are improving SIAS implementation with teacher training, for acquisition of skills and knowledge of curriculum differentiation. Through team collaboration, competition is impossible, instead goals relate well to each other (Botha, 2010:10). However, it should not be forgotten that competition between employees will always be there, especially where there are awards for individuals under a performance management system (Botha, 2010:10). Productive controversy can be found in every institution with issues including personal dynamics, different ideas, types of information, conflicts and opposing opinions (Botha, 2010:10). In this study, the personal dynamics may be those of SAs and CMs, where their ideas, types of information and opinions are incompatible with DBST, and those of teachers are incompatible with SBST. Thus, team collaboration, and productive controversy can lead to consensus and co-operation among SBST, DBST, SAs, CMs and teachers, during teacher training. If there is deliberate pitching of views or ideas against each other, team collaboration will help them strive for compatible ideas and understand opposing points of view, in order to reach productive decision.

Without a doubt, incompatible ideas result in unproductive controversy, and people make suggestions and opinions in a stereotyped manner (Botha, 2010:10; Farrant, 1991:202). Unproductive controversy causes other team members to often find

weaknesses in others, especially if there are disagreements concerning certain issues, and they will then attack each other. They also undermine others' positions and rely on their superior authority to render their own views dominant when searching for solutions. As a result, controversy creates division among people with poor-quality decision-making, where only the winning group will be committed to implementing (Botha, 2010:10; Farrant, 1991:202).

Qeleni (2013:8) maintains that, for the effective implementation of SIAS, SBST co-ordinators, LSF, SAs and CMs need to provide a vision leadership and administrative authority. They need to ensure that teachers change their traditional ways of teaching, and inspire them with a clear vision and collaborative teamwork. Team collaboration for mainstream and special school teachers has been proven as useful for LSEN in inclusive schools, as it provides all that is required for their joint work (Niewenhuis & van Rooyen, 2004:106; Radiac-Sestic *et al.*, 2013:2). That means, during training, the training team should encourage teachers to also work collaboratively as teams, regarding SIAS policy implementation. The ITP (2013:65) motivates that, for teachers to acknowledge the philosophy of inclusion, they need in-service training and need to attend courses with a theoretical emphasis; modelled on learner friendly schools, classroom management, monitoring and evaluation.

Hines (2008:279) adds that, during in-service training, it is necessary for school teams to prepare their common beliefs, activities and principles, and make them known in advance, so that they can be equally applied. In addition, team collaboration of mainstream and special education teachers need to combine their professional knowledge, perspectives and skills in the spirit of inclusion (Radiac-Sestic *et al.*, 2013:2). Learning through collaboration, working with others and establishing relationships are forms that should be valued by teachers of selected schools of Motheo District as conditions for learning. Thereafter, for explanations and advice about the implementation of SIAS by SBST to be understood and taken by teachers, they should co-ordinate by collaborating with experienced DBST, SAs and CMs (Farrant, 1991:220; Niewenhuis & van Rooyen, 2004:106). Therefore, they can form what is called team co-ordination, which is discussed below.

3.4.1.3 Team co-ordination

Co-ordination means working together and communicating to empower each other, and develop professional networks (Qeleni, 2013:60; Niewenhuis & van Rooyen, 2004:106). Team co-ordination is a process that involves the use of strategies and patterns of behaviour aimed at integrating actions, knowledge and goals of interdependent members, in order to achieve common goals (Fiore & Wiltshire, 2016:63). Team co-ordination is also crucial for SBST co-ordinators, LSF, SAs and CMs as training teams, and for teacher teams to co-ordinate their professional knowledge, perspectives and skills that will enable and lead to achieving the common goal of improving SIAS implementation (Radiac-Sestic *et al.*, 2013:2; Niewenhuis & van Rooyen, 2004:106).

Effectiveness of the team co-ordination is, therefore, seriously influenced by the quality of decisions and capacity to implement such decisions (Botha, 2010:9; Fiore & Wiltshire, 2016:63). For team effectiveness in terms of teacher training in SIAS, the first thing to do before any training project is for SBST, DBST, SAs, and CMs to hold co-ordination meetings with the target groups - in this case, teachers (ITP, 2013:68; Niewenhuis & van Rooyen, 2004:106). The purpose of co-ordination meetings is to share and co-ordinate training plans, and to discuss the aspects of training. Team co-ordination capacitates team members to become effective, to access and share information, and to participate in setting goals and strategy development (Botha, 2010:9; Niewenhuis & van Rooyen, 2004:106).

The team capacity refers to the capabilities of SBST, DBST, SAs, CMs and teachers, and the degree to which they can co-operate and share ideas and information among themselves (Botha, 2010:9). In addition, it is impossible to establish sound relationships and teams without effective communication, meaning that interactive communication is crucial for SBST, DBST, SAs, CMs as education leaders. Specific elements of team-capacity include (Botha, 2010:9; Niewenhuis & van Rooyen, 2004:88):

- Meetings and discussion teams to share information, ideas and solutions.
- Compiling of guidelines, instructions, rules and procedures to ensure uniform conduct and consistent actions.

- Personal contact of district and school officials, as well as teachers, for communication, explanations, advice and synchronisation of activities.
- Allowing teachers to participate in the formulation of mission, policy, goal and objectives to assist everyone involved in co-operating in a team, so as to achieve objectives, according to specific guidelines.
- Participation in the development of task strategies.
- Constant follow-up activity, focusing on challenging tasks rather than easy tasks. Constant co-ordination is better than co-ordinating once at the end of a programme or training.

The above information proves that, during teacher training, SBST, DBST, SAs and CMs have to work with teachers as team members. They should also have confidence in teachers as responsible professionals who can take control of their respective environments and solve problems effectively, or else their decision-making powers as leaders and managers will be relinquished. That means teachers should be treated as professionals, which implies that professionalism from everyone involved in teacher training for SIAS should also be taken into consideration, and it is discussed below as another component of this study.

3.4.2 Professionalism

Professionalism is defined as demonstrating professional behaviour, knowledge and skills when it comes to interacting in an ethical manner with all other stakeholders (Greasy, 2015:23; Joubert & Prinsloo, 2003:157). According to Walton (2017:1) inclusive education need to be alternatively positioned as professional knowledge where theoretically informed judgments are made in response to the complexity of learner diversity. This should be done by strengthening the disciplinary foundation of concepts presented in Initial Teacher Education (ITE) courses in inclusive education Walton (2017:1). On that note, Greasy (2015:23) describes professionals as individuals or groups committing themselves to do all in their power to exercise their duties professionally, and behave according to the principles of their profession. To add, decisions made by professionals are informed by the scope of their expertise, and they mostly take initiative and responsibility for their own professional development (Khanya *et al.* 2019:34; Greasy, 2015:23; Joubert & Prinsloo, 2003:157).

Professionals are characterised with unique standards in the field to which they are accountable, and they are expected to have attended specialised training, where they have acquired specific knowledge to utilise for sound judgement (Greasy, 2015:23). That means professionalism is also expected from all who will be involved and participating during teacher training for SIAS policy implementation. SBST, DBST, SAs, CMs and teachers should demonstrate professional behaviour, skills and knowledge that will improve SIAS implementation. Professionalism is multi-faceted and difficult to define, however, Greasy (2015:23) divides it into three categories, including professional parameters, professional behaviours and professional responsibilities.

3.4.2.1 Professional parameters

Professional parameters are boundaries found in district, provincial and national or state laws, to which professionals of various sectors must adhere and, in this study, they may be educational or instructional laws (Greasy, 2015:23). For example, the South African Council of Educators (SACE) Act makes provision for the Council to compile and constantly revisit a code of professional ethics concerning teachers who are members of the Council (Joubert & Prinsloo, 2003:157). Therefore, as it is believed that they all have registered with SACE, the SBST, LSF, SAs, CMs and teachers are also expected to adhere to education laws, especially SIAS policy and others like EWP 6, SASA, and so forth.

For example, SIAS policy binds all the support staff in the DBST, including curriculum and school managers, human resource planning and development co-ordinators, social workers, therapists, psychologists, and other health professionals working within the school system (Joubert & Prinsloo, 2003:157; Farrant, 1991:362; DBE 2014:36; Walton 2017:2). The policy binds all the stakeholders around any form of support provisioning to learners, schools and teachers, in terms of decision-making (Joubert & Prinsloo, 2003:157; Farrant, 1991: 362; DBE, 2014:36). For instance, SBST and DBST are required to train teachers on the implementation of SIAS policy (DBE, 2014:63; Da Costa, 2003:69). Improvement of teacher training for SIAS policy implementation requires involvement of SAs and CMs, due to their professional parameters, as mentioned in the Government Gazette (RSA, 2016: A-38) for district

based officials. They are also required to provide professional leadership in order to assist teachers to assess and meet the needs of learners, put the systems in place, establish required structures, present creative ideas that are within the parameters of policy framework and plans, provide pastoral support by guiding and counselling learners and teachers, support efforts made to improve subjects of the current curriculum (RSA, 2016 A-38).

For example, for professional development of officials, expert facilitators from one of Free State Department of Education (FSDoE) teamed up to support volunteering officials with a year-long research process focusing on responding to diversity (Khanya *et al.* 2019:34). The aims were to develop the capacities of participating provincial and district officials to encourage cross-sectional collaboration and learning from each other and learn about the Professional Learning Communities (PLCs).

Therefore, SAs, CMs working professionally and collaboratively with DBST and SBST can improve SIAS implementation through teacher training with professional guidance. They should establish PLCs where they share their professional skills and knowledge with SAs and CMs as curriculum and management specialists (Khanya *et al.* 2019:34). According to the current South African curriculum, CAPS (RSA DBE, 2013:6), understanding the implementation of SIAS at the end of training should be evidenced by the ability of teachers to explain it as the policy that gives direction on how to handle diversity, explain implementation of the policy through the current curriculum, identify strategies for inclusion and identify various types of barriers to teaching and learning. Following this is the discussion on professional behaviours.

3.4.2.2 Professional behaviours

Professional behaviours of DBE employees are observable actions that accord with the code of professional ethics, embodied in the Code of Conduct, respectively (Greasy, 2015:23; Niewenhuis & van Rooyen, 2004:185). That means all the stakeholders of DBE are required to demonstrate appropriate behaviour, such as promoting and keeping healthy relationships with learners, parents and colleagues, and should present themselves professionally (Greasy, 2015:23; Niewenhuis & van Rooyen, 2004:185). The behaviours of trainers and trainees should be professional, so that, at the end of training, negative attitudes of teachers can be changed to positive

ones (ITP, 2013:65). Areas of professional concern during training should be those leading teachers to demonstrate positive professional behaviour towards Inclusive Education (Farrant, 1991:225; ITP, 2013:65), namely:

- Developing teaching skills and knowledge from theory and experience, which they must acquire comprehensively through the learning process.
- Maintaining perspective by planning classroom policies, and practice, within the broader goals of education.
- Seeing classroom events in relation to school policies and goals; with classroom conducive to teaching and learning, providing more rights for protection, participation and provision; learners participating actively in decision making.
- Developing various teaching methods by referring to a wide range of examples.
- Considering the value of teaching, and seeing it in terms of collaborative effort.
- Being involved in non-teaching activities like School Governing Bodies (SGBs), Professional Learning Groups, (PLCs) etc., is important.
- Reading research literature should be done regularly.
- In-service-training by attending courses with a theoretical emphasis modelled on learner-friendly schools, classroom management, monitoring and evaluation.

SDT also covers almost all of the above professional behaviours as part of professional development of teachers. Professional behaviours of trainees and trainers are also crucial to improve teacher training of SIAS policy implementation at selected schools of Motheo District.

3.4.2.3 Professional roles and responsibilities

According to Engelbrecht *et al.* (2013:179), the four legged stove represents four levels of support, where accountability or responsibility should be realised. Leg 1 represents the learner, to whom support should be given, however, the learner's level of commitment is required so that support can be mobilised to minimise intrinsic and extrinsic barriers. The learner's level of commitment, which is relative to the level of motivation, is the deciding factor that will balance the support systems.

The school is, therefore, first and foremost an academic institution where LSEN should be identified and provided with relevant support (Engelbrecht *et al.*, 2013:179; Greasy, 2015:23). For LSEN to take responsibility of their own learning, they should be accommodated at their own levels of accessing the curriculum. Their cornerstone of success depends on the good relationship between teachers, and all other stakeholders realising their professional roles and responsibilities in SIAS (Engelbrecht *et al.*, 2013:179).

3.4.2.3.1 Roles and responsibilities of the teacher

Teachers are responsible for following the SIAS process in order to uncover and minimise barriers to learning, and to ensure the maximum participation from learners in the teaching and learning process. They are also responsible for intervention in the classroom, by giving learners optimal support and good classroom management (Engelbrecht *et al.*, 2013:179). They should follow the guidelines of responding to individual barriers of LSEN, and have learner profile documents as part of teaching and learning. Teachers should be grounded regarding the curriculum, and should base the identified problems on sound observations, interviews, consultations, reflections, formative actions and previous records. That enables the teacher to consider appropriate and different methods required for differentiation and the necessary accommodations in assessment and examinations.

Teachers must also visit special schools to compare their curriculum with mainstream schools, so as to guide them in creating learning programmes, materials and assessments for LSEN. This will help them love their work, display positive attitudes and behaviour, and support LSEN instead of labelling them. Teacher training for SIAS should, therefore, make teachers aware of their roles and responsibilities (Farrant, 1991:100; DBE, 2014:35; Dekker & Lemmer, 1996:408). After exhausting all strategies, teachers must then consult with SBST. The SBST roles and responsibilities are discussed under leg 3.

3.4.2.3.2 Roles and responsibilities of SBST

Within the school community, support given by SBST is referred to as the nature of contextual support (Engelbrecht *et al.*, 2013:181). This support involves the ethos, the willingness to accommodate diversity and support from the family and school community. It is, therefore, the responsibility of SBST to support learners and teachers, and recognise further community-based support by facilitating collaboration through the CSTL framework (Farrant, 1991:368; DBE, 2014:32). SBST must ensure that the parents are involved from the initial stage of the SIAS process to the end, and inform parents about the decisions taken to support the learner.

SBST, therefore, co-ordinates all SIAS activities at school level and provides the DBST with evidence of support provided to LSEN. However, its roles and responsibilities are less when compared to those of other role players, and this is evidenced by the SNA 2 form, which is the shortest in comparison to others. The major role played by SBST is linking the school with the DBST and all other sectors providing support services for LSEN and other vulnerable learners, and that leads us to the next discussion of leg 4, which is about the nature of systemic support.

3.4.2.3.3 Roles and responsibilities of the DBST, SA and CM

The professional roles and responsibilities of DBST, SAs and CMs are combined because they interrelate, as stated in the Government Gazette (2016:A-36). As district officials, they are required to provide systemic support to the schools. Systemic support relates to supporting factors within the learning situation that are systemic in nature (Engelbrecht *et al.*, 2013:181). Those factors include physical, material and human resources that play a major role in supporting both learners and teachers. It is, therefore, the responsibility of DBST, SAs and CMs to ensure that schools have adequate resources (Greasy, 2015:23). However, the DBST is the district team that should first manage the SIAS process as a measure of establishing the DBST system and ensure that implementation of Inclusive Education support systems is successful (RSA DBE, 2014:36). As the team that drives the implementation of SIAS from district level, the DBST in collaboration with SAs and CMs must provide an orderly system, within which they can carry out duties like liaising with other relevant state departments for the effective co-ordination of support (RSA DBE, 2014:36; Greasy, 2015:23).

They should also advise SMTs on how to plan, utilise and control the respective budget in order to meet school needs and objectives, to monitor, evaluate and provide guidance to schools on policy implementation, and to facilitate curriculum development at school, district, provincial and national levels (RSA DBE, 2014:36; Greasy, 2015:23). They should provide adequate support structures to schools by mobilising resources needed for integrated support networks (Engelbrecht *et al.*, 2013:181). As administrators, the DBST, in collaboration with SAs and CMs, must ensure that the DBE system works efficiently and that standards are maintained by providing guidance to schools on strategic planning.

The guidance needed, in this context, is in-service training, and for workshop teachers on how to chair case conferences and meetings with other stakeholders (RSA DBE, 2014:36; Greasy, 2015:23). This means they must encourage community involvement in the school system, so that sound human relations and co-operative spirit may be created and maintained among all the stakeholders. The DBST, in collaboration with SAs and CMs, serve as the link between SMT, teachers and members of administration who should give professional guidance, training and supervision. Their professional guidance should contribute to the improvement of teachers' performance, participation in staff development programmes, and innovative intervention strategies for teachers to support LSEN.

Thereafter, trainers need to reach consensus about teacher training of SIAS implementation, with commitment expected from themselves and trainees. That renders commitment the third component, discussed on 3.4.3.

3.4.3 Commitment to teacher training of SIAS policy

Commitment is something which regularly takes up peoples' time, due to agreements they have made or as a result of the responsibilities that they have (Collinsdictionary.com, 2020).

Making a commitment involves dedicating yourself to something, like a person or a cause (<https://www.vocabulary.com>dictionary>). In this context, commitment can be defined as a psychological state in which trainers desire to teach, train or coach, and trainees desire to be trained, coached and experiment (Steyn, 2009:267; Qeleni,

2013:29). Commitment will, therefore, be discussed as expected from SBST, DBST, SAs, CMs and teachers.

3.4.3.1 Commitment from SBST and DBST

Commitment to the implementation of inclusive policies should be initially and officially made by SBST and DBST (Niewenhuis & van Rooyen, 2004:91; Government Gazette, 2016:A-36). Which means that teacher training for SIAS policy implementation is also the latter teams' responsibility, however, they need assistance from SAs and CMs in order to achieve training goals (Shelile, 2010:27). Ntseto (2015:) mentions that SBST and DBST as Inclusive Education leaders need to take full account for the social and cultural context within which Inclusive Education is framed. That means the reconstruction of the selected schools' systems will require SBST and DBST to commit themselves in forming teams with SAs and CMs for effective teacher training for SIAS policy implementation (Qeleni, 2013:29). Therefore, change and commitment from everyone involved in teacher training for SIAS policy implementation is needed. However, we know that any process of change is often resisted because people start to feel incompetent, inadequate, frustrated, lost and ultimately become sad and fearful, so that has to be dealt with appropriately (Swartz & Oswald, 2008:98 as cited in Shedile, 2010:27).

3.4.3.2 Commitment from SAs and CMs

After the DBST at district level has succeeded with the formation of a team with SAs and CMs, commitment will be expected from all of them working collaboratively towards in-service training of SIAS (Shelile, 2010:27). The availability of SAs and CMs, in all the training sessions, might motivate teachers to also commit themselves to such in-service training. That may prevent them from giving excuses about curriculum differentiation and management issues, because their curriculum and management specialists will be there. Commitment is required from everyone involved, from both trainer and trainee, with emphasis on inclusion, by communicating the vision that will direct the selected schools of Motheo towards embracing SIAS goals (Niewenhuis & van Rooyen, 2004:91; Shelile, 2010:27).

3.4.3.3 Commitment from teachers

Generally, teachers are required to deliver quality teaching and learning, however, they are often not willing to change their teaching practices to those which will accommodate SEN learners. Changing teaching practices means they must be committed to supporting LSEN with curriculum differentiation, which is difficult to apply if not trained applicably (Shelile, 2010:27). Commitment from teachers is also needed for SIAS teacher training, to drive them to implement the policy through CAPS. The implementation of SIAS policy through CAPS is, automatically, the implementation of EWP 6, because teaching, learning and assessment happen via an inclusive approach (DBE, 2013:6; Ntseto, 2015; Lerner, 1993:137). Consideration of the social, emotional, physical and other needs of the learners is crucial for teachers, when they plan their lessons (Dekker & Lemmer, 1996:408; Lerner, 1993:68). In addition, teachers need to be aware of any possible problems that could hinder learning and assessment, specifically in terms language barriers, so that they can make provision for these in developing their lessons (Lerner, 1993:345).

Thus, it is important to be specific about the barriers experienced by learners, so that appropriate intervention can be made. Making incorrect assumptions about the learner can be an impediment to learning. Teachers should, therefore, pay attention to assessment to minimise or eradicate possible barriers to learning and their respective impacts (Engelbrecht *et al.*, 2013:178). The implementation of SIAS through CAPS should, therefore, drive teachers to identify strategies for the promotion of inclusion. CAPS subjects inform the inclusion process on how to select teaching methodologies, how to select and use resources, how to create a conducive classroom environment and how to plan for assessment and inclusive activities (DoE, 2013:6; Learner, 1993:20).

It is, therefore, important for an assessment team to determine whether the learner has intrinsic or extrinsic barriers to learning, because no learner will display all the disabilities (Engelbrecht *et al.*, 2013:179 & Learner, 1993:20). Being specific about the barriers experienced by learners can mobilise support and appropriate intervention, which might also motivate commitment from learners. As intervention from the classroom level with curriculum differentiation seems to be the main

challenge identified, it means this is where more focus should be placed during teacher training. Intervention can be successful and effective if teachers realise their role in SIAS policy and implement it. As mentioned earlier, they need guidance and training from SBST, DBST, SAs and CMs, which means that discussion concerning their roles as far as intervention is concerned, is also crucial. Therefore, the roles of all the stakeholders involved in removal of learning barriers are discussed under the following headings: the role of teachers; the role of SBST; the role of DBST; the role of SAs; the role of CMs and then the role of others, including learners, parents, SGB, healthcare practitioners, social workers and non-profit organisations.

The biggest change for all the teachers will be in sharing the instruction roles, assessment roles, classroom management roles and problem-solving roles, which have traditionally been individual responsibilities (Radiac-Sestic et al., 2013:2; Da Costa, 2003:23; ITP, 2013:65). In summary, the latter background suggests that the training team needs to train teachers to work co-operatively and exercise co-operative teaching. Co-operative teaching is an approach which is educational, where ordinary teachers and specialist teachers, particularly remedial teachers, work jointly to teach heterogeneous groups of learners (Radiac-Sestic et al., 2013:2; ITP, 2013:65; Niewenhuis & van Rooyen, 2004:106). Teachers should, therefore, work together as a team, and as equal colleagues, and relate interactively with all other stakeholders involved in all aspects of SIAS policy.

In order for learning to be present, SBST, DBST, SAs and CMs should play their leadership roles of building level-support, which has strong influence on all critical aspects of working conditions of teachers (Colvin, 2007:16). Inclusive leaders should be sensitive about the working conditions of teachers, and take into consideration critical aspects, including respect, tolerance, listening to and clarifying language, and dealing with differences and uncertainty (Ruairc *et al.*, 2013:2; Joubert & Prinsloo, 2003:112). These are the key aspects that can promote social justice, democracy and transformation at schools. They can also provide leadership that may direct educators' actions to render equitable inclusive learning support to learners, and motivate them to realise the school's stated outcomes (Prinsloo, 2005:14) means through commitment to teacher training of SIAS, the stated outcomes will be realised and there should be indications of improvement, as discussed below.

3.5 THE SUCCESS INDICATORS OF IMPROVED SIAS IMPLEMENTATION WITH TEACHER TRAINING

Chapter one has alluded to the success indicators that improved teacher training for Inclusive Education policies in other countries. In the USA, they are teamwork, provision of information and advice, sharing planning and organisation of educational work. In Botswana, the success is behind identifying and supporting LSEN with provisioning facilities called Education Support Service and UNESCO Project (Mbengwa, 2007:82; Kalunga & Fourie, 2011:31). Although Mozambique used modules of the Curriculum Plan of Training Course for Primary Teachers, grouped under three Ps, including Provision, Protection, and Participation, the training was not so successful (Mbengwa, 2007:82; Anderson *et al.*, 2013:101; Dalton, McKenzie & Kahonde, 2012:2). The latter seem to be the situation in SA, hence the need for improving teacher training of SIAS at the selected schools of Motheo District.

Planning and Promotion are added to make the four Ps sound relevant here, because they feature in most of the countries where their Inclusive Education policies succeeded after teacher training. Their relevancy is supported by Ntseto (2015) that the improvement of SIAS policy implementation will be necessitated by Participation, Protection, Promotion, and Provision of human, physical, financial, and information resources. The latter will be discussed by integrating them with the success indicators of inclusive policies, and they include the goal indicator after participating in teacher training for SIAS policy implementation, the legitimacy indicator for the promotion and protection of SIAS policy, the organisational indicator to plan for SIAS in-service teacher training, the satisfaction indicator for provision of support and resources for SIAS, and the external resource indicator as provision of information for SIAS policy implementation (Botha, 2010:6).

3.5.1 The goal indicator for participation in SIAS teacher training

The goal indicator assumes clearly stated and generally accepted goals relevant and important to trainers and trainees to measure the effectiveness of teacher training (Botha, 2010:6). This indicator is widely used to evaluate the schools regarding

outcomes of teachers' performance, and it should, therefore, be used to evaluate implementation of SIAS after teacher training. This goal requires commitment to participation in teacher training from all involved in SIAS policy. The participation of SBST, DBST, SAs and CMs will lead to achievement of goals because, according to Inclusive Education, the aim of human resource strategy was achieving fundamental change, which translates the underlying educational and pedagogical theory into new assumptions, models, practices and tools (DBE, 2004:2).

The intended paradigm shift with SIAS policy was intended to take place regarding educators, education managers, officials (at all levels), SGBs, parents and the community as a whole. To achieve the aim, and for teachers to be able to implement inclusive policies from classroom level, they must acquire skills and knowledge through adequate teacher training. Participation of teachers in SIAS training should first equip them with knowledge and understanding of the conceptual barriers to learning and the difference between intrinsic and extrinsic barriers to learning (Engelbrecht *et al.*, 2013:17), as defined in table 3.2 below.

Table 3.2: Intrinsic and extrinsic barriers to learning

Intrinsic barriers to learning	Extrinsic barriers to learning
<p>Academic learning disabilities including reading, handwriting, spelling and written expression, mathematics difficulties.</p> <p>Systemic or pedagogical factors caused by insufficient support for teachers, teacher unpreparedness, unfair assessment procedures, mismatches between the language of instruction and learners' home language, floor space, lack of basic LTSM, lack of assistive devices, inadequate facilities at school and overcrowded classes, lack of human resources, unqualified/under-qualified educators.</p>	<p>Developmental learning disabilities caused by:</p> <p>Mental/neurological factors like perceptual problems; inability to process information, inability to discriminate auditory and visual stimuli, auditory and visual closure and sequencing, foetal alcohol syndrome.</p> <p>Physical factors like poor motor function, fine or gross motor co-ordination, awkwardness, clumsiness spatial problems, chronic illness allergies oral language.</p> <p>Emotional factors including attention deficit disorder (ADD) and attention</p>

<p>Societal factors are usually caused by inappropriate social behaviour, severe poverty, socio-economic background, late or early enrolment at school, alcohol and other drug abuse, discrimination</p>	<p>deficit hyperactivity disorders (ADHD), the inability to concentrate or pay attention.</p>
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Teachers need to gain adequate knowledge on what the above barriers entail, so that they can be able to identify, assess and support learners' specific needs (Engelbrecht *et al.*, 2013:179). Learner's strengths and weaknesses and his or her level of intrinsic motivation are referred to as leg 1, where support should be mobilised to minimise extrinsic and intrinsic learning barriers(Engelbrecht *et al.*, 2013:179; Briggs, 2005:51). Minimising extrinsic learning barriers is possible with integrated learning support and involvement of other adults; other learners; other teachers; visual and sensory supports; information technology and resources, whereas addressing intrinsic learning barriers need further referral to the occupational therapists (OT) or psychologists, nurses or relevant specialists (Briggs, 2005:51; Mbengwa, 2007:4; RSA DBE, 2002:72; Da Costa, 2003:23; Engelbrecht *et al.*, 2013:179).

Participation of SBST co-ordinators, LSFs, SAs and CMs need to ensure that, after teacher training of SIAS, the planning goals related to skills and knowledge are achievable (Botha, 2010:5; DBE, 2011:17, 2013:2; DiPaola & Walther-Thomas, 2003:18). SBST will also ensure that there is promotion of positive attitudes, differentiated teaching methods, the language of instruction and the good relationship between the educators and learners, especially LSEN (Miles, Miller, Lewis & Van der Kroft, 2001:49).

After participation, there should also be promotion of more inclusive classrooms by using active, learner-centred methods, in order to produce the best results. In supporting this, Van der Merwe *et al.* (2005:129) states that the production of the best results is determined by the ability of the SBST co-ordinators to measure performance, measure actual performance, evaluate performance and take corrective measures. This should be done by analysis and assessment of learners' needs, by monitoring the quality of teaching and standards of learners' achievements and by setting targets for improvement (DBE, 2011:17, 2013:2; DiPaola & Walther-Thomas, 2003:18). There

must, therefore, be external monitoring from district level, so as to check and monitor the functionality of SBST. Improved teacher training of SIAS implementation will also be evidenced by the legitimacy indicator for promotion and protection of policy, as discussed below.

3.5.2 The legitimacy indicator for promotion and protection of SIAS policy

According to the legitimacy indicator, the school is effective if it can survive undisputed and legitimate marketing activities (Botha, 2010:6). This indicator is only applicable if the school has had to strive for legitimacy in a competitive environment. With the legitimacy indicator, promotion and protection of LSEN rights should be evident after teacher training for SIAS policy implementation. Supported by Walton (2017:1) inclusive education is imbedded in SIAS policy with the expectation that teacher education will equip pre-service teachers to teach inclusively. To continue Walton (2017:1) uses Legitimation Code Theory to engage critically with concepts and assessment tasks from three inclusive education courses of to identifying where theoretical, context independent knowledge is privileged, and where the knowledge is derived from practice or experience and designed to be implemented within specific context. Examples are therefore, used as point of reference to discuss how inclusive education emphasizes practical knowledge, to be enacted in particular contexts, or with particular groups of learners.

This means that participation of teachers in in-service training should enable them to acknowledge rights-based participation, inclusive, transparent and democratic methods and tools for change in particular (ITP, 2013:8). Significantly, the SBST, DBST, SAs, CMs and educators of Motheo District should understand that their schools need to be conversant with inclusive policies and implement them so they could be transformed to those which are democratic, open and inclusive. The aim is to protect and respect the rights of LSEN by following the correct referral procedure for LSEN. SIAS policy implementation will commence from the classroom, with teachers accommodating all learners and acknowledging that they come from diverse backgrounds (DBE, 2013:7). Accommodation of diversity will help teachers to master classroom management, with lessons running smoothly, despite potentially challenging circumstances (Learner, 1993:20). International Training Programme

(ITP) of Child Rights, Classroom and School Management (2013:7) considers teacher training to be the starting point of giving learners the best education that is safe, secure, inclusive, learner-centred and democratic. In addition, Farrant (1991:220) suggests that children should not be the only ones learning in schools, for every teacher should be a learner too, or a trainee.

According to the International Training Programme (ITP) (2013:8) effective teacher training for SIAS implementation will be evidenced by teachers' increased knowledge and understanding of SIAS procedure, Education for All (EFA), relevant international concepts, such as Inclusive Education, Education for Democracy and Human Rights (EDHR), as well as other relevant international instruments and methods. Thus, after being trained on curriculum differentiation teachers should follow the process of SIAS in such a way that they manage and welcome diversity as a rich learning resource, which values and respects every individual (Beckette, 2008:1; ITP, 2013:7; DBE, 2014:1).

3.5.3 The organisational indicator to plan for SIAS in-service training

The organisational indicator assumes that environment changes and internal barriers to school functioning are inevitable, and that a school is effective if it can learn how to make improvements and adaptations to its environment (Botha, 2010:8). Improved teacher training will be evidenced if leadership and school organisation are reconsidered, and if teachers also reconsider their approaches to teaching and learning in Inclusive Education (Dixon & Verenikina, 2007:193). According to ITP (2013:8), improved teacher training for SIAS implementation will be evidenced by child-friendly schools, methods and tools for organisational change in general. According to Guidelines for Inclusive Teaching and Learning (RSA DBE, 2010:5), inclusivity should become the central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity (RSA DBE, 2010:5).

In this study, the organisation indicator means district and school-level officials organising teacher training of SIAS policy, depending on the level of training needed

by teachers. Currently, the SIAS policy rates training of teachers according to three levels, as tabled in 3.3., below (DBE, 2014:63; Da Costa, 2003:69).

Table 3.3: Levels of SIAS policy training

Low level training	Moderate level of training	High level of training
Short-term programme of one to ten sessions for school and district leaders and teachers, on issues including support nature and strategies; awareness programmes and policy implementation. These can be provided by either specialists from the school DBST or from the school's network.	Long-term programme of more than ten session training outreach programmes for school and district leaders and teachers, on issues of support strategies, awareness programmes and policy implementation provided by the school's network of stakeholders or specialists outside the department.	Intensive-induction programme for staff to master competencies that are required in the programme. On-going specialist mentoring and training of staff needed. Training programmes are sourced from within department's structures, or externally.

According to Avramidis and Norwitch (2010:132), an international literature review reported that extensive training in the form of in-service training is needed for teachers to receive assistance in mastering the skills that are required to implement Inclusive Education. In addition, the UNESCO (1995) report suggests that strengthening school-based in-service training instead of relying on lengthy pre-service training should be reconsidered as training models for teachers (Farrant, 1991:220; Qeleni, 2013:69). Supported by Farrant (1991:220) every educator is expected to be a learner who learns from colleagues around him or her, as they will have ideas and skills to share with him or her.

EWP 6 (RSA DBE, 2001:40) proposed a plan for provision in an inclusive system, entailing a mix of schools' district support system structures, by incorporating special schools as resource centres and full-service schools. Therefore, these support system structures can be incorporated for teacher training of SIAS for SBST co-ordinators and

teachers of mainstream schools. For example, training provided by special schools will promote and improve the implementation of SIAS policy with regard to physical, material and financial resources. It is supported by the Disability Discrimination Act (1995) that the accessibility plans that address physical improvements to increase access to education and associated services for LSEN, should be in place. These could include mobility and transport issues, as well as the physical accessibility of buildings (Miles *et al.*, 2001:49). Some of the issues that will be considered when planning for transport of LSEN are long distances, poor roads, accessibility of public transport, road safety and vulnerability to abuse (Miles *et al.*, 2001:59).

It is clear that meeting the needs of LSEN demands extra resources, which always demand extra funding (RSA DBE, 2001:110). The funding strategy proposed in EWP 6, therefore, puts emphasis on cost-effectiveness and exploiting the economies of scale that result from expanding access and provision within an Inclusive Education and training system. The SBST, DBST, SAs and CMs will align themselves with this strategy of cost-effectiveness when drawing up the district and the school's budget for teacher training for SIAS policy implementation. In that way, the principal, in collaboration with SBST co-ordinators, will make regular inspections of the school to ensure that the school equipment and premises are being used properly (DBE, 2005:59). In the absence of the principal, the deputy principal can assist with maintenance of school buildings, allocation of resources, general cleanliness and state of repair of the school and its furniture.

The Departmental Head (DH) can assist with the control of stock, textbooks and equipment for the department. Controlled and maintained physical resources will ease the movement around teaching and recreation areas. Learning will be more accessible for LSEN and they will feel safe and comfortable (DBE, 2005:59). In other words, after teacher training, the SBST, DBST, SAs and CMs need to determine whether there is provision of adequate resources and materials, which underpin the work of CAPS and SIAS, because producing differentiated materials is time-consuming and limiting for teachers (Mednick, 2007:154). Inadequate and insufficient resources could be one of the factors that bring about dissatisfaction in teachers, and this is why the next indicator to be discussed is the satisfaction indicator.

3.5.4 The satisfaction indicator with provision of support and resources for SIAS

The satisfaction indicator defines an effective school as one in which all the stakeholders are at least minimally satisfied (Botha, (2010:6; Walton, 2017). The satisfaction indicator assumes, therefore, that satisfying the needs of the SBST, SMT, SGB, parents, teachers, and learners is the school's main task. Satisfaction is possible if the school receives support and guidance from DBST, SAs and CMs as human resources. Teachers will be satisfied, as the main role players, if support and guidance received during training allow them to practically implement SIAS policy (Walton, 2017). Satisfied teachers will display positive attitudes towards all the learners, as in the case study related by The SIAS Participant Manual (DBE, 2015:51), below.

The female educator, was aware of the diverse backgrounds of her 45 learners, such as their language, reading and writing competence, interests, learning styles, learning behaviours, attitudes toward learning, motivational levels, prior knowledge, and levels of achievement in numeracy. She had one learner with a hearing impairment, using hearing aids, three learners functioning below average level in numeracy, and also four high achievers who were highly motivated. When planning a lesson, she spent time reflecting on how she would mediate the topic, plan learning activities and select her resource materials to cater for the diversity in the class.

Being prepared gives teachers ample time to prevent or deal with behavioural issues, whereas unprepared teachers become aware of the problem only when it has already spilled over to undesirable disruptive activities (Engelbrecht & Swanepoel, 2013:62). Additionally, preparedness and creativity are vital ingredients of care and support in a successful classroom recipe. Teachers with positive attitudes have creative and unique ways of motivating their classes. Teachers at selected schools of Motheo District should always remember that their attitudes and actions are observed and scrutinised by learners, colleagues, parents and community members (Engelbrecht & Swanepoel, 2013:62). Therefore, what teachers advocate about their profession can influence others in a way that brings satisfaction or dissatisfaction about them as part of the community. According to Botha (2010:6) the satisfaction indicator may not be appropriate if the demands of the stakeholders are in conflict with each other. Dissatisfaction and conflict at selected schools of Motheo can be avoided if teacher

training for SIAS is conducted through teamwork. Therefore, after training, LTSM should be available, with conducive physical environments for teaching and learning, which are free from barriers to learning.

3.5.5 The external resource indicator for provision of SIAS information

Establishment of the nature and levels of support for learners and teachers depends on various factors and resources required (Ntseto, 2015; Lomofsky & Lazarus, 2010:305; Engelbrecht *et al.* 2013:179). Participation of teachers in teacher training, where they are provided with external resources and information is regarded as teacher education, which is the key component for the successful implementation of SIAS (Walton, 2017). Provision of information resources is the key responsibility of SMT and SBST at school level, and DBST, SAs and CMs as external resources from the district. Thus their collaboration for teacher training of SIAS should enable them to communicate and share information resources that will help teachers to (RSA DBE, 2003:C-64). For example, teachers will be able to co-operate with other stake-holders, universities, colleges and other agencies in relation to learners' records and performance. They will also liaise with relevant structures regarding school curriculums and curriculum development; other relevant Government Departments; as well as the Supply, Personnel and Finance Sections and Regional Office concerning administrative staff, accounting, purchase of equipment, research and updating of statistics pertaining to teachers and learners (DBE, 2003:C-64). Liaising with other government departments may assist the teacher who needs additional advice and support in order to sustain the learner in inclusive learning support, in mainstream education (UNESCO, 2001:73).

The involvement of SAs and CMs will motivate teachers, as they will be provided with support and development from all the sections, including inclusive, curriculum, management and governance sections (Hodges, 2001:52; Mednick, 2007:164). That will also assist in taking part in the proper transition programme that prepares the learner, family and the teachers for the start of schooling. Sharing information in this way will allow the schools time to ensure that human and material resources are available at the school, when the learner arrives. This is very important if there is a need for special and physical equipment. They allow time for additional staff to be

hired and for staff training to take place. They also give SMT members and teachers the opportunity to seek assistance or support for LSEN from the relevant sectors or departments mentioned above (UNESCO, 2001:74; DBE, 2005:121).

The external resources, such as social welfare and psychologists, will be contacted regarding referral in case of trauma, or where there are complex learning, social or behavioural issues. Another example is one where SBST and DBST will involve primary healthcare workers, medical doctors or nutritionists in case of shock, lack of sight, hearing, or concentration (UNESCO, 2001:73). Networking and collaborating with other sectors will enable SMT and teachers to understand and pursue the process to be followed, to draw in the appropriate people; to recognise and appreciate inter-sectoral work; to ensure that the material resources and budget to pursue this work are both available and used to the optimal effect; to learn the language of different sectors and professions, and try to develop a common understanding of the problems and challenges, and to develop team skills to assist in working with others (Lehohla, 2011:24; Mbengwa, 2007:74; DBE, 2002:23). Participating in seminars and courses of SIAS SBST, DBST, SAs and CM will be able to bring information to support teachers on how to develop effective, child-centred and inclusive teaching methods, materials and activities in the classroom (UNESCO, 2001:73). According to Shelile (2010:23), Continuing Professional Teacher Development (CPTD) is required for the success of SIAS policy, and is the vehicle for bringing about a planned change in education systems and movement towards Inclusive Education. Many of these CPTD programmes that were intended to promote Inclusive Education have, however, proven to be both inadequate and inappropriate, resulting in negative feelings towards the implementation of Inclusive Education (Shelile, 2010:1).

In order to avoid the latter, and to improve SIAS implementation, the SNA3 form guides the DBST in the intervention strategy to review the action plan of the teacher and SBST, and to put a further plan of action together (DBE, 2014:32). Thus, improving teacher training of SIAS, where SBST, DBST, SAs and CMs can be approached by applying the four leadership and management skills, which Ntseto (2015) refers to as management tasks, and they include planning, organising, leading and controlling. In this study, these management tasks can be stated differently to match both levels at which they will be performed, that is school and district. To improve teacher training for SIAS policy by Motheo District officials, there has to be development, preparation,

guidance and monitoring. That refers to the success of SIAS implementation at school level, and depends on the success of teacher training of SIAS from district level. That designates the next discussion as the approach for improving teacher training of SIAS policy.

3.6 THE APPROACH OF IMPROVING SIAS IMPLEMENTATION WITH TEACHER TRAINING

According to Ntseto (2015:152), leaders and managers need to perform management tasks and possess leadership skills that include planning, problem solving, decision-making, policy making, preparation, guiding, training, mentoring and monitoring, if they want to improve SIAS implementation with teacher training. Quality guidance and mentoring are, therefore, crucial for in-service training, in order to improve the implementation of SIAS policy (Shelile, 2010:27). This is supported by SDT model of professional development based on training, implying that teacher development occurs through presentations, practicum and internship. To continue, in-service teacher training should involve presentations and practicum where teachers, as trainees, receive ready-made experience in curriculum differentiation from curriculum specialists, meaning SAs in collaboration with DBST, SBST and CMs. Therefore, from the latter list of skills that should be applied for the success of training, literature (Ntseto, 2015:151) distinguishes four management tasks, including planning, organising, leading and controlling performed by SMT for successful Inclusive Learning Support (ILS), at school level. However, performance of the latter will be successful if teachers, as the main role players, are well-trained in implementing inclusive policies. As indicated earlier that implementation of SIAS seems challenging to teachers due to inadequate training, there has to be an approach to improving training. Collaborative teacher training of SIAS has, therefore, been indicated as needed from SBST, DBST, SAs and CMs to effect the improvement thereof.

Approaching improvement of teacher training from district level will, therefore, be informed by the four management tasks performed at school level. Teacher training from district level needs scheduling, preparation, guidance and monitoring to balance what is happening at school level. Therefore, an approach for improving teacher training will be discussed under four headings including, planning at school informs

training schedule at district; organising at school informs training preparation at district; leading at school informs guiding from district and controlling at school informs monitoring from the district.

3.6.1 Planning at school informs training schedule at district

According to Van der Merwe *et al.* (2005:79 cited in Ntseto, 2015:152), planning is the setting of a vision, mission, aims and outcomes, as well as problem solving, decision-making and policy making. Planning is the management task that should be performed by SMT members at school level. That means the SBST co-ordinators, as SMT members, need to ensure that there is planning for effective and successful implementation of inclusive policies. When planning for SIAS, the SBST co-ordinators can plan together with ordinary and special education teachers. This is the ZPTD, where scaffolding and involvement in development process with teachers happens, with the teachers themselves disclosing and discussing their areas of development with the co-ordinator. Therefore, the aim or goal is knowledge and understanding of curriculum differentiation. This is supported by Qeleni (2013:13), who earlier mentioned that the school SBST co-ordinator, as a leader, should have a personal plan of professional development that includes inclusion issues. Professional development plans from the SBST should inform professional development schedule at district. For the purpose of teacher training of SIAS, SBST and DBST need to plan and develop training material and logistics collaboratively, as they are required to guide schools in a collaborative process of building inclusive practice philosophy (Qeleni, 2013:13).

Through planning, SBST prepares the school for changes, so that the reactions to the environmental changes of including LSEN will be proactive. Bringing change to the situation is one of the goals of PAR and SDT, guiding this study. The school, as internal environment, interacts with the external environment, like community, district, provincial and national departments (Mbengwa, 2007:53; Lehlola, 2011:7; Van Der Merwe *et al.*, 2005:79). The school might, therefore, be affected by the external environmental changes, meaning the training schedule developed for SIAS training should prepare teachers for such changes (Van Der Merwe *et al.*, 2005:79; Calitz, Viljoen, Moller & Van der Bank, 1993:13). Mednick (2007:149) contends that planning

for LSEN differs from planning for learners without disabilities, thus SBST should ask themselves the following questions in advance: What? How? When and where? Who? Why?

The latter questions could be regarded as another model of SDT, inquiring or researching before teacher training by DBST, SAs and CMs asking themselves in advance: What are the training needs? How can those training needs be met? When and where are those needs to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed? (Van der Merwe *et al.*, 2003:79; Tondeur, 2008:3). Answering such questions for the implementation at school level, and training from the district level, can be compared as in table 3.4 below.

Table 3.4: Questions about SIAS training and implementation plans

	SCHOOL LEVEL	DISTRICT LEVEL
WHAT?	Policy implementation	Training material for policy
HOW?	By following SIAS process	Training teachers collaboratively
WHEN?	Annually	Annually
WHERE?	At school	At district
WHO?	SBST, SMT and teachers	DBST, SAs and CMs
WHY?	To address LSEN needs	For effective SIAS implementation

Learners and educators are social beings who cannot be detached from the social context, meaning that they function within the dynamic interconnectedness (Lehlola, 2011:7). This interconnectedness is seen in the systems, including the micro-system, the meso-system and the macro-system. The systems that are very close to the individual learner are micro-systems, and may include family, the school and peer group (Donald, 2005:52; Landsberg, 2005:11). In these systems, daily activities, roles and responsibilities occur, and they directly involve the learner.

The interrelated levels of functioning of the above-mentioned eco-system models require planning so that they can function effectively (Donald, 2005:52; Landsberg, 2005:11). Eco-system models should appear in the broad planning of the school, which is the responsibility of SMT members at school level. Eco-system models should also appear involvement in development process in the broad planning of Motheo District where the DBST, SAs and CMs need to schedule teacher training for SIAS policy implementation together. Planning and scheduling must be followed by organising and preparation, discussed as next principle.

3.6.2 Organising at school informs training preparation at district

Organising is the implementation of planning and involves developing actions that will contribute to the realisation of the planning outcomes. The implication is that those

who will be organising teacher training of SIAS are automatically involved in development process, which is one of SDT models (Shabani 2016:6). Planning on its own cannot guarantee that the outcomes will be accomplished, but through effective organising, that becomes possible (Van der Merwe *et al.*, 2005:59). According to Qeleni (2013:9), effective organising for SIAS policy implementation will be made possible by school leaders believing in the importance of inclusion. That should be followed by influencing the formation of a school vision that will direct the school towards embracing inclusive goals. Qeleni (2013:9) affirms that organising the schools in accommodating the diverse needs of learners will be influenced by the school leaders' belief about inclusion.

That means, school leaders need to acknowledge that all children, irrespective of race, socio-economic status, gender and disabilities, deserve well-organised and high-quality education (Qeleni, 2013:9). SBST co-ordinators are the leaders who need to ensure that an intentional structure of roles is established, so that everyone at school can know their tasks and objectives. Therefore, organising teacher training at school level will ensure involvement of teachers in development process as SDT model (Shabani, 2016:6). Being involved in the development process and study groups will assist the teacher as the leader and manager in the class to make appropriate, informed decisions, manage learning and carry out administrative duties (SACE, 2003:28; Geduld, 2009:41; Shabani, 2016:6; Fani & Ghaemi, 2011:1553).

Improved teacher training will then ensure the realisation of planning, effective organising, delegating, co-ordinating and controlling, which are the duties of the SBST co-ordinator (Van der Merwe *et al.*, 2005:59). SBST co-ordinators should also ensure that support service is organised and provided in a well-managed, effective, efficient and economical way. Thereafter, training service, prepared and provided in a well-managed, effective, efficient and economical way, is the one where every district official knows his or her respective roles, what their tasks and objectives are, how these fit in with those of others, and how much discretion they have in making decisions to accomplish the desired results (DoE, 2002:27; Lehlola, 2011:11; Calitz *et al.*, 1992:99). In the context of this study, the desired results of SIAS training that should be accomplished are those that will enhance the curriculum differentiation skills and knowledge of educators (Lehlola, 2011:11).

Through effective organising at school, the SBST co-ordinators will be able to hold various components like SMT, SBST, SGB, teachers, parents and learners together in a productive relationship with one another (Lehlola, 2011:12). Thus, tasks will be carried out effectively by individuals and teams to ensure the cultivation of teaching and learning, and also to contribute to the collective outcome (Van der Merwe *et al.*, 2005:110). Thereafter, contribution to the collective outcome of teacher training for SIAS policy will be ensured through effective preparation by DBST, CMs and SAs. They also need to be held together in a productive relationship with one another, in order to account for their tasks (Elmore, 2000:18 as cited in Lehlola, 2011:12). The latter exposition relates to the model of being involved in the development process by forming groups, having collaboration with peers, conducting and engaging in discussions to provide the teachers with strengths and weaknesses, which could guide them in terms of whether they are on the right track or not (Shabani, 2016:6; Fani & Ghaemi, 2011:1553). If they are not on the right track, then it means they will have to make modifications or changes to their teaching practice, meaning curriculum differentiation, in this context.

Effective organising at school level and effective preparation at district will ensure that tasks and resources for SIAS implementation are distributed according to the principles of specialisation, departmentalisation, organisational structures and the establishment of relationships. For example, after revisiting the functionality of SBST at the researcher's school, the team introduced the system called Block Teachers. The Block Teachers are divided according to grades, meaning grades one to seven, and their main role is to work in collaboration with co-ordinators and teachers. Therefore, they have certain tasks allocated to them, such as ensuring that class teachers have filled in learner profiles, SNA1s, and that they assist with other administrative duties related to SIAS. Within the SBST, there are also teachers representing Foundation Phase, Intermediate Phase and Senior Phase. They have been included due to them specialising in problematic subjects, such as maths and language.

Thereafter, to organise teacher training for SIAS policy implementation in the Motheo District, there has to be effective preparation by the DBST, CMs and SAs to ensure that the distribution of training tasks, material and resources for SIAS policy implementation are also based on the principles of specialisation, division of work, departmentalisation, organisational structures and the establishment of relationships.

Skilful SBST, DBST, CMs and SAs nurture professional development of local facilitators, who understand effective instructional models, have effective teaching, management and leadership skills, and are committed to sustaining implementation of various innovations (Botha, 2010:3; Colvin, 2007:17; DiPaola & Walther-Thomas, 2003:12). The next principle is leading teacher training for SIAS policy.

3.6.3 Leading at school versus guidance from district

Leading Inclusive Education effectively requires school and district leaders and managers to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life (Tondeur, 2008:5). Leaders are doers who cause things to happen, and also cause self and others to exert more effort and resources to be mobilised (Mbelu, 2011:15). Causing things to happen can also be referred to as implementation by individuals or groups that are directed at achieving the policy objectives. The policy objectives that must be achieved are SIAS policy objectives through teacher training. This is where mentoring of curriculum differentiation is needed through interactions between SBST, DBST, SAs and CMs as experienced and highly successful experts, and teachers as less experienced trainees (Shabani, 2016:4).

To achieve the predicted and desired outcomes of SIAS policy, it is crucial to build links in a causal chain. At each link in a chain of policy implementation, the leaders need to ascertain who the stakeholders are, and how long it will take them to act (Mbelu, 2011:15). To ensure effective implementation, instructions issued by leaders should go from the top of the chain down the chain of command, so that SIAS is carried out by relevant subordinates (Mbelu, 2011:16). The first thing school leaders should do is to define and communicate the educational mission of the school to all the stakeholders. That compels the principal to choose the best people and resources for the job, as well as when and where the job will be done. Thus, the SBST co-ordinator should be chosen from SMT members, or should be someone with Inclusive Education expertise to whom effective implementation of SIAS policy can be entrusted (DBE, 2001:26; DBE, 2013:2). That is because the co-ordinators will have to take day-to-day responsibility to ensure effective implementation of SIAS (DBE, 2001:26 & DBE, 2013:2). The SDT mentoring system features here because the SBST co-ordinator will

be chosen as the experienced teacher given the responsibility of leading and guiding other teachers with SIAS implementation on a personal, social and professional level (Mudzingwa, 2018:5).

The SBST co-ordinator can apply the expert system with the use of external expert input and advice, to expand the knowledge and skills of teachers (Shabani, 2016:1; Fani & Ghaemi, 2011:1552). That means the co-ordinator should work collaboratively with DBST, SAs and CMs to address the challenge of lack of knowledge and inadequate training of SIAS policy faced by the teachers. Improved implementation of SIAS with teacher training will be determined by professional guidance from the district under the leadership of DBST, SAs and CMs. Their guidance during training should enforce sound dimensions of efficiency, effectiveness and quality reflected in all aspects of the district.

Shelile (2010:37) suggests that the training offered to teachers should create opportunities for LSEN to be accommodated and to learn from mainstream education. This means that guidance and mentoring by DBST, SAs and CMs will help them to know the changes needed to the current structures of classes to make them accessible for LSEN. Successful district leaders and managers are those who attend to the broad moral, social and ethical issues in developing and training teachers (Steyn, 2009:268). To add, they encourage the development of professional learning communities (PLCs) and of supporting a strong, mutually supportive collective of ethics (Shelile, 2010:28; Mbelu, 2011:5 & Khanya *et al.* 2019:39). Mudzingwa (2018:5) concurs that the latter could take the form of seminars, PLCs, participation in programmes, as well as accessing support materials, resources and guidelines.

In that way, collegial relationships with staff are formed and appreciation for the value of working together and caring about each other. That enables them, as mentors, to create conducive teaching and learning environments for both teachers and all learners (Mbelu, 2011:5; Shelile, 2010:28). What is required from district level is effective leadership and guidance, both of which also focus on defining and communicating the educational vision and mission of the district (Shelile, 2010:37). Supported by Murray (2014:7) leaders should set a new visionary direction and, as managers, produce creative ideas to ensure the vision is realised. The vision is realised if the SBST co-ordinators, LSF, SAs and CMs facilitate a new direction

through team discussion, and wins the commitment of a team towards a defined goal of improving implementation of teacher training in SIAS (Murray 2014:7; ATA, 2012:28). Training is, therefore, another SDT model where the presenter or the team of presenters transfer concepts and expertise through a number of activities like large group presentation and discussions, seminars, workshops, demonstrations, role-play, simulations, and micro-teaching (Shabani, 2016:4; Mudzingwa, 2018:5). SBST co-ordinators, LSF, SAs and CMs should use right and relevant words as leaders to convince teachers as followers about what they need to know in order to believe in them (Steyn, 2009:269). If they want to convince teachers of the legitimacy of the implementation of SIAS, they should provide appropriate mentoring and support that will offer opportunities for collaborative decision-making and team-building among educators (Steyn, 2009:269).

To convince all the stakeholders about SIAS at Motheo District schools, all the components, including SBST co-ordinators, LSF, SAs and CMs, should be involved to attend to the conversation of the mind-set in SIAS approach (Da Costa, 2003:72). This is because, traditionally, education was the concern of the educators only, whereas other stakeholders were just the onlookers. Advocacy around Inclusive Education for all the stakeholders must be an ongoing process, rather than a once-off event. If all the stakeholders are informed about SIAS policy, this will ease the resistance against transforming from the known to the unknown, fear of terminology, such as 'Inclusive Education', as well as the implementation thereof.

Mbelu (2011:15) refers to implementation as all actions by individuals or groups that are directed at achieving the policy objectives, and policy implementation as achievement of the predicted outcomes. The argument, here, is that these outcomes are achieved by building links in a causal chain that will lead to the desired outcome. At each link in a chain of policy implementation, the leader needs to ascertain who the stakeholders are and how long these stakeholders will take to act. According to Mbelu (2011:16), to avoid faulty implementation and ensure that policy is carried out by relevant subordinates, the leader's instructions should be based on five conditions: (a) A highly structured organisation with a well-defined chain of command is needed, (b) the organisation must have a stable pattern of practice, (c) the members of the organisation must carry out orders and instructions, (d) There must be no room for interpretations between links in the chain of command, (e) Time should not be a factor

that delays the implementation process. These conditions, however, call for obedience or authority and perfect compliance, which is not easily achieved (Mbelu, 2011:16).

It is evident, from the above exposition, that authority, obedience and compliance are the order of the day for causing success of SIAS policy at the Motheo District schools. As leaders, the SBST, DBST, SAs and CMs need to play their role and collaborate with all the stakeholders. Their authority will have to be stamped in a manner that will allow the subordinates, meaning teachers, to carry out instructions obediently, so that SIAS can be implemented in their schools. By playing their role and being hands-on in SIAS implementation, this will cause teachers and others to also exert more effort. In this way, all the resources, including material, physical, financial and human resources will be mobilised. Thereafter, there has to be control or monitoring of the latter resources and, as such, the next discussion is about controlling SIAS policy implementation.

3.6.4 Controlling at school versus monitoring from the district

The Employment of Educators Act 76 of 1998 (DBE, 2003:67) regards control as one of the most important core duties of leaders and managers to be performed at school level, as no teaching can be successful without control. Control is complementary to planning and it indicates to management whether activities are proceeding according to plan (Educators' Guide to School Management, 2005:128). Therefore, control is also crucial for the successful implementation of SIAS policy because it also involves teaching and learning of LSEN. SDT is applicable here because it informs the practice and enhances the implementation of SIAS policy, as it is also the formal and binding rule of law where roles and responsibilities of all role players are stipulated.

Control of SIAS has to ensure that the following activities, at all levels of Motheo District schools, take place (Sittert, 2011:8; Ntseto, 2015; Van Deventer & Kruger, 2005:127):

- Accord with school's outcomes through quality of teaching and learning, and client satisfaction is reached.
- Effort made in planning, organising and leading is worthwhile.

- Class visits are made in an attempt to gauge the success of the educator's presentation.
- Evaluation of teachers' presentation is done by using their work and the learners' work, including written work, mark sheets, tests, memoranda, reports, as well as other administrative duties.
- Administrative duties of educators/teachers are used to check if their work is up to standard, including lesson plans, tests and examination memoranda.
- A formal meeting is held to measure the educator's knowledge and skills in his or her subject or field of experience.
- Corrective measures are implemented if the objectives are not accomplished.
- Financial resources are also monitored by the principal to ensure that his/her school's budget includes LSEN.

The implication of the above is that effective and efficient controlling of teachers' and learners' work should be done through the methods of preparation, presentation evaluation and formal meetings (Rayner, 2007:107; Van der Merwe *et al.*, 2005:132; Calitz *et al.*, 1992:46). Preparation for a lesson is a very important task of educators, and it ensures that educators do not come to class unprepared (Calitz *et al.*, 1992:46). It is, therefore, the duty of the SBST co-ordinators, as the SMT members, to submit the reports of control to the principal, after checking the work of both educators and learners. Although control of financial resources is the key responsibility of the principal, the deputy principal and the Head of department (H.O.D) can, however, also assist in controlling school finance, such as planning and control of expenditure, allocation of funds, the budget for the department, etc. SMT members of the Motheo clustering schools must ensure that their schools' respective budgets include LSEN.

Although control is generally defined by Sittert (2011:8) as the process of monitoring activities to determine whether individual units, and the organisation itself, are obtaining and utilising their resources effectively and efficiently, then, from district level, it is called monitoring. At school, control is an internal monitoring of curriculum and assessment, to take corrective action and apply supervision and disciplinary measures (Sittert, 2011:8). Then external monitoring from the district to the school is done to monitor activities at all levels of the school, to ensure that all aspects of SIAS have been covered.

The external monitoring from district level should be done by the LSF, SAs and CMs to check SIAS implementation through CAPS, management and governance. During their monitoring, they need to consider the following issues (UNESCO, 2001:73):

- Physical access, safety and comfort of LSEN.
- Control of information resources to enable them to recognise the special needs of LSEN.
- Ensuring that they gain access to and receive education, training, health-care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the learner's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
- Monitoring school finances to ensure that the budget of the Motheo clustering schools includes LSEN.
- Monitoring SIAS implementation to ensure that teachers apply the skills and knowledge learned and acquired from teacher training.

When comparing monitoring information to control information, it is clear that most of the activities should happen at school level, from where the challenging implementation of SIAS policy has been identified. The above two expositions indicate that effective control and monitoring of SIAS policy implementation need to be exercised at strategic points, including human, physical, financial, and information resources. Thus, SBST co-ordinators, DBST, SAs and CMs should determine which resources are needed in order to attain specific outcomes, especially those that pertain to teaching and learning (Van der Merwe *et al.*, 2005:135). Through monitoring, the LSF, SAs and CMs will determine if the school's budget includes LTSM for LSEN.

In conclusion, it is evident that the principles that can improve the implementation of SIAS policy at the selected schools of Motheo District are planning, organising, leading and controlling (Sittert, 2011:4-7; Pugh, 1980:44). The latter principles should be followed by SBST. Whereas, for this study, the principles that can be followed by DBST, SAs and CMs to improve teacher training for SIAS policy implementation from district level, include training schedule, preparation, guiding and monitoring (Ntseto, 2015:153; Khanya *et al.*, 2019:39).

3.7 CHAPTER SUMMARY

In this chapter, the literature review discussed firstly the rationale for improving teacher training for SIAS policy implementation, based on challenges which include inadequate support, inadequate teacher training, lack of knowledge and understanding, negative attitudes, as well as uninvolved SAs and CMs in SIAS policy implementation. Secondly, the components discussed included team cohesion and teamwork, professionalism, with subheadings including professional parameters, professional behaviours, as well as the professional responsibilities and commitment of teachers, SBST, DBST, SAs and CMs. Thirdly, solutions identified for overcoming challenges included integrated professional support, in-service training, understanding SIAS policy, positive attitudes towards SIAS and involvement of other stakeholders in SIAS policy implementation success indicators including the goal, the legitimacy, the organising, the satisfaction and the eternal resource indicators of improved teacher training for SIAS policy implementation. Lastly, the suggestions discussed as ideal to approach the improvement of teacher training for SIAS policy implementation include planning, organising, leading and controlling implementation at schools versus scheduling training, preparing for training, guiding and monitoring implementation after training from district level.

CHAPTER 4 :

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter presented an overview of the research design and methodology adopted in this study, and the reasons for such design. Aspects covered in this chapter include the general methodological approach; the research setting in which the study was conducted; the general methodological approach and tools used to collect data; specific information around the collection of data-collection instruments; selection of participants; trustworthiness; ethical issues and then later data analysis.

4.2 RESEARCH DESIGN AND METHODOLOGY

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

As mentioned in chapter one, the aim of this study was primarily to investigate improving implementation of SIAS with teacher training. The researcher, therefore, did not approach the study with preconceived ideas of expected outcomes, but rather to discover the nature of the challenges encountered in training teachers in SIAS policy implementation, at the selected schools of Motheo District.

4.2.1 Qualitative research

Qualitative research methods are naturalistic, participatory modes of inquiry that disclose the subjective experiences of individuals in the creation of the social world

(De Vos, 2002:80; MacDonald, 2012:35; Denzin & Lincoln, 2005:3). The primary goal of qualitative research was to interpret and document phenomena in a natural setting, from an individual's point of view (Crewell, Ebersson, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano & Van der Westhuizen, 2010:59). Consequently, there is no single objective reality, but multiple realities based on subjective experiences and circumstances (MacDonald, 2012:35).

Qualitative research, therefore, seeks to provide in-depth, detailed information and truth, explores issues and their contexts, clarifying what, how, when, where and, among others, whom behaviours and processes operate, while describing in explicit detail the contours and dynamics of people, places, actions and interactions (Niewenhuis, 2009:51; Tewksbury, 2009:50). The outcome was not the generalisation of results, but a deeper understanding of experience or perspectives of the participants (Merriam, 2009; Mbelu, 2011:9; Lehlola, 2011:42). Supported by Creswell *et al.* (2010:75) the interpretive perspective of qualitative research allowed the researcher to generate an understanding and insight into how the participants relate and interact with each other and how they make meaning of the phenomena under study.

Qualitative research methodology is important because it describes data in words, not in numbers, and that is what took place in this study, data has been described in words (Niewenhuis, 2009: 51). The researcher was, thus, able to understand the meaning participants have constructed and how they made sense of their world and the experiences they have in their world (Merriam, 2009:13). The emphasis was more on the quality and depth of information and not on the scope and breadth of the information provided (Niewenhuis, 2007:51). The interpretive perspective allowed the researcher to generate an understanding and insight into how the participants relate and interact with each other, and how they made meaning of the phenomenon under study (Creswell *et al.*, 2010:75).

Qualitative methodology also gave the researcher an idea of the feelings, thoughts and meanings attached to implementation of SIAS with teacher training, in the context of the participants (Cohen, Manion & Morrison, 2007). It emphasised the importance of understanding the subjective experience of individuals in the creation, modification and interpretation of the social world in which they find themselves (Cohen, Manion & Morrison, 2007:40; De Vos, 2002:80; Bray, Adamson & Mason, 2007:40). Therefore,

the angles with which the researcher was mostly concerned with and interested in, were the human perspectives on the social world, and the perceptions and experiences of individuals or groups, with regard to their situation.

Using qualitative research was advantageous, as it helped to describe phenomena in rich detail, as it was situated in local contexts, which are the researcher's understandings of the respective meanings which participants attached to their everyday life (Moriarty, 2011:14; Hannock, 2002:3). It was also useful because only a limited number of group and focus group discussions were involved to save time. It was useful in describing the phenomena, and overcoming the challenges faced during implementation. However, using qualitative research methods could also be disadvantageous, as interaction is at the heart of the qualitative data collection efforts, and the researchers need to rely on those they are studying to agree to give their time and interactions to participants (Moriarty, 2011:14). Another problem is that, during discussions, the researcher needs to rely on those being studied to show up, agree to talk with the researcher, stay for the duration of time required and to participate in ways that are productive (Tewksbury, 2009:49). Qualitative research is, therefore, time consuming, for example it took more time to collect data. In the broader sense of gaining knowledge, only few teachers, SBST co-ordinators and district officials were accommodated by this technique. Qualitative methods take more time to collect a much narrower information and superficial data set (Moriarty, 2011:14).

Knowledge produced in qualitative research might not generalize to other people and settings (Kometsi, 2015:112). It is impossible to accurately generalize what is learned about one cultural settings to another cultural setting. For example, it was impossible for the researcher to generalise what she has learned about the implementation of SIAS of the three different schools. SIAS implementation by teachers of school A, differs from that of schools B and C. For that reason, it made it impossible for her to generalise what she has learned about that school to all other schools, because their social contexts and the reasons were not the same. Thus, careful selection of appropriate qualitative methods was crucial because data collection and analysis incorporated different techniques and epistemological assumptions (Tewksbury, 2009:49).

4.2.2 Research paradigm

This study involved the selected schools of Motheo District and the district itself (sites where the implementation of SIAS policy occurs or should occur) as the respective natural settings in which the investigation has been rooted. Thus the underpinnings of the research design, in this study, were located in the “naturalistic paradigm” (Cohen *et al.*, 2007:40). The naturalistic enquiry was used to explain exactly what the teachers do to implement SIAS policy, after being trained at district level by using the PAR research method. Naturalistic enquiry is a non-manipulative, un-obstructive and non-controlling form of qualitative research that is open to whatever information emerges in the research setting (Cohen *et al.*, 2007:40). Denzin and Lincoln (1994:6) support the fact that qualitative practitioners are committed to the naturalistic and interpretive understanding of human experience. They further indicate that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher, participants and what is studied and the situational constraints that shape inquiry (Denzin & Lincoln, 1994:6).

In this study, the researcher is the novice and primary instrument for data collection and analysis, who assumed the posture of indwelling as required by qualitative research. The researcher was, therefore, the part of investigation as participant observer, an in-depth interviewer, or a leader of a group discussion and focus group discussions. She removed herself from the situation to acquire new knowledge, understanding and rethink the meanings of experiences of SIAS implementation (Creswell *et al.*, 2010:90; MacDonald, 2012:36). Experiences shared and new knowledge acquired assisted in the understanding of what is needed to improve SIAS implementation with teacher training (Baum *et al.*, 2006:854; Kach & Kralik, 2006). The sections below present PAR as the design providing direction to the study.

4.2.3 Participatory Action Research design

The design used for this study is Participatory Action Research (PAR). PAR was considered a subset of action research which can be defined as “systematic collection and analysis of data for the purpose of taking action and making change”, by generating practical knowledge (Gillis & Jackson, 2002:264). PAR may seem ambiguous for novice researchers due to its myriad of terms, such as participatory

action research, participatory, research, community-based participatory research and other forms. However, it is a valuable research methodology to be considered by any researcher wanting to take action and make changes (Gillis & Jackson, 2002:264). According to Koch, Selim and Kralik (2002), it is imperative to understand PAR in terms of its origin, characteristics and practical suggestions, as discussed below.

4.2.3.1 The origin of PAR

PAR embodies the philosophy that people become more motivated about their work if they are involved in the decision-making concerning how the workplace is run (Gillis & Jackson, 2002:264; Whitehead & McNiff, 2006:36). PAR found expression in the work of the Tavistock Institute of Human Relations in the United Kingdom, with the recognition of the practicality of British initiative that led to critical and emancipatory action (Kemmis & McTaggart, 2007:272). In light of the latter statement, PAR was found appropriate for this study as participants would be emancipated to change the situation of selected schools of Motheo District by improving implementation of SIAS through teacher training. PAR afforded all the participants, including the teachers, SBST co-ordinators, LSFs, SAs and CMs, an opportunity to be part of decision-making by discussing research questions among themselves through focus group discussions and group discussions, guided by the researcher.

PAR is an interpretive and qualitative method that cartels societal exploration, accomplishment and educational work (Kemmis & McTaggart, 2007:339). PAR explored the implementation and teacher training of SIAS, and determined the challenges faced regarding implementation. As a result of that, action had to be taken to come up with an approach for improving implementation of SIAS with teacher training. According to Eruera (2010:1), PAR is an approach commencing the social sciences as part of a swing from the traditional, positivist science to work in the direction of distinguishing and addressing complex human and shared problems. McDonald (2012:35) further states that PAR is the logical generation and investigation of data by creating practical knowledge to instruct social change with a clear goal of all action research. Utilisation of PAR for this study suited well because, after the researcher collected and analysed data from literature review and empirical study, the action taken towards designing an approach for improving implementation of SIAS with teacher training would be necessitated by recommendations, suggestions and

opinions made collaboratively by the researcher and the participants. PAR provided the opportunity of connecting with the participants in a collaborative association of issues, which the participants were dedicated to resolve (Sanginga, Kamushinga & Martin, 2010:697).

To make conscious the participants about social change needed at their schools, there was dialogue through focus group discussions and group discussion (Freire, 1974:48). Conscientisation toughened the conception that a marginalised populace could be involved in the construction of knowledge (Baum *et al.*, 2006:866). Participation of SMT members should have given them insight into what teachers are going through, regarding the implementation of SIAS policy and the need to assist SBST coordinators. Therefore, PAR methodologies, as cited by MacDonald (2012:37), instil a democratic way of living that is equitable, liberating and life-enhancing, by breaking away from traditional research, which forms coalitions with individuals who have the least social, cultural and economic power. The origins of PAR emphasise a strong link between theory and practice (MacDonald, 2012:37). Thus, the researcher and participants discussed the challenges facing the implementation of SIAS policy due to inadequate training, and made recommendations, with an expectation that the findings would be put into action. Teachers were, therefore, offered a chance to be listened to and express their opinions on issues that affected them as far as SIAS implementation was concerned (Eruera, 2010:1).

PAR related well with an ideology of SDT that emphasised the revealing of information, the sharing of restricted possession, provision of resources, co-operation of all stakeholders, allowing people to stay actively involved and to be empowered (Archer, 1995:207). Thus, PAR for the study struggled to locate knowledge that functioned better in communities. Kemmis and McTaggart (2007:197) reflect that PAR methodologies involve a cyclical process that ensures that the researcher and the participants remain partners throughout the research process, and that they are authentically involved and have personal agency.

4.2.3.2 Characteristics of PAR

PAR is characterised as developmental, systematic, dynamic, critical, participatory and cyclical. Each characteristic was discussed below, and the first one to be discussed is PAR being developmental.

4.2.3.1.1 *PAR is developmental*

PAR is a qualitative research methodology which is empowering, as it promotes capacity development and fosters collaboration among researchers and co-researchers (MacDonald, 2012:44). PAR is also an educational process, an approach to social investigation, and a way to take action to address problems and issues in communities and in groups of individuals (MacDonald, 2012:44). PAR has been used in this study because it offers a radical alternative to knowledge development as a collective, self-reflective inquiry for the purpose of improving a situation which is SIAS policy implementation (MacDonald, 2012:42). Supported by Marshall and Rossman (2006), in education, PAR can be used as a methodology to improve curriculum and professional development, educational programs, and systems planning and development. PAR also aims to achieve empowerment to be attained as a changing or forceful quality of power relations, connecting the researcher and participants equally by reducing inequalities and power differences in access to resources (Baum, MacDougall & Smith, 2006:854).

4.2.3.1.2 *PAR is systematic, rigid but flexible (Make a clear case)*

PAR is characterised by shared ownership of research projects, community-based analysis of social problems and orientation towards community action, social transformation and social responsibility programmes (Stake, 2005:446). The PAR process is flexible and multifaceted in the way that it may be repetitive, diverse or avoided as required, manoeuvring its way through numerous repetitions of scheduling, acting, detecting and reflecting (Walker, 1993:3). The reflexive aspect of PAR relies on the researcher and participants showing commitment and accountability to generously follow the arranged steps of reflecting. Therefore, the purpose of using PAR for this study is to explore the improvement of implementation SIAS with teacher training at the selected schools of Motheo District and to consider the broader historical, economic, and socio-political contexts that shape the schools (MacDonald, 2012:36).

4.2.3.1.3 PAR is dynamic

PAR is dynamic because it has an ‘elastic quality’, which means it can be adapted, changed and redesigned as the process gets along (Grant, 2008:266; Koch & Kralik, 2006). It is advisable not to adopt an unchangeable formula for doing PAR, but rather to start simply and develop your confidence in thinking about the process that best fits your context. Anything might need to be changed along the way. There are some wonderful accounts about reconnect services starting out in a particular direction, only to end up changing dramatically along the way. What is important is to learn through this process. Each challenge is a potential source of insight, and each twist and turn brings you closer to understanding what will be a more useful approach (Grant, 2008:268).

The reflective phase, where focus group discussions involving all the participants from both the schools and the district was supposed to be done, could not be done, due to lack of time and other prior commitments of the participants. Permission from DBE was only granted for the third term, with the restriction that no research discussions should be conducted at schools during the fourth term because it is too short, and the focus would be mainly on final examinations. However, the researcher managed to conduct the first two interviews with focus groups from school A and school B during the third term. Therefore then, school C suited the researcher in the fourth term, but only after tuition time, in order to obey the DBE rules and regulations (which should be noted as a limitation of the study).

Nonetheless, the researcher managed to close that reflective gap at the five days of SIAS Teacher Training, conducted by Inclusive Section of Motheo District. This was done ethically and permission was granted for recordings to be done where possible, because the concerns raised, the questions asked, the advices and the recommendations made were mostly addressing the study objectives. Based on that, data collected during that training was more than enough, and could also inform the approach for improving SIAS implementation with teacher training.

4.2.3.1.4 PAR is critical

Par is critical in the sense that it questions or is “self-sceptical” (Wadsworth, 1977:31). Being critical means that we recognise that people’s situations are not only results of their own actions and relationships, but often arise from the societal and economic

structures around them. This means that PAR appreciates that some people have less say in things than others, and that people who are most affected should have a voice and role in the process of working out what to do (Wadsworth, 1977:31). Whyte, Greenwood and Lazes (1991:26) adds that PAR is characterised by its energetic, strong contribution and high degree of participation by those concerned with the research objective.

Qhosola (2016:91) supports the latter, that PAR has the prospective to address research that broadens matters of social justice, insertion and empowerment of the alternative, and often marginalised, communities. This is accentuated by Eruera (2010:1), that PAR generates a discursive liberty for significant deliberations on matters without fear, giving power to all participants, including the marginalised and oppressed. They are offered a chance to be listened to, and to express their opinions on issues that affect them on a daily basis. PAR's philosophy embodies the concept that people have a right to participate meaningfully in the process of analysing their own solutions, over which they have power and control, leading to sustainable development (Kelly, 2005:66; Qhosola, 2016:91).

Participation of teachers at selected schools of Motheo District had the chance to speak out about the challenges they are facing with SIAS policy implementation and the solutions by which to overcome them. It was also beneficial to use PAR for this study for the participants' moods and interpretations, and to offer a chance to express their opinions on issues and the challenges that affect them daily, regarding the implementing of SIAS policy (MacDonald, 2012:34). In supporting that, MacDonald (2012:34) maintains that PAR is a democratic, equitable, liberating and life-enhancing qualitative inquiry. As mentioned earlier, with PAR, empowerment is attained as a changing or forceful quality of power relations, connecting those involved equally by reducing inequalities and power differences (Baum, MacDougall & Smith, 2006: 854).

4.2.3.1.5 *PAR is participatory*

Action research discourse includes a myriad of terms, such as participatory action research, participatory research, community-based participatory research, and other forms of participative inquiry, which may seem ambiguous for novice researchers intending to conduct action research (Gibson, Gibson & MacAulay, 2001). As one of

the novice researchers, the researcher decided to use PAR to inform her doctoral studies, which focus on improving implementation of SIAS with teacher training. Ideally, the purpose with action research was to impart social change with teacher training as the specific action leading to the ultimate goal of improving SIAS implementation (Greenwood & Levin, 1998; Kach & Kralik, 2006; McNiff & Whitehead, 2006).

Focus group discussions and group discussions led to collaborative and informed decision-making to approach improvement of teacher training for implementation of SIAS at selected schools of Motheo District (MacDonald, 2012:42).

4.2.3.1.6 PAR IS cyclical

PAR is rigid but flexible, and has cyclical phases, including planning, acting and observing, reflecting, re-planning, reacting and re-observing (Stake, 2005:446). According to Kelly (2005:69), these spiral phases or steps can be the major strength of the research study, and serve as the general guidelines for developing and implementing a PAR project. The process of PAR is presented and described below on diagram 4.1.

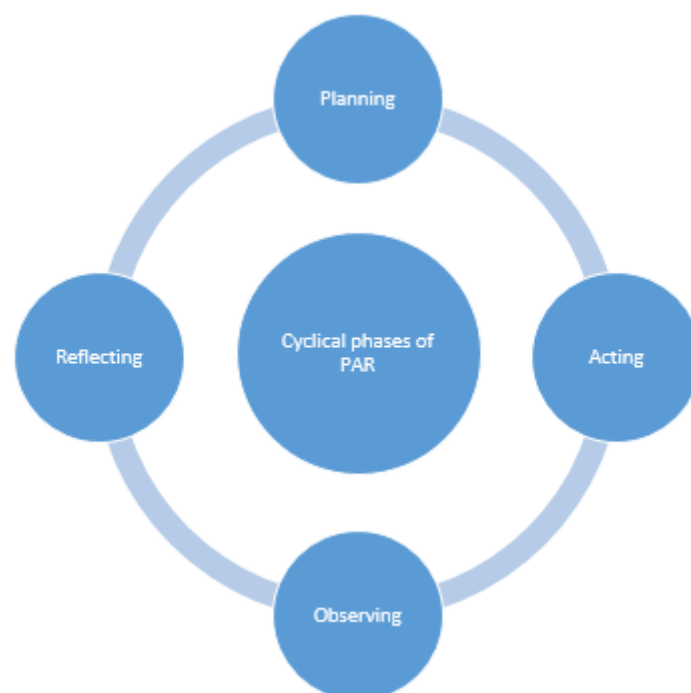


Diagram 4.1: The Participatory Action Research cycle

Planning phase: The first step in PAR, according to Kelly (2005: 69), is the planning cycle, which “involves a balance between presenting ideas developed from a formal community assessment and working with community groups on the creation of priorities or strategies”. Essentially, the focus of the planning cycle is the identification of community members and the involvement of as many different individuals and groups as possible (MacDonald 2012:45; Wimpeny, 2015:2). This phase is preceded by the initial steps suggested by Kelly (2005), including community assessment as the basis of action, finding a community partner, considering existing resources that are available for implementing the PAR program, and ethical approval. The purpose of the latter steps is to gain entry to the communities and approach key informants as a means of forming relationships. After receiving Ethical Clearance number (UFS-HSD 2018/0060) from UFS and permission from the DBE, the researcher went to three primary schools to request permission from principals to conduct research. She had to do that based on the ethical principle that requires relevant authorities and persons to be consulted prior to commencing research (MacDonald, 2012:45). SBST co-ordinators were also involved to assist with the identification of relevant, committed, knowledgeable and experienced participants. Thereafter, the nature and purpose of the study was discussed, then information leaflets and consent forms left for participants, before permission could be granted. Principals suggested convenient dates to meet with the identified participants and, thereafter, the schedule was designed as below.

Table 4.1: Focus Group Discussion and Group Discussion Schedule

DAY	ACTIVITY	TIME	PROGRESS
1st	Briefing session	19-09-2018	Done
2nd	Focus group discussion with School A	26-09-2018	Done
3rd	Briefing session with School B	20-09-2018	Done
4th	Focus group with School B	27-09-2018	Done

5 th	Briefing session with School C	21-09-2018	Done
6 th	Focus group discussion with School C	18-10-2018	Done
7 th	Briefing session with LSF	20-09-2018	Done
8 th	Briefing session with SA/CES	20-09-2018	Done
9 th	Briefing session with CM	20-09-2018	Done
10 th	Group discussion with LSF, CES and CM	29-10-2018	Done
11 th	Follow up and monitoring		
12 th	Follow up and monitoring		
12 th	Follow up and monitoring		
14 th	Follow up and monitoring		

For group discussions, the researcher first met with district officials individually, but on the same day as they were each in their different offices, in different buildings, and they included LSF representing DBST, SA and CM. The aim was also to discuss the nature and purpose of the study before the actual group discussion commenced. Information leaflets and consent forms were also issued to each official. Each suggested preferred and convenient dates for group discussions, thereafter the researcher chose one common and final date, on which they all agreed.

The next step is where the participants were identified, involved and their individual roles determined. This is the step where meticulous recording of focus group discussions, field notes and group discussion transcripts were done, and they assisted in clarifying of the program philosophy (Kelly, 2005:70). Participants were made aware that discussions would be recorded and field notes taken, as they would be later

needed for analysis and as evidence that empirical research took place. After being granted permission for recording, the researcher led focus group discussions with teachers and SBST co-ordinators and group discussions with LSF, representing DBST, CES representing SAs and CMs.

Acting phase: The goal of the acting cycle is “to create consciousness and social change by working together with the target community to address an agreed-upon goal” (Kelly, 2005:70). As mentioned above, the target community for this study was the teachers, SBST co-ordinators, LSF, SAs and CMs. The acting cycle requires that all community members’ voices be heard, and that the development of goals must be collectively agreed upon. Collective decision for action was taken separately with each focus group and group discussion, as time did not allow one focus group.

However, collective goal was the same for all the three schools and it was decided with each focus group discussion that the information gained during discussions and from SIAS training be integrated and shared with other colleagues, for the purpose of attempting the process with curriculum differentiation. Furthermore, three members of the group discussion from the district office decided to design a co-ordinated plan for the following year as school visits, monitoring and training would not be allowed in the fourth term. However, they managed to design a plan which integrates their roles of monitoring, development and support for teachers.

Observing phase: Finally, during the observation or review cycle, the participants and researcher collaborated to assess the process of the research and the outcomes of any improvement efforts. Outcome evaluation documents were completed and the group determined how to share the data (Kelly, 2005). Although Kelly (2005) does allude to data being shared with participants, it is unclear as to what the mechanisms for sharing the data are. Due to lack of time and DBE restrictions, the researcher managed to observe only three lesson presentations at her school, after which other schools were observed by SBST co-ordinators visited separately by the researcher for project reports. The reports of three schools differed and they included typed reports, minutes of the meetings and attendance registers as evidence of project implementation..

Reflecting: Reflective critique is a mechanism that enables participants and researchers to produce explicit, alternative explanations for events and experiences

(MacDonald, 2012:41). Reflective process involves re-planning, re-acting and re-observing, and that is the repetition of the previous process. However, the process will be followed if the objectives of the study are not all achieved (MacDonald, 2012:41). In addition to this, Walker (1993:3) confirms that the PAR process is flexible and multifaceted in the way that it may be repetitive, diverse or avoided as required, manoeuvring its way through numerous repetitions of scheduling, acting, detecting and reflecting. The reflective aspect of PAR relies on the investigating members showing commitment and accountability to generously follow the arranged steps of reflecting. The reflexive process was, therefore, avoided, because the objectives of the study were achieved.

The use of PAR assisted in considering the challenges faced by the schools and the district, understanding enabling conditions that can ensure attainment of the desired outcome, and understanding skills, knowledge and practices available among members and, lastly, understanding transformative capacity. In the context of the study, the nature of PAR is depicted in the cyclical form, as has been illustrated in Figure 1. Section 4.2.2.3 discusses qualitative research methodology.

4.3 SELECTION OF PARTICIPANTS

This study was carried out at three schools of the Motheo District and the district itself. The selection of participants was purposive sampling. Sampling is the selection of research participants from the entire population, involving decisions about people, settings, events, behaviour and social processes to be observed (Sikosana, 2014:159). A sample is selected in a situation where it is almost impractical to involve all members of the population under investigation. Sampling is, therefore, purposely used to ensure data quality and seeking out participants with particular characteristics, according to the needs of the developing analysis and emerging theory (Bless & Achola, 2004). For this study, only a few participants were members of group discussions, and more participants were focus group discussion members, selected from the population of Motheo District and the three schools.

Three SBST members from three schools each, preferably a co-ordinator, were selected to represent the SMT, due to being responsible for the operation of inclusive policies like SIAS, co-ordination of the provision made for LSEN, working closely with

staff, parents and other agencies, and providing professional guidance to colleagues to secure quality teaching for LSEN (DBE, 2014:19; McMillan & Schumacher, 2001:396). The next selection was nine teachers, three from each schools. Three teachers represented three phases of each school, including Foundation Phase, Intermediate Phase and Senior Phase, based on their teaching interests and experience. They had to represent their phases so that they could share their experiences with the implementation of SIAS (Gibson, 2004:2). Interviewing SBST coordinators together with teachers provided the researcher with relevant information about teaching and learning issues, and the implementation of SIAS, the training offered to them the challenges they are facing and suggestions on what can be done to overcome those challenges.

From Motheo District, three officials selected were the LSF from Inclusive Section, the SA from Curriculum Section and the CM from Governance and Management. The LSF represented the DBST, and the SA was represented by her supervisor, CES from Curriculum Section. Although they were all selected because of their management and leadership level, the LSF was, however, selected because of his Inclusive Education knowledge, skills and expertise. The selection of SA and CM was then based on their relevant curriculum and policy implementation skills, and knowledge needed for training and guiding teachers (Creswell *et al.*, 2010:59; Rule & John, 2011:63; McMillan & Schumacher, 2001:396).

The selection was done as such because it would be impractical to involve all members of the population under investigation (Sikosana, 2014:159). It would be time-consuming to involve all members of the population - as mentioned earlier, one of the disadvantages of qualitative research methods is the wasting of time. According to Rule and John (2011:63), the researcher has to make effective selection of participants to ensure data quality, which leads us to section 4.4's discussion of data gathering or collection method.

4.4 DATA GATHERING

Group discussions and focus group discussions were used as the methods of data generation. Group discussions and focus groups are ways of collecting data simultaneously from groups of people, usually those who share common experiences

and who concentrate on their shared meaning (Payne, 2013:10). They are both special types of group discussion, with narrowly focused topics discussed by a group of members of equal status (Payne, 2013:10). Group discussions and focus group discussions are techniques involving in-depth discussions, in which participants are selected because they are a purposive sample of a specific population (Rabiee, 2004:656).

Data collection at district level was conducted in a series of group discussions with a minimum number of people from three members. Group discussions are a way of gathering many opinions from individuals within a group setting, but are largely didactic between researcher and participants (Arthur *et al.*, 2012:186). They include fewer participants than the focus groups, and they were conducted with three officials including the LSF and SA represented by CES and CM (Rule & John, 2011:66). In group discussions, participants perceive one another as being fundamentally similar, and less time is spent on discussing issues. Therefore, group discussions save time and encourage debates and conflicts, which make them useful for researchers to gain diversity of views, which are dominant or marginal (Rule & John, 2011:66; Kitzinger & Barbour, 1994:4). However, group discussion took long, as compared to focus group discussions in this study.

Focus group discussions are considered a socially orientated process and “a form of interview” that capitalises on communication between participants, in order to generate data (MacDonald, 2012:41; Kitzinger, 1995:299). Focus group discussions included four participants who shared certain characteristics relevant to the focus of the study (Marshall & Rossman, 2006). Focus group discussions were, therefore, conducted at three schools with one SBST co-ordinator and three teachers from each school. The small number of individuals in focus group discussions facilitated an environment for optimal communication amongst all participants and increased the potential for useful data to be generated. During focus group discussions, the researcher created a supportive environment in which discussions and differing points of view were encouraged (Marshall & Rossman, 2006). Focus group discussions allow all groups to meet for collective discussions and decision-making, to finalise the approach of improving the implementation (Kitzinger & Barbour, 1994:4; Marshall & Rossman, 2006).

Contrary to that, all the groups were visited and met separately by the researcher to discuss the report of what they did for the short term project approach of improving SIAS implementation with teacher training. Although group discussions and focus groups differ, both gave priority to participants, provided them with a sense of security, acclimatised to the participants' preferred words for speaking about sensitive issues and prevented the researcher from prematurely closing off the generation of meaning in her own search for clarification (Kritzinger & Barbour, 1994:4; Rule & John, 2011:66; Niewenhuis, 2007:91; Creswell *et al.*, 2010:90). Group discussions and focus groups were, therefore, useful for gaining a sense of the range and diversity of views, of whose views were dominant and marginal in a small group (Rule & John, 2011:66). Through collaboration between the researcher and participants, the topic(s) for discussion during the focus group discussions are decided; in PAR, all involved in the research process are active participants throughout the entire research process (MacDonald, 2012:40).

MacDonald (2012:41), noted that, even though the topic of discussion is left up to the focus group, "the facilitator", meaning the researcher typically provides some structure. Therefore, the role of the researcher in group discussions and focus groups was observing, listening, probing, moderating, analysing and understanding the thought processes of participants (De Vos *et al.*, 2005:281; Kumar, 2005:120). Combining participant observation with focus groups is useful in gaining access to the group, focusing on sampling, and site selection, while also useful for checking tentative conclusions and possible changes to be implemented (MacDonald, 2012:41). The next section 4.5 is the discussion of data analysis.

4.5 DATA ANALYSIS

Data analysis is the process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making (Ader, 2008:15). Data analysis is also referred to as a process of systematically searching and arranging the data collected in one study, meaning the data collected is reduced in order to provide meaningful statements of information (Hardy *et al.*, 2004:4; Bogdan and Biklen, 1998:69). In this study, the data consisted of observation, recording and discussion of transcripts. A distinction should generally

be made between primary and secondary analysis, where the former is carried out by the researcher and the latter by someone else (Fielding, 2006:5). For this study, primary data analysis was applied because the researcher was actively involved in data collection. The researcher is considered the primary instrument in qualitative data analysis. The subjective knowledge and understanding of the researcher produces the analysis and sense-making of data (Henning, Van Rensburg & Smit, 2004:7).

Critical Discourse Analysis (CDA) was used to analyse data. CDA was used because it is an interdisciplinary approach to the study of discourse that views spoken language as a form of social practice (Wodak, 2001:5). CDA attempts to interpret and understand spoken or written language, and its relationship to society, through studying and analysing (Yin, 2014:83). CDA emerged from the critical linguistics expanded at the University of East Anglia in the 1970s. Fairclough's three-dimensional model of CDA was used in this study, consisting of text, discourse practice and socio-cultural practice (Yin, 2014:85). Fairclough (1995 cited in Yin, 2014:85) interprets the latter three-dimensional models as being divided into three levels, including micro, meso and macro, as follows, before combining them:

- At the micro level, the analyst considers various aspects of textual or linguistic analysis, such as syntactic analysis, use of metaphor or rhetorical devices.
- The meso level, or level of discursive practice, involves studying issues of production and consumption, for instance, which institution produced a text, who the target audience is, and so on.
- At the macro-level, the analyst is concerned with inter-textual and inter-discursive elements, and tries to take into account the broad, societal currents that are affecting the text being studied.

The aim with the latter models is to map separate forms of analysis into one another: analysis of spoken or written language text, analysis of discourse practice (process of text production, distribution and consumption) and analysis of discursive events, as instances of socio-cultural practice.

4.6 TRUSTWORTHINESS

Trustworthiness is the test of data analysis, findings and conclusions that addresses both reliability and validity concerns (Stiles cited in Kometsi, 2015:169; Niewenhuis, 2007:113). When qualitative researchers speak of validity and reliability, they are usually referring to research that is trustworthy (Creswell, 2010: 80). Reliability is related to the procedural trustworthiness of observations or data (Kelliher, 2005:123). Reliability also refers to the repeatability of the research results in other situations, using similar instruments to measure consistency or stability (Winter, 2000:4; Kelliher, 2005:123). Justification for the stability of the chosen research instrument is founded on Hill and McGowan's (1999) work which suggests that research in small institutions may be best done using a qualitative approach including participant observation.

In the case of qualitative studies, reliability refers to the dependability of results, or whether the results are consistent with data collected (Merriam, 1998:206). However, Merriam (1998:206) explains reliability in qualitative research by referring to the terms consistency and dependability, as coined by Guba and Lincoln, (1989: 243). When a valid measuring instrument applied to different groups under different sets of circumstances leads to the same results, it would mean that the particular instrument is reliable (Guba & Lincoln, 1989: 243). To ensure reliability, the researcher used interviews as a means of measuring focus group discussions with teachers and SBST co-ordinators of three schools and group discussion with three Motheo District officials, including, LSA, CM and CES representing SA.

Validity relates to the trustworthiness of interpretations or conclusions, and the degree to which the explanations of phenomenon match the realities of the world (McMillan & Schumacher, 2001:407; Kometsi, 2015:169). Validity of qualitative research is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. To ensure validity, qualitative researchers use multi-method strategies, such as recording precise, almost literal, and detailed descriptions of people and situations (Creswell *et al.*, 2010). A tape recorder was also used to record participants, so as to ensure validity. The reason for enhancing validity in this study is that the method that is used to collect data must to be valid and measure what it is supposed to measure through multiple methods (Coombes, 2001:33).

According to Merriam (1998:206), reliability and validity do not apply to qualitative research, but they are specifically research instruments that are crucial in quantitative research. Validity and reliability are constructed to parallel the conventional criteria of inquiry of internal and external validity, reliability, and neutrality respectively. There can be no validity without reliability (Creswell, 2010:80).

4.7 ETHICAL CONSIDERATIONS

The researcher has applied for ethical clearance from the University of the Free State, and has received ethical clearance number UFS-HSD 2018/0060, as the study had to be conducted in an ethical manner. Appendices have also been attached as evidence that the study has been conducted in an ethical manner and they include the following appendices:

Appendix A- Ethical Clearance Approval Letter, Appendix B- Language Editor Letter for editing CTR, Appendix C - Language Editor Letter, editing the whole document Appendix D - Approval to conduct Research from the Free State Department of Education, Appendix E-Research Study Leaflet and Consent Form for school principals and participants, Appendix F- Focus Group Discussion and Group Discussion Schedules, Appendix G- Transcripts of Focus Group Discussions and Group Discussion, and Appendix H- Turn-it-in report. McDonald (2012:36) concurs that the researcher must ensure that permission is obtained prior to making observations or examining documents produced for other purposes, as there is a shared ownership of the research. In addition, when conducting PAR, the researcher must consider the ethical principles of ensuring that all relevant persons, committees, and authorities have been consulted and that the principles guiding the work are accepted prior to commencing the research (Winter, 1987 cited in MacDonald, 2012:46). Other principles the researcher considered are issues of anonymity, informed consent, maintaining confidentiality throughout the research process, as well as enhancing quality (MacDonald, 2012:46; Rule & John, 2011:111).

In order to produce high-quality data, and to increase the quality of overall insight, the researcher must have a skill because, according to Arthur *et al.* (2012:187), both the quality of the discussion and the usefulness of the information depends on the skill of the researcher. Too much control by the researcher means little is heard from

participants' own perspectives. Too little of control by the researcher means less is being heard about the topic of interest from participants. Conducting research in the field required the researcher to alleviate feelings of betrayal and deception (McMillan & Schumacher, 2001:421).

It is imperative that the researcher be explicit about the nature of the research process from the beginning, including all personal biases and interests, while ensuring that there is equal access to information generated by the process for all participants. All participants were allowed to influence the work, and the wishes of those who did not wish to participate were respected (MacDonald, 2012:46). Furthermore, the development of the work remained visible and open to suggestions from others throughout the research process. Descriptions of the work and points of view of others must be negotiated with all those who will have participated before publishing any of the work (MacDonald, 2012:46). In addition to the ethical principles of PAR, O'Brien (2001) states that decisions regarding the direction of the research and probable outcomes are collective.

4.8 THE VALUE OF THE RESEARCH

This study may contribute to the Education System by improving implementation of SIAS policy with teacher training at selected schools in the Motheo District. It also aims to make conscious the teachers and other role-players, including SMTs, SBSTs, DBSTs, SAs and CMs about their roles in Inclusive Education. Finally, it may be an eye-opener for the DBE that there is a great need for training teachers in SIAS policy, especially in terms of support with curriculum differentiation to improve implementation. To achieve this, a suggested approach to improve implementation of SIAS with training teachers will be put in place.

4.9 CONCLUSION

This chapter focused mainly on research design, methodology and data collection methods for the investigation. An outline of qualitative research with group discussions and focus group discussions as tools that were used to collect data, has also been given. The researcher endeavoured to enhance quality by following ethical principles

of the research study. Data analysis for this study has been described, and the findings have been analysed and discussed in the next chapter.

CHAPTER 5 :

PRESENTATION OF DATA AND ANALYSIS

5.1 INTRODUCTION

Questions discussed during data collection were concerned with understanding SIAS policy, challenges facing the implementation of SIAS, reasons for training teachers on SIAS, components for implementation of SIAS with teacher training, overcoming challenges facing SIAS, indicators of improved teacher training for SIAS policy implementation and suggestions for which approach should be taken to improve SIAS implementation with teacher training at selected schools of Motheo District.

5.2 FINDINGS

Themes, subthemes and constructs emerged from the interviews as data were coded and sorted to identify similarities and variations in the responses that interviewed participants had conveyed, regarding improving teacher training for SIAS policy implementation. The data relating to the objectives are presented in the section below, preceded by the biography of teachers, SBST co-ordinators of schools A, B and C, and the three Motheo District officials.

Table 5.1: The biography of SBST co-ordinators, teachers and district officials

Teacher of schools A, B and C	Gender	Post level	Position	Qualification: Specialisation	Roles and responsibilities
Mafokane	Female	PL1	Teacher	Bed FET: Natural Sciences	Teaching grade 5 and 7 Maths
Bush	Female	PL 1	Teacher	B. Ed: Intermediate phase: Technology & Biology	Teaching grade 5-7 Natural Science and Technology
Monke	Female	PL 1	Teacher	B.Ed: Early Childhood Development	grade3 Assistant Teacher
Moletsane	Female	PL 1	Teacher	B.Ed: Intermediate	Teaching Setswana & Creative Arts & SBST co-ordinator
Koena	Male	PL 1	Teacher	B.Ed	Teaching grade 6-7 English & N.S.T.
Leoto	Female	PL 1	Teacher	ACE: Maths & Life Skills	Teaching grade 4-5 Maths & Life Skills

Leeba	Female	PL 1	Teacher	B.Ed Honours: Education Management	.
Khutsana	Female	PL 2	HOD	BA	Heading Foundation phase & SBST co-ordinator
Phoka	Male	PL 4	Principal		Managing and leading the school
Nku	Female	PL 1	Teacher	B.Ed: FET	Teaching grade 1
Segoe	Male	PL 2	HOD	B.Ed Honours: English and History	Heading Inter- Senior Phases & SBST co-ordinator
Maduna	Female	PL 1	Teacher	N6: Edu-care	Teaching grade R
District Officials	Gender	PL	Position	Qualifications	Role/responsibilities
Tau	Male	PL 3	Learning Support Advisor	PGDE: Inclusive Education	DBST/Inclusive Education LSA
Setho	Male	PL 5	Chief Education Specialist	PGDE: Policy Studies	Chief Education Specialist for Curriculum

Metsi	Male	PL 5	Circuit Manager	Honours Degree Management	Circuit Manager
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5.3 DATA GATHERED THROUGH FOCUS GROUP DISCUSSIONS WITH TEACHERS AND SBST CO-ORDINATORS (cf. ANNEXURE I)

Questions 1 to 9 were formulated in this section of the chapter to acquire personal information of teachers and SBST co-ordinators, regarding their gender, teaching and management experiences, position, qualifications and specialisations, roles and responsibilities, rationale for improving implementation of SIAS policy based on the needs or the challenges faced during implementation, and they include inadequate support, inadequate teacher-training, misunderstanding of SIAS policy as well as their attendance of teacher training for SIAS policy implementation, their opinions concerning the adequacy and effectiveness of teacher training of SIAS policy, components accompanying teacher training for SIAS policy implementation, as well as the indicators of improved teacher training for SIAS policy implementation. Their opinions and suggestions on how to approach improved teacher training for SIAS policy implementation at the selected schools of Motheo District will be discussed in chapter six.

5.3.1 Rationale for improving implementation of SIAS with teacher training

The rationale for improving SIAS policy implementation with teacher training at the selected schools is ineffective implementation thereof. As already mentioned, ineffective implementation of SIAS could be due to the challenges that include inadequate support for SIAS policy implementation, inadequate teacher training, little knowledge and understanding of SIAS policy, lack of involvement of other stakeholders and negative attitudes towards SIAS policy. However, participants managed to formulate sub-themes and constructs from the questions discussed. Coding from literature constructs to validate empirical study will be done by using 'cf' followed by the construct number. The first challenge to be discussed is inadequate support for SIAS policy implementation.

5.3.1.1 *Inadequate Support for SIAS implementation*

Inadequate support for SIAS policy implementation has been identified as the first challenge behind poor implementation of SIAS policy by teachers. With reference to

(cf. 3.2) NEPI reported that provision of support services on an equitable basis failed, and between 40% and 50% of SA learners had Inclusive Education needs beyond which could not be addressed in mainstream classrooms (Knesting, Hokanson Waldron, 2008:266; Hodgson & Khumalo 2016:1). Additionally, teachers have had to cope with multiple and diverse learning needs with no support and where support was provided, it was for minority groups, and the majority of black learners were excluded (Lomofsky & Lazarus, 2010:307; Hodgson & Khumalo 2016:1). Responses of participants when questioned about the challenges faced with SIAS implementation indicated, among others, the DBST's delay in testing the LSEN.

5.3.1.1.1 DBST delaying to test LSEN

Moletsane:

In my situation the Department delayed to help with such children, at the end of the day they were not able to qualify to be part of that. You may find that, by the time they respond is whereby then the age does not allow the child to go.

Monke:

The Department delay like in the case of Jalamba and Banana.

Participants blame DBST for delaying to test learners, which is the cause of LSEN not to be admitted at special schools because of age. That is confirmed by literature (Knesting *et al* 2008:266; Lomofsky & Lazarus, 2010:307; Da Costa, 2003:7; Ntseto, 2015:33) that majority of learners are extremely neglected and not provided with the support needed for them to achieve educationally. They are excluded from support because the very teachers who handle their cases are not fully supported as required. Lack of transport for officials to monitor and support schools and inappropriate learner transport for LSEN have been reported as causes of inadequate support from other DBE districts (Khanya *et al.* 2019:38; Hodgson & Khumalo, 2016:1).

The critical part of PAR is acknowledged with recognition that teachers' and learners' situations are not only as a result of their own actions and relationships, but arise from the societal and economic structures around them (Wadsworth, 1977:31; Whyte *et al.*, 1991:26). It means that PAR appreciates that some people get less say in things than others, and that people who are most affected should have a voice and role in the

process of working out what to do (Wadsworth, 1977:31). PAR has the prospective to address research that broadens matters of social justice, insertion and empowerment of the alternative and often marginalised communities Qhosola (2016:91).

5.3.1.1.2 Lack of resources

Bush:

The other thing is that the school doesn't have a remedial class and remedial teacher. So now you are having a problem with the child and sitting with thirty to thirty five learners in the class. How can you give individual attention to that specific learner? They get frustrated in the class and they don't gain anything.

Mofokane:

Eish, Ma'am, it's a challenge. Why I think so, because we know we are targeting some of the learners, not all of the learners. We've got some targeted learners. So if I'm teaching those learners with the ones that I'm targeting it is very, very difficult for me to implement. It is like, those learners the ones that we are targeting they can have their own class so that they can get eh... quality education because in the classes we are frustrating them.

Moletsane:

I think umm... regarding the class of learners having problems, if we do not have the class it disadvantages other learners especially those who do not have the learning problems.

Metsi:

And in most disadvantaged schools, I think because of the large number of learners teachers can't be properly, can't properly screen those children."

The above responses indicate that lack of resources does not allow individual attention needed by LSEN, and classes are somehow overcrowded. That hampers the smooth running of teaching and learning, and it is difficult to cope in such circumstances, especially if teachers are not trained for SIAS implementation. Literature concurs that meeting the needs of all learners and provide them with equal support services is too demanding, especially from mainstream classrooms (Knesting *et al* 2008:266; Hodgson & Khumalo 2016:10). Lack of resources might be the cause for teachers not

to develop ISP to support LSEN as indicated by Khanya *et al.* (2019:38). Participants complained about learners not being supported because of inappropriate identification by teachers.

According to Lehlola (2011:24), Mbengwa (2007:74) and the DoE (2002:23), the successful implementation of SIAS policy seems to be relying on teamwork, meaning working collaboratively, as teams will enable both the school and the district levels to (a) identify what is needed and who is available to address the needs, (b) identify the co-ordinators, understand and pursue the processes to be followed to draw in the appropriate people, (c) ensuring that schools recognise and appreciate inter-sectoral work, (d) ensure that the material resources, including budget needed to pursue this work are available and used to the optimal effect, (f) learn the language of the different sectors and professions, (g) try to develop common understandings of the problems and challenges and (h) develop team skills to assist in working with others.

5.3.1.1.3 Inappropriate time identification of LSEN

Motaung:

So the big challenge is in terms of early identification and supporting teachers. But now there were never profiling, there were never follow ups in terms of saying they are supported in terms of identified barrier.

Setho:

So, if we have a well-run SIAS or this process being done well in schools, then definitely having learners with barriers in school will not be left behind. So they will be able to be helped in terms of addressing their barriers to learning, and if it is done well early then it will be helpful for the learners and also for the teachers.

Segoe:

Eh.... some of the challenges were that, teachers thought that identifying the learners got some challenges, we must refer immediately so that such learners must get help, only to find that there are some processes that need to be followed before the child can be referred or placed.

Bush:

They want you to focus on those learners, you must make time during that one period, they must now understand and you don't know what to do.

Motaung:

There is also one issue I raised up there in one of the meetings that the Chief Director is working with SAs in terms of Curriculum, resources and schedules. But now the problem is that we only found out in July or in August that there are 2000 learners who have been progressed. And if we knew by March we should have profiled those learners in our section and I can tell you some of those learners have been identified from lower grades. But now there were never profiling and follow ups in terms of saying they are supported in terms of identified barrier.

Early identification of learning barriers in learners is what participants agree on, however it doesn't happen according to policies at some of the schools. Literature (RSA DBE, 2015:5) confirms that learners should be identified as early Foundation Phase. Contrary to that, participants mentioned that they have been unable to support LSEN due to lack of time. On that note, where the teacher seems to be complaining about the supervisors at school level, the LSF also complained about unfair treatment, which seems to be favouring the SAs more discernibly, regarding support in the form of transport. On that note where the teacher seem to be complaining about the supervisors at school level, the LSF also complained about unfair treatment, which seems to be favouring the SAs more discernibly He endorsed the relevancy of PAR for this study as the democratic and critical research design offering the participants a chance to be listened to, and for them to express their opinions on issues that affect them on a daily basis (cf. 3.2.5). As the voiceless and the downtrodden, PAR allowed him to voice his dissatisfaction as researchers working hand-in-hand with the community to solve the community's problems (Qhosola 2016:91).

Although the CM laughed shamefully after the LSF mentioned that he told him to prioritise, the message has, nonetheless, been received. According to Soodack (2010:329), Inclusive Section officials should also be supported with the resources they need as education support service providers. Then, for SAs and CMs to support the DBST, they need specific training regarding general insight, knowledge and skills for SIAS policy implementation at schools (cf.3.5.5). Teacher training is therefore, identified as another challenge, because according to Schmidt and Venet (2012:55)

school principals are challenged by feelings of uncertainty, the search for qualified staff, the lack of training, time and space to conduct inclusive practices.

5.3.1.2 Teacher training for SIAS policy implementation

The responses to the questions about teacher training on SIAS policy gave evidence that the DBST officials from Inclusive Section are trying their level best to train teachers in SIAS policy, as it is one of their roles and responsibilities. The evidence was captured when they responded to the question about having attended teacher training on SIAS policy implementation, which was subdivided into four other questions, where they had to indicate their frequency of attendance, the duration of training, the facilitators of the training, as well as the section of DBE.

5.3.1.2.1 Frequency of attendance:

Mofokane:

Yes, four times.

Bush:

Yes, two times.

Ms Monke:

Yes, 2 times.

Moletsane:

Yes, three times.

Maduna:

Yes I have been trained.

Segoe:

Yes, I was trained by the Department of education, Motheo District.

Nku:

No.

Khutsana:

No.

Koena:

Haa no.

Leoto:

Hmm, for me is for the first time today.

Leeba:

No, no.

Almost half of the teachers have not attended SIAS teacher training. Although more than half of the teachers attended, the maximum of five days training seems to be poor preparation for a policy like SIAS to be implemented effectively (cf. 332). It is confirmed that non-implementation of Inclusive Education is attributed to insufficient professional development in SA and internationally (Walton 2017; Hodgson & Khumalo 2016:1). Training is one of the models of professional development that can be used by district officials of Motheo District to fill the knowledge gap of teachers. Therefore knowledge of curriculum differentiation will be constructed with social interaction between MKOs and less knowledgeable individuals (Shabani 2016:2). Another issue that revealed the inadequacy of training is the question about the duration of SIAS trainings attended.

5.3.1.2.2 Duration of training sessions

Mofokane:

The first one took an hour, and the Department also took an hour. Haa, no, no, no one hour and second nine hours.

Moletsane:

Eeh...five days.

Bush:

The first one was five days, the other one three days.

Monke:

The second one took the whole day and the first one I think three hours because it was from fourteen hours until five o'clock, and the second one took the whole day.

Khutsana:

One day and this one of SIAS, we are only going there next week.

Maduna:

Yah... the first of October until the fifth of October and it took the whole week.

Setho:

Yah... maybe again on training like what you were saying that our teachers are not trained from the institutions of Higher Learning. Perhaps what we can do also we can train them on quarterly basis, maybe term one we train them on this, then term two on that. By the end of the year, at least they will have got recovered a lot, but if you just pick them for just two days or five days or one in a year then... Maybe you can say let's start here, and then the SAs also push on the other side with curriculum differentiation.

CES is also on par with Qeleni's (2013:13) recommendation that, at school level there should be personal plan of professional development with Inclusive Education issues, where principals lead their staff in a co-ordinated process of building inclusive practices. For example, the principal of School B volunteered himself to participate in focus group discussion and he managed to assist others to answer questions that required management responses. Leading Inclusive Education effectively is therefore recommended for school and district leaders and managers to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life (Tondeur, 2008:5).

School principals should therefore, ensure that teachers receive training and mentoring in SIAS implementation, for professional development (Shabani, 2016:4 & Mudzingwa 2018:5). One other question that revealed the inadequacy of SIAS teacher training is whether all the training sessions attended were adequate and effective.

Most of the participants from School A and School C were positive. One teacher from School A, SBST co-ordinator from School B and CM responded in the same way, indicating the inadequacy of SIAS training as follows.

5.3.1.2.3 Inadequate teacher training

Motaung:

For me, the training of teachers is not adequate, if for example...., SIAS was also provided in 2014, but before then it was used as the process. And also for me, if you take teachers during a week or school Holidays...they must also be marking. Like in October, they have only five days, they spent five days in training of SIAS and they were thinking pass and puzzle. If trained at tertiary level, it could be..."

Bush:

The five-day one was very good, and the three day one was not so good because the people there were not prepared. And because I had the five days one already, I gained much already, but the five day one was very good, I have learned a lot from it.

Khutsana:

More or less effective, but not so effective because we were given too much information in a short space of time. It was, they call it CSL, Care and Support for Learners with Learning Problems, something like that.

Metsi:

Yah... from my point of view I think even those that are trained, they need constant refresher training because even those that are trained they don't implement SIAS as it should.

The LSF asserted that teacher training for SIAS policy implementation is not adequate due to timing and the duration involved in it. For example, he mentioned that their trainings are mostly during holidays and that could be inconveniencing, as teachers might be covering some of their administrative duties. On that note, he aligned himself with the idea that acquiring skills and knowledge to implement Inclusive Education policies, seems to require teachers who are life-long trainees (cf. 3.3.3). Other participants concur with the researcher, based on her experience that teachers

themselves complain about lack of proper training on SIAS implementation (cf. 3.3.2). Literature also confirms that untrained teachers find it difficult to implement inclusive policies, and these policies faced difficulties due to policy-practice divides in special education (Dixon & Verenikina, 2007:193; Ryan, 2006:3; Shaddock, 2005). In addition Walton (2017) concurs that in SA and internationally, lack of teacher training is often impeding the achievements of Inclusive Education because teachers just learn theory and not practice. Further to that, Majoko and Phasha (2018:70) strongly believe that if PRESETT training is inadequate, the graduate teachers cannot meet the needs of diverse learners. Therefore, as SA policy, the non-implementation of SIAS is attributed to insufficient professional development, hence the need to improve implementation with teacher training by SBST, DBST, SAs and CMs, collaboratively.

5.3.1.3 Knowledge and understanding of SIAS policy

Teachers are mentioned as the most important role players of SIAS policy and required to display certain competencies of gathering information and identifying learners at risk of learning breakdown and school dropout (DBE, 2014:10). They must also provide teacher-developed, classroom-based interventions to address the support needs of the identified learners. The question about knowledge and understanding of SIAS indicated that some teachers misapprehend inclusive concepts that make it possible to build inclusive schools and facilitate teachers learning in inclusive classrooms (Smidt & Venet, 2012).

5.3.1.3.1 Lack of knowledge and understanding of SIAS

Motaung:

So we feel there is that lack of that saying learners can learn but on different paces.

Leoto:

Sorry, can I ask, Mme nna I don't understand what is SIAS? Can you say it in full?

Nku:

Eh... I think.... for now because most of us, most of the teachers except for those who went for training don't know what SIAS is all about and how to start the... Yes, filling in the forms and staff, so I think we need training.

Maduna:

After a bit understanding of what SIAS is in terms of the educators, we did not understand exactly what SIAS is, therefore we cannot implement what we do not understand.

Leoto:

Mme, do you say it was about SIAS? These questions cannot be answered because we have not been there.

Khutsana:

No, it was not training, it was a workshop of Care and Support and not SIAS. No, and also me, we have not been trained. Only next week, here is the invitation. Not yet been trained. Hmm, it was not a training it was a workshop on Learner Support, it was not SIAS.

Motaung:

But for me my gripe was, the issue is working in isolation. If Curriculum Section can acknowledge that I'm also the SA and my job is to support. But now the district will only focus on me to accounting as the LSF. Now when the SAs, reach school level they can't support, they don't know how to support. But if we were also in the same platform with them, if I book a car I must get it just like the SA, now Ntate has told me that I must prioritise.

All of the above participants confessed that there are some teachers with a lack of knowledge and understanding of SIAS policy implementation. The co-ordinator does not associate the workshop of Care and Support she attended with SIAS. However, the researcher defined the "Support" part of SIAS policy, that any training or workshop that has to do with support of the learner, especially if conducted by Inclusive Section, must be associated with SIAS policy. That seemingly applies the SBST co-ordinators

attended a “slice of cake” of SIAS policy training. They are, therefore, at the ZPTD, where they have to learn more about SIAS through in-service training so that it might be implemented at their school.

Furthermore, the LSF is also at the initial stage of ZPTD regarding self-assistance, by reflecting and bringing the weight of prior learning experiences to this discussion programme (Warford, 2011; Fani & Ghaemi, 2011:1551). That is the stage where the SDT informs the practice and enhances the implementation of SIAS. Therefore, he prepared other officials to learn about the practical implementation of SIAS, where support should also be given to DBST officials by their superiors. This is where the achievement of the objective, accompanied by the principles of learning, precedes development, and language is the main vehicle (tool) of thought (Shabani, 2016:2). In addition to that, lack of knowledge could also be caused by a limited number of trainees, invited as revealed by participants.

5.3.1.3.2 Limited number of invited teachers

Leoto:

Was it you, Mme, alone?

Khutsana:

Yes, it was me alone. Now that we are invited and we are only going there for five days next week.

Leoto:

Only, only the co-ordinator...

Leeba:

Five members of the committee

Leoto:

Oho, five members of the committee.

Khutsana:

Not the committee, five teachers for five days. It's not the committee, teachers for five days and here is the invitation.

The SBST co-ordinator alluded to the fact that they were invited for five days' SIAS training, and she produced the invitation as evidence. What could be observed from Leoto was dissatisfaction and a negative attitude, as she repeatedly used the word, "only" to ask about the attendees of the workshop or training. However, her attitude became positive as the discussion proceeded. She seemed to reveal that there were marginalised teachers among the attendees of teacher training at their school, and her participation gave her the opportunity to voice her concern (Eruera, 2010:1; Tsotetsi, 2013:141). The strong contribution and high degree of participation in this study became evident when one of the teachers defended the co-ordinator and answered the question of whether the co-ordinators will be attending alone.

The above conversation from School B provides a bigger picture of the need for in-service teacher training for all the teachers to improve the implementation of SIAS. The argument itself tells us that it is not as if teachers do not want to attend training, as was the case with only one educator from School C who did not attend but, the problem seemed to be lying with the decision-makers. The essence, here, is that all the teachers need to be trained in order to be on board with the policy because according to CAPS (DBE, 2013), all teachers are expected to do curriculum differentiation. Lack of knowledge and understanding of SIAS policy, according to most participants, especially the officials, seems to have the potential to create more problems, of inability to differentiate curriculum, wrong reports, wrong referrals and default placements (cf. 3.3; 3.3.3).

5.3.1.3.3 Inability to differentiate curriculum:

Metsi:

Yah, from my point of view I think even those that are trained, need constant refresher training because they also don't implement SIAS as it should. And in most disadvantaged schools, I think because of the large number of learners teachers can't be properly, can't properly screen those children.

Setho:

I think Subject Advisors are still not yet well conversant with curriculum differentiation. So we still have that thing of taking them through that training of curriculum development in their respective subject, so that when they go to teacher campaign that they should do curriculum differentiation, then they can demonstrate to the teachers if the topic is like this, this is how to approach it.

Motaung:

Learner profile, expanded opportunities and how to go about all those things, it talks about concessions and accommodation, but teachers don't go through that chapter of CAPS Document. But you will find now in one school there is one case or two. Within a month Ntate (CM) will come for promotion, teachers will be saying (no, Mr Motaung is aware of these learners). Is obvious when I ask for evidence of support... in other words learners who have been referred are those that teachers are not going extra-mile.

Participants agree that lack of knowledge and understanding of curriculum differentiation can be addressed with in-service training, because even some of the teachers who have attended training, as well as the SAs, are still not particularly conversant with curriculum differentiation (cf.3.2.1.5; 3.3.3). Supported by literature (Florian & Linlater, 2010:40; Dixon & Verenikina, 2007:193, Ryan, 2006:3; Shaddock, 2005; Mudzingwa, 2018:5), teacher training of SIAS is important to address any lack of knowledge and skills affecting how teachers engage in inclusive classrooms. Untrained teachers find it difficult to implement inclusive policies, and these policies also face difficulties due to the policy-practice divide in mainstream schools.

Participants, therefore, agreed that the practicality of SIAS can be addressed by in-service training as the model of professional development that can fill the knowledge gap concerning curriculum differentiation (Shabani, 2016:4; Mudzingwa, 2018:5). Finally, differentiation is what linked SDT to special education practice, because curriculum differentiation is also required in SIAS policy to accommodate LSEN (Dixon & Verenikina, 2007:201; RSA DBE, 2014:8; Angelides, 2012). Other factors has identified as lack of knowledge and understanding of SIAS policy by participants are wrong referrals, reports and placement (cf. 3.3; 3.3.3).

5.3.1.3.4 Wrong referrals, reports and placement

Motaung:

We have that challenge with schools as Inclusive Sections, when they refer the learners to us we need the latest report, you find that in this report the learner has maybe the raw marks of thirty eight, the class, the average maybe is forty five. Because they have no clue that the grade average talks a lot. You know I could pick it up Ntate Setho in the referral, in the report whether there was no teacher of the subject at that time, is either the teacher was ill, was either incompetent in terms of assessing learners in that subject. I could pick up during that whether the learner was taught or not and then he has been referred.

Setho:

Because it seems even at school level, scientifically so, is not all learners who's supposed to be referred. Sometimes you may find that it's just the teacher who's not capacitated on curriculum differentiation. So if he is not able to differentiate the subject matter he will end up saying no those learners cannot cope whereas he just have to follow that curriculum differentiation for him to reach that learner. And they end up making the whole thing a referral to the SBST and really it's not supposed to be like that.

Metsi:

You see, when you touch on the point that Ntate said about progressed learners, not all progressed learners are candidates. You know some of the learners are very brilliant, because just play some truancy because of other reasons they end up being progressed.

Motaung:

And it's coming up and up, SIAS also talks to schools about those learners with high level of support that need to go to special schools. And you will find that some learners' ISPs in schools if ever you can read the report why this learner has been referred you will find that it's by default because of the wrong process. This learner was manufactured, but after placing him to special school the learner gets better. Now it still goes back to Mainstream.

Participants agree that some of the teachers are unable to fill in SNA 1 honestly and properly and wrong information simply proves that curriculum differentiation has not

been applied. Being unable to support identified LSEN by applying curriculum differentiation also lead to wrong reports, referrals and default placement. The issue raised by Motaung about ISP with wrong reports is supported by Khanya *et al.* (2018:38) that a lack of Individual ISPs to support LSEN is one of the indications of SBSTs that are not functional at some of the schools. According to participants, information resources about learners will be accessed when teachers communicate and actively take part in departmental trainings, professional committees, seminars and courses that contribute to an updated set of professional views and standards (cf. 3.5 and 3.5.1-3.5.4). Based on that, unnecessary mistakes and default placements will be avoided.

Thus, teachers as trainees who have grown cognitively and acquired certain skills can improve their knowledge needed for SIAS implementation by interacting with competent leaders like SMT, SBST, DBST, SA and CM (cf. 2.4; 2.7; 2.8). Teachers are supposed to display inclusive attitudes and articulate a philosophy that reflects inclusive beliefs and practices (cf. 2.4.; 3.3; 3.3.3; 3.3.4). Negative attitude towards SIAS policy was, then, the next challenge identified.

5.3.1.4 Negative attitudes towards SIAS

Teachers' negative attitudes are described as being barriers to learners. Negative attitudes of teachers form one of the reasons mentioned to be hampering effective implementation of SIAS policy. However, it has been discovered that other stakeholders, such as parents, also have negative attitudes, when they are the ones who should support the teachers (cf. 3.3.4). For example, negative attitudes of stakeholders can cause them to be barriers to learners, to be ignorant to DBE policies and to be in denial.

Setho:

And they laugh these teachers if I tell them that even you teachers you might sometimes be barriers to these learners. You always blame the learners but if you yourselves as the teacher you unable to reach all these learners, then you become a barrier to these learners.

Motaung:

And also under the realisation of chapter nine of that Subject Advisors' Policies, it talks about learners who are progressed, learners who are repeating, but teachers ignore that chapter nine.

Metsi:

The other thing you know I was the principal of the school and, honestly speaking, as principals we are not very clued up with what we need to do in terms of this course. And I think principals must be empowered so that they can support the SBST and be hands-on to support those children.

Motaung:

And also under the realisation of chapter nine, it talks about learners who are progressed and who are repeating. Teachers ignore that chapter nine of CAPS Document talking about learner profile, expanded opportunities and how to go about all those things, it also talks about concessions and accommodation.

The officials endorse said the statement that teachers at mainstream schools display negative attitudes towards inclusion, and they lack confidence, skills and knowledge in providing for the individual needs of their learners (3.3 and 3.3.1-3.3.4). The CM indicated that negative attitudes towards Inclusive Education are also displayed by leaders, especially school principals, who should be leading the process of SIAS. He therefore supports the statement mentioned that the personalities of teachers, SBSTs, DBSTs, SAs, and CMs are such that they still carry on with their roles, irrespective of the challenging implementation of SIAS. They also follow tradition, and there is little innovation and change (cf. 2.3; 2.4; 2.4.1-2.4.4 and 3.2.4).

According to literature (Dixon & Verenikina, 2007:193; Ryan, 2006:3; Qeleni, 2013:9; Asokan, 2006:2; Kgothule & Hay, 2013:33), negative attitudes towards inclusion may result in failure, as it is associated with a lack of planning, a lack of resources and a lack of knowledge regarding better practices and limited experiences with LSEN. For example, the LSA complains about teachers not implementing CAPS as required, and the researcher added to what he said, by mentioning that even guidelines on learner profiles (LP) appear in the chapter he mentioned. With LP, teachers are able to screen and record their findings about all learners at the beginning of each phase (RSA DBE, 2014:28). This can be done with the use of documents, including the admission form,

the Road to Health Booklet (at Foundation phase), integrated school health program reports, year-end school reports, reports from parents, professionals and other stakeholders and the reports of teachers currently involved with the learner (cf. 3.5 and 3.5.1- 3.5.4). Thus, minimising negative attitudes requires leaders and teachers to learn and acquire knowledge, display inclusive attitudes, articulate a philosophy that reflects inclusive beliefs and practices, and to build inclusive schools and classrooms (Smidt & Venet 2012; Qeleni, 2013:10). Then, effective implementation of CAPS, integrated with SIAS policy, will be ensured by leaders and managers of school and district, by performing their four management tasks, including planning, organising, leading and controlling, as literature suggests. Integrated support requires the involvement of other stake-holders, which has also been identified as another requirement of SIAS policy implementation.

5.3.1.5 Involvement of other stake-holders in SIAS

Literature (DBE 2014:18; Mojaki 2011:17) reports that school arrangements related to SIAS policy should include, among others, integrated community-based support provisioning. This entails involving support staff from the districts, circuits, the DBST that includes staff from inclusive section, curriculum section, management and governance and many more, so to implement Inclusive Education in all dimensions. The implication of the success of inclusive policies depends on the involvement of all the stakeholders, who should be well informed and knowledgeable about their roles and responsibilities. However, this is not the case where Motheo District is concerned, especially with SAs and CMs, who are also not involved in the implementation of SIAS policy (c.f.3.3; 3.3.5.). In responding to the question of the involvement of SAs and CMs, the first issue identified is working in isolation.

5.3.1.5.1 Working in isolation as district officials

Motaung:

There's certain issue as sections we work in isolation too much, to a point where even if an English Subject Advisor find something that is challenging they can't say let me call any official from Inclusive Education or let's go together to a school to

support. You will find that for example, sometimes as I work as LSA I will find that in a school there is an issue of management, but I forgot to include my Circuit Managers to assist me.

Setho:

Yah...you see I think I would want to agree with what you said. We are working too much in isolation and whereas we have Curriculum Specialist Advisors and LSA who are supposed to work together.

Motaung:

Now as the SAs when they reach school level they can't support because they don't know how to support. If we are also in the same platform with SAs, if I book a car I must get it just like them but I can't because Ntate has told me that I must prioritise.

Metsi:

Now it is worse with us, Ntate is talking about SAs, with us we really even don't know still that at Lengau so many learners have been referred. You only realise when there are problems that you know we have referred so many children, this one learner is not referred in accord to school level .At the moment I'm dealing with one learner who was referred to another school, I think it's a year and a half now. And I only learned now that the learner must go to another grade early next year. So sometimes this information justifies what ntate was saying that we work in isolation.

The LSF emphasised the consequences of working in isolation as district officials and lack of involvement of SAs in the implementation of SIAS policy. What he said highlighted two of the challenges mentioned that other DBST officials do not understand the challenges involved in identifying and addressing barriers to learning and development in an Inclusive Education system (cf.3.3.3). They are also unable to identify who should be involved in what, when and how to support LSEN. This is confirmed by the recurrence stage of SDT (cf.2.4.4) which endorses that, without appropriate knowledge and support, inclusion of LSEN could be disrupted by following the traditional “remove and remediate” philosophy.

5.3.1.5.2 Uninvolved district and school officials in SIAS

Metsi:

The other thing you know I was the principal of the school and, honestly speaking, as principals we are not very clued up with what we need to do in terms of this course. And I think principals must be empowered so that they can support the SBST and be hands-on to support those children.

Motaung:

There is no way we can be given list of repeaters or learners in August to support because I said to the Chief Director these learners are our baby but we messed up. And I can profile them now even today, I'm the Subject Advisor, I'm the remedial teacher. But I said to him, make sure, Chief Director, before the end of the year after promotions, the schools must give us each list from grade one of all those who are progressed. So that us as Inclusive by January next year we know we are profiling them, we can support the schools so that by the time it's exam time we have gone through the process as we are supposed to.

Maduna:

It is a need for us at schools that Circuit Managers and Subject Advisors get involved because they are not at school level, only the teachers and the Management at school. And the other thing is, the challenges faced by learners are more than them, so if the SAs and CMs are at training they will understand what the school is going through. They will know what to do to address the challenges in order to improve the implementation of SIAS at school level.

Segoe:

I think Mmme I don't know let's say the improvement may also come as a result of, if all the stakeholders are being involved, so that at least everybody will be sure that now this policy is realised.

According to the participants, some of the officials and leaders from both school and district are not involved in SIAS implementation. That is eminent with senior officials, such school principals and District Chief Directors. Thereafter, SAs and CMs are also blamed by teachers for not being involved in SIAS. In supporting all of them, the researcher confessed that is the reason for her involving the SA to participate in this study, because when they go for monitoring at schools, they would be talking about

curriculum differentiation, which they cannot demonstrate to teachers as their leaders. Literature (Lehlola, 2011:24; Mbengwa, 2007:74; DoE, 2002:23) has also discovered that other DBST officials, including SAs and CMs from curriculum, management and government sections are not involved in the implementation of SIAS policy. DBST's main role is to ensure that promotion of teamwork in Inclusive Education is a recurring theme (cf. 3.4.1). Only, the officials from the Inclusive Section have always been regarded as the DBSTs, and that was illustrated by the responses to the question of who conducted the SIAS training attended by participants.

5.3.1.5.3 SIAS training conducted by Inclusive Officials only

Moletsane:

Mine, it was Inclusive section."

Mofokane:

Also mine, from the district Inclusive section.

Monke:

By MME Khanya and you, Mme Ntseto.

Khutsana:

It was conducted by three officials, Mme Tsididi, Mme Sekepe and Mme Kgang - she is the learning support facilitator. It was two social workers and Me Kgang.

Maduna:

We were trained by, the Section was Inclusive Section and then we were trained by the Department of Education.

Segoe:

Yes, I was trained by the Department of education, Motheo District.

Motaung:

You will find that also during our training that we need also as Inclusive Section to go and train the Curriculum Section on SIAS because sometimes for example, if I support teachers in numeracy or mathematics, my approach will not be as the

approach of Subject Advisor because there are specifics of specialist. They are trained in terms of Mathematics.

Conduction of SIAS training by the Inclusive Section only has been reported by all participants. Causton and Theoharis (2013:15) suggest team-approach for SIAS training for effective support of teachers and LSEN, which is impossible without appropriate knowledge and skills. Literature (Lehlola, 2011:24; Mbengwa, 2007:74; DoE, 2002:23) continues to emphasise that the successful implementation of SIAS relies on teamwork, because working as a team will enable both the school and the district levels to (a) identify what is needed and who is available to address the needs, (b) it will identify the co-ordinators, understand and pursue the processes to be followed to draw in the appropriate people, (c) ensuring that schools recognise and appreciate inter-sectoral work, (d) ensure that the material resources, including the budget needed to pursue this work, are available and used to optimal effect, (f) learn the language of the different sectors and professions, (g) try to develop common understandings of the problems and challenges, and (h) develop team skills to assist in working with others. This concludes by leading to the discussion of components of improving implementation of SIAS with teacher training.

5.3.2 Components of improving SIAS implementation with teacher training

From literature, the main components needed for improving implementation of SIAS with teacher training, included teamwork, professionalism and commitment (cf. 3.4). Thereafter, in answering the question of the components for improving implementation of SIAS with teacher training, the first component mentioned by participants is teamwork (cf. 3.4; 3.4.1).

5.3.2.1 Teamwork

Motaung:

But for me, the issue is working in isolation. If Curriculum Section and I'm the Subject Advisor my job is to support but now the district will only focus on accounting as the LSF. Now, when the SAs reach school level, they don't know

how to support. If we were also in the same platform with them, if I book a car I must get it just like the SA, but I'm told that I must prioritise.

Moletsane:

Teamwork, where there is remedial teacher also parent must also take part. Because parents will tell you this and when you tell them your child behaves like this, she will tell you another different story. Lefa's dad once came to me and he doesn't understand that we as teachers experience problem with Lefa. Then he said to me at home he can speak English fluently, he can write, read and even let it show immediately to back up what he said. So I was asking him, are we speaking about the same child, because what we are experiencing here at school is bad.

Motaung:

There is also one issue I raised up there in one of the meetings that the Chief Director is working with SAs in terms of Curriculum, in terms of resources and schedules. But now the problem is that we only found out in July or in August that there are 2000 learners who have been progressed. And if we knew by March we should have profiled those learners in our section.

The LSF addresses the element of productivity controversy, which is related to personal dynamics in an organisation and is a form of conflict that occurs when ideas, information and opinions are incompatible with each other (Botha, 2010:10). The personal dynamics may be those of SAs and CMs, where their ideas, information and opinions, as district officials, are incompatible with LFS's from DBST, and those of teachers are incompatible with SBST at school level (cf. 3.4.1). According to ELRC (RSA DBE, 2003:C-64), provision of information resources is the key responsibility of SMTs and SBSTs at school level and DBSTs, SAs and CMs as external resources from the district. Thus, their collaboration for teacher training of SIAS should enable them to work as a team, communicate and share information resources that will help teachers to support LSEN. For example, participants and training attendees of each school teamed up for project implementation, and their reports indicated focus group discussions with the skill and knowledge acquired from October SIAS training.

Thereafter, the teacher believes that, with teamwork, the goal of support with provision of human resources will be achieved. Supported by literature (Botha, 2010:9; Lehlola, 2011:13), teamwork should be preceded by team-cohesion, which is characterised by

co-operative, competitive and autonomous goal interdependence and productivity controversy (Botha 2010:9).

The first element of co-operative goal interdependence seems to be what the LSF calls for, and discourages working in isolation. Working in isolation is what the ontological perspective of SDT is against, and encourages collaborative, purposeful and transformative practices to overcome the limitations of both individualistic views of positivist and humanist traditions (cf. 2.6.). The SD approach also invites us to envision the process of a unified human science, that contemplates the process of becoming and knowing and, on the other hand, the values and commitment of transformation (Van de Veer & Zavershneva, 2011:460; Zhang & Wang, 2016:2; Holtzman, 2006:109).

The LSF got democratic, equitable, liberating and life-enhancing chance to be listened to by his seniors (Mac Donald, 2012:34). He managed to express his opinions on issues and the challenges that affect them daily as Inclusive Section regarding implementing SIAS policy (cf. 4.2.3.2; 4.2.3.2.5).

It has previously been mentioned that, without appropriate knowledge and support, inclusion of LSEN may be disrupted by following the traditional “remove and remediate” philosophy of Causton & Theoharis (2013:15). A team approach to supporting learners in the classroom is suggested, however, it is impossible without appropriate knowledge and skills. Teamwork, team-cohesion, team-collaboration and team co-ordination of SIAS implementation among SBST, DBST, SAs and CMs, seem to be the components that could reduce inequalities, power relations and conflict situations, and would possibly influence teachers positively, as their followers. Thereafter, teachers are also expected to encourage teamwork among the learners to avoid conflict situations that could be found among learners (cf. 3.4 and 3.4.1-3.4.3). Furthermore, participants suggested what could be referred to as peer learning.

5.3.2.2 Peer learning

Moletsane:

We can mix those slow learners with those who catch up very quickly in a group and try to retain them. Because other learners learn best from other learners you will find that they feel very uncomfortable with other teachers, but then comfortable with their peers.

Monke:

Even leaning positive environment, because other learners learn best from other learners. You will find that they feel very uncomfortable with other teachers, but then comfortable with their peers.

Moletsane:

Positivism and constructivism, to implement constructivism in class whereby the teacher encourage the learners to exchange the information, because we also as teachers we can learn from them in as much as they can learn from us.

Participants acknowledged that, with teamwork, problems are highlighted from various perspectives and positions, which would allow participants to appreciate diverse standpoints of different experts, or experts from the same domain (Radiac-Sestic *et al.*, 2013:2). Therefore, they call for curriculum differentiation to encourage participation and to stimulate learners by using practical strategies for differentiating learning environments. This means that teachers need to engage learners in collaborative learning and get them to work in small and mixed ability groups that allow lower achievers to benefit from peer support (RSA DBE 2015:36; Mudzingwa, 2019:5; Engelbrecht *et al.*, 2013:179). Vygotsky also emphasises the importance of different and conducive learning environments, where all teachers concentrate on the individual needs of the learners (Kgothule, 2017:64; Dixon & Verenikina, 2007:201). Thus, the SDT suggested that teachers acquire skills in differentiating the environment under the guidance of the SBST, SBST, DBST, SAs and CMs during teacher training.

In this way, trained teachers, as leaders to learners, will be challenging the traditional approach to teaching, will inspire a clear vision and will inspire learners through collaborative teamwork (Qeleni, 2013:8; Kennedy, 2011:26). To continue, all forms of collaboration and teamwork value learning by working with others and establishing relationships as conditions for learning, enabling learners to relate positively to each

other and view their goals and rewards as the same. The other issue is concerning parent involvement.

5.3.2.3 Parent involvement

Leoto:

Parent involvement.

Bush:

But some parents will just say there is nothing wrong with my child, I don't understand, because at home he or she can do this and that, so now you are telling me something different.

Moletsane:

He tries to be in denial because Lefafa takes chronic medication for his condition. Because parents will tell you this and when you tell them your child behaves like this, she will tell you another different story. Lefafa's Dad once came to me and he doesn't understand that we as teachers experience problem with Lefafa. Then he said to me at home he can read, write and speak English fluently. So I was asking him are we speaking about the same child, because what we are experiencing here at school is bad.

Motaung:

Teachers don't talk to each other and some parents don't like learners to be referred.

Monke:

They deny a lot, they will tell you my child at home writes, reads and tell a different story.

Metsi:

Yes they are in denial.

Monke:

But there is somewhere I have read that you as a teacher, you must put yourself in the position of the child. You must always maintain that gap with the child, but you must also be on their level so that they can be free and trust you.

What is illustrated above is, one participant believes parent involvement is crucial for SIAS implementation, whereas others regard it as a futile exercise because most parents are in denial about their children having learning barriers. In this regard, teachers have to sometimes do self-introspection concerning the way they address the issue of LSEN. Professional behaviour is very crucial when dealing with SIAS process, because they are observable actions demonstrating the individual's behaviour (Greasy, 2015:23). Therefore, maintaining appropriate relationships with learners, parents and colleagues, and modelling the appearance and attitudes of a professional, is very important.

At school, teamwork should be led by the SBST to support the teacher regarding parent involvement, to avoid what Botha (2010:10) describes as productive controversy. Productive controversy is related to personal dynamics in an organisation and is a form of conflict that occurs when ideas, information and opinions are incompatible with each other. Conflicting information and incompatible opinions are detected from the responses of the following two teachers about the same learner.

The LSF believes the consequences of teachers not working as a team could be one of the reasons for parents being in denial, and what he said was reported by other participants and they claimed that the SBST and teachers working as a team, would make parent involvement easier, and obtain the required information about the child from the parent easily (cf. 3.4 and 3.4.1-3.4.3). By virtue of the presence of SBST, the parents in denial might learn to accept the identified barriers of the child, as they will be assured that support will be provided. Then the confidential information about the child will be shared among the relevant parties, with the permission of the parent, as required by SIAS policy (DBE, 2014). In supporting that, one other criterion for teamwork is team-capacity, which is characterised by features such as sharing information, team member effectiveness, access to information, requisite knowledge and skills, participation in goal setting, participation in the development of strategies and focus on complex, rather than simple, tasks (cf. 3.4 and 3.5.1-3.5.5).

According to literature (Botha, 2010:9; ITP, 2013:68) team cohesion and teamwork seriously influences team effectiveness, in general. Team effectiveness is characterised by the quality of decisions and the capacity to implement such decisions. Therefore, for team effectiveness in teacher training of SIAS, the first thing to do before a training project is for SBST, DBST, SAs, CMs to hold co-ordination meetings with the target group, being teachers, in this case. The goals of co-ordination meetings are to share and co-ordinate training plans, and to discuss the aspects of implementation of training as a whole (cf. 3.4; 3.4.1; 3.5.3). Some of the aspects discussed could be described as the composition of SBST, establishment of remedial classes, recruitment of remedial teachers or specialist. As these are related to their professional responsibilities, therefore participants also regard professionalism as the component of improving implementation of SIAS with teacher training establishment of remedial classes.

5.3.2.4 Professionalism

Professionalism, as a component of improving SIAS implementation should be seen in team planning for teacher training for SIAS policy implementation, where important aspects including parent involvement, remedial classes and remedial teachers are considered. Recruitment of Remedial Specialists is highly recommended by participants.

5.3.2.4.1 Recruitment of Professional Specialists

Nku:

I think we need more teachers who studied this course? Yah Remedial Education or Inclusive Education, I think that way. Yah I think that way there will be teamwork.

Setho:

From there, the other thing is that, at schools I think if we can make sure that each phase actually has specialist teachers.

Motaung:

Again, just to add, Ntate, that is one of the criteria for SBST, there must be a Specialist teacher in the SBST.

Nku:

I think we need more teachers who studied this course.

Bush:

Remedial teacher and remedial class. I mean, there is one child in grade seven.

Metsi:

Advantages in the previously Model C schools they have their own Psychologists, their own you know manpower and Support Teachers to deal with those children. So we are still... you know... in this country's imbalances where the past are still haunting us.

All of the above participants believe in professionalism as the component for improved implementation of SIAS to demonstrate behaviours which portray the knowledge and skills of profession that distinguish specialists from other workers (cf. 3.4.2 and 3.4.2.1-3.4.2.3). For instance, the report of School A's project indicates that, during the third meeting, teachers were divided according to their professional specialisation of subjects, including English, Setswana and Mathematics. And each was assigned a subject specialist from SBS to assist with ISP and curriculum differentiation. Professionals are individuals or groups who are able to exercise discretion in making decisions within the scope of their expertise, and they assume some authority for their own professional development (Greasy, 2015:23). Nevertheless, Schmidt and Venet (2012:55) argue that school principals are faced with challenges, including feelings of uncertainty, recruitment of qualified specialist staff, lack of Inclusive Education training, as well as time and space to conduct inclusive practices.

As professionals teachers are therefore expected to have professional knowledge of SIAS which they utilise to make sound judgement, specialised training, characteristics that are unique to their field, and standards to which they are accountable (Greasy,

2015:23 & Walton, 2017:1). Therefore, their professional specialisation and expertise are needed for both training and mentoring as SDT models of professional development (cf. 2.8; 2.8.1; 2.8.2; 3.4.2). According to SDT, mentoring and training, as models of professional development, are necessary as social interactions between professional remedial specialists and novice colleagues (Shabani, 2016:1; Fani & Ghaemi, 2011:1552). Thus, teachers of selected schools of Motheo District should be trainees engaging in developmental changes through interaction with Remedial Teachers, who could be their mentors or trainers to improve their implementation of SIAS policy, specifically in terms of curriculum differentiation (Shabani, 2016:1; Fani & Ghaemi, 2011:1552).

The latter is crucial because the mentoring system at school level suggests an experienced teacher should be given responsibility for assisting the new teacher on a personal, social and professional level (Mudzingwa, 2018:5). Radiac-Sestic *et al.* (2013:2) insist that all the teams of general and special education teachers, who work co-operatively, need to combine their professional knowledge, perspectives and skills for the philosophy of inclusion. In responding to why teachers should be trained, participants from both school and district levels acknowledged their professional roles and responsibilities regarding SIAS policy.

5.3.2.4.2 Professional roles and responsibilities

Monke:

Eh...I think teachers should be able to apply what SIAS is all about, so that they must be able to assist learners and be able to realise that on day to day basis in their classes, some of the challenges that they are experiencing need them personally to be able to address them so that learners can be able to learn.

Segoe:

I think, Mme, I don't know, let's say the improvement may also come as a result of if all the stakeholders are being involved, so that at least everybody will be sure that now this policy is realised.

Metsi:

Yah, you know in management and governance point of view, Circuit Management and so on we have a role to play in terms of supporting, especially in these referrals.

Setho:

Yah, I think SAs we have a role, I will go back to what I said before that our teachers seemed to be referring learners on their whole same basis, whereas if they were well trained in terms of curriculum differentiation they would not have an influx of learners being referred. I think as SAs we should make sure that we train our teachers in terms of curriculum differentiation as Subject Specialists, especially on particular topics that seem to be problematic so that they can be able to cover with the requisite of curriculum coverage. Also, to make sure that at the end the learners have acquired the requisite skills and knowledge in terms of the time or the tracker that is there.”

All participants have confessed their professional roles and responsibilities as far as improving implementation of SIAS with teacher training is concerned (cf. 3.4.2 and 3.4.2.1-3.4.2.3). As professionals, participants acknowledge that they must adhere to the local, state and federal laws pertaining to education and instructional issues, meaning they should all be involved in the implementation of SIAS policy and adhere to Inclusive Education laws. Without any doubt, the SBST is the mediator between the school and the district, although its roles and responsibilities are not as many as those of the teachers and district officials. Networking for professional support is identified as another component accompanying professional parameters and professional responsibilities.

5.3.2.4.3 Networking for professional support

Phoka:

I think, if they can bring the Social Workers, especially Psychologists because I think they will ex-pantiate more on the strategies that the teachers can use, in order to identify all those learners that have learning barriers. It is not only on their academic side, but even the behaviour of the learners hamper their progress. Some of them need the specialist, the psychologists and the social workers.

Segoe:

I think is when teachers start to be concerned about the learners faced with barriers around the classes. Then follow the process of SIAS and not just signing any learner who is having any certain behaviour without the performance been known, just step by step until they are sure that now such a learner will have to be referred or need assistance of some sort.

Motaung:

Maybe to support you, last week I went to collect referrals from one school, and then with screening we check the learners how did you go with gender, age, grade etc. This learner is seven years, first year in grade one. This child is referred, he never repeated so I said to the schools, I don't test because I will come back to assess the learner and our recommendation is to let the child repeat. Is obvious and I would say where is the evidence of support.

Participants are aware that SIAS policy binds them in terms of decision-making to any form of support provisioning to learners, schools and teachers (DBE, 2014:36). There is, therefore, a need for schools and districts to network with other departments for professional support (cf.3.4.3). Networking for professional support means recognising professional parameters which focuses on legal and ethical issues of local, state and federal laws pertaining to education and instructional issues (Greasy 2015:23 & Fiore & Wiltshire 2016:63). Supported by Botha (2010:5; Maton & Moore, 2010:26), the external resource indicator for the provision of information refers to the schools seeking and being provided with information concerning the resources needed to support LSEN. Therefore, improvement of SIAS implementation with teacher training should change the school, as the organisation with mental invention to formulate a great number of organisational innovations, networks and communications to connect with other departments or organisations, telecommunications, reporting and information. Furthermore, thinking made up of coalitions of the mind, internalised from social networks, and encouraged by the collaborations of social interactions, is needed from the SBST, DBST, SAs, CMs and teachers (cf. 2.4; 3.4; 3.4.2).

Evidently, thinking from that perspective of social interaction, as suggested by the, SDT improves everyone's knowledge of up to where his or her responsibilities are (cf.3.4.2.3). Knowledge of SIAS policy is binding for all the support staff in the DBST, including curriculum and school managers, human resource planning and development co-ordinators, social workers, therapists, psychologists, and other health

professionals, working within the school system (DBE, 2014:36; Fiore & Wiltshire, 2016:63). As a result, the DBST must collaborate with SAs and CMs to provide an orderly system within which they can carry out duties, like liaising with other relevant state departments for the effective co-ordination of support (RSA DBE, 2014:36; Greasy, 2015:23).

Additionally, they should guide and advise SMTs on how to plan and control budget in order to meet school needs and objectives, to monitor, evaluate and provide guidance to schools on policy implementation, and to facilitate curriculum development at school, district, provincial and national levels (RSA DBE, 2014:36 & Greasy, 2015:23). They should provide adequate support structures to schools by mobilising resources needed for integrated support networks (Engelbrecht *et al.*, 2013:181). As administrators, the DBSTs, in collaboration with SAs and CMs, must ensure that the DBE system works efficiently and standards are maintained by providing guidance to schools on strategic planning. It is clear that commitment is needed from all the structures, from school and district levels, as another component for improving SIAS implementation. Although there was no direct question about commitment to SIAS policy teacher training, some of the responses addressed it indirectly. And the question that was addressed was whether teachers should be trained on SIAS policy.

5.3.2.5 Commitment to in-service training of SIAS at school level

Mofokane:

Yes.

Moletsane:

Yes.

Bush:

Yes.

Monke:

Yes.

Moletsane:

All of us are part of those children, not certain teachers, not those who are in SBST or the ones who are there for the special education.

Segoe:

At first we thought mainly that SIAS is strictly meant for members of the SBST, only to find that now it is everybody's business at school level. So teachers also must take part and ensure that now they are adhering to the policy itself.

Maduna:

SIAS opens the eyes for you to understand what the child is going through, so if training is there for the teachers, then everything will be solved, everything will be fine, everyone would know how to tackle a child with the challenges. And about teacher training for SIAS, when learners are... I wouldn't say be referred but when learners are not supported from Primary School there will also be problems at High School Level. So SIAS is tackling that problem in order for you to support the child at the younger age so that the problem wouldn't increase at High School Tertiary Levels.

Nku:

Yah I think that teachers need training because I have done little reading research about what SIAS is all about, and then this policy doesn't only include learners in the class. It goes as far as ... maybe some of them would have problems at home like social problems. So we need training so that we can be able to help children so that at the end of the day we don't end up passing or do transfer learners who do not need to be transferred.

Motaung:

Yes, it was a strategy and also for me if teachers can be trained at tertiary level, where they get exposed. Let us say teacher training where you come to a school and say I am inclusive teacher on an ad-hock it will only be done after confession, Diploma or ACE. Is then we gonna be exposed to SIAS, but if I can say I'm trained as a remedial teacher, I'm a Support Teacher. But now if you take teachers during a week it is not going to benefit them.

Bush:

We should learn a lot from that training.

Committing themselves to in-service training of SIAS seems to be what participants accept as the need to improve implementation of SIAS implementation. For Schools A, B and C to decide on giving feedback to their staff members the way they did, it was like they are committing them to their roles and responsibilities. For example, School C suggested that teachers were committed by first identifying learners with learning barriers, who are also appearing on the Learners at Risk List and Progressed Learners List. Each teacher chose one learner from each list and the group had fifteen learners whose forms were filled in.

Through commitment, teachers as the main role players have to dedicate their time to SIAS training based on their roles and responsibilities (Steyn, 2009:267; Qeleni, 2013:29). Shelile (2010:27) warns that changing teaching practices will be impossible without the commitment of teachers to teacher training. Commitment to teacher training in SIAS implementation through CAPS will enable teachers to identify numerous strategies for the promotion of inclusion, involving teaching approaches/methodologies, selection and use of resources, creating a conducive classroom environment, planning for assessment and inclusive activities (RSA DBE, 2013:6). In motivating their responses, two teachers concurred that teacher training for SIAS should commit all the teachers, as it is not the responsibility of the SBST only (cf. 3.3.4.). Other participants emphasised that the other way in which teachers can commit themselves to teacher training for SIAS policy implementation, is by studying in a view to specialising and improving their qualifications at tertiary level.

They seem to acknowledge that they have to go through the initial stage of SDT, which informs the practice and enhances the implementation of SIAS as Inclusive Education policy. Two of the SDT objectives are that learning precedes development and language is the main vehicle or tool of thought (Shabani, 2016:2). Therefore, teachers should initiate their development and be prepared to learn about the practice and implementation of SIAS policy. As they are at the ZPTD, they should go through the stages of teacher-assistance and self-assistance, which are later reversed as self-assistance and teacher-assistance (cf.2.4.1). The reversal of the two could mean that commitment to developmental programmes should first start with teachers themselves

before they can be assisted or trained (Shabani, 2016:2). The reason for this is that self-assistance allows them to bring the weight of prior learning experiences to their training programmes, which later allows them to engage in self-reflection (Warford, 2011; Fani & Ghaemi, 2011:1551).

According to Warford (2011), the distinction between self-assistance and teacher-assistance, from a teacher development perspective, is a point of emphasis, not an “either, or” phenomenon. Showing commitment and accountability by the researcher and participants is also one of the reflexive aspect of PAR. Therefore, through PAR, teachers of selected schools of Motheo District learned that commitment is crucial for developmental projects and programmes. For school-level commitment, Qeleni (2013:13) recommends a personal plan of professional development with Inclusive Education issues, where principals lead their staff in a co-ordinated process of building inclusive practices. Furthermore, commitment is also expected from district level.

5.3.2.6 Commitment at district level

Setho:

I think as SAs we should make sure that we train our teachers in terms of curriculum differentiation as Subject Specialists, especially on particular topics that maybe seem to be problematic so that they can be able to cover with the requisite of curriculum coverage. We should also make sure that at the end learners have acquired the requisite skills and knowledge in terms of the time or the tracker. So, that will make it easier in terms of curriculum and pedagogy and it will also make the work of the LSA much easier.

Metsi:

From my side I think Ntate made a point that this SIAS training of teachers should be done on the part of an Ad-hock basis. It is not given the attention it deserves, because teachers are not trained at tertiary level. I agree with that because if it is done as a specialisation, that will help. The district must be communicating with tertiary institutions to find out how best we can do that, but maybe your research will help us with that.

Setho:

Yah... maybe again on training like what you were saying that our teachers are not trained from the institutions of Higher Learning. Perhaps what we can do also we can train them on quarterly basis, maybe term one we train them on this, then term two on that. By the end of the year, at least they will have got recovered a lot, but if you just pick them for just two days or five days or one in a year then... Maybe you can say let's start here, and then the SAs also push on the other side with curriculum differentiation. You start this side on something so that we go on. From there the other thing is that, at schools I think if we can make sure that each phase actually has specialist teachers. In the Foundation phase we have three teachers who are special teachers, then three in the Intermediate phase specialising with Languages and then package NST with Maths, Science and Technology.

CES acknowledges their commitment as officials by explaining that, after DBST has succeeded with the formation of a team with SAs and CMs, they will then work collaboratively for in-service training of SIAS policy. Thereafter, Schmidt and Venet (2012:55) believe that leaders and managers must commit themselves to Inclusive Education, so that they might be able to recruit qualified specialist staff, who will have time and space to conduct inclusive practices. The authors believe that, if leaders and managers who should lead and guide teachers are not committed and lack knowledge and understanding of inclusive practices, then implementing inclusive policies through teachers won't be easy. The official's mentoring is, therefore, needed for SIAS as it will allow interactions between them as experienced and highly successful experts, and teachers who are less experienced in SIAS implementation (Shabani, 2016:4). Furthermore, a less knowledgeable person or trainee would be engaged in developmental changes through interaction with a MKO (Shabani, 2016:1; Fani & Ghaemi, 2011:1552).

5.3.3 Success indicators of improved SIAS implementation with teacher training

Literature differentiates the success of improved teacher training in Inclusive Education policies, according to countries, as follows: in the USA it is teamwork - provision of information and advice, in Botswana it is sharing, planning and organisation of educational work, and in Mozambique, provisioning facilities for LSEN

with modules of the Curriculum Plan of Training Course for Primary Teachers were grouped under three Ps - namely Provision, Protection, and Participation (Mbengwa, 2007:82; Dalton, Mckenzie & Kahonde, 2012:2; Anderson *et al.*, 2013:101). However, the training in Mozambique was not successful, as was the case in South Africa with the selected schools of Motheo District. Therefore, the opinions of the respondents regarding improved teacher training for SIAS policy implementation were categorised as suggested by literature, and the first one is the goal indicator for participation in teacher training for SIAS policy implementation (cf. 3.5; 3.5.1).

5.3.3.1 The goal indicator after participation in SIAS training

5.3.3.1.1 Knowledge and understanding of SIAS

Motaung:

SIAS is the process of which the department tries to say learners who experience barriers to learning must be identified, screened, assessed and supported. And is the process of which we are making a uniform approach of identifying learners who experience barriers to learning at school level. In other words, the whole country has the same way of which to identify and support learners.

Metsi:

My understanding I think I'm also adding further to say I assume that the intention is to ensure that, that learners who have barriers are supported as Ntate has said.

Nku:

What I understand about SIAS is that is a policy that helps with learners that have learning barriers.

Leeba:

I can say is about identifying learners with problems.

Khutsana:

Identifying and referring them for assessment.

Koena:

I can say giving support after identifying and diagnosing the problems facing learners.

Mofokane:

SIAS policy, according to my understanding the department was trying to support the schools as I have seen. So far the schools have some problems due to the performance of learners who need support. But I think, according to my understanding the department is trying to support the schools for the performance of the learners.

Moletsane:

My understanding with SIAS, I think the department tries to intervene regarding the vulnerable learners because there are those learners who have social problems of which at the end of the day they affect their academic performance. So SIAS tries to intervene so that there will be social workers who will be executed to help such learners. And also who are being molested sexually. They also form part and the school should work with the police, so that's my understanding.

Bush:

My understanding also what I have gained when I was at the workshop was actually that support of teachers with the learners in class, especially those learners like Lefafa and Dipuo, children like that so that we can support them while waiting for the Department to help us.

Monke:

I also support what Me Bush has said the support government provides to the school, the learners and the teachers to improve the learning ability of the children, regardless of their challenges.

Segoe:

My understanding is that SIAS is to address the challenges that learners are experiencing in the school, and to cater for such learners so that in the future they must be correctly placed.

Maduna:

Yes, what I understand is the policy designed especially for schools, involving the educators on how they can help learners having the challenges on learning barriers. Sorry Mam even for those stakeholders so they also must understand what SIAS is. So if everybody could get involved.

Mofokane:

If you check learners in our classes are not the same, there are some learners who need support and those who can at least do on their own. Why I think so, because we know we are targeting some of the learners, not all of the learners.

Moletsane:

Some are child headed household, whereby there is no else, so now they are taking the role of parenthood in the house because there is no one. An also those who are not performing well at school, some it's not necessarily the social behaviour, you may find that when the child was born the sisters or the nurses when the child was born fell on the head and that, at the end of the day it damaged the brain of the child.

Maduna:

And those about teacher trainings for SIAS, when learners are, I wouldn't say be referred but are not supported from the Primary School, there will also be problems at High Schools Level. So SIAS is tackling that problem and requires that you support the child at the younger age so that the problem would not increase at High School and Tertiary Levels.

Only the LSF managed to define the acronyms of SIAS in full, starting atfrom screening, which is the first in the overall process of SIAS. Their responses described it as the process of identifying the learners' barriers to learning, assessing and supporting, and also as support from the DBE under the SA Government, as featured at (cf. 3.2.1 and 3.2.1.1-3.2.1.4).Although other respondents, verified what LSF said about SIAS, none of them understood SIAS policy in full, as he did.Most of the

participants understood SIAS correctly after participating in the focus group discussions and SIAS training they attended in October 2018. All three schools managed to give feedback to staff members.

Before the latter, their social relationships and interactions during focus group discussions led to their own creation of knowledge and reality about SIAS policy, suggested by the epistemological perspective of the SDT (Van de Veer & Zavershneva, 2011:460). Although respondents acknowledge that learners have learning barriers, their understanding seems to be circulating around support for both teachers and learners, as literature suggests (Lehlola, 2011:2; Ntseto, 2015:33).

All of the responses concur with literature's definition (Lehlola, 2011:2; Ntseto, 2015:33), that supporting within the inclusive system does not confine itself to the learner only. It is extended to the social context, and this is due to the notion that a child is not complete without his/her social context. Both learner and teacher function within a dynamic interconnected constellation of micro-, meso- and macro-systemic relationships, and this relational context impacts on learners' roles, identities and experiences. Thus, how learners think, feel, behave and develop as persons, are linked to the social structures, forces and relationships that make up their environment. In an inclusive learning support (ILS) context, policy and practice both require focus on an enabling and nurturing environment that supports the learner, rather than on a learner who must fit into an exclusionary environment (Ntseto, 2015:33; Dixon & Verenikina, 2007:201; SIAS DBE, 2014:28).

Thus, the goal indicator will measure the effectiveness of teacher training as a social interaction activity, leading the achievement of clearly stated goals relevant to trainers and trainees (Botha, 2010:6). The paradigm shift surrounding SIAS policy was intended to take place regarding educators, education managers, officials (at all levels), SGBs, parents and the community as a whole. Skills and knowledge acquired through adequate teacher training will make it possible to achieve the aim of teachers implementing SIAS. Participation of teachers in SIAS training should first render them equipped with knowledge and understanding of the concepts barriers to learning, and the difference between intrinsic and extrinsic barriers to learning (Engelbrecht *et al.*, 2013:17). Thereafter, knowledge and understanding acquired from SIAS teacher training will be evidenced by the progress of learners.

5.3.3.1.2 Progress of learners

Phoka:

Progress of learners will be one of the indicators. Here is the teacher in the classroom, you screen, identify, assess, and support then the indicators will be all those keys that you have done what you said. There should be progress and there should be performance as well as improvement.

Setho:

I think less number of referred learners to SBST and only severe cases will be attended.

Setho:

And the results will also be improved. Obvious if in terms of curriculum delivery the performance improve then the learners will be performing much better. Because they say every learner is teachable and they can all be educated.

Nku:

I think learners who need to be referred will be referred.

Participants celebrate the fact that, after teacher training of SIAS, even though learners will be referred, faulty referrals will be minimised and admission to special schools will be rightful. That means effectiveness of teacher training of SIAS will be evidenced by positive school outcomes of learner performance (Botha 2010:63). The project seems to have benefitted learners because School A achieved the goal of referring five learners to SBST with the necessary documents, which was previously not easy for teachers to do on their own. On that note, about six learners of School C showed improvement in their academic performance, and teachers believe that, if more time could be given to the project, they would have many positive results to report. Those learners who performed poorly were then considered for further referral to SBST, as early as the following year.

According to Holdsworth (2000:49), participation of teachers in teacher training of SIAS should teach them how to listen, be consistent, patient and respectful towards learners' individual learning styles. After participation, there should also be promotion of more inclusive classrooms (RSA DBE, 2004:2).

Participation of SBST, DBST, SAs and CMs will also be leading to the achievement of goals because, within Inclusive Education, the aim of human resource strategy has been achieving fundamental change, which translates the underlying educational and pedagogical theory into new assumptions, models, practices and tools (RSA DoE, 2004:2). That means there has to be external monitoring of the implementation of SIAS policy from district level by the LSF, SAs and CMs, so as to check and monitor the functionality of SBST at school level (cf. 3.6.4). In that way, improved teacher training of SIAS implementation will then be evidenced by the legitimacy indicator for promotion and protection of policy, as discussed below.

5.3.3.2 The legitimacy indicator for promotion and protection of SIAS policy

The reported opinions of the respondents about the legitimacy indicator for promotion and protection of SIAS policy are as follows.

5.3.3.2.1 Improved implementation of SIAS by teachers

Phoka:

Here is the teacher in the classroom, you screen, identify, assess and support then the indicators will be all those keys that you have done what you said. There should be progress, there should be performance, improvement and also the referrals supporting that these learners are not supposed to be in an ordinary school.

Maduna:

The teachers will do their work and complete the SIAS forms and refer them to the SBST.

Metsi:

And there will be more progress, it will show that those people are implementing.

Leeba:

Mmm, where everyone will know exactly what is expected, by filling in the forms and how we screen the learners and refer.

Metsi:

And there will be more progress, it will show that those people are implementing.

Maduna:

The teachers will do their work and complete the SIAS forms and refer them to the SBST.

Improved implementation of SIAS policy with teacher training will be evidenced by teachers carrying out their legitimate roles and responsibilities, according to participants (cf. 3.4.2.3.1; 3.5.1). Teachers of School B seem to have carried out their legitimate roles and responsibilities, as they have indicated in the Moderation Schedule where they have to account for LSEN, that they have referred them to the SBST. Although, the project at School C ended sooner due to examinations, it was successful, because teachers managed to follow SIAS process as their legitimate role and responsibility. The legitimacy indicator assumes the school is effective if it can survive undisputed and legitimate marketing activities (Botha, 2010:6). This indicator is applicable only if the school has had to strive for legitimacy in a competitive environment. The legitimacy indicator is supported at the vital stage of SDT, where the rule of law becomes more formal and binding, providing a secure and safe environment for business to flourish (Constitution of SA, 1997:5; Van de Veer & Zavershneva, 2011:460; Noble *et al.*, 2012:2). This means that the legitimacy indicator for promotion and protection of LSEN should indicate that SDT have informed the practice and enhanced the implementation of SIAS policy (cf. 2.2.3.2; 2.2.3.3; 3.5.2).

After that, regarding participation in in-service training, teachers should promote rights-based participation with inclusive, transparent and democratic methods and tools. In particular, the teachers' knowledge and understanding of international methods for translating learners' rights and democratic values into practice in schools and in the classroom, expanded international and national networks to work with CRC and other relevant international conventions (ITP, 2013:8; Constitution of SA, 1997:5; Maton & Moore, 2010:26).

5.3.3.2.2 Functional SBST

Maduna:

I also think the functionality of the SBST will be improved.

Khutsana:

Admission of learners, Yes more especially at special schools.

Motaung:

And for me this process of SIAS is about accountability and makes it specific. For me as the LSF in charge, say no I can average I know these learners, I did one two three and four, it never worked. Then I gave it to special school so that they are now profiled for special school, but if they are not profiled, and you could account. Accountability in terms of say let's now profile our learners, whether they are progressed or not, but how they going to be supported in schools.

Phoka:

Referral of learners, and one of the indicators that you have done your Job, and you have correctly identified the barriers of this particular learner who must be taken to a special school by that referral.

What is emphasised by participants is that effective implementation of SIAS with SBST ensures that the initial step of filling in learner profiles for all the learners is taken, whether they are LSEN or not (cf. 3.5.2). After being screened and identified, it is then that the learner can be referred. The LSF has indicated earlier that this is the initial step ignored by teachers, and it is found in chapter nine of the CAPS Document and SIAS policy. Then it means, as profiling learners precedes referral, it is evident that LP will be accompanying SNA forms as indicated previously (cf. 3.2.1; 3.2.1.1; 3.2.1.2). The implementation of SIAS policy at School B has therefore kick-started, with SBST holding mini-workshop by sharing roles of presenting LP, ISP and SNA1.

The goal indicator for promotion and protection of SIAS policy, as participants admire that, after teacher training for SIAS policy implementation, the implementation will commence from the classroom, with teachers acknowledging learners' diverse backgrounds (cf. 3.2.1; 3.5.1; 3.5.2). In addition, literature (DoE, 2013:7; Beckette, 2008:1; Botha, 2010:5, ITP; 2013:8; Learner, 1993:85) suggests that improved implementation of SIAS will be evidenced by welcoming diversity as a rich learning

resource, with the internal process of SIAS running smoothly through effective classroom management and every individual valued and respected,, despite potentially challenging circumstances. Therefore, effective teacher training for SIAS implementation will be evidenced by teachers' increased knowledge and understanding of SIAS procedure, Education for All (EFA), relevant international concepts, such as Inclusive Education and Education for Democracy and Human Rights (EDHR), as well as other relevant international instruments and methods (cf. 3.2; 3.5.2). Although, according to Botha (2010:5), the goals are quantifiable, they have the limitation of being impossible to ascertain. That means in order to ascertain or achieve goals, there has to be planning and organising phrased and discussed, as the organisation indicator is planning for adequate teacher training (cf. 3.5; 3.5.1; 3.5.3).

5.3.3.3 The organisation indicator as planning for SIAS training

The Curriculum Education Specialist (CES), on behalf of the SA, confesses that improvement of SIAS implementation with in-service training, should equip the teacher with the application of didactic assistance and curriculum differentiation.

5.3.3.3.1 Adequate teacher training

Motaung:

For me the training of teachers is not adequate, if for example SIAS was also provided in 2014 but before then it was used as the process.

Mofokane:

Mam, according to Me Khaya's training was adequate and active. Why I'm saying so we can help learners with those criteria because there was active participation of teachers.

Moletsane:

The first one was effective because I was able to implement most of what I have learned there, but the second one was not effective.

Bush:

The five day one was very good, and the three day one was not so good because the people there were not prepared. And because I had the five days one already, I gained much and learned a lot.

Monke:

It was effective because I can implement some of the teachings.

Maduna:

I would say yes, it was very effective and adequate because we had some misunderstanding, sort of what SIAS is from the beginning before training but after that we understood our role in SBST and what we are going to do at our schools. It was very effective in terms of our understanding of SIAS.

Segoe:

Yes it was effective in the sense that at first we thought mainly that SIAS is strictly meant for members of the SBST, only to find that now it is everybody's business at school level. So teachers also must take part and ensure that now they are adhering to the policy itself.

Although some SIAS training exercises have been criticised as inadequate and effective, other training methods were found to be adequate. The respondents regard in-service training as the best way of closing the gap of curriculum differentiation. Most participants and other teachers of School A, B and C attended SIAS training in October, and gave their colleagues feedback concerning recommendations from the focus group discussion, as well as skills and knowledge gained at SIAS training. Although their feedback differed, it was a sort of training with the purpose of making others aware of SIAS policy, and to improve its implementation. Literature (Noble *et al.*, 2012:1; ITP, 2013:7; Farrant, 1991:220; RSA DBE, 2014:1) suggests that teachers should attend in-service training and be like children who are curious and actively involved in their own learning discovery, and development of new understandings. That means, for them to own SIAS as their own method of learning and discovery will

be possible, if they can be trained at tertiary level. Thereafter, a UNESCO (1995) report asserts that training models for teachers should be reconsidered by strengthening school-based, in-service training, rather than relying on lengthy pre-service training.

According to literature (DoE, 2010:5; Botha, 2010:8; ITP, 2013:8) the organisation indicator assumes that environment changes and internal barriers to school functioning are inevitable, and that a school is effective if it can learn how to demonstrate improvement and adaptation to its environment. Improvement and adaptation to the environment will be possible if inclusivity becomes the central part of the organisation, planning and teaching, and if all teachers understand how to recognise and address barriers to learning. Thereafter, opinions about the organisation indicator as planning for improved implementation of SIAS policy with teacher training on curriculum differentiation were expressed.

5.3.3.3.2 Curriculum differentiation

Moletsane:

When we teach them with things or objects that are concrete. Yes even in grade five and six, because there are those learners who are slow to picture the words, or what you teach them.

Mofokane:

I think we must also try to... because these learners got Smart Phones so we can also try to show them how to use the Smart Phones in learning, especially the grade sevens. We can also use the social media like Tablets and Laptops so that as Subjects Teachers we download some things there because other learners learn best that way.

Segoe:

I think to add up the indicators will be that, when we start to see that the learners with certain barriers being assisted and if there's a need for that class, that class need to be established.

Bush:

I know there is always a need, but if we try to do more practical work, but curriculum is the issue. With more practical work it's not necessary to go over that again because more practical things are always best to avoid unnecessary revision.

Moletsane:

Before learning and teaching can take place, you can try to write the things you have done the previous day, yah in a way of discussion not in a way of teaching and learning.

According to the above respondents, planning for SIAS implementation will be accompanied by organising concrete apparatuses to differentiate abstract content for LSEN in all the phases. Curriculum differentiation was also applied by all groups of School A, respectively, with the use of concrete apparatuses, including tablets, interlock-cubes, counting blocks, abacuses, word cards, sentence stripes, pictures and many other teaching and learning materials that would be relevant to the learners' levels. Consequently, School B also decided that each teacher identifies at least one learner with academic learning barriers, and provides support with curriculum differentiation.

Therefore, they did what the organisation indicator requires - that participation of district and school levels officials allow them to make provision and promotion of physical, material and financial resources to improve the implementation of SIAS policy (cf. 3.5.3). The accessibility plans that must address physical improvements to increase access to education and associated services for LSEN should also be in place (Disability Discrimination Act, 1995).

Remedial classes will be established and conducted by a remedial specialist. Therefore, what they suggest is true, because to meet the challenges of provision with an inclusive system needs funding from the DBE (cf. 3.5.3; 3.5.4). Although the school needs, at school level, are the responsibilities of the SMT, the SBST co-ordinators should be involved in the smooth running of SIAS. Then, at district level, the CM, SA, and LSA, on behalf of the DBST, should work as a team to plan and organise financial and physical resources that are beyond the prerogative of the school. However, the funding strategy proposed in EWP 6, therefore, puts emphasis on cost-effectiveness and exploiting the economies of scale that result from expanding access and provision

within an inclusive education and training system (RSA DoE, 2001:40; RSA DoE, 2005:59).

Thus, during teacher training, the SBST, DBST, SAs and CMs need to determine whether there is provision of adequate resources and materials, which is something that underpins the work of CAPS and SIAS, because producing differentiated materials is time-consuming and limiting for educators (Mednick, 2007:154). In addition to differentiated materials, according to the following respondent, an alternative method that can be used to differentiate the curriculum is by revising the lessons of the previous day, and she asserts. Contrary to that, others feel revision of the previous lesson will be a waste of time, as teachers are subjected to curriculum coverage of CAPS. Instead, they suggested more practical work to be covered during lessons.

When concluding the organisation indicator as planning for SIAS, literature (ITP, 2013:8; Beckette, 2008:1; Learner, 1993:) verifies that improved teacher training for SIAS implementation will, firstly, be evidenced by child-friendly schools, methods and tools for organisational change in general. Secondly, lessons will run smoothly, despite potentially challenging circumstances, and identifying those challenges becomes easier. Thirdly, diversity will be viewed as a moral position which values and respects every individual, and it will help teachers to master classroom management (cf. 3.5.; 3.5.3; 3.5.4.).

Mednick (2007:154) believes that inadequate and insufficient resources could be one of the reasons that bring about dissatisfaction in teachers. Whereas Botha (2010:6) believes that the satisfaction of all the stakeholders is possible if the school gets support and guidance from the DBST, SAs and CMs, as human resources. Satisfaction may, however, not be appropriate if the demands of the stakeholders are in conflict with each other (cf. 3.5; 3.5.4). This led to the discussion of the satisfaction indicator for provision of support and resources for SIAS policy.

5.3.3.4 The satisfaction indicator for provision of support and resources for SIAS policy

The satisfaction indicator defines an effective school as one in which all the stakeholders are at least minimally satisfied (Botha, 2010:6). It aims, therefore, to satisfy the needs of all the stakeholders involved in SIAS policy implementation (cf. 3.5.3; 3.5.4). For example, both training team and trainees need to ensure that, after training in SIAS policy implementation, the physical environments of the schools are conducive for teaching and learning, with provision of teaching and learning materials that will address barriers to learning. The following respondents celebrate the fact that satisfaction indicators will be necessitated by curriculum differentiation, where various methods and concrete apparatuses have been used, and they assert the following.

5.3.3.4.1 Active involvement of learners

Moletsane:

Because here and there the memory works cause sometimes you may find that when they write, the hand is faster than the brain, or the brain is faster than the hand. So because they did it, like they saw everything it's easier for them to remember.

Monke:

And also they learn by doing and become part of what they are doing. Because even the vision in their eyes, when they picture that they can always see it.

According to them, all learners, including the LSEN, will be satisfied and enjoy the lessons because they are actively involved (cf. 3.5.3; 3.5.4). Participants' statements seem to be saying, "out of sight out of mind", meaning the LSEN learn best from what they have seen and touched, and it is then that they can remember what they have been taught. Thereafter, participants recommended the use of audio visual teaching aids, and the encouragement of learners to watch Educational TV programmes. The participation of teachers, SBST, DBST, SAs and CMs should ensure that, after teacher training for SIAS implementation, there is promotion of positive attitudes, active involvement of learners with differentiated teaching methods, the language of

instruction and a good relationship in the class (Miles, Miller, Lewis & Van der Kroft, 2001:49).

5.3.3.4.2 Use of interesting audio-visual activities

Moletsane:

And there's also, I have heard on Radio two thousand about this Site that has everything regarding Education it's called KAHN Education or KAHN Academy. They say it has everything and it shows on the channels on how to do things. They say it is very, very educational and very good, it has everything.

Mofokane:

You can download so that they can play, they will think they are playing, at the same time they are learning.

Both teachers agree that the training team and trainees need to ensure that, after training, the physical environment of the schools is conducive for teaching and learning, with the provision of teaching and learning materials that will address barriers to learning (cf. 3.5; 3.5.4; 3.5.5). Participants encourage the teachers of selected schools of Motheo District to improve the implementation of SIAS by using innovative tools and techniques of curriculum differentiation. For instance, curriculum differentiation techniques applied at School C is where learners with similar learning barriers were grouped together, so that they can be supported accordingly, with more focus on those which indicated academic challenges.

For learners with Mathematical challenges, a maths club was established three weeks before the examinations. For English, learners were assisted with word cards designed from word bank. They were given homework to read, and were instructed to practice spelling at home. They were then given a spelling test during extra classes, which were marked and corrected immediately. This means that programmes of in-service training should equip teachers with innovative thinking that could allow them to experiment by differentiating curriculum, and could prevent them from engaging in traditional teaching and learning. Demand for knowledge rises at this stage, and has the capacity to rise above the social conditions under which it is produced (Maton & Moore, 2010:24).

Teachers at School C applied the team approach to supporting learners, which, according to Causton and Theoharis (2013:15), would be impossible without the appropriate knowledge and skills. Therefore, improved SIAS implementation at selected schools of Motheo District was necessitated by the acquisition of new knowledge that allowed them to change their traditional teaching and learning, and find new ways of differentiating curriculum to cater for LSEN. They therefore went through the recurrence stage or mental phase, which applies to all societies as an escalating movement, full of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment (Fani & Ghaemi, 2011:).

5.3.3.4.3 Self-confidence

Leeba

And when teachers are confident enough and know what to do.

Metsi:

And there will be more progress, it will show that those people are implementing.

Respondents believe that, after teacher training for SIAS policy implementation, teachers will confidently follow the process as required, and the implementation will be aligned with the processes of strategic planning and budgeting. For example, teachers at School A were reported to be happy and enjoyed the meeting after having been guided on how to gradually fill in SNA1, with focus being on intervention with curriculum differentiation. It was then that they realised they sometimes apply curriculum differentiation, but do not record their efforts. In the context of this study, for the mere fact that training would have been conducted through teamwork, conflict will be avoided and satisfaction of all the stakeholders involved in policy implementation is possible (cf. 3.5.3; 3.5.4).

Teachers therefore managed to reflect on their daily experiences, which is the initial stage of SDT that promotes equilibration, the process of accommodating new information into conceptual understanding (Fani & Ghaemi, 2011:1552). This emphasises the relevance of the political and human rights characteristics of PAR,

because there are specific human rights required to bring qualitative changes to selected schools of Motheo District for the implementation of SIAS.

5.3.3.4.4 Positive attitudes

Monke:

And also to change the attitudes from teachers to learners with barriers.

Leoto:

I think, with the use of the forms, we can go into deeper life of the child. So they guide us to say up until we have enough information and family background. It helps us to have information on such.... because we never had opportunity to say when the child was born, this and that happened. We didn't go to that point with the use of the forms.

Metsi:

The other thing you know as the principal, I was the principal of the school and honestly speaking as principals we are not very glued up with what we need to do in terms of this course. And I think principals must be empowered so that they can support the SBST and be hands on to support those children.

Motaung:

Yes the CAPS Document, they normally ignore that chapter, if teachers cannot ignore it.

Segoe:

At first we thought mainly that SIAS is strictly meant for members of the SBST, only to find that now it is everybody's business at school level. So teachers also must take part and ensure that now they are adhering to the policy itself.

Teacher training is considered by participants to be the tool that can change negative attitudes, being one of the systemic and social factors causing barriers to learning, to positive attitudes, in order to respond positively to diversity (Dixon & Verenikina, 2007:193; Ryan, 2006:3; Qeleni, 2013:9; DoE, 2013:45; Lerner, 1993:20). Teachers' respective attitudes at School A have been reported as being changed because they seemed to enjoy supporting the learners with curriculum differentiation as part of

project implementation. Supported by literature, what needs to be evaluated and considered among others, in terms of in practicing curriculum differentiation, are teachers' attitudes, values and the principles underlying their practices. To reaffirm that, Vygotsky's SDT (Dixon & Verenikina, 2007:201) relates to special education practice, which is based on positive differentiation. Thereafter, PAR seems to have positively transformed one teacher who seemed negative in the beginning of a focus group discussion, because she ended up pleading for gradual guidance on filling in the SNA 1 form, which might have led to negative attitudes. She, therefore, confirmed the previously-mentioned complaint of other teachers from School B about SIAS being time-consuming and involving too much paperwork. Therefore, they wanted to be guided gradually in filling in SNA 1, and it would seem that mastering this might bring positive attitudes towards SIAS. Positive attitudes towards SIAS policy have been proven by the SIAS Participant Manual (RSA DBE, 2015:51), as the satisfaction indicator from the case study of the female educator who managed to address the diverse backgrounds of her 45 learners.

She became aware of the diversity amongst them, in terms of language, literary competence, interests, learning styles, learning behaviours, attitudes toward learning, motivational levels, prior knowledge, levels of achievement in numeracy. She had one learner who was hearing-impaired and wore a hearing aid, three learners functioning at below-average level in numeracy, and also four high-achievers, who were highly motivated. When planning a lesson, she spent time reflecting on how she would mediate the topic, plan learning activities and select her resource materials to cater for the diversity in the class. It is evident that the positive attitude of the teacher towards SIAS allowed her to cater for the three groups of learners, including below-level learners, learners at class level and learners who exceeded class level (cf. 3.4.3.). She had, therefore, also answered Vygotsky's SDT calls for inclusion, based on positive differentiation as special education practice and a very different learning environment, where all staff could concentrate on the individual needs of the learner (Vygotsky, 1993; Kgothule, 2017:64; Dixon & Verenikina, 2007:201).

Then, to meet the challenges of provision with an inclusive system, the White Paper proposed a mix of district support systems' structures for schools, incorporating special schools as resource centres and full-service schools (RSA DoE, 2001:40). The next discussion is on the external resource indicator for provision of information.

5.3.4 Suggestions and opinions for improving SIAS implementation with teacher training

Literature (Noble *et al.*, 2012:1; Van de Veer & Zarveshneva 2011:460; Fani & Ghaemi, 2011:1552) suggests that the approach to improving SIAS implementation with teacher training should be addressed at the recurrence stage, because that is where explaining qualitative changes is needed to establish new structures of thought. At this stage, theory is put into practice and policy implementers prepare to confront the dichotomy of theory and practice in all its intensity (Fani & Ghaemi, 2011:1552). The recurrence stage is now where the identified gap of teachers' lack of knowledge and understanding should be filled. This is also the stage where the mental, practical and political features should be applied practically. Practical application of mind generates many inventions, and also leads to new, more effective types of social organisation (Vygotsky, 1989 cited in Asokan, 2006:3). Reports and transcripts of selected schools of Motheo are evident that participants and teachers practically applied what they already know and other new things they learned from focus group discussion and SIAS training (Asokan, 2006:1; Bakewell, 2010:1694; Fani & Ghaemi, 2011:1552).

For example, they know something about regular teaching and learning, but they needed training on curriculum differentiation by interacting socially with SBST, DBST, SAs and CMs for SIAS policy implementation (cf. 2.4; 2.4.1-2.4.4; 2.8.1; 2.8.2; 3.2.1.5). The researcher, thereafter enabled participants to realise the strength they have within themselves to resolve their problems and to facilitated the discussions around challenges and overcoming them (Mahlomaholo, 2014:14; Deci, 2001:141; Flicker, 2008:80). When the researcher asked the participants to make suggestions and opinions for improving teacher training in SIAS policy, she wanted them to assist her in addressing challenges and not only think that they are research objects or subjects (Mahlomaholo 2014:14).

5.3.4.1 Planning for SIAS implementation informs scheduling SIAS training

5.3.4.1.1 Plan SIAS training for all the stakeholders

Planning has been discussed as the initial gesture of improving implementation of SIAS with teacher training, because it precedes other tasks suggested by participants from school and district levels.

Phoka:

I will explain it planning, organising, leading the process and controlling.

Motaung:

Yah in our work plan whatever inclusive target, I am supposed to train CM and SA on SIAS. It is there on our new PDMS, so I'm supposed to train my CM or the section I must also train the SAs. Whenever you identify a school for example in July we went to Heide School and we trained parents, SGB, SBST, teachers and principals.

Motaung:

Sometimes it is important for the parents also must be empowered on how best they can prioritise. Because you know it takes three months before this learner can go to Psychologist or Occupational Therapist and it takes three years before the learner can go to special school.

Both participants concur that improvement of SIAS implementation with teacher training is behind planning, organising, leading and controlling from school and district levels. According to LSF, the training schedule of the DBST should include all the role-players of SIAS. Supported by Ntseto (2015:152), planning for Inclusive Education activities should be done by the setting of a vision, mission, aims and outcomes, as well as engaging stakeholders in problem solving, decision-making and policy making. For example, the researcher and participants planned the implementation of research project together. Planning is, therefore, the management task that should be performed by the SMT, SBST, LSF, SA and CM at school and district levels. However, at district level, planning is usually known as scheduling, hence scheduling teacher training for SIAS policy implementation (cf. 3.5.3 & 3.6.1). Training SAs and CMs in SIAS is crucial, because, after that, they in turn will be able to train teachers on SIAS policy, with each official bringing his or her skill and specialisation.

This means that what is expected from school level should also happen at district level, as emphasised by Qeleni (2013:13) that, when planning for SIAS, the SBST coordinators can plan together with ordinary and special education teachers. SDT calls for planned development, because it is the conscious intention of the society, unlike the natural development, which is an unconscious process, resulting from the behaviour of countless individuals acting on their own (cf. 2.3). The natural development is unconscious, in the sense that society achieves the results without being fully conscious of how it did so (Asokan, 2006:3; Forrest, 2013:7).

With integrated and planned development, the district officials may solve the problem of working in isolation, which also seems to be the natural. Literature (Asokan, 2006:3; Forrest, 2013:7) suggests that LSFs, SAs and CMs adopt a planned or scheduled teacher training for SIAS, so as to accelerate the development processes. They should also collaborate their planning or scheduling for teacher training of SIAS to ensure terms and conditions that may help their individual and natural processes succeed.

5.3.4.1.2 Co-ordinated planning

Motaung:

We have two approaches, from teacher development and interventions. They must come back and cascade, but now we thought and now said, let's minimise cascade and saturate. That was to say I will ask CM to give me three hours one afternoon in his school to train teachers on SIAS.

Metsi:

I think it goes with that problem of working in isolation, because you find that I have my meeting, the SA have his meeting, and you have SIAS meeting so we have to co-ordinate.

Motaung:

Because it put us on the same level, I think in August I had a meeting with Me Ditshidi, if she goes to school she reports to me. If I go school I tell her Me Ditshidi be aware I'm going to school and I will give her feedback that this is what I have done.

Participants insist that the issue of working in isolation must come to an end, and suggest co-ordination of their activities (cf. 3.4.1; 3.4.1.3). They believe that if they can plan teacher training together and co-ordinate their activities, improvement of SIAS implementation will be effected. They suggest what could also be referred to as team co-ordination, which refers to a process that involves the use of strategies and patterns of behaviour aimed at integrating actions, knowledge and goals of interdependent members, in order to achieve common goals (Fiore & Wiltshire, 2016:63). For example, for project implementation at district level, LSF, SA, CES and CM planned together with the purpose of unlocking Inclusive Education with specific reference to effective SIAS implementation at School A, B and C. Then, at School A, each subject group designed ten days' plans with teachers going an extra proverbial mile of thirty minutes after school, to differentiate curriculum for LSEN.

Through co-ordinated planning of project implementation at School B, each teacher knew when, what and to whom LPs, ISPs and SNA1s should be submitted. Therefore, in the following year's plan, as part of corrective measures, teachers who managed to fill in their SNA1s correctly with curriculum differentiation will share their experience and success with their teams during future grade or subject meetings. Thereafter, the LSF indicated that, together with one of the SAs, they discuss their schedules to do what literature (Van der Merwe *et al.*, 2003:79; Tondeur, 2008:3) suggests - that, when planning for teacher training DBST, SAs and CMs should ask themselves the following questions in advance:

What are the training needs? How to meet the training needs? When and where are those needs to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed? Participants are, therefore, on par with literature about co-ordination being needed for working together and communicating to empower each other, and develop professional networks (Qeleni, 2013:60; Niewenhuis & van Rooyen, 2004:106).

Thus, through co-ordinated planning and team co-ordination, SBSTs, DBSTs, SAs and CMs, as training teams, should co-ordinate their professional knowledge, perspectives and skills that will lead to the achievement of the common goal of improving SIAS implementation (Radiac-Sestic *et al.*, 2013:2; Niewenhuis & van Rooyen, 2004:106). In addition, Mednick (2007:149) contends that planning for LSEN differs with planning

for learners without disabilities. For that reason, scheduling teacher training for SAIS at district level should also differ with scheduling for teacher training, so that the implementation can be improved. Then, for planning and scheduling to succeed, there has to be organisation and preparation.

5.3.4.2 Organisation at school informs training preparation at district

Planning, on its own, cannot guarantee that the outcomes will be accomplished, but through effective organising, that is possible (Ntseto, 2015:152). Therefore, organising is the implementation of planning, and involves developing actions that will contribute to the realisation of planning outcomes. For example, participants suggested sustainable SIAS workshops.

5.3.4.2.1 Organising and preparing for sustainable SIAS workshops

Mofokane:

I think workshops are needed.

Moletsane:

And those workshops should not be once off thing in a year or after two years. It must be done maybe once per quarter.

Bush:

It doesn't necessarily mean it must be five days or three days, we just go there to hear phased in things.

Phoka:

The other thing, I think continuation from training, it shouldn't be once.

According to the above participants improved SIAS implementation needs more frequent and continued teacher training sessions or workshops. Consequently, they approve that, with effective organising and well-prepared training schedule of SIAS indicating more and sustainable workshops, schools and districts will realise the outcomes of teacher training (cf. 2.8.1; 3.5.1; 3.6.1; 3.6.2). For instance, the SBST co-ordinator, focus group participants and teachers who attended SIAS training in

October organised a one-day mini-workshop for teachers, where they shared the roles of presentation. That should be followed by influencing the formation of a school and district vision, directed towards embracing inclusive goals (Qeleni, 2013:9).

5.3.4.2.2 Organising and preparing SIAS workshops for all teachers

Nku:

If we could get training and then it shouldn't be for specific number of people, but for the whole staff members, meaning all teachers.

Moletsane:

Yes, all of us are part of those children, not certain teachers, not those who are in SBST or the ones who are there for the special education. We are all part of teaching and learning.

What participantsemphasise is that all teachers are directly or indirectly members of SBST, by virtue of teaching all learners, they should all be trained in SIAS implementation. In verification of what she said, it has been mentioned that the functionality of SBST at one of the schools has been ensured by introducing the system called Block Teachers (cf. 3.4.2; 3.4.2.3.1). The roles of the Block Teachers are divided according to grades, meaning grades 1-7, which automatically involve all teachers. All the phases are represented, including Foundation, Intermediate and Senior phases, with the duties of Block Teachers being issuing Referral Forms and the learner profiles, as well as ensuring if they are filled in. Most teachers within the SBST have been included because of their specialisations of problematic subjects like maths and language (cf. 3.4.2; 3.4.2.1-3.4.2.3).

Literature (Botha, 2010:3; Colvin, 2007:17; DiPaola & Walther-Thomas, 2003:12) believes that, to maintain and sustain teachers' specialisations, guidance will be needed from skilful SBSTs, DBSTs, CMs and SAs. As leaders, when guiding teachers in the implementation of SIAS, they should nurture the professional development of local facilitators, who understand effective instructional models, have effective teaching and management skills, and are committed to sustaining the implementation of various innovations (cf. 3.4.3.3; 3.4.3.2; 3.6.1-3.6.4).

5.3.4.2.3 Organising and preparing SIAS workshops by focusing on one aspect at a time

Leoto:

Mme, can I say something? When they are training educators, do they go in detail with the forms? Like I said the forms are like repeating themselves, they must do like we are doing now. When I comment, like I have commented about myself, I said what I think about the child, somewhere is like the teachers we're not sure about everything and this is the suggestion."

The proposal made by participants is that, during their social interaction, leaders need to adopt the right approaches to the needs of teachers, as in India, where the Green Revolution in food production was the result of a planned initiative, as well as a conscious and well-conceived program (cf. 2.2; 2.2.2). At school level, the second meeting of the project at School B was the discussion of SNA1, where teachers were made aware that it is not mandatory to fill in all the sections of SNA1 immediately. Therefore, the form can be filled in gradually with any observable action or report regarding the strengths and weaknesses of the learner.

Thereafter, the district officials also planned a pre-visit meeting with participants and SIAS trainees of Schools A and B, and where they would first ask them to compile lists of LSEN, receiving support, identified for concession and recommended for alternative placement. Both school and district-level participants seem to also be regarding teachers as farmers, and for them to implement SIAS policy successfully, organising their training should also depend on their needs and aspirations (Maton & Moore, 2010:24; Bark, 2016:1). They therefore need just enough and not too much information concerning SIAS policy, so that they can implement the little that they have been trained for. Literature (Van der Merwe et al., 2005:59; DoE, 2002:27; Lehlola, 2011:11) confirms that meeting teachers' needs, which guarantee accomplishment of training outcomes, depends on a well-prepared schedule with indication of specific aspects of training service. What is needed is scaffolding, where personal guidance, assistance, and support are given to the trainees by trainers (2.8.4). It involves knowledge, skills and concepts grouped and structured, as well as tasks broken down into steps, taken one at a time to extensively give guidance to those who usually have difficulty in working independently (RSA DBE, 2015:38; Engelbrech *et al.* 2013:43; McLeod 2018). Teachers are therefore, expected to do likewise to learners.

The well-prepared and organised training service is provided in a well-managed, effective, efficient and economical way, establishing an intentional structure of roles, for every district official to know what his/her tasks and objectives are, how these fit in with those of others, and how much discretion he/she has in making decisions to accomplish the desired results (Calitz *et al.*, 1992:99). Additionally, as schools and districts are organisations with mental inventions, they should formulate a great number of organisational innovations, networks and communications to connect the schools with other departments or organisations, telecommunications, as well as reporting and informing (Maton & Moore, 2010:26).

Evidently, there has to be social interaction of educators, SBSTs, DBSTs, SAs and CMs, in order to be inserted into social development, to prepare for the roles that must be filled in training for SIAS implementation. Preparation to fill the roles for SIAS training should be done by MKOs, including SBSTs, DBSTs, CMs and SAs (Noble *et al.*, 2012:1; Bark, 2016:1). Thereafter, they need to ensure that tasks and resources are distributed according to the principles of specialisation, departmentalisation, organisational structures and the establishment of relationships (cf. 2.2; 2.2.2; 3.6.1; 3.6.2). That is what happened during the implementation of the project because the teachers' activities were organised according to phases, grades, subjects of teachers and so on. That brings us to leading SIAS implementation with teacher training as the next suggestion to be discussed.

5.3.4.3 *Leading SIAS at school informs guiding from district*

5.3.4.3.1 *Leading SIAS implementation at school level*

Motaung:

Again, just to add Ntate, that is one of the criteria for SBST, there must be a specialist teacher in the SBST.

Khutsana:

Appointment of remedial teachers, yes especially...

Mofokane:

And also the teamwork of teachers, maybe you know better than me, so I will learn from you at least.

According to the participants, in order to cause the implementation of SIAS, there has to be the mobilisation of resources, such as teachers knowing the policy better than others, and who can take a leading role and work as a team. For example, during project implementation at School A, teachers were guided by SBST and Block Teachers to fill in LPs, after which teachers were given the opportunity to complete the incomplete ones. At School B, the principal permitted the SBST co-ordinator to direct the programme of the project where the roles were divided among six members, each focus group member being paired with a teacher who attended SIAS training. The principal also took a lead by explaining the purpose of the mini-workshop, because he also participated in a focus group discussion.

The above exposition confirms literature (RSA DoE, 2001:26; DoE, 2013:2; Gibson, 2004:2), that the principal must take a lead in choosing the best people and resources for the job of SIAS. For example, when choosing the co-ordinators of SBST, the principal must ensure that it is someone to whom the effective implementation of SIAS policy can be entrusted. The reason for this is that the co-ordinators will have to take day-to-day responsibility to ensure effective implementation of inclusive policies, co-ordinate the provisions made for individual LSEN, work closely with teachers, parents, SBSTs, DBSTs, SAs and CMs, and provide mentoring and professional guidance to colleagues at school, with the aim of securing high quality education for LSEN (cf. 3.4; 3.4.1.3; 3.4.2.3; 3.4.2.3.2; 3.6.3).

In the mentoring system, an experienced teacher is given responsibility for assisting the new teacher on a personal, social and professional level (Mudzingwa, 2018:5). Here the expert system can be applied with the use of input and advice from external experts, to expand knowledge and skills. This could take the form of seminars, professional learning communities (PLCs), participation in programmes as well as accessing support materials, resources and guidelines (Mudzingwa, 2018:5).

The SBST co-ordinator is, therefore, the MKO at school level with a better understanding of SIAS concept or process (Noble *et al.* 2012:1 & McLeod, 2018). As the MKO, the co-ordinator is expected to scaffold the novice teacher with support, tailored and provided according to current situation, so that he or she can profit from

that support and increase his or her understanding of curriculum differentiation (cf. 2.8; 2.8.1-2.8.4; 3.2.1.5; 3.3.3).

In order to lead Inclusive Education effectively at school, it requires leaders and managers to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life (Tondeur, 2008:5). Then, for the latter to be possible, the schools also need guidance from the district officials, as the MKOs with a better understanding of the concept or process of SIAS (Noble *et al.*, 2012:1).

5.3.4.3.2 Guiding SIAS implementation from district level

Phoka:

Yah I think the Subject Advisors should also be invited at these workshops because somewhere somehow they talk about lesson differentiation and the results. Then they will be of a good guide in order to tell the teacher on how to differentiate the lesson presentation in the classroom. I would also recommend that the CMs should be there and that will be a good attempt because they are the people who will endorse progression of these learners. They should know the challenges the school has incurred during the course of the year, the challenges of that particular school. And the workshops should also advise what the school should do if we have such learners at the school.

Khutsana:

I think they all need to be involved because, when we talk about age of admission it is the policy of the Department, and we as teachers cannot change that policy. Then learners are admitted at school at a very young age even when they are not school ready. So when the CMs are there, they will hear our concerns and take them further up there.

Maduna:

Sorry Ma'am, even for those stakeholders so they also must understand what SIAS is. So if everybody could get involved in and it is a need for us at schools for CMs and SAs to be involved because they are not at school level, only the teachers and the Management at school. And the other thing, the challenges the learners face are more, so if they are at training and they understand what the school is going through. By addressing the challenges the learners face, then they will know what to do in terms of improving the implementation of SIAS at school level, that's what I think.

Segoe:

Yah I think now that we have learners who are being progressed, so by virtue of that in itself it calls for the involvement of the SAs because per school when the results are released it will be indicated that some problems are due to learners who are progressed and not been assisted or adequately taught from lower classes.

The participants suggested the involvement of SAs and CMs to avoid faulty implementation of SIAS, and to ensure the effective implementation thereof. From district level, LSAs, SAs, CESs and CMs planned to guide and train teachers of Schools A, B and C on SIAS guidelines, curriculum differentiation and managing Inclusive Education as part of the research project. Therefore, involvement of the SAs, CESs and CMs in training teachers in SIAS is crucial, according to Mbelu (2011:16), because their voices of curriculum differentiation will be better heard by teachers who need to go from the top of the chain leader's instructions down the chain of command, so that policy is carried out.

Literature (Mbelu, 2011:15; Kgothule, 2014:65; De Souza, 2014:149) continues to reaffirm that, as leaders, SAs and CMs are doers who cause things to happen, cause self and others to exert more effort and mobilise resources. Causing things to happen means the implementation of SIAS by individuals or groups, who will be directed at achieving SIAS policy objectives. Achieving policy objectives is crucial for building links in a causal chain of SIAS policy implementation, where the Motheo District leaders need to ascertain who the involved stakeholders are (Mbelu, 2011:15). Thus, the involvement of SAs and CMs in a causal chain could also be regarded as scaffolding (Kgothule, 2014:65, De Souza, 2014:149).

Scaffolding, here, means teachers will be guided to a level of their capabilities from district level by MKOs, including DBSTs, SAs and CMs. This also means that, as teachers are at the ZPTD with curriculum differentiation, scaffolding should take them from that challenging zone to their capability of implementing SIAS policy (cf. 2.4; 2.4.1-2.4.4 and 2.8.1-2.8.7). Involvement of SAs and CMs in SIAS is believed to be capable of strengthening the voice of the DBST, whose wish is to build more special schools, because they will be in the best position of leadership to take forward the role-players suggestions.

5.3.4.3.3 Leaders forwarding role-players' concerns

Khutsana:

More special schools must be built special schools to admit learners because we refer learners, we assess. When they are referred to special schools they are full and then we end up sitting with them at our schools.”

Motaung:

Because for me the training, especially teacher training only comes after Post-Graduate. That's my belief, there's no a first Degree or first application to say I am the certified SIAS teacher or Inclusive teacher. Because first, ok...BA or do FED. And they can be trained Part-time or Full time in the Varsity or College doing Certificate for special teacher.

Metsi:

I go back to what Ntate has said teacher training on SIAS at Tertiary Level. You know there must be specified programme so that if a person says I am qualified and as the SIAS or whatever, it mustn't be just by doing, that's where it starts. From my side I think Ntate made a point this SIAS training of teachers is done on the part of post, on the part of an Ad-hock basis. It is not given the attention it deserves, because teachers are not trained at tertiary level. I agree with that because if it is done as specialised training that will help. The district must be communicating with tertiary institutions to find out how best we can do that, but maybe your research will help us with that.

Participants believe that improvement of SIAS implementation with adequate teacher training is possible with self-development, where teachers enrol at tertiary institutions

for the purpose of specialisation. Participants also suggest the appointment of more remedial teachers, like it was in NSW DET where provision of specialist staff was made to support regular class teachers (cf. 2.3; 3.4; 3.5; 3.6). The main role of specialist staff is to support school staff in enabling LSEN to access and participate in the same curriculum as regular learners. Consequently, training teachers for SIAS as a team should enable DBSTs, SAs and CMs to create opportunities for LSEN to be accommodated and learn from mainstream education, whilst they are still waiting to be accommodated at special schools (Shelile, 2010:37; Steyn, 2009:268). The involvement of SAs and CMs could help them understand the changes that need to be made to the current structures of classes, in order to make them accessible and guide SBSTs and teachers to implement SIAS policy.

Their authority will have to be stamped in a manner that will allow teachers, as subordinates, to carry out instructions obediently so that SIAS can be implemented at their schools. Being hands-on in SIAS implementation will cause teachers and others to also exert more effort, and all the resources, including material, physical, financial and human resources, will be mobilised. Thereafter, there must be control of the latter resources at school and monitoring from the district (cf. 2.3; 2.6; 3.6.4). The next suggestion to be discussed involves controlling and monitoring SIAS policy implementation.

5.3.4.4 Controlling SIAS implementation informs monitoring after training

5.3.4.4.1 Control at school level

Koena:

Control.

Mofokane:

And also if somebody is conducting workshop he or she must do a follow-up to check if that particular teacher from the workshop is implementing. The co-ordinators must do follow-up so that she can see if my challenges are implemented.

Control of SIAS implementation is mentioned above as one of the management tasks that must be performed by SMT members. As SMT member, the SBST co-ordinator

of School A reported that, for control purposes, during project implementation, each subject group had a time frame for submitting everything that has been done by teachers and learners as a portfolio of evidence, and to check if they completed the LP correctly. Control is also evident at School B during project implementation, where the SBST held the meeting to check all the forms and corrected mistakes together with teachers. As part of corrective measures for control, teachers who managed to fill in their SNA1s correctly, with curriculum differentiation, would share their experience and success with their teams in future, during grade or subject meetings. Control is the most important task that should be performed by SMT members at school level, as no teaching can be successful without control (cf. 3.6.4).

Literature (Employment of Educators Act 76 of 1998; RSA DoE, 2003:67; Van der Merwe *et al.*, 2005:1127; Educators' Guide to School Management, 2005:128; Calitz *et al.*, 1992:10;) defines control as one of the core duties and responsibilities of leaders and managers, as complementary to planning, and that it indicates to management whether activities are proceeding according to plan. Then, as indicated that no teaching can be successful without control, participants also believe that SIAS trainers must do follow-up checks to ensure the successful implementation of the policy.

Literature (Sittert, 2011:8; Ntseto, 2015; Van Deventer & Kruger, 2005:127) confirmed what she said – that control is also crucial for the successful implementation of SIAS policy, because it also involves the teaching and learning of LSEN. At school, control is done to monitor curriculum and assessment, to take corrective action and to apply supervision and disciplinary measures (Sittert, 2011:8). Then, external monitoring from the district to the school is done to monitor activities at all levels of the school, to ensure that all accord with the school's outcomes, that quality of teaching and learning and client satisfaction is reached. Then external monitoring from district level should be done by the DBSTs, SAs and CMs to check SIAS implementation through CAPS, management and governance (cf. 3.6.4).

5.3.4.4.2 Monitoring from district level

Metsi:

And maybe if we can have this information or if the schools can provide this information in time, and accurate information not just talking about teachers just doing that. You will find that at Secondary Schools there are learners that could have been identified at lower grades, but because you know they are just passing the learners. The learner cannot finish school because he has been identified very late and we don't have enough schools. I think on that in terms of that as CMs, I think we can have this information at our level in order to play our role.

Without a doubt, what the CM is referring to endorses that, during their monitoring, they need to consider issues like control of information resources to enable them to recognise the special needs of LSEN, ensuring that they gain access to and receive education, training, health-care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the learner's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development (UNESCO, 2001:73). According to their project plan, district officials will monitor if Schools A, B, and C have developed ISPs and filled in SNA 1 and 2. They will also check if SIAS is captured on SA SAMS, develop databases for teachers with Inclusive Education qualifications.

5.4 CHAPTER SUMMARY

Data presented, analysed and interpreted in this chapter integrated literary and empirical study. Both literature and empirical studies addressed the objectives based on challenges of teacher training, components of teacher training, overcoming the challenges with successful indicators of improved SIAS implementation and suggestions to approach improvement of SIAS policy implementation with teacher training. Therefore, findings from empirical study have also been discussed under the same main headings indicated above, with their subheadings as in chapter three.

CHAPTER 6 :

FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

The responses from teachers and SBST co-ordinators from three selected schools of Motheo District, as well as three officials, including LSF, SAs and CMs, have been discussed in chapter five. The SA was represented by her supervisor Chief Education Specialist, as she could not participate due to work-related issues. Then, this chapter discusses the findings, recommendations and conclusions, based on the participants' suggestions and opinions, as well as on theoretical study.

6.2 RESEARCH FINDINGS

The focus of this chapter is placed on the suggestions and opinions made for the approach to improve implementation of SIAS policy with teacher training. The implementation of SIAS policy is challenging teachers of the selected schools of Motheo District. The findings are presented as they relate to the objectives and challenges, and thereafter, discussions concerning recommendations will be derived from the components and the success indicators of teacher training for SIAS policy implementation.

6.2.1 Findings pertaining to challenges facing SIAS implementation and overcoming them

6.2.1.1 *Support for SIAS policy implementation*

Inadequate support for SIAS policy implementation has been identified as the first challenge behind poor implementation of SIAS policy by teachers. Most teachers complained that they have to cope with multiple and diverse learning needs with no support. The DBST delays and does not test referred learners in time and, by the time they respond, the age would have caught up with the learners. Contrary to what the teachers said, the DBST complained about teachers not identifying learners with

barriers earlier in time, and that could be the reason for them not to be tested in time and at the right age. Then, by the time they are tested, it would be too late for them to be placed at special schools, which may also lead to many learner drop-outs (cf. 3.3.1 and 5.3.1.1-5.3.1.3).

The issue of schools not having remedial classes and remedial teachers, disadvantages achieving learners, and also makes individual attention to LSEN impossible. Teachers from all three schools complained about overcrowded classes, and LSENs make it worse because of their weighting. That on its own, hampers the smooth operation of the teaching and learning process, and it is difficult to cope in such circumstances, especially if your teachers are not trained. That leads to learners being frustrated and gaining nothing (cf. 5.3.1.1; 5.3.1.2).

Overcoming the above challenges needs teamwork at school level, where all the stakeholders are included, in order to support the SBST, teachers and learners. Parents of the LSEN can also be members of the team to stop them from displaying negative attitudes, and being in denial that their children are in need of specialised support. Support to schools with integration and involvement of SAs and CMs is crucial to strengthen the support needed regarding additional personnel and special equipment or facilities of the DBE; recruitment of more remedial teachers or specialists and establishment of remedial classes. Their support will, possibly, eradicate the LSF's perception of unfair treatment from the seniors, and they might find themselves on the same platform as SAs. The same language spoken by the CM of prioritising, in terms of booking the cars, will also be spoken to both LSFs and SAs. Alternatively, they should book the car and go to school together for support (cf. 5.3.2.1; 5.3.2.4.1; 5.3.3.4; 5.3.3.4.2).

6.2.2 Knowledge and understanding of SIAS implementation

Alleged lack of knowledge and understanding have been identified as reasons for teachers at the selected schools of Motheo District displaying incompetency in identifying LSEN, and supporting them with curriculum differentiation. As the most important role players of SIAS policy, certain competencies teachers are required to display include the profiling of learners and early identification, however, the LSF mentioned the latter as one of challenges facing them. Screening of all the learners is,

therefore, very crucial, as it is akin to the first leg that should be understood in the overall process of SIAS, through which teachers are able to determine the learners' basic abilities and skills, which they can build on. They can also collect data to determine whether more intensive or additional assessment should be conducted by educational, psychological or medical specialists (cf. 5.3.1.1.3; 5.3.1.3.1).

Teachers also think that identifying LSEN means they must refer immediately, but there are some processes that need to be followed before the child can be referred or placed. Identifying should be understood as identifying learners' barriers to learning and development, based on their specific problems, caused by social, emotional, psychological, physical, pedagogical or systemic factors. Identifying also involves finding gaps in knowledge and skills, recognising or being able to name someone or something, or prove who or what someone or something is and establishing or recognising the identity of a certain person or thing. That means in-service-training of SIAS process is needed, especially when it comes to filling in SNA1 forms (cf. 5.3.1.3.1 and 5.3.3.1-5.3.3.4).

Teachers, therefore, need to know that the SNA1 is used to observe the learner with continuous assessment, meaning the form should not be filled out at once, but gradually. Assessing in SIAS should be understood as the need for more intensive or additional assessment that should be conducted on the identified learners by educational, psychological or medical specialists. Assessing also refers to the act of judging and deciding the amount, value, quality and importance of decisions made, identifying the learning potential and the skills possessed by the individual learner, dynamic assessment (DA) for learners with learning barriers, development, and the systematic process of documenting and using empirical data on knowledge, skills, attitudes and beliefs to refine programs and improve the learners' learning (cf. 5.3.1.3.1; 5.3.4.2.3).

The wrong process of SIAS where, for example, ISP was not considered, leads to manufacturing of LSEN, who are mistakenly referred and placed by default at special schools. Supporting should be understood as confining itself to the learner, but extended to the social context, and this is due to the notion that a child is not complete without his/her social context. That means that, like learners, teachers also need support because they function within a dynamic, interconnected constellation of micro-

meso- and macro systemic relationships, and this relational context impacts on learners' roles, identities and experiences.

Therefore, supporting should be broadly understood as removing barriers to learning, instead of removing the children themselves, establishing the levels of support that learners require, a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, and reducing exclusion within and outside of education, maintaining a person by supplying him or her with resources necessary for performance and making processes, leveraging human's natural facility for narratives to reinforce associations with educational materials (cf. 5.3.1 and 5.3.3.1-5.3.3.4).

Inadequate knowledge and understanding of SIAS policy, according to district officials, seem to have the possibility of creating more problems, including wrong referrals and default placements. Once more, wrong referrals and default placement could be caused by teachers' lack of commitment and dedication to their work. For example, the progress report of the referred learners will be speaking a different language compared to the identified learning problems. On the other hand, subject advisors have also been reported by their supervisors as also not yet being well-conversant with curriculum differentiation. However, they are undergoing training of curriculum development in their respective subjects, so that they can also train teachers in curriculum differentiation with practical examples. Team collaboration is crucial for LSFs, SAs and CMs to fill any SIAS policy gaps found both at school and district levels, so that SAs can guide teachers in curriculum differentiation (cf. 5.3.1.3.1; 5.3.1.3.4).

6.2.2.1 *SIAS teacher training*

SIAS training seems to be inadequate, because even some of the trained teachers do not know and understand how to implement what they have learned at training. Lack of time and LSEN learners combined with best-performing learners seem to be the cause of the latter. Then, as it is difficult for teachers to implement what they do not understand, improvement of SIAS implementation with adequate and effective teacher training is needed. It is evident that, to address teachers' lack of skills and knowledge of SIAS policy, everyone involved needs to first understand Inclusive Education

policies. All the participants acknowledged that, if everyone involved understands SIAS, then the process thereof will possibly run smoothly (cf. 5.3.1.5; 5.3.2.5; 5.3.3.4).

6.2.2.2 Attitudes towards policy implementation

Literature and participants reported that, in mainstream schools, teacher's display negative attitudes towards SIAS policy because they lack confidence, skills and knowledge in providing for the individual needs of their learners. Participants also confessed that negative attitudes manifest in the personalities of teachers, SBSTs, DBSTs, SAs, and CMs, and are such that they still carry on with their roles, irrespective of the challenges they come across in SIAS policy implementation. They also follow tradition, and there is little innovation or change. To minimise negative attitudes also requires SBSTs, DBSTs, SAs, and CMs, as leaders and teachers, to learn and acquire knowledge to build inclusive schools, more so in facilitating teacher learning that will produce inclusive classrooms. Participants, therefore, called for positive attitudes of teachers, because dealing with LSEN requires positive differentiation, according to Vygotsky's call for inclusion (cf. 5.3.1.4; 5.3.3.4; 5.3.3.4.4). For the same reasons, teachers' attitudes, values and the principles underlying their practices should be evaluated and considered, especially in practicing curriculum differentiation.

Negative attitudes towards inclusion may result in failure, as it is associated with lack of planning, lack of resources, lack of knowledge of better practices, and limited experiences with LSEN. One example mentioned is ignorance of chapter nine of the CAPS Document by teachers, where they should find guidelines regarding repeating and progressed learners. Inability to go the extra-mile to support LSEN is also caused by the negative attitudes of teachers towards SIAS. Instead, teachers tend to lie and forge the performance of such learners, and they succeed in doing that because their work is not controlled at school level, especially with SIAS (cf. 5.3.1.3.1; 5.3.1.3.4; 5.3.1.4).

Teachers need to display positive attitudes towards SIAS policy in order to simplify the implementation by taking chapter nine of the CAPS Document into consideration, because that is where learner profile, expanded opportunities, concessions and accommodations are discussed. With positive attitudes, teachers can account honestly to SMTs, DBSTs, LSFs, SAs, CMs, and parents, when there are cases that

need evidence of support to LSEN. That means that training sessions of SIAS policy should be increased, where teachers will be gradually guided in terms of filling in the SNA1, specifically because too much information on that form is also reported to be what led to the negative attitudes of teachers towards SIAS. Therefore, mastering the SNA1 might change their negative attitudes to positive ones towards SIAS (cf. 5.3.3.4; 5.3.3.4.4; 5.3.4.2.3).

School leaders, especially principals, are not in the know when it comes to inclusive policies, SIAS in particular, which could also be due to negative attitudes. Then, principals as school leaders need to be empowered with inclusive knowledge, so that they can also display inclusive attitudes and be able to articulate a philosophy that reflects inclusive beliefs and practices, to be able to support SBSTs and teachers in SIAS policy implementation. Adherence to SIAS policy needs positive attitudes from all who have been thinking that SIAS is strictly meant for SBST, whereas it is everybody's business, at school level. Evidently, all the stakeholders involved in SIAS policy should display positive attitudes in order to overcome negative attitudes, which tend to be systemic and social factors, causing barriers to learning. In addition, for SIAS policy to be implemented effectively at selected schools of Motheo District, it should be integrated with CAPS. It is, therefore, the responsibility of SMTs, SBSTs, DBSTs, LSFs, SAs and CMs, as leaders and managers, to ensure that integration takes place (cf. 5.3.1.3.1; 5.3.1.4; 5.3.2.5; 5.3.3.1; 5.3.3.4.4).

6.2.2.3 *Involvement of other stakeholders*

Working in isolation and uninvolved, as confessed by three officials, exposed them in that, as officials, they do not understand the challenges involved in identifying and addressing barriers to learning, they are unable to identify who should be involved in what and this includes the need for an integrated approach to support provision. Thus, the issue of specialisation in this regard could assist to improve implementation of SIAS because they can share roles when training teachers collaboratively (c.f.5.3.1.3.1 5.3.1.5.1; 5.3.2.4.2).

Uninvolved SAs and CMs in SIAS policy implementation are, collectively, the reason behind their inclusion in this study as participants to awaken their conscience, because they cannot go to schools for monitoring and talk about curriculum differentiation,

which they cannot explain or demonstrate as leaders. Working in isolation subjects them to being ignorant. For example, if SAs find something that is challenging, they can't call any official from the Inclusive Education Section or DBST to accompany them to a school for support. The LSA would also forget to include or involve the CM for specific challenges involving management issues pertaining to that particular school. The CM would, then, also be aware of referred learners, when there are serious cases that need his/her intervention (5.3.1.5; 5.3.1.5.1).

Therefore, working together as a team is crucial for the LSA, SA and CM, especially for SIAS policy implementation, because its success depends on the involvement of all the stakeholders, who should be well informed and knowledgeable about their roles and responsibilities. School arrangements related to SIAS policy should include, among others, integrated community-based support provisioning. This entails involving support staff from the districts, circuits, the DBST that includes staff from the inclusive section, curriculum section, management and governance, and many more, to implement SIAS policy. Therefore, SAs and CMs also need SIAS training so that they can assist the DBST in addressing curriculum, governance and management issues (c.f. 5.3.2.1; 5.3.2.4.2; 5.3.4.1.2; 5.3.4.3.2).

Unfair treatment favouring the SAs, compared to LSFs, has been reported, particularly where support is given to them in the form of transport, during car bookings. Support is only provided to the SAs regarding performance of their duties. The LSF, therefore, had the chance of expressing his feelings and opinions about issues that affect them as DBSTs daily. That means the Motheo DBST also needs support, as far as resources are concerned, so that they can render effective support services to schools, especially for SIAS policy implementation. The supportive principle calls for the removal of all sorts of barriers to learning instead of removing the children themselves, and establishment of level, nature and form of support required by learners and teachers. The aim of that is to address barriers and developments that exist, depending on various factors and resources needed (cf. 5.7.1.5; 5.7.3.3).

Integrated support of district officials and school-based leaders is needed in order to close SIAS gaps and improve the implementation thereof. In other words, the learning barriers and gaps should be addressed and closed with resources like teaching materials, special equipment, facilities like remedial classes, additional personnel, like

remedial teachers and effective teaching and learning. Furthermore, circuit managers and subject advisors should be involved in SIAS training, so that they can also support the DBST in addressing the challenges faced by the teachers, SBSTs and SMTs at school level. Being involved in SIAS training will help them understand what the school is going through and will help them know what to do in terms of improving the implementation of SIAS (cf. 5.3.2.4.1; 5.3.4; 5.3.4.1.2; 5.3.4.3.3).

6.3 RECOMMENDATIONS FOR IMPROVING SIAS IMPLEMENTATION WITH TEACHER TRAINING

The exhaustive and complex challenges facing teachers in the implementation of SIAS policy, automatically affect other stakeholders, because the process should start from the classroom level. Teachers also rely and depend on SMTs, SBSTs, DBSTs, LSFs, SAs and CMs as leaders and managers for support and guidance, and this calls for all the stakeholders in the education sector to strengthen the intervention approaches and support techniques given. The recommendations proposed below for this study are aimed at improving SIAS policy implementation with teacher training. The recommendations made are subdivided under the following four headings: training for improved implementation, improvement plan, support and guidance, as well as taking action for professional development.

6.3.1 Training for improved implementation

Recommendations made regarding training for improved implementation are subdivided into integrated planned development, training and implementation expectations and training all the stakeholders.

6.3.1.1 *Training and implementation expectations*

Training schedule from district level should indicate goals including acquiring knowledge and understanding of SIAS policy, improved implementation of SIAS after training, improved performance of teachers' and learners, especially LSEN and minimised referrals. The reason behind that is because the goal indicator is widely

used to evaluate the schools regarding the outcomes of teachers' performance. Therefore, when planning for SIAS implementation at school level the SBST coordinators can plan together with ordinary and special education teachers with clear goals. Using goal indicator to evaluate implementation of SIAS after teacher training can consciously raise teachers' commitment SIAS implementation (cf. 5.3.2.1; 5.3.2.5 and 5.3.3.1-5.3.3.4).

Commitment in the context of this study means dedicating themselves to SIAS training and which will be taking up their time because of the responsibilities they have in policy implementation. All the participants acknowledged that they have a role to play in SIAS policy and their professional roles and responsibilities are endorsed under the categories including leadership, communication, financial planning and management, strategic planning and transformation, policy, research and development, curriculum and staff development (cf. 5.3.2.4.2; 5.3.2.5; 5.3.2.6).

6.3.1.2 Training all the stakeholders

According to PDMS the DBST or LSF's planning is supposed to include SIAS training of CMs, SAs, SMT, SBST, SGB, the parents and teachers, so that they should all be on board during policy implementation. Training SAs and CMs on SIAS is crucial because, after that, they will be able to train teachers on SIAS policy together, with each official bringing his or her skill and specialisation. Another suggestion is for DBST to approach teacher development and the interventions by minimising cascading, but saturate their activities, with CM giving LSF few hours in one of the schools to train teachers on SIAS. However, it is advisable that the LSF be accompanied by the CM or the SA so that they can also be knowledgeable on SIAS and for teachers to take this policy seriously. Therefore, by merely confessing their roles and responsibilities, participants commit themselves to improving implementation of SIAS with teacher training (cf. 5.3.4.2; 5.3.4.2.2).

Participants suggested that teacher training for SIAS should commit all the teachers, as it is not the responsibility of SBST and certain teachers only. They also believe that commitment should be through CAPS as it will necessitate teachers to identify numerous strategies for the promotion of inclusion, including teaching approach, methodologies, selection and use of resources, creating conducive classroom

environment, planning for assessment and inclusive activities. Moreover, conflicts will be avoided and satisfaction of all the stake holders involved in SIAS implementation is possible because the needs of all the stake-holders will be aligned with the processes of strategic planning, priorities and budgeting (cf. 5.3.3.1-5.3.3.4; 5.3.4.2; 5.3.4.2.2).

Achieving the latter depends on the leadership style adopted by the leaders because it can have a positive or negative effect on effective aim, achievement, performance, staff development and job satisfaction. Therefore, it is advisable that leaders from both the school and the district levels adopt the leadership style that allow them to create strategies for performing the job, provide training and development of teachers, constantly improve the systems to be used, use the correct communication channels and distribute resources in an equitable way (cf. 5.3.3.4; 5.3.3.4.4; 5.3.4.3).

6.3.1.3 *Integrated planned development*

Integrated planned development for SIAS policy, by district officials, has been recommended by literature and participants to solve the problem of working in isolation. Working in isolation can also be solved by co-ordinated meetings of the CMs, SAs and LSFs, where they would schedule teacher training by asking themselves the following questions in advance: What are the training needs? How do we meet those training needs? When and where are those needs to be addressed? Who will do it and what is needed in order for it to be done? Why should the needs be met and how should the plan be executed? Adoption of collaborated planning and scheduled teacher training by LSFs, SAs and CMs both have the capacity to accelerate the development processes and ensure that terms and conditions help their individual and natural processes succeed (cf. 5.3.5.1; 5.3.4.1.2; 5.3.4.2).

All the stakeholders involved in SIAS implementation should consider planning together as teams, such as SMTs, SBSTs and DBSTs, whereby they set a vision, mission, aims and outcomes, and engage in solving problems, making decisions and making policy. Effective planning is crucial for improving implementation of SIAS because, according to SDT, planned development is the conscious intention of society. Contrary to that, the natural development is an unconscious process resulting from the behaviour of countless individuals acting on their own. According to literature,

the effectiveness of teacher training needs to be measured by the goal indicator, which assumes that clearly stated and generally accepted goals are those which are relevant and important to trainers and trainees. Based on the latter, integrated and planned development for SIAS policy by district officials has also been recommended by literature and participants to solve the problem of working in isolation.

6.3.1.4 Training and implementation expectations

The training schedule, from district level, should indicate goals including acquiring knowledge and understanding of SIAS policy, improved implementation of SIAS after training, improved performance of teachers' and learners, especially LSEN and minimised referrals. The reason behind that is because the goal indicator is widely used to evaluate the schools regarding the outcomes of teachers' performance. Therefore, when planning for SIAS implementation at school level, the SBST coordinators can plan together with ordinary and special education teachers in terms of clear goals. Using goal indicators to evaluate implementation of SIAS after teacher training can consciously raise teachers' commitment to SIAS implementation (cf. 5.3.2.1; 5.3.2.5 and 5.3.3.1-5.3.3.4).

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Achieving the latter depends on the leadership style adopted by the leaders, because it can have a positive or negative effect on effective aim, achievement, performance, staff development and job satisfaction. Therefore, it is advisable that leaders from both the school and the district levels adopt the leadership style that allows them to create strategies for performing the job, provide training and development of teachers, constantly improve the systems to be used, use the correct communication channels and distribute resources in an equitable way (cf. 5.3.3.4; 5.3.3.4.4; 5.3.4.3).

6.3.2 Improvement plan

Pertaining to the improvement plan, policy implementers need to consider the use of concrete apparatus, the use of Block Teachers, preparing as a team, and frequency and duration of training.

6.3.2.1 Use of concrete apparatus

Participants encouraged teachers to organise concrete apparatuses when planning for teaching and learning, because LSEN learn best with what they can see and touch. They also mentioned social media, where laptops and tablets can be used to download other things to simplify with what they have learned in their classes. The accessibility plans, which address physical improvements to increase access to education and associated services for LSEN, should also be in place. Then, it means aspects like provision and promotion of physical, material and financial resources need to be considered when planning for teacher training in SIAS by the SBSTs, DBSTs, SAs and CMs. For example, establishment of remedial classes with concrete apparatuses is one of the organisational indicators mentioned by participants. Revision of the previous day's lessons by writing important aspects on the chalkboard has also been suggested as the method that can be used to differentiate the curriculum. The aim of that is not to re-teach, but to remind learners about what they were taught. However, other participants do not deny that there is always a need to do revision, but more practical work has the possibility of alleviating that, and is always best to avoid unnecessary revision. That was insisted upon because teachers are faced with a curriculum coverage issue, which is rarely rectified (cf. 5.3.3.1-5.3.3.4).

6.3.2.2 Use of Block Teachers

Introducing the system called Block Teachers can also improve the functionality of SBSTs, and automatically involve all teachers in the implementation of SIAS. The roles of Block Teachers are divided according to grades, which automatically involve all teachers. Block Teachers are from all the phases, representing their respective grades and their duties are issuing LP, ISP and SNA1 forms, as well as ensuring that they are filled in. Most teachers within the SBST have been included because of their specialisations in problematic subjects like maths and language. In order to maintain and sustain their specialisation for SIAS implementation, they have to undergo in-service training and be guided by skilful SBSTs, DBSTs, CMs and SAs. For effective guidance of SIAS implementation, leaders should nurture the professional development of local facilitators, who understand effective instructional models, have effective teaching and management skills and are committed to sustaining

implementation of various innovations (cf. 5.3.2.4.1-5.3.2.4.3; 5.3.3.1-5.3.3.4; and 5.3.4.1-5.3.4.4).

6.3.2.3 *Preparing as a team*

District officials need to work as a team of LSFs, SAs and CMs, and have a well-prepared training schedule for SIAS policy in order to achieve their goals. Literature also urges the well-prepared and organised training service provided in a well-managed, effective, efficient and economical way, establishing an intentional structure of roles for both trainers and trainees to know what their tasks and objectives are, how these fit in with those of others, how much discretion they have in making decisions to accomplish the desired results. That means social interaction of educators, SBSTs, DBSTs, SAs and CMs should insert them in social development to prepare them for roles that must be filled in training for SIAS implementation. Preparation of roles in terms of SIAS training should be done by SBST, DBST, CMs and SAs as MKOs, in order to establish relationships and ensure that tasks and resources are distributed according to the principles of specialisation, departmentalisation and organisational structures. To distribute tasks according to specialisation, the principal need to ensure that the SBST includes specialised teachers. The reason is because sometimes learners are referred unnecessarily, but if the specialist teacher is there, such mistakes will be avoided (cf. 5.3.2.1; 5.3.2.4; 5.3.3.1-5.3.3.4 and 5.3.4.1-5.3.4.3).

6.3.2.4 *Frequency and duration of training*

When organising and preparing for SIAS teacher training, the frequency and duration should be taken into consideration. For example, participants believe that workshops should not be held once-off annually or bi-annually, but should possibly be held once per term. It doesn't necessarily mean SIAS training must be organised and prepared for three or five days, but continued in-service training is necessary to update teachers on new developments. Once more, organising and preparing for SIAS training from both school and district levels should not be for specific teachers, but should be for all the teachers. Participants also recommend for SIAS policy to be organised and prepared in such a way that each aspect of the policy is presented step by step.

For example, teachers perceive other aspects of SNA1 as repeating themselves, due to the repeated terms, strengths and weaknesses. They are not aware that the terms repeat themselves concerning the different information areas of the learner. Thus, organising and preparing should depend on their needs and aspirations, as they are like farmers, who should implement SIAS policy successfully. Meeting their needs depends on a well organised and prepared schedule, indicating guaranteed accomplishment of training outcomes(5.3.3.3; 5.3.3.1; 5.3.3.2; 5.3.4.2.2).

Literature concluded that the organisation indicator, as planning to indicate improved SIAS implementation after teacher training, will firstly be evidenced by child-friendly schools, methods and tools for organisational change in general. Secondly, lessons will run smoothly despite potentially challenging circumstances, and identifying those challenges will become easier. Thirdly, diversity will be viewed as a moral position which values and respects every individual, and it will help teachers to master classroom management (cf.5.3.3.1-5.3.3.4; 5.3.4.1; 5.3.4.2-5.3.4.4).

6.3.3 Support and guidance

Recommendations pertaining to support and guidance include professional guidance and support, mobilising resources, securing high quality education and training as a team.

6.3.3.1 Professional guidance and support

Leading SIAS policy effectively at school requires SMT members as leaders and managers to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life. For the latter to be possible, the LSFs, SAs and CMs, as the MKOs with a better understanding of the concept or process of SIAS, should provide professional guidance and support to SMTs, SBSTs and teachers. Their support and guidance as human resource workers form part of satisfying the needs of teachers, learners and other stakeholders involved in SIAS policy. Evidently, satisfaction, as one of the goal indicators, may not be appropriate if the demands of the stakeholders are in conflict with each other. Just to recap, inadequate support and insufficient resources are what

literature and participants reported to be some of the reasons that bring about dissatisfaction to teachers and poor implementation of SIAS. Then it is suggested that SIAS training and support, provided by MKOs, should be tailored in scaffolding, which occurs at any time the trainers adjust their inputs to guide the trainees who are at the ZPD to a level of their capabilities. Therefore, scaffolding might assist teachers to profit from that support, increase their understanding, and also take them from their current challenging situation to their capability of implementing SIAS policy (cf. 5.3.2.4; 5.3.3.2- 5.3.3.4 and 5.3.4.3.2).

6.3.3.2 Mobilising resources

As leaders leading from school level and guiding from district level, SBST co-ordinators, DBSTs, LSFs, SAs and CMs should be doers who cause SIAS to be implemented, and also cause self and teachers to exert more effort, and push resources to be mobilised. That will encourage them to follow a team-leading strategy, which causes things to happen and mobilise resources. Team leading, for example, can also be done by teachers knowing SIAS better than others taking a leading role in assisting them. As already mentioned that, when choosing the co-ordinators of SBST from SMT members, the principal must ensure that it is someone to whom the effective implementation of SIAS policy can be entrusted. Consequently, co-ordinators should take day-to-day responsibility to ensure effective implementation of SIAS, co-ordinate the provision made for individual LSEN, work closely with teachers, parents, SBSTs, DBSTs, SAs and CMs, and provide professional guidance to colleagues at school with the aim of securing high quality education for LSEN (cf. 5.3.3.1-5.3.3.4; 5.3.4.2.1-5.3.4.2.4 and 5.3.4.3.1-5.3.4.3.4).

6.3.3.3 Securing high quality education

According to participants, teachers can secure high quality education and satisfy the needs of LSEN with curriculum differentiation, where various methods and concrete apparatuses are used. For example, they suggested revising the previous lessons because, here and there, the memory works on something done before and it's easier for learners to remember what they saw. They also encouraged active involvement of

learners in lessons with the use of tablets, where learners download educational games for the purpose of learning through play. Another example, mentioned by one participant, is about what she had heard on Radio 2000 about the educational site called K-A-H-N Academy, which could be very useful for LSEN (5.3.3.3 and 5.3.3.3.1-5.3.3.3.4).

6.3.3.4 *Training as a team*

Conducting teacher training for SIAS policy implementation through teamwork, according to participants, will ensure professional parameters, professional behaviour, and professional responsibilities. For instance, they verified that in-service teacher training can improve SIAS implementation to ensure that everyone is confident and know what is expected of them. Thereafter, teachers should commit themselves to the correct process of screening, identification, assessment and support of LSEN. On the contrary, without commitment of teachers to teacher training, changing teaching practices, according to participants, will be impossible. Participants, therefore, recommend that the DBSTs should mobilise SAs and CMs to ensure the latter, and to avoid faulty implementation of SIAS, because it seems their instructions, as leaders, are taken more seriously by teachers. Their voices will be going from the top of the chain leaders' instructions down the chain of command, so that policy is carried out, as required.

The involvement of SAs and CMs is crucial for guidance on matters involving age of admission, to avoid admitting learners who are not school-ready and to address teachers' concerns about departmental policies. Then, guidance of the CMs in SIAS training is also needed, because they are the people who endorse progression of LSEN. They should now be aware of the challenges the school has faced during the course of the year. And at the workshops they should also advise what the school should do if they have progressed learners. Therefore, they should address issues of learners who are being progressed and results being released per school where teachers will be blamed for learners having not been assisted or adequately taught from lower classes (cf. 5.3.2.1; 5.3.3.3; 5.3.4.2; 5.3.4.3.2).

6.3.4 Provision of resources

The involvement of SAs and CMs in SIAS might strengthen the voice of the DBST, whose wish is the building of more special schools, because they will be in the best position of leadership to take forward their suggestions. More special schools are needed to admit learners with severe cognitive level of development, because after being identified as special school candidates, there will be no space for them and they have to wait at mainstream schools. As district officials, the SAs and CMs, together with the LSFs, are in the best position of leadership to take further the suggestion that the district should communicate with tertiary institutions to introduce SIAS policy as the course or module to be studied. The SAs and CMs should also strengthen the voices of the DBSTs and participants regarding appointment of more remedial teachers and establishment of remedial classes. This confirms one of the SDT features, which is the provision of specialist staff to support regular class teachers. The main role of specialist staff is to support school staff in enabling learners with learning barriers to access and participate in the same curriculum as regular learners (cf. 5.3.2.1; 5.3.2.4.3; 5.3.3.1.1; 5.3.4.3; 5;3;4;3.3).

6.3.4.1 *Promotion and protection of SIAS policy*

Literature suggested that the schools must strive for legitimacy in a competitive environment, meaning that they are required to promote and protect SIAS policy as far as possible. This means that the effectiveness of the legitimacy indicator at schools should be evidenced by undisputed and legitimate marketing activities concerning SIAS policy. The legitimacy indicator has been informed by the vital stage of SDT, where the rule of law becomes more formal, more binding, providing, and becomes a secure and safe environment for business of SIAS policy. This means that participation of teachers in in-service training should enable them to acknowledge and promote rights-based participation; inclusive, transparent and democratic methods and tools for change in particular; teachers' knowledge and understanding of international methods for translating learners' rights and democratic values into practice in schools and in the classroom; expanded international and national networks to work with CRC and other relevant international conventions (cf. 5.3.3.1; 5.3.3.2).

6.3.4.2 Welcoming diversity as a rich learning resource

Increased knowledge and understanding of SIAS policy will be evidenced by teachers welcoming diversity as a rich learning resource in order for the external and internal processes to run smoothly and drive the management of diversity, viewing diversity as a moral position which values and respects every individual, and that will help them to master classroom management, despite potentially challenging circumstances. There will be consideration of Education for All (EFA), relevant international concepts such as Inclusive Education and education for democracy and human rights (EDHR), as well as other relevant international instruments and methods, would also be taken into consideration. During teacher training of SIAS, teachers should learn professional behaviours, including classroom events which need to be seen in relation to school policies and goals; ensuring the classroom is conducive to the teaching and learning process; managing the classroom in such a way as to provide more right for protection, participation and provision in class, so that learners take active participation in decision (cf. 5.3.2; 5.3.3).

Participants and literature assert that, in order to welcome diversity in schools, teachers need to expatiate more on strategies to use for LSEN, and the best way is bringing in professionals from other sectors and departments. That is because barriers to learning do not include academic factors only, but many other factors, such as behavioural, emotional, social, pedagogic, and systemic factors. Reason being that each learning barrier should be addressed by the relevant specialist. Once more, SIAS policy is binding in terms of decision-making concerning any form of support provisioning to learners, schools and teachers (cf. 5.3.2.4.1-5.3.2.4.3 and 5.3.3.4).

6.3.4.3 Seeking information externally

This study has proved that there are schools that need information concerning SIAS policy and its implementation for LSEN. The external resource indicator for provision of information is, therefore, relevant here, because it has been defined as the schools seeking and being provided with information concerning the resources of LSEN. For example, in order to meet the challenges of provision with an inclusive system at the selected school of Motheo District, all leaders should seek advice and consider the proposal of the White Paper 6. The EWP 6 proposed the combining of schools'

structures and district support systems, and incorporating special schools as resource centres. In addition, the school as an organisation with the mental invention has to formulate a great number of organisational innovation, networks and communications to connect with other departments or organisations, telecommunications, reporting and information.

Furthermore, thinking is made up of coalitions of the mind, and is internalised through social networks, encouraged by the synergies of social interactions. Although participants acknowledge that, their concern is that advantages of well-resourced former Model C schools are that they have their own psychologists, their own manpower and support teachers to deal with LSEN. And what still disadvantages the township schools are imbalances in our country, where the past is still haunting us. However, they acknowledged that success of SIAS policy implementation at former Model C schools is because they are liaising with other relevant departments, such as the department of health, social and welfare departments, and also psychologists.

That means the external resource indicator for the provision of information for SIAS implementation selected schools of Motheo District should reveal the human rights stated in the Constitution of SA. They include equality, human dignity, freedom and security of the person, freedom of expression, freedom of association, labour relations, environment, social security, education and access to information, which are all relevant in bringing qualitative changes for the implementation of SIAS (cf.5.3.3.2).

6.3.4.4 *Providing information externally*

Then, external monitoring by the district of the school should be done to monitor activities at all levels of the school, and to ensure that all accord with the school's outcomes, that quality of teaching and learning and client satisfaction is reached. Control of SIAS policy implementation at school should, therefore, be done in order to provide the SAs and CMs with accurate information of LSEN in time, and not just talking about teachers. For example, failure to provide information about learners who could have been identified at lower grades, led to faulty placement at secondary schools. Such learners cannot finish school because they have been identified very late and there are not enough schools to cater for them. Therefore, it should also be the responsibility of the SAs and CMs, during the monitoring of schools, to ask for

LSEN information (cf. 5.3.4.3 and 5.3.4.4). Teacher training for SIAS implementation should, therefore, provide teachers with information on how to follow the process correctly, as there must be control of information, later. This means that if the LSFs, SAs and CMs can do collaborative monitoring where they consider issues like control of information resources, that will help the schools to recognise the special needs of LSEN, ensuring that they gain access and receive education, training, healthcare services, rehabilitation services, preparation for employment and recreation opportunities - in a manner conducive to the learner's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

For example, participants demanded that, during teacher training for SIAS implementation, teachers should be empowered and be provided with information concerning what to discuss when meeting with parents concerning learners' progress and conduct. Thus, the SNA 1 forms should allow them to go into the deeper life of the learner, and guide them until they have enough information and family background. Having such information will be helpful because they never had the opportunity to ask about the birth of the child, what happened before and during his birth and so forth (cf. 5.3.2.4 and 5.3.2.4.1-5.3.2.4.4).

6.3.4.5 *Providing information in time*

Participants suggested that control and monitoring should also ensure that there is co-operation among all the stakeholders, to maintain the efficient and smooth running of the school and the district. On that note, the DBSTs should be given information concerning repeaters or learners with learning barriers in time, before the end of July, but not in August. Furthermore, the Chief Director needs to make sure, before the end of the year and after promotions, that the schools provide the Inclusive section with lists from grade one of all those who are progressed. That is because, by January the following year, the DBST should start profiling learners and supporting the schools, so that, by the time examinations come, they should have gone through the process of SIAS, as required. Finally, more schools must be able to co-operate with universities, colleges and other agencies in relation to learners' records and performance, as well as INSET and management development programmes (cf. 5.3.4.3 and 5.3.4.4).

6.3.4.6 Taking action for professional development

Literature and participants insisted that information resources about learners can be accessed when teachers communicate and actively take part in departmental training sessions, professional committees, seminars and courses, in order to contribute to an update of professional views and standards. Now that some of the participants attended SIAS training, the promises are that unnecessary mistakes and default placement will be avoided, because they now understand how to tackle a child with the challenges. Own reading research, especially about SIAS policy, has been urged to acquire relevant information, as this policy doesn't only include learners in the class, but goes as far as those who have problems at home, and also social problems. Therefore, teachers participate in any SIAS training so that they can acquire information on how to help learners, and to avoid progressing, and default placement and referring learners mistakenly (cf. 5.3.1 and 5.3.1.3.-5.3.1.3.5).

Participants asserted that professional behaviour and professional responsibilities enable everyone involved in SIAS policy to be sure of what is needed. Literature supports them, in that the behaviours of SIAS trainers and trainees should be professional, so that, at the end of training, the negative attitudes of teachers can be changed to positive ones. Through professional parameters, behaviours and responsibilities, the teachers' consciences will be raised, and they will be concerned about LSEN, as well as creating positive learning environments for them. They will then follow the process of SIAS correctly, and not just sign any learner haphazardly (cf. 5.3.2.4 and 5.3.2.4.1-5.3.2.4.4).

To ensure that the process of SIAS is correctly followed, control and monitoring of the implementation have been suggested. Participants believe that control and monitoring should be done to ensure that learners are supported by the Primary School to avoid problems that manifest at High School level. Besides, control of SIAS at school level should be maintained by the SBST co-ordinators, as that is one of the professional responsibilities of leaders and managers. Control is, therefore, maintained to ensure that the teaching and learning process is continuing effectively, and that management activities are proceeding according to plan. Then, the external monitoring of SIAS at school should be performed by the DBSTs, represented by the LSFs, SAs and CMs.

Both control and monitoring are important because SIAS policy also involves the teaching and learning of LSEN. Thereafter, curriculum and assessment should be monitored to take corrective action, and to apply supervision and disciplinary measures where needed (cf. 5.3.4.4 and 5.3.4.4.1-5.3.4.4.2).

6.4 DIAGRAMMATIC REPRESENTATION OF AN APPROACH FOR IMPROVING SIAS IMPLEMENTATION WITH TEACHER TRAINING

This section is responding to the following research question: ***How can the improvement of SIAS policy implementation with teacher training be approached?*** The approach is informed by theoretical and empirical viewpoints (literature review and research findings). The primary aim of this study is improving SIAS policy implementation with teacher training at public schools. This was informed by Participatory Action Research (PAR) as an approach, and drawn from conceptual best practices. An approach refers to methods of dealing with an issue or situation, which were needed to gain a better understanding of the meanings and significance of information systems in the contemporary world, in order to address the needs of LSEN. These are methods that contribute, on a social basis, to an environment which recognises all other stakeholders involved in SIAS policy as equally respected and valued individuals. The involved stakeholders included SBST co-ordinators, LSAs, SAs, CMs, CESs and teachers in designing the approach to ensure relevance, ownership and create an opportunity for empowerment (Warford2011; Van de Veer & Zavershneva, 2011:460; Fani & Ghaemi, 2011:1551).

This approach is in line with PAR principles which validate emancipation and empowerment by amplifying voices and actions of those in the margin. These participants are able to participate in power relations, resources, advocacy, and organising activities that contribute to knowledge construction and social change (Lykes & Hershberg, 2011:126). In an attempt of establishing the participants' knowledge and understanding of SIAS policy and the challenges faced with the implementation, inadequate teacher training was identified as the cause. Although there was no direct question to teachers about curriculum differentiation, district officials also identified it as the main aspect of SIAS that is not well addressed during teacher training. Thus, qualitative change needed for improvement of SIAS

implementation at selected schools of the Motheo District, is the establishment of new thought structures on teacher training. An approach for improvement of SIAS should, therefore, feature teamwork, professionalism and commitment as components of teacher training. In light of the mentioned components of the strategy, it is essential that it is guided by four stages of the ZPTD.

6.4.1 The four stages of the ZPTD

The four stages of the ZPTD are paired as the initial stages 1 and 2: self-assistance and teacher-assistance, the advanced stages 3 and 4: internalisation and recurrence.

6.4.1.1 *The initial stages 1 and 2: Self-assistance and teacher assistance*

At the initial stage, SDT informed the practice and enhanced the implementation of SIAS policy, where it involves curriculum differentiation. Achieving that objective was possible because of the principles that learning precedes development and language is the main vehicle (tool) of thought (Shabani, 2016:2). Language was, therefore, used to give background to both groups and focus groups about the aim of the study, as well as the purpose of involving them and their relationship as participants. Information leaflets and consent forms, given to participants, allowed them to make informed decisions about participating in research projects because they had time to read them. The implication of signing consent forms is that teachers initiated their development and prepared themselves to learn about the improved practice and implementation of SIAS, as suggested by Shabani (2016:2).

The second initial stage, teacher-assistance, is regarded as a physical phase aimed at realising the objective of providing background on how people relate in the process of development through direct or indirect engagement, to share in the academic field (Warford, 2011; Van de Veer & Zavershneva, 2011:460; Fani & Ghaemi, 2011:1551). Participants were guided by the principle of mediation being central to learning and the principle of social interaction being the basis of learning and development (Shabani, 2016:2). For example, at school level, teachers of the three schools directly interacted with the SBST and other colleagues to implement the research project. Thereafter, they would, in future, get involved with the LSA, CES, SA and CM, who

have planned training and monitoring collaboratively for the three schools. However, they managed to indirectly involve district officials, via the researcher, through group discussions where their concerns regarding SIAS implementation were discussed. Although teachers had direct involvement with the SBST and researcher, they still have to be directly involved with the MKOs to shorten the long process of apprenticeship, where occupational skills will be passed from the more experienced to the less experienced (Asokan, 2006:2; Kgothule & Hay, 2013:33).

At these stages, mediation happened for teachers at three schools of Motheo District, who were preoccupied with their personalities to change and improve their traditional teaching roles to those that supported LSEN with curriculum differentiation (Asokan, 2006:2; Kgothule & Hay, 2013:33). Improvement of SIAS implementation at selected schools of Motheo District was possible because of innovation and changing the traditional way of doing things. Participants and SIAS trainees at school level had to plan for meetings, mini-workshops and presentations of major concepts of Inclusive Education approach and terminology (Dixon & Verenikina, 2007:197). Thereafter, teacher training has been prepared by officials to take teachers to the next advanced stages, including internalisation and recurrence stages.

6.4.1.2 The Advanced stage 3 and 4: Internalisation and Recurrence stages

The advanced stages are where the nervous and emotional energies of participants were internalised and utilised in driving them towards the accomplishment of the objectives. The internalisation stage, or stage 3, is the mental phase at the ZPTD, where the gap in teachers' knowledge and understanding of SIAS was found, and where recommendations were made to fill that gap (Noble *et al.*, 2012:1). As the gap is allegedly due to inadequate teacher training of SIAS, the approach to improvement has been addressed at this phase. That is because the mental phase has three essential characteristics – practical, social and political. Practical application of mind generates many inventions and also leads to more and newer effective types of social organisation (Vygotsky, 1989). That means the researcher and participants practically applied their minds, guided by literature, and participated in group discussions and focus group discussions. The direct interactions of participants during discussions infused them with dynamism and change, and they became curious and innovative,

as suggested by the SDT (Noble *et al.*, 2012:2 &Asokan, 2006:3). The change had shifted them from their usual physical interactions with classroom and office environment, to social interactions as groups of people to construct knowledge and reality about SIAS implementation (Bakewell, 2010:694; Maton & Moore, 2010:24).

After understanding the reality about SIAS policy and the challenges facing its implementation, participants explained the qualitative changes needed to establish new structures of thought, specifically focusing on improving SIAS policy implementation with teacher training. Their explanations featured the same literature components, success indicators and suggestions for improving SIAS implementation with teacher training. The practice and enhancement of SIAS implementation is, therefore, informed by the advanced stage of internalisation, where the rule of law became more formal and binding (Van de Veer & Zavershneva, 2011:460).

The objective of the ZPD as the primary activity space in which learning occurs has been achieved, because after learning more about SIAS implementation, participants and other teachers who attended training in October shared their new knowledge, skills and experiences with other colleagues (Shabani, 2016:2). At the advanced stages, the ZPTD progresses toward the internalisation and repeated application of the pedagogical concepts participants have learned (Fani & Ghaemi, 2011:1552). As internalisation grows, they demonstrated their capacity to use pedagogical knowledge and skills promoted by focus group discussions and SIAS training. They therefore have to progress to the recurrence stage, where they will be attending SIAS training planned for the second term of the following year by district officials. The internalisation and recurrence stages are, thus, followed co-currently because they are both also regarded to as the mental phase, where society is filled with dynamism, change, curiosity, innovation and shift from interacting with the physical environment to interacting socially (Noble *et al.*, 2012:2). Among the recommendations made and actions taken to implement research project for improvement of SIAS implementation with teacher training, the common skills and tasks have been identified.

6.4.2 SKILLS TO IMPROVE SIAS IMPLEMENTATION

The skills and tasks that can improve SIAS implementation performed during research projects, include planning, scheduling, organising, preparing, leading, guiding,

controlling and monitoring. These skills or tasks are, therefore, represented on the diagram 6.1 below:

6.5 SKILLS TO IMPROVE SIAS IMPLEMENTATION

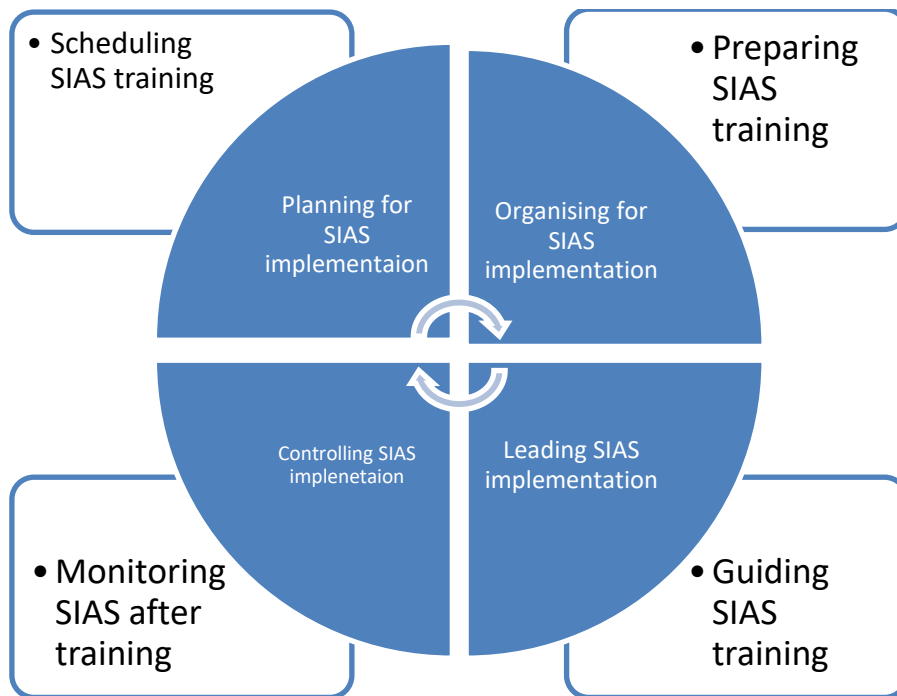


Diagram 6.1: Skills and tasks that can improve SIAS policy implementation with teacher training (created by R.M.Ntseto)

The diagram above depicts skills that should be applied by school and district leaders, and they are categorised according to how they relate to school and district levels: planning informs scheduling, organising informs preparing, leading informs guiding and controlling informs monitoring.

6.5.1.1 School based skills

The inner part of figure 2 is the school from where improvement has to be effected, because that is where the challenge has been identified. That means the SBST co-ordinator has to plan, organise, lead and control the implementation of SIAS.

6.5.1.1.1 Planning for SIAS implementation

Effective planning for SIAS policy implementation at school should be done by the SBST co-ordinators, together with ordinary and special education teachers. They need

to set a vision, mission, aims and outcomes, problem solving, decision-making and policy-formulation together as a team, because planned development is the conscious intention of society. Planning for SIAS policy at school level should be accompanied by other management tasks, including organising, leading and controlling, so that SIAS implementation can improve, whereas the training schedule at district-level should be accompanied by preparation, guiding and monitoring of SIAS policy implementation.

6.5.1.1.2 Organising SIAS implementation

Successful planning depends on organising, because planning, on its own, cannot guarantee that the outcomes will be accomplished, but through effective organising and preparation, that is possible. Effective organising of SIAS implementation at school level should be done by SBST co-ordinators, in order to realise the outcomes of implementation. As more workshops have been suggested to improve teacher training for SIAS policy implementation, more workshops are needed at school, which should be indicated by SBST co-ordinators to the DBSTs. Or, with the help of SMTs, the SBSTs at school level can also organise mini workshops. SIAS training organised or indicated at school level should include all the teachers, and their needs and aspirations regarding SIAS must appear on the plan. Meeting their needs depends on a well organised plan indicating guaranteed accomplishment of training outcomes. Therefore, well organised training should be provided in a well-managed, effective, efficient and economical way, establishing an intentional structure of roles for both trainers and trainees to know what their tasks and objectives are, how these fit in with those of others, and how much discretion they have in making decisions to accomplish the desired results.

Introducing the system called 'Block Teachers' can also improve the functionality of SBSTs, and automatically involves all teachers in the implementation of SIAS. The roles of Block Teachers are divided according to grades, meaning grades 1 to 7, which automatically involves all teachers. The Block Teachers represent each phase, including Foundation phase, Intermediate phase and Senior phase, and their duties are issuing referral forms and the learner profiles, as well as ensuring that they are filled in. Most teachers within the SBST have been included because of their specialisations in problematic subjects, like maths and languages.

6.5.1.1.3 Leading SIAS implementation:

Leading SIAS policy implementation effectively at school requires SMT members, as leaders and managers, to enforce sound dimensions of organisational activity, including efficiency, effectiveness and quality, which should be reflected in all aspects of school life. Then for the latter to be possible at the schools, there should be guidance from the DBSTs, LSFs, SAs and CMs as the MKOs with a better understanding of the concept or process of SIAS. The SBST co-ordinators leading from school level should be doers who cause SIAS to be implemented, and also cause self and others to exert more effort and resources to be mobilised.

One of the strategies that may cause things to happen, and mobilise resources at school, is team leading where, for example, teachers knowing SIAS better than others taking a leading role in assisting them. Thereafter, the principal must be able to choose the best people and resources for the job of SIAS. For example, when choosing the co-ordinators of SBSTs from SMT members, the principal must ensure that it is someone to whom the effective implementation of SIAS policy can be entrusted.

At school level, the co-ordinators should, therefore, take day-to-day responsibility in ensuring effective implementation of SIAS, co-ordinate the provision made for individual LSEN, work closely with teachers, parents, SBSTs, DBSTs, SAs and CMs, and provide professional guidance to colleagues with the aim of securing high quality education for LSEN. Therefore, the leadership style of the SBST co-ordinators should have a positive effect on effective aim, achievement, performance, staff development and job satisfaction in a school.

6.5.1.1.4 Controlling SIAS implementation

Control is also one of the core duties and responsibilities of leaders and managers, complementary to planning (van Deventer & Kruger, 2016: 10). At school level, control of SIAS policy implementation should also be maintained by the SBST co-ordinator, who is also an SMT member. Controlling of SIAS implementation ensures that the teaching and learning process is going on effectively, as the process also involves teaching and learning. One other reason is to ensure whether management activities

affecting SIAS policy are proceeding according to plan. Control of SIAS policy implementation at school should be maintained in order to provide the SAs and CMs with accurate information of LSEN in time, and not just talking about teachers doing miscellaneous activities. For example, failure to provide information about learners who could have been identified at lower grades, led to faulty placement at secondary schools. Such learners cannot finish school, because they have been identified too late in the term, and there are not enough schools for them.

6.5.1.2 District based skills

The outer part indicates complementary skills or tasks that can be applied by the district officials to improve teacher training, and they include scheduling for SIAS training, preparing for SIAS training, guiding SIAS training and monitoring after SIAS training.

6.5.1.2.1 Scheduling for SIAS teacher training

Due to the fact that, at district level, planning is usually known as scheduling, the LSFs, SAs and CMs should collaborate in scheduling teacher training for SIAS. They also need to set a vision, mission, aims and outcomes, and should engage in problem solving, decision-making and policy-making together, as a team. Integrated planned development by district officials is crucial to solve the problem of working in isolation, which also seems to be natural. The LSFs, SAs and CMs can also adopt collaborated planning and scheduled teacher training, in order to accelerate the development processes and ensure that terms and conditions help their individual and natural processes to succeed.

Training schedules from the DBSTs should indicate the beneficiaries or targeted group. That is because the LSF indicated that the PDMS requires him to train all the stakeholders involved in SIAS, including CMs, SAs, SMTs, SBSTs, SGBs, the parents and teachers, so that they should all be on board by the time the policy is implemented. Training SAs and CMs in SIAS is crucial because, after that, they will be able to train teachers on SIAS policy together, with each official bringing his or her skill and specialisation. With their integrated training schedule, the LSFs, SAs and CMs can

saturate their activities, which is a good approach suggested for teacher development, where cascading is minimised. Therefore, they will be conducting training together or accompanying each other when visiting the schools.

Co-ordinated meetings of the CMs, SAs and LSFs might solve their problems, when scheduling teacher training. They should, together, be able to answer the following schedule questions in advance: What are the training needs? How to meet the training needs? When and where are those needs to be addressed? Who will do it and what is needed? Why should the needs be met and how should the plan be executed?

6.5.1.2.2 *Preparing for SIAS teacher training:*

Successful scheduling depends on preparation because scheduling on its own cannot guarantee that the outcomes will be accomplished. A well-prepared training schedule for SIAS from the district should be done by the LSFs, SAs and CMs, in order to realise the outcomes of training. When organising and preparing for training in SIAS policy, the frequency and duration should be taken into consideration. As suggested, for training sessions to be adequate and meaningful, they should not be held once in a year or after two years, but should be held maybe once per quarter. Therefore, continuation of training is necessary to update teachers on new developments or things that are phased in. SIAS training from district level should be prepared for all the teachers because they have the perception that the SNA1 forms are repeating themselves. The perception seems to be caused by the two terms, strengths and weaknesses, appearing on each area of the form. Therefore, the form should be presented step by step.

Preparing for teacher training should depend on their needs and aspirations because meeting their needs depends on a well-prepared schedule, indicating guaranteed accomplishment of training outcomes. Therefore, well-prepared and organised training services should be provided in a well-managed, effective, efficient and economical way. It is also crucial to establish an intentional structure of roles for both trainers and trainees to know what their tasks and objectives are, how these fit with those of others, and how much discretion they have in making decisions to obtain the desired results.

Professional responsibilities should also be considered during preparation of training, to ensure that tasks and resources are distributed according to the principles of specialisation, departmentalisation, organisational structures and the establishment of relationships. The SDT suggested that, in order to be inserted into social development to prepare for the cortex roles that must be filled in training, there must be social interaction of trainers and trainees. In order to maintain and sustain teachers' specialisations, professional guidance will be needed from skilful SBSTs, DBSTs, LSFs, CMs and SAs. Then, as leaders, when guiding teachers for the implementation of SIAS they should nurture the professional development of local facilitators who understand effective instructional models, have effective teaching and management skills and are committed to sustaining the implementation of various innovations.

6.5.1.2.3 Guiding SIAS teacher training:

SIAS training and support provided by MKOs should be tailored in scaffolding, which occurs at any time the trainers adjust their inputs to guide the trainees, who are at the ZPD, to a level of their capabilities. Therefore, through scaffolding, SBSTs, DBSTs, SAs and CMs might allow teachers to profit from that support, to increase their understanding, and to take teachers from their current challenging situation to their capability of implementing SIAS policy. The LSFs, SAs and CMs guiding from district level should be doers who cause SIAS to be implemented, and also cause self and others to exert more effort and resources to be mobilised.

The involvement of SAs and CMs is crucial to avoid faulty implementation, but to ensure effective implementation of SIAS. It seems their instructions as leaders are better received by teachers, meaning the voices going from the top of the chain leaders' instructions move down the chain of command. The voices that may be strengthened through the involvement of SAs and CMs in SIAS include:

- Taking forward the suggestions of the DBST and the schools' wish for the building of more special schools, because they will be at the best leadership position. More special schools are needed to admit learners with severe cognitive levels of development, because after being identified as special school candidates, there will be no space for them and they will have to wait for admission to mainstream schools.

- Taking further the suggestion of the district to communicate with tertiary institutions for introduction of SIAS policy as the course or module to be studied.
- Appointment of more remedial teachers and establishment of remedial classes. This is verified as that important feature of SDT in NSW DET, and is the provision of specialist staff to support regular class teachers. The main role of specialist staff is to support school staff in enabling learners with learning barriers to access and participate in the same curriculum as regular learners.

It is advisable for the DBSTs, SAs and CMs to adopt the leadership style that allows them to create strategies for performing the job, provide training and development for teachers; constantly improve the systems to be used; use the correct communication channels and distribute resources in an equitable way. That is because the leadership style adopted by the leaders can have a positive or negative effect on effective aim, achievement, performance, staff development and job satisfaction in a school.

6.5.1.2.4 Monitoring after SIAS teacher training

The external monitoring of SIAS at school needs to be done by the District Based Support Team (DBST), represented by the LSF, SA and CM. These three can team up for monitoring to avoid the concerns mentioned earlier, about alleged unfair treatment of car bookings, prioritising and support given to the SA only, by the Chief Director. During monitoring, it is important for SBST co-ordinators and SMTs to ask for SIAS information needed for LSEN, progressed and repeating learners. When monitoring SIAS policy implementation, the LSF, SA and CM should consider issues like control of information resources including:

- recognising the special needs of LSEN;
- ensuring that they gain access to and receive education;
- training healthcare services;
- rehabilitation services
- preparation for employment
- recreation opportunities in a manner conducive to the learner's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

Whether positive or negative, the report of control and monitoring of the above-mentioned aspects from school and district levels should determine if teacher training in SIAS policy implementation has improved or not. Report findings with positive comments, if any should be discussed with the entire SBST, and recommendations for improvement should also be made.

6.6 LIMITATIONS OF THE STUDY

This study has not experienced many limitations, except for time and availability of participants. For instance, some of the appointments made for interviews had to be postponed because other participants would either be absent from school or committed elsewhere. One of the schools could not participate in the third term, due to many postponements, and the term was too short. Appointments had to be rescheduled for the fourth term, and the Department of Basic Education does not allow that, as that is the shortest examination term, thus disturbance is not allowed at all. However, the researcher approached one of the schools, and she was allowed to conduct interviews after examinations. Although the circuit manager had no problem with their discussions being conducted in the fourth term, three postponements were made due to his work-related commitments. Subject advisor also kept on postponing, and most of them were also not available, she was then replaced by her supervisor from Curriculum Section, the Chief Education Specialist (CES). Reflective phase was therefore, not done by all the groups together because of lack of time. The agreement was that the researcher should visit the schools and the district separately for transcripts and discussion of project reports.

6.7 SUGGESTED FURTHER RESEARCH

This study opened the eyes of participants and rendered it necessary for them to make suggestions about further research, including the district officials working in isolation from different sections, the DBSTs delaying to provide the schools with SIAS support services, building of more resource centres to accommodate LSEN from mainstream schools, and the introduction of SIAS at tertiary institutions for the intensive training of teachers.

6.8 CONCLUSION

In conclusion, the background of the study has been given by discussing the problem statement in chapter one, for the improvement of SIAS implementation. Chapter two discussed the social development which informed the study, with its objectives fitting the aims and objectives of the study well. Chapter three discussed the literature review of the challenges, the components, overcoming with success indicators and the recommendations of improving implementation of SIAS policy with teacher training. Qualitative methods were employed, followed by Participatory Action Research, as the design of the study has been discussed in chapter four. Then, empirical study has been done with group discussions and focus group discussions as strategies of collecting data. Critical Discourse Analysis of data collected has been discussed in chapter five, whereas chapter six reported findings and suggested recommendations of a framework for improving teacher training for SIAS policy implementation, which is discussed in chapter seven.

An approach to improving teacher training for SIAS has been designed through both literature and empirical studies. Data collected during empirical study has mostly been strengthened and enriched by the participation of district officials whose participation went beyond the stipulated time. That, on its own, indicates that SIAS policy implementation really needs urgent attention, so that all the stakeholders can be on board and support each other to achieve the aims of the policy.

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ANNEXURE A: ETHICAL CLEARANCE LETTER



Faculty of Education

24-Aug-2016

Dear Mrs Rachel Ntsete

Ethics Clearance: Improving teacher training for implementation of screening, identifying, assessing and supporting at Motheo District Schools

Principal Investigator: Mrs Rachel Ntsete

Department: School of Education Studies Department (Bloemfontein Campus)

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD1018/0000**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office in issues we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. LOM Mokhele Molekwa

Chairperson: Ethics Committee

Education Ethics Committee

Office of the Dean: Education

T: +27 (0)51 401 3777 | F: +27 (0)51 545 1113 | E: MokheleL@ufs.ac.za
Winkie Durloo Building | P.O. Box/Postbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za



ANNEXURE B: LETTER FROM LANGUAGE EDITOR

29 July 2017

TO WHOM IT MAY CONCERN

Herewith I, **Cornelia Geldenhuys (ID 521114 0083 088)** declare that I am a qualified, accredited language practitioner and I have edited the following research proposal by

RACHEL MOTSHIDISI NTSETO
(Student number1999343518)

**IMPROVING THE IMPLEMENTATION OF SCREENING, IDENTIFICATION,
ASSESSMENT AND SUPPORT POLICY AT MOTHEO DISTRICT SCHOOLS**

All changes were indicated by track changes and comments for the student to verify and finalise.



.....
C GELDENHUYS

MA (LIN - *cum laude*), MA(Mus), HED, Postgraduate Dipl, Library Science, UTLM

To whom it may concern

2019-01-28

This is to confirm and certify that I, Jaime Ribeiro (ID number 8706155039088), the Language Editor of the Doctoral thesis for Rachel Matshidisi Ntseto, have analysed, proofread and edited the manuscript of the student's thesis, in full.

For any further information, kindly email me at jimrivers88@gmail.com, or call me on 0722819262.

Kind regards

A handwritten signature in black ink, appearing to read 'Jaime Ribeiro', with a stylized flourish at the end.

Jaime Ribeiro

Language Practitioner

To whom it may concern

26 January 2020

This letter serves to notify all relevant parties that I, Mr Jaime Ribeiro, ID number 8706155039088, have performed language editing as requested by Rachel Ntseto, on her Ph.D thesis, titled:

IMPROVING THE IMPLEMENTATION OF POLICY ON SCREENING, IDENTIFICATION,
ASSESSMENT AND SUPPORTING WITH TEACHER TRAINING

I confirm that all detected language-related issues have been attended to by me.

Should there be any further inquiries concerning this matter, do not hesitate to contact me on +27722819262 or email me at jimrivers88@gmail.com.

I have enclosed a copy of my degree as supporting documentation.

Kind regards

Jaime Ribeiro
Language Practitioner

ANNEXURE C: APPROVAL TO CONDUCT RESEARCH FROM FS DoE

Enquiries: KK Motshuni
Ref: Research Permission: RM Ntseto
Tel: 051 404 9283 / 9221 / 070 501 4949
Email: A.Motshuni@education.gov.za



RM NTSETO
11 Florida Park
Steenbras Crescent
Bloemside
BLOEMFONTEIN, 9306

078 521 0689

Dear Ms Ntseto

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Topic: Improving teacher training for the implementation of Screening, Identifying, Assessing and Supporting (SIAS) policy.

Schools involved: Motheo district: Batho, Legae and Mangaung schools.

Target Population: 9 Grade 3, 6 & 7 Mathematics and Language teachers, 3 SBST coordinators responsible for Grade 1-7 remedial education, 1 DBST official responsible for Inclusive Education, 1 subject advisor responsible for Grades 1-7 Mathematics and Languages and 1 Circuit Manager responsible for Management and Governance.

2. **Period:** From date of signature of this letter until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR. JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 25/09/2018

RESEARCH APPLICATION RM Ntseto, PERMISSION, DATED 19 SEPT 2018, MOTHEO DISTRICT
Strategic Planning, Research & Policy Directorate
Private bag X20365, Bloemfontein, 9300 - Old CNA Building, Room 319, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 Fax: (051) 6678 679

and workshops. Selection of participants will be done from three schools with three educators, one SBST member and three officials from district representing DBST, SAs and CMs. The approximate number of participant is fifteen

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

As the design of the study is Participatory Action Research (PAR), it automatically makes all participants co-researchers as they will be part of decision made for the approach to improve teacher training of SIAS implementation. The study will involve audio tape, questionnaires and focus groups. The following main questions will be asked, from where sub-questions will be derived as directed by literature which will be dealt with later. 1.What are the challenges facing teacher training for SIAS implementation? 2.How to overcome the challenges facing SIAS implementation? 3.Why should teachers be trained for SIAS implementation? 4.What are the components of the approach for improving SIAS implementation? 5.What are the indicators of improved teacher training for SIAS implementation? 6.How to approach the improvement of teacher training for SIAS implementation. The expected duration of participation for group discussion is thirty to forty five minutes because it includes maximum of three participants and takes less time as compared to focus group, which will take one hour because it includes more members from four and more (Rule & John 2011:66). There will be no children involved, however the researcher have earlier explained how the issue of risks will be addressed to participants.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation to this study is voluntarily, and there is no penalty or loss of benefit for non-participation. You are under no obligation to consent to participation, you only sign consent form if you decide to take part and this information will be given to you to keep. You are also free to withdraw at any time from research without giving reasons. However, once you cannot withdraw from the research once you have submitted the questionnaire.

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

Your participation to this study will be beneficial to the Department of Basic Education, particularly for Motheo District schools as the implementation of SIAS policy will be improved. Therefore, the implementation thereof may also improve the schools' performance which may relieve and exclude you from being categorized as poor performing schools. Your participation will be kept confidential, but your information will be given to me as the researcher.

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

As your participation might inconvenience you with regard to your tuition time, you can choose or suggest time that will suit you best. Some of you might regard their participation as going extra mile because of not being directly affected by the SIAS policy. However your participation will be highly appreciated as it will contribute positively to the implementation thereof. The final focus group will involve all of the participants from both school and district levels which may make some of you feel uncomfortable or threatened by others' participation. I will explain the aim of the study and address the issue of democracy, freedom of speech and respect for one another before the discussion commences.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

I assure you that I will maintain confidentiality of your name and information, which will not be made known to anyone as only numeric codes or pseudonyms will be attached to your names and answers. Therefore, it will not be possible to connect you with the answers you give. You will be referred to in this way in the data, any publication, or any other research reporting methods such as group discussion meetings. The people who will have access to

the data are the transcriber, if any and he or she will sign confidentiality agreement. Your answers may be reviewed by people responsible for making sure the research is done properly, including transcriber, promoters, external moderators, and the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your anonymous data may be used for other purposes like research report, journal articles, conference presentations, etc. A report of the study may be submitted for publication, but individual participant will not be identifiable in such a report. NB FOCUS GROUP DEFINITION. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE 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 lockable cupboard for future research or academic purposes; 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. Indicate how information will be destroyed. You may be inconvenienced as far as time is concerned because discussion sessions will be held during your work time and this may bring feelings of discomfort for your participation. There are no foreseeable risks of harm only responsible and matured adults will be involved. Should you feel threatened by participation of others, e.g. seniors or supervisors during focus group discussion be rest assured that the aim of this research is not about exposing anyone, but to discuss how we can all collaborate to improve the implementation of SIAS policy.

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

There will be no payments or rewards, only light refreshments will be served during discussion meetings. You may be inconvenienced as far as your time and energy are concerned. You are free to suggest time any time that will suit you best. Some of the questions may make you feel uncomfortable, but as co-researchers you need not take anything personal because this research is about development and improvement.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact <iRachel Motshidisi Ntseto> on <0785210689> or fax <76motshidisi@webmail.co.za>. The findings are accessible for <insert time frame>. Please do not use home telephone numbers. Departmental and/or mobile phone numbers are acceptable. Should you require any further information or want to contact the researcher about any aspect of this study, please contact <0785210689 or 76motshidisi@webmail.co.za>. Should you have concerns about the way in which the research has been conducted, you may contact <0825307898 email KgothuleRJ@ufs.ac.za> and 0769826901 . As far as informing the participants of the findings there will be no inconvenience and/or discomfort because appointment will be made with respective participants, who will suggest time and place to meet. Therefore, there is also no foreseeable risks of harm or side-effects to the potential participants as the researcher will be the one going to the participants.

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

CONSENT TO PARTICIPATE IN THIS STUDY

I, __Teacher Number One_____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: 31-07-2018

Full Name(s) of Researcher(s): Rachel Motshidisi Ntseto

Signature of Researcher: _Ntseto Date: 31-07-2018

ANNEXURE E: FOCUS GROUP DISCUSSION SCHEDULES

FOCUS GROUP DISCUSSION SCHEDULE

The following questions will be discussed with SBST co-ordinator and teachers to elicit the information relating to SIAS Policy, their perception about teacher training of SIAS, the challenges they are facing with regard to SIAS implementation from their respective schools and their recommendations with regard to how can teacher training be improved for effective implementation of SIAS.

1. SIAS is the policy introduced in 2014 by the Department of Education and what is your understanding about this Policy?
2. Have you been trained to implement SIAS policy? If yes:
 - 2.1. When did training take place?
 - 2.2. How long did training take place (the duration)?
 - 2.3. By who was training conducted and from which section of the DBE?
 - 2.4. Did you find training adequate and effective? Please motivate.
3. What challenges are you facing with regard to SIAS implementation at your school?
 4. What can you say about teacher training of SIAS as far as your challenges are concerned?
 5. How, in your opinion can the above challenges be overcome?
6. Do you think teachers should be trained for SIAS implementation? Please motivate your answer.
7. What can you say are the components of the approach for improving SIAS implementation?
 1. In your opinion, what would be the indicators of improved teacher training for SIAS implementation?

Your suggestions and opinions are needed with regard to how to improve teacher training for SIAS implementation?

Thank you very much for your participation

GROUP DISCUSSION SCHEDULE

The following questions will be discussed with the DBST, SA and CM during discussion to elicit the information relating to SIAS Policy, their perception about teacher training of SIAS, the challenges facing the district with regard to SIAS implementation and their recommendations about improving teacher training for effective implementation of SIAS.

1. Hope you all know SIAS Policy but for interest sake, how can you explain it?
2. What are the challenges facing you with regard to SIAS implementation from both school and district level?
3. In your opinion, do you think teacher training on SIAS policy is adequate and effective? Motivate your answer.
4. SA and CM, do you think you have a role to play as far as SIAS implementation is concerned? Motivate your answer
5. What do you think can lead to the success of teacher training from the district?
6. What can you say are the components of the approach for improving SIAS implementation?

7. In your opinion, what would be the indicators of improved teacher training for SIAS implementation?

8. Your suggestions and opinions are needed with regard to how to improve teacher training for SIAS implementation?.

Thank you very much for your participation

ANNEXURE F: TRANSCRIPTS

TRANSCRIPTS OF FOCUS GROUP DISCUSSIONS AT SCHOOL A

Researcher: “Ok, Good Afternoon colleagues.”

Mofokane: “Good Afternoon.”

Moletsane: “Good Afternoon.”

Bush: “Good Afternoon.”

Monke: “Good Afternoon.”

Researcher: “Thank you once more for your positive response of coming to participate in my interviews. My name is Rachel Motshidisi Ntseto, I am from the University of the Free State and I am doing research on the policy known as SIAS in short, but in full we say Screening, Identifying, Assessing and Supporting. So this policy... the purpose of me researching this policy is because I have discovered that most of educators eh... lack understanding and knowledge as far as this policy is concerned. So to my... my opinion is that the reason might be because of inadequate training, so without any waste of time I have to ensure that what I have discovered is true and that will be validated by your participation, with regard to my questions. But these interviews is in the form of discussions, is not an interview as such because we are going to discuss. Because at the end of our discussion eh... or at the end whatever product will be there, you will be part of it, meaning you are also co-researchers towards this research. So I thank you we can start with our questions. Now the following questions I’m going to ask you to determine your knowledge and understanding about SIAS as policy. So the first question is, O right.....let me say: SIAS is the policy introduced in 2014 by the Department of Education and now: ***What is your understanding about this SIAS policy ? You can say anything, you don’t need to be correct just say what you understand about this SIAS policy?***”

Mofokane: “SIAS policy, according to my understanding the Department was trying to support the schools as I have seen so far the schools have some problems due to the performance of learners who need support. If you check learners in our the classes, there are learners are not the same, there are some learners who need support, and there are some learners who can at least do on their own. But I think, according to my understanding the Department is trying to support the schools for the performance of the learners”.

Moletsane: “Amm, my name is Moletsane, my understanding with SIAS, I think the department tries to intervene regarding the vulnerability...eh...regarding the vulnerable learners because there those learners who have social problems of which at the end of the day they affect their academic performance. Some they are child headed household, whereby there no parents and now they are...they are taking the role of parenthood in the house because there is no one now they have take care of their little brothers and sisters’ needs. So with SIAS, ah...such children ah...the SIAS tries to intervene so that there should... there will be social workers who will be executed to help such learners. And also those who are being molested, sexually molested. Amm...they are also form part so that the school should help with the Social Workers and work with the Police, so that’s my understanding. And those who are not performing well at school, some um... it won’t be the social behaviour, it’s not necessarily the social behaviour, you may find that when the child was born, you may find that the sisters or the nurses when the child was born fell on the head and that, at the end of the day it damaged the brain of the child. Um...there is an incident like that of which I worked with, whereby the grandmother, she came to school because the child was having a problem. So when the grandmother told us the story, it was that when the child was born the sisters dropped the child off with the head. So there was the bump on the head, but then um... she had no ah... she had no information about the steps to follow and everything, she just let it like that. So now later on, you find that the child looked so normal but the child was struggling so severely because of that. So with SIAS it intervenes also with situations like that.”

Researcher: “Thank you very much Mme. Is there anything to add, Mme Bush?”

Bush: “My understanding also what I have gained when I was at the workshop was actually that support of teachers with the learners in class, especially those learners like Lefafa and Dipuo children like that so that we can in way support them while waiting for the Department to help us. So...they gave us guidelines and things to use mostly while we support while they finalise that with the department.

Researcher: “Ok, is there anything Mme?”

Moletsane: “In my situation the Department delayed to help with such children, at the end of the day they were not able to qualify to be referred”.

Researcher: “I think that will be part of the challenges”.

Monke: “I also support what Me Bush has said, the support government provides to both the school, the learners and the teachers to improve the learning ability of the children, regardless of their challenges.”

Researcher: “Thanks very much”. And then the second question is: ***Have you been trained to implement SIAS policy?***”

Mofokane: “Yes, four times. The fourth one I think it was nine hours.”

Mofokane: “The first one took an hour, and the Department also took an hour. Haa, nonono..., one hour and second one nine hours.”

Moletsane: “Yes, three times, the first one was effective because I was able to implement most of what I have learned there, but the second one was not effective because.”

Researcher: “And then yours Mme Boshoff”.

Bush: “Yes, two times.” The first one was five days, the other one three days. Five day one was very good but the one day one was not good because the people there.”

Monke: “Yes 2 times. Second one took the whole day. The first one was three days, hee not three days. I think three hours because it was from fourteen hours until five o’clock, and the second one took the whole day”. It was effective because I can implement some of the teachings

Researcher: “Mme Moletsane yours? “

Moletsane: “Um... September five weeks.”

Researcher: “Ok, two point three” ***How many long was the training?***

Moletsane: “Eeeh...Five days”

Researcher: “Five days, hahahaaa...ok, like the coming one? Ok”: ***Then by who was training conducted? And from which section of the DBE? Was it curriculum section, inclusive section?***

Moletsane: “Mine it was Inclusive section.”

Mofokane: “Also mine, from the district Inclusive section.”

Bush: “Mine also.”

Researcher: “All of you Inclusive? ***Did you find training adequate and effective? Then motivate your answer, whether is yes or no, you have to motivate.***”

Mofokane: “Mam, according to Me Lesedi...neh.... the training was adequate and active. Why I’m saying so we can help learners with those criteria because there was active participation of...”

Researcher: “Me Bush how was yours? Did you find the training adequate?”

Bush: “The five day one was very good, and the three day one was not so good because the people there were not prepared. And because I had the five days one already, I gained much already, but the five day one was very good, I have learned a lot from it.”

Researcher: “Mme Monke?”

Monke: “Mine was also effective because even today I can still implement some of the things I have learned there.”

Researcher: “You have learned a lot there?”

Monke: “Mmm.”

Researcher: “Ok, Mme Moletsane?”

Moletsane: “They were very effective because I implement some of the things they have taught and showed us.”

Researcher: “Ok, now eh...: *What are the challenges, or what challenges are you facing with regard to SIAS implementation at your school? Ok, I understand that the training was effective, do you think the implementation of this policy at our school, or at your school is effective?*”

Mofokane: “Eish Mam, it’s a challenge. Why I think so, because we know we are targeting some of the learners, not all of the learners. We’ve got some targeted learners. So if I’m teaching those learners with the ones that I’m targeting it is very, very difficult for me to implement. It is like, those learners the ones that we are targeting they can have their own class so that they can get eh... quality education because in the classes we are frustrating them. I’m teaching Mathematics, the way I the brains for Inclusive Education for the learners, it is not the same as I’m teaching it is like I’m having this group aside, but where am I going to get that time? So that’s my problem.”

Moletsane: “And the other challenge is co-operation, communication between parents and teachers. The parents, it’s like um... they have thrown everything on our heads. Whenever you call them so that you can sit down and try find the solution about the child, they don’t come, they don’t show up, they don’t even show that they care as parents.”

Bush: “I would agree with Moletsane, because some parents come and ask can you please assist with the learner and they will fill in and sign the forms and everything, but some parents will just say there is nothing wrong with my child, I don’t understand because at home he or

she can do this and that so now you are telling me something different. so but others and lack of support

Monke: "They deny a lot, they will tell my child at home writes, reads and tell a different story."

Moletsane: "When you check the book you will find something different."

Researcher: "So is that the only challenge you are facing with regard the parents? What about Department, teachers and other stakeholders?"

Bush: "The other thing is that the school doesn't have a Remedial class Teacher. So now you are having a problem with the child, now you are sitting with thirty to thirty five learners in the class. How can you give individual attention to that specific learner? They get frustrated in the class and they don't gain anything."

Researcher: "Do you mean Remedial Teacher or Remedial Class?"

Bush: "Remedial Teacher and the Remedial Class."

Researcher: "And then, any other challenge?"

Monke: "The Department, they delay like the case of Majamba and Banana they have been there....."

Moletsane: "You may find that, by the time they respond is whereby then the age does not allow the child to go."

Researcher: "Ok, I just hope...we can go to number four: *What can you say about teacher training of SIAS as far as your challenges are concerned? I have heard all your challenges, so with regard to training, what are your challenges?*"

Moletsane: "I think um...regarding the class of learners having problems, if we do not have the class it disadvantages other learners especially those who do not have the learning problems. If you focus on those having problems, you are wasting those learners time. An then if you don't focus, or you focus on these on par with learning problems, then those ones don't hear anything, of which they need time. You must make time for them, of which we don't have cause after this, there is another period waiting."

Monke: "And adding on Moletsane, like sometimes when you don't..... it's like you are wasting time for others and if you ignore those it's like you are creating another problem, because most of those that you ignore, I don't know how to put it, it's like the slow ones it's like you are creating behavioural problems or distraction in the class."

Moletsane: "They feel neglected and not loved."

Bush: “Yaa, sometimes you as teacher you have skills but now the LF comes and ask: Now what are you doing with those learners? When you try to explain that you are sitting with so many learners in the class, it cannot be easy to focus on those learners and the rest of the class. They want you to focus on those learners, you must make time during that one period, they must now understand and you don’t know what to do. They will be sitting in a class frustrated. So we need Remedial class.”

Moletsane: “And one learner weighs ten or... how many learners?”

Researcher: “One learner weighs three learners, so meaning ten learners equals to thirty learners. So all in all... because the question was regard to training, so: ***How are your challenges that you have mentioned and how do they relate to teacher training?***”

Mofokane: “Mam, for the training I would say I am fine, but it only works for me. I only use the information the co-ordinator gives or the Department. Five percent would benefit learners, most of the trainings.... I don’t implement that and I know these things but I don’t have time to implement some of the information.”

Researcher: “Do you mean training works for those who have been trained? But you also don’t have time to implement what you have learned from training?”

Mofokane: “And those trainings Mam, they work, they are... the Department has already even improved quality for the Inclusive of the learners. You have seen at UFS the way we can assist learners, but where, how?”

Researcher: “Ok, o’ right: ***How in your opinion can the above challenges be overcome? All the challenges that you have mentioned, then how do you think they can be overcome?***”

Bush: “Remedial Teacher and Remedial Class.”

Moletsane: “Teamwork, there were there is Remedial Teacher also parent must also take part.”

Monke: “E nne a stream of

Researcher: “Parent involvement.”

Moletsane: “Because parents will tell you this and when you tell them your child behaves like this, she will tell you another different story.”

Bush: “I mean, there is one child in Grade seven...can I say the name

Researcher: “Hahaa yes.”

Bush: “Lefafa’s dad once came to me and he doesn’t understand that we as teachers experience problem with Lefafa. Then he said to me at home he can speak English fluently he can write he can read even let it show immediately to back up what he said. So are I was asking him, are we speaking about the same child, because what we are experiencing here at school is bad.”

Moletsane: “He tries to be in denial because Lefafa takes Chronic Medication, he’s on Chronic Medication for his condition.”

Researcher: “So what do you suggest with regard to those parents who are in denial?”

Monke: “A training for parents must also be done for them to have an understanding that if the child has certain problems, doesn’t mean that the child...”

Moletsane: “Disabled or something.”

Monke: “Yes disabled or something. It’s just that we are helping the child to have an education, a good educational background.”

Researcher: *“Do you think that teachers should be trained for SIAS implementation? Please motivate your answer.”*

Mofokane: “Yes.”

Moletsane: “Yes.”

Bush: “Yes.”

Monke: “Yes.”

Moletsane: “All of us are part of those children, not certain teachers, not those who are in SBST or the ones who are there for the for the special education.”

Monke: “And also to change the attitudes from teachers to learners with barriers.”

Bush: “We should learn a lot from that training.”

Researcher: “Kana, what have you said? You all need to be trained because you are all part of that?”

Moletsane: “Yes, we are all part of teaching and learning

Researcher: *“What can you say are the components for improving teacher training for SIAS policy implementation? When talk about components we talk about something like characteristics...or what should accompany teacher training?”*

Bush: "Positive attitudes."

Moletsane: "Even leaning positive environment."

Researcher: "Conducive environment neh..... and what else?"

Moletsane: "Constructivism, to implement constructivism in class whereby the teacher encourage the learners to exchange the information, because we also as teachers we can learn from them in as much as they can learn from us."

Researcher: "Positivity and constructivism. What about things like professionalism, teamwork, ok...."

Moletsane: "We can add um...mixing those slow learners with those who catch up very quickly in a group and try to retain them. Because other learners learn best from other learners you will find that they feel very uncomfortable with other teachers, but then comfortable with their peers."

Monke: "But there is somewhere I have read that you as a teacher, you must put yourself on the position of the child. You must not always ..., but you must maintain that gap with the child and you must also be on their level so that they can be free and trust you."

Researcher: "Mme Mofokeng, you have been so quiet."

Mofokane: "No Mam, it's just that they take my things and..."

Researcher: "Hahaaa.... ok, o' right: *In your opinion, what would be the indicators of improved teacher training for SIAS implementation? How will you see that really teacher training has improved?*"

Moletsane: "Um... when we teach them with things...that objects that are...."

Researcher: "Concrete apparatus."

Moletsane: "Yes, I think they can also form part. Yes even in Grade five and six, because there are those learners who are slow to picture the words , or what you teach them .

Monke: "And also learn by doing, they become part of what they are doing."

Researcher: "Active participation, learners will be actively involved. Active participation, ha re ye Me Mofokeng I want yours now."

Moletsane: "Before learning and teaching can take place, you can try to write the things you have done the previous day."

Researcher: "Revision."

Moletsane: “Ya, in way of discussion not in a way of teaching and learning.”

Researcher: Ok, in way of revision akere, not in way of teaching and learning. What else, Me Bush?

Bush: “I know there is always but if we try to do more practical work, but curriculum is the issue but more practical work you do then it’s not necessary to go over that again because but more practical things is always to avoid unnecessary revision.”

Moletsane: “Because here and there the memory.”

Monke: “Because even the vision in their eyes, when they picture that they can always see.”

Moletsane: “Cause sometimes you may find that when they write, the hand is faster than the brain, or the brain is faster than the hand because they did it, like they saw everything, it’s easier for them to remember.”

Mofokane: “I think we must also try to.... because these learners got Smart Phones so we can also try to show them how to use the Smart Phones to eh... learn, unlike to.... especially the Grade sevens with the social media. Even to improve the... eh... Tablets so we can as Subjects Teachers we can implement some thingst, you can put some things in those Laptops. Other learners learn best from other learners.”

Researcher: “You can download.”

Mofokane: “You can download so that they can play, they will think they are playing, at the same time they are learning.”

Moletsane: “And there’s also.... I have heard on Radio two thousand about this site,that has everything regarding Education it’s called KAHN Education.”

Researcher: “What...?”

Moletsane: “KAHN Academy K-A-H-N Academy. They say it has everything, it shows everything put on the channels on how to do things. They say it is very, very educational and very good, it has everything.”

Researcher: Ok, I think you have said much. The last question, this is where your opinions your suggestions with regard to how to improve teacher training on SIAS policy implementation? For example, just to avoid repeating what you have said. According to SIAS there is this thing called support, this support is for learners, teachers as well as the district and all the stake holders. Now, with regard to teachers, the support given in the form of training is called the low level, the moderate level and the high level. Meaning there are certain sessions, or there are number of sessions the teachers should attend. ***So, I just need to hear***

from you, how can these trainings be improved? Because to my perception, or with regard to my perception, I can rate teacher training at low level, hence I say is inadequate. And then, in your opinion how these trainings can be improved? because for someone who has not specialised it will be difficult for micro-oven workshops or training. Ok, it is good that you have attended training, but I think for some who have not attended it will be difficult to fill in SIAS form, so: ***In your opinion how can these trainings be improved?***

Mofokane: "I think workshops are needed"

Moletsane: "And those workshops should not be once off thing in a year or after two years. It must be done maybe once per quarter."

Bush: "It doesn't necessarily mean it must be five days or three days, we just go there to hear phased in things."

Researcher: "Regular workshops"

Mofokane: "And also if somebody is conducting workshop he or she must do a follow-up to check if that particular person, if I'm a teacher or the workshop from the co-ordinator must do follow-up so that she can see if my challenges are implemented."

Researcher: "Meaning monitoring?"

Mofokane: "And also the teamwork of teachers, maybe you know better than me, so I will learn from you. At least

Researcher: "Kana what have you said Me Motlhanke? Did you say something? Ok, colleagues if you have nothing more to say, thank you very much for your time and participation. You were a nice group and you contributed a lot towards our discussions, thank you once more."

TRANSCRIPTS OF FOCUS GROUP DISCUSSION AT SCHOOL B

Researcher: “Good morning colleagues,

Leoto: “Good Morning.”

Leeba: “Good morning.”

Khutsana: ‘Good morning.’”

Khutsana: “Good morning.”

Researcher: “For those who don’t know me I’m Motshidisi Ntseto From the University of The Free State. I’m Doing research on policy known as SIAS, in full is Screening, Identifying, Assessing and Supporting. As you all know that this policy was introduced in 2014 by the Department of Basic Education. Now the reason for me to investigate this policy is, I have discovered that there is an adequate training. ***What is your understanding about this policy? What do you understand about SIAS policy? You can say anything you don’t need to be correct. There is no one who is correct or wrong, you can say anything you understand about this policy.***”

Leoto: “Sorry can I ask, Mme nna I don’t understand what is SIAS? Can you say it in full”.

Researcher: “Ok, as I have said it’s Screening, Identifying, Assessing and Supporting. Here it is, this is the policy which was introduced in 2014. And then we can say it was to augment EWP6 which is addressing the learning problems of Learners with Special Education Needs. So that is it”

Leeba: “I can say is about identifying learners with problems.”

Researcher: “Identifying learners with problems, ok...o’right, the other one?”

Khutsana: “Identifying and referring them for assessment.”

Researcher: “Mhm, anyone else...”

Koena: “I can say giving support after identifying and diagnosing the problems facing learners.”

Researcher: “Have you been trained to implement SIAS policy? If yes..

Khutsana: “No.”

Koena: “Haa, no”

Leoto: “Hmm, nna is for the first time today”.

Leeba: "No, no"

Researcher: "Ok, but Mme last time you said to me you attended SIAS training?"

Khutsana: "Hmm, it was not training, it was workshop care and support it was not SIAS."

Researcher: "Ok it was not SIAS, but eh... it was provided or it was conducted by Inclusive Section."

Khutsana: "No, and also me, we have not been trained. Only next week, here is the invitation. Not yet been trained. Hmm, it was not a training it was a workshop on Learner Support, it was not SIAS. It was conducted by three officials, Me Masisi, Me Rakepa and Me Khanya she is the Learning Support Facilitator. It was two Social Workers and Me Khanya."

Researcher: "Ok Me Rakepa is Psychologist."

Khutsana: "Ok."

Researcher: "And then Me Khanya."

Khutsana: "Me Khanya."

Researcher: "***And how long did that take place.***"

Khutsana: "One day."

Researcher: "Ok because it also falls under SIAS as long as it is from Inclusive Section. So meaning wena you went to..... so we can say yes."

Khutsana: "Yes."

Researcher: "You have already answered number three. ***Did you find the training adequate and effective? Whether yes or no, motivate your answer. How was the training?***"

Khutsana: "More or less effective, but not so effective because we were given too much information in a short space of time."

Researcher: "Ok, too much info..."

Khutsana: "Mmm.. in a short space of time."

Leoto: "Mme do you say it was about SIAS?"

Researcher: "It was not about SIAS."

Khutsana: "It was, they call it CSL, Care and Support for Learners with Learning Problems, something like that. This one of SIAS, we are only going there next week"

Leoto: “These questions cannot be answered because we have not been there”.

Researcher: “No you can still answer Mme, yes you can still answer as long as is about Support. Remember, the policy says Screening, Identifying, Assessing and Supporting. As long as the Support is there and it was conducted by the...”

Koena: “Inclusive workshop.”

Researcher: “It was a certain part of SIAS.”

Koena: “Ok, ok...”

Koena: “Oho, Ok it was a workshop, ok.”

Leoto: “Was it you Mme alone?”

Khutsana: “Yes I was alone”

Researcher: “So only the SBST co-ordinator went there, so it is only now that you are being invited.”

Khutsana: “Now that we are invited and we are only going there for five days next week.”

Leoto: “Only, only the co-ordinator? Oho, five members of the committee...”

Khutsana: “Not the committee, five members of the committee for five days.”

Researcher: “Ok...”

Khutsana: “It’s not the committee, teachers for five days and here is the invitation.”

Researcher: “We do have it they have also invited us. So the rest you did not attend neh... so there’s no need for me to ask the next one. O’ right, then: ***What challenges are you facing with regard to SIAS implementation at your school?***”

Khutsana: “Lack of training, because we have not yet been trained.”

Researcher: “Ok.”

Khutsana: “However, we try to refer learner.”

Researcher: “However, you try.”

Khutsana: “Yes.”

Leeba: “The problem are the forms that need to be filled, there is lot of information.”

Researcher: “Lot of information and...”

Leoto: “And they repeat themselves.”

Researcher: “Those forms.”

Leoto: “Ee.”

Researcher: “No they are not repeating themselves, it is just a procedure. They have to start from the classroom, from the teacher that is SNA1, and SNA2 needs to be filled by SBST and then the SBST will take it further to the DBST. So each form has its own information. Somewhere somehow yes they are the same, but”

Leoto: “Because I did not fill in yet, I only filled in the teacher’s one.”

Researcher: “That is SNA1.”

Leoto: “The very same I filled neh... they repeat themselves.”

Researcher: “How? Maybe they repeat themselves with regard to strengths and weaknesses, but if you check are... it will be maybe Behavioural, Academic. Ee, they are classified according to strengths and weaknesses, maybe strengths with regard to behaviour, then strengths with regard to Academic, the strengths with regard to communication.”

Leoto: “Ok, Nna I thought they were made too long unnecessary.”

Researcher: “Ok, ok.”

Khutsana: “They are also time consuming.”

Researcher: “They are time consuming. Then wena Ntate, what about the challenges with regard to SIAS training?”

Koena: “Oho, hee..they have said it all.”

Researcher: “They have said it all, ok and then question four: ***What can you say about SIAS training as far as your challenges are concerned?*** Here are your challenges, lack of training, lack of information and so on. Now the focus of this research is on teacher training, and the main purpose is to improve the training on SIAS. **So in general what can you say about teacher training of SIAS as far as the challenges are concerned?**”

Koena: “This training will be help-full in terms of teacher development.”

Researcher: “Mme as you have never attended what can you say.”

Leoto: “I think, with the use of the forms, we can go into deeper life of the child. So they guide us to say up until we have enough information and family background. It helps us to have

information on such.... because we never had opportunity to say when the child was born, this and that happened. We didn't go to that point with the use of the forms."

Researcher: "Meaning you will be able to interact with the parent as far as the problems of learners are concerned. An you will also be able to interview them, that's what you mean?"

Leoto: "Mm..."

Researcher: "*How in your opinion, can the above challenges be overcome?* Mm..., because the focus is on training,"

Leeba: "I think if we get the training it will be better for us, maybe to fill those forms we know exactly what to do."

Researcher: "Ok, here is the training, that train you like for example they have invited you but is only five day training neh...? *So I think when you say training, you must be specific what and how, how because you talked about short space of time and whatever, so I think now what I need to know, if you say training just elaborate how? The how part of training?*"

Leoto: "We haven't been trained yet, so we are not going for training so there are educators who have been chosen for that training."

Koena: "Can I help her out Mme? I think in terms of training we are in need of intensive training. Intensive training in the sense that every class teacher will be able to screen these learners as well as identifying them and classify them accordingly, not just training."

Researcher: "Ok."

Koena: "They should teach us how to screen, and all the aspects of SIAS."

Researcher: "Meaning you need in-service training? It must not be a once off or the five days one..... Like if you check the time now, you are going on Holidays and most of the teachers are not going to attend and they need training and they already have their schedules or commitments. Ok: *Do you think teachers should be trained for SIAS implementation? Ok, some of the questions may sound the same but this one needs.... do you think teachers should be trained? Like Mme here she has said she's not been trained. Please motivate your answer.*"

Leoto: "Mme can I say something? When they are training educators neh..."

Researcher: "Ok..."

Leoto: “Do they go in detail with the forms? Like I’m saying neh... I said the forms are like repeating themselves. They must do like we are doing now. When I comment, like I have commented about myself, I said what I think about the child, somewhere is like the teacher neh...”

Researcher: “Lack of intervention.”

Leoto: “Ee...ee... so we’re not sure about everything.”

Researcher: “So what you mean is, they mustn’t give you just lot of information. Maybe let’s say for today they train you on how to fill in the SNA 1, next time maybe they should monitor you if you have understood that and you are implementing , before they can train you on the next form? So I can’t say yes because I’m also at school level. That is why I am investigating this policy.”

Leoto: “Yes, it is the suggestion.”

Researcher: “Ok.”

Koena: “Sometimes you may think that question repeat themselves, only to find that they are trying to check if we have understood the things we have answered.”

Leoto: “Oho, ee... you are right, you are right.”

Researcher: “Your voice please, you are saying a point and we need to hear it.”

Koena: “What I’m saying is that, sometimes is like the questions are repeating themselves, only to find that they are checking if there is consistency in answering the questions.”

Researcher: “Ok, ee...”

Koena: “Like we have answered it in question four.”

Researcher: “Ok, mm...”

Leeba: “To answer the question Mme, I think the teachers need training because we are the ones who are supposed to do the screening and whatever that needs to be done. So we have get training.”

Researcher: “For all teachers?”

Leeba: “Mm....”

Researcher: “And then question seven: *What components can you suggest for improving SIAS implantation? As I have said that the purpose of this study is to improve*

implementation of SIAS with teacher training. So what do you think is needed during training for you to say there is improvement?"

Koena: "I think, if they can bring the Social Workers, especially Psychologists because I think they will ex-pantiate more on the strategies that the teachers can use in order to identify all those learners that have learning barriers. It is not only on their academic side, but even the behaviour of the learners even hamper their progress, hence we can get the Specialists. Some of them need the Specialist, the Psychologists and the Social Workers."

Researcher: "Ok, the Professionals."

Koena: "Yah..."

Researcher: "Is there anything to add on that? The other component that you think should accompany the improvement of SIAS implementation?"

Leoto: "Parent involvement."

Researcher: "Parent involvement neh..Is there anything? Or should I go to the next one? ***In your opinion, what should be the indicators of improved teacher training of SIAS policy implementation? Now here is training, it has been improved. What will indicate to you that yes it has improved? You can say anything.***"

Koena: "Progress of learners will be one of the indicators."

Researcher: "Progress of learners, progressed learners."

Koena: "Yah... progress of learners and referral of learners"

Researcher: "Referral."

Koena: "Here is the teacher in the classroom, you screen you identify, you assess, you support then the indicators will be all those keys that you have done that you said. There should be progress, there should be performance, improvement and also ee... the referrals supporting that these learners are not supposed to be in an ordinary school. One of the indicators that you have done your Job, and you have correctly identified the barriers of this particular learner he or she must be taken to a Special School."

Researcher: "Ok, ok..."

Koena: "By that referral."

Khutsana: "Admission of learners."

Researcher: "Admission of learners."

Khutsana: “Yes, more especially at Special Schools.”

Leeba: “And when teachers are confident enough and know what to do.”

Researcher: “Confidence...”

Leeba: “Mm.... where everyone will know exactly what is expected, by filling the forms and how we screen the learners and refer.”

Researcher: “Ok, the last question, ***your suggestions and opinions are needed with regard to how to improve teacher training SIAS implementation?*** One thing I was supposed to explain is that eh... The final product of this research will be yours because you are called co-researchers. For now you are participating, but your participation according to the design of this study eh..eh...categorises you as co-researchers. Meaning whatever suggestions that you are going to make, or whatever inputs and opinions that you are going to make it means it will be you, not only me who have produced the final product. So...”

Khutsana: “More Special Schools must be build, admission of learners at special schools.”

Researcher: “Ok.”

Khutsana: “Because, yes we refer learners, we assess and when they are referred to special schools. But Special Schools are full. And then we end up sitting with them.”

Phoka: “The other thing, I think continuation from training.”

Researcher: “Ok, in-service training.”

Phoka: “Yah...it shouldn't be once.”

Researcher: “Once-off thing...Ok and what else?”

Khutsana: “Appointment of Remedial Teachers.”

Researcher: “What about Remedial Classes?”

Khutsana: “Yes...especially”

Researcher: “Mme is there anything to say?”

Leeba: “Hm...mm.”

Researcher: “Ok, ba go tsetse mafoko.”

Leeba: “Mm...”

Researcher: “Ok as I have said that some of the questions may sound repeating themselves, just to avoid second session of the interview. ***What action can be taken, especially at***

school level because now you at school level to make sure that teacher training is improved? And this one I specifically refer it to SMT members.”

Khutsana: “Can you repeat the question again.”

Researcher: “***What action can you take, or the school can take to make sure that teacher training is improved? When you think of the four management tasks?*** There are pillars of management that can assist you to take action.”

Phoka: “I will explain it Planning, organising, leading the process and controlling.”

Koena: “Control.”

Phoka: “Control.”

Researcher: “Monitoring, ok last but not least: Do you regard the involvement of Subject Advisors and Circuit Managers as important on this teacher training of SIAS , because remember all the Inclusive Education Training or workshops are usually conducted by officials from Inclusive Section. ***What do you think about the involvement of the Subject Advisors and Circuit Managers? What is your opinion about their involvement?***”

Khutsana: “I think they all need to be involved because, when we talk about age of admission it is the policy of the Department, and we as teachers cannot change taht policy. Then learners are admitted at school at a very young age even when they are not school ready. So when the Circuit Managers are there, there will be our concerns and take it further, take it up.”

Principal Researcher: Ok,

Phoka: “Yah.... I think the Subject Advisors should also be invited at these workshops because somewhere somehow they talk about Lessons Differentiation and the results, then they will be of a good guide in order to tell the teacher on how to differentiate the lesson presentation in the classroom, especially when you have heterogeneous group of learners. And on the side of the Circuit Managers, I would also recommend that they should be there and that will be a good attempt because they are the people who will endorse progression of these learners. They should know the challenges the school has incurred during the cause of the year, the challenges of that particular school. And the workshops should also advise what the school should do if we have such learners at the school.”

Researcher: “Ok, thank you colleagues for answering my question and for taking part in my research

TRANSCRIPTS OF FOCUS GROUP DISCUSSION AT SCHOOL C

Researcher: “Good afternoon colleagues.”

Maduna: “Good afternoon.”

Segoe: “Good afternoon.”

Nku: “Good afternoon.”

Researcher: “Ok, I’m Motshidisi Ntseto from the University of the Free State. As you have read from the Information Leaflet I’m doing research on Policy called SIAS, in full we say Screening, Identifying, Assessing and Supporting. But I think I’m not going to say much because here are the questions in front of you, and I think for you it’s going to be easy because you have just attended training recently. So there’s no need for me to go into detail about this policy, you can just answer the questions as they are. So we can start with question one: Ok, the following questions I’m going to ask just to elicit the information relating to SIAS, and your perception about teacher training of SIAS, the challenges you are facing with regard to SIAS implementation, and how teacher training can be improved for effective implementation of SIAS. So the First question says, or let me just say SIAS is the policy introduced in 2014 by the Department of Education then: ***What is your understanding about this policy? What can you say about SIAS?***”

Nku: “Eh... what I understand about SIAS is that is a policy that helps with learners that have learning barriers.”

Researcher: “Is there anything?”

Segoe: “Eh...my understanding is that SIAS is to address the challenges that learners are experiencing in the school, and to cater for such learners so that in the future they must be correctly placed.”

Researcher: “Ok...Mme do you have something to say?”

Maduna: “Yes eh...what I understand is the policy designed especially for schools, involving the educators on how they can help learners having the challenges on learning barriers.”

Researcher: “Ok... is that all?”

Maduna: “Yes.”

Researcher: “Ok number two:***Have you been trained to implement SIAS policy? If, yes when did training take place, how long did training take place, by whom was training conducted, and from which section of the DBE? And did you find training adequate and***

effective? Whether yes or no, you still have to motivate? Let us start with the first one, have you been trained to implement SIAS?

Nku: "No."

Researcher: "Ok, you Mme?"

Maduna: "Yes I have been trained."

Researcher: "Ok Mme have been trained and then Ntate?"

Segoe: "Yes I was trained."

Researcher: "Ok... o'right only Mme did not receive training. ***Then when did training take place? When did training take place.***

Maduna: "The training was....."

Researcher: "***Was it not the first?***"

Maduna: "Yah... the first of October until the fifth of October and it took the whole week."

Researcher: "And you too Ntate."

Segoe: "Yes."

Maduna: "We were trained by, the Section was Inclusive Section and then we were trained by the Department of Education."

Researcher: "Ok, by the Department of Education. Ntate wena?"

Segoe: "Eh... I was trained by the Department of education, Motheo District."

Researcher: "***Ok: Did you find training adequate and effective? If yes or know, please motivate your answer.***"

Maduna: "I would say yes, it was very effective and adequate because we had some misunderstanding, sort of what SIAS, what SIAS is from the beginning before training."

Researcher: "Before training."

Maduna: "Yah... before training, but after that we understood our role in SBST and what are going to do at our schools and when are we it was very effective in terms of our understanding of SIAS."

Researcher: "Is there something to add Ntate?"

Segoe: “Yes it was effective in the sense that eh.....at first we thought mainly that SIAS is strictly meant for members of the SBST, only to find that now it is everybody’s business at school level. So teachers also must take part and ensure that now they are adhering to the policy itself.”

Researcher: “Ok... o’ right so we can go to question three: *Then what challenges are you facing with regard to SIAS implementation?*”

Maduna: “After a bit understanding of what SIAS is in terms of the educators, we did not understand exactly what SIAS is, therefore we cannot implement what we do not understand. Since we’ve been from the training we do understand now what SIAS means. We do understand what SIAS entails therefore we can easily implement it at school.”

Researcher: “Ok...”

Segoe: “Eh.... some of the challenges were that, teachers thought that identifying the learners got some challenges, we must refer immediately so that such learners must get help, only to find that there are some processes that need to be followed before the child can be referred or placed.”

Researcher: “Mme as you have never been trained you must be challenged with the implementation, what can you say?”

Nku: “Eh... I think.... for now because most of us, most of the teachers except for those who went for training don’t know what SIAS is all about and how to start the...”

Researcher: “Filling in the forms.”

Nku: “Yes filling in the forms and staff, so I think we need training.”

Researcher: “Ok.... and then number four: *What can you say about teacher training of SIAS concerning your concerns or challenges? Here are the challenges you have mentioned, now the SIAS training is there what can you say as far as the challenges are concerned?*”

Maduna: “I would say, the staff needs training for SIAS to be implemented at school, because since we have and don’t have an understanding of what SIAS is there is nothing we can do at school level. So if teachers were to be trained about SIAS they would have an understanding of what SIAS is all about SIAS is all about supporting the child. So you cannot support the child without understanding, SIAS opens the eyes for you to understand what the child is going through, so if training is there for the teachers, then everything will be solved, everything will be fine, everyone would know how to tackle a child when the challenges.”

Segoe: "Eh...I think teachers should eh...should be able to apply what SIAS is...all about."

Researcher: It's all about..."

Segoe: "It's all about...so that they must be able to assist learners and be able to realise that eh...on day to day basis in their classes, some of the challenges that they are experiencing they need them personally to be able to address them so that learners can be able to learn."

Researcher: "Ok, Mam wena?"

Nku: "Yah.... I think that teachers need training because I have done little reading research about what SIAS is all about, and then this policy doesn't only include learners in the class, yes it goes as far as.... maybe some of them would have problems at home... yah social problems, so we need training so that we can be able to help children so that at the end of the day we don't end up passing or do transfer learners eh.... eh...transferring learners who do not need to be....ee...transferred."

Researcher: "Ok."

Maduna: "And those about teacher training for SIAS, when learners are...I wouldn't say referred, when learners are not supported from the Primary School there will also be problems at High Schools Level, so SIAS gives is tackling that problem. You support the child at the younger age so that the problem would not..."

Researcher: "Increase or..."

Maduna: "Yes increase at High School level and also at Tertiary Level."

Researcher: "Ok...Some of the questions may sound the same but actually they are not...neh...Like this one: ***How in your opinion can the above challenges be overcome? The challenges you have mentioned like teachers not understanding SIAS, what SIAS is all about, and the training like Mme has not yet been trained so in your opinion, how can these challenges be overcome?***"

Segoe: "Eh...I think what is key here is the fact that teachers need to undergo teacher training so that we must be broadened about the idea behind SIAS policy as well as to contribute towards ensuring that we minimise learners who are being referred as well as eh... tackling this problem of learners who are being progressed. It will ease the problem if teachers are trained to be on board to be able to know the idea of what SIAS is all about."

Researcher: "If they can play their role."

Segoe: "Their role."

Maduna: “And I also think if the teachers would understand what SIAS is all about, they would be able to also communicate with the parents, because they say that the child is the three legged pot so you cannot do anything without the parent. Therefore if parents are involved then the teacher also will support the child in understanding that child and everything about that child and communicate with the parent, and also the school become...all of the school become involved in this and there won't be challenges.”

Researcher: “Ok...then we are at number six: Do you thinkit seems as if they are the same but.... hahaha

Maduna: “Hahaha.”

Segoe: “Hahaha.”

Nku: “Hahaha.”

Researcher: “*Do you think that teachers should be trained on SIAS implementation? Please motivate your answer?*” Yes because we deal with learners with...each learner has different characteristics and learning problems, so I think we need training. “Is there anything to add? If there's nothing... so number seven: *What can you say are the components for improving teacher training for SIAS policy implementation? The characteristics of the improved teacher training, or what can say should accompany teacher training for SIAS implementation? If you say this training has improved what tells you about that?*”

Segoe: “I think is when we start to.... we the teachers be concerned about the learners faced with barriers around the classes, then following the process of, of SIAS not just signing any learner who is behaving of having any certain behaviour without the performance been known, just step by step until they are sure that now such a learner will have to be referred toor need some assistance of some sort.”

Researcher: “O' right yah... is good that way, and again let me rephrase it this way: *What is needed I think that is the essence, what is needed for the approach to improve teacher training?*”

Nku: “I think we need more teachers who studied...kana what this.... what's this course?”

Researcher: “Remedial Education.”

Nku: “Yah Remedial Education or Inclusive Education, I think that way. Yah I think that way there will be team-work and that professionalism.”

Researcher: “I think some of them will be addressed by other questions, or did you have something to add Mme?”

Segoe: “I think Mme I don’t know let’s...the improvement may also come as a result of if all the stakeholders are being involved, so that at least everybody will be sure that now this policy is realised.”

Researcher: “Oho ...the involvement of all the stakeholders, yah....O’ right then if there is nothing let’s go to number eight: ***In your opinion... Now here is the teacher training, it’s happening now what will be the indicators of improved teacher training? What tell you that now it has improved? The Indicators***”

Nku: “I think learners who need to be referred will be referred.”

Maduna: “I also think the functionality of the SBST will be improved.”

Researcher: “Yes the functionality of SBST.”

Maduna: “I think the teachers will do their work and complete the SIAS forms and refer them to the SBST.”

Segoe: “I think to add up the indicators will be that eh... when we start to see that the learners with certain barriers being assisted and if there’s a need for that class, that class need to be established.”

Researcher: “Ok, ok...o’ right...is there anything else? Or should I go further to question nine: ***Now your suggestions, your suggestions and opinions are needed with regard to how to improve teacher training with regard to SIAS implementation anything that can be done because remember your recommendations and your suggestions should be implemented, or wherever I’m taking them to, then...or the final product of this study is yours and then your suggestions and opinions are needed to improve teacher training.***”

Segoe: “Eh.... I would suggest that eh..... SIAS SBST be monitored maybe on quarterly basis, maybe to check whether there is progress, and then to ensure that planning reviewed planning schedules should be in place, organising training and preparing the teachers for the implementation of SIAS and to lead as people who have been trained in order to guide those who have not undergone the training, to control and ensure that such processes are controlled and monitored so that it must yield positive results about the implementation.”

Researcher: “Ntate sounds like an SMT member, are you an SMT member Ntate?”

Segoe: “Yes I am Mme.”

Researcher: “Hahahaa so you have mentioned all the management tasks that should be considered as far as the implementation is concerned. ***And then what can you say Mme? Your suggestions, it doesn’t necessarily mean it has to be the four management tasks***”

that Ntate has mentioned. You have attended training, do you think that training, the five day training eh...once in a term, during school holidays it's fine?"

Maduna: "I was thinking of it, I was thinking that there should be training for educators at school, but not only once as it has happened."

Researcher: "It has to be how?"

Maduna: "Once a quarter thing, there should be training for teachers to know how SIAS works."

Researcher: "Meaning it has to be continuous."

Maduna: "It has to be continuous, or not to forget what it meant but to be reminded of all those."

Researcher: "Because if I remember well they said the next one will be in June, if I'm not mistaken."

Maduna: "Yes."

Researcher: "And not for us, for that group...for other group"

Maduna: "I think they are always blaming teachers when they come to school, so everybody must be aligned, not only the SBST. So now and then we need to be reminded about SIAS, SIAS, SIAS, hence I say the functionality of the SBST."

Researcher: "Mm...."

Maduna: "So if the SBST is functional at school, then there won't be a problem."

Researcher: "Ok...Mme wena as you have never been trained, what is your opinion?"

Nku: "If we could get training and then it shouldn't be for specific...a number...a specific number of people but for the whole staff members, it should be for all teachers."

Researcher: "Ok, For all teachers, now..."

Maduna: "Sorry Mam even for those stakeholders so they also must understand what SIAS is, so if everybody could get involved."

Researcher: "Thank you for that because I was about to say something about other stakeholders, especially the Subject Advisors and the Circuit Managers. ***What is your opinion about their involvement? Why should we involve them? Especially during training, why should we involve them? Because if you remember at the workshop there***

was a question about the Subject Advisors, whether are they assisting the Inclusive Section, and then what can you say about that?"

Maduna: "It is a need for us at schools for Circuit Managers and Subject Advisors to be involved because they are not at school level, only the teachers and the Management at school. And the other thing, the challenges the learners face are more than them, so if they are at trained and they understand what the school is going through by addressing the challenges the learners face, then they will know what to do in terms of improving the implementation of SIAS at school level, that's what I think."

Researcher: "Ok, is there something on that?"

Segoe: "Yah...I think eh...eh... now that we have learners who are being progressed, so by virtue of that in itself it calls for the involvement of the Subject Advisors because per school when the results are released it will be indicated now some problems are due to learners who are progressed and whom have not been maybe assisted adequately taught from lower classes."

Researcher: "So if there is nothing I think this is the end of our discussion and thank you very much for your participation, you were a nice group thank you once more."

TRANSCRIPTS OF GROUP DISCUSSION MOTHEO DISTRICT

Researcher: “Good morning colleagues”

Motaung: “Good morning.”

Setho: “Good morning, Mme.”

Metsi: “Good morning.”

Researcher: “Ok,I am Motshidisi Ntseto from the University of the Free State. As you have read from the Information Leaflet I’m doing research on the policy known as SIAS in short, and in full for those who don’t it’s Screening, Identifying, Assessing and Supporting. Now the reason for me to do this research, is because I was motivated by lack of teachers ‘ training to implement this policy understanding of this policy. It seems they lack knowledge especially when coming to filling in the form known as SNA 1 Support Needs Assessment. They are bit challenging for teachers and this was informed by my experience as SBST co-ordinator. The other reason is, after identifying learners they don’t know what to do with regard to support of learners, and this and other authors agree that untrained teachers finds it difficult to implement inclusive policies. Although I have the recent citations but I couldn’t include them here due to space. Now I think we can start because of the questions are based on this Now I’m going to ask you the following questions, in fact this is not an interview as such but this is a discussion. We are going to discuss, so the questions that I’m going to ask is just to elicit the information relating to SIAS policy, and your perceptions about teacher training of SIAS, and the challenges you are facing here at district with regard to SIAS implementation, and then your recommendations about how to improve teacher training for effective implementation of this SIAS. So we can start with the first question, as it says: ***Hope you all know what SIAS is, but for interest sake how can you explain it? How can SIAS policy? Ntate Tau I think you can assist bontate.***”

Motaung: “SIAS is the process of which the department tries to say learners who experience barriers to learning must be identified, must be screened, must be assessed and supported. And is the process of which we are, we are making a uniform approach of identifying learners who experience barriers to learning at school level. In other words, the whole country have the same way of which to identify and support learners .”

Metsi: “ My understanding I think I’m also adding further to say I assume that the intention is to ensure that, that eh... you know... learners who have these barriers are supported as ntate a se a buile. Because it has been realised that in one class learners learn differently and they gather information on different basis. So there are those learners who need to have extra support in terms of their challenges. “

Setho: “Yah... I think perhaps also we can say, you know in the Education Sector for instance we believe that all learners should be given opportunities to eh... to realise all that they are supposed to learn. So, if we have a well run SIAS or this process being done well in schools, then definitely having learners with barriers in school will not be left behind. So they will be able to be helped in terms of addressing their barriers to learning, and if it is done well early then it will be helpful for the learners and also for the teachers.”

Researcher: “Ok we can go further to the second one, ok the second one: **What are the challenges facing you with regard to SIAS implementation from both schools and district levels?**”

Setho: “Eh... what I have realised Nna is that at the present moment I think only a handful of teachers have actually been trained on SIAS in each and every school, but eh.... I think it will be proper for all the teachers in each and every school to be trained on SIAS, because in their classes that is where they actually, you know come across the challenges. Now, if all the subject teachers are trained in SIAS, it will be easier for them to implement, but if they are not trained it will now seem as if it the SBST problem, whereas at classroom level that is where actually they are supposed to, to you know identify these learners and whatever and try to help them. So if more or all the subject teachers can be trained, then I think it will be easier to implement, so if you are not trained it's not easy for you to implement”.

Metsi: “Yah... from my point of view I think even those that that are trained, they need constant refresher training because even those that are trained they don't implement SIAS as it should. And in most disadvantaged schools, I think because of the large number of learners teachers can't be properly, can't properly screen those children. Some of the learners are being seen very late in their schooling career. And eh... the other challenge that I see, even those that are screened, the department does not have enough personnel for referrals and we don't have enough schools to accommodate those learners that have barriers. So much as teachers can be trained, then if resources are not in place in terms of schools, in terms of teachers that can give that, we are still going to have this challenge, especially in the disadvantaged schools. Advantages in the previously Model C schools they have their own Psychologists, they have their own you know manpower, Support Teachers to deal with those children. So we are still you know... in this eh... country imbalances where the past are still haunting us”.

Researcher: “Ok, ok...”

Motaung: “For...for me the biggest challenge is lack of early identification, and to talk of that there is also the issue of teachers feel, especially with SIAS process as too much work it has too much paper work. And...and...and... it needs to be hands on while they are faced with

different challenges. The other challenge that I picked up is as we train teachers it's about you know they are competing...competing....competing needs in terms of certain sections, because outcome as from Inclusive Section part and then I will demand this from the schools and from the teachers, but there comes especially Subject Advisor.. ok different perspectives, they talk about curriculum coverage, they talk about curriculum...in terms of say in this week, in this duration this could have been done. So we feel there is that lack of that saying learners can learn but on different paces. So teachers are found subjected, yes they want to cover curriculum but now I have this barriers that learners experience. So the big challenge is in terms early identification supporting teachers, and also here nstate is talking about you know... support teachers at schools and now here is curriculum. And also to say, the challenge is that the overcrowding of learners in Special Schools and the waiting list, and...and with us as inclusive we are saying learners should be supported where they are. And teachers do not cover that issue of support learners where they are, because even in Special Schools there must be the resort, last resort. It can't be the first attempt to take learners to Special Schools".

Metsi : "The other thing you know... as the principal, I was the principal of the school and honestly speaking as principals we are not very glued up with what we need to do in terms of this course. And I think principals must be empowered so that they can support the SBST and be hands on to support those children".

Researcher: "That what I was investigating with regard to my Masters Degree. Yes...eh in fact my focus was on the four management tasks meaning planning, organising, leading and controlling with regard to inclusive policies."

Metsi : "And maybe many managers were found wanting".

Researcher: "Yes ."

Motaung: " There's certain issue as sections we work in isolation too much ,to a point where even if an English Subject Advisor find something that is challenging they can't them to say let me call any official from Inclusive Education or let's go together to a school to support. You will find that for example, sometimes as I work as LSA I will find that in a school there is an issue of management. But now I forgot to include my Circuit Managers of the school to involve them in terms of specific challenges. The issue here is not about the understanding, but it's about management issues ".

Researcher: "Yes, hence the involvement of Official from Curriculum Section and the Circuit Managers".

Motaung: "You will find that also during our training , you will find that we need also as Inclusive Section to go and train the Curriculum Section on SIAS because sometimes for

example, if I support teachers in Numeracy or Mathematics, my approach will not be as the approach of Subject Advisor because there are specifics of Specialist. They are trained in terms of Mathematics”.

Researcher: “And when the Subject Advisor comes, he or she will be talking about curriculum differentiation but how, he or she cannot explain”.

Metsi: “Yah..you see I think I would want to agree with what you said. We are working too much in isolation and whereas we have Curriculum Specialist Advisors and LSA who are supposed to work together. Because it seems even at school level, even scientifically so, is not all learners who’ supposed to be referred. Sometimes you may find that it’s just the teacher is not capacitated on curriculum differentiation in his or her subject. So if he is not able to you know.... to differentiate and the subject matter, and he will end up saying no those learners cannot cope whereas he just have to follow that curriculum differentiation for him to reach that learner. And they end up making the whole thing a referral to the SBST and really it’s not supposed to be like that. I think Subject Advisors also they are still not yet you know... well conversant with curriculum differentiation. So we still have that thing of taking them through that training of curriculum development in their respective subject, so that when they go to teacher campaign that they should do curriculum differentiation, then they know and they can demonstrate to the teachers if you have a topic like this one this is how you can approach this matter. If this learner cannot understand this word the other way of doing it is this way, all those kind of things so that they can reach the different learners.”

Motaung: “And also under the realisation of chapter nine of that eh....”

Researcher: “SIAS policy”.

Motaung: “Not SIAS policy”

Researcher: “Government Gazette...”

Motaung: “Subject Advisors’ Policies of their Learning Areas, it talks about learners who are progressed, learners who are repeating, but teachers they ignore that chapter nine”.

Researcher: “ Ok the Subject Policy.”

Setho: “The CAPS Policy.”

Motaung: “Yes the Caps Document, it is there...normally that chapter they ignore it. If teachers cannot ignore the CAPS Document.”

Researcher: “And Learner Profile and then how to .”

Motaung: “Learner Profile, expanded opportunities and how to go about all those things, it talks about concessions and accommodation, but the teachers they don’t go through that chapter of CAPS Document.”

Metsi : “Now it’s worse with us, Ntate is talking about Subject Advisors, with us we really even don’t know still that at Mangaung so many learners have been referred. You only realise when there are problems that you know we have referred so many children, this one learner is not referred in accord to school level .At the moment I’m dealing with one learner from... I think it’s a... it’s a... Sand du Plessis, and he was referred to Martie du Plessiss, I think it’s a year and a half now. And I only learned now that the learner must go to another Grade at the end of the year or early next year. So sometimes this information justifies what nate was saying that we work in isolation.”

Motaung: There is also issue of up in one of the meetings the Director and Ntate Chief Director and Ntate. The Director Chief is giving is working with Subject Advisors in terms of Curriculum, in terms of resources schedual, but now the problem is that we only found out in July or in August that there are 2000 learners who have been progressed. And If we knew by March we should have profiled those learners in our section and I can tell you some of those learner have been identified form lower grades. But now there were never profiling, they were never follow ups in terms of saying they are supported in terms of identified barrier. .There is no way we can be given list of repeater or learners in August to support because I said to the Chief Director these if learners are our Baby but we messed up . And I can Profile them now even today I’m the Subject Advisor, I’m the Remedial Teacher. But I said to him, make sure the Chief Director before the end of the year after promotions, the schools must give us each list from Grade one of all those who are progressed

Setho: “Ahaa...”

Motaung: “So that us as Inclusive by January next year we know where are profiling them, we can support the schools so that by the time it’s exam time we have gone through the process as we are supposed to.”

Researcher: “ And where did the problem starts from? From the classroom, where the policy was supposed to start.”

Motaung: “To be implemented, but for me my gripe was, the issue is working in isolation. If Curriculum Section, I’m the Subject Advisor mare mosebetsi wa ka ke support. But now the district will only focus on accounting as the LSA. Now as the Subject Advisors when they reach school level they can’t support, they can’t know how to support, but if they are also in the

same platform with Subject Advisors, if I book a car I must get it just like the Subject Advisor. Because Ntate has told me that I must prioritise.”

Metsi : “Hahahahaaaa....”

Motaung: “But now they can’t find the solution they need. The way they only time need me is in July and it’s too late.”

Researcher: “O’right number three, although it seems as if you have covered most of eh... some of the answers with regard to question three: **In your opinion do you think teacher training on SIAS policy is adequate and effective? If so, even if not so then motivate.”:**

Motaung : “For me the training of teachers is not adequate, if for example SIAS was also provided in 2014 but before then it was used as the process.”

Researcher: “Yes it was a strategy.”

Motaung : “Yes It was a strategy yah... and also for me if teachers can be trained my initial can be trained at tertiary level, where they get, they get exposed. Let us teacher training where you come to a school and say I am inclusive teacher on an ad-hock it will only be done after confession. Even Diploma or ACE is then we gonna be exposed to SIAS and its process. But if I can say at teacher if I’m trained I go to teacher training , I’m a Remedial Teacher, I’m a Support Teacher I came for a mark practical and that will be at least a plus in terms of teacher training . Because now if you take teachers during a week.”

Researcher: “School Holidays.”

Motaung : “School Holidays, they must also be marking . Like in October they have only five days, they spend five days in training of SIAS. They were thinking pass and puzzle. If at tertiary level teachers it could be.”

Researcher: “Is there anything to add?”

Metsi: “ Ntate took us through”.

Researcher: “Hahahaaa.... Ok, O’right this one is specifically referred to the SA and CM: **Do you think you have the role to play as far as SIAS implementation is concerned? Motivate your answer”**

Setho: “Yah... I think Subject Advisors we have a role, I will go back to what I said before that, you know our teachers seemed to be referring learners on their whole same basis, whereas eh... our teachers were well trained in terms of curriculum differentiation they would not have an influx of learners being referred because of this thing. I think as Subject Advisors we should make sure that we train our teacher in terms of curriculum differentiation as Subject

Specialists, especially on particular topics that maybe seem to be problematic on how to deal with those topics. So that they can be able to cover with the requisite of curriculum coverage and also make sure that at the end the learners have acquired the requisite skills and knowledge in terms of the...the...the... time or the tracker that is there. So that will make it easier, for if then... in terms of curriculum if they can be such good in that in terms of pedagogy and that curriculum differentiation, then it will make the work of the LSA or reference to be much more easier. It might be something other than clinical maybe that is socio...or psycho-social or whatever. But our teachers, sometimes they just refer learners these learners are normal they are fine they just need that differentiation and then the outcomes of the . So bone they just think these learners are....ntho..."

Researcher: "Slow learners."

Setho: "Ee... slow learners or whereas they attended to the actual problem."

Motaung: " Maybe to support you, last week I went to collect referrals from one school , and then with screening what we do we screen first, we check the learners how did you go the the girls or the gender, the age, what Grade and all the things. This learner is seven years, first year in Grade one. This child is referred, he never repeated so I said to the schools, I don't test because I gonna go back to that school to assess the learner our recommendation is to let the child repeat. Is obvious and I would say where is the evidence of support? Can you see, in other words the thing, the whole thing of learners who have been referred are those that teachers are not going extra-mile. "

Setho: "Eke....exactly"

Motaung: "In other words we only assess on a critical situation. Seven years, never repeated , they say he is struggling but sometimes the report is cooked, level four."

Setho: " Mmm...Sure sure."

Motaung: "Sometimes It is important to say the parents so that they must be empower them how best they can prioritise, because you know it takes three months before this child can go to... and it takes three years before the learner can go to Special School. "

Metsi: "Yah... you know in management and governance point of view, Circuit Management and so on we have a role to play in terms of supporting, especially in these referrals . Wa bona when you touch on the point that Ntate said about progressed learners, not all progressed learners are candidates. You know some of the learners, some of the learners are very brilliant because of some you know... some truancy and you know mabaka they end up being progressed ."

Motaung : “But when you check this learner is not a candidate for Remedial.”

Metsi: “And maybe if we can have this information can be... schools can provide this information in time and accurate information not just talking about teachers just doing that. You will find that at Secondary Schools there are learners that could have been identified at lower grades, but because you know they are just passing the learners. The learner cannot finish school because he has been identified very late and we don't have enough schools. I think on that in terms of that as CMs, I think we can have this information at our level if we can have that ,I think that is the role we can play. “

Researcher: “Ok we can go to question five: **What do you think can lead to the success of teacher training from the District? Some of the questions may seem similar, or the same:**”

Metsi: Eh... from my side I think Ntate made a point this SIAS training of teachers is done on the part of post, on the part of an Ad-hock basis. It is not given the attention it deserves, because teachers are not trained at tertiary level. I agree with that because if it is done at a specialised you know ... training that will help. The district must be communicating with tertiary institutions to find out how best we can do that, but maybe your research will help us with that.

Researcher: “Hahahaaa...”

Motaung: “And also you know... year in year out, same people attend SIAS training.”

Researcher: “Yes, like I was one of them.”

Motaung: “That is why they don't support it if these things same people will come for training, and the rest of people are sitting there because trainings are during holidays and also you will find that there is overcrowding and teachers are.”

Setho: “Yah... maybe again on training like what you were saying that our teachers you know wena you are not trained from the institutions of Higher Learning. Perhaps what we can do also maybe we can train these teacher on quarterly basis, maybe term one we train them on this, maybe term two on this. By the end of the year, at least they will have got, yah... recovered bigger ...ntho, but if you just pick them for just two days or five days or one in a year ntho, I think eh... ntho wa e bona. Maybe you can say let's start here, and then on the other side the Subject Advisors also... if they push on the other side with curriculum differentiation, you start this side on ntho, so that we go on neh... . From there the other thing is that, at schools I think if we can make sure that each phase actually has specialist teachers. In the Foundation Phase we can make sure that we have three of four teachers who are Special teachers, in the Intermediate Phase also we can have three or four specialist teachers wa

bona...maybe one teacher can be for Languages neh... with specialist and experienced languages, and one teacher might be...we can package them to say you will be for NST, so you will deal with Maths Science and Technology. And then the other one will deal with Humanities you see, so at least if we have people in a Specialisation who are specialist in NST, in Languages and ntho, so that if one learner experience challenges those people can pick the one to say what is the problem with this learner. Then if it is with Language the one with Language can say this is what we should do with this learner so that we can come to par. If it is something that has to do with maybe those subject matters like Natural Sciences and Technology, then those teachers can say no try one two three so if we can have such people in each Phase then I think it will be much more better.”

Motaung: “Again just to add Ntate, that is one of the criteria for SBST, there must be a Specialist teacher in the SBST. Because the first but now sometimes the school will refer the learner who have the ear problem to us.”

Metsi: “ Hahahaaa...”

Principal Researcher: Hahahaaa.....

Motaung: “No ear problem if you ask did you tell the parent? No. Did you sign any or take the learner to the clinic? No they don't that's why we are screening before we can do anything all problems are brought here it's obvious even before SIAS . I've got twenty five referrals that I must attend to .”

Metsi: “In one school?”

Motaung: “Yes in one school, I'm not going to assess those learners, but I must talk to SBST we go through each referral to say yes we still look for this one, you have one two three four, attend to that one . This one must be attended so that the schools must be empowered in terms of screening, identifying , what is it that we identified because the parents maybe has been to the school, they call the Department they call us. Why can't they call the Psychologist? Why can't they call the counselor? Because said things are made easier.”

Metsi: “You know...I'm happy, I'm just talking to myself if this SIAS thing came long after .”

Motaung: “Hahahaaa...”

Setho : “Hahahaaa...”

Researcher: “Hahahaaa...”

Metsi: “Because I would have been referred, because there are areas I was not best at, that’s why I say I had my own interests . Because when you teach something which the learner is not interested in, you will think that learner is... “

Researcher: “Slow learner.”

Metsi: “That is stronger word at school”

Motaung: “ We have that challenge with schools as Inclusive Sections, when they refer the learners to us we need the letter from the report, you find that in this report the learner has maybe the raw marks of thirty eight, the class, the average maybe is forty five. “

Researcher: “And the learner got thirty eight.”

Motaung: “The average is forty five. You say mos... this is nice, why this one? Because they have no clue that the Grade average talks a lot. You know I could pick it up Ntate Setho in the referral , in the report whether there was no teacher of the subject at that time, is either the teacher was ill, was either incompetent in terms of assessing learners in that Subject . I could pick up during that whether the learner was taught or not, within five minutes I can do that and determine he was never taught. And then he has been referred. For example we can be at school and say assess the learner can be at school. You go back to school to give feedback , you go back again after six months you go back to schools, the same learners, same test and then he performs the same. Then if is this learner has no barriers, the barrier is the school, the school produced the learner and by then the learner is thirteen years what should we do. “

Researcher: “That is Systemic barrier.”

Setho : “And they laugh these teachers if I tell them here even you teachers you might sometimes be barriers to these learners,. You always blame the learners but if you yourselves as the teacher you unable to reach all these learners, then you become a barrier to these learners.”

Researcher: “And you also need to be referred.”

Setho: “ You also need to be referred.”

Motaung: “ You find that now also as we talk now, you know you will find for example in Inclusive Section from September we don’t take referrals. For us this is the time ya go kotula we are now placing learner it’s the harvest time. We are recommending, we are now placing learners because from April we start, but you will find now in one schools there is one case or

two. Within a month Ntate will come for promotion, the will be no Ntate Tau wa ba tseba , but they will never tell you why .”

Metsi : “That’s true, thats true our is system is not talking to.”

Motaung: “They don’t talk to each other, and they also some parents they don’t like learners to be referred.”

Researcher: “They are in denial.”

Metsi : “Yes they are in denial.”

Motaung: “And it’s coming up and up. So also that one the...the... picture of... and SIAS also talks about....you know to schools it’s only those learners with high level of support that need to go to Special Schools .And you will find that some learners, you go to ISP of learners in schools, if ever you can read that ISP report why this learner has been referred you will find that it’s by default because of the wrong process. This learner was manufactured but after still placing him to Special School the learner gets better. Now it still goes back to Mainstream.”

Metsi : “Mainstream, yah...hei it’s bit difficult.”

Researcher: “ Ok then : **What can you say, are the components for the approach of improving teacher training, the elements for SIAS implementation? More especially teacher training, the components, the elements accompanying that teacher training?**”

Setho: “Yah...ei..Nna I think I will go back to what I have said about that thing ya...if we can have an integrated, you know... well co-ordinated approach in terms of inclusive and curriculum. Like I said teachers tend to just you know... refer learners thinking that maybe is psycho-social clinical ntho, whereas it curriculum ntho. So before we can actually think of that thing of referring the learner, we should be very clear as teachers, as to whether this learner is it a curriculum challenge or issue or is it a lack of .And if our teachers are well trained, then they will be able to know gore at least we have done one two three, that is why I’m saying in terms of curriculum it is not curriculum issue or psycho-social because of one two three. So if that training can be well co-ordinated and integrated between the two, inclusive and ntho... And maybe le yone that thing you have talked about, that one ya, to ensure that each and every phase should have those specialists, Subject Specialists in the Foundation Phase, in the Intermediate Phase and in the Senior Phase just like that and it will make things much more easier.”

Motaung: “Yah for me is the implementation, we training teachers is about teach school to do early identification, but that early identification must not end up end at school level it must also come to us so that we can profile those learners, so that if there is no accountability. As

long as you have learners that you must refer them in the school and if I don't receive their referrals I can sleep the whole night. But immediately I have got their referrals, now I have the conscience to say what can I do. That issue is about you know, dipriorities. For example I will be arranging SIAS training of a school, what will advance then Subject Advisor arrange in a week's time the workshop. And we are being trained you inclusive you must, because the core business is curriculum, forgetting that support is for curriculum"

Metsi : "Performance in terms of support."

Motaung: "So normally when we train, we glue our training, and you will find ga ngata, all our training for SIAS we can go ahead but last minute the curriculum and that training involves curriculum. And teachers enjoy our training more than curriculum because there maybe it's where they...they."

Researcher: "They cough out."

Motaung: "They cough out So they come there and they...they....ntho... venture on...on...and not knowing that they are now in the counselling session our section has multitude of. And you know an OT Therapist in the Hospital and the therapist in the department they've got two different things, the doctor and the psychologist when they assess learners they look at the medical perspective, approach. Because it was supposed to be dealt with in the districts it is supposed to. And that's why we sometimes call them to say: please Doctor, you said I must go further with but one two three has not been done, what about one two three four five for this learner? So rona we are a business with broad approach. I can talk to the learner, I can talk to the teacher, the parent, the doctor of that learner. Kore I've got access to the learner with all the referrals . I can question the doctor's report ."

Setho: " Mm...mm... I think maybe another thing that I've forgotten, you see like when I say clinical approach I'm looking at these progressed learners that we have. We tend to be concentrating on the Secondary Schools in terms of the progressed learners, whereas it should start in the FP Grade one. Like you said that now that we are going toward end of the year, after the promotions and other thing that should have been done, I think maybe if the CM can maybe help us to talk to the principals to say in January every principal should have a list of his progressed learners from Grade one up to Grade seven neh... I know in Grade three I have twenty five learners, so that the school knows the problems of the learners that in Grade three we have twenty five progressed learners. What is the school doing about those learners, so that we klaar close this wide risk, the highly at risk learners. But if we have twenty five learners what programme do we have as a school to help those progressed learners. We keep them under micro-scope klaar. And then we say let's put them under the programme for the Languages and Mathematics because those are the critical ntho klaar, so that when the

SA come to schools, because in our monitoring tool where we said what have you done in terms of progressed learners, always monitoring tools they come back empty . It's only once you hear certain teachers saying no I have ntho for progressed learners. So CM can talk to the principals that in January skolo se seng le se seng se na le the profiles of learners, how many learners were progressed learners and who are not ntho.”

Motaung: “And who are over age.”

Setho: “E wa bona those things of over age and whatever in that way, and what is that the school is going to implement to help those learners . Not when there are problems, it should start klaar in Term one so that when we come to term two when we come with reference, referral at least they should have started to say no this ones that are progressed, even the teachers who are getting into Grade five should know that these are the learners who have been progressed from Grade four. Whether you are teaching History, Maths, Natural or Social Sciences you already know that those learners have been progressed. So somewhere in my teaching I must also accommodate the learner klaar. We are not saying they can have a special class or whatever, but even in that approach they will only have a special support programmes in the particular subject if they seem really necessary. And then at the end of the term they should also look at their results to say let's look at those twenty five learners, how are they performing or improving. Then bone they think is not working, and if they are not ntho then let's see if we can help ntho at least we should know what to do because we are now going to June Examination. Examination must be bigger than ntho, you know what you can do to help these learners that can't perform. So when we go for June Examination then they are prepared for the ntho. So that will be simpler, when come to the schools, so no school should say they can't actually profile progressed learners. So that's why I say we should work together so that these things can be avoided .”

Motaung : “There is also an outcry, when you go to schools that referred. When you ask but this learner why le sena this and they say no CM is the one who force us to allow the learners to pass.”

Researcher: “They say so, they say they endorse the progress”.

Motaung : “They endorse it, and I say he is not supposed to do that because if I say this learner is in Grade 5 they yes..yes..yes... And you say this learner must remain then what will make him to progress, but even if you keep that.”

Setho: “What did you do? When did you realise that this learner is not coping? Because then the blame should be to the teachers. Then I say to them, you know what it is just that the parents are not taking you to task, because if the learner is going to fail at the end of the year

the parent can come to say: When did you realise that my child is going to fail? What was his performance in March? Eeh...what... what...what? What was his performance in June? And when did, what did you do if you realised that there is ntho? Klaar hela you should have come up with solution. So you cannot just come up and say at the end of the year the CM should not progress the learners, whereas you did not do anything actually.”

Motaung: “They should...”

Metsi: “Yes they want proof, they want evidence. You only tell them now on the Fourth Quarter that you learner is going to repeat. “

Motaung: “Nna normally what I say to my schools in every January get a class list, if there are six learners in your class you start by screening them. How many learners are boys, how many are girls, how... age. If the learner is in Grade 3, he is 7 years then you take the Grade 2 error analysis then you check for lower levels. Then you start with Didactical approach because teachers must do didactical approach. So this is what I say to my schools have the corner and your class list, then you gonna work on that. That’s what I normally do.”

Researcher: “Ok, number seven: **In your opinion what do think are the indicators for improved teacher training of SIAS policy implementation?”**

Setho: I think less number of referral learners to SBST.

Metsi: “And there will be more progress, it will show that those people are implementing.”

Setho: “Yah... only severe cases will....And the results will also be improved. Obvious if in terms of curriculum delivery the performance improve then the learners will be performing much better. Because they say every learner is teachable and they can all be educated. But our teachers will tell you huuu... this class of Grade 6 Jesus.... they must be at Pholoho or kae kae. But facts will prove that only five percent of learners are having challenges or barriers.”

Motaung; “And for me this process of SIAS is about accountability, it makes accountability specific. For me as the LSF in charge, say no I can vouche I know these learners, I did one two three and four, it never worked. Then I gave it to Special School so that they are now profiled for Special School, but if they are not profiled, and you could account. Accountability in terms of say lets now profile our learners, whether they are progressed or not progressed, but how they gonna be supported in schools.”

Researcher: “Last but not least.”**Your suggestions and opinions are needed with regard to how to improve teacher training for SIAS policy implementation? This is where the Frame Work is going to come from.”**

Metsi: “I go back to what Ntate has said teacher training on SIAS at Tertiary Level. You know there must be specified programme so that motho ha re ke qualified and as the SIAS or whatever , e ska nna just by doing, that’s where it starts.”

Motaung: “Because for me the training, especially teacher training only comes after Post-Graduate. Tha’s my...my belief, there’s no, there’s no a first Degree or first application to say I am the certified SIAS teacher Inclusive teachers. Because first, ok...BA or do Fed or . And they can be trained Part-time or Full time in the Varsity or College doing Certificate for special teacher.”

Researcher: “Ok I think this is connection with your involvement as CM from governance and management and your curriculum section you have to work hand-in-glove with inclusive section. So what can you suggest with regard to that?”

Motaung: “Yah... in...in...in our work plan our whatever inclusive target I am supposed to train CM, I’m supposed to train SA on SIAS .”

Researcher: “And you say it appears on your planning akere....”

Motaung: “Yes, it is there on our new PDMS so I’m supposed to train my CM or the section must also train the SAs. Whenever you identify a school for example in July we went to Heide School . We trained the parents, we trained the SGB, we trained the SBST, we trained teachers and principals so that by the time we implement the policy on SIAS.”

Researcher: “Ok you will be training the district officials and the SMT members, now you as the district together how can you organise that training for teachers? “

Motaung: “Rona we have the two approaches, from teacher development and the interventions. They must come back at and cascade on , but now we thought, we thought we have now said, let’s minimise cascade and saturate, that was to say I will ask CM to say , CM can you give me three hours one afternoon in your school to train teachers on SIAS.”

Researcher: “And you must be accompanied by him, so that they can also be knowledgeable.”

Motaung: “I’ve been to three schools.”

Metsi : “I think it goes with that problem of working in isolation, because you find that have my meeting, the SA have his meeting, and have SIAS meeting so we have to co-ordinate.”

Researcher: “Why am I insisting on this is because teachers don’t take this SIAS policy serious because they have realised that the curriculum section and the SMGD are not involved, so they think Inclusive Section is for slow learners.”

Metsi: “So we have to....”

Motaung: “Because it put us on the same level I think in August they don't put us on the same level. If I can do that for me I had a meeting with Me Matsididi , if she goes to school she reports to me, if I go school Me Matsididi be aware I'm going to school and one two three of learners and I will give her feedback that this is what I have done. So

Metsi: “ Hmm... I'M very educated you know.”

Researcher: “Ok, if there's nothing then this is the end of our discussion and thank you very much for your participation. I feel very humbled and honoured, especially to come and have discussions with people of your status and positions, it was not an easy thing to do. Hahahaha.... thank you once more. “

ANNEXURE G: PLANNING SCHEDULE

PLANNING FOR EFFECTIVE SIAS IMPLEMENTATION FOR 2019

FOCUS SCHOOLS: THREE SELECTED SCHOOLS FROM MOTHEO DISTRICT

KEY RESULT AREA	ACTION STRATEGIES	TARGET	RESPONSIBILITY	TIME-FRAME
SIAS Implementation at school level	Feedback meetings	SMT and teachers	SBST Co-ordinators of School A, B and C	Term 4 2018
	Mini-workshops	Teachers		
	Extra-classes with curriculum differentiation	Learners	Subject Specialists	1 st and 2 nd Weeks of Nov 2018
	Observations	Teachers and learners	Researcher and co-ordinator	
Control and Support	Teachers	Teachers	SBST Co-ordinators of School A, B and C	
SIAS policy implementation at district level	Identification of learners at risk for the following year	Learners		
	School visits to first monitor	Learners per school	LSA, SA or CES and CM	Term 1
	Compilation of the following lists :			
	Learner Profiles			Term 1
	SIAS captured on SA SAMS			Term 1
	LSEN receiving support			Term 2
	ISP developed and proper SNA 1 & SNA 2			Term 3
LSEN identified for concessions or grade intervention for progressed learners	Term 3			
LSEN recommended for alternative placement				

ANNEXURE H: PROJECT REPORTS

Transcripts of PROJECT REPORT OF SCHOOL A BY PROJECT LEADER

The project was led by the SBST co-ordinator and the following happened:

- First meeting with SBST members on 12-10-2018 to give them reports of the focus group discussion. Sharing and integrating focus group info with five days SIAS training attended on 01-10 to 05-10-2018. Way forward was for Block Teachers to ensure that each teacher identified two learners at risk from the existing lists grade 1 to grade 7 to sample with.
- Second meeting held 19-10-2018 with referring teachers by SBST, focus group participants and other SIAS training attendees to discuss the process from LP to SNA 1 and ISP. Only LPs of the above mentioned learners were checked as they were already filled in of and to assist teachers with filling in identified gaps. Teachers were also given opportunity of going to complete that could not be completed at this meeting.
- Next meeting held on 26-10-2018 to discuss SNA1, where teachers were guided on filling in all sections of SNA 1, although it has to be filled in gradually, but not immediately. Therefore, the form can be filled in gradually with any observable action or report regarding strengths and weaknesses of the learner. The focus here was on intervention of the teacher, especially where curriculum differentiation should be applied. Teachers are reported to have enjoyed this meeting because that is where they were able to realise that they have sometimes applied curriculum differentiation without being aware because they never recorded any of their efforts. Teachers were then divided according to essential subjects, English, Setswana and teachers and Mathematics. They were each assigned subject specialist from SBST to assist and guide with ISP, where the issue of curriculum differentiation was the focus.
- Each subject group designed their ten days plan starting from 22-10 to 07-10-2018 where teachers went extra mile of thirty minutes after school to assist those identified learners. Curriculum differentiation was applied by all groups, respectively with the use of concrete apparatus including tablets, interlock-cubes, counting blocks, abacuses, word cards, sentence stripes, pictures and many other teaching and learning materials relevant to the learners' levels.
- Each subject group had time frame of when to submit to the SBST co-ordinator everything that has been done by teachers and learners as pot-folio of evidence. However, this had nothing to do with formal and official job description of project members. Although the project had to stop because of examination, there are positive reports from teachers about sampled learners that there are signs of improvement. An

indication that the project succeeded is that five of these learners were referred to SBST with necessary document, which was previously not easy for teachers to do on their own. The researcher managed to observe one of each subject lesson presentation to ensure that teachers understood how to support LSEN with curriculum differentiation. Teachers' attitude changed and they seemed to enjoy supporting the learners, although their challenge is still time and curriculum coverage.

PROJECT REPORT FROM SCHOOL B

- ✚ Although School B differs slightly with School A, they implemented the project almost similar as School A. The SBST co-ordinator, focus group participants and teachers who attended SIAS training in October organised one day mini-workshop where they shared the roles of presentation. The principal gave them permission because he was also focus group discussion participant. The roles were divided among six members, each focus group member was paired with teacher who attended SIAS training as follow:
- ✚ SBST co-ordinator was directing the programme and the principal explained the purpose of the workshop.
- ✚ The first pair shared presentation of Learner Profile
- ✚ The second pair shared presentation of ISP
- ✚ The third pair shared presentation of SNA 1
- ✚ At the end of presentation, decision was taken that each teacher identifies at least one learner with academic learning barriers where support should be given with curriculum differentiation. Teachers were given time frames to submit filled in forms to three SBST members. The first collected Learner Profiles (LP), the second one collected ISPs and the third collected.
- ✚ The SBST held one hour meeting to go through all the forms and those with mistakes were corrected with respective teachers. Although they were not so many, teachers who managed to fill in their SNA 1s correctly with curriculum differentiation as intervention, were then asked to share their experience and success with their teams during Grade or Subject in their future meetings. The latter appears in the following year's Year Plan and the project stopped because of examination preparation. However teachers managed to indicate that learners at risk have been referred in the Schedule, where they have to account for those learners.
- ✚ Implementation of SIAS policy at School B has therefore kick started with re-election of SBST.

The school produced minutes as evidence that improvement has been effected after implementation of project. However, minutes could not be attached because they all have real names which is not ethically accepted. The meetings can be summarised as below:

1. SBST meeting: 03 November 2018, planning for next year.
2. SBST meeting: 07 November 2018, preparations for prize giving with inclusion of improved LSEN

3. SBST meeting: 22 January 2019, discuss identification of learners at risk
4. SBST meeting with staff: 28 January 2019, discussing identification of learners at risk and Learner Profiles
5. SBST meeting: 08 April 2019, informing the team about DBST visit on 10 April 2019
6. SBST meeting with staff: 13 May 2019, feedback of DBST visit to the entire staff
7. SBST meeting: 07 August 2019, feedback of assessed learners by DBST
8. SBST meeting: 01 October 2019, progress report regarding appointments of learners to be assessed by Psychologist and placement of others at Special Schools

PROJECT REPORT FROM SCHOOL C

- ❖ The co-ordinator and SBST members integrated what they discussed from focus group discussion with information from October SIAS training.
- ❖ All four participants who attended training also called staff meeting where they all gave feedback to the entire staff. Their purpose was to make staff aware of the importance of SIAS policy implementation, if they want to improve the results of the school.
- ❖ They staff was made aware that there is a project to be implemented with recommendations made during focus group discussion. Their assistance is therefore needed, however only those who were interested in the project indicated by jotting their names down as it did not bind everyone
- ❖ The group unpacked the process to the entire staff as discussed during focus group and as learned from SIAS training. After presentation there was clarity question session, and the group assisted and supported each other to answer the questions. After the meeting, the group met with teachers who showed interest in the project to schedule another meeting for way-forward.
- ❖ At the next meeting they discussed the roles suggestion regarding the implementation of the project. The decision taken after suggestions led to first identifying learners with learning barriers, who are also appearing on Learners at Risk List and Progressed Learners List. Each teacher chose one learner from each list and the group had fifteen learners whose forms were filled in.
- ❖ They all started filling in Learner Profiles (LP) and submitted them to SBST co-ordinator to check them. Thereafter LP which had similar learning barriers were grouped together so that learners can be supported accordingly. The focus was also on those which indicated academic challenges with aim of applying curriculum differentiation. For learners with Mathematical challenges, Maths Club was established from 22 October 2018 to date. For English, learners were assisted with word cards designed from Word Bank. They were given Homework to read and practice spelling at home. They were then given Spelling Test during Extra Classes, where they were marked and corrections done immediately.
- ❖ About six learners showed improvement and teachers believe if more time could be given to the project, they would have much positive results to report. Those learners who performed poorly were then considered for further referral as early as 2020 to the SBST. Although the project ended sooner because of examination, it was successful because teachers managed to follow SIAS process with support given to few identified learners.

ANNEXURE I: GOOD PRACTICES LIST

SHARE ALL THE GOOD PRACTICES AT YOUR SCHOOL THAT HAS A POSITIVE IMPACT ON PERFORMANCE

<p>1. SUPPORT/REMEDIAL CLASS</p> <ul style="list-style-type: none"> ❖ Internal arrangement has been made to establish Remedial Class which operates in two Systems: Pull-Out System with 15 learners from Grade 4 and 5 and Full-Time Special Class with 5 learners, and three of them have been declared as Pholoho Candidates after being tested. ❖ There are Block-Teachers in School Based Support Team (S.B.S.T) who collect Lists of Learners at Risk in the beginning of each Term who should ensure that their Learner Profiles are filled in as required by SIAS Policy. ❖ S.B.S.T members attend any workshop, training or sessions organised by Inclusive Education Section and give feedback to the whole staff in the form of Mini-Workshop. ❖ S.B.S.T work in collaboration with other departments, NGOs and Churches to address the issues or challenges faced by vulnerable learners, where donations are received. ❖ For example, 30 of these learners attend Nutrition and Education Programme at St John Church on 1.5, Monday, Wednesday and Friday. They are being assisted with Homework and other school activities. ❖ The School ensures that Nutrition Programme which includes all learners is followed as required by the DBE.
<p>2. PARENTS MEETINGS</p> <ul style="list-style-type: none"> ❖ SMT with the help of teachers do Power Point Presentation of Overall Performance to parents at Parents Meeting so that parents can be conversant with the levels achieved by learners. ❖ After Presentation parents and teachers reflect on the results and come up with solutions and strategies to overcome the challenges faced by learners. ❖ At the beginning of Third Term we called only parents of poor performing learners to have one-on-one discussion with Class/Subject Teachers.
<p>3. GOING EXTRA-MILE</p> <ul style="list-style-type: none"> ❖ There are extra classes organised for after school, Saturdays as well as holidays where Students from different Institutions like CUT, UFS and Mofheo College also assist the school. ❖ Maths teachers have established Maths Club with as the strategy from AMESA attended by Grade 7 Educator. ❖ The school ensures that learners participate in all the competitions initiated by the DBE and other departments or NGOs (e.g. Mental

<p>Maths, Spelling Bees, Science Quiz etc].</p> <ul style="list-style-type: none">❖ SGB, SMT and teachers have introduced Tour Festival where Educational Trips will be held in a certain month for learners to learn challenging topics practically in places like Museums). For a start, two Trips will be taken in September 2019 to Museum and Kimberly Mine.❖ Learners are given opportunity to read to other learners during assembly.❖ They at times do times-tables at assembly and this motivate others to practice. <p>4. MONITORING AND CONTROL</p> <ul style="list-style-type: none">❖ Besides the normal monthly control, SMT has decided to focus on Port-folios of only learners at Risk for Third Term in order to motivate them to do their work, as they have that tendency of not taking their work serious because their work is not submitted for control.
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SUPPORT PROVIDED TO PROGRESSED LEARNERS AND LEARNERS AT RISK

GRADE 1

Elaborate on support provided to learners at risk (Learners on level 1 to 3)	Time Frame
<p>Setswana</p> <ul style="list-style-type: none"> ➤ Give them words to recognise letters in a word and word in a sentence. ➤ Drill the sight words. ➤ Repeat the words and text several times. ➤ Allow them to use their fingers to follow during reading. <p>Mathematics</p> <ul style="list-style-type: none"> ➤ Clearly explain the work to be done in simple terms. ➤ Make examples of the work they do. ➤ Do the activities with them on the chalkboard before doing it on their own. ➤ Use modelling and concrete learning materials. ➤ Let them say what they have learned to check their understanding ➤ Check their work as they do it and assist where possible 	<p>30-11-2019</p>

GRADE 2

Elaborate on support provided to learners at risk (Learners on level 1 to 3)	Time Frame
<p>Setswana</p> <ul style="list-style-type: none"> ➤ Give them extra books to read at home. ➤ More Homework to practice and read ➤ During Break-time they remain in the classroom to do some work. <p>Mathematics</p> <ul style="list-style-type: none"> ➤ They are given Abacus to count and to use for basic operations. ➤ They drill counting every morning. 	<p>15-09-2019</p>

GRADE 3

Elaborate on support provided to learners at risk (Learners on level 1 to 3)	Time Frame
<p>Setswana</p> <ul style="list-style-type: none"> ➤ Do reading activities for 15 minutes after school every Monday and Wednesday, with use of phonic chart for spelling, words formation, segmentation and blending. ➤ Do sentence construction by exposing them to all the vocabulary, print-rich classes and word-wall. <p>Mathematics</p> <ul style="list-style-type: none"> ➤ Do counting activities for 15 minutes every Tuesday and Thursday after school, using concrete objects like 100 block, abacus etc. ➤ Give them more activities on Mental Maths, Speed Test with more emphasis on concepts like Place Value, Time, Number Line, Patterns. ➤ Give them more activities of Word Problems. 	15-09-2019

GRADE 4

Elaborate on support provided to learners at risk (Learners on level 1 to 3)	Time Frame
<p>Setswana</p> <ul style="list-style-type: none"> ➤ Extra classes for reading and writing after school. ➤ Some of them attend Remedial Class for Curriculum Differentiation. <p>English</p> <ul style="list-style-type: none"> ➤ Give them extra activities. ➤ Give them a lot of reading activities. ➤ Some of them attend Remedial Class for Curriculum Differentiation. <p>Mathematics</p> <ul style="list-style-type: none"> ➤ Included them in the Maths Club established recently. ➤ Some of them attend Remedial Class for Curriculum Differentiation. 	

GRADE 5

Elaborate on support provided to learners at risk (Learners on level 1 to 3)		Time Frame
<p>Setswana</p> <ul style="list-style-type: none"> ➤ Some of them attend Remedial Class ➤ Met with their Parents to discuss their performance and way forward. ➤ They are Involved in daily reading activities in the morning. ➤ Spelling Task is conducted once a week. 		<p>15-11-2019 July to Nov 15-11-2019</p>
<p>English</p> <ul style="list-style-type: none"> ➤ Some of them attend Remedial Class ➤ Parents Meeting ➤ Reading Class ➤ Spelling Tests ➤ Extra reading during class 		<p>Jan-Nov Jan-Nov Whole year Jan-June Whole year</p>
<p>Mathematics</p> <ul style="list-style-type: none"> ➤ Some of them attend Remedial Class ➤ They are all included in Maths Club. ➤ Discussed First Term Performance at Parents Meeting ➤ Held Parents' Evening with their parents only to discuss their Second Term Performance. 		<p>15-11-2019 15-11-2019 First Term Second Term</p>
<p>Natural Sciences and Technology</p> <ul style="list-style-type: none"> ➤ Parents were invited so that we could devise some strategies to assist struggling learners. ➤ Sufficient written work and Remediation will be offered and constantly controlled 		<p>15-11-2019</p>
<p>Social Sciences</p> <ul style="list-style-type: none"> ➤ Remedial Class attended. ➤ Parents are encouraged to assist their children. ➤ Learners encouraged to watch News and read News Papers ➤ School Library to be utilised. 		<p>First Term to Fourth Term</p>

ANNEXURE J: TURN IT IN REPORT

by Rachel Tihole

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